ЗАГРУЗИТЕ ЗВУКОВОЕ ПОСОБИЕ.

АНГЛИЙСКИЙ ЯЗЫК

10 КЛASS

УЧЕБНИК ЧАСТЬ 2

АКАДЕМКНИГА/УЧЕБНИК
CONTENTS

4 Food Defines Culture ......................................................... 4

Russian State Exam Training ......................................................... 46

5 School — Experience of a Lifetime ........................................... 58

Russian State Exam Training ......................................................... 106

6 World Wonders ........................................................................... 120

Russian State Exam Training ......................................................... 161

Grammar Reference ................................................................. 174

Vocabulary .................................................................................. 188
1. Look at the pictures and describe these meals. Where are they served? Use the words below. Share your ideas with the class.

- healthy
- unhealthy
- tasty
- delicious
- appetizing
- plain
- ordinary
- extraordinary
- light
- heavy
- convenient

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

**Compliment**  
*n* – to make/pay a compliment, a doubtful compliment. *I take it as a compliment to be invited to your party.*  
*v* – to compliment a student on his or her progress. *The guests complimented the cook on his delicious dishes.*

**Complimentary**  
*adj* – a complimentary drink, a complimentary ticket. *On board the plane you will be offered a complimentary meal.*

**Beverage**  
*n* – a hot beverage, a cold beverage, a non-alcoholic beverage. *During the flight you will be offered hot beverages and snacks.*

**Request**  
*n* – a polite request, a request for a meal, on request, to make a request. *You can get a snack and a non-alcoholic beverage on request.*  
*v* – to request information, an answer, help, as requested, to be requested to do something. *All visitors are requested to follow the rules.*

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4. Food Defines Culture
b) Revise the words from the box. Translate the word combinations and the sentences below into Russian.

balanced ■ balance ■ to balance ■ snack

1. a balanced diet, balanced approach
2. a quick snack, snack food
3. You need a balanced diet to feel healthy and fit.
4. I have very little time, it is just enough to have a quick snack.

3. a) Describe your favourite snack, using the words from Exercises 1 and 2.

b) Work in pairs. Look at the pictures of in-flight menu from Exercise 1 and discuss with your partner what you would like to try and why. Use the new words.

4. a) Listen to the conversation and say where it takes place.

*b) Act out the conversation.

5. Do you use packed lunch? Do you find it healthy? Share your ideas with the class.

6. Have you ever heard of bento? Read the text about it and answer the questions. Fill in the gaps (1—6) in the text with the missing parts (a—f).

1. What does the word “bento” mean?
2. What does a typical bento contain?
3. What is the idea behind it?
4. What types of bento do you know?
5. What are the main bento-making rules?

**The Art of Bento**

Bento is a home-packed meal which is common in Japanese cuisine. The word “bento” actually means “convenient” or “convenience”. Traditionally, it consists of one portion and contains rice, fish or meat with pickled or cooked vegetables, usually in a box-shaped container. 1) ... Bento containers are available in many places throughout Japan, including convenience stores, bento shops, railway stations and department stores. However, Japanese women often spend a lot of time and energy, preparing a nice lunch box for their husband, child or themselves.

Bento is not just a snack. 2) ... The key ideas are a balanced and healthy diet, delicious ingredients and design beauty. Bento can be elaborately arranged in a style called “kyaraben”, which means “character bento”. “Kyaraben” are typically decorated to look like popular characters from Japanese cartoons, comic books or video games. Another popular bento style is “oekakiben” or “picture bento”. It is decorated to look like people, animals, buildings and monuments, or items such as flowers and plants. 3) ...
There are similar forms of lunch boxes in the Philippines, Korea, Taiwan, and India. Also, Hawaiian culture has adopted some localized versions of bento as a result of over a century of Japanese influence in the islands. Here are some bento-making rules, which you can follow if you decide to come up with your own bento meal.

• Your bento should be reasonably healthy and balanced. 4) ... Don’t forget to add vegetables. Besides being healthy, they are so colourful!
• Keep it simple, don’t make it too complicated. Use a maximum of four or five different items per box for everyday bentos.
• Make sure it is tasty and appetizing. Never pack things just because they are supposed to be healthy. 5) ...
• Make your bento fun, colourful and attractive. Remember that we eat with our eyes, as well as our mouths and stomachs. By the way, it is sometimes difficult to pack lunch for picky kids. This is where cute “kyaraben” bentos come in. 6) ...
• Use seasonal, locally grown, natural ingredients if possible. Try not to use pre-made, canned or processed food.
• Pay attention to safety and hygiene. Try to touch the food with your bare hands as little as possible — use chopsticks to arrange and eat your food.

a) They were originally invented as a means for Japanese mums to get their picky kids to eat healthy food. So why don’t you try some vegetables cut into flowers, or a healthy sandwich with a smiley face?
b) Contests are often held where bento arrangers compete for the most beautiful and sophisticated arrangements.

c) There is a certain philosophy behind it.
d) The food you put in should taste good even when cold or at room temperature.
e) So make sure to include protein and carbohydrates in every bento box.
f) Containers may be very different, ranging from ordinary boxes to sophisticated hand-crafted ones.

You will find more information about bento at https://jpninfo.com/17972

GRAMMAR Revision

Phrasal Verbs with Come (GR, p. 174)

7. a) Match the phrasal verbs in bold in the sentences (1–7) with their meanings (a–g).

1) She came across some old letters when cleaning the house.
2) He came across as a rude and impolite person.
3) The actress came back to the theatre after her three-year absence.
4) When mother came in, her children were watching TV.
5) His name never came up in our conversation.
6) A passer-by came up to me and asked how to get to the restaurant.
7) I hope they can come up with a better plan than this one.

a) to return
b) to enter
c) to mention
d) to find or meet by chance
e) to think up, to invent
f) to make an impression
g) to come closer, to be about to happen

6 • Food Defines Culture
Complete the following sentences.

1. Our bento-making seminar is coming ... soon.
2. When you make a bento, you should come ... new ideas.
3. You may come ... some interesting recipes in a cookery book.
4. Japanese people come ... as very talented cooks.

5. The topic “Bento” came ... in our conversation.
6. Welcome to our restaurant! Come ... , please, and have a seat.
7. I hope you have enjoyed your meal. Come ... to our restaurant!

8. Write a short article about a typical packed lunch in Russia. Describe its benefits and drawbacks.

9. **Project work.** Are you good at cooking? What is your favourite dish? Can you make it yourself? Start preparing a presentation of the project *Our Own Cookery Book* about any dish that represents the cuisine of this or any other country. Write the recipe and attach some photos or pictures. Write some information about its history and popularity in different countries. Cook it if possible.

### Useful Language
- compliment, complimentary, beverage, request, balanced, snack

### Homework
- 1. Ex. 4  2. Ex. 8  3. Ex. 1-3

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**Lesson 55**

1. Look at the photos of these food inventions and say what you know about them.
2. a) Read the new words and guess their meanings.

**Liquid** *n* — a poisonous liquid, a tasteless liquid. Water is a liquid.

**Flavour** *n* — a chocolate flavour, a vanilla flavour, to add flavour to a dish. Which flavour do you prefer — chocolate or vanilla?

**Flavouring** *n* — artificial flavourings, natural flavourings. This yogurt contains no artificial flavourings.

**Crisp** *adj* — crisp chips, a fresh and crisp apple. I didn’t like the chips because they weren’t crisp enough.

**Smell** *(smelt, smelt)* *v* — to smell good, to smell bad, to smell of flowers, to smell like a restaurant. The soup smells delicious! There are some sweet-smelling flowers in the garden; *n* — a nice smell, a strange smell.

**Treat** *n* — a tasty treat, a nice treat for kids, a birthday treat. Ice-cream is a tasty treat which many kids like; *v* — to treat somebody to something. We treated our friends to lunch at a small restaurant.

b) Work in pairs. Take turns asking and answering the following questions about your favourite beverage. Use the new words.

1. What flavour does it have?
2. What does it smell like?
3. Does it contain any flavourings?
4. Is it a popular treat in Russia?
5. How was it invented?

3. a) Listen to a story about the invention of **Fanta** and say why it was invented.

b) Listen to the story again, complete the statements and give more information on the facts mentioned in them.

1. Fanta is ... years old.
2. It was difficult to import Coca-Cola because of ...
3. The first Fanta was made of ...
4. The word “Fanta” comes from ...
5. The head office in the USA took control of the plant after...
6. Today, there are about ... flavours of Fanta worldwide.
7. One of the ingredients is called ...
8. The Coca-Cola Company keeps its recipes in ...

4. Read the text about the most famous types of food invented by accident. Match the types of food to the pictures in Exercise 1.

**How Some Famous Foods Were Invented**

Have you ever wondered how your favourite foods were invented? Sure, a lot of the foods we eat are quite obvious: steak comes from cattle, pork from pigs, chicken from, well, chickens! You don’t need to be Einstein to figure it out. The fruits and vegetables we eat are quite obvious, as well; you pick them from a tree or plant and eat them. However, there are a lot of foods we love to eat that hadn’t existed until someone invented them. Things like potato chips, chocolate chip cookies, even cheeseburgers didn’t exist until someone came up with a great idea. In some cases there was a happy accident that resulted in the creation of one of our favourite foods. Here are a few examples of tasty treats that were invented in America.
**A. Potato Chips.** In 1853 the chef of a Saratoga Springs restaurant got upset when a customer complained about his French fries not being crisp enough. To take revenge, he cut a potato into paper-thin wafers and fried them so long that a “chip” could stand on its edge. Then he over-salted the chips and sent them back to the visitor. As you have probably guessed, the customer loved them and “Saratoga chips” or “potato chips” were born.

**B. Cheeseburger.** In the 1930s a young cook in Southern California accidentally burned a hamburger he was frying for a customer. Instead of throwing it away, he hid the ruined burger under a slice of cheese. Of course, it tasted wonderful. Soon, everyone wanted a “cheeseburger”, and the rest, as they say, is history.

**C. Chocolate Chip Cookie.** This story goes that a woman named Ruth Wakefield ran the Toll House Inn in Massachusetts in the 1930s. One day, she ran out of special baking chocolate for her chocolate cookies and decided to break a bar of semi-sweet chocolate into small pieces and add those to her recipe instead. Well, instead of melting like baking chocolate, the semi-sweet pieces just got soft. However, everyone loved the new “chip” cookies and Ms Wakefield became famous. In fact, her recipe is still on the packaging of Nestlé’s chocolate chips today!

**D. Popsicle.** An 11-year-old boy named Frank Epperson left a cup of soda with a stick in it outside on a very cold night. When he woke up, he found it frozen and realized that it was delicious. He began making the same food for his friends, and when he got older and had children of his own, his kids would constantly ask him to make a popsicle. Epperson saw how much his kids loved it and thought that other kids might love it too, so he filed for a patent in 1923. He got on with the project, and the treat caught on very soon. Later he sold his rights to the Joe Lowe Company of New York, which resold them to the Good Humour Ice Cream Company.

**E. Cornflakes.** The story goes that the Kellogg brothers were trying to create toasted wheat flakes when they accidentally discovered the process of creating flaked corn cereal. So in 1906 they started their cereal business and named it the Battle Creek Toasted Corn Flake Company, which later became Kellogg’s. Ironically, in the early 1920s, a Minnesota doctor found a way to make wheat flakes and started promoting “Wheaties.” Later the company became General Mills, a rival of Kellogg’s. Obviously, General Mills and Kellogg’s don’t get on very well.

You can learn more about famous inventions at http://www.enchantedlearning.com/inventors/food.shtml or enjoy the pictures at http://www.telegraph.co.uk/foodanddrink/foodanddrinkpicturegalleries/9780300/Famous-foods-invented-by-accident.html?frame=2442844

*5. Retell the stories about the invention of famous foods.*
6. Match the phrasal verbs in bold in the sentences (1–7) with their meanings (a–g).

1) I don't think this strange new fashion will catch on.
2) After his illness he is working hard to catch up with his classmates.
3) The car drove up and they got in. Half an hour later they got out of the car.
4) Get on bus 22 and get off at the third stop.
5) Kate is a nice sociable person, she is so easy to get on with.
6) Stop talking and get on with your work.
7) I am happy to hear that you have got over your illness.

7. Complete the following sentences.

1. Many people liked the drink sold by the Coca-Cola Company, so it caught ... very soon.
2. Other companies have been trying to catch ... Coca-Cola but they are still behind.
3. The inventor faced financial problems and couldn't get ... them.
4. The inventor was very sick, but he got ... it soon.
5. Kellogg's and General Mills are two rival companies; they don't get ... very well.
6. How are you getting ... the project “Great Inventions”?
7. On his way to the restaurant he got ... the train and got ... the bus.
8. The customer got ... his car and started the engine. Suddenly, he remembered that he had left his wallet in the café and got ... of the car again.

8. a) Invent some new food. Write a short advertising text describing its ingredients and benefits. Use at least 5 phrasal verbs.
   b) Get ready to present your new food to the class.

Useful Language

- liquid, flavour, flavouring, crisp, smell (smelt, smelt), treat

Homework

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

10 = Food Defines Culture
Lesson 56

1. Make a presentation of your new food (Exercise 8, Lesson 55). Try to persuade your classmates to try or buy it. Then vote for the best invention.

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

Origin n — the origin of food, the origin of life, to have one’s origin in something. I don’t know the exact origin of pizza. Original, originally.

Originate v — to originate a new style in art, fresh ideas. How did this idea originate? It probably originated in Ancient Rome.

Spice n — Oriental spices. I prefer Indian spices such as cumin and saffron. To spice, spicy. Many people in the East love spicy food.

Speciality n — a local speciality, the speciality of a restaurant. Make sure you try this dish — it is our speciality.

Oven n — to cook in an oven, to bake in an oven. You should bake this dish in an oven for 40 minutes.

b) Read the following words in the box. Translate the word combinations and the sentences below into Russian.

pie ■ french fries ■ sauce

1. apple pie, a slice of pie
2. meat or fish with French fries
3. tomato sauce, chocolate sauce
4. Apple pie is both tasty and healthy.
5. Pasta with tomato sauce is my favourite dish.

c) Change the words in brackets and complete the questions. Ask your classmates these questions.

1. Do you have a family ... (special)?
2. How did it ... (origin)?
3. What does it ... (tasty) like?
4. Is it ... (spice)?
5. Do you have it with a ... (saucy)?

3. Do the “Origin of Food” quiz. Where do all these types of food come from?

Origin of Food: How Much Do You Know about It?

1. Where was apple pie invented?

   a) England  b) France  c) America  d) Spain

Food Defines Culture ■ 11
2. Which of these countries has never laid claim to the invention of the hamburger?
   a) America  b) Germany  c) Hungary

3. Where was modern pizza invented?
   a) China  b) Italy  c) America  d) Greece

4. Which country has nothing to do with the invention of French fries?
   a) France  b) Belgium  c) Spain

5. Where was the pancake invented?
   a) France  b) China  c) Greece  d) Japan

4. a) Listen to the right answers to the quiz questions and check if you were right.
   b) Retell the stories that you have heard.

5. Read the text about pizza. Complete the gaps (1–6) with the missing parts (a–g).

   a) It tasted bad when they tried eating it green, and it looked spoiled when it was ripe. It was even suspected of being poisonous!
   b) Even in Naples there is no consensus on what exactly constitutes a Neapolitan pizza.
   c) It was specially baked for that purpose.
   d) The king and queen were very much impressed, so the dish was well received and very soon others began to copy it.
   e) It was related to pitta (bread).
   f) However, it was the 1950s when pizza caught on outside the Italian-American community and quickly spread throughout the USA.

**Pizza**

We will probably never know the exact origin of pizza. However, the search for its roots may take us on a very interesting journey back in history. Since there are many different definitions of pizza, let’s define modern pizza as a tasty combination of flat bread, tomato sauce and cheese.

Putting stuff on flat bread as a meal goes back as far as Ancient Rome. The word “pizza” itself appeared just before 1000 AD, in the area between Naples and Rome, meaning “pie”. 1) In ancient times all bread was basically flat, and it was treated as a self-sufficient food. The idea of bread as a carrier or holder of other food goes back to the Middle Ages, when the first modern-type sandwich was born. In those times a flat piece of bread on the table was used to hold a meal. 2) After the meal, the bread was sometimes eaten and sometimes given to the dogs.
The next ingredient is cheese. Cheese itself dates back to prehistoric times and was probably discovered by accidental fermentation. Mozzarella, a soft, fresh kind of cheese made from cow milk, was first produced in Naples in the 15th century.

The remaining ingredient is tomato sauce, which was actually contributed to pizza by the New World, since the tomato was a New World plant. Initially, Europeans regarded the tomato with suspicion and fear. But in the end, it caught on. The new plants from America arrived in Europe and spread throughout the Mediterranean. We have the first recipe for Italian tomato sauce with chili peppers dating back to 1692, so the modern pizza was just around the corner.

Unfortunately, we will never know the genius who first put the bread, tomato sauce and cheese together. Some people believe that an Italian baker, Raffaele Esposito created the first modern pizza. In the late 1800s he had to make a dish for visiting monarchs. According to the story, King Umberto and Queen Margherita were travelling around the area. To impress them and show his patriotism, Raffaele decided to top flat bread with food that represented the colours of Italy: red tomato, white mozzarella cheese and green basil.

There are many types of pizza, of course. Burton Anderson writes that the most basic pizza is Marinara, which consists of flat bread with oil, tomato, garlic, and oregano. It was stored on voyages so that sailors (marinai) could make pizza away from home. The pizza Margherita is just over a century old. It is named after the first queen of the united Italy and is made with toppings of tomato, mozzarella cheese, and fresh basil (they represent the red, white, and green colours of the Italian flag). We also have a tiny pizza called Pizzareta and a special kind of pizza without any toppings — Pizza Bianca.

Italian immigrants brought pizza to the United States in the early 1900s. Soon afterwards it became an international food, which is now found in every country.

6. Find the information in the text (Exercise 5) and answer the questions.

1. What is the definition of modern pizza, according to the author?
2. What is the origin of the word “pizza”?
3. How was bread used in the Middle Ages?
4. How old is cheese in general and Mozzarella cheese in particular?
5. Where does tomato sauce come from?
6. What was the Europeans’ attitude to tomatoes?
7. What types of pizza are mentioned in the text?

GRAMMAR Revision Phrasal Verbs with Go (GR, p. 174)

7. a) Match the phrasal verbs in bold in the sentences (1–7) with their meanings (a–g).

Food Defines Culture
1) This tradition goes back to the Middle Ages. It would be great to go back in time!
2) This white shirt goes well with his suit.
3) Your temperature is going up, go to bed and call the doctor.
4) Fruit prices go down in autumn.
5) My brother has been going in for tennis for 3 years.
6) She went down with flu three days ago.
7) Go on reading, I am listening very attentively.

b) Complete the following sentences.

1. Let's go ... to the first topic that we talked about. It was “Famous Inventions”.
2. The idea of pizza goes ... to Ancient Rome.
3. Europeans were afraid of eating tomatoes. They thought they might go ... a serious disease.
4. Tomato sauce goes well ... cheese, doesn't it?
5. — What is going ... at the moment?
   — Well, pizza is getting more and more popular. The number of its fans is going ...
6. Scientists have proved that fast food is unhealthy. I hope that the number of fast food fans will go ... soon.
7. To keep fit, it is very important to go ... sports. If you have started training, go ... doing it, don't stop!

8. Choose one of the famous foods mentioned in Lessons 55—56 and write an article about its origin. Use at least 5 phrasal verbs.

b) Useful Language

- origin, spice, oven, speciality, pie, French fries, sauce

b) Homework

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

Lesson 57

1. Work in pairs. Look at the photos of exotic dishes. How would you feel if you saw people eating these types of food? Describe your emotions, using the words from the Unit 2 National Character. Discuss with your partner and share your ideas with the class.
2. a) Read the new words and guess their meanings.

**Edible** adj — edible berries, edible mushrooms. These berries are edible, but those are poisonous. **Inedible**. The food was so burnt that it was practically inedible.

**Nutritious** adj — a nutritious dish, a nutritious yogurt. Besides being tasty, fruit is also rich in vitamins and nutritious.

**Substantial** adj — a substantial meal, a substantial breakfast, to eat something substantial, a substantial change. It is important to have a substantial breakfast so that you have energy for the rest of the day. **Substance**.

**Hearty** adj — a hearty meal, a hearty lunch. In Russia we normally have a hearty lunch and a substantial dinner, even though it is not very healthy to eat at night.

**Starve** v — to starve to death, starving children. I need to eat something urgently because I am starving!

**Delicacy** n — a rare delicacy, an exotic delicacy, to consider something a delicacy. Snails are considered a delicacy in France.

3. a) Which Russian dish could you describe as a delicacy? Talk about it using the new words.

3. b) Listen to a description of exotic delicacies. Name them and match them to the pictures in Exercise 1.

3. c) Discuss with your neighbour which delicacy you would like to try and why.

4. Read the text about exotic dishes. Name the dishes that are mentioned by the author.

**Tastes Differ**

1. Food habits are shaped by environment, available ingredients, climate, and even factors like class and income. Though food is first and foremost a basic necessity, it is also a cultural symbol. Sushi is synonymous with Japan, fish and chips arouse images of Britain, tacos are associated with Mexico, etc.

2. However, besides these common cultural symbols, many nations boast of "exotic" types of food that are specific to a region or a nation.
For example, Western nations may be shocked at the idea of eating a crisply fried tarantula, but the giant spider is part of the daily diet for some Amazonian tribes. Here's a look at the “delicacies” that you will find on food plates around the world.

3 Have you ever tried a stink bug? You'd better not! However, stink bugs are seen as a delicious kind of food in Mexico. They are eaten as taco filling in different regions of the country. Another local speciality is called “escamole”. Escamoles are the eggs of a giant black ant which makes its home in the root systems of local plants. Collecting the eggs is an extremely unpleasant job since the ants are highly poisonous. Surprisingly, escamoles taste very good — buttery and slightly nutty. So if you went to Mexico, you might eat them without actually realizing what origin they had!

4 Asian countries like China, Hong Kong, Thailand and others are famous (or, rather, notorious) for the kind of things they put on their menus. It might be anything ranging from insects to dogs, apes and snakes. During the snake season in Hong Kong you will find dishes on the menu like “Five Kinds of Snake Soup” and “Snake Wine” among others. They originated in Vietnam and have spread to other Asian countries, as well. The Japanese are great fans of seafood. Their love of seafood is reflected in such common dishes as shiokara made of various marine animals or eel ice-cream.

5 Food defines a culture, and it is one of the most basic elements that people identify with strongly. Taste and smells are capable of evoking memories of community and sharing, which cannot be explained. So what seems exotic to one person may be absolutely plain and normal to another. That is the beauty of multicultural food.

If you are interested in this topic, read more about exotic delicacies at http://www.bootsnall.com/articles/09-09/10-weird-food-delicacies-from-around-the-world.html

5. a) Match the paragraphs (1–5) in the text above with sentences (A–E) that express the main ideas of the paragraphs.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asian nations put a lot of unusual things on their menus, ranging from insects to snakes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exotic types of food are specific to a region or a nation. Some of them are considered “delicacies”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The beauty of multicultural food is that food called “exotic” by one person may be absolutely plain and normal to another. That is the beauty of multicultural food.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Certain types of food are associated with certain countries and serve as their cultural symbols.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Stink bugs and escamoles seem disgusting, but taste delicious.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*b) Retell each of the paragraphs of the text.
**6.** Act out a dialogue between a waiter and a customer at the Exotic Food restaurant. The waiter advises the customer on exotic delicacies from around the world and the customer orders some. Prepare an improvised menu.

**GRAMMAR Revision**

**Phrasal Verbs with Put** (GR, p. 174)

7. a) Match the phrasal verbs in bold in the sentences with their meanings.

1) **Put away** your books, I am going to lay the table for dinner.
   - a) to tolerate
   - b) to connect
   - c) to tidy up
   - d) to discourage
   - e) to get dressed
   - f) to increase (in weight)
   - g) to postpone

2) The smell of the dish **put me off** trying it. It was horrible!

3) Never **put off** till tomorrow what you can do today.

4) She **put on** hurriedly and left the house.

5) Keep on a diet if you don’t want to **put on** weight.

6) Could you **put me through** to the travel agent? I’d like to discuss some details.

7) I can’t **put up with** his rudeness any longer, he is so difficult to deal with.

b) Complete the following sentences.

1. Some exotic delicacies look really bad and may put you ...
2. It is difficult to put ... some local traditions which seem very strange to us.
3. You can easily put ... weight eating sweets.
4. Some exotic foods are absolutely delicious. So don’t put ... trying them, do it today!
5. After a meal you should put the dishes ...
6. The cook put ... his apron and started cooking stink bugs.
7. Hello. Could you put me ... to the manager of the “Exotic Food” restaurant?

8. Choose two delicacies that have impressed you most and write an advertisement for them. Use at least 5 phrasal verbs.
Lesson 58


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

Junk food *n* (informal) — You can only buy junk food at the railway station.
Processed food *adj* — Fresh food is always healthier than processed food.
Shortage *n* — the shortage of clean water, the shortage of natural resources. There are some places in the world where the shortage of water lasts for several months.

Tempt (sb) into doing (sth) *v* — The ads tempt people into buying more of the brands. Temptation; tempting.
Suspicious *adj* — suspicious behaviour, suspicious look, to be suspicious of strangers. My Granny is suspicious of any technological advance. The police announced that a suspicious package was found at the bus station and they asked the passengers to leave it.

b) Read the following words and word combinations. Translate them and the sentences below into Russian.

- health conscious
- feel like
- soft drinks
- additive
- appetizing
- quality time
- drudgery
- whole

1. If you are health conscious, how can you eat all this fast food?
2. I don’t really feel like going out tonight, I’m too tired. If you don’t feel like watching TV, then we’d better go for a walk.
3. There were only soft drinks at the party.
4. There are always some additives in these fruit yoghurts.
5. They felt appetizing smells from the kitchen.
6. She enjoys spending quality time with the children.
7. Gardening may become drudgery if you do it every day in summer.
8. There is a whole range of therapy that can cure this disease. I want to know the whole truth.
9. These dairy products have even more fat than whole milk.

3. a) Complete the sentences with the new words.
1. I love ... drinks! Cola, Fanta, Sprite...
2. That dessert looks ... . I wouldn’t eat it.
3. There has always been a ... of clean water in Africa.
4. I never buy ... food. I’ve heard it’s treated with chemicals before being sold.
5. I don’t ... ... cooking anything tonight. Let’s go to a café.
6. If you think that cooking for the whole family is ... , then perhaps you should make the process more creative.
7. Sheila is so so ... ! She only eats fresh fruit and vegetables and never any fast food.
8. The doughnuts looked so appetizing that I was ... into buying 5 of them.
9. Check the ingredients list on the package, there are far too many ... in this small chocolate bar.

b) Do the word formation task in your Workbook.

4. a) Listen to an interview with Slow Food USA president Tim McArthur. What are the main ideas of the Slow Food movement? Summarize McArthur’s ideas in 6—8 sentences. Take notes in your exercise book. Make sure you know these words:

Froot Loops (fruit loops) — фруктовые колечки (готовый детский завтрак)
sodium — натрий

b) Listen to the interview again and complete the sentences with information from the interview.

1. “Slow food” is good for ...
2. If you’re shopping in a supermarket, ...
3. The average American consumes ...
4. We have to be able to grow food without ...
5. We had dinner every night together ...
6. Paradoxically, Americans spend ...
7. Choosing not to eat processed foods ...
8. When I can’t be in a place where I can grow food, ...
5. Fill in so, such and such a/an to complete the sentences.

1. There’s ... interesting story behind your food, that it should make you proud.
2. You’ve got to know the farmers better. They are ... friendly people.
3. There is ... strong relationship between land, ecosystems, the environment and your food.
4. Before you buy ... suspicious-looking foods, check the ingredients list.
5. If there are ... many suspicious things on the ingredients list, don’t buy that food.
6. The average American consumes ... lot of chemical food additives each year, that it’s hard to believe they are still alive.
7. Try to buy real ingredients rather than ... many processed foods.
8. She cooks with her kids but treats it as ... drudgery, that I don’t understand why she does it at all.
9. There is no ... guideline that our plates should be filled with fruits and vegetables only.

6. a) Work in pairs. Work in pairs to match the figures (1—9) to the facts (a—i).

**Fast Food Figures**

1) $110 billion | a) calories in a Big Mac (recommended daily allowance: 2,000-2,500)
2) 70,000 | b) per cent of Americans visit a fast-food restaurant on any given day
3) 49 | c) stores opened in 2002 by McDonald’s (down from 2,000 in 1996)
4) 25 | d) number of Dactyliopius insects needed to produce a pound of carmine (used to make processed food pink, red or purple)
5) 25 | e) people work for McDonald’s worldwide, “feeding” 35 million people a day
6) 560 | f) litres of soft drink consumed on average per year by every British child
7) 200 | g) number of ingredients in typical artificial strawberry flavouring
8) 600 | h) per cent of American adults are obese (double the level in 1980)
9) 1 million | i) the US spend per year on fast food (more than is spent on higher education)

b) Read the text and choose the correct alternative.

Fast food is one of those subjects that seems to cause a lot of debates among people — those who eat it and those who advise us against it. But the industry is booming, and there doesn’t seem to be any (average/shortage/much) of new fast food restaurants opening... so it can’t be all bad, can it?

The obvious advantages of fast food are its speed and its cost. If you’ve had a hard day at work and worked late, the last thing you might feel (like/as/to) doing is throw-
Food Defines Culture

The disadvantages of junk food and ready meals are screamed at us every day by the media. Obviously, if you are looking after your health, you need to be aware that fast food as a rule contains more fat, salt and calories than you really should be taking in on a regular basis.

The occasional treat won’t hurt at all, and eating fast food in moderation is not a problem, but sadly, for many people a take away or a burger has become a way of life, not the exception. Moderation can be difficult when you are offered extra large portions (“super sizes”) and discounts that encourage you to buy more than you planned just to get a few pounds off the original price. Don’t be tempted (into/to/on) the “buy one get one free” pizza deals – most people neither want nor need extra portions.

Super sizing is often the way of advertising to kids in fast food restaurants, but be careful with the portion sizes in take-away food that you order. The containers of rice and noodles that you get from a Chinese or an Indian takeaway are enough for two to three people to share, so if you eat one all by yourself, you’ll take in a huge amount of fat and calories.

*7. Complete the sentences using the words in bold or in italics from the text.

1. Shall we just throw ... a meal if there is nothing left to eat?
2. I can cook almost anything from ... if I’m hungry.
3. I know there will be lots of vegetarians there, but you can’t cook 20 meals for the party to ... everybody’s ...
4. Let’s order a ... I’m too tired to cook anything.
5. Clara is too health ..., she only eats particular foods without animal fats or flavourings.
6. I don’t eat butter or mayonnaise. They are too ...
7. I go to the university canteen for ... meals because I don’t have time to cook at all.
8. Children should not eat ice cream on a regular ...
9. If you drink coffee in ..., there are hardly any health risks.
10. If you have a hotdog every day, you take ... a great amount of calories.

1 throw together — быстро приготовить, состряпать (еду)
2 from scratch — из нуля, с нуля
3 meet a need — удовлетворять требования (кого-то), удовить (кому-то)
4 steamed — приготовленный на пару
5 in moderation — в меру
6 noodles — вермишель

Food Defies Culture • 21
*8. Work in groups. Read the two opposite opinions about fast food. Which of them do you share? In two groups think about the advantages and disadvantages of fast food. Express your own opinion and discuss your arguments.

<table>
<thead>
<tr>
<th>Opinion 1</th>
<th>Opinion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't eat fast foods, I find them disgusting...</td>
<td>To begin with, it's delicious. In my opinion, we can't live without fast food!! You can't but agree with me...</td>
</tr>
</tbody>
</table>

You can learn more about fast food at [www.fastfoodnation.co.uk](http://www.fastfoodnation.co.uk); [www.theguardian.com/lifeandstyle/fast-food](http://www.theguardian.com/lifeandstyle/fast-food)

**Useful Language**
- junk food, processed, shortage, tempt, suspicious, health conscious, additive, appetizing, quality time, drudgery, whole, takeaway, soft drinks, feel like

**Homework**

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

**Lesson 59**

1. Look at the pictures (1–3) and choose the best statements (A–C) to illustrate them. Then discuss in groups your opinions about food waste. How much food do you throw away?
Food is a valuable resource and yet in the UK about 15 million tonnes of food is thrown away every year. Almost 50% of this comes from our homes.

As much as half of all food produced in the world is never eaten, but thrown away.

Globally, we produce around four billion tonnes of food per year, yet more than 925 million people are still hungry in the world.

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

Landfill site n Most of the city’s garbage goes to this landfill site in the country.

Store v — If you store apples at low temperature, they last longer. Storage. Correct storage helps save money and avoid wasting food.

b) Read the following words and word combinations. Translate them and the sentences below into Russian.

harvest
reduce the risk
end up
leftovers
airtight
make the most of — get the most advantage
make a shopping list — write down the things to buy

1. This year the farmers harvested a huge corn crop.
2. A well-balanced diet reduces the risk of heart disease.
3. By cooking too much you may end up throwing away a large portion of your cooking.
4. We used the leftovers after the party to make a pizza.

3. a) Complete the sentences using the new words. Change the tense if necessary.

1. Don’t throw away these ... . Just put them into a(n) ... container, will you?
2. Eating soups regularly ... the ... of stomach disorders.
3. I ate too much of that chocolate cake at the party and ... ... feeling awful at night.
4. Andy always tries to ... the ... of his German classes. He hangs on the teacher’s every word and writes everything down.
5. Airtight containers keep food fresh for a long time because there is no oxygen inside.
6. Using your freezer is a great way to make the most of our food.
7. I made a shopping list to buy only what I needed, nothing extra.
b) Do the matching task in your Workbook to revise the expressions from Lesson 58.

4. Listen to the story of food and choose the most suitable option to complete the sentences.

1. The foods and ingredients are prepared using
   a) methane.
   b) different resources.
   c) fuel.

2. In supermarkets a lot of energy is used by
   a) freezers and lights.
   b) fridges and freezers.
   c) lighting, fridges and freezers.

3. According to the speaker each of us
   a) recognises the fact that we waste food.
   b) admits to wasting food.
   c) throws away about 100 kg of food a year.

4. The speaker advises against keeping bananas
   a) in the fridge.
   b) in a cupboard.
   c) in a cool dark place.

5. If plans change at the last minute,
   a) cook something like a pizza or a lasagne.
   b) use your freezer.
   c) use leftovers from an airtight container.

6. Staples
   a) include pasta and rice.
   b) are meals made of leftovers and food that's not fresh but still edible.
   c) are any food from the fridge.

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**GRAMMAR Revision** Pronouns and Determiners (GR, p. 174)

5. Complete the sentences with much, many, few/a few, little/a little or plenty. Use the clues (> means a lot, < means not enough, = means some).

1. Food is buried in landfill sites, which produces too ... (> methane.
2. ... (<) crops are harvested and transported using no energy or fuel.
3. Farm animals need ... (> of water and energy to live.
4. There is ... (<) food left in the fridge, only ... (=) bread and some frozen peas.
5. This model of the refrigerator doesn't use ... energy. (>)
6. If you've cooked too ..., you can store leftovers in an airtight container in the fridge. (>)
7. You can store leftovers for ... weeks in the freezer. (=)
8. If there are ... items to buy, make a shopping list before you go to the shops. (?)
9. There will be ... waste if you don't buy too much of something. (<)
10. I keep a stock of staple foods: ... pasta (=), ... of rice (>), ... cans of oil (=) and ... tomato sauce. (=)

6. The diagrams below show some statistics about food waste. Look and say

- which types of foods are wasted the most;
- how much food is thrown away because it goes off;
- how much food is thrown away although it is still edible.

7. a) Read and translate the words in bold into Russian.
   a loaf of bread — bread baked in one piece that can be cut into slices
   shelf life — the length of time that food can be kept in a shop before it becomes too old to sell
   to heat — make warm
   re-closable — that can be closed again after opening
b) Read the text and think of a title for each paragraph.

We all have a part to play in reducing the amount of food and drink we throw away — from farm to fork.

1 People often say that loaves of bread are too big which is why they throw some away — Warburton's launched a range of 600g loaves in late 2008, and Kingsmill launched the “Little Big Loaf” in 2009.

2 Heinz launched an innovative “Fridge Pack” for baked beans in 2010, which could be kept in the fridge for up to 5 days after opening, giving us longer to eat the product. Top tip — you can freeze baked beans (or any other meal) if you know you won’t be able to eat them in time — freeze within two days of opening and then defrost in the microwave and heat.

3 Food goes off because it’s exposed to the air in the fridge and freezer. This can be avoided by sealing our food well before storing it. Birds Eye introduced re-closable packs for both frozen peas and fish-fingers, to help us reduce waste. Thanks to re-closable bags many products have a much longer shelf life than before.

Some Facts about Food Waste

Almost 50% of the total amount of food 1) ... in the UK comes from homes. People throw away 7.2 million tonnes of 2) ... from their homes every year in the UK, and more than half of this is food and drink that we could have eaten.

There are two main reasons why we throw away good food: we 3) ... or we don’t use it in time. The foods we waste the most are fresh 4) ... , drinks, as well as bread and cakes. Sadly, 60% of household food and drink is avoidable. What’s more, we throw away more food from our homes than 5) ... in the UK every year. Still, we can 6) ... of food and drink we throw away: by buying smaller 7) ... of bread and using re-closable packs.

If we all stop wasting food that is still edible, the benefit to the planet would be the equivalent of taking 8) ... cars off the road. The good news is that between 2006 and 2010 food waste reduced by around 13%, over 1 million tonnes. This amount of food would fill several 9) ... ! Remember, with 10) ... , being less wasteful can help you 11) ... every week.

You can learn more about food waste at https://www.recyclenow.com/what-to-do-with/food-waste-0; http://www.foodwastenet.org

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1 launch — запускать, начинать производить
2 defrost — разморозить
3 seal — запечатать, плотно закрыть
Lesson 60

1. How much do you know about English picnics? What do the English usually take to a picnic? What useful things that haven’t been invented yet could be taken along?

2. Read the words and word combinations. Translate the following sentences into Russian.

- in the middle of nowhere
- go off
- solar powered — using the power of the sun’s light and heat
- edible — eatable
- discount — lower price
- environmentally friendly — harmless to the environment
- free of charge — without paying
1. They decided to have a picnic in the middle of nowhere. It was so far from the town!
2. It's important to keep your picnic food at the right temperatures. Otherwise, it goes off quickly.
3. I'd love to drive a solar powered car. I would only need some sunshine to be able to drive.
4. Only some types of mushrooms are edible. If you boil or fry them, you can eat them safely.
5. I got 20% off the price, which was a very good discount. Instead of 1,000 I only paid 800 roubles!
6. We use environmentally friendly packaging. It's made of paper which hasn't been treated with chemicals.
7. I bought a cake and got the coffee free of charge. It was a present from the new café, so I saved some money!

3. Complete the sentences with expressions from the box (Exercise 2).

1. I'd like to buy some presents in this shop. There are always great ... here at the end of the month.
2. This photo frame is so cheap, it's almost ... of ... !
3. Don't take any yoghurts to the picnic. They ... quickly.
4. If you are not sure the berries are ... , don't pick them up.
5. Some day most buses in the city will be ... . What a great saving of energy!
6. It's a good idea to buy ... soaps, they are free of chemicals and therefore harmless to the soil.
7. Nobody would want to live in ... of ... . It may be nice and beautiful, but driving or walking miles to shops or entertainment places is too difficult.

4. a) Listen to the advertisements and match them to the pictures.

Advertisement 1
Advertisement 2
Advertisement 3
Advertisement 4
Advertisement 5
b) Now listen to parts of the same advertisements and choose the correct answer.

1. €50 is the price for a suitcase
   a) with a mountain and forest scene.
   b) with different scenes and fillings.
   c) with sand.

2. If you order a Sun Spider now, you
   a) pay €99.
   b) also get a professional clown to entertain your guests.
   c) get a discount.

3. If you buy a set of 10 Edible Picnic Utensils, you
   a) pay €4.
   b) get the next one with a 50% discount.
   c) pay €2.

4. Two Ketchup Guns cost
   a) €5.50 or €9.50 depending on the type of pistol.
   b) €5.50.
   c) €9.50.

5. By ordering a Fridge Backpack now, you
   a) pay more than €198.
   b) pay less than €200 and get a present.
   c) can also buy edible picnic utensils with a discount.

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**GRAMMAR Revision**  
**Pronouns and Determiners** (GR, p. 174)

5. Complete the sentences with neither/either/none/any.

1. We tried several picnic sites, but ... of them had benches.
2. I took two sandwiches with me on the excursion but I didn’t eat ... of them.
3. I took four sandwiches with me on the excursion but I didn’t eat ... of them.
4. There are a few cafés here but ... of them sell fresh coffee.
5. You can have a snack in the bar at ... time, it’s always free of charge.
6. I can buy you a cake or an ice cream. Would ... of those be fine for dessert?
7. Ben and I couldn’t find the way back because we were in the middle of nowhere and ... of us had a map.
8. There were several sauces to go with the hotdog, including ketchup and mustard, but ... were OK with me.
6. a) Match the columns. Find sentences with these words and word combinations in the following text and translate them in Russian.

| a beauty spot | играть в азартные игры |
| to dress up   | общаться               |
| to socialize  | важные праздничные события |
| to gamble     | домашнего приготовления  |
| homemade      | красивое место         |
| grand occasions | нарядно одеваться |

b) Read the text and answer the questions below.

**Let's Go Picnicking!**

As soon as the weather is really warm, most Europeans like to eat outside. But nobody goes on picnics like the British. Rain or sunshine, on soft grass or windy beaches, they’re out there enjoying the British summer. The picnic basket (or bag, or backpack) becomes the symbol of the summer. It could be a romantic picnic for two, sitting on a rug in a far away beauty spot.

The history of the picnic dates back to the 14th century when medieval feasts were held outside before hunting. The name comes from the French “piquenique”, an informal meal eaten in the open air. The main foods were hams, baked meats and pastries. Picnicking became a typical summer pastime during the Victorian era: Dickens, Trollope and Jane Austen all write about picnics in their novels.

There is an expression in English "two sandwiches short of a picnic" or "one sandwich short of a picnic". The expressions can be used in a humorous way to refer to someone who is crazy or stupid. For example:

When we arrived at our hotel by the beach in Miami, all Mary had in her suitcase was her fur coat. She is *one sandwich short of a picnic*. He says he’s going to start a business selling bees as pets. I think he may be *two sandwiches short of a picnic*.

Sandwiches are now an important element of any picnic. The story goes that in the 18th century the 4th Earl of Sandwich wanted a meal that he could eat easily without leaving the gambling table — he asked for a slice of cold roast beef between two pieces of toast and the sandwich was born! Still, British picnics are not only about sandwiches. There is a great variety of picnic foods that taste wonderful outdoors and are easy to eat. Some of the examples include bread and sausage rolls, beans, cheese, salads, eggs, chocolate cakes, muffins and brownies, fresh fruit such as apples, bananas, peaches and pears, and homemade lemonade.

A typical place for a picnic is a park or a forest. Londoners, for example, often choose to picnic in the Royal Parks. The eight Royal Parks are used by many people for different reasons and picnicking is a popular activity especially during the busy
summer months. Bushy Park, Hyde Park, Greenwich Park, Kensington Gardens, The Regent's Park and St James's Park all have different group sizes allowed for picnics: usually between 20 and 40 guests. Because there is such a rich variety of wildlife, there are strict rules for picnicking there. You are NOT allowed to do the following:

- Cook or barbecue in the parks — there is always the risk of fire. Small shops in each of the parks sell a selection of hot and cold food.
- Use glass cups and dishes — you have to use plastic cups and bottles instead. Broken glass is dangerous for other visitors and wildlife and very difficult to remove from parkland.
- Play ball games — ball games are only permitted in certain areas of some of the parks.
- Play loud music — you have to be aware of other park users.
- Fix anything to trees or drive anything into the ground.
- Put up tents or other structures.
- Release balloons in the parks — when released they get caught up in the trees and are hard to remove.

Before you leave the park, you have to collect all of your litter together to take with you. Above all, you have to be considerate, so other people can enjoy the park too.

There are different occasions for formal picnics, including grand occasions such as a visit to the opera at Glyndebourne and boating trips. One is the Fourth of June celebrations at Eton College. This is really an open day for parents, but after the prayers and the speeches, everyone is free to socialize. The picnic is often served on china plates out of a basket, and the menu may include delicacies like smoked salmon, lobster, asparagus and chicken, followed by strawberries and cream or champagne to drink.

Royal Ascot in June and the Henley Regatta in July both provide an opportunity for English society to dress up and have a picnic.

1. What is the origin of the word “picnic”?
2. What is meant by the phrase “nobody goes on picnics like the British”?
3. Name some of the typical picnic foods.
4. Why are there strict rules about picnicking in the Royal Parks?
5. What kind of rules are there about glass bottles and balloons?
6. Name some of the occasions for formal picnics.
7. Do formal picnics include exclusive food only? Or are there other important aspects too?

7. Work in pairs. How much do you know about Russian barbecues? Are they different from English picnics? In what way? Discuss these questions with a partner using expressions from the text and Exercise 2. Use the example.

* to release balloons — выпускать воздушные шары
I think in Russia we do not always look for a beauty spot to have a picnic. Many Russians like to picnic on their dacha plots...

8. Complete the sentences using new words and expressions from this lesson.
1. I bought a nice picnic basket with a good ... . I got 40% off the original price! And I also got a small purse free ... . It was a present from the shop.
2. Ben and Rita chose a beauty ... in the mountains for their wedding picnic. The menu included a lot of delicacies as well as some ... dishes: mostly Rita's mother's cooking, which always tastes delicious.
3. The story goes that the young princess was fond of ... up and liked to ... . She was not happy with the number of ... at Windsor and wanted everybody to join her for picnics in the ... of ... — miles from the castle.

9. You have received a letter from your English pen friend James who wrote:

A week ago my family and I went picnicking to the nearest park to celebrate my younger brother's birthday. Is picnicking popular in your country? How do you usually celebrate birthdays of the members of your family? How did you celebrate your birthday last year?

Write a letter to your friend. Answer his questions about celebrations and ask 3 questions about his brother.

Useful Language
in the middle of nowhere, go off, gambling, homemade, socialize, grand occasions, dress up, solar powered, discount, free of charge, edible, environmentally friendly, beauty spot

Homework
1. Ex. 4  2. Ex. 8  3. Ex. 1-3

32 ▪ Food Defines Culture
Lesson 61

1. **Work in pairs.** Discuss the questions below with a partner.
   
   - How often do you go shopping for food? Do you like it?
   - Where do you usually buy food?
   - Do you ever buy food online?
   - Is it a good idea to buy food through the Internet?
   - What are the advantages and disadvantages of online shopping?

2. Read the new words and guess their meanings.
   
   *queue* — a line of people, cars etc. line. There was a long queue to get on the bus, at least 15 people.
   *fed up with* — to be tired and bored. I’m fed up with shopping at weekends and lines everywhere...I just hate it!

   Revise the vocabulary. Match definitions (a–f) to the words in bold in sentences (1–6).

   a) a client who comes often  
   b) a condition in which your skin becomes red and painful  
   c) like things that taste of sugar  
   d) things for the house and the people in it  
   e) say what will happen  
   f) sold in tins

   1) **Household goods** include dishes, towels, furniture and much more.
   2) Nobody knows what will happen at the exam. It’s hard to **predict**.
   3) Mark is a **regular customer**, who has been buying fruit at my shop for 5 years.
   4) She has a **sweet tooth**, so you’d better buy her some candy and biscuits.
   5) I can’t eat strawberries because I’m **allergic to** all red fruit and berries.
   6) You can buy as much **tinned** food as you want and keep it for at least a year. It won’t go off.
c) Match the two columns to complete the sentences.

1) Look! There is a huge queue ...
   a) so he often buys fruit here cheaply.
2) I’m fed up with ...
   b) that’s why I always buy him chocolate as a present.
3) The household goods-...
   c) food in the cupboard at room temperature, can’t I?
4) It’s hard to predict ...
   d) to see the exhibition.
5) Mark is a regular customer, ...
   e) I buy regularly include paper towels and cleaning products.
6) Henry has a sweet tooth ...
   f) what will happen tomorrow.
7) I can’t drink lemonade because of allergy to ...
   g) using public transport.
8) I think I can keep this tinned ...
   h) artificial colours added to the water.

3. Listen to the text Online Shopping and say if the statements are true, false or not stated in the text.

1. Online shopping has increased 130% because many people own smart phones and tablet computers.
   a) True  
   b) False  
   c) Not stated

2. Diana was mistaken thinking that people would always prefer to select their food themselves.
   a) True  
   b) False  
   c) Not stated

3. According to Diana, all housewives are now happy to sit at home and order their shopping on the Internet.
   a) True  
   b) False  
   c) Not stated

4. Diana believes it’s a good idea to buy milk when necessary.
   a) True  
   b) False  
   c) Not stated

5. Online supermarket shopping includes everything that is usually for sale at supermarkets.
   a) True  
   b) False  
   c) Not stated

6. Vegetarian and gourmet food is popular online.
   a) True  
   b) False  
   c) Not stated
Busy parents choose to order their food online because childcare is often expensive.

a) True
b) False
c) Not stated

4. Put in of where necessary.
1. Not all ... bananas are yellow.
2. None ... this dried fruit is suitable for the dish.
3. Some ... customers prefer to select their food themselves.
4. Some ... the customers I dealt with myself wanted to select their food themselves.
5. I have been shopping on the Internet most ... my life.
6. Many ... busy parents choose to order their food online.
7. Are any ... those dishes vegetarian?
8. Most ... Saturdays I get up at 6 to buy milk from the local farmer.
9. I don’t think that all ... restaurants offer gourmet dishes.

5. a) Read the word combinations and match the columns.

to pop into | различать
a carton of juice | забежать, зайти

to satisfy hunger | пачка сока

to tell the difference | утолить голод

b) Read the text Don’t buy more! and answer the questions.

1. What makes supermarkets “paradise for shoppers”? How do they achieve it?
2. How do supermarkets take advantage of space and location to sell more?
3. Why are shoppers attracted by words “finest”, “extra special”, “discount” and “sale”?
4. Explain what is meant by “the brand hypnosis”.
5. What can you do to avoid buying more than you actually need?
6. How can you find out if you are paying too much?
Don't Buy More!

Supermarkets are brilliant at making us spend, yet with a few techniques you can avoid buying unnecessary goods and save money. Because the supermarket's job is to make us spend, they are specially designed to look like paradise for shoppers. They always have the perfect environment thanks to millions of pounds of research into how to tempt us into buying and spending more than we need. What can you smell when you enter a supermarket? It is usually bread or a bakery, as the aroma makes us hungry and likely to buy more food, so the supermarket profits. This means as buyers, we must be aware of the following tricks.

**Stores' design makes us walk the whole distance.**

The goods we buy regularly are always spread around the store, so we need to pass many other tempting things to complete our shopping.

**Sweets, chewing gum and magazines are placed by the cash-desk.**

These are impulse buys, so putting them near the cash-desk gives stores one last attempt to take our money.

**Eye level products are often more expensive.**

The more expensive goods are placed at eye level (or children's eye level if it is aimed at them), yet these goods are not necessarily the best. You really have to look high and low for something else.

**Supermarkets often advertise goods that are no longer on sale.**

Seedless grapes and other attractive treats are usually near the store entrance, often below regular price, to attract our attention. Similar signs are used elsewhere to promote other goods, even when they're not on sale.

**Supermarkets use special language to promote goods.**

Words like "finest" or "extra special" mean it's a treat. Goods named "basic" or "savers" give you an impression of being the worst choice. Bright colours and the words "discount" and "sale" make us feel good, yet the real discount may be pennies and cheaper equivalents hidden somewhere else.

So, here are a few techniques you can use to buy exactly what you need and not what the supermarket wants to sell.

- **Don't believe the brand hypnosis.** Bacon, biscuits, fruit or mayonnaise, if something costs more, it must be better, right? Wrong. Shops' phrasing and promotions hypnotize us into thinking the most expensive is the best. While the packaging looks more attractive, look at the actual product you're getting, and sometimes you won't be able to tell the difference.
- **Find the tastiest supermarket's own brands.** Many people will be tempted to ask, "is there actually any difference between popular brands and own brands?" Often they are made in the same factories. When it comes to taste, you definitely don't always get what you pay for.
- **Never shop when hungry.** You're more likely to buy things you don't need while trying to satisfy your hunger.
- **Don't pick up a basket if you only need to buy one item.** Pop into your local shop on your way home to buy a carton of juice — don't pick up a basket. Do that, and you'll certainly fill it. If you want a carton of juice, buy a carton of juice, then leave.

---

1 to profit — извлечь выгоду
2 seedless grapes — виноград без косточек
• Don’t trust special offers. Paradoxically, some special offers can be more expensive than products not on sale. Supermarkets’ tactics include increasing the price per item when you buy several items together and exaggerating original prices to make special offers seem cheaper.

Above all, remember, supermarkets will never give you something for nothing.

*6. Discuss the following statements using the words and word combinations from Exercise 2.
• Farmer’s markets are better than supermarkets for daily shopping.
• Online food shopping will never be more popular than traditional shopping.
• Supermarkets never give you something for nothing, we shouldn’t be attracted by special offers or discounts.

7. Comment on the following statement.

Nowadays online shopping is not so popular as supermarkets.

What is your opinion? Do you agree with this statement?
Write 200–250 words. Use the following plan:

• Make an introduction.
• Express your personal opinion and give 2–3 reasons for it.
• Express an opposing opinion and give 1–2 reasons for it.
• Explain why you don’t agree with the opposing opinion.
• Make a conclusion restating your opinion.

You can find more information about shopping on the sites:
http://www.bbc.co.uk/essex/content/articles/2006/01/24/life_without_supermarket_feature.shtml или https://www.theguardian.com/commentisfree/2011/may/03/supermarkets-kill-free-markets-communities

Useful Language
queue, fed up with, predict, regular customer, tinned (food), household goods, to have a sweet tooth, allergy to, allergic to, carton of juice, tell the difference, satisfy hunger, pop into

Food Defines Culture ▪ 37
1. **Work in pairs.** What do these photos have in common? Do you know the ballet dancer? Have you ever eaten any of the food in the photos? Do you like these dishes? Discuss these questions with a partner.

2. a) Look at the pictures, read the names of dishes and match them to Russian equivalents.

- **Food Defines Culture**

- **garner**
- **картофельное пюре**
- **ragu, жаркое**
- **пельмени**
- **морепродукты**
- **печёный картофель**

- **seafood**
- **roast potatoes**
- **mashed potatoes**
- **side dish**
- **stew**
- **dumplings**
b) Read the following words and word combinations in the box. Translate them and the sentences below into Russian.

<table>
<thead>
<tr>
<th>originate in</th>
<th>treat to</th>
<th>stick (stuck, stuck) to</th>
<th>serve with</th>
</tr>
</thead>
</table>

1. This dish probably originated in Australia.
2. We were treated to some very delicious ice-cream at the party.
3. My granny, by doctor’s advice, sticks to soups and salads, but I usually have pizza.
4. Traditionally Russian borsch is served with sour cream.

3. Complete the following sentences.

1. I hate ... ! All these little creatures, like shrimps or mussels are awful!
2. I absolutely love chicken with ... potatoes. They are delicious when served straight out of the oven.
3. I don’t mind ... potatoes as a ... dish. I actually prefer them to rice.
4. Have you ever tried my mum’s home-made ... ? They taste great!
5. Fish is rarely ... with vegetables.
6. My sister ... to white rather than red meats.
7. In Thailand we were ... to some very unusual fruit.
8. The ... must be ready now. It’s been boiling for almost 40 minutes now, both meat and vegetables are soft.

4. Listen to Samantha Bay talking about eating habits in New Zealand. Decide if the statements below are true or false. Explain your choices.

1. In many New Zealand households the dishes are often similar based on very similar ingredients.
2. The roast chicken that Samantha tried in two Kiwi houses was really delicious.
3. Samantha spent about four years traveling in New Zealand.
4. Traditional Kiwi salad is usually served as a starter.
5. According to Samantha, if a Kiwi does not regularly go to the Fish & Chip shop, that person is not a true Kiwi.
7. Being invited for “Tea” may mean being invited for dinner.
8. “Smoko” is a 15-minute break during work, typically at 3 pm.

GRAMMAR Revision

5. Fill in the prepositions to, in, of, by, with or at.

When Europeans first arrived ... New Zealand ... the end ... the eighteenth century, they brought their own foods ... them. Some of these, especially pork and potatoes, were quickly adopted ... Māori and helped end the threat of food shortages in Māori tribes. Potatoes were particularly popular as they were grown ... less effort.

... the end many European foods such as wheat, pumpkin, sugar, and many types of fruit became a common part of the Māori diet. American sailors brought new varieties of sweet potato ... New Zealand.
6. Read the texts and complete the sentences a–g with the information from the texts.

1 A Māori boil-up is a colloquial term for a simple Māori method of cooking. A boil-up is literally the boiling of different foods in a large pot together to create something between a soup and a stew. Traditionally ingredients used are pork bones, herbs, potatoes, pumpkin and dumplings. The term is based on the English “fry-up”, a meal consisting of several foods fried together (usually bacon, sausages and eggs). Like other Polynesian people, Māori cooked their food in earth ovens, known in New Zealand as āhī. These days a āhī dinner is usually served to tourists. A āhī is a pit in which meats or fish are cooked with vegetables. A deep hole is dug in the ground, lined with red-hot stones and covered with tree leaves. The food is then placed on top. The hole is filled with earth and left to steam for several hours. Traditionally, men dig and prepare the hole, and women prepare the food to go in it. All family members help out for such a feast. The occasion is relaxed, friendly and fun.

2 The country’s most famous dessert, the Pavlova, has been the object of a long battle with Australia over where it was invented. A Pavlova is typically garnished with strawberries, passion fruit¹, kiwi fruit and cream. The Pavlova is a light dessert with a crisp crust and soft inside named after the Russian ballet dancer Anna Pavlova. The name is pronounced [pævˈloʊvə], unlike the name of the dancer, which was [ˈpævləvə]. The dessert is believed to have been created in honour of the dancer either during or after one of her tours to Australia and New Zealand in the 1920s. The nationality of its creator has been a source of argument between the two nations for many years, but formal research indicates New Zealand as the source (the dessert was made by a hotel chef in Wellington).

The dessert is a popular dish and an important part of the national cuisine of both countries, and with its simple recipe, is frequently served as a holiday meal. It is a dessert most identified with the summer time, but is eaten all year round in many Australian and New Zealand homes.

3 Te Papa, New Zealand’s national museum in Wellington, celebrated its first birthday in February 1999 with the creation of the world’s largest Pavlova, named “Pavzilla”, which was cut by the Prime Minister. This record was broken by students at the Eastern Institute of Technology in Hawke’s Bay, New Zealand in March 2005. Their creation “Pavkong” stretched 64 metres long in comparison to Te Papa’s Pavlova which was 45 metres long.

4 In summer, barbecues are common, generally as a social event. Guests will usually be invited to bring beer or wine, and sometimes meat, which the host will cook. Sometimes guests contribute a salad to the gathering instead. It is traditional for the men to cook the meat, and for the women to do everything else, although these attitudes are changing. Many New Zealand gatherings have a custom known as “bring a plate” or “potluck” in which each guest will bring a plate of food to share. This allows hosts to have large parties without spending too much.

¹ passion fruit — маракуйя

40 • Food Defines Culture
a) A boil-up is literally the boiling of different foods in ...
b) Several foods (usually bacon, sausages and eggs) fried together are called ...
c) In New Zealand food is sometimes cooked in earth ovens, known as ...
d) Pavlova has been the object of a long battle with Australia over ...
e) Pavlova may have been created in honour of ...
f) “Pavzilla” and “Pavkong” are ...
g) “Bring a plate” is a custom ...

*7. Describe a typical Russian dish using the words from the Useful Language box. Include the following information:

- ingredients;
- preparation or cooking process;
- whether it is an everyday meal or a holiday one;
- when and where it is usually eaten.

GRAMMAR Revision: Prepositions (GR, p. 177)

8. Fill in the correct preposition.

1. We had lunch ... Maggie’s house last night. Mark and Eve had arrived ... taxi.
2. Less lives ... High Street in Christchurch. His house is ... the corner ... the street.
3. We stopped ... a small village on the way to Wellington and went for a swim ... the sea.
4. I can’t find this town ... the map. — Look! It’s right here, ... the left, on the bottom ... the map.
5. It’s midnight and you aren’t ... bed yet!
6. I always go to work ... bike or ... foot.
7. We met ... a concert. Fiona was sitting ... the front row and I was ... the back but I could see her very well.

If you are interested in this topic, find more on the sites: www.newzealand.com/travel/media/features/food-&-wine/...; https://teara.govt.nz/en/maori-foods-kai-maori

Useful Language: originate in, treat to, seafood, roast potatoes, side dish, mashed potatoes, stew, dumplings, stick to, be served with

Homework: 1. Ex. 4 2. Ex. 8 3. Ex. 1–4
Lesson 63

1. Do you know the man in the photos? Where is he from? What is he famous for? What are some of his best-known achievements? Discuss these questions with a partner.

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

Air v — The show aired during 2010 and 2011 on ABC Channel in the US.
Prominent adj — The Prime Minister is a prominent political figure.

b) Read the following words and word combinations. Translate the sentences into Russian.

- home-cooked (meal)
- put together
- follow-up
- in search of
- street stall
- roadside café

3. a) Complete the sentences using expressions from Exercise 2.

1. Would you prefer to go to the restaurant or eat a home-cooked meal?
2. The dish is very simple and can be put together in half an hour.
3. The programme is a follow-up to his book.
4. You are so creative! Always in search of new ideas.
5. I never buy food at street stalls, only in supermarkets.
6. After 3 hours of driving we stopped and dined at a roadside café.
4. Listen to an extract from a radio programme about TV shows by Britain’s most popular chef. Which shows are mentioned in the programme? Make a shot summary of what you have heard.

**GRAMMAR Revision**

Prepositions (GR, p. 177)

5. Fill in the most suitable preposition.

1. The School Food Plan is an agreed plan that has the support of the Secretary of State ... Education and many organisations to improve food ... schools.
2. This plan is about the pleasures ... growing, cooking, and eating proper food.
3. The best schools do a brilliant job ... weaving food education — cooking, growing vegetables, taking care ... animals — ... school life and the curriculum.
4. We have been impressed ... the energy and enthusiasm among school cooks, parents and teachers to make school food great.
5. Across the country, popularity of school food remains low, ... 43%.
6. Some pupils feed ... snack foods served ... mid-morning break.
7. The checklist can be found ... the end of the plan.
8. The government has agreed to allocate money to help schools ... the poorest areas establish breakfast clubs.
9. They promised to look ... extending free school meals, to ensure that the children of the so-called ‘working poor’ do not go hungry ... lunch.
10. Jamie Oliver started cooking ... his parent’s Essex pub ... the age of eight and has since worked ... some of the world’s top chefs. His latest book, *Jamie ... Home: Cook Your Way ... the Good Life* explores the pleasures of home cooking and growing your own food. He joins Miriam to talk about his cooking and to prepare a dish ... the studio.

6. a) Match the new words and expressions with their translation.

Find the sentences with them in the text and translate into Russian.

- disgusting — исключить
- (a) pastry — отвратительный
- to cut out — мучные кондитерские изделия

b) Read the text and answer the questions that follow.

**Jamie Oliver**

James Trevor, better known as “Jamie” Oliver, is a British chef, restaurateur and media personality, famous for his unusual television shows about food, cookbooks and different campaigns against the use of processed foods in national schools. He tries hard to improve unhealthy diets and poor cooking habits in the United Kingdom and the United States. Oliver has a broad international repertoire, but specialises in Italian cuisine.
Interesting facts about Jamie's life

- Jamie Oliver grew up in the county of Essex, in eastern England surrounded by good food: his parents ran a pub and, since the age of eight, he started cooking and helping the chefs there, and learning to appreciate quality ingredients along the way. His first job was a pastry chef at Antonio Carluccio's Neal's Yard restaurant, where he first gained experience with preparing Italian cuisine.

- In 1997 his show The Naked Chef aired for the first time and his cookbook became a number one best-seller in the UK. That same year, Oliver was invited to prepare lunch for the Prime Minister of that time, Tony Blair at No. 10 Downing Street.

- In 2005, he started one of his best-known campaigns called “Feed Me Better”. Its idea was to encourage British schoolchildren to eat healthy foods and cut out junk food. Jamie Oliver got involved in politics, so the British government began to take a greater interest in the issue. As a result, many people in the UK voted Jamie as the “Most Inspiring Political Figure of 2005”, according to a Channel 4 News annual poll.

- Jamie once admitted that he does not use supermarkets. He said “For any chef, supermarkets are like a factory. I buy from specialist growers, organic suppliers and farmers”. He also had an argument with Sainsbury's CEO when he criticised the “junk” sold by supermarkets that ends up in the lunchboxes of millions of children.

- In 2005, Oliver launched his school dinners campaign to improve the quality of food offered to pupils. While the campaign was generally successful, at that time it was highly controversial among students and parents, some of whom believed that the students should have a healthy option available, but still be allowed to choose what they want to eat. In 2006 a school in Yorkshire made headlines after some parents strongly disapproved of Oliver's lunch plan. According to Oliver's plan, all 1,100 pupils received two portions of fruit and three vegetables every day. The parents started delivering junk food from local shops to the pupils through the school fence! One parent called Oliver's food “disgusting rubbish” and declared, “Food is cheaper and better at the local takeaways”.

- In July 2010, Jamie was yet again named as the most powerful and influential person in the UK hospitality industry.

1. Who is Jamie Oliver?
2. What is meant by surrounded by good food?
3. How did Jamie get involved in cooking Italian food?
4. Why was J. Oliver once invited to No. 10 Downing Street?
5. How did James Oliver come to be called the “Most Inspiring Political Figure of 2005”?
6. Why does he disapprove of supermarkets?
7. What made parents in Essex deliver junk food from local shops to their children through the school fence?
8. Do you know any person in Russia as powerful and influential as Jamie Oliver?

---

1 CEO (Chief Executive Officer) — генеральный директор
2 controversial — спорный
7. Complete the sentences using words from the Useful Language box and your own ideas.

1. My granny uses the best flour and homemade jam to make ... 5. If you have some eggs and bacon, I can put ...
2. I believe the original book is always more interesting than any ... 6. Could you record this programme for me, please? It will be ...
3. I began to have problems with my stomach, so I decided to cut ... 7. We had little time for lunch and decided to drive to the nearest ...
4. Instead of shopping for different ready meals every day, why not try ...? 8. The food I find absolutely disgusting is ...
9. She is writing a book about famous chefs, so she is in search ...

8. Work in pairs. Discuss ways of improving eating habits in Russian schools. Think of a name for a TV series about it. Write down your ideas, using words and expressions from the Useful Language box below.

**Example**

Russian Food Revolution

9. Project work. Present your project Our Own Cookery Book to your classmates. Remember to use all the necessary vocabulary that you have studied in Unit 4.

If you are interested in this topic, find more about Jamie Oliver on the sites: www.theguardian.com/lifeandstyle/oliver; https://www.jamieoliver.com/

**Useful Language**

air, prominent, pastry, cut out, disgusting, home-cooked meal, put together, follow-up (to), in search of, street stalls, roadside café

**Homework**

1. Ex. 3 2. Ex. 7 3. Ex. 1-4
**RUSSIAN STATE EXAM TRAINING**

**Lessons 64–68**

**РАЗДЕЛ 1. АУДИРОВАНИЕ**

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

<table>
<thead>
<tr>
<th>Говорящий</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Утверждение</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. The speaker cooks for only 1–2 people, so she doesn't need a shopping list.
B. The shopping list makes it possible to stay focused and on budget.
C. She is crazy about making shopping lists because of her bad memory.
D. The speaker keeps her shopping list on the fridge.
E. She doesn't use a shopping list because it is a waste of time.
F. The speaker doesn't forget her list at home because it is in the phone.

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.

46 ■ Food Defines Culture
A. The man has to pay 5 dollars for his drink.
B. The man will get a small snack with his drink.
C. The woman has a choice of coffee, tea, soft and alcoholic drinks.
D. The woman wants to get a bacon plate.
E. Both passengers want a special meal, but only the man gets it.
F. The woman informs that vegetarian meals include a choice of vegetables with rice or mashed potatoes.
G. The woman informs that the snack consists of cookies and chocolates.

<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. Every day ... eat fast food in huge quantities.
1) about 25% of the world population
2) about 25% of Americans
3) about 50% of Americans
Ответ: [ ]

4. The topic of the programme is
1) «What are the drawbacks of fast food?»
2) «Why can’t people start eating healthy food?»
3) «Why can’t people stop eating fast food?»
Ответ: [ ]

5. Many people think that fast food is popular because
1) it is very tasty.
2) it is the same as a substantial meal.
3) it is a convenient quick snack.
Ответ: [ ]

6. According to research results, people get addicted to fast food because
1) it contains 25% of sugar.
2) it contains the right mixture of fat, sugar and salt.
3) it contains a lot of fat.
Ответ: [ ]
The researchers carried out experiments on:
1) rats.
2) cats.
3) pets.

When sugar was removed from the animals' diet, the animals:
1) became indifferent and stopped moving.
2) became aggressive and their teeth started to chatter.
3) became nervous and started shaking.

The researchers concluded that:
1) people might have brain changes and get physically addicted.
2) people definitely have brain changes and get physically addicted.
3) people get psychologically addicted.

A One of Slow Food’s key missions is to promote quality everyday food that will impact positively on the health and lifestyle of individuals and communities. It works towards this goal through a wide range of educational initiatives and projects. There is a particular focus on introducing good, clean and fair food to public canteens in schools, hospitals and workplaces in order to have the greatest reach.
**European Schools for Healthy Food** is a *Slow Food* project which works with ten schools in nine countries to improve canteen meals and children's food habits. Each school works on various aspects of improving their canteen service — reviewing tenders, using fresh, seasonal local food, addressing waste management and promoting healthy food — as well as including food and taste education in their curricula. The schools are connected through a networking website where they share updates on their progress and join international *Slow Food* campaigns, such as *Terra Madre Day* and *Grandmothers’ Day*.

In the USA, more than 300 Eat-Ins (shared meals in public spaces) were held in September 2009 to launch the *Slow Food USA*’s *Time for Lunch* campaign. The idea behind it was to improve the food that more than 31 million children eat at school everyday. It was also important to lobby the American Congress to take serious action and prevent child obesity and health problems.

On December 13, 2010, school food advocates cheered when President Obama signed the Healthy, Hunger-Free Kids Act, providing an additional $4.5 billion over ten years to federal child nutrition programs including the National School Lunch program. It was a major improvement over the existing legislation. Improvements include more money spent on each lunch, stronger nutrition standards and better opportunities for low-income children who want to register for free lunch.

*Slow Food France* launched a campaign to improve public catering services in various cities across the country, in collaboration with the local authorities. They have also produced a video on good practices in school canteens.

*Slow Food Italy* conducted a survey on the quality of food served in schools across the country and drafted a *Manifesto for Good, Clean and Fair Canteens*. Currently, it is working with the Piedmont Regional Authority Department of Education and the University of Gastronomic Sciences to improve catering services at universities. *Slow Food Italy* also drew up the *Charter of the Rights to Pleasure and Food Quality* to outline some basic principles for the diet of hospital patients.

*Love Your Food* is a charitable food education programme that champions cooking as an essential ingredient for healthy, happy lifestyles. Being able to cook encourages healthy eating, reduces health inequalities and is a crucial skill. What's more, 'Cooking and Nutrition' is now a compulsory part of the school curriculum in England. The programme offers teaching, training and support to help schools, individuals and communities across the UK benefit from hands-on, practical cooking sessions.
The Americans' health has reached a point of crisis. According to the American Obesity Association, 65% of adults and 30% of children are overweight, and 30% of adults and 15% of children A

Rarely playing outdoors, children spend their days chatting online or watching TV while snacking on unhealthy foods. The average child spends 4 hours per day B

Similarly, the adult workplace has become more and more sedentary.

At the same time, rates of some eating disorders in women, such as anorexia and bulimia, are rising, C

The number of young patients is on the increase.

D between the society’s idealized view of a thin figure and the typical American body. On the one hand, there is a lot of media pressure to be thin. On the other hand, there are certain family eating and exercise patterns, and an excess of non-nutritious food.

We might want to blame today's media for maintaining and promoting unrealistic standards of physical beauty, but the truth is far more complicated. E have always shaped the public's vision of the ideal female body type.

F in that the media (including television, Internet, movies, and print) are far more powerful than ever before. So, let's look at some examples of changing ideals, explore the relationship between obesity rates and eating disorders and come up with possible solutions.

1 There is a discrepancy
2 Throughout history, the dominant political climate and cultural ideals
3 However, today's culture is unique
4 Medical treatment is only needed
5 watching TV, and only 1 hour per day completing homework
6 and increasing numbers of men are seeking treatment, as well
7 meet the criteria for obesity
The Origin of Chocolate

The story of chocolate begins with cocoa trees that grew wild in the tropical rainforests of the Amazon basin and other areas in Central and South America for thousands of years. It was the Maya Indians, an ancient people whose descendants still live in Central America, who first discovered the delights of cocoa as long ago as 600 AD. They called it *Theobroma cacao*, meaning “food of the gods”.

The Maya Indians lived on the Yucatan Peninsula, a tropical area in what is now Southern Mexico, where wild cocoa trees grew. They harvested cocoa beans from the rain forest trees, then cleared areas of lowland forest to grow their own cocoa trees in the first known cocoa plantations. A drink called “chocolate” made from roasted cocoa beans, water and a little spice was their primary use, but cocoa beans were also valued as currency. An early explorer visiting Central America found that four cocoa beans could buy a pumpkin; 10 could buy a rabbit.

Because cocoa beans were valuable, they were given as gifts at ceremonies such as a child’s coming of age and on religious occasions. The Mayans had very many complicated religious beliefs with many gods. Ek Chuah, the merchant god, was closely linked with cocoa, and cocoa fruits were used at festivals in his honour. Merchants often traded cocoa beans for other commodities, clothes and ceremonial feathers.

Mayan farmers transported their cocoa beans to the market by canoe or in large baskets strapped to their backs. Wealthy merchants travelled further, employing porters to carry their goods as there were no horses, pack animals or wheeled carts in Central America at that time. Some ventured as far as Mexico, the land of the Aztecs, introducing them to the much-prized cocoa beans.

Christopher Columbus is said to have brought the first cocoa beans back to Europe from his fourth visit to the “New World” between 1502 and 1504. However, there were far more exciting treasures on board his ships, so that the humble cocoa beans were ignored.

It was his fellow explorer, the Spanish Conquistador Don Hernán Cortés, who first realised their commercial value. He brought cocoa beans back to Spain in 1528 and very gradually, the custom of drinking the chocolate spread across Europe, reaching England in the 1650s. London Chocolate Houses became fashionable meeting places for the elite of London society, who wanted to spend time, enjoying the new luxury beverage. As the popularity of chocolate grew, so did the number of cocoa-growing countries in the world.

However, cocoa trees needed specific climatic conditions to thrive. Cultivation, harvesting and preparation for transportation to chocolate-manufacturing countries turned out to be a difficult and labour-intensive business.

In 1853, heavy import duties that had made chocolate prohibitively expensive were reduced and chocolate and cocoa became available to the wider population. A number of businesses began producing cocoa and drinking chocolate, including John Cadbury of Birmingham. Chocolate has been very popular both as a confectionary treat and as a drink ever since.
The story of chocolate begins with
1) Christopher Columbus.
2) Don Hernán Cortés.
3) the Maya Indians.
4) the Aztec Indians.

The Mayan word used for chocolate meant
1) “food of the gods”.
2) “drink of the gods”.
3) “luxury drink”.
4) “luxury food”.

For the Indians, the main purpose of growing cocoa beans was
1) to make money.
2) to use them as money.
3) to buy vegetables or animals.
4) to make a drink.

Cocoa beans were used at religious festivals because
1) they were valuable and closely connected with one of the gods.
2) the Indians could get ceremonial feathers in exchange for them.
3) the Indians gave them to gods as a luxury drink.
4) they were closely connected with trade.

Cocoa beans were introduced to the Aztecs by
1) Mayan farmers.
2) Mayan merchants.
3) Mayan porters.
4) Christopher Columbus.

The first person to realise the commercial value of cocoa was
1) Christopher Columbus.
2) John Cadbury of Birmingham.
3) a famous Maya Indian.
4) Don Hernán Cortés.
Chocolate was very expensive until 1853 due to

1) cultivation and harvesting difficulties.
2) transportation problems.
3) high import duties.
4) high demand for the drink.

Ответ:

РАЗДЕЛ 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.

Fast Food and Its Appeal to Children

For years many of us 19 _______ that fast food giants get young children to buy more of their foods by offering toys and treats with every meal so that parents had to take them back over and over again to get the rest of the card set or toys.

The days when every new superhero accompanied the burger 20 _______ now, although there are still advertising campaigns aimed at adults. Since 2007, for obesity’s sake, fast food companies 21 _______ from advertising their food and accompanying toys and treats in any way to children under 16.

The regulations set out strict rules regarding how fast food 22 _______ be marketed, which meant that the endless adverts for chocolates, sweets and burger meals with toys could no longer be imposed on children.

From 2007, adverts for junk food were banned during any television programme specifically 23 _______ at four to nine year old children. Fast food adverts were also banned from any programmes whose audience was made up from a 24 _______ than average number of under 16s.

In January 2008, the regulations 25 _______ to ban fast food and junk food advertising during any programmes that target children up to 15.
Slow Food Movement

One of the first books devoted entirely to snails was written in 1607 by Francesco Angelita of L'Aquila in Italy. His particular focus was on what human ________ could learn from the silent life of snails.

Careful ________ revealed behaviour that can be summed up as follows.

The snail is “of slow motion, to educate us that being fast makes man inconsiderate and ________”; and, since it carries its house; “wherever the snail is, that is its home”.

Angelita believed all ________ to be God-sent bearers of the divine message. ________ He considered slowness, adaptability and the ________ to settle anywhere, in any situation, to be essential virtues.

By slowness, Angelita meant both prudence and solemnity. We could extend this interpretation to say that the snail takes its time as it trails along, ________ to haste and at home everywhere. Cosmopolitan and thoughtful, the snail prefers nature to civilisation — which it carries on its own back in the shape of its shell.

Why Does It Taste So Good?

Fast food is so popular across the world, that there must be a reason for it. It tastes great, doesn't it? Well, although some people who aren't fans of fast food might disagree, saying that fast food actually tastes ________ salt or fat, most people who eat it are only too happy to agree that the taste is what ________ them going back for more.

Not only is it quick and easy, but another reason this type of meal is so popular is because they just enjoy eating it!

45% of people in the UK who took part in a 2008 opinion poll said that they liked the taste of fast food so much that they didn't think they would be able to give it ________ even if they wanted to. This puts the UK ahead of even America, although 44% of the Americans ________ loved their fast food just as much.

The taste of fast food is carefully controlled, and a lot of the flavours you pick up while chewing on a burger meal are there for a very good
and not natural. If you enjoy strawberry milkshakes, you’ll be _______ to know that the version you buy in a popular burger chain contains nothing that’s been in the vicinity of a strawberry, and in fact the “strawberry flavour” which is just one of the ingredients _______ the shake’s list, contains over twenty different chemicals in its own right.

If you enjoy the taste of French fries from McDonald’s — until recently they were all fried in beef dripping to give them their “distinctive _______” and also added so much fat that in the end the fries contained more fat than a hamburger. They stopped this practice in the 1990s and switched to vegetable oil.

| 1) of | 2) in | 3) — | 4) like |
|———|———|———|———|
| 1) tempts | 2) makes | 3) keeps | 4) invites |
| 1) to | 2) down | 3) — | 4) up |
| 1) surveyed | 2) answered | 3) questioned | 4) said |
| 1) scared | 2) horrified | 3) taken | 4) upset |
| 1) in | 2) on | 3) down | 4) from |
| 1) nature | 2) way | 3) manner | 4) taste |

**РАЗДЕЛ 4. ПИСЬМО**

You have received a letter from your English-speaking pen friend Martin who writes:

Our school has recently introduced cooking classes for both boys and girls. We now have a class in the school canteen every Friday. We often bring our own ingredients and always have a great time putting them all together! Do you have cooking classes at school? What dishes do you cook there? What other practical skills are you taught at school?

Tomorrow we are going on a day trip to Hastings to visit the local marine life museum...
Write a letter to Martin.
In your letter
• answer his questions
• ask 3 questions about his trip to Hastings

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

Comment on the following statement:

Good company is more important than good food.

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. ГОВОРЕНIE

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 School Food Plan has the support of the Secretary of State for Education. It is about good food and happiness, the pleasures of growing, cooking and eating proper food.

The best schools do a brilliant job of making food education — cooking, growing vegetables, helping farmers — part of school life and the curriculum. But there is still work to be done. Some schools are lagging behind, serving food that is too bland and boring. Across the country, the popularity of school food remains low, at 43%. That means that 57% of children are not eating school lunches at all. Some rely on snack foods (panini, pizza and cake), instead; others buy junk food or bring in a packed lunch.

Improving this situation requires a cultural change within each school. It means cooking food that is both appetising and healthy, making the canteen a welcoming place, keeping queues down, getting the price right, and finally, allowing children to eat with their friends.

56 • Food Defines Culture
Task 2

Study the advertisement.

**Eat and Drink Healthily!**

Order a light snack or a substantial meal from your flight attendant and enjoy selected dishes.

*No artificial flavourings, no genetically modified ingredients.*

*Lots of vitamins and lots of pleasure! Just go for it!*

You have decided to order a substantial lunch and something to drink. So you are calling to get more information about the offer. In 1.5 minutes you are to ask five direct questions to find out about the following:

- free meals or drinks
- lunch options available
- recommendations
- time the lunch is served
- cost

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 (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 paragraphs:

- give a brief description (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which kind of shopping you’d prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.
1. Do you use any mobile gadgets at school? How? What are your schools’ rules about using them in lessons? Use the words below to discuss these questions.

laptop ■ tablet computer ■ mobile devices ■ smartphone ■ text messages ■ apps1 ■ online dictionaries ■ Internet resources ■ Facebook ■ Twitter ■ GPS technology ■ school home page

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

Device n — Is it a good idea to use mobile devices at school?
Access to n — We have found that mobile devices give our students access to resources. The information about the latest achievements in Physics is on open access; v — Hackers had illegally accessed information on more than 10,000 users of mobile phones. We have accessed information about this firm in the Internet.

1 apps (applications) — приложения для мобильного телефона
Research n – Students often access the internet for research;
♥ – Scientists have spent years researching the effects of certain chemicals on humans.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

software
set rules
ban, to ban
the tip of an iceberg

1. Students can record images, take notes, use mapping software to record information for their coursework.
2. I set strict rules, phones are used only when I say.
3. At present we have a “ban” on mobile phones. Mobile phones are banned at any lesson.
4. These few examples are just the tip of a large iceberg of so many new learning possibilities.

3. Read the sentences, change the underlined expressions using the new words and word combinations.

1. How long will mobile phones be not allowed in the library?
2. You can only use the internet for finding information.
3. Such problems are just a small part of a worse situation.
4. The new phone allowed me to use many resources.
5. I’m going to introduce some rules for Saturday lessons.
6. I never use any mobile equipment in school.
7. We have different programmes for editing documents.

4. a) Listen to the teachers sharing their ideas about using mobiles in education. Which of them (A–E) would agree with the following statements (1–5)?

A. Jim Shamrock
B. Hue Johnson
C. Carol Grant
D. Oscar Kemp
E. Penny Stock

1. I hope mobiles will make students better organized with homework and timetables.
2. It’s a good idea for language learners to use mobile devices for news and vocabulary.
3. My students can’t use mobiles during the whole class.
4. When I tried using mobiles for some tasks during classes, I found out that my students are more motivated when they use their own devices.
5. My students are allowed to use mobiles in class and outdoors to record videos and make maps.

b) Listen to the text again. Who of the speakers (A–E) mentioned the following advantages of mobile phones (1–6)? Sometimes more than one variant is possible.

1) greater interest in learning
2) being available all the time
3) less paper use
4) more creative learning
5) personalized teaching and learning
6) access to Facebook and Twitter
GRAMMAR Revision — Relative Clauses (GR, p. 177)

5. Complete the sentences with that, which or where. In what sentences can the relative pronoun be omitted?

1. We have found that mobile devices give our students access to resources ... we cannot provide ourselves.
2. While outdoors, students can record images, video, sound, take notes, use GPS technology, all of ... can be later used for their coursework.
3. If someone is looking at something ... they shouldn’t be using during the lesson, the others tell them to stop it and get back to the task.
4. We can look at things ... have happened immediately and then students can do their own research.
5. Mobiles interested boys in a way ... books did not.
6. Many students already have their own devices, ... they are comfortable using.
7. It makes sense to use tablet computers in education rather than a machine ... belongs to school ... they leave behind at the end of the day.
8. We would like to encourage them to organise themselves using a programme ... they can access their school homepage from any device.
9. These few examples are just the tip of a large iceberg of new teaching and learning possibilities ... we get with mobile devices.
10. Another valuable language learning resource is online dictionaries, ... most students find very useful.

6. a) You are going to read some teenagers’ comments about mobile phones in an Internet forum. Match the columns and make sure you understand the words in bold.

1) to distract (somebody) a) very much
2) in case of emergencies b) with a lot of decorations, expensive
3) to need (something) desperately c) stop paying attention
4) to be obsessed with (something) d) simple and useful
5) fancy e) if something unexpected or dangerous happens
6) handy f) think about something all the time

b) Read the text and discuss your opinions about it in groups.

**Mobiles at School — for Better or for Worse?**

Should mobile phones be banned in school? They distract everybody, students record silly videos on them, access banned websites... And yet, they are useful for educational purposes, and we need them in case of emergencies. We have asked our teenage users to share their opinions about banning mobiles in schools.

**Your Comments:**

No! What if there’s a real emergency and you desperately need your mobile phone. Then what will you do?!

Andrew, 16, London
I think it is ok to have mobile phones at school as long as the kids don't use them in lessons.
Grace, 14, Newcastle

I think camera/video phones should be banned because there has been a lot of problems because of them. It's awful if someone hurts you for no reason and then records and shows everyone. But if you bring a phone to school and use it properly (to call people), then you should not get it confiscated. I have a mobile but I only send messages with it and sometimes play games.
Charlie, 18, USA

I think there is an alternative to banning phones. Maybe there should be a safe place where you can put your phone during the day in case you need to be picked up from school or get in touch with parents, if something's wrong.
Beth, 15, Darlington

People are too obsessed with mobiles! I just have a normal mobile with nothing fancy which I use to call in emergencies or to be collected from school. Why can't people use phones that are just PHONES!
Rachel, 16, Hertfordshire

No, phones should not be banned, they are so handy. I love my mobile and enjoy taking pictures of my classmates.
Charlotte, 14, Brighton

I don't see the problem with the use of mobile phones in schools, you see teachers using them in lessons anyway.
Lauren, 14, Bradford

c) Read again and decide if the statements are true, false or not stated in the text.

1. Both Andrew and Grace agree that you need a phone for emergencies.
   a) True
   b) False
   c) Not stated

2. Charlie believes regular mobiles should be allowed at school.
   a) True
   b) False
   c) Not stated
3. Beth thinks students should sometimes be allowed to have access to their mobiles.
   a) True
   b) False
   c) Not stated

4. Rachel feels most people don’t even consider their mobiles as phones.
   a) True
   b) False
   c) Not stated

5. Charlotte and Lauren are sure that both teachers and students need phones in lessons.
   a) True
   b) False
   c) Not stated

7. Complete the sentences by matching the two columns.

   1) Smart phones distract pupils
   2) We need mobiles in case of emergencies
   3) I desperately need my tablet computer
   4) You can’t access some websites on school computers
   5) A laptop would give me access
   6) The majority of students in my class use the Internet
   7) A handy gadget
   8) Because everybody in my class is obsessed with mobiles
   9) I can’t afford a fancy device
   a) for research or to get in touch with friends on Facebook.
   b) because they are banned.
   c) so I just use a regular phone without a camera or Internet access.
   d) is useful and simple to use.
   e) when there is a dangerous situation, like fire, for example.
   f) and they can’t focus on their tasks.
   g) to plenty of useful information while I’m travelling.
   h) to check the current news on the Internet, I just can’t live without it!
   i) teachers set strict rules about using them.

*8. a) Work in groups. Think of arguments for and against the use of mobile devices in public places (libraries, restaurants, cinemas, public transport).

b) Write your own arguments for and against the use of mobile devices in public places. Use at least 8 expressions from Exercise 2. Make a speech based on your arguments.

9. Project work. At the end of this unit you will have to do a project My Most Memorable School Experiences. Start
working on it now. Use information from the Internet, press, books, etc.

Find more information on mobile gadgets on the site www.brightonsteinerschool.org.uk /policy-mobile-phone.pdf

Useful Language

device, access to smth, research, distract, in case of emergencies, need desperately, software, set rules, obsessed with, fancy, handy, ban, the tip of an iceberg

Homework

1. Ex. 4  2. Ex. 8b  3. Ex. 1-4

Lesson 72

1. Look at the photos below and decide what is unusual about these sports and pastimes. What names would you give them? Which ones would you like to try yourself?

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

Exclude sb from sth v — Some children are excluded from team sports because they don’t get on with their peers.

Accuracy n — Participants are judged on accuracy and distance.

Accurate adj — His report about the ecological situation in the region was accurate in every detail. Accurate sciences; inaccurate.
b) Read the words and word combinations in the box. Translate the following sentences into Russian.

1. Extreme ironing is a strange pastime. I wouldn’t spend time doing things like that!
2. It’s not just for school kids, the game now has world championships.
3. Several advertising companies are competing to get the contract. Competitors from 45 countries took part in the championship.
4. We had to get through dry land and other obstacles. It was so hard!
5. Boomerang throwing is an exciting outdoor activity.
6. Enki Bilal came up with the idea of combining two sports. That’s how chessboxing was born.
7. Luc has recently got into the habit of getting up at 6 to go jogging before work.

3. a) Complete the sentences with the words and word combinations from Exercise 2.

1. What an interesting ... ! I’d love to do something like that myself.
2. We managed to get through all the ... on our way and won the race.
3. There will be ... from all over the world in this skiing race.
4. The game now has world ..., so it’s not for fun any more.
5. Tree climbing is a great ... activity.
6. You did everything exactly as I told you. Your ... is amazing.
7. Dad came ... with the ... of spending holidays in St Petersburg this time. I hope we all like it.

b) Match the two columns to revise the words and expressions from Lesson 71.

1) We only use this fire exit in case a) of an iceberg.
2) Is there anything you need b) with research.
3) The problems he mentioned are just c) of emergencies.
4) My sister is a Chemistry student and d) like a tablet computer.
   she is really obsessed e) desperately right now?
5) It’s important for many students to f) to their mobile devices during lessons.
   have access
6) I’d love to have another useful device

4. Listen to extracts from a radio programme and say what sports are unusual and why. Then listen again to find answers to the quiz. Choose the correct option.

1. The World Coal Carrying Championship
   a) is a one-kilometre course with obstacles.
   b) started with a fight between some miners.
   c) ends with the winner dropping the sack in the centre of the town.
2. The 2005 Rock Paper Scissors (RPS) World Championship
   a) involved competitors from 27 countries.
b) was held in Canada.
c) did not include any playground games.

3. Boomerang throwing competitions
   a) were first held in Australia in the 18th century.
   b) are team events.
   c) are now held in different countries.

4. In chessboxing
   a) participants spend equal time playing chess and boxing.
   b) chess and boxing are combined, which was Enki Bilal’s idea.
   c) chess is played on the ring instead of the board.

5. To do well in egg rolling, you
   a) must use hard-boiled, but not decorated eggs.
   b) may put cement, alabaster or marble on your egg.
   c) need a spoon with a long handle.

GRAMMAR Revision  Modal Verbs (GR, p. 178)

5. a) Fill in the gaps using the modal verbs from the box. There are three extra verbs.

<table>
<thead>
<tr>
<th>must</th>
<th>mustn’t</th>
<th>have to</th>
<th>can</th>
<th>need</th>
<th>do not have to</th>
<th>may</th>
</tr>
</thead>
</table>

1. The prize to the winner is a mobile phone, and more importantly, they also win their dog’s weight in dog food! It ... seem like just a bit of fun, but there are some official rules that ... be followed. To start with, the pet ... be over 1 year old and weigh at least 10 kilograms. You ... be the dog’s owner, any suitable pet will do. There is a 15 second “fine” for dropping the dog. But the most important rule is that you ... have fun!

2. In the Cheese Rolling competition the cheese ... travel at up to 40 km per hour, with the participants at much the same speed.
   b) Make your own sentences about the rules of some sport with the three verbs from the box you haven’t used in Exercise 5a.

6. a) Read the text below and choose the correct word in italics.

School Sport – at Risk?

The British government has recently put/stopped/banned a requirement1 that all pupils do at least two hours PE a week. It means that about half of children actually do this much exercise now, down from 90% in 2010. But is this a change for the better? Will it make school children any healthier? What about the success of the future Olympics?

1 a requirement – требование
One in three British children leaving primary school is either obese or overweight, so something has to be done. Many politicians and education experts in Britain feel two hours of PE a week is a rule that has to be followed. Their main argument is the following. Getting/Putting/Making young people into the habit of staying physically active all their lives starts at school. School sport can improve health, wellbeing and academic achievements. It can also discover the Olympic champions of the future. Following the 2012 London Olympics and Paralympics there is a lot of enthusiasm for sport in the country.

And yet some parents feel the number of PE classes per week is only part of the problem. Their children, they argue, are unlikely to get fitter at school with the “exam factory” approach which has developed over recent years. To make matters worse, there is constant advertising of junk food and unhealthy lifestyle. It is no wonder that so many people are unfit, overweight and lazy to do any exercise. They realize there is a need for big changes in the British society.

Here is what some of them say. “It is true that some British schools don’t have good outdoor facilities/pastimes/obstacles,” says Fiona, a mother of two teenage girls. “My kids, for example, went to a primary school with no field but we used a local sports club field, and sport was available for all who wanted it. There was also plenty of indoor sport in the school hall. Having no field just makes it a bit harder: but where there is a will, there is a way. The key is to have teachers, parents and children who want to do sport. Without that, fields are unimportant.”

Another mum remembers, “In my last year at school we had three classes of PE in the gym, one swimming class and all of Wednesday afternoon for sport. And we still managed to get good education. What’s so difficult now?”

However, there are other opinions as well. “The term PE should be changed to PA (physical activity), with a more modern, fun approach,” argues Chris Goldrick, a law student. “It could include yoga, pilates, aerobics, jazzercise or even break dance that children can continue at home. As for sports, there are hundreds of grown-ups who were laughed at as children or cheated/excluded/hurt from sports because they couldn’t climb ropes or run around in freezing weather and exercise like everyone else.”

“I left secondary school four years ago,” remembers Sabrina, “and honestly, annual/compulsory/competitive PE made me very unhappy. It was the wrong environment for me and I never enjoyed typical ‘school sports’, like basketball or badminton. In my own time, I was, and still am, a keen horse rider and swimmer, but unfortunately school PE put me off swimming for a long time.”

b) Answer the questions to the text. Then say what you think about PE lessons in your school.

1. What’s wrong with having less than two hours of PE at school in Britain?
2. What is some politicians’ strongest argument against it?
3. Why do some parents think there is a need for big changes in the British society? What is meant by “exam factory”?
4. What makes Fiona think that “where there is a will, there is a way”?
5. What “modern, fun approach” to PE does Chris Goldrick suggest?
6. Is Sabrina still fond of swimming? Why wasn’t she happy with it at school?

---

1 approach — подход, отношение
7. a) Complete the sentences using the words and phrases from the box.

compulsory ■ excluded ■ outdoor ■ put off ■ obese ■ get into the habit of ■ wonder

1. It is wrong that Math, Russian and History are ... school subjects. Everyone has to study them. But some students simply can't!

2. If you don't like some subjects, studying them will ... you ... school for ever.

3. If somebody can't do school sports, like volleyball or football, they shouldn't be ... from sport.

4. Many schoolchildren are ... not because they eat too much, but because they don't get enough exercise.

5. PE helps us exercising regularly.

6. You can only do well in school sports if the school has really good ... facilities.

7. It's no ... that some children in our school dislike PE classes. There is little enthusiasm for them even among the teachers.

b) Work in pairs. Do you agree with the statements above? Discuss your opinions.

*8. Write about popular sports in your school using words and expressions from Exercise 2.

9. Write your own arguments for or against PE lessons in your school. Make a speech based on your arguments.

Find more about PE in schools on the sites: https://www.telegraph.co.uk/school-sport; https://www.sportengland.org/our-work/children-and-young-people/school-games

Useful Language

- exclude, accuracy, accurate, championship, pastime, outdoor activity, come up with (the idea), get into the habit of, outdoor (activities, facilities)

Homework

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

Lesson 73

1. Have you or your friends ever missed lessons at school? Why?

Look at the photos and the poster and decide what issues they illustrate. Describe the pictures.
2. a) Read the new words below and guess their meanings.

**Truancy n** — In other words, truancy is your absence from school without permission.

**Truant adj** — There are no truants in our class, nobody misses school without permission. If you play truant, you skip school and do what you want at home or outdoors.

**Tell off v** — My dad told me off for missing three lessons this week.

**Engaging (lessons) adj** — Our history lessons are always engaging, so we always attend with pleasure.

**Fine n** — Fines are usually given to people for committing small crimes, for example for parking in wrong places, for driving too fast, for dropping litter, etc. If I don't go to school in Europe, my parents might have to pay a fine. Where are they going to find the money, I wonder?

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

- influence, to influence on; influential
- unreliable
- it matters/it doesn't matter
- lack of interest
- bully
- under pressure

1. Truancy can influence school children's future. It also affects their parents' life. We can't but mention the influence of people's activities on the environment. Who is the most influential politician nowadays?
2. Jack is unreliable. You can never be sure he will do what he has promised.
3. It matters what my friends think of me. I find it very important. It doesn't matter what other people think or say. I don't really know them.
4. There is clearly a lack of interest in school among some boys. They think that classes are too boring.
5. Bullying is a problem for some teens. If some of your classmates use force or threats to attack you, you are being bullied.
6. I studied German under pressure. I never liked it, but my mum thought it was important for my career. So, she made me attend classes.

3. a) Change the underlined words below using expressions from Exercise 2.

1. Alice doesn't go to school regularly.
2. There is little interest in PE classes among all my friends.
3. It's not important when we start, we must finish by 5 pm anyway.
4. My friend can't always be trusted.
5. This important decision can have an effect on the rest of your life.
6. Not going to school when you must is a big problem among many teenagers (2 variants).
7. It's important what my best friend says.
8. Rick had to pay money for parking his car in front of the entrance.
b) Complete the sentences with words and expressions from Lesson 72.

1. Your ... is amazing! You've given me exactly the same result as my calculator!
2. Who ... with the beautiful idea of asking for extra homework?
3. Are Arts classes ... for everyone, or may I skip them?
4. Jason was ... school because of his poor behaviour.
5. Figure skating was originally Katie's favourite ..., but now at the age of 22 she has won several national ... .
6. After spending several weeks at the summer camps I ... into the ... getting up early.

4. Listen to an interview with a child psychologist talking about truancy. Summarize the reasons why children might play truant and what parents can do about it. Use the models below.

**Example**

Schoolchildren play truant for various reasons. First of all,... Parents can do a lot to stop their children truanting. To start with,...

**GRAMMAR Revision**

**Modal Verbs** (GR, p. 178)

Change the sentences using modal verbs from the box. Follow the example. Each verb may be used more than once. Mind the tenses.

- must → can
- should → can
- be supposed to → be able to
- have to → need
- don't have to → needn't
- might → can/can't

**Example**

I have the ability to swim a kilometre. → I can swim a kilometre.

1. Children between the ages of 5 to 16 have an obligation to attend school regularly and it is a good idea for parents to enforce this.
2. The teacher had an obligation to find out why students played truant.
3. Because parents are responsible for their children, legally, they were supposed to make sure their son attended school, but they didn't.
4. If they don't, it is possible that they will have to pay a fine or even appear in court.
5. His dad had a possibility to talk to Mike about how he was getting on at school, but he didn't.
6. It's impossible for you to miss this parent-teacher evening. It's very important!
7. My parents managed to attend most school events.
8. If the fine is not paid or the truancy continues, it is possible that the parent will go to prison.
9. It is necessary for you to sign the attendance cards, but it is not necessary for you to return them to the teacher.
10. It wasn't necessary for you to do the tests or exams. It was a waste of time! The university was ready to take you after completing the foundation course.

6. a) Before reading a text about dealing with boring lessons, match the columns and complete the sentences below with the words and expressions a–d.

| a) go over | 1) start |
| b) get involved/engaged in | 2) like and understand the importance of |
| c) take up | 3) repeat |
| d) appreciate | 4) take part with a lot of interest |

1. If you don't understand the questions, let's ... ... them once again.
2. I ... ... cycling because I wanted to try an outdoor sport.
3. It would be great if you could come to watch the play. I'd ... it so much.
4. Derek ... ... in French classes for young learners because he wanted to try teaching himself.

b) Read the text and think of a suitable title for each section. Explain your choice.

**If You Don't Want Another Boring Lesson...**

Most of you know how quickly exciting lessons turn into a nightmare\(^1\) when the teacher starts talking about difficult algebra, micro nuclear physics or the details of Medieval drainage systems. However, if you want to do well in exams, no two ways about it; you just have to pay attention. But how can you train your mind to stay focused so that you can understand and remember all that information?

James Winsborough, assistant head teacher at Princeton School in Liverpool, where the lessons are always engaging, seems to know how to survive classes you find boring.

1. The body and the mind are going to be fuelled by the food you put into it. It's a very good idea to drink plenty of water. Absolutely no problem, your teacher will let you take a bottle of water into class. You have to look after yourself. Make sure you eat healthily. More importantly, make sure you get involved in some kind of exercise during the week, take up some activity you haven't tried before, get into a different routine. You have to do that to improve your concentration in lessons. Physical activity helps keep your brain and body functioning well.

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\(^1\) nightmare — кошмар
2. Try to work out why you are not engaged in the lesson. Are you really not interested in the work that you are doing? Is that something you are struggling with? Or is there another reason? It may be that the work isn’t challenging enough. A good tip is to actually approach the teacher and have a discussion about the work. The teacher is aware of the whole class, what they are doing and how they are learning and will appreciate you coming to them and being honest. Tell them you’re having trouble engaging with the work, and you need something more challenging or you may say, “I don’t quite understand what I’m doing, can you go over it again?” It’s important to approach the teacher in a serious way, not just sit and put your hand up and say, “I’m bored, sir.” Because this way you are not getting into a dialogue with the teacher, which they are quite happy to do.

3. A boring lesson may interest you if you take a different approach to it. It doesn’t have to be the approach the majority of your class have, or what the teacher has actually told you to do. Maybe in consultation with the teacher, try looking at the task in a new way — your teacher may be able to help you with this. You might ask to brainstorm ideas rather than write a list, or do some research on the computer rather than write in a textbook. Taking a new approach to a particular piece of work, something a bit different, might develop your imagination and engage you in the lesson.

4. If you find yourself in a situation where you actually want to get on with a piece of work in the lesson and the friends around you are more interested in just messing about, it’s very difficult to change anything. If you want to work but are being distracted by your friends around you, you might need to move in order to be able to concentrate. If you’re not comfortable getting up and moving yourself, you could have to talk eye-to-eye with the teacher either at the start or after the lesson and ask them to move you. They might even pretend to tell you off so that you don’t lose face with your friends.

7. Read the statement below and express your opinion about it. Use the expressions (1—4) from Exercise 6a.

It is less effective to learn in a group of students than alone.

8. What are your school’s rules about attendance and parents’ participation in school life? Make at least 10 sentences about them using the expressions from this lesson.

9. Imagine and describe the best rules about school attendance and parents’ participation in school life. Use expressions from the Useful Language box. Make a speech about these rules.

For more information use the site www.gov.uk/school-attendance-absence

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1 to mess about — дурачиться
Lesson 74

1. Work in groups. Do you take part in after-school activities?

Study the poster in groups and say:

- what activities it shows;
- who might be interested in it (consider age and gender);
- what similar activities your school offers and which ones are absolutely new to you;
- which activities are unusual or unsuitable for an after school club.

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

   **Hands-on experience** — Theory is not the same as hands-on experience: you learn many practical things.

   **Cram (for sth)** v — Some parents place their children in cramming programs for academic improvement. They want them to do well in exams by learning more after regular classes.

   **Inspire** v — The teacher tried to inspire her students to do project work on actual topics. He was inspired to work harder by the example of his friend. **Inspiring adj** — The history class was both informative and inspiring. I learnt many new facts, and it gave me lots of interesting ideas for my project. **Inspiration**.
b) Revise the vocabulary. Read the sentences and find the definitions (a—f) for the words in bold.

1. There are numerous sport clubs in my neighbourhood. I just walk out of my house and in 5 minutes I can play football, or do yoga, or go for a swim.
2. Parents don’t have to pay too much for after school clubs. They are usually affordable.
3. In workshops students improve their skills by discussing their experiences and doing practical exercises.
4. One of the issues we discussed was discrimination. It was such a long discussion, that we didn’t have time for other subjects and problems.
5. This student is unique. There is nobody as talented as her in the whole school.
6. Culture shapes the way you think and behave. It has a great influence on us.

3. Match two columns to complete the sentences.

1) In the crafts workshop
2) Unfortunately, there are few good shops in
3) This cramming lesson
4) Jess was brought up in Denmark and travelled a lot in Russia, which shaped
5) If you think the book is affordable,
6) The theatre studio at our school is run
7) The class was really inspiring,
8) This chance is unique,
9) An important issue I’d like to focus on is

   a) I’m sure you will never have another one.
   b) by the local arts college.
   c) the role of violent video games in children’s lives.
   d) the neighbourhood.
   e) and I got more interested in the subject.
   f) many of her beliefs and attitudes.
   g) will help you improve your algebra.
   h) why don’t you buy it?
   i) the students will discuss their experience with wood and glass.

4. a) Listen to four students speaking about their after-school activities and complete the text with the information you will hear.

   An after-school activity in the USA, ... , Britain, ... or New Zealand is a programme for young people ... the traditional school day. These programs can ... at school or somewhere in the ... . The activities include ... , performing ... , cramming classes for literacy and ... , as well as numerous clubs for adventurers with ... activities. Some parents rely on clubs for their children’s personal ... , while other parents are ... in keeping their children in an ... and safe place after school.
b) Listen to four people giving advice on starting a club at school. Write down the details of what they say in your exercise book.

**GRAMMAR**

Defining and Non-defining Relative Clauses (GR, p. 177)

5. Study the information in Grammar Reference on pages 177–178 and say if the clauses in bold are defining or non-defining. Say in which sentences commas are necessary.

1. At school you’ll be offered lots of opportunities for getting involved in activities outside of the classroom which most students find exciting.
2. You can join a club, a sports team or a society that covers your interests.
3. If you have a hobby that isn’t covered by existing clubs you can start your own club.
4. First, find out how many people that you know would be interested in your club.
5. Speak to your friends and make a list of names which you will later take to the teacher to show that the club would be needed.
6. If your idea is a sports-related activity, are there any coaches in your local area who might be able to help?
7. Does any other company which could be a sports centre or a youth club already run such activities?

6. After-school activities are organized differently around the world. Read about such clubs in Australia and answer the questions.

1. Which clubs would you like to join?
2. Which clubs would you join if you were younger?
3. Which one(s) would you like to help run as an assistant, as part of a school-exchange programme, for example?
4. Are there any clubs that are not very interesting for you personally, but may be useful for other students? Explain why.
5. Which is the most useful club for a foreign student who has just joined an Australian school?
6. What clubs would you add to this list to attract your peers?

**Creative Writing**

Pack your imagination and join us for a storytelling adventure... Write With Me offers interactive storytelling workshops where children are actively encouraged to develop their own storytelling talents! Workshops include a combination of oral storytelling, drama, performance skills and poetry and are run by one of Australia’s most exciting and inspiring young authors and illustrators, Dr Cameron Stelzer. Cameron visits hundreds of schools each year. He tours to Sydney, Canberra and other cities in Australia.

Cameron’s workshops are particularly interesting for reluctant readers, especially boys!
**Conflict Resolution** Workshops

The programs address a number of issues facing young people today including truancy, bullying, aggression, depression and how to communicate with peers. We work with young people to increase their self-confidence by helping them to learn and develop social and life skills so that they can develop positive relationships and deal with issues that could have a serious negative influence over their life.

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**Say Cheese! Club**

Welcome to Say Cheese! Club. I’m Jason Darby, a professional photographer from Perth. I used to work in Sydney with Beautiful Australia Photo Studio where I worked on landscapes and seascapes. In my photo workshops with teenagers I teach basic photography principles and develop skills they may already have. And then together we go to the beach or a wildlife park to take some extraordinary photos!

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**Bugs Mobile**

Bugs Mobile is a fun mobile education service that travels all over Australia educating people of all ages about the benefits and wonders of “mini-beasts” (insects, spiders, snails, millipedes⁵, etc.). Every workshop includes a hands-on mini-beast experience that you will never forget! We bring along large and colourful stick insects, millipedes, giant cockroaches, spiders, scorpions, caterpillars and more.

We also show a large collection of over 200 preserved mini-beasts like sea shells, starfish, sponges, corals, eggs, eggs cases, skins, preserved insects, etc.

Bugs Mobile organizes trips to expos, zoos and wildlife parks around Australia.

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1. conflict resolution — разрешение конфликтных ситуаций
2. millipede — многоножка
Drumming and Mask Making

Our Drumming Workshop is a celebration of African and South American music and rhythm. Each child uses their own small drum to recreate rhythms and songs popular in Western Africa or South America. Our Mask Making Workshop is a unique celebration of African art. Each child decorates their own wooden mask. Masks are painted with special symbols representing values such as leadership, wisdom, creativity, freedom and independence.

Aboriginal Teachings

Have you ever thrown a boomerang and caught it back? Well, this is an opportunity to learn!

And who would be better than an Australian Aboriginal man to teach you? During this workshop, you will learn about the variety of boomerangs and its many different uses. Children will also discover its history and how to throw and catch back a returning boomerang. The classes are held outdoors in a large field with a maximum of 20 people.

Cultural Workshop

This workshop will help Australian students understand Russian culture and people, their history and issues to improve communication between Australian and Russian students. Classes will help learners of Russian understand how culture shapes people’s values, attitudes and behaviour. The main goal of this workshop is to understand Russian history and current issues through the eyes of a Russian person. It will also help participants develop knowledge and skills to communicate successfully with Russian people.

7. Comment on the statements using expressions from the texts about clubs.

- It is more useful to attend a cramming class after school than a sports club or a creative workshop.
- An informative and inspiring class cannot be better than hands-on experience.
- The music we listen to every day shapes the way we think and behave.
- Successful communication is impossible if you don’t speak foreign languages.
8. Complete the sentences with new words and expressions.

1. The French Club is ... by the local language school.
2. There are plenty of theatre studios in my ... . If you take a 5-minute walk around the town, you’ll count at least 7 of them.
3. I was placed in that ... program by my mum. She had always been worried about me doing well in exams.
4. We didn’t have to pay much for the new equipment. It was quite ... .
5. The arts ... is so exciting! We draw and paint, using all sorts of techniques and materials, from water colours to clay.
6. My granny was ... among her many brothers and sisters. She was the only one born in 1898.
7. Yesterday’s economics class was really ... . I learnt amazing new facts about banks and now I feel like starting my own business!
8. We had a long discussion about the ... of crime and punishment.
9. People’s political beliefs are often ... by what they watch on television.

*9. Write an email to your friend about a new after-school club that has recently opened at your school. Don’t forget to say:

• what the club specializes in
• who can join it
• whether you would like to join and why
• what schedule there is
• what rules there are
• if there is a fee to pay

10. Make a speech or write about an unusual after-school club that you would like to have at your school.

Find more information if you are interested in after-school activities, on the sites:
www.gettherightschool.co.uk/AfterSchoolActivities.html;
https://www.outofschoolalliance.co.uk/welcome

Useful Language

hands-on experience, cram, inspire, inspiring, inspiration, shape, unique, issue, workshop, run (a club), neighbourhood, affordable

Homework

1. Ex. 4  2. Ex. 9, 10  3. Ex. 1-4
Lesson 75

1. What is unusual about the classes in the photos below? What’s the idea behind them? Does it improve learning results in any way?

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

Harsh adj — We lived in harsh conditions in the mountains. No heating at minus 10°C, no drinking water and little food. His rudeness and unpleasant manners won him a reputation of a harsh man.

Challenge n — It was a challenge to spend 6 hours outside in freezing weather.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

<table>
<thead>
<tr>
<th>English Word</th>
<th>Russian Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>set up</td>
<td>устанавливать</td>
</tr>
<tr>
<td>cancel</td>
<td>отменить</td>
</tr>
<tr>
<td>approval</td>
<td>поддержка</td>
</tr>
<tr>
<td>comforts</td>
<td>удобства</td>
</tr>
<tr>
<td>fee</td>
<td>плата</td>
</tr>
<tr>
<td>the three Rs.</td>
<td>три Rs</td>
</tr>
<tr>
<td>(reading, writing, arithmetic)</td>
<td>(читать, писать, арифметика)</td>
</tr>
<tr>
<td>dress up</td>
<td>одеваться</td>
</tr>
<tr>
<td>nap</td>
<td>ползаться</td>
</tr>
</tbody>
</table>

1. They plan to set up their own business in the town.
2. The last class was cancelled, so we went home.
3. I need your approval to go there. If you say no, I won’t go.
4. With all the comforts of modern schools, it’s hard to believe open-air schools ever existed.
5. Most pupils paid a fee, but the poorest children got in free.
6. All primary school children learn the three Rs. They are basic subjects.
7. We always dressed up for Christmas plays. Girls wore their best dresses.
8. After lunch we had a nap that lasted at least an hour.
3. Match the two columns to complete the sentences.

1) You don’t have to dress up
   a) to do what I know is right.
2) Few people can do without the com-
   b) to study extra subjects, like the Chinese
   forts
3) You must pay a fee
   c) without a warm place to spend the night
4) It’s not really a challenge
   d) or safe drinking water.
5) I’d never want to live in harsh condi-
   e) of city life.
6) The afternoon nap
   f) to spend the night outdoors in summer.
7) I don’t need my parents’ approval
   g) we had some free time till 6 o’clock.
8) Henry set up
   h) for the party.
9) I was quite good at the three Rs
   i) when I started school.
10) Because all after-school activities
    j) in most hospitals is between 2 pm and
    were cancelled that day.
    4 pm.

4. In the 1930s, thousands of sickly¹ British children were sent to
   open-air schools — even in the harshest winters. Read the text
   and explain:
   • when and why outdoor education began;
   • how the first outdoor schools in Britain appeared.

   It is unclear where exactly the true beginnings of outdoor education
lie. Perhaps we need to look into the nature and evolution of the human
species. For at least several million years, almost all learning and train-
ning was done in the outdoors. Permanent walls were constructed quite
recently, mainly in the last 200 years in Western civilization. Modern
Western societies have become “isolated” from natural living and chal-
lenges, rhythms and observations of nature. This way, outdoor activities
and outdoor education create a form of psychological and physical contact
with natural processes.

   The idea of British outdoor schools, mainly for health reasons, came
from the sanatoria that appeared in Europe in the 19th century. In the
sanatoria, fresh air and sunshine as much as medicine were used to
treat tuberculosis (TB), with some success. It is then no surprise that the
first school based on these principles was in Germany, set up in a pine²
forest near Berlin in 1904 with the aim of bringing fresh air from the
mountains into the classrooms. This idea was extended in Britain during
the first half of the 20th century, with the focus on improving the health
of children who were seen as sickly and prone to³ TB. The schools were
indeed open-air (no walls) with harsh environmental conditions, especially
during winter.

¹ sickly — болезненный, слабый
² pine — 1. n сосна 2. adj сосновый
³ prone to — подверженный (болезни)
5. a) Listen to the part of an interview with professor Martin Harvey, a learning expert, and Jason Walker, a former student at an open-air school in England. Choose the correct options.

1. Open-air classrooms
   a) were completely open.
   b) were wet or covered in snow all the time.
   c) had no heating.

2. In the 1940s outdoor schools
   a) became less popular.
   b) were free for poor pupils.
   c) prepared children for outdoor careers.

3. Mr Walker thinks that
   a) his outdoor education was a positive experience.
   b) sleeping at school every afternoon was a good idea.
   c) classes in fields and parks were the most enjoyable.

4. According to Martin Harvey,
   a) outdoor schools improved children’s health.
   b) fresh air might have been unimportant.
   c) outdoor schools were the same as indoor schools.

5. The open-air movement disappeared because
   a) the healthcare system began to improve.
   b) it had really improved the lives of children.
   c) adventure travel and eco-tourism became popular.

b) Look at the photos. What activities at the open-air school do they illustrate? Is anything like that being done at modern schools? Why?

6. Read the parts of Jason Walker’s description of his outdoor school experience. Think of a suitable heading for each paragraph.

A We studied in classrooms that had floors, roofs, desks, blackboards and teachers like most others. They just didn’t have walls... We were completely open to the heat and cold. In summer the sunlight poured in; on a rainy autumn day the child on the end of a row could reach
out and get his or her hand wet. And then there was winter. Sometimes, when we got there in the morning, there was snow lying on the tables and chairs and we had to clear it off before we could start.

B Children who live in the open become acclimatized to cold. On an occasion some of us will not easily forget, the ink became solid in the ink-wells, dinner was served with snow sauce... This uncomfortable experience, though, was not followed by any ill-effects on teachers or students — no one caught a cold.

C By the 1940s there were 155 such schools in Britain. Even more remarkably, the children enduring these conditions were not strong and healthy youths being prepared for outdoors careers, but, by careful selection, some of the weakest and unhealthiest boys and girls in the country, six-year-olds among them.

D The open-air school was not only about exposing sickly children to Arctic conditions — and by the way Britain’s weather is not always so harsh. In fact we found much to enjoy, and many of us look back on outdoor education with nice feelings. The classes were small and the teachers were caring, and when you think of the homes that many of the children came from, it was often a wonderful change. Academically, we all learnt our three Rs, and most of us were clever and hard-working. I ended up a company director.

E In summer, for instance, each class had its own little plot to do gardening — there were competitions to grow flowers. In winter I remember snowballing and dressing up for Christmas plays. I also remember the afternoon nap. After lunch every day we would collect foldaway beds and blankets and settle ourselves in neat rows for a compulsory nap that lasted at least an hour and sometimes stretched to two.

**GRAMMAR Revision**

**Relative Pronouns** (GR, p. 177)

7. Join the beginnings (1—7) and the endings of the sentences (a—g) using relative pronouns from the box. Some pronouns can be used more than once. Mind the punctuation.

<table>
<thead>
<tr>
<th>who</th>
<th>that</th>
<th>where</th>
<th>which</th>
</tr>
</thead>
</table>

1) We studied in classrooms
2) It is possible to become acclimatized to cold for children
3) It was the sort of occasion
4) Summers School was not the only place

a) were enduring these conditions were not strong or healthy youths.
b) is also known as NOLS.
c) had floors, roofs, desks, blackboards and teachers like most others.
5) The children
6) After lunch every day we settled ourselves in neat rows for a compulsory nap.
7) There is a popular National Outdoor Leadership School.
8) Usually lasted more than an hour and sometimes stretched to two.
9) None of us will ever forget.
10) Young Britons were educated in an unusual style.
11) Live in the open.

*8. Would you ever be able to study in an outdoor school? Write 10–12 sentences about it using new expressions and at least 5 different relative pronouns.

9. Make a speech about the advantages and disadvantages of studying in an outdoor school.

For more information, use the sites:
https://www.ed.ac.uk/education/institutes/etl/outdoor-education;
https://www.outdoor-learning.org

Useful Language
- harsh, challenge, set up, cancel, comforts, approval, pay a fee, the three Rs, dress up, afternoon nap

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

Lesson 76

1. a) Work in groups. Which of the following ideas about education do you share? Which ones can't you accept and why? Discuss it in groups.

You cannot teach a man anything; you can only help him find it within himself.

Galileo
The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.  

William A. Ward

A democratic education means that we educate people in a way that ensures they can think independently, that they can use information, knowledge, and technology, among other things, to draw their own conclusions.  

Linda Darling-Hammond

It takes a village to raise a child  

African proverb

Education has produced a vast population able to read but unable to understand what is worth reading.  

G.M. Trevelyan

Reading and writing, arithmetic and grammar do not mean education any more than a knife, fork and spoon constitute a dinner.  

John Lubbock

The wish to continue to learn throughout life is perhaps one of the most important contributions that schools can make to an individual’s development.  

Elliot W. Eisner

*b) Think and choose your own education motto.

1. To Think Independently  
2. To Draw One’s Own Conclusion  
3. To Raise a Child  
4. To Learn Throughout Life

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

Promote v — We as parents need to promote reading together every evening. The company organised a big advertising campaign to promote a new toothpaste. He hopes to be promoted. Promotion n — Congratulations on your promotion.

Abuse n — The government is trying to decrease smoking and drug abuse among teenagers. Drug and alcohol abuse are the cause of early death.

Habit n — He has an annoying habit of biting his nails. I’m not in the habit of putting off till tomorrow what I can do today. Eating together as a family teaches life-long good eating habits.

1 mediocre — посредственный
b) Read the words and word combinations in the box. Translate the following sentences into Russian.

<table>
<thead>
<tr>
<th>Word Combinations</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>policy</td>
<td>политик</td>
</tr>
<tr>
<td>self-learn</td>
<td>самостоятельно учиться</td>
</tr>
<tr>
<td>a must</td>
<td>необходимо</td>
</tr>
<tr>
<td>socialize</td>
<td>общаться</td>
</tr>
<tr>
<td>doodle (draw in a relaxed way)</td>
<td>рисовать (рисовать свободно)</td>
</tr>
<tr>
<td>score points (get credits)</td>
<td>зарабатывать очки (зарабатывать очки)</td>
</tr>
<tr>
<td>without thought (not thinking)</td>
<td>без мысли</td>
</tr>
</tbody>
</table>

1. I don’t like the school’s new policy: less homework but more classes every day. (I don’t like the school’s new policy: less homework but more classes every day.)
2. It’s important for children to be able to self-learn. Adults are not always around to help. (It’s important for children to be able to self-learn. Adults are not always around to help.)
3. Homework is a must. You just have to do it. (Homework is a must. You just have to do it.)
4. We have no time to socialize or go out. But I love being with friends! (We have no time to socialize or go out. But I love being with friends!)
5. My friends and I spent most of our class time doodling in notebooks instead of listening to the teacher. (My friends and I spent most of our class time doodling in notebooks instead of listening to the teacher.)
6. It wasn’t fair to the other students who had done 10 times as much work as I did but scored 10 to 20 points lower on the tests. (It wasn’t fair to the other students who had done 10 times as much work as I did but scored 10 to 20 points lower on the tests.)
7. I did it without thought and now I regret being so thoughtless. (I did it without thought and now I regret being so thoughtless.)

3. Change the underlined parts of the sentences using the words and word combinations from Exercise 2.

1. If you start reading at an early age, it is likely to become a habit for the rest of your life. (If you start reading at an early age, it is likely to become a habit for the rest of your life.)
2. Although I’d spent the whole week revising for the test, I only got 30 credits out of 100! (Although I’d spent the whole week revising for the test, I only got 30 credits out of 100!)
3. Our college has set up a language centre to advertise foreign languages. (Our college has set up a language centre to advertise foreign languages.)
4. Nothing seems to help decrease drug taking among Asian immigrants. (Nothing seems to help decrease drug taking among Asian immigrants.)
5. You have to attend Saturday classes. It’s absolutely necessary. (You have to attend Saturday classes. It’s absolutely necessary.)
6. You need to mix with people to develop your social skill. (You need to mix with people to develop your social skill.)
7. I like to draw in my exercise books. It’s very relaxing. (I like to draw in my exercise books. It’s very relaxing.)
8. We don’t have to wear uniforms now but we must arrive at school earlier. What’s the point of this new course of action? (We don’t have to wear uniforms now but we must arrive at school earlier. What’s the point of this new course of action?)

4. a) Listen to parts of a radio programme about a Canadian elementary school which decided to stop giving students homework. How did listeners react? What are the arguments for the “no-homework” policy?

b) Listen to the conversation again and summarize listeners’ arguments. What’s your opinion? Fill in the table in your Workbook.

b) Listen to the conversation again and summarize listeners’ arguments. What’s your opinion? Fill in the table in your Workbook.

**GRAMMAR Revision** Modal Verbs and Expressions (GR, p. 178–179)

5. Change the sentences using the words in brackets.

1. Children need to start playing outside for at least an hour after the school day. (It’s time)
2. We should have dinner with our family every night or at least 4 times a week. (had better)
3. You should start going to bed early. (It's high time)
4. Limit television, video games and computer time, especially an hour before bed time. (I suggest you)
5. Read every evening. This is a great time for the whole family to sit and read together. (I insist)
6. Children need to have time to play and ride their bikes. (It's essential)
7. Another 1 or 2 hours of schooling in the evenings causes nothing but stress for the whole family. (It's natural)
8. Everybody should realize that family dinners, reading time and playing will make for a better student the following day. (It's important)
9. I believe classes for these children need to be 50 minutes long and there has to be a minimum of five classes a day. (I demand)

6. a) Read what other listeners said about the “no-homework” policy. Fill in the gaps (1–6) with the missing parts (A–G). There is one extra part.

Dora:
I don’t think that banning homework is wise. Homework is not just a standard boring thing, it can be fun.
My daughter is in kindergarten and she has fun homework:
• It’s very active. For example, many times we have to go outside to do it, like find patterns outside and choose your favourite one, observe the weather and the sky, clouds, etc., collect different leaves in autumn and... I cannot stop giving examples. Both my daughter and I enjoy it.
• It gives me an opportunity to see what they do at school, how much she understands.
• Most of the time it leads to a discussion.
• Even when it's something she has to do by sitting at the desk, it teaches her to do some work by herself.
So, please don't get me wrong, I'm not in favour of a huge amount of homework that makes kids sleepy or takes their time from playing outside or spending time with their parents and friends. I think wise teachers give the kind of homework that makes kids explorers and investigators (go to library, surf the net) and makes learning process fun. I'm both hands up for this kind of homework.

Milander:
I teach English and at the moment we are dealing with creative writing. During the lesson I teach the process and technique of writing, as a homework they have to practise what they have learnt at the lesson. I'm sure a Maths teacher would argue the same way, homework is the time... Homework has an important place in the learning experience... Simply setting homework to cover what was not taught or because “it is expected” is wrong.
I do think that homework can force students to learn how to self-learn such as finding the information they need, discovering new ways of doing a task and being creative.
Homework is good when it is set wisely, when it is set without thought it is bad 5) ...

Jason:

I am sorry but I don’t agree with this policy. While homework “can” be useless in some cases, it is needed for many reasons.

- It helps strengthen the students understanding of the lessons 6) ...
- It helps get the parents involved in the teaching of their children.
- It also helps keep the parents informed.

I do agree that the amount of homework could be cut.

A as long as it meets educational needs, of course
B when everybody can enjoy themselves
C taught in class
D like writing some words or drawing a picture
E but not to give homework at all is the worst
F that promotes interaction between kids and parents
G when students practise what they should have learnt

b) Name the arguments in favour of compulsory homework.

7. Use opinion words and expressions in the box to complete the sentences below.

by myself ■ don’t get me wrong ■ in favour of ■ both hands up for
■ I do think ■ I do agree

1. Please … get … ..., I do agree with you.
2. We are … ... up … these changes. There haven’t been any new ideas about it for ages.
3. I … ... that homework should be banned.
4. She is certainly … ... the new policy. She has always approved of it.
5. I can’t do it all … ... .
6. Do you agree with me? — No, not quite. … ... that teachers can be wrong but can’t say that the student is always right.

8. Read the poem and decide what kind of students’ problems it is about. Learn the poem by heart.

Another Day in the Life of a College Student

Up too late the night before.
Want to stay in bed some more.
Searching for a matching sock.
In time to make my eight o’clock.
Sprinting all the way to class.

86 ■ School – Experience of a Lifetime
Slowly running out of gas.  
Walking in the pouring rain.  
A thunderstorm's inside my brain.

Soaking wet, I make it in.  
Professor asks me where I've been.  
I try to think up some excuse.  
"It's chronic eight o'clock abuse!"

Writing till my hand falls off.  
Don't have time to even cough.  
Can't get breakfast off my mind.  
Now I'm half-a-page behind!

Man, this lecture's really boring.  
Is it me that I hear snoring?  
No, it's just the ocean breeze.  
I'm floating on a piece of cheese

Sailing off to la-la land,  
While jamming to a reggae band.  
And as I lay me down to rest,  
Please let me dream I pass my test.

And if I don't, for goodness sake,  
Just let me sleep till summer break!

*9. What's your opinion about homework? Should it be banned or is it a must in school life? Express your opinion in 10—12 sentences using new words and expressions.

10. Write 10—15 sentences about the advantages and drawbacks of compulsory homework.

Find more information on the topic on the sites:  
http://time.com/4740297/homework-should-be-banned-from-schools/;  
https://www.bbc.co.uk/newsround/38383428

Useful Language:
- promote, abuse, habit, policy, socialize, doodle, score points, without thought, a must, self-learn

Homework:
1. Ex. 4  2. Ex. 10  3. Ex. 1—4

School – Experience of a Lifetime  87
Lesson 77

1. What ideas, do you think, the posters below illustrate? What’s interesting about the photos?

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

Contribute (to sth) v — The best designers contributed to the creation of new sports uniform for Russian athletes. She didn’t contribute anything to the discussion of our plan.

Contribution (to) n — Russian scientists have made a great contribution to the success of our country. This programme wouldn’t have been successful without your contribution.

Bleak adj — The future looks very bleak for the team that loses this important game. It was a bleak January morning and he didn’t want to leave the house. His hopes for promotion looked very bleak.

Prodigy n — Mozart was a musical prodigy who wrote his first symphony at the age of eight.

Consequence (of) n — The high level of unemployment has produced harmful consequences for the society. You made a wrong decision and now you must take the consequences. They decided to steal the money, and now they must face the consequences. Consequent, consequently.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

- clear
- at the expense of
- energy-efficient
- take measures
- stand up for
- campaign

1. Millions of acres of tropical forest have been cleared.
2. Mike has achieved a lot in sport, unfortunately, at the expense of his school studies.
3. Modern energy-efficient appliances, such as freezers, ovens and dishwashers use significantly less energy than older appliances.
4. All possible measures will be taken against those who engage in terrorism.
5. You have to be prepared to stand up for the things you believe in.
6. The unions are launching an effective campaign against racial discrimination.
3. a) Complete the sentences with words and word combinations from Exercise 2.

1. There are many simple ... that everyone can easily ... to stop climate change.
2. Every tree that we plant with our own hands is a real and important ... to fighting the climate crisis.
3. Teens are working hard to make sure that trees stop being ... , and start being planted instead.
4. Almost everybody would make the choice to live more comfortably today, ... the ... of future generations.

b) Replace the underlined parts of sentences below with new expressions from Lesson 76.

1. RSPSA is a charity in Britain which works hard to prevent cruel treatment of animals.
2. Although smoking is a bad regular action, it helps some people mix with others more easily.
3. How many points have you received so far?
4. It is more important for me to study on my own rather than rely on the school to teach me everything I may need in the future.
5. My school teachers have always supported the idea that honesty is the best principle, course of action.
6. Extra PE classes, which used to be optional, will be compulsory for all pupils starting September. I'm sure that decision was taken by the school authorities without consideration.

4. a) You are going to listen to parts of a teenager's speech on climate justice. Make sure you know these words:

- CO₂ — carbon dioxide
- the greenhouse effect — the warming of the air
- flood — a very large amount of water that covers an area that is usually dry

Decide if the statements are true, false or not stated in the text. Tick the correct answer in the table in your Workbook.

b) Listen again and summarize the speech in 10—12 sentences. Use the model below.

Example

Felix believes that planting trees is a real contribution to fighting the climate crisis. But he understands that...
5. a) Choose 2 correct linking phrases to complete the sentences from Felix's speech. Decide where it is necessary to add commas (,).

1. (Regarding/To start with/Firstly) we children are global citizens and world politicians.
2. (As far as actions are concerned/As for/What is more) every tree that we plant with our own hands is a real and important contribution to fighting the climate crisis.
3. (Additionally/With reference to/Secondly) we are working hard to make sure that trees stop being cleared, and start being planted instead.
4. (At the same time/Whereas/On the other hand) we are not naive! Of course we don't believe that we can save the world just by planting trees.
5. We kids have noticed that the story about monkeys and the behaviour of many adults have a lot in common. (To put it differently/But then again/To put it another way) if we humans only think and act like monkeys, then everybody would be making the choice to live more comfortably today.

b) Do the grammar task in your Workbook using linking words and phrases.

6. Read about Felix Finkbeiner and answer the questions that follow.

**Felix — Just a Schoolboy?**

Felix is neither a child actor, pop star, nor sports prodigy. Instead, many girls want him to sign their copy of his book, *Tree by Tree*. Felix, from a small town near Munich, is an environmental star who has inspired many child activists around the world to stop climate change by planting millions of trees.

His organization, *Plant for the Planet*, recently achieved its goal of planting one million trees in Germany; now, Felix is spreading his message around the world. Individuals or planting groups can either "promise" to plant a certain number of trees or make a donation — €1 buys one tree.

Today, Felix is one of the world's most important environmentalists, appearing on one newspaper's recent list of the 20 most important "Green Power" activists, along with Brad Pitt (a builder of environmentally friendly homes) and the Prince of Wales.

**How Did It All Get Started?**

*Plant for the Planet* started as a school project when Felix was about 9. He was supposed to give a presentation on a Monday, so over the weekend he surfed the net on climate change and came across Wangari Maathai's campaign. Maathai, from Kenya, began her own tree-planting campaign, the Green Belt Movement, in 1977 as a method of dealing with soil erosion and encouraging the local population, particularly women, to stand up for themselves, not only...
environmentally but also politically. In 2004, 45 million trees later, she won the Nobel Peace Prize. "She achieved so much with so little," Felix says. "So I had the idea that we children could also do something."

His presentation about climate change was a success with his classmates. It was called "The End of the Polar Bears". At the end of his presentation Felix told his classmates, "Let us plant a million trees in every country on earth." Two days later, his teacher encouraged him to give the same speech to the school's student council, and shortly after that Felix repeated the performance for his headteacher. Soon he was speaking in front of other classes.

On March 28, 2007, just over two months after his speech, Felix planted the first tree. Less than a year later, the nine-year-old boy was already asking a multinational firm, Toyota, for €40,000 so that he could hire his environmental group's first staff member.

One of his most famous global campaigns is "Stop talking. Start planting". It promotes the idea that talking alone is not going to make a difference and that now is the time for action. These pictures show children holding their hand over the mouth of influential community members: ministers, superstars, musicians, supermodels and many other Heads of State, Government leaders and Nobel Peace Prize Laureates. You can see them on Facebook: "Stop talking. Start planting".

**At Home**

Felix's father, Frithjof, doesn't consider his child to be in any way special. "Felix is no prodigy," he says. "He's just a normal boy."

"There is no Steffi Graf syndrome in our family," he says, referring to the German tennis player whose early career was strictly controlled by her father. On the contrary, if parents ever decide to do anything about Felix's career, they will probably try to stop his growth. His mother Caroline says, "All this will stop if his schoolwork suffers."

**His Speeches**

If you meet Felix in person, at first it is hard to imagine how he has managed to inspire so many people for so long. There is nothing new in the facts and figures about climate change that he uses in his presentations. He is not a scientist. Give him another topic to speak about and he sounds like any other child of his age. But start him on climate issues and you see a great change — he starts arguing like a self-confident public speaker. He writes his own speeches, and their appeal is in their simplicity.

**The Future**

Felix is now the global president of Plant for the Planet. But for one year only. "I'll be happy to hand over the presidency in a year's time so that the next generation of Plant for the Planet children can do this job."

What happens in the future is anyone's guess. "People believe Felix will go on to be an environment minister," his father says. "But I like to tell him that there is no pressure. Even if he doesn't go on to do anything else, he has already done so much."

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1. staff — сотрудники
2. hand over — передавать (полномочия)
1. Why is Felix described as an “environmental star”?
2. How does Felix spread his message around the world?
3. What was Wangari Maathai’s role in Felix’s life?
4. What is “The End of the Polar Bears”?
5. Why is Felix’s campaign called “Stop talking. Start planting”?
6. Is Felix’s career going to be controlled by his parents?
7. What makes the boy’s speeches so popular?

7. Match the two columns to continue the sentences.

1) He is a prodigy because he
2) The new campaign
3) You should be able to stand up
4) The news is all about the consequences
5) What you’ve done is an important
6) We can’t do much to punish people who clear
7) Nobody should try to improve other people’s lives at
8) The future will certainly seem
9) I’m going to use energy-efficient
10) It’s not enough to take

   a) of the flood in the south of Russia.
   b) the expense of their own health.
   c) forests illegally in this region.
   d) light bulbs from now on.
   e) a few measures to change the situation.
   f) for yourself.
   g) can play 10 musical instruments really well.
   h) was not a success.
   i) bleak if you stop trying to change anything.
   j) contribution to fighting poverty among immigrants.

*8. Work in pairs. Think of arguments for and against the idea of planting trees to stop climate change. Discuss it with a partner. Use the expressions from Exercise 2 and the linking words from Exercise 5.

9. Write about the importance of teenagers’ participation in environmental campaigns to stop climate change.

For more information about these organizations go to the sites:

Useful Language
contribute, contribution, bleak, prodigy, consequence, clear (forests), energy-efficient, take measures, consequence, campaign, at the expense of

Homework
1. Ex. 4
2. Ex. 9
3. Ex. 1-4
Lesson 78

1. Work in pairs. The photos below were taken at school proms. What kind of events are they? What makes them special? When do they take place? Who is usually invited? Discuss with a partner. Use the words in the box.

- gathering
- high school students
- dressed up
- sashes
- to wear
- perfume and make-up

2. a) Read the sentences below and guess the meaning of the new words.

**Prom** n — The prom was held at the end of the school year in June.

**Honorary title** n — The honorary titles were awarded to the most popular students.

**Pull pranks on** — In this country, students are allowed to pull pranks on their teachers.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

- a graduate
- rent
- get one’s hair styled
- entertainer
- fellow students
- perfume and make-up

1. All graduates receive their diplomas before the party.
2. Most suits are rented from stores because it’s much cheaper than buying formal clothes.
3. I need to get my hair styled before the prom. It doesn’t look very pretty as it is.
4. The group of entertainers brought interactive games and showed tricks at the school.
5. Sandy is always very helpful to her fellow students.
6. Are you allowed to wear perfume and make-up at school?
c) Complete the sentences with the words and word combinations from Exercises 1, 2.

1. Would you like to attend the ... in June? All our high school students will be there.
2. The two ... ... at the party included Halloween Queen and Halloween King.
3. You can ... the costumes cheaply from an Internet shop.
4. Girls wear traditional ladies’ dresses and also ... and ...
5. The boys, just like the girls, were all ... that night.
6. Before the prom, girls typically ... their hair ... , often in groups as a social activity at a beauty salon.
7. We can bring our own entertainment to the party. We don’t need professional ...
8. First, all ... receive their diplomas. Students with the best marks receive them first.

3. Listen to a description of the school prom and decide which answer is incorrect.

1. Proms are
   a) typical of the United States, the UK and Canada.
   b) semi-formal dances or gatherings of secondary school students.
   c) typically held at the end of the last year of high school.

2. Prom Queen and Prom King
   a) are chosen in a vote at the prom.
   b) are honorary titles.
   c) may be given crowns to wear.

3. Similar events in other parts of the world may be called
   a) formal or grad (in Australia).
   b) the American Prom.
   c) debs (in Ireland and Australia).

4. Formal wear for the prom includes
   a) black or white clothes depending on the season.
   b) brightly coloured ties or bow ties.
   c) ladies’ dresses or gowns.

5. Proms are held
   a) at a park, garden, or students’ own houses.
   b) at a banquet hall or school gymnasium.
   c) at hotel ballrooms or other halls.

6. A “post-prom” is
   a) a “prom after party”.
   b) a trip to a nearby attraction, such as an amusement park.
   c) a party at a restaurant, entertainment centre or a student’s home.
4. Study the information in Grammar Reference on pages 183–184 and explain the difference between the infinitive and -ing form after some verbs. Then put the verbs into the correct form.

1. I remember (be invited) to a prom in a luxury hotel.
2. Remember (invite) your parents to the event.
3. She regretted (not attend) the graduation ceremony and (receive) her diploma later.
4. The dinner was held between the graduating students and their families in the same room which went on (become) a dance floor for everyone 3 hours later.

5. After the prom, the students decided (rent) a car and couldn’t help (take) a ride all over their city to make them known as formally graduated students.
6. I’d love most parents and teachers (come) to the prom, but I’d hate them (stay) for the whole night.
7. We can’t afford (serve) delicatessen for dinner but I promise (make sure) there is plenty of fruit.
8. The dress code has been formal for years. That needs (change). We don’t need (change) anything else, though.

5. Read about the traditions of celebrating proms in different countries and choose the country (A–G) where they are held.

A Finland
B Belgium
C Bulgaria
D Russia
E The United Kingdom
F Hungary
G Vietnam

1 In this country before the 2000s, many secondary schools held a “Summer Ball” to celebrate the end of term and “Leavers’ Ball” to celebrate the end of schooling, but usually this did not have the cultural or social importance of the US-style prom. School proms range from modest dinners in school halls to extravagant parties in five-star hotels with such extras as ice-cream vans and photo booths. In this country it is usually only held at the end of the last grade because here all high schools have pupils up to the age of 18. Proms are usually held in June, after the end of year exams. At formal events, boys usually wear kilts and Highland dresses. Also traditional country dancing (part of the curriculum of all secondary schools) is typically included in the event.

2 The equivalent of the prom in this country is called “Liên hoan cuối năm”. Some schools hold their prom at restaurants but most schools prefer simple tea parties with snacks and soft drinks inside their classrooms. In high schools in the countryside they don’t celebrate at all. Unlike other countries, the students don’t dress up in fancy dresses or tuxedos. Sometimes, they simply wear school uniform to tea parties.

1 tuxedo (AmE) — фрак
In this country, the ball is called “Abiturientski Bal” and is held at the end of 12th grade, when you are aged 18. Preparations for the ball begin at the end of the 11th grade, because students are supposed to organize the whole event themselves. After the prom night, students usually go on an excursion together for 3 to 5 days. Popular destinations include the Black sea coast and Turkey.

In this small country, as well as in some parts of Holland, students celebrate their last 100 days of high school with a special day called “Chrysostomos” or “100-dagen Feest” (“100-days Party”). Traditionally on this winter day, students are allowed to pull pranks on their teachers and fellow students. Some schools have dress code, while others go for the traditional set: blue jeans, a black cotton jacket, a black hat (with a red or blue ribbon) and a whistle around the neck. Some even paint their faces. A noisy march through the town is also part of the event. Later during the day, students perform an act at school, usually a silly show involving school or a parody. In the evening, students head to a rented club to party. This involves dancing, singing and lots of smiles. Sometimes even teachers join the party to show that they too have a wild side.

The equivalent of the prom in this country is called “Vanhojen Tanssit”. The event is in February when high school students in their third year stop going to school in order to prepare for their abitur exams. Students learn 10–15 dances for the event. Earlier the tradition was to wear old clothes and look old. Nowadays clothes are very much the same as in US proms.

In this country, students receive a blue ribbon to mark the beginning of the preparation for their graduation. Students receive this ribbon at a ball called “Szalagavató”, meaning the “inauguration of ribbons”. This prom-like evening dance is traditionally held in the ball season of January – February, but recently sometimes also before Christmas. At the beginning of the ball, each graduating class performs a choreographed dance they learned during the months leading up to the event.

Proms here are called “Evenings of Graduation.” They take place from the 18th to the 20th or the 23rd to the 25th of June, after all state exams are done. Proms are never held on the 21st/22nd because they took place on June 21 in 1941, and on the 22nd all graduates were drafted to fight the German invasion during World War II. First, all graduates receive their diplomas. Students with the best marks receive them first. After that the prom continues as a school ball, traditionally with classic dances. It must start with the school waltz. Students may choose restaurants, cafés, or ships rather than school grounds to hold the events. At the conclusion of the prom evening, it is tradition to walk the whole night and watch sunrise in the morning.
6. Complete the sentences using expressions from Exercise 2.

1. All my ... students wore tuxedos to the school party.
2. Over 20 ... attended the ... last year.
3. Paul McCartney was awarded an ... title by the Queen.
4. You can ... a flat if you don’t want to live with your parents.
5. She was wearing her favourite jewellery and ... .
6. I’m going to the hairdresser’s to ... ... ...
7. The ... did his job of amusing everybody really well.
8. Don’t ... ... on your granny, she may get offended.

*7. Did you have prom after the 9th form? Can you remember that day and everything connected with it? Describe the events happening on that day in 15–20 sentences.

8. Write about your prom after grades 4 or 9. Describe in detail the events of that day and the party. Use expressions from the Useful Language box.

Useful Language

- prom, honorary title, pull pranks on, graduate, rent, get one’s hair styled, wear, perfume and make-up, fellow students

Lesson 79

1. Work in pairs. Look at these funny photos, say how you feel about exams. Discuss the statements below.

- It’s not the end of the world if you fail an exam.
- If you revise too much or too long before an exam, you might suffer a nervous breakdown.
- Exams are quite useless and they ruin your lives.
- You cannot do without exams if you want to enter university.

One week before exams

Two days before exams

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

Pointless adj — It's pointless just waiting here, he is obviously not coming
Schedule n — Do you know the schedule of planes to London for the coming week? They finished their work ahead of schedule.
Scheduled — There could be changes to the scheduled programmes on TV tonight.

Cheat v — I've just seen you looking at those cards under your desk. You're cheating again! Cheat sheet — If the teacher sees you using a cheat-sheet at exam, you will leave the room immediately.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

ruin (your life, career)
revise (for an exam)
retake (take the exam again)
nervous breakdown
stressed out
home tuition
copy
It's not the end of the world

1. Nigel's behaviour at the interview ruined his chances of getting a job.
2. I've been revising for my chemistry exam for 3 hours now. I'm really tired.
3. I finally passed the test after retaking it three times.
4. After failing to enter the art school again, Dora had a nervous breakdown and was unable to study for three months.
5. Ron looks so stressed out since he started working as a volunteer at the shelter.
6. Up to 50,000 families in the UK have chosen home tuition as an alternative to regular schooling for their children.
7. Sooner or later you'll get caught trying to copy other students' answers.
8. It's not the end of the world if you lose your money. It's much worse to lose your health.

3. a) Fill in the gaps with new words and expressions.

1. Even though most exams are important for you to enter a good college or university, some of them are quite ... .
2. We often think that an exam we've failed may ... our lives.
3. But it's not ... ... of ... ... if you fail, is it?
4. The solution to failing the exam is that you will be able to ... it.
5. English King Henry the Eighth received ... and was regularly tested by his tutors in Latin.
6. Taking regular breaks while studying will help you avoid ...
7. Have you ever been in a situation when you're just too ... out to think?
8. Don't forget to close your eyes and relax regularly while ... for the exam.
9. You've got to arrive at the test centre before the ... start time.

b) Imagine you have just picked up your photo studio. Use the expressions from the box to describe them to your classmates:
4. Listen to university students talking about exams. What questions were they asked?

**GRAMMAR Revision**

**Conditionals** (GR, p. 184)

5. Put the verbs in the correct form.

1. In case you *(need)* good exam results to enter college or university, remember they aren’t really essential in life.
2. But it’s not the end of the world if you *(fail)*, is it?
3. The worst situation is when you *(not answer)* a single question in the exam.
4. In case you *(fail)* the exam, you *(be able)* to retake it.

5. You *(do)* better in the exam when you *(spend)* 10 minutes before the exam thinking about your favourite place.
6. A lot of people say that if you *(listen)* to the waves in the water, you *(feel)* much better.
7. I always *(eat)* and sleep well, even if I *(have)* very little time.
8. When you *(pass)* all your exams, you *(be free)*.

6. Read the texts (1—3) and match them to the titles (A—C). What sources were the texts taken from? Think of your variant of the title for each of the texts.

1. The idea of testing skills has existed for thousands of years, since the North American Mayan tribes. A young boy would be taught hunting skills and then sent off to hunt to use the skills. If he came back with a dead animal, he was accepted as a man. The idea of testing in schools has always been part of teaching principles. In the ancient Egyptian society a child, normally from a well-to-do family, was taught numbers and the mother tongue. Number skills were then tested to make sure that the young person could actually count. This progressed to home tuition. English King Henry the Eighth was tested by his tutors in Latin.

2. One of the more promising forms of assessment is the so-called “portfolio-based assessment.” There are several approaches to portfolios, but they all rest on records kept by the teacher and on collections of the student’s work, called the “student portfolio.” During the school year, teachers and students gather work which shows student progress and achievement in various subjects such as English or Science. Students are usually encouraged to reflect on the work that has been selected.

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1 assessment — оценивание, оценка
2 reflect — размышлять
Such reflection helps students think not only about what they have learned, but also about their own learning processes, all of which contributes to the goal of improving student learning.

In some approaches, at the end of a marking period the teacher examines the portfolio and assesses the work based on a scoring system. Sometimes students or their peers also score their work. The teacher then decides on the final score attaching evidence such as a piece of writing or a description of a science experiment. This approach has several advantages. Assessment is based on a wide choice of student's works done over a long period of time, rather than on a single, paper-and-pencil test taken over a few hours.

You must:

• arrive at the test centre before the scheduled test start time. If you arrive late:
  — you will not be admitted to the test room,
  — you will not be allowed to take any of the test components;
• leave personal belongings outside the test room. The following items may not be taken into the test room: bags, correction fluid, highlighter pens and players and dictionaries. Candidates must ensure that mobile devices which are left outside the test room are switched off. Any candidate who does not switch off their phone, or takes any electronic device into the test room, will not be allowed to complete the test and will not receive test results;
• when leaving the test room at the end of the test, leave behind all test materials. The test materials include question papers, speaking tasks, answer sheets and any paper used for rough work.

You must not:

• talk to or disturb other candidates once the test has started;
• lend anything to, or borrow anything from, another candidate during the test;
• eat in the test room;
• leave the test room without the permission of the teacher;
• leave your seat until all test materials have been collected and you have been told you can leave;
• cheat in any way;
• copy the work of another candidate;
• make changes to the test form.

A Introduction to a Book about Exams
B Assessment Guidelines for Teachers
C Test Terms and Conditions

7. Complete the sentences using your own ideas. Use words and expressions from Exercise 2.

1. He failed the exam, but it ...
2. Because he has been revising all night before the test, now he...
3. The driving test started at...
4. They managed to bring their phones into the test room and ...
5. Some parents prefer to organize...
6. If somebody fails an exam, ...

1 rough work — черновик
8. a) **Work in groups.** Think of arguments for and against exams. Present your arguments using expressions from this lesson. Include at least 4 sentences with if, even if, when, in case, when I've done.

b) Write down your arguments for and against exams. Use expressions from the **Useful Language** box.

9. **Project work.** Make a project about the most memorable school experiences in your life. Work out a poster, a booklet or a presentation to present your project in class.

Find more about exams on the sites:
www.theguardian.com/education/exams

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**Useful Language**
- pointless, schedule, cheat, cheat sheet, home tuition, retake, nervous breakdown, be stressed out, copy, ruin, revise (for an exam)
- it's not the end of the world

---

**Homework**
- 1. Ex. 4
- 2. Ex. 8b
- 3. Ex. 1-4

---

**Lesson 80**

1. Look at the pictures and explain what **bullying** means. Think of your own definitions.
2. a) Read the new words below and guess their meanings.

**Justify v** — We find it difficult to justify his decision not to take part in the competition. How can you justify spending so much money? Don't try to justify your behaviour. There is no excuse for it. **Just adj** — I don't think you were just in punishing him. **Justice n** — He claimed — with justice — that it was not his fault.

**Dignified adj** — Although Ben was new to the class, he was dignified, and showed no anger even when provoked. **Assert (oneself) v** — You must assert yourself, otherwise you won't be respected. The government has asserted that they will not change their policy.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

<table>
<thead>
<tr>
<th>label</th>
<th>bullying</th>
<th>handle</th>
<th>abuse</th>
<th>toughen up</th>
<th>sensitive</th>
<th>timid</th>
</tr>
</thead>
</table>

1. He was labelled a coward in his class.
2. There were too many incidents of bullying at their school last year.
3. I can't handle the problem myself. I need help.
4. People who were abused as children often treat their own children in the same way.
5. Two weeks at the forest camp really toughened me up. I feel much stronger now.
6. Girls are generally more sensitive than boys. You rarely see boys crying.
7. Lucy is a rather timid child and is easily frightened by strangers.

3. Match the two columns to complete the sentences.

1) Andrew is too dignified to a) abuse their pets.
2) If Greg can't handle b) at your school?
3) You can't justify c) your actions, nobody would ever do anything like that.
4) Has there ever been any bullying d) me up in a way I hadn't expected.
5) Because I was very timid as a teenager, I was often labelled e) accept any money from you.
6) What I can't stand is when people f) the problem alone, we'll ask the headmaster for advice.
7) That experience in the mountains g) uninterested and demotivated by my teachers.
   toughened h) themselves in the new class.
8) Fred and his friends tried hard to assert

4. Listen to the interview with Benjamin Moor from Child Safety Network. What myths about school bullying does he talk about?

---

**GRAMMAR Revision**

**Conditionals** (GR, p. 184)

5. Change the sentences using the words in brackets.

1. If studies show that up to 75% of children suffer bullying at school, more and more parents will educate their children at home. **(as long as)**
2. If there isn’t a law against bullying, it will be socially acceptable. (unless)
3. If bullies select a victim who is physically less strong than they are, it means they are cowards. (in case)
4. If you do not accept personal responsibility for Sam’s behaviour, I won’t talk to you. (unless)
5. A lot of people watch violence on TV but only a handful of people are violent. Therefore, if people don’t want to be violent, TV violence is not a cause. (providing)
6. If children bully at school and get away with it, they might go on to be bullies in the workplace. (in case)
7. You’ll never need to bully anybody if you are a dignified and healthy person. (provided)

6. Read the two texts and summarize each of them in 7–10 sentences. Begin like that:

**Example**

Text 1 Because it is impossible to handle bullying by yourself, it is necessary...
Text 2 Mobile phones are common among children and provide complete anonymity, which...

---

**I’m Being Bullied at School**

You cannot handle bullying by yourself. No one can, not even adults. You are dealing with criminal behaviour, not minor wrongdoings.

Get help immediately from a trusted parent. The bullies, who operate outside social norms, will try to isolate and separate you from friends, family and parents, but don’t be fooled.

You may feel shame, embarrassment, guilt and fear. This is normal, but it’s the wrong time and place for such feelings. Bullies expect you to have these emotions while trying to control you. Try to overcome these feelings.

Keep a diary of everything that happens and formulate a plan of action. Keep the diary in a safe place. Get hold of leaflets and books on dealing with bullying at school. Read everything you can. Knowledge is power.

Do your research on bullying and understand the game. There are plenty of organizations and web sites with practical advice for dealing with bullying. Call one of the helplines, for example ChildLine in Russia on phone 8-800-200-01-22. These calls are free. If the line is busy, keep trying – they get hundreds of calls every day. You will eventually get through.

Has anybody ever succeeded in fighting bullying, you may ask. In 2013 in the UK a group of sixth-formers who formed an anti-bullying network for younger pupils received the Diana, Princess of Wales Memorial Award. These students, from a school in Oxfordshire, were praised for managing to provide a confidential mentoring service¹. Alfred Gordon, head teacher of the school, said, “The students have shown a remarkable commitment to the community by supporting pupils who come into the school. It is extremely positive to see older students supporting younger pupils in this way.”

¹ mentoring service — наставничество, помощь наставника
I'm Being Bullied by Mobile Phone

Mobile phones have become the new weapon for bullies. About three-quarters of children now own mobile phones. Text messages provide complete anonymity and there is little fear of being caught.

Stay in control. This is a game — a nasty game, but a game. Learn the rules of the game: it’s about power and control. Become a detective. You can work out who is calling and try to call them to account1. It’s unlikely you will have the resources to do this by yourself, so get help.

It’s almost certain that you know the person who is sending you abusive text messages or calls. Think through your list of “friends” and family and ask yourself who might be doing this. You might be surprised at how close this person is or how well you know them. The most common causes of bullying are rejection, jealousy and envy — who might this apply to?

If the bullying gets out of control, consider getting a second mobile phone and giving the number only to close family. Give the number to only one person at a time and keep a record of who you’ve given it to and when. Ask them not to give the number to anyone else. Regard your old mobile phone as a source of evidence. Every abusive call is more evidence. If the calls reach such a level that you need to involve the police, perhaps they might want to look after your old mobile phone. Then there’s a peculiar delight in knowing that every time the bully makes abusive calls or sends offensive text messages these are going straight to the police station.

7. Complete the sentences using the new words and expressions.

1. She tried hard to ... her behaviour, but honestly there was no excuse for it.
2. How can you be so ... ? To cry over somebody’s stupid comments!
3. Kevin is slightly older than his classmates, but he bullies all the other boys in his class. He thinks he is trying to ... himself this way.
4. The Royal Society For the Prevention of Cruelty to Animals (RSPCA) often deals with people who ... their pets.
5. It was our mistake and we didn’t blame anybody. We just couldn’t ... the problem ourselves and asked for help.
6. If you can’t stand up for yourself, it may mean that you are ... by nature.
7. Luckily, there were no incidents of ... at our school this year.

*8. Work in groups. Give your arguments about the following statements using the words and expressions from this lesson.

- Bullies attack people with a kind heart.
- It is bullies who lack social skills, not their victims.
- Playing violent video games makes children violent.
- Children who are bullied are always shy and lonely.
- Most bullies turn into criminals.

1 call to account — призывать к ответу, требовать объяснений
• The Internet and new communication technologies are more often abused than used.

9. **Project work.** Present your project *My Most Memorable School Experience* to your classmates. Remember to use all the new vocabulary that you have studied in this unit.

**Useful Language**

justify, just, justice, dignified, assert label, handle, abuse, toughen up, sensitive, timid, bulling

**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.

1. Homework provokes a lot of discussions.
2. The amount of homework should be discussed with the students.
3. Students cannot make progress without homework.
4. Homework has to be done regularly, whether you like it or not.
5. My attitude to homework will affect my children’s views in the future.
6. Schools teach students many useless facts, so homework is often a waste of time.
7. Problems with homework are often linked to the family’s lifestyle.

<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>

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. Jane uses the Internet for research into cyberbullying.
B. According to the speaker, cyberbullying involves telling other people false facts about somebody.
C. Jane is surprised to find out what some children are capable of doing.
D. Nick believes victims of cyberbullying may have problems at school.
E. Nick thinks experts on anti-social behavior advise children to talk to their parents.
F Jane wouldn’t be ashamed to talk to her parents about her Internet problems.
G Nick says some parents may be invited to school for a conversation about their child's behaviour.

3 Why are mobile phones often regarded as a negative influence in schools?
   1) They are used for cheating teachers.
   2) They are used to send threatening messages to other pupils.
   3) They affect students' concentration in lessons.

4 How can a child use his mobile phone to help parents in case of emergency?
   1) Get in touch with the local police station.
   2) Get in touch with the school office.
   3) Contact other pupils' parents.

5 What does the GPS tracking system allow parents to do?
   1) Locate their kid anytime and anywhere.
   2) Access the school’s web page on their computers.
   3) Prevent their child from getting home late.

6 What kind of problems with after-school activities can arise?
   1) Communication problems between a child and her parent.
   2) Changes in the timetable.
   3) Confusion with the practice itself.
How can mobiles help parents after school?

1) Parents can call other children if they can't find their own.  
2) Parents can coordinate with the teachers when and where to  
   meet.  
3) Mobiles help find your child among others.

What does the phrase “A mobile phone is more than just a tele­
phone” mean?

1) Mobiles help with important assignments.  
2) Mobiles can also be used for research.  
3) Mobiles help locate family members on the Internet.

What is Mr Gibbs’s conclusion?

1) Mobiles are used by pupils to reach family members in emergen­  
cies.  
2) Mobile phones should not be used for cheating, harassment or  
   bullying.  
3) Mobiles at school have more advantages than drawbacks.

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 Famous Village  
2 Fairytale Restaurant  
3 Sub-zero Experience  
4 View with a Room  
5 Gourmet Hotel  
6 Accommodation in a Cell  
7 Escape from the City  
8 Imaginative Accommodation

A Chole Mjini is an ironic name for the cluster of several tree houses  
hiding on top of baobab trees on Chole, a tropical island-off-an-island  
east of the Tanzanian coast. Sitting among vegetation and ruins, the  
thatched huts look like the inventive creations of some Robinson  
Crusoe, and staying in one feels about as removed from urban life  
as it’s possible to be. Beyond the reach of electricity, phone signal
or even roads, they're perfectly placed to appreciate the peace of the island.

The eco-conscious Bangkok Treehouse comprises a dozen mid-air hideaways overlooking the river. Eleven of these are eleven cabins with living rooms and roof terraces, but the most minimalistic — and magical — is the one with an amazing view. Sitting seven metres high, it offers panoramic views over the river and jungle, untroubled by such traditional architectural additions as walls or a ceiling. Instead, two bamboo platforms house a large double bed and an area for lounging and eating.

These 10 extraordinarily-decorated bedrooms evoke ideas from the four corners of the world, re-interpreted as fairy tales. Hidden in a modest farmhouse, this amazing property was designed and built by architect and hotelier Mr Finn. Originally opening an innovative restaurant, Le Serpent, specialising in delicious dishes using local ingredients, he has taken inspiration from fairytales to construct these amazing bedrooms, next door to the restaurant. These rooms highlight incredible imagination and attention to detail to delight guests. A really other-worldly place.

Most people are always a little bit afraid of staying in an igloo because it feels very cold. That’s not the case, as you are well equipped in your winter clothes keeping you nice and warm. And you are given a lovely cheese fondue, making you warm from inside too. Then there is the snowshoe walk, which warms you up as well, and in the end, you can jump into the hot whirlpool. The sleeping bags are made for freezing temperatures, and in the evening it’s only around zero, so that’s quite warm.

The Cliff Gaol was opened in 1860 and closed as a prison in 1993. Recently renovated the Gaol offers unique but affordable accommodation in unusual rooms to travellers of all ages. The prison chapel, library and lounge are converted to common areas equipped with internet, colour television and sofas. The study area is the perfect place to relax, read a book, surf the net or hang out with friends and family. Guests have twenty-four hour access to the communal kitchens where they can prepare a meal or grab a quick snack.

Hans Bergen drove all the way from Zurich to this old-fashioned hotel in southwestern England for its famous Pudding Club. The meal involves trying seven different types of British-style pudding over the course of the evening. The Pudding Club has strict rules. Only one pudding is allowed on the plate at a time. You must clean your plate before going up for seconds. You cannot go up to the Pudding Station out of turn, only when your table is called. The hotel holds the club every Friday night, though reservations need to be made far in advance.

“I have been, I am and always will be a villager from the Roncole.” This statement, made by legendary Italian composer G. Verdi in 1863 at the height of his artistic career, describes the strong connection the artist felt to his homeland. For 80 of his 88 years, Verdi lived in the same small corner of northern Italy, even after becoming an internationally celebrated musician. 200 years since Verdi’s birth —
10 October 1813 — marks the perfect time to explore the countryside he called home, a landscape that mixes the beauty of lyrical music with the simplicity of a farmer’s life.

Truancy Crisis

Truancy is at a record high with up to 66,000 pupils skipping lessons every day, official figures revealed yesterday. Even truancy sweeps, like the one in Essex, have failed to stop soaring truancy rates. Half of those picked up by police and welfare staff in town centre “truancy sweeps” were with parents A _______. In total, there were 7.5 million lost school days in two terms alone.

Ministers insisted that while schools should continue to allow up to 10 days off in “exceptional circumstances”, B _______. At the same time, schools are issuing nearly 500 fifty-pound fines a week to parents who fail to ensure their children attend.

Children’s minister Frank Wilson said, “Local authorities should not tolerate instances C _______. But Liberal Party spokesman Mark Tyler said the rise in truancy was “another sign of problems with discipline and behaviour in our education system”.

While truancy sweeps have been scrapped after claims that truants have learned to dodge them, D _______ technology to text the parents of absent pupils. Truants from the 1,800-pupil Mayflower School in Essex can now be spotted in nearby town centre from CCTV stills and video sent to teachers’ laptops.

Deputy head Samuel Monk said, “It has been very useful, especially to convince parents E _______. The next step to beat truancy at the school, which has nearly 100 cameras on site, is to bring in iris recognition¹ and fingerprinting F _______.

1 they should act against parents who take unauthorised holidays
2 who take their children on unofficial term-time holidays or give clumsy excuses for truancy
3 who refused to believe their children were truanting
4 who gave excuses such as birthday celebrations and shopping for uniforms for their children not being in school
5 to make sure pupils are in classes when they should be
6 further funds have been spent on electronic registration systems and
7 where parents take their child out of school without authorisation

¹ iris recognition — распознавание по радужке глаза
Tokyo's Cat Cafés

I followed the instructions of the watchful cashier and took off my shoes, sanitized my hands, placed my bag in a locker and dangled an ID card ("customer No. 16") from a lanyard around my neck. The cashier then gave me a shallow bow, and I padded quietly into the sitting room of the café.

"She's the prettiest girl we have at our café. Everybody wants to touch her, but we ask that customers only do so if she doesn't resist you," a waitress told me.

She didn't resist. And since I was paying for the privilege, I leaned in and stroked her cheek. She was as lovely as the waitress had promised: a big-eyed, silky soft, compliant 2-year-old Russian Blue cat.

I was at Calico, one of Tokyo's increasingly popular cat cafés, where customers seeking human and feline companionship pay to sip tea and stroke one of the 20-odd resident cats, representing 17 different breeds.

In an increasingly childless and aging nation, cat cafés fill a void. The more fortunate Japanese are the middle-aged couples who cradle lapdogs like grandchildren at car dealerships and the young women who hand feed their Maltese puppies on park benches. For those who live with long work hours, no-pet apartments and work-related travel, there are cat cafés.

I first heard of Calico cat café when it opened in March 2007, but then it was an oddity and the preserve of lonely women and cat fanciers. It is now staggeringly popular. This March it opened a second branch in the high-rent Shinjuku business and shopping district. Last October it published a glossy coffee table book featuring its "feline staff." The original branch is so packed that reservations are recommended on weekends.

Browsing in a bookstore, I found 39 establishments listed in the "cat café yellow page" section of a magazine. Calico advertises itself as a great "date spot"; a place to make "friends" — both cats and humans — and a "fun place" to swing by after work.

When I visited Calico cat café on a Saturday afternoon, it was packed almost to capacity with young couples on dates, older married couples making an afternoon of it and young women in ones...
and twos. One shy man struggled to draw attention from the cats, the people and even the staff.

A bored husband slept, mouth gaping and fingers loosened around the cat toy in his lap. Men and women jockeyed for prime positions near the waking cats and took photos on cellphone cameras of cats snoozing in baskets and lapping at water bowls.

A waiter handed me a laminated page of rules: wear your cat-access pass around your neck at all times; no one under 5th grade may enter; cats too young to be held have scarves around their necks; do not hold or stroke a cat if it resists you; never wake a napping cat; bringing cat nip or cat food to the café is strictly forbidden.

"Is this a rare breed, this one that looks like a poodle?" a woman asked a waitress while her husband snapped a photo of the sour-faced cat.

“Oh yes, Kukuru is very rare. She’s one of around only 20 in all of Japan,” the waitress replied. The husband grunted, impressed, and stroked the sleeping cat.

A few yards away, two young women waged a near silent and very polite battle over a complimentary plastic bag of six pieces of dried cat food. (Customers were permitted to use the food to try to lure cats to come closer.)

All but three of the cats were asleep when I left the room full of adults vying for their attention, crawling on the floor with cat toys shaped like miniature fishing rods and brandishing their cellphone cameras. As I paid up, the cashier bowed and offered me a complimentary photograph of cats that had been made into a sticker.

It had been a bargain, though a strange one: an hour of commitment-free cat stroking cost me only $9.

12 The narrator was allowed to have contact with the cat after

1) the cashier bowed.
2) she paid for the visit.
3) cleaned her clothes.
4) made sure the cat did not resist her.

Ответ:

13 Cat cafés are meant for those who

1) keep dogs at home.
2) often go away on business.
3) do not want cats at home.
4) feel lonely.

Ответ:

14 Calico is advertised as

1) a cat establishment.
2) a café with “feline staff”.
3) a place to socialise.
4) a place to visit after work without a reservation.

Ответ:
When the narrator visited the café on Saturday,
1) most men were bored.
2) it was very crowded.
3) it was hard to draw the cats’ attention.
4) visitors were using their cellphones to attract cats.

In the cat café visitors can
1) hold cats that do not wear scarves.
2) disturb sleeping cats.
3) play with cats even without a special pass.
4) touch any cats they want.

There was a minor argument at the café over
1) the cat that looked like a poodle.
2) a sleeping cat.
3) cat food.
4) compliments used to lure cats.

As the narrator was leaving, she
1) realised it had been a cheap visit.
2) bought a sticker with cats.
3) felt she had paid too much for an hour of stroking cats.
4) used her phone to take the last photo of the cats.

Young Campaigners
Two teenage campaigners from Hedgewood School received a standing ovation when they 19 _______ the National Union of Teachers conference.
Tracy, 14, and Richard, 15, just returned from a life-changing trip to India where they were visiting poor communities and government school classes in Delhi after winning an award for their commitment to global education.

At the conference, Tracy and Richard explained that there are more than 60 million children missing out on a basic primary education.

They claimed there are even more children struggling to learn in overcrowded classrooms with untrained teachers.

Tracy said, "The audience at the conference were really engaged with what we were saying and we hope they will sign up to the Send My Friend to School campaign." 

Richard added, "I hope that now after we spoke to the teachers, the campaign will make progress as they sign up and encourage other schools to get involved.

We both hope that as the force behind the campaign gets stronger, governments will become more likely to act."

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Truancy in England

The government confirms that the truancy rate is at its highest ever level and realizes they need a more effective local approach involving parents, schools and the police.

In 2009 1.05% of school sessions were missed without permit.

Schools are, quite rightly, taking measures to deal with absenteeism. Weak excuses for missing school, such as oversleeping or a day's holiday, are no longer accepted — so it's no surprise that with this tougher approach there is a slight rise in the number of truancy cases.

There is a link between truancy and absenteeism across Britain. Truancy rates are highest in the country's "special schools", where children are taught if they leave or are expelled from mainstream school.

Children with special educational needs or disabilities are also taught in special schools.

Liberal Democrat schools spokesman David Laws said, "These figures are disgrace. Despite Tony Blair promising to deal with this problem more than a decade ago, truancy levels have rocketed."

---

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.

**Truancy in England**

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Liberal Democrat schools spokesman David Laws said, "These figures are______ . Despite Tony Blair promising to deal with this problem more than a decade ago, truancy levels have rocketed."
UK parents cannot afford after-school activities for their children, a poll¹ suggests. Even basic activities, such as cramming clubs for those falling behind, can be costly. Nearly half of the parents polled said they paid more than £10 per child a week. However, most of the parents felt their children would do worse at school if they did not take part in such activities. There is evidence that children through in after-school activities approach school learning in a more positive way. More engaged, research suggests taking part in such activities has great academic results.

Head of UK School Charity Fund, Emma Wright, said, “Children who do after-school activities have more confidence, see the world in different ways, have a stronger sense of identity — all this results justly doing better in exams and getting a better job. We’re particularly concerned poorer children are missing out as a result.” She added that according to research, just 14% of children’s achievement could be attributed to lessons in school, which means the rest was there to their home environment and other influences.

Children of parents with professional jobs were much more likely to have music lessons than children in a household with low income. Sport was the most popular activity, 48% of parents of four- to 18-year-olds said that their child did some form of sporting activity. One in five took drama or dance and 16% attended music classes. But 29% said their children did not do any activities despite of normal hours.

---

1) down  2) behind  3) through  4) in

Ответ: 1) down

1) wondered  2) invited  3) sent  4) engaged

Ответ: 1) wondered

1) justly  2) importantly  3) seriously  4) though

Ответ: 1) justly

1) in  2) from  3) to  4) into

Ответ: 1) in

1) providing  2) gratefully  3) thanks  4) depending

Ответ: 1) providing

1) cash  2) pension  3) money  4) income

Ответ: 1) cash

1) despite  2) outdoor  3) outside  4) beyond

Ответ: 1) despite

¹ a poll — зд. опрос общественного мнения

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School – Experience of a Lifetime = 115
You have received a letter from your English-speaking pen-friend Miriam who writes:

...Do you have parties in your school? What kind of food do you usually bring along? How do you celebrate the school’s anniversary?

This summer my sister and I are going to a new summer camp in Brighton...

Write a letter to Miriam in your exercise book. In your letter
• answer her questions
• ask 3 questions about a summer camp in Brighton
Write 100–140 words. Remember the rules of letter writing.

Comment on the following statement:

Some students think that tests and exams ruin our lives.

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

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...
At Langley Russian School there are currently classes for children from 4 years of age and up. Our classes are aimed at children from bilingual or Russian speaking families; however we are very happy to arrange tuition for anyone who would like to learn Russian.

We believe that through play and having fun children are happy to learn a second language. Our classes (especially those for the little ones) are based on a mix of traditional and modern Russian games involving verbal communication and lots of movement.

Older children enjoy games too, but only after time spent in the classroom working on their reading and writing.

We have also introduced logopedia, a method of speech therapy, to help all children develop an authentic Russian accent.

We encourage all parents to participate in the learning process as helpers and by taking part in special events. Our Christmas, Easter and Summer plays have been a great success. The children greatly enjoy acting which is very encouraging and we are planning to create our own Russian Theatre Club!

Task 2

Study the advertisement.

- Ten days of adventures for 450$
- Adventures that would make Indiana Jones tremble with excitement
- Explore the water, soar above the earth or crawl through tunnels underneath
- Hiking, mountain biking, climbing, kayaking, camping & more
- Family and youth programs

You decided to join the programme and now you are calling to get more information about it. In 1.5 minutes, you are to ask five direct questions to find out about the following:

- dates of departures
- location and accommodation
- cultural activities
- number of excursions
- group discounts

You have 20 seconds to ask each question.
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 kind of activity you would prefer
• explain why

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

Lesson 86 Test
Lesson 87 Reserve
1. a) What types of tourism do you know? Characterize the people who may be interested in the following types of tourism.

Sightseeing Tour  Bag Packing  Camp Site  Beach Holiday

b) Today such types of tourism as swap, volunteer programmes and couchsurfing are popular in the world. What do you know about them? Are these kinds of travelling popular in Russia? Why? Why not? Describe one of the types of tourism. Who might be interested in it?
2. a) Read the new words below and guess their meanings.

accomplish v — to accomplish the journey, to accomplish the programme. The Quaker City has accomplished an extraordinary voyage and returned to New York. When I accomplished my plan, my programme looked like this.

conduct v, n — to conduct a meeting, to conduct oneself. None of us had ever been anywhere before and we conducted ourselves as we used to in our country. We may offend each other by not knowing the values and patterns of conduct in different countries.

Offend v — to offend the friend by rude words. So we got offended at all foreigners. We may offend each other by not knowing the values and patterns of behaviour in different countries.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

attention complain glorious notice observe originally play ignore, ignorant, ignorance

1. In France and Spain we attracted some attention in these costumes. When I described the programme to my mum, she paid much attention to it.
2. I shall never complain about people travelling with me. I've been always complaining about it to my mum.
3. Some of us said that certain of the great works of the old masters were glorious creations of genius. They show you the city and its glorious places.
4. They noticed that we looked out for expenses. When I just created my blog, I noticed that a lot of people register on it every day.
5. They observed that we talked loudly at table sometimes.
6. Originally it was advertised as a “pleasure excursion.” Originally it was my school project.
7. We pitied the ignorance of the Old World.
8. They ignored our invitation and didn't come to the meeting.

1. Read the sentences and choose the correct word in italics.

1. Fred complained/accomplished about traffic jams in London.
2. Students should offend/observe the school rules.
3. Pay attention/conduct to this work of art.
4. Glorious/original it was a book and then a film was shot.
5. John conducted/offended Mary by his behaviour.
6. At first we should accomplish/pity this task and then turn to another one.
7. Sue was asked to offend/conduct a meeting.
8. It was a glorious/original century for the country.
9. George complained/noticed that Ben had already taken the bicycle.
10. We observed/pitied the stray animals but couldn't take them home.
4. Listen to Galina talking about her new travel programme “Guide Me”. Say if this programme might be popular with your friends.

5. Listen to Galina again, read the following sentences and choose the correct ending.

1. Galina created “GuideMe”
   a) after reading about couchsurfing.
   b) during the work on the school project.
   c) as a school project.

2. Couchsurfing offers travellers
   a) excursions for free.
   b) a place of living and excursions for free.
   c) a place of living and an excursion for free.

3. Being a registered member of couchsurfing you must
   a) provide a place of living and excursions for free.
   b) show visitors your city.
   c) create your own blog about your city.

4. To register in “GuideMe” you should type
   a) your name, address, interests and favourite places.
   b) your name, address and places which you can show for free.
   c) your name, city, interests and places you can show.

5. Galina says that “GuideMe”
   a) is popular with teenagers all over the world.
   b) attracts a lot of people.
   c) is popular with people who don’t like traditional tourism.

6. a) Read the following proper nouns, translate them into Russian and say which places you would like to visit and why.

   the Azores [ə'zɔːz]       Venice ['venis]
   Smyrna ['smɔ:nə]           Naples [neipləz]
   Persia ['pərəsia]           Malta ['mɔ:ltə]
   Palestine ['pæləstain]      Sardinia ['særədənja]
   the Louvre ['lu:vʁ]        Algiers ['æl'dʒeəs]
   the Pitti ['piti]           Malaga ['mæləɡə]
   the Uffizi ['ʊfɪtʃi]        Cadiz ['keiðiz]
   the Vatican ['vætɪkan]      the Madeira Islands [ma'daɪə]

   b) Read the extract from the novel *The Innocents Abroad* by Mark Twain. What countries did the passengers of the ship *Quaker City* visit? Answer the questions after the text.
To the Editor of the "HERALD":

The ship Quaker City has accomplished at last her extraordinary voyage and returned to New York. The expedition was a success in some aspects, in some it was not. Originally it was advertised as a "pleasure excursion". Well, perhaps, it was a pleasure excursion, but certainly it did not look like one; certainly it did not act like one.

Wherever we went, in Europe, Asia, or Africa, we made a sensation. None of us had ever been anywhere before and we conducted ourselves as we used to in our country. We always took care to make it understand that we were Americans — Americans! When we found that a good many foreigners had hardly ever heard of America, and that a good many more knew it only as a barbarous province away off somewhere, we pitied the ignorance the Old World, but continued to be sure of our importance.

The people of those foreign countries are very, very ignorant. They looked curiously at the costumes we had brought from the wilds of America. They observed that we talked loudly at table sometimes. They noticed that we looked out for expenses. In Paris they just simply opened their eyes and looked at us with amusement when we spoke to them in French! We never did succeed in making those idiots understand their own language. One of our passengers said to a shopkeeper, "Allong restay trankeel — may be ve coom Moonday;" and would you believe it, that the shopkeeper, a born Frenchman, had to ask what it was that had been said. Sometimes it seems to me, somehow, that there must be a difference between Parisian French and Quaker City French.

The people stared at us everywhere, and we stared at them. And yet we took kindly to the manners and customs, and especially to the fashions of the various people we visited. When we left the Azores, we wore awful coats. When we came back from Africa, we were wearing national African clothes. In France and Spain we attracted some attention in these costumes. We made Rome cry. We could have made any place cry when we had all our clothes on. In Russia we took a selection of costumes and sailed away again more picturesque than ever. In Smyrna we picked up camel's hair shawls and other dressy things from Persia.

1 barbarous — варварский, дикий
2 to stare — глазеть
Palestine was the grand feature of the expedition. We had cared nothing much about Europe. We galloped through the Louvre, the Pitti, the Uffizi, the Vatican — all the galleries — and through the pictured and frescoed churches of Venice, Naples, and the cathedrals of Spain; some of us said that certain of the great works of the old masters were glorious creations of genius, (we found it out in the guide-book, though we got hold of the wrong picture sometimes) and the others said they were disgraceful old things.

They wouldn't let us land at Malta — serious disease; they would not let us land in Sardinia; nor at Algiers, Africa; nor at Malaga, Spain, nor Cadiz, nor at the Madeira Islands. So we got offended at all foreigners and turned our backs upon them and came home. We did not care anything about any place at all. We wanted to go home.

The grand pilgrimage is over. Things I did not like at all yesterday I like very well today, now that I am at home, and I shall never complain about people travelling with me. Bye-bye!

Mark Twain

Answer the questions.

1. What did the narrator mean by the phrase "Perhaps, it was a pleasure excursion, but certainly it did not look like one"?

2. How did Americans behave in different countries?

3. How did people in visited countries behave towards Americans?

4. Did travellers enjoy the arts and culture of visited countries? Give examples.

5. Why were Americans offended at all foreigners?

6. What is the main idea of the story?

7. Would you like to take part in such a cruise? Why/why not?

7.* Choose one of the topics mentioned in the text and speak on it.

1. My country is the best country in the world.

2. Foreign people are all ignorant and have no idea how to conduct themselves.

3. Galloping through famous places is a popular way of travelling.

4. Foreign countries are not always friendly to visitors.

8. Work in groups. Work out a route which will be very popular with Russian students. Present it in class and say why you have chosen it.

9. Write a letter to your friend about a trip you have recently had.

Useful Language

accomplish, conduct, offend, attention, complain, glorious, notice, observe, originally, pity, ignore

Homework

1. Ex. 4
2. Ex. 9
3. Ex. 1–4
Lesson 89

1. Discuss the following questions with your classmates.
   • What makes a place worth visiting?
   • They say that modern tourism can make any place a top tourist destination. Do you agree with it?
   • It is claimed that world wonders are in danger. What is your opinion?
   • Should sights be protected? Why/Why not?
   • How can world wonders be protected from tourists?

2. a) Listen to the text about seven wonders of the modern world. Match the names of word wonders (1—7) with their descriptions (a—g).

   1) The Empire State Building  a) description 1
   2) Itaipu Dam b) description 2
   3) The Panama Canal c) description 3
   4) The Channel Tunnel d) description 4
   5) The CN Tower e) description 5
   6) The Zuiderzee Works f) description 6
   7) The Golden Gate Bridge g) description 7

b) Look at the pictures (1—7) and name the places. Choose one picture and describe it. Add as much information as possible.
3. Listen to the text again and answer the questions.

1. Who opened the Channel Tunnel?
2. What is the tallest free-standing structure on land in the world?
3. What is the tallest building in New York?
4. What is said to be one of the most beautiful examples of bridge engineering?
5. Where is Itaipu Dam situated?
6. Why were the Zuiderzee Works constructed?
7. What connects the Atlantic and the Pacific Oceans?

4. What is an endangered wonder? Why do natural wonders become endangered? Read the text and match parts 1–5 with the titles A–E.

A. Ecologists Can Help
B. Endangered Waters
C. Ecotourism
D. Endangered Wonders
E. National Parks and Habitats

1. Many of the world's natural wonders — state parks, geological features and wildlife habitats — are in danger of disappearing due to changes in the ecosystems which provide them. Climate change, industry and people's activities put these glorious places at risk. Ecologists from the Nature Conservancy now pay much attention to them and observe the status of these sites, and a new kind of travel, ecotourism, gives a chance to see endangered natural wonders before they disappear.

2. Climate change and habitat destruction lead to the death of unique creatures in places such as the Galapagos Islands and the Sonoran Desert on the border between the US and Mexico. Industry and human activities affect the evolution of geological features such as the Grand Canyon, and pollution and toxins in the oceans endanger the species living in Australia's Great Barrier Reef and other ocean habitats worldwide.

3. National parks and wildlife habitats are the most changeable parts in the ecosystem. As industries need more open land, the habitats of numerous animals and birds are placed at risk. The United States' Appalachian Mountains face a great loss of habitat due to coal mining, while changes in the ozone layer and warming of northern waters affect not only wildlife, but the shape of the earth itself in Antarctica. Deforestation (disappearance of forests) and other industrial operations into South America's rainforests has long been a problem, with numerous bird and animal species facing extinction as a result.

4. The waterways and undersea habitats of the world face more challenges due to climate change and human factors such as pollution. Warming of the world's oceans affects not only the movement of birds and animals, but also food supplies and habitat. Dumping industrial waste and the using of water for human use endangers such places as Australia's Great Barrier Reef, the Dead Sea, the Florida Everglades and the Indian Ocean coastline.

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1 habitat — среда обитания
2 extinction — вымирание, исчезновение
The popularity of world’s natural wonders with tourists leads to increased interest in visiting those areas before they disappear. People notice ongoing changes and try to accomplish their plans before a wonder dies. Ecotourism, or geotourism, emphasizes travel for education and learning of the natural world. National Geographic’s Centre supports ecotourism in endangered places such as the Sonoran Desert and California’s Joshua Tree National Monument. A lot of different organizations offer trips to weak ecosystems around the world. It’s a pity that tourists complain about losing a chance to enjoy this or that wonder but at the same time they are losing it because of their own indifferent conduct.

5. a) What problems are discussed in the text? Find in the text the information that supports your opinion and read it out loud.

*b) Find on the Internet the information about one of the organizations mentioned in the text and make a presentation about it.

6. a) Complete the sentences with the words from the box.

accomplish ■ attention ■ complain ■ conduct ■ glorious ■ notice
■ observe ■ offend ■ originally ■ pity

1. You must ... any task which you have started.
2. I never ... homeless animals, they carry diseases.
3. You must pay ... to all new if you want to be a well-educated person.
4. All our plans are good ..., but in the end everything may happen.
5. Never ... about anything, just keep going.
6. If you’re ..., it’s your problem.
7. A good ... will give you a good reputation.
8. Always ... people, you’ll learn more than after a long talk.
9. Don’t be in a hurry to see ... places.
10. If I ... someone lying to me, this person will never be my friend.

*b) Do you agree or disagree with the statements above? Why?

GRAMMAR Revision — Articles with Proper Names (Gr, p. 186)

7. Say when the article before a proper name should be used. Divide the following words into two groups: with the definite article and without it and write them down in your exercise book.

<table>
<thead>
<tr>
<th>THE</th>
<th>NO ARTICLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eiffel Tower, Odeon, Titanic, National Gallery, New York, Easter, Ireland, Oxford Street, Hyde Park, Victoria Station, Thames, North Sea, Bahamas, Sahara, Atlantic Ocean, St Paul’s Cathedral, Trinity College, Everest, British Isles, Cyprus, Baikal, Netherlands, Statue of Liberty, North Pole</td>
<td></td>
</tr>
</tbody>
</table>
8. Fill in the gaps with the definite article where necessary.

1. There are 10 towns named ... Hollywood in ... USA.
2. ... Baikal is the deepest lake in the world.
3. ... Louvre is the biggest museum in the world.
4. ... Sea of Marmora is the smallest sea in the world.
5. ... Oxford is one of the oldest universities in the world.
6. ... Statue of Liberty is one of the symbols of ... America.
7. ... St James's Park is situated not far from ... Buckingham Palace.
8. ... Niagara Waterfalls is a magnificent place.

9. Write an article about an endangered sight which is situated in your region. Use the following plan.

- The history of the sight
- The modern situation
- Why it is in danger
- How to save it

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Lesson 90

1. Have you ever heard about genuine sights, sights restored from foundation and replicas of sights? Match the definitions of these word combinations and give your examples:

   1) original sights
   2) sights which are fully rebuild
   3) copies of sights

   a) genuine sights
   b) sights restored from foundation
   c) replicas of sights

2. a) Listen to the broadcast St Petersburg in Miniature. What sights are mentioned in the text? Do we need miniature sights? Why? Why not?

   *b) Look at the pictures. What do you know about the sights? What are they famous for?
3. Listen to the broadcast again and say if the statements are true, false or not stated in the text.

1. St. Petersburg is among the first Russian cities which have got their miniature copies.
   a) True  b) False  c) Not stated

2. Aleksandrovy Park is occupied by bronze sculptures now.
   a) True  b) False  c) Not stated

3. A famous Russian artist Aleksander Taratynov accomplished his project in St. Petersburg.
   a) True  b) False  c) Not stated

4. You can see Taratynov's works in the Netherlands, Germany and other European countries.
   a) True  b) False  c) Not stated

5. It takes 5 minutes to go from Gorkovskaya metro station to the park.
   a) True  b) False  c) Not stated

6. Kids can run, ride a bicycle and a skateboard in the park.
   a) True  b) False  c) Not stated

4. Read the text and fill in the gaps (1–4) with the missing parts (A–E).

   Window of the World

   Shenzhen Window of the World is a fantastic replica park situated at the Overseas Chinese Town. Here you can observe replicas of the world’s wonders, historical breathtaking sites.

   Within one day, you can visit many reconstructions of glorious sites from different countries. For example you can find the Mahamuni Pagoda of Mandalay and the Angkor Wat of Cambodia here. 1) ... When you tour the miniature Roman Colosseum, you might notice a cruel scene. Originally it was a gladiators’ fight but now not to offend tourists from different countries the scene was changed into a more peaceful one. Enjoy the picturesque scenery as you take a gondola along the canals of Venice. Mysterious Africa is always full of life and strength. 2) ... After travelling through typical African villages, you come to the Oceania. Sydney Opera House, which boasts a unique style, is a landmark not only of Australia but also the whole Oceania. From a distance, it looks like a bright pearl on the blue sea water. The Niagara Falls and the Grand Canyon lead you to America. These two natural wonders are unforgettable. Moving on to modern civilization, in the replica of Manhattan you will see rows of towering skyscrapers.

   Visiting the place during festival time is another way to experience this replica park. Annually the park holds the Cherry Festival and the Indian Cultural Week. 3) ... Window of the World runs many programs during holiday periods too. In the summer holiday,
the Pop Music Festival is the favourite of young people. This is held on China’s National Day. In December, Santa Claus welcomes New Year’s approach. Following this the World Dance and Singing Gala is held during the Spring Festival. While visiting the park you can take part in various entertainment activities.

There are a number of adventure trips for you to choose from. In the Archery Field, tourists may follow the ways of North American Indians and learn to hunt in the green woods. Even more exciting is to cross the primitive tropical forest in a cable car. Skiing in a subtropical city might sound strange, but the Indoor Alpine Ski Run in Shenzhen Window of the World offers you a wonderful opportunity to ski.

Window of the World has a lot more to offer. You will have a good day in this miniature world.

A Here, the Pyramids and the Sphinx are quietly waiting for your visit.
B For example, test your courage by navigating the Colorado River in the Grand Canyon.
C Such sights as the Eiffel Tower, the Ancient Athens, the Leaning Tower of Pisa and the Tower of London will carry you back to the beginning of Classical European culture.
D During the Cherry Festival, wandering in the cherry garden of Japan and taking a cup of tea will refresh you.
E You will enjoy visiting different sights without travelling long distances.

b) What is your attitude towards this park? Why do people build such parks? Discuss it with your classmates.

5. Work in pairs. Make up a dialogue. You and your family want to spend a day in the Window of the World theme park. You’re calling to the park to find out about admission fee, opening hours and transportation. For answers use the information below.

Admission Fee:
CNY160: adult; child above 1.5 m
CNY80: child between 1.2~1.5 m; senior citizen between 65-69 years old
Free: child under 1.2m; senior citizen over 70 years old
CNY50: Evening Show (after 19:30)
Opening Hours: 09:00 to 22:30

Recommended Time for a Visit: Two hours

Transportation:

By Subway:
Take Metro Line 1 and get off at Shijiezhichuang (Window of the World) station

By Public Bus:
From the railway station, take sightseeing bus 1 or bus No. 101
From the airport, take bus 327 to reach directly.

By Taxi:
If you take a cab from the railway station, the estimated taxi fare is RMB50.
If you take a cab from the airport, the estimated taxi fare is RMB70.

6. Fill in the gaps with the definite articles where necessary.

Statues of Liberty in the World

The first statue stands in ... Jardin du Luxembourg; an information panel on the pedestal claims that it is a bronze model used by ... Bartholdi as part of the preparatory work for ... New York statue; the artist offered it to ... Luxembourg museum in 1900 and it was placed in the park in 1906.

The second ... Statue of Liberty in ... Paris is near ... Grenelle Bridge on ... Île aux Cygnes, a man-made island in ... River Seine.

In ... Minimundus, a miniature park located at ... Wörthersee in ... Carinthia, ... Austria, is another replica of ... Statue of Liberty.

A 35 m copy is in ... German Heidepark Soltau theme park, located on a lake with cruising ... Mississippi steamboats.

Another replica stands atop ... Hotel Victory in ... Pristina, ... Kosovo.

A 17-foot, 3.4 ton replica stood atop ... Liberty Shoe factory in ... Leicester, ... England, until 2002 when the building was demolished; the statue was put into storage while the building was replaced.

7. Let’s play. In two teams repeat what your teacher says. Add the where necessary.

Example
Teacher: Tower of London  Group 1: the Tower of London
Teacher: Kennedy Airport  Group 2: Kennedy Airport

World Wonders ■ 131
8. Work in groups. Discuss the following questions giving your arguments.

1. Should people protect natural wonders? How?
2. Do we need replicas of sights?

9. Write a short description (12–15 sentences) of your favourite sight. Use the following plan.

- The location of the sight
- The description of the sight
- Who and when built it
- Why it was built
- Why you like it

Homework

Lesson 91

1. a) What is the best way to know the world: a book, a film, the Internet or personal experience? Give examples to support your opinion. What are pros and cons of each source of information?

*b) Look at the pictures and say what associations you have. Would you like to visit these places? Why? Why not?

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

Attach v — attach a photo, attach documents. Don’t forget to check out my growing album of photos attached! However, attaching oneself to a country for more than a year may not be desirable.
Consume v — consume goods. Children shouldn't consume too many sweets.
Overwhelm v — to be overwhelmed by sth. I was overwhelmed by the snow on Friday and went with another exchange student to a park near her house.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

access
advantage
appeal
appear
reduce

1. It gave us access to some hidden laws of nature.
2. That was really an advantage because it provided us with a lot of amazing views. One could then imagine going to India and teaching for a year, taking advantage of holidays to visit the Taj Mahal.
3. I built a huge snowman which appealed to me most of all.
4. All the students from "no snow countries" appeared to create their own lists of things to do in the snow.
5. The shopkeeper reduced the price.

Choose the correct word in italic.

1. Does your plan have any other advantages/appeals?
2. Please, consume/attach your photo to this file.
3. I was overwhelmed/managed when I saw her acting on the stage.
4. An appeal/average person spends 5 hours a day in front of the computer.
5. The average/access to the library will be given to him later.
6. This trip attaches/appeals more to me.
7. She consumed/appeared in the ballroom at 8 p.m.
8. Linda has reduced/appeared her trips abroad.
9. Fred has managed/appealed to complete his article on time.
10. You should attach/consume only fresh dairy products.

Listen to Nika, a teacher of English as a second language (ESL), and say what in her opinion the best way to experience the world is. Do you agree with her?

Listen to Nika again, read the following statements and choose the correct ending.

1. An ESL certification
   a) provides different variants for travelling.
   b) allows travelling for free.
   c) gives a lot of opportunities for teaching English.

2. It's a good idea to
   a) travel as an exchange student.
   b) study foreign languages abroad.
   c) study and work when touring the world.
3. An ESL certificate allows
   a) having jobs in different countries.
   b) learning languages in different countries.
   c) observing the coinfluence of European and Islamic culture.

4. Teaching in a country you might take the advantage of
   a) going to the Taj Mahal.
   b) visiting world famous places.
   c) spending holidays in Asia.

5. The easiest way to experience the life in a country is
   a) to work there.
   b) to teach there.
   c) both to study and to work there.

6. a) Read the post in the Ammy's blog and say what makes the place we live in worth visiting.

   Posted on January 20, 2016
   Hello everyone!

   This weekend has been perfect to me in so many ways that I can't but share it! Firstly I've experienced snow for the first time because I come from Brazil, the country that has never had snow. So I've created my snow list — things I wanted to do in the snow. A pretty basic list containing: a snowball fight; building a snowman; making a snow angel; going sledging and taking pictures in the snow.

   And today (the end of the weekend) I managed to do everything on my list, maybe because my list didn't contain that many things to begin with.

   Snow is just amazing, there are no words to describe the magical feeling snow gives. The funny thing is that when you step on snow it makes this crackling sound, anyway I was overwhelmed by the snow on Friday and went with other exchange students to a park near the house to start the list. It was so amazing to go around throwing snowballs at each other, although I'm a little bit too competitive and it became a serious snowball fight. We enjoyed doing snow angels, or just sitting on the snow and observing how beautiful everything becomes. Snow just makes the day much more fun because there are so many activities you can do. We spend quite a lot of time out of doors. All the students from "no snow countries" appeared to create their own lists of things to do in the snow. We had much fun building castles and throwing balls. Elena, a student from Russia, joined our company later. She said that in her country it snows every year and that's nothing amazing for her but seeing us so happy playing outside, she entered the game. "I've never thought that seeing snow
might be so great! That's my happiest snow experience in life! And it is thanks to my friends here, I'm perfectly sure about it! People turn ordinary things into magic ones," she wrote in her blog in the evening.

And today I managed to going sledging and found out I actually have a hidden talent for it. It's a lot of fun going down the hill with a sledge, the only problem is that when you're at the bottom of the hill you have to go all the way up on foot. So my list is complete now.

Anyway here are some pics of how amazing my first snow days were.

b) Answer the questions.

1. What experience has the author had for the first time? What is your attitude to this event?
2. What did the students do in the park? Do you do the same?
3. What was important for the author? Why?
4. Would you like to have your own travel blog? Do people read such blogs? What are positive and negative features of such blogs?

7. a) Read the following text and fill in the gaps (1–5) with phrases (A–F). There is an extra phrase that you won't need to use.

Getting ready for the trip George got hold of the paper, and read us out the weather forecast, which said, “Rain, cold, wet, occasional local thunderstorms, east wind.”

I do think that, of all the silly, irritating nonsense this “weather forecast” is about the silliest. It “forecasts” what happened yesterday or the day before, 1) .

I remember a holiday of mine being completely ruined one late autumn by our paying attention to the weather report of the local newspaper. “Heavy showers, with thunderstorms, may be expected today,” it said on Monday, and so we gave up our picnic, and 2) . And watched the people walking in the park, the sun shining out, and not a cloud to be seen.

“Ahh!”, we said, as we stood looking out at passers-by through the window, “they will come home wet through!”

By twelve o'clock, with the sun pouring into the room, the heat became quite terrible, and we wondered 3) .

And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer ourselves up with the idea 4) . But not a drop ever fell, and it finished a wonderful day, and a lovely night after it.

The next morning we read that it was going to be a “warm, fine day; much heat”, and we dressed ourselves in flimsy things, and went out, and, half an hour after we had started, 5) , and a bitterly cold wind blew up, and both kept on steadily for the whole day, and we came home with colds and rheumatism all over us, and went to bed.

The weather is a thing that is beyond me altogether. I never can understand it. The barometer is useless: it is as misleading as the newspaper forecast.
that it would come down all at once
and the opposite of what is going to happen today
when those heavy showers and occasional thunderstorms were going
to begin
stayed indoors all day, waiting for the rain
listened to the weather forecast
it began to rain hard

b) Do you agree with the writer's opinion that weather forecast
is always wrong? Can bad weather spoil your trip? Have you ever
got into trouble because you didn't listen to weather forecast?

*8. Work in groups. In four groups, choose the best way of
learning the world (book, film, Internet, personal experience).
Make a list of statements why it's the best one. Talk to other
groups and try to persuade them to agree with your point. The
group which persuades the other three wins.

9. Write a post to the Traveller's Blog describing your last trip.
Describe the facts you've learnt about a place, its history, culture,
cuisine. Write 12–15 sentences.

Useful Language
attach, consume, overwhelm, access, advantage,
appeal, appear, average, manage, reduce

Homework
1. Ex. 4 2. Ex. 9 3. Ex. 1–4

Lesson 92

1. Let's talk about museums. Answer the following questions.
   - Do you have your favourite museum?
   - What is it?
   - Why do you like it?
   - What makes a museum interesting for a teenager?

2. Look at the picture, read the graph and speak about the Natural
   History Museum. Why is it called the museum of the 21st
century?
A scientific research institution and visitor attraction
Founding collections (1750s)
Moved to present location (1881)
70,000,000 specimens
350 research scientists and curators
5 million visitors per year
15 million visits to our website
1 million visits to our touring exhibitions
Public engagement with science
The Darwin Centre

3. a) Listen to five teenagers talking about museums. Match the speakers to the titles.

1. A Story of Human Culture to Tell
2. World Famous for Its Permanent Exhibitions and Guest Shows
3. Profession to Enjoy
4. Including Six Historic Buildings
5. The Most Popular Museum in the World

b) Look at the pictures (1–4) and match them with the names of the museums (a–d). Choose one picture and describe it. Add as much information as possible.

a) The Louvre
b) The Metropolitan
c) The Hermitage
d) The British Museum
4. Complete the text with the words from the box.

access ■ advantage ■ appeal ■ appear ■ attach ■ average ■ manage ■ reduce

Amazing Things in Amazing Places

Vadim Zadorozhny’s Vehicle Museum is one of the largest in Europe and the largest in Russia private museum of vintage technical equipment. It gives 1) access to the best antique machinery of the last century: military hardware, weapons, aviation, motorcycles, and of course retro cars — more than 1,000 exhibits. Vadim Zadorozhny’s Vehicle Museum 2) appears to become a national-level cultural project.

In former 2005 the museum exposition consisted of about a dozen cars actually located within the empty field. Today constantly expanding collection has already filled three floors of the exhibition building and open-air avenues of the museum. And we still can’t call it a complete one.

The 2nd floor presents the collection of motorbikes from peace and war time, the exposition of the American automotive industry, sport cars from Formula One World Championship 3) appears to it.

On the 1st floor rare examples of Western automotive industry since 1902 are exhibited: BMW, Alfa Romeo, Buick, past and gone Horch and Delahaye. There 4) appear also a collection of small-arms weapon and some military aircrafts.

The ground floor shows the exposition “Garage of the Soviet Land”. Use the 5) advantage of observing the most striking examples of the Soviet car industry, from popular to high-ranking.

The museum area: experience open-air exposition of military equipment.

If the museum 6) appears to you, visit http://www.tmuseum.ru/, choose a virtual tour for an 7) average person and enjoy its treasures. But better visit the museum. Family entrance price is 8) reduces.

5. Choose the correct answer.

1. ... near Cairo, Egypt, are a symbol of the high culture of dynastic ancient Egypt.
   - a) Giza Pyramid and the Great Sphinx
   - b) The Giza Pyramid and Great Sphinx
   - c) The Giza Pyramid and the Great Sphinx

2. ... is a monument of love, and a symbol for India.
   - a) The Taj Mahal
   - b) Taj Mahal
   - c) A Taj Mahal
3. ... is the world’s most famous prehistoric monument.
   a) Stonehenge, Wiltshire county, UK
   b) the Stonehenge, Wiltshire county, UK
   c) Stonehenge, Wiltshire county, the UK

4. ... is really an amazing landmark and the most celebrated symbol of China.
   a) The Great Wall
   b) Great Wall
   c) The Great wall

5. ... can be seen as a symbol for the Ancient Greek World.
   a) The Acropolis of Athens
   b) Acropolis of Athens
   c) The Acropolis of the Athens

6. ... is an iconic symbol for Rome the “Eternal City”.
   a) Colosseum
   b) The Colosseum
   c) A Colosseum

6. Read the text and fill in the gaps (1—4) with the missing parts (A–D).

A As a result, educational functions are often inseparably connected with mass consumption and corporate advertising.
B This is an advantage of course, but these new realities have created unexpected challenges for the most famous museums, whose visitors are mainly tourists now.
C Many of the larger museums all over the world are struggling to improve their functions.
D “More” here means “the new museum”, which is expected to replace the old, “boring” one.

Global Museums
in the Twenty-first Century

1) ... Nowadays, the modern museum appears to be no longer just a place for exhibits, but also a centre for research and information; an educational centre equipped with a library; a storage room for photographic negatives, video and DVD collections; and an organizer of specialized programmes. In addition, museums in different countries are constantly encouraged, for very different reasons, to follow in the footsteps of contemporary culture industries and to appeal to visitors by offering them entertainment. 2) ... Museums are also closely attached to processes of urban regeneration and cultural “revival” in contemporary cities.

Processes inspired by globalization and the so-called new economy have turned upside down traditional principles of urban planning. While culture used to be seen as a secondary component of social and economic development, now it is
considered central to it. Shopping malls, alongside stadiums and multifunctional entertainment and recreation complexes, have become catalysts for city growth. Nonetheless, if competing post-industrial cities wish to attract larger numbers of tourists in order to significantly expand their service sectors, and increase the revenue to the city budget, they need more than that. 3) ... In the consciousness of museum visitors, the latter tend to be associated with unique collections and permanent exhibitions. New museums, on the other hand, are futuristic, often theatrical spaces, "containers" full of the glamour of travelling blockbusters. It's not easy to manage such a museum and make it appealing to the average tourist.

4) ... Many museums experience the lack of financing. In addition, because of the lack of museum spaces in major metropolises, hundreds of thousands of artworks never appear on public. Therefore, the founding of new branches of a particular museum in other parts of the globe is becoming a new and increasingly popular source of financial income, as well as an attractive political strategy. Solomon R. Guggenheim Museum has successfully completed this mission.

7. Match the two columns. Support each statement with the information from the text Global Museums in the Twenty-first Century.

1) Museums nowadays
2) Museums face problems
3) Museums are becoming
4) Museums could increase
5) Museums offer

a) education and entertainment.
b) are changing greatly.
c) more visitor-oriented and more commercialized.
d) with financing and exhibit-halls.
e) cultural level of people and city budget.

8. Work in groups. Discuss your ideas of the 21st century museum. Say how to make it more interesting for teenagers. Present your recommendations to the class.

9. Write 10–12 recommendations for a museum in your area to make it more popular and exciting for teenagers.
Lesson 93

1. What world records and world record-holders do you know? Brainstorm with your classmate words and ideas associated with a "record". Give examples. Which are the most exciting in your opinion? Is it easy to stand out? Why? Why not?

2. Lots of people find different ways to attract everybody’s attention. What do teenagers do to show off? Express your opinion using the word combinations from the box and your own ideas.

- dye the hair red
- keep a scorpion as a pet
- eat only fruit and vegetables
- wear smart clothes every day
- smile to all people in the street

3. Listen to the interview with Edwin Escobar and say what record he sat.

4. Listen to the interview again and say what topics from the list were mentioned in it.

1. Edwin Escobar’s route
2. Edwin’s communication with charity funds
3. Guinness records
4. Charity work
5. Edwin Escobar’s record
6. Edwin’s adventures
7. Edwin’s plans for the future
8. Edwin’s attitude to Guinness records

5. Read the texts (1–6) and match them with the titles (A–G). There is one extra title you don’t need to use.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
</table>

1 to dye — окрашивать
1. Southern California students who participate in “THINK Together” after-school programme set a new World Record using more than 5,491,200 pennies to fill more than 3,432 cardboard trays, each one connected by a penny in the corner, to create a chain of pennies more than 65 miles long on the racetrack at Auto Club Speedway in Fontana, CA.

2. German musician Vicente Patiz, 34 years old, gave concerts in eight countries: Belgium, the Netherlands, Luxembourg, France, Switzerland, Liechtenstein and Austria — all in 24 hours — setting the new world record. The concerts, at which Patiz played Mediterranean guitar music he had composed himself, lasted up to 1-1/2 hours and were attended by between 20 and 100 people. “The concerts weren’t all held at sociable times,” he said. “It was a bit difficult to get the Swiss to come to a concert on Sunday morning.”

3. The Miniature Wonderland in Hamburg, Germany has 700 trains, 4,000 automobiles, 165,000 trees and 250,000 individual lights and a track length of 5.6 miles has set the world record for the largest miniature railroad. The Miniature Wonderland has been built during 500,000 working hours and it cost 8.7 million Euros. The most expensive train in the collection is the Marklin $500 Big Boy. Made mostly of metal, it is the world’s largest model steam locomotive.

4. Babylon.com, the world’s leading provider of language solutions, announced today that it has passed the major milestone of over 100 million users. This is Babylon.com’s 100 Celebration — being one of the top 100 sites on the Internet with over 100 million users, and supporting 100 million translation requests a day. “When back in 1997 Babylon launched its dictionary software, we couldn’t have imagined that over 100 million people in over 200 countries and territories would be using its software,” said Alon Carmeli, Babylon’s CEO.

5. A letter that scientist Francis Crick wrote to his son about his Nobel winning DNA discovery was sold to anonymous buyer at a New York City auction for $6,059,750. Crick wrote to his 12-year-old son Michael in March 1953 describing the discovery and including a sketch. In the seven-page letter Crick explained how he and James Watson found the copying mechanism “by which life comes from life”. It was written more than a month before the pair officially published their work.

6. A 29-year-old bonobo, Kanzi, lives at the Great Ape Trust in Iowa where expert Dr Sue Savage-Rumbaugh has been teaching him to “speak” by pointing at symbols on a computer; Kanzi is believed to understand around 450 words — 30 to 40 of which he uses on a daily basis. He speaks by pressing a symbol on the computer which then repeats the word out loud. Dr Savage-Rumbaugh says that he is even able to put together two-word sentences and shows remarkable invention when creating new phrases. According to Dr Sue, Kanzi knows “several thousand” words, giving him the same vocabulary level as a one-year-old child has.

6. a) Fill in the gaps with the articles if necessary and read the sentences aloud. What do these abbreviations stand for?

1. ... MP visited the college last week.
2. ... FIFA official announced the opening of the championship.
3. ... FBI agent brought a letter to the office.
4. ... NATO general led the parade last Saturday.
5. ... UFO was seen in New Jersey last evening.

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1 tray — поднос
2 bonobo — карликовый шимпанзе
b) Read the sentences, fill in the articles if necessary.

1. There’s ... Cary Brown to see you.
2. Are we talking about ... Daniel Frost who starred in ... “Sun and Stars”?
3. We’re going to travel with ... Newmans.
4. I’ve heard that he owns ... Rubens.
5. A special award was given to film director ... Doris Smith.
6. She likes to think of herself as ... Jane Austin.
7. That surely can’t be ... Dorothy McBrown that we knew in ... Dublin.
8. There’s ... Sandra Martin on the phone. (Never heard of her before.)

7.* Work in pairs. Look at the pictures, choose one of them and make up a story of world record setting. Share your stories with your classmates.

8. Write 5 questions to each situation.

1. Your friend has just returned from a journey around Europe.
2. Your teacher has announced that you and your classmates are going to a museum next week.
3. Your Mum tells you that she has booked tickets to the first night at the most popular theatre in your town.

Homework

1. Ex. 3  2. Ex. 8  3. Ex. 1–4
Lesson 94

1. Comment on the statement below. What do teenagers read today? What can make you read a book?

The World of Books — the World of Wonders

2. Look at the pictures. Say what advantages and disadvantages the following types of books have. What kind of books do you prefer? Why?

3. a) Work in pairs. Make a list of reasons why people should read.
   
   b) Listen to the text What Are the Benefits of Reading? and say which of your ideas have been mentioned.

4. Put the statements in the order of importance for you. Do you agree with them? Why/Why not?
   
   • Readers enjoy arts and improve the world.
   • Reading improves your memory.
   • It improves your focus and concentration.
   • People read for entertainment and pleasure.
   • Reading reduces stress.
   • Reading makes you smarter.
   • It gives you topics for discussion.
   • Reading develops your speaking skills.
   • It develops your imagination.
   • Reading helps you discover yourself.
   • It gives you answers to eternal questions what is right and what is wrong.

5. a) Read the extract from Philip Pullman's novel The Golden Compass. Say what makes the story interesting for you.
Lyra and her daemon moved through the darkening hall, taking care to keep to one side, out of sight of the kitchen. The three great tables that ran the length of the hall were laid already, the silver and the glass catching what little light there was, and the long benches were pulled out ready for the guests. Portraits of former Masters hung high up in the gloom along the walls. Lyra reached the dais and looked back at the open kitchen door, and, seeing no one, stepped up beside the high table. The places here were laid with gold, not silver, and the fourteen seats were not benches but chairs with velvet cushions.

Lyra stopped beside the Master’s chair and touched the biggest glass gently with a fingernail. The sound rang clearly through the hall. “You’re not taking this seriously,” whispered her daemon. “Behave yourself.” Her daemon’s name was Pantalaimon, and he was currently in the form of a moth, a dark brown one so as not to show up in the darkness of the hall.

“They’re making too much noise to hear from the kitchen,” Lyra whispered back. “And the Servant doesn’t come in till the first bell. Stop worrying.”

But she put her palm over the ringing crystal anyway, and Pantalaimon flew ahead and through the slightly open door of the Retiring Room at the other end of the dais. After a moment he appeared again.

“There’s no one there,” he whispered. “But we must be quick.”

Hiding behind the high table, Lyra slowly moved along and through the door into the Retiring Room, where she stood up and looked around. The only light in here came from the fireplace, where a bright flames played slightly as she looked, sending a fountain of sparks up into the chimney. She had lived most of her life in the College, but had never seen the Retiring Room before: only Scholars and their guests were allowed in here, and never females. Even the maidservants didn’t clean in here. That was the Butler’s job alone.

Pantalaimon settled on her shoulder.

“Happy now? Can we go?” he whispered.

“Don’t be silly! I want to look around!”

It was a large room, with an oval table of polished rosewood on which stood various cups and saucers. There were also various things for drinking coffee and tea.

“They do themselves well, don’t they, Pan?” she said under her breath.

She sat in one of the green leather armchairs. It was so deep she found herself nearly lying down, but she sat up again and looked at the portraits on the walls. More old Scholars, probably bearded, serious and gloomy, they stared out from their portraits in strong disapproval.

“What d’you think they talk about?” Lyra said, or began to say, because before she’d finished the question she heard voices outside the door.

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1 daemon — альм, сказочное существо  
2 dais — возвышение, кафедра  
3 moth — мотылек  
4 spark — искра
b) Fill in the gaps with the words in italic from the text.

1. She ... herself in a big room and kept silent for sometime.
2. It was a new place for me, so I stayed looking ...
3. They are ... staying in Bristol and I know nothing about their plans.
4. He ... out and couldn't believe his eyes.
5. The table was ... for two and it was clear that a guest was waited for.
6. I was never ... to take my parents' things.
7. Don't be so sad, out of ..., out of mind.
   You'll soon forget everything.
8. She ... something in his ear but managed to hear nothing.

6. **Work in pairs.** Discuss the following questions with your classmate.

1. Why did Lyra and her daemon come to the Retiring Room?
2. What atmosphere was there? Why?
3. Do you approve of Lyra's behaviour? Why? Why not?

7. **Read the text and open the brackets using the correct grammar forms of the words.**

The genre Young Adult novel (YA for short) appeared in the 19th century to satisfy tastes of young generation who ... (interest) in reading but weren't keen on adult themes. The ... (good) and the most famous books of that genre were *The Adventures of Tom Sawyer*, *The Treasure Island*, *The Count of Monte Cristo*, *The Jungle Book* and many others.

Authors and readers of young adult novels often define such books as literature ... (traditional) written for ages from sixteen years to the early ... (twenty) The most popular teenage books deal with issues that appeal to teenagers. ... (This) books tend to focus on common themes and topics.

All teenagers want to feel special and different. This is best represented in the most popular teenage books ... (deal) with the supernatural. It gives access to another world which ... (be) impossible for an average person.

Living in the difficult world of romance and new relationships is one of the ... (hard) things that teenagers experience. In order to find solutions to these new situations, many teens turn to books for advice. Books about the changing nature of friendship and about finding lifelong love are important for teens.

8. a) **Read the stories 1–6 below. Which one do you like most? Explain your choice.**

A legend says that the novelist Ernest Hemingway was once asked to write a story in six words. He came back with, “For sale: baby shoes, never worn”. Some say he called it his best work. So the six-word story was born.

1. Followed rules, not dreams. Never again.
2. Never lived up to my potential.
3. I write stories. They come true.
4. Didn't fit in, still don't.
5. Found true love, married someone else.
b) Make up your own six-word stories. Share them with your classmates.

*9. Choose a six-word story from Exercise 8 and write a complete story (12–15 sentences).

Lesson 95

1. Let’s talk about parks. Use the following questions as a plan.

- Do teenagers enjoy spending their time in parks and gardens? Why? Why not?
- What makes the magic of a park?
- What is your favourite park?
- What makes it the only one?

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

Incredible adj — an incredible view, an incredible person.

It's their incredible diversity that makes Moscow park life so interesting.

Incredibly.

Preserve v — preserve nature. Nonetheless, much of their Soviet style has been preserved.

Suburb n — a new suburb, a nice suburb, to live in the suburb. Moscow's suburbs are famous for their aesthetic charm.

b) Read the words and word combinations in the box. Translate the following sentences into Russian.

- delightful
- divide
- estate
- occupy
- offer
- plant
- variety

1. Take a break and enjoy the city's delightful parks from Hyde Park to Richmond.

2. Moscow parks are divided into three groups.

3. Some of Moscow's most beautiful sights can be found in the estates of the 19th-century aristocracy.

4. The Regent's Park occupies 166 hectares.

5. Moscow's parks offer a full range of outdoor activities from yachting to paintball.


7. Parks provide a variety of outdoor entertainments for Muscovites.
3. Choose the correct word.

1. She was ... a cup of coffee in the morning.
   a) preserved   b) occupied   c) offered

2. Helen was a(n) ... person with a strong character.
   a) delightful   b) incredible   c) preserve

3. This promising and ... trip ended in disaster.
   a) delightful   b) offer   c) variety

4. Fred used to live in the ... of London.
   a) suburb   b) estate   c) plant

5. You should visit Yusupov’s ... in Moscow, it’s just an incredible place.
   a) suburb   b) plant   c) estate

6. The garden is ... into four areas.
   a) offered   b) preserved   c) divided

7. These gardens are ... by the Nature Fond.
   a) preserved   b) divided   c) offered

4. a) Listen to the texts and say:
   a) which parks have open-air theatre
   b) which parks organize sports events and have sports areas
   c) which parks have rose gardens
   d) which parks have wild bird species and free walking deer
   e) which park is surrounded by three Royal palaces

   b) Match the pictures (1—5) to the names of London’s parks (A—E). Which park would you like to go to? Why?

A. Hyde Park
B. Regents Park
C. Richmond Park
D. St James’s Park
E. Victoria Park
5. Match the titles (1–6) with the texts (A–E). There is an extra title you don't need to use.

1 Classification of Parks
2 Things Brought from Different Parts
3 Attractive for Foreigners
4 Historical Associations
5 A Variety to Satisfy Every Taste
6 An Example for Others

A Moscow is famous as one of the greenest capitals in the world, with over 100 parks within the city limits, not to mention countless gardens, boulevards and squares. And it’s not just the number of green areas in the city, it’s their incredible variety that makes Moscow park life so interesting. From the extraordinary Soviet pomposity of the All-Russian Exhibition Centre (VDNH) to the breath-taking beauty of the old Tsarist village of Kolomenskoe, Moscow parks have something for everyone. Parks and public gardens offer a number of attractions for children, including roller-coasters, marry-go-rounds and numerous playgrounds. Nature lovers will find it interesting to walk in the fresh air, and the more active citizens will be glad to hear that Moscow parks offer a full range of outdoor activities.

B Moscow parks can be divided into three groups: historic parks, wildlife and nature parks, and leisure and memorial parks. Moscow suburbs may not be famous for their aesthetic charm, but hidden among the lines of tower-blocks there’s a huge area of park land containing medieval churches, elegant country houses and some glorious landscape gardens. In short, no matter what your tastes are, you will always find something to satisfy them in Moscow.

C The village of Izmailovo can be found in records dating as far back as the 14th century, when it would have stood at the edge of the forest stretching east for many miles. In the early 1600s, Tsar Aleksei Mikhailovich decided to build a model economy at Izmailovo. At that time, an artificial island, Silver Island, was created as the Royal household. Aleksei’s son, Peter the Great, spent much of his childhood at Izmailovo, and first learnt to sail here. Thus began a life-long passion that would lead to the birth of Russia as a strong maritime power and, in part, to the founding of St Petersburg.

D Russians take their Botanical Gardens very seriously — there are five in Moscow alone. The largest and most famous is The Russian Academy of Sciences’ Main Botanical Garden, located in the northwest part of the city. This huge park was officially founded in 1945. After World War II, lots of different plants and seeds from all across the Soviet Union were brought and planted here. It’s hard to believe that you’re close to the centre of Europe’s biggest city, and it’s a wonderful place to come to get away from the noise and stress of urban living.
The Central Recreation and Entertainment Park named after M. Gorky is one of the most famous places in Moscow. Laid out in 1928, this was the first park of its kind, and the prototype for hundreds of others across the Soviet Union. The park stretches along the banks of the Moskva River. It is primarily of interest to children or those trying to entertain them. In winter the whole area is turned into a vast skating rink. In summer it becomes an open air club in the evenings. There are a number of fine old buildings dating from the late 18th and early 19th centuries. Nearby is the enormous Green Theatre that hosts various concerts in the summer months. Gorky Park’s attractions appeal to Muscovites who spend their free time here.

6. Choose the correct answer.

1. Moscow is famous for
   a) the number of its parks and gardens.
   b) the variety of its parks and gardens.
   c) being the greenest capital in the world.

2. In Moscow parks you can find
   a) sports facilities and sports activities.
   b) walking paths and green areas.
   c) everything for your taste.

3. Moscow parks are divided into three groups:
   a) historic parks, sports parks and memorial parks.
   b) sports parks, leisure parks and nature parks.
   c) historic parks, nature parks and leisure parks.

4. Now Gorky Park is
   a) an amusement park.
   b) a leisure park.
   c) a sports area.

5. Peter the Great spent much of his childhood in
   a) Kolomenskoe.
   b) Izmailovo.
   c) Kuskovo.

6. Main Botanical Garden is famous for
   a) a great variety of plants and seeds grown there.
   b) its beautiful location along the Moskva River.
   c) the old Tsarist village.
7. Read the sentences and put the words in brackets in the correct form.

1. Visiting the Rose Garden turned out a ... experience. (delight)
2. She’s an ... person, she’ll help you. (credible)
3. What’s John’s favourite ...? — He collects toy cars of the Soviet Union. (occupy)
4. ... a present you should be polite. (offer)
5. The ... of wild nature is the main aim of many Environmental Organizations. (preserve)
6. There are many parks in ... areas of the city. (suburb)
7. The exhibition presented ... pictures on different topics. (variety)

*8. Work in groups. Choose a park or a garden in your area and work out recommendations how to make it more popular and useful for people. Present your ideas to the class.

9. Write an article (12–15 sentences) about the best park you have been to. Use the words from the Useful Language box.

Useful Language
delightful, divide, estate, incredible, occupy, offer, plant, preserve, suburb, variety

Lesson 96

1. Let’s talk about modern technologies in art. Use the following questions as a plan.
2. Do you know any digital artists? Would you like to? Read the information below and give a short summary.

If you think that digital art has no soul you haven’t seen the work of visual artists. Some work as concept artists or illustrators while others take more of a fine art approach, creating for their own pleasure. Many of them have backgrounds in traditional art, seeing the use of digital media such as Photoshop and Corel Painter as a natural evolution of the creative process but never losing sight of those mysterious elements that make a work of art truly effective.

3. a) Listen to the four digital painters talking about traditional and modern art. What do they have in common?

b) Listen again and match the two columns.

| 1) Bobby Chui | a) said that if you really want to be an artist, you should study art |
| 2) Daniel Conway | b) works as a digital painter |
| 3) Don Seegmiller | c) has a fascination with finding beauty amongst chaos |
| 4) Cris de Lara | d) has awards in digital painting |
| | e) is a self-taught artist |
| | f) thinks that ‘digital’ will be the way to go in the near future |
| | g) has completed more than 600 paintings |
| | h) teaches digital painting |

GRAMMAR Revision

Non-finite Forms. The Passive Voice (GR, p. 187)

4. Open the brackets. Use the verbs in Active or Passive Infinitive.

1. She agreed ... to Botanical Gardens. (take)
2. His classmates started ... a new projects a week ago. (make)
3. Sue was eager ... plants in the laboratory. (preserve)
4. The boat appeared ... and was left on the shore. (break)
5. Daniel refused ... any questions during the meeting. (ask)
6. Maggie hoped ... for the dance show. (select)
7. He was considered ... a well-known pianist. (be)
8. The game seemed ... unfairly. (play)
5. Complete the sentences with Active or Passive -ing form of the verbs in the box.

1. Lora enjoyed ... her daughter to modern art galleries.
2. Peter and Tom enjoyed ... the city.
3. Fiona avoided ... that new room.
4. The lawyer denied ... a gift.
5. She liked ... a variety of work.
6. George described ... the hill in details.
7. She imagined ... to her mother several times.
8. He remembered ... about the accident.

6. a) Read the titles and guess what the texts may be about.
A Different Shapes
B Graffiti And Modern Art
C Function
D Growing Popularity
E History

b) Read the texts and match parts 1—5 with the titles A—E (Exercise 6a).

1. The oldest form of modern day graffiti comes from Ancient Greece. The ancient Romans and Egyptians also practiced graffiti on tombs, monoliths and other constructions. Mayans and Vikings also had graffiti art in their cultures. As time went on and passed into the Renaissance period, many famous artists appeared. Even such famous painters as Donatello or Da Vinci would graffiti their names where they went. Graffiti continued in future cultures, with many invading armies painting or carving it in the walls of places they occupied. Modern graffiti artists have used the form to express themselves, their political or religious beliefs, or simply to make a mark.

2. The United States are thought to be the home of the modern graffiti movement. It began in New York City in the 1970s and spread from there. Brazilians turned this graffiti in their own work, which is thought to be some of the best in the world, with many powerful artists coming out of Sao Paulo in particular. In the Middle East graffiti has a short history. It has been growing since the 1990s in Iran, Iraq and Israel. In particular, the Israeli West Bank wall has become a major site for graffiti.

3. During ancient times, graffiti functioned as a simple way to tell people about the presence of underground areas or illegal activity. It was also used to mark religious symbols on holy places in a city. During the Renaissance and the years following, it was used as a sort of "I was here" marker for famous artists and invaders, and it was less of an art form. Modern graffiti is colourful, artful and often has a message behind it, which can be just about anything.

4. Graffiti of the past was much simpler than modern graffiti. It did not use many colours and often consisted of simple shapes, though one or many have been drawn into each other. Sometimes, the graffiti was simply a name. Modern
graffiti may be only a name as well, or a code name for the arts, but it often incorporates many colours and is larger than ancient graffiti. Still, in whatever form it comes, graffiti can be recognized as vandal art.

5. The most recent history of graffiti has seen the art beginning to blend into pop culture and mainstream audiences. It is highly linked to hip hop cultures, as well as the “MTV culture” as some call it. In the late 1990s, graffiti has even been encouraged by some places which may give artists a wall to paint on and practice their art. This shows that the future of graffiti art may be less connected with vandalism and more with artistic expression. However, this worries purists, since the definition of graffiti makes it an illegal art form.

7. Answer the questions about graffiti.

1. Where did graffiti appear?
2. Who used graffiti in the Renaissance period?
3. What is the home of the modern graffiti?
4. What are the functions of graffiti?
5. What is the difference between modern graffiti and graffiti of the past?
6. What changed in the attitude to graffiti in the 1990s?
7. In your opinion, is graffiti an artistic expression or a vandalism?


9. Write an article My Favourite Art for your school newspaper.

10. Project work. Start preparing the project Museum of the 21st Century. Think of any museum that should be opened in your city/town. Create a poster to inform the visitors on the opening of a new museum. Make a presentation of it. Introduce:

- the place where the museum should be situated
- the main theme of the museum
- additional educational programmes which would attract visitors of different ages
- some unique features which will differ your museum from others of that kind

Homework:
1. Ex. 2
2. Ex. 9, 10
3. Ex. 1–4
Lesson 97

1. Look at the pictures and say what these magazines may be about. What topics are discussed in them? Do you read such magazines? Would you like to? How can reading such magazines characterize a person?

2. Listen to the text and give it a title. Which species impressed you most of all. Why?
3. Listen to the text from Exercise 2 again. Read the sentences and say if they are true or false. Correct the false ones.

1. The Peregrine falcon is the fastest animal in the world.
2. The Arctic tern covers a distance of around 10,000 miles during its seasonal migration.
3. A wolf’s howl doesn’t produce an echo.
4. The white-tailed deer lives only in North America.

5. The blue whale is the loudest animal on the planet.
6. A hummingbird flaps its wings 20 times per second.
7. The hummingbird can't fly backwards.
8. The rhinoceros beetle can lift weight that is 500 times heavier than its own weight.

4. Read the text and say which facts are information amazed you.

Interesting Scientific Facts

Science is a broad concept which includes several disciplines, and that’s why making a list of interesting facts on this subject is not easy. We have gathered a few facts which we think are quite amazing in themselves. Not many people know that Venus is the only planet in the Solar System which rotates in clockwise direction. Not many people know that we have 300 bones at the time of our birth, which eventually become 206.

Did you know that the largest volcano in the Solar System, which is even bigger than Mount Everest, is located on planet Mars? Were you aware of the fact that it would take us 2 million years to travel to Andromeda, the galaxy which is nearest to us, in the fastest spacecraft in the world? What about the fact that the King Cobra is the only snake which makes its nest on the ground to lay eggs. There are thousands of such facts which you might have never heard before, each more incredible than another.

If you are one of those few people whose interest in knowledge is always on rise, the list of the most interesting facts about science given below is meant for you.

- The tallest mountain in the world is Mount Everest with a height of 8,842 metres, whereas the deepest part of the ocean is the Mariana Trench with a depth 11,033 metres.
- The human brain can continue to live without oxygen supply for a period of 4–6 minutes, after which it slowly starts dying.
- Lake Baikal in Russia has the distinction of being the deepest lake in the world with an average depth of 2,442 ft, and the deepest point at 5,387 ft (1 ft = 0,305 m).
- When an astronaut returns from the space you can see a difference of up to 2 inches (1 inch = 2,54 cm) in his height.
- As of today, the hottest temperature on the planet (58°C) has been recorded in Libya in 1922, while the coldest temperature (–53°C) has been recorded in Antarctica in 1983.
• Every single year, millions of earthquakes occur on the planet. However, most of them are too mild for us to feel, so we are not aware of them.
• Have you ever tried to tickle yourself? It’s impossible to do so because even before we think about doing it, our brain gets programmed to feel it.
• Among all the natural substances found on the planet, diamonds have the highest melting point.
• The Earth travels at an enormous speed of 67,000 mph (miles per hour) in the space.

Science as a subject goes well beyond our textbooks, with so many interesting things about it which we are not aware of. If going through these facts didn’t make you feel that science is fascinating, probably nothing will.

5. Match the two columns.

1) It would take 2 million years
2) Venus is the only planet in the Solar System
3) When an astronaut returns from the space
4) Lake Baikal has the deepest point
5) The first picture of planet Earth
6) The hottest temperature on the planet
7) The human brain can continue to live without oxygen
8) The diamonds have

a) he becomes taller.
b) has been recorded in Libya.
c) the highest melting point.
d) to travel to Andromeda.
e) for a period of 4-6 minutes.
f) which rotates in clockwise direction.
g) at 5,387 ft.
h) was taken in 1959.

6. Read and choose the correct answer.

1. The writer wanted ... and wrote his books carefully.
   a) to be read    b) to read    c) reading
2. She wished ... to the theatre one day.
   a) to take    b) to be taken    c) taking
3. Susan stopped ... to John when he turned back.
   a) to shout    b) to be shouted    c) shouting
4. She couldn’t say a word when
   a) to be examined    b) being examined    c) examining

1 tickle — щекотать
5. The estate was reported ... last May.
   a) completing  b) being completed  c) to be completed

6. The teacher offered Maggie ... another ticket.
   a) taking  b) to be taken  c) to take

7. His pictures were ... in this gallery.
   a) to exhibit  b) to be exhibited  c) being exhibited

8. She always answered
   a) being asked  b) to ask  c) asking

7. Fill in the sentences with the following words in the correct form.

delightful ■ divide ■ estate ■ incredible ■ occupy ■ offer ■ plant
 ■ preserve ■ suburb ■ variety

1. Natural wonders should be ... .
2. Climbing the mountain was a ... experience.
3. She had ... feeling of success after passing the exam.
4. They were offered ... that flat.
5. One of the ... belonged to the Menshikovs.
6. He used a ... of colours in his landscapes.
7. George lived in the ... part of the city.
8. The students ... into two groups.
9. This exotic ... was taken from South Africa.
10. She ... a ticket to the Bolshoi Theatre.

8. Work in groups. Choose a scientific wonder and speak on its popularity in the world. Use the following plan and say:

• why it is important
• what changed when it was created/invented
• why people need it

Share your ideas with the class and choose the most incredible/useful scientific wonder.

9. Write a letter to your friend about a gadget you have recently bought. Describe the gadget, say why you needed it, how you use it now. Ask him/her three questions about his/her gadget.

Homework

1. Ex. 2  2. Ex. 9  3. Ex. 1-4
Lesson 98

1. Let's talk about world wonders. Answer the following questions.
   • What makes a world wonder?
   • What attracts people nowadays?
   • Are world wonders changing or do they remain the same?
   • What is a wonder for you?

2. Read the statements. Do you agree or disagree with them? Explain your point of view.
   1. People do enough to protect world wonders.
   2. Protecting wonders is less important than economics and making money.
   3. Any country that doesn’t take care of its wonders should be punished.
   4. Natural wonders are nice but they are not so important as scientific wonders.
   5. Art is the only wonder in the world.

3. a) Listen to Catherine talking about a world wonder. Put the given topics in the right order.

A. Classical ballet
B. Modern ballet
C. American ballet
D. Catherine’s attitude to ballet
E. Catherine’s career in ballet

b) Listen to the text again. What makes Catherine love ballet? Do you like ballet? Would you like to watch a classical or modern ballet? Why? Write a short essay about your attitude to ballet (12–15 sentences).

4. a) Read the synopses of famous ballets and guess what ballet is described.

   1. There are over 1,500 versions of the story today. Here is one of them. So a girl is cleaning the kitchen floor and daydreaming about how happy she was when her mother was alive. Her daydreams quickly go away when her stepsisters demand her to make them breakfast. After she makes their breakfast, an old homeless beggar comes to the window. She asks the girl for some food, and when she is about to give her some, her evil stepmother forbids her to do it. The girl decides to give the old woman her own food and she is left without eating a thing.

   1 daydream — мечтать
2. It's a cosy Christmas Eve at the Stahlbaums' house. Their house is decorated with Christmas ornaments, stockings, mistletoe and in the centre of it all, a huge Christmas tree. As the Stahlbaums are preparing for their annual Christmas party, their children, Fritz and Clara, are waiting for their family and friends to arrive. When the guests finally appear, the party starts with dancing and celebration. A mysterious guest arrives dressed in dark clothing, nearly frightening Fritz, but not Clara. Clara knows he is Godfather Drosselmeyer, the toymaker. He gives the children presents. Fritz is given a beautiful drum, but Clara is given the best gift of all.

3. The ballet opens in the Darlings' children's room. It's a pleasant scene while Michael, John, Wendy and their dog, Nana, play before the evening falls. Mr and Mrs Darling come into their bedroom with Liza, their maid, and prepare the children for bed. Mr and Mrs Darling are going to a dinner party. The children fall asleep. After things quiet down, the fairy Tinkerbell flies through the open window with the main character quickly following. He is looking for his lost shadow. He finds his shadow, but he can't get it to stick to him. Wendy wakes up, takes out a needle and thread and sews the shadow back.

4. Prince Siegfried arrives at his 21st birthday celebration on the palace courtyards to find all of the royal families and townspeople dancing and celebrating. During the delightful celebration, his mother gives him a crossbow and informs him that because he is of age now, his marriage will be quickly arranged. Hit with the sudden realization of his future responsibilities, he takes his crossbow and goes to the woods with his friends. Getting ahead of the group, Prince Siegfried finds himself alone near a peaceful lake.

b) Match the pictures (1–4) with the ballet titles (A–D). Find in the texts the facts which prove that you are right.

A. The Swan Lake  C. The Nutcracker
B. Peter Pan  D. Cinderella

5. Read the text and put the words in brackets in the correct form.

The Sound of Music is one of the best screen ... (music) ever made. It was based on a 1956 ... (Germany) movie, Die Trapp-Familie and The Story of the Trapp Family Singers by Maria von Trapp. A young Austrian woman named Maria Rainer becomes the ... (govern) to the children of Captain Georg von Trapp, a widower. The Captain, a naval officer, runs his family military style, and Maria decides to bring some ... (entertain) into children's life. And she ... (success) in it. With ... (beauty), timeless music, this is a must-see.

6. Project work. Present your project Museum of the 21st Century to your classmates.

1 mistletoe — омела
2 crossbow — арбалет
ПАРАГРАФ 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.

1. A picture you will never forget.
2. A great mountain symbolizes a great nation.
3. The volcano that has never erupted.
5. So the island was born.
6. It belongs to two countries.
7. Names have history.

<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>
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<td></td>
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</tbody>
</table>

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. Helen has visited Canaima National Park.
B. Nick travelled to the village of Canaima alone.
C. According to the speaker, tourists could get to the village only by air.
D. Nick travelled with an international group.
Nick was lucky to visit Angel Falls in November. According to the speaker, because of the weather it was impossible to see the falls clearly. Nick has taken a lot of pictures of Angel Falls.

<table>
<thead>
<tr>
<th>Утверждение</th>
<th>А</th>
<th>Б</th>
<th>В</th>
<th>Г</th>
</tr>
</thead>
<tbody>
<tr>
<td>Соответствие диалогу</td>
<td></td>
<td></td>
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</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 Natural wonders become endangered because
1) too many tourists want to see them.
2) the world’s climate is changing.
3) “doomsday tourism” has appeared.
Ответ:

4 The Galápagos Islands and Antarctica
1) can’t welcome a lot of tourists.
2) have experienced the increase of tourists.
3) are worried about their eco-systems.
Ответ:

5 UNESCO, Conservation International and the World Wildlife Fund
1) are trying to protect endangered wonders.
2) are doing research on mass tourism.
3) have started making a list of possible threats to the environment.
Ответ:

6 A “Global Conservation Atlas” is designed to
1) draw attention to and protect the planet's most vital habitats
2) give optional routes for tourists.
3) protect oceans and rivers.
Ответ:

7 The Nature Conservancy’s list of endangered destinations includes
1) the Sonoran and Chihuahuan Desert, the Patagonian grasslands of Argentina and the Great Lakes in the US and Canada.
2) the arid lands of Namibia, the Appalachians and the West Indian Ocean coastline.
3) the Sonoran and Chihuahuan Desert, the Appalachians and arial-ands of Namibia.

Innovative maps for visitors to Mexico’s Sonora Desert and the Appalachian present
1) attractions like wildlife refuges and state parks.
2) recommendations on local cultural events, food vendors and eco-friendly hotels.
3) nature attractions and cultural information.

... is famous for the guanaco, rhea and grey fox.
1) The Northern Jaguar Reserve
2) Argentinean Patagonia
3) Kentucky’s Mammoth Cave National Park

A-G . З а н е с и т е  с в о и  ответы в  т а б л и ц у. И с п о л ь з у й т е  к а ж д у ю  ц и ф р у только один раз. В задании один заголовок лишний.

2 A Place for the Great Goddess to Live
3 Built in Memory of the “King”
4 A Place With a Legend
5 Far away from Everything
6 A Never Rebuilt Building
7 The Lost City
8 The Oldest Historical Religious Building

A Angkor Wat is one of the most beautiful and mysterious historical sites in the world. Located over 192 miles to the North-West of Cambodia’s capital Phnom Penh, Angkor has been “protected” from tourism, and the customs and the cultures of the people living there have not changed much. For many years, Angkor Wat was totally isolated from the Western World. The French colonialists were the first westerners to enter Angkor. They heard rumours from the local population about “temples built by gods or by giants.”
B Located at the city of Agra in the State of Uttar Pradesh, the Taj Mahal is one of the most beautiful masterpieces of architecture in the world. It was Shah Jehan who ordered the building of the Taj, in honour of his wife, Arjumand Banu, who later became known as Mumtaz Mahal. Mumtaz and Shah Jehan were married in 1612 and, over the next 18 years, had 14 children. The Empress used to accompany her husband in his military campaigns, but in 1630 she died. So great was the Emperor’s love to his wife that he ordered the building of the most beautiful mausoleum on earth for her.

C Mont Saint Michel is located in Normandy, France. Legend has it that, in 708, the Bishop of Avranche was visited three times in his sleep by the archangel Saint Michael, who asked him to build a church in his honour on the Mont Tombe near the coast of Normandy. The Bishop obeyed by transforming the Mont Tombe (a mysterious place once used as a cemetery or a druidic place of worship) into the Mont Saint Michel, light of Christendom. Many pilgrims came here during the following years.

D Easter Island has long been the subject of curiosity and speculation. How and why did its inhabitants make and transport the massive statues which surround the island? What remains of this culture today, and what lessons can we learn from their legacy? Here is some information about Easter Island, also known as “Rapa Nui” and “Isla de Pascua”. Easter Island is over 2,000 miles from the nearest population centre, making it one of the most isolated places on Earth. A triangle of volcanic rock in the South Pacific – it is best known for the giant stone monoliths, known as Moai.

E The Parthenon has an exterior colonnade of eight Doric columns at each end, and seventeen Doric columns along each side. Within the temple itself were two rooms, one in which the statue of Athena Parthenos stood, and one which housed the temple treasury. Visitors to the Parthenon today, disappointed not to be allowed inside, should take some comfort from the fact that most Athenians in antiquity were never permitted inside the temple. Only priests ever entered the treasury, and the statue itself was viewed only rarely.

F According to the legend, the Shwedagon Pagoda has existed for more than 2,600 years, making it the oldest historical pagoda in Burma and the world. According to tradition, two merchant brothers, Taphussa and Bhallika, from the land of Ramanya, met the Lord Gautama Buddha during his lifetime and received eight of the Buddha’s hairs in BC 588. The brothers travelled back to their homeland in Burma and, with the help of the local ruler, King Okkalapa of Burma, found Singuttara Hill, where relics of other Buddhas had been kept. When the king opened the golden casket in which the brothers had carried the hairs, incredible things happened.

G This is the great temple of Abu Simbel, dedicated to the glory of Pharaoh Ramses II. Though the temple is officially dedicated to the triad Amon-Ra, Ptah and Ra-Harakhte, its front is dominated by four gigantic statues of the great pharaoh himself. He had this temple built in this otherwise desolate area on the actual site of a much
older shrine of a local personification of the god Horus. The king is accompanied by some of his wives, sons and daughters who appear in much smaller size beside his legs.

One form of modern art is Graffiti. Graffiti is a form of artistic expression. There are various forms of graffiti. The simplest form is A ________. Graffiti refers to drawings, paintings, messages, slogans, scribbles that are painted on the wall. Examples of such types of graffiti are found on the walls of bathroom and street walls. Modern graffiti originated in the city of New York. The advent of spray paint has given origin to the modern form of graffiti. B ________ a basic human right.

Graffiti is an art as it takes lot of skill. It has a history of development in style and technique. From definition point of view it is an art. It is a form of expression and it takes a lot of skill. It originated in the late 1960s and it’s been growing ever since. C ________ museums or awards. The origin of graffiti -dates back to the beginning of human civilization. It was found on ancient Egyptian monuments and cave paintings.

The advocates of Graffiti argue that it is an art. Graffiti is a form of artistic expression and hence it must be uncontrolled by laws. The advocates of graffiti argue that it is an art which depicts the political and economic influence on the society. It causes mental pain and is D ________. Its supporters argue that graffiti is a form of modern art. From social point of view, it is a degenerative form of vandalism. It is a visual horror and terrorism. New York train E ________ . It is an act against public property. It is a form of spray can art and hence it is not considered as a traditional form of art. As it happens to various innovations, F ________ .

1 The word graffiti means drawings
2 time will show who is right
3 a reflection of the current social values
4 subways now are full of graffiti
5 slogans and political statements
6 There are no graffiti
7 It is part of free speech and is
This research group is looking at museums of the 21st century. As museums are increasingly aware that the pace of change in the 21st century is incredibly fast, the need to strategize for the short and long-term future is a critical imperative. Museums matter to people as a result of which museum practitioners are becoming more concerned about access, engagement and outreach, "in such a world, educators are forced to consider with renewed urgency their purposes and their methods".

The group hopes to draw on excellent examples of current practice and also museums that are focusing on the short/medium-term future. The digital world forms part of this project as it conveys the message that the collections are central to the museum and that the staff make the collections relevant to each person and the museum meaningful to the public.

The group is aware that trends worldwide are reflecting similar experiences to Europe, as the current economic downturn may enable museums to reassess, re-evaluate and in some cases reinvent themselves. While there are at least 38,000 European museums drawing over 500,000 visitors a year, (over 50% of which did not exist before World War II), it is an impressive statistic that reflects a European-wide desire to create greater access to culture and the collections.

The group will consider what innovations in technology might impact on the museum’s closer engagement with the public. Digital technologies and the Internet are currently enabling museums to foster a greater sense of community with their online audience, by going beyond offering information and images to encouraging new audiences and creating and sustaining online communities, including social networking sites (SNS). Museums are investing time and money in virtual services, aware that the physical museum attracts people to view the original artefacts, while that online museum experience is different from the physical visit.

The group is aware that the next generation of museum practitioners will have to think through these challenges carefully, drawing the links more closely between the physical and the virtual so that the museum reaches more people meaningfully. Just as within the walls of the museum are the original works created and crafted by people, in which are found poignant stories of being human as well as being works of art, good museum staff can bring these works to life, virtually and physically, helping museums to become dynamic centres of learning, creativity and enjoyment, strengthening communities and enriching people’s lives.

The work-plan for this group offers a research that might help museums to look towards the short-term future, e.g. 2030:

1) Key challenges facing museums today.
2) How museums can address these challenges in order to plan and adapt to change.
3) Exploring excellent examples of contemporary practices.
4) Querying what the museum of the future might look like.
Museums should be concerned about access, engagement and outreach because

1) they are changing.
2) of the fast pace of change of the society.
3) they matter to people.
4) of a new project.

The digital world is very important because

1) it places collections in the centre of the museum.
2) all people use the Internet now.
3) staff should make museum meaningful for the public.
4) of museum short-term orientation.

An impressive statistics shows that

1) museums have become more popular.
2) more and more people want access to culture and collections.
3) museums must reinvent and re-evaluate themselves.
4) museums are alike all over the world.

Digital technologies and the Internet

1) speak to each visitor.
2) organize online excursions.
3) attract more people to museums.
4) help museums build online societies.

Good museum staff can

1) bring works of art to life.
2) use modern technology.
3) share interesting stories about works of art.
4) support virtual and actual visitors.

Modern museums should become

1) popular among teenagers.
2) centres of learning, creativity and enjoyment.
3) less serious and more entertaining.
4) helpful in enriching people’s lives.
A museum research project will be focused on
1) adapting to the modern world.
2) working out new excursions.
3) using more technologies.
4) challenges facing museums today.

РАЗДЕЛ 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.

Alive Today, Gone Tomorrow?

These may be alive destinations now, but scientists warn that extreme changes to the environment can happen suddenly and are often _______ to the naked eye.

In Joshua Tree National Park scientists from the National Parks Conservation Association are worried that the area’s iconic tree, which draws an average of 1.3 million visitors a year, may eventually _______.

Mark Wenzler, director of clean air and climate programmes, says that _______ temperatures are preventing Joshua trees from releasing seeds, which happens at night when the temperature drops below freezing.

While climate change is often given as an _______ for why the Earth’s landscapes are transforming, scientists say the answer is much more difficult.

“Climate change is a _______ process for the Earth,” says R. Brooks Hanson, deputy editor of the journal Science.

Hanson notes that the Earth has endured quick temperature changes before, but that _______ have never observed the acceleration they see now since temperatures were first recorded. “We’re changing the natural system, and it is responding,” he says.

Such changes are due not only to global warming, but also to human _______ like overfishing, pollution, habitat destruction and water diversion.
Ethical Tourism

All of this raises the question: Is it appropriate, or even ethical, to travel to threatened destinations? Many argue that travel to these places is acceptable provided that it's done responsibly. The World Travel & Tourism Council, a London-based forum for business leaders, advocates for an ethical approach to tourism in which the destination's resources are protected.

Amir Girgis, an economist with the council, says this includes everything from building environmentally friendly hotels to a government that offers stimuli for businesses that practice ethical tourism.

Boundless Journeys, a Vermont tour operator, tries to follow these principles when taking clients on trips to the Galápagos Islands, Palau and Nepal. Karen Cleary, the company's destination manager, says trips include in groups no larger than 16 people and that they look for eco-friendly accommodations.

Cleary says that her clients have yet to express an interest in visiting destinations viewed as endangered. She does note, however, that the company’s trip to Iceland, where many of the glaciers have performed better than ever, selling out for two years. “We try to follow those kinds of trends,” says Cleary. “I think we stick to our philosophy that travel is important, mind-opening... and we try to do it in a manner that has as small an influence as possible.”

At its annual meeting in Quebec City this week, UNESCO's World Heritage Committee added another 27 sites to its already long list of places of “outstanding universal value”. Now wooden churches in Slovakia, Weimar-era housing projects in Berlin and Armenian monasteries in Iran have the same status as the Statue of Liberty, Stonehenge and the Temple of Angkor Wat. And why not? There are plenty of ways to define “a human masterpiece of creative genius,” one of the several criteria inclusion. But now that World Heritage Status has been given to 878 sites, some wonder whether UNESCO has the funds and the will to protect its sites adequately.

Francesco Bandarin, the director of the World Heritage Centre, insists it does. The list is part of a convention adopted by UNESCO in 1972 to recognize and protect the world’s most significant cultural and natural sites,” he says. “Over the last 36 years, the Committee and UNESCO have continued to work in line with its original mission.” The benefits of getting on the list, he says, include visibility, more funding and access to UNESCO’s “knowledge and experience.”
Just a position of a World Heritage site, of course, can do a lot of good. But increased public awareness can be a mixed ________. In his book “Disappearing World: 101 of the Earth’s Most Extraordinary and Endangered Places”, heritage consultant Alonzo Addison lists non-ecological tourism as one of the key ________ to the world’s cultural and natural wonders.

32 1) to 2) too 3) two 4) tow
Order:

33 1) have been received 2) have claimed 3) have completed 4) have been given
Order:

34 1) for 2) of 3) to 4) in
Order:

35 1) added 2) claimed 3) meant 4) offered
Order:

36 1) increasing 2) high 3) increased 4) clear
Order:

37 1) goodness 2) good 3) help 4) blessing
Order:

38 1) threats 2) fears 3) dangers 4) drawbacks
Order:

РАЗДЕЛ 4. ПИСЬМО

39 You have received a letter from your English-speaking pen-friend Helen who writes:

... I managed to visit Sherlock Holmes’s Museum on Baker Street. It was fantastic! The excursion was really great. Do you enjoy visiting museums? What kind of museums do you prefer? What was the museum you visited last time? This weekend I’m going to visit the British Museum ...

Write a letter to Helen. In your letter:
• answer her questions
• ask 3 questions about her plans for the weekend
Write 100–140 words. Remember the rules of letter writing.
Comment on the following statement:

Success in today's society requires information literacy and strong ability to cooperate, communicate effectively and solve problems.

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.

“Success in today’s society requires information literacy, a spirit of self-reliance and a strong ability to collaborate, communicate effectively and solve problems. Strengths in traditional learning and great investment in modern communication infrastructures, libraries and museums form the skills people need in the 21st century.”

Many people visit museum when they travel to new places. The main reasons behind this issue vary from individual to individual. Some people visit museum because they want to know more about the cultures, custom and living styles of the local people. They can learn about foods the local people eat, clothes they wear and the language they speak. Others go to museum because they will gain more knowledge about the history of that particular place. Usually, there are guides in the museum and they can provide interesting information about the past.

Apart from these, most countries have many preserved items of the local people in each period of time such as ancient weapons, pottery and national clothes. We cannot see these things anywhere else. Museums are normally located in cities. Therefore, they are quite convenient to visit.
Task 2

Study the advertisement.

Cirque du Soleil, Moscow

Come to the circus!

Your visit is sure to be unforgettable.

Cirque du Soleil has something for everyone and everything for some.

Duration: 3 hours

You decided to go to Cirque du Soleil. Your parents and your sister will join you. Now you are calling the circus to get some additional information. In 1.5 minutes you are to ask five direct questions to find out about the following:

• time and place of the performance
• ticket price
• group ticket
• discounts
• restrictions

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 way of communication you would prefer
• explain why

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