



# Up & Up

**workbook**

**10**

СРЕДНЕЕ (ПОЛНОЕ) ОБЩЕЕ ОБРАЗОВАНИЕ

# Up & Up 10

## workbook

Под редакцией В. Г. Тимофеева

**РАБОЧАЯ ТЕТРАДЬ**  
к учебнику английского языка  
для 10 класса  
(базовый уровень)

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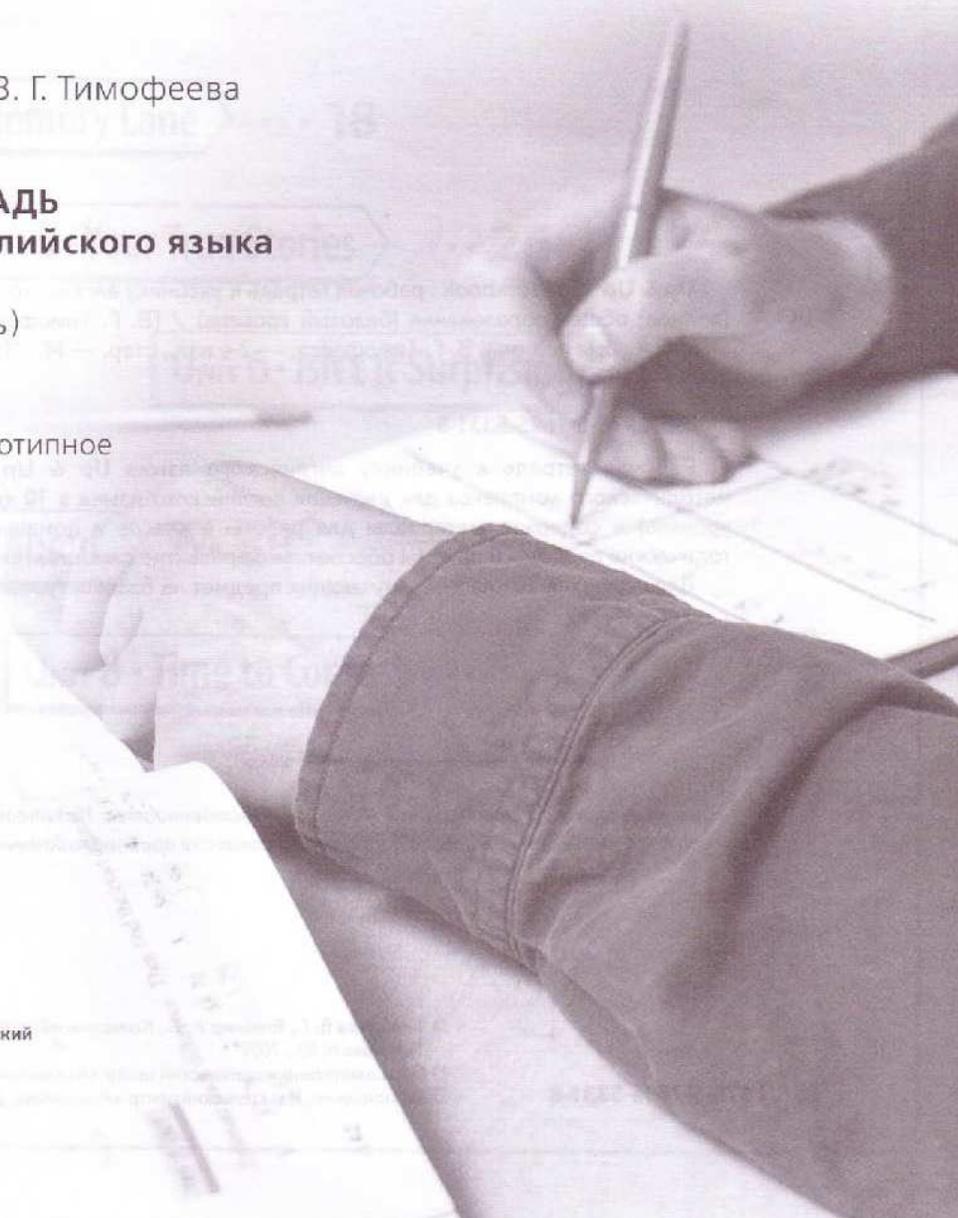


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UNIT

1

# Who's Who? ▶



*Example: 23/08/2001 — 23 August, 2001 —  
the twenty third of August, two thousand and one;  
August the twenty third, two thousand and one.*

1) Write down and read the following dates:

10/09/1950

25/05/1990

01/10/2005

30/07/1933

22/11/2003

12/02/2001

11/03/1999

15/12/1901

25/01/1812

01/04/1905

Who's Who?

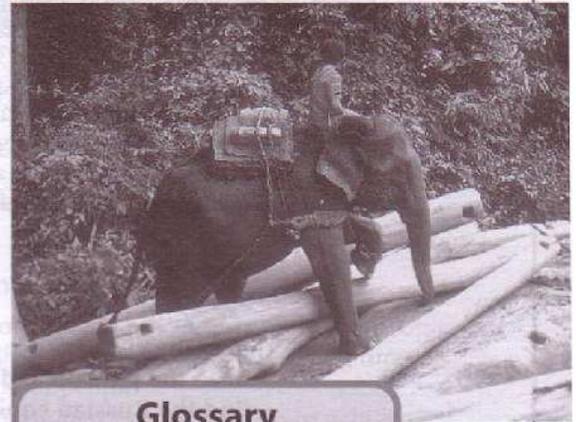
2) Read the text and put the paragraphs (A–D) in the right order. Then read the sentences (a–d) and put them into the text instead of numbers (1–4).

A. Like all skilled workers, these elephants need an education. (1) At the Young Elephants Training Centre in Lampang Province, an animal first learns basic commands from its trainer. The trainer is called "a mahout" (say *muh-howt*). A mahout teaches an elephant to get down on its knees, to lift and pull logs, to pile the logs in stacks, and to team up with other elephants on hard jobs.

B. Training at the school isn't easy. But the courses last only four hours a day. (2) When an elephant is ready for retirement, it returns to an area near the school. There people take care of it for the rest of its life.

C. For seven years, the mahout and the elephant train together. (3) They become partners. After graduation, they often stay together and work for the Forest Industry Organisation. (4)

D. In Thailand, a country in Southeast Asia, elephants hold important jobs. They work in the timber industry, pulling heavy logs through thick forests where machines cannot easily go. The elephants drag the logs to places where machines cut and shape them into useful objects.



Glossary

- timber — лесоматериалы
- log — бревно
- to drag, to pull — тянуть, тащить

- a. Each mahout feeds and cares for his own animal.
- b. So they go to school.
- c. There are holidays, a summer vacation — and no homework!
- d. This government organisation runs the school and many of the logging operations around the country.

Answers:

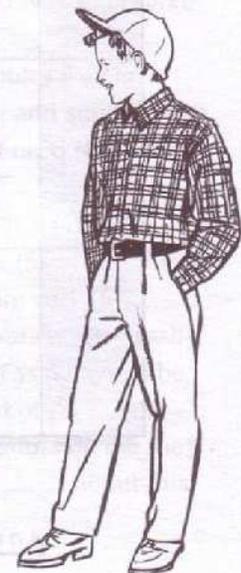
paragraphs:

1.  2.  3.  4.

3) Fill in the blanks with the suitable adjectives:

- 1. Jane is \_\_\_\_\_, she always tells the others what to do.
- 2. Andrew is very \_\_\_\_\_, he can't spend a day without his friends.
- 3. Kevin is so \_\_\_\_\_, he always feels sure about everything he does.
- 4. Little Amy is \_\_\_\_\_, everybody smiles when they see her.
- 5. Marion is really \_\_\_\_\_, she wins all the chess tournaments in her school.
- 6. Paul is \_\_\_\_\_ to finish the law school next year.

- intelligent
- bossy
- confident
- sociable
- charming
- determined



4) Tick the box with the right collocation:

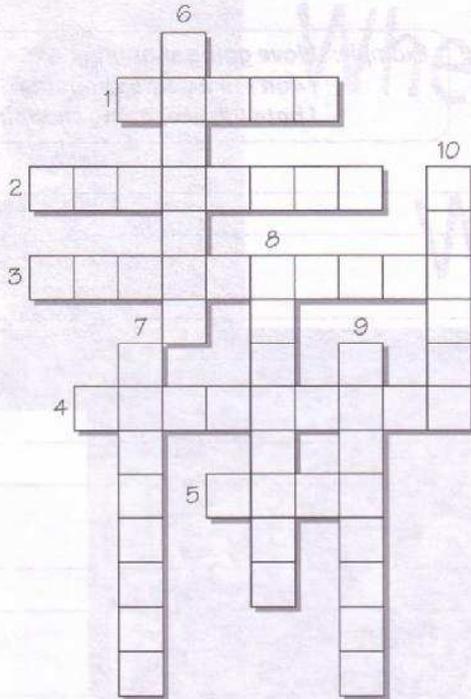
	responsibility	advantage	decision	money	risks	time	friends	part
make								
take								

5) In many cultures people's characters are compared with animals. Read the phrases and match them to the correct definition and find the Russian equivalents:

1	a dog's life _____	a	You behave in a foolish way, usually to make people laugh
2	to throw someone to the lions _____	b	You have to work very hard, have very few pleasures and no spare time
3	when pigs fly _____	c	You do not believe that something will happen
4	a wolf in sheep's clothing _____	d	You describe someone as a dangerous and cruel person who appears to be gentle and harmless
5	to play the goat _____	e	You put someone in a position where he will be attacked

Answers: 1.  2.  3.  4.  5.

Who's Who?



6) Do the crossword:

Across:

1. an activity that you do for pleasure when you are not working
2. worth a lot of money
3. ways of resting and enjoying yourself
4. feeling sure about your own ability to do things and be successful
5. a mark or symbol of something

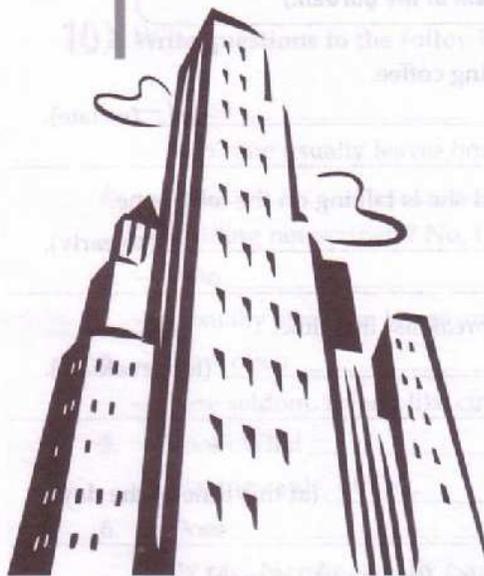
Down:

6. liked or enjoyed by a large number of people
7. fond of company, enjoying spending time with other people
8. something that you want to do or achieve very much
9. a person who is between 13 and 19 years old
10. always telling the truth

7) Read the text and choose the phrases from the list to complete the gaps:

- enthusiastic, make your decision, good at it, take up this hobby, in a team, make friends, a difficult situation, be fit, risk taking

# Roof Climbing



Roof climbing is one of the growing hobbies among people of all age groups. This hobby is for those who love experiments, (1) \_\_\_\_\_ and working (2) \_\_\_\_\_. Those interested in this hobby say that it is the best way to observe the city and enjoy its beauty.

Roof climbers do not have to plan their routes well in advance; they can go on top of any building and stay there as long as they wish. If you (3) \_\_\_\_\_, you just need to (4) \_\_\_\_\_ and have a good sense of balance.

The great thing about roof climbing is that it is easy to pick up, and beginners very soon become (5) \_\_\_\_\_. Those who take part in such expeditions are usually very (6) \_\_\_\_\_ about their hobby and (7) \_\_\_\_\_ with newcomers very easily.

The disadvantage of roof climbing is that you have to be ready to take the responsibilities and get out of (8) \_\_\_\_\_, because many people do not like to have visitors on the roof of their house. So think well before you (9) \_\_\_\_\_ about this kind of hobby.

8) Write the opposite to the following sentences:

Example: *I love going shopping.*  
*I don't like going shopping.*  
*I hate (dislike) going shopping.*

1. I enjoy going to parties.

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2. She likes playing basketball and other ball games.

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3. My parents love travelling.

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4. My younger brother enjoys riding a bicycle.

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5. My friend and I enjoy going to discos and listening to music.

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9) Change the following sentences according to the example. Make the necessary changes. Use *never, seldom, always, usually*.

Example: — *My brother is very busy now. He is helping our parents in the garden.*  
 — *He always helps them when we go to the dacha.*  
 — *He doesn't usually help them in the garden. (He never helps them in the garden.)*

1. — It is 10 pm and Steve is drinking coffee.

— He \_\_\_\_\_ (so late).

2. — It is only 8 in the morning and she is talking on the telephone.

— She \_\_\_\_\_ (so early).

3. — You see, I am having fish for breakfast this time.

— Are you really? You \_\_\_\_\_ (for breakfast).

4. — Be quiet! Kate is sleeping!

— Oh, really? She \_\_\_\_\_ (at this time of the day).

5. — Look! Ann and Pete are watching that awful TV soap!

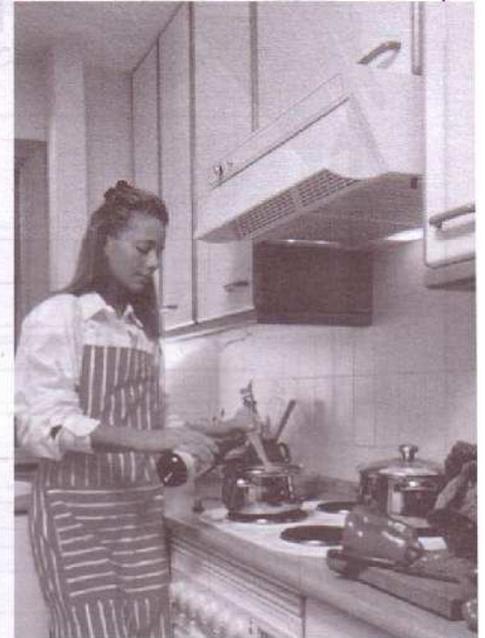
— That's strange! They \_\_\_\_\_ (such films).





When?

Who? >>



What?

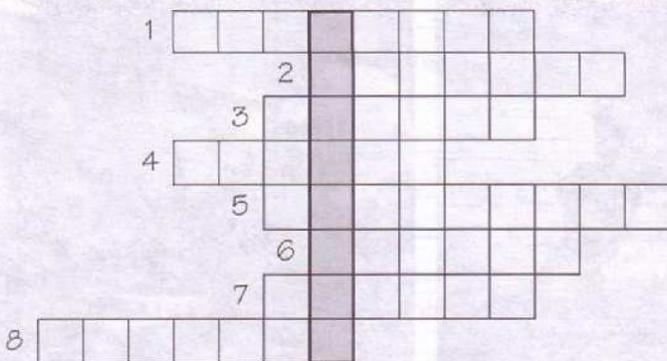
10) Write questions to the following answers:

1. — When \_\_\_\_\_ ?  
— Ann? She usually leaves home at 7.30.
2. — Do \_\_\_\_\_ ?  
— Reading newspapers? No, I don't. I think it's boring!
3. — Who \_\_\_\_\_ ?  
— I usually clean the house and my mother does the washing-up.
4. — How often \_\_\_\_\_ ?  
— Very seldom. I don't like cinema.
5. — Look! What \_\_\_\_\_ ?  
— Playing cards, I think.
6. — Does \_\_\_\_\_ ?  
— By car? No, she usually goes to the University by bus.
7. — What \_\_\_\_\_ ?  
— I think she's making some salad.

UNIT

2

# East or West

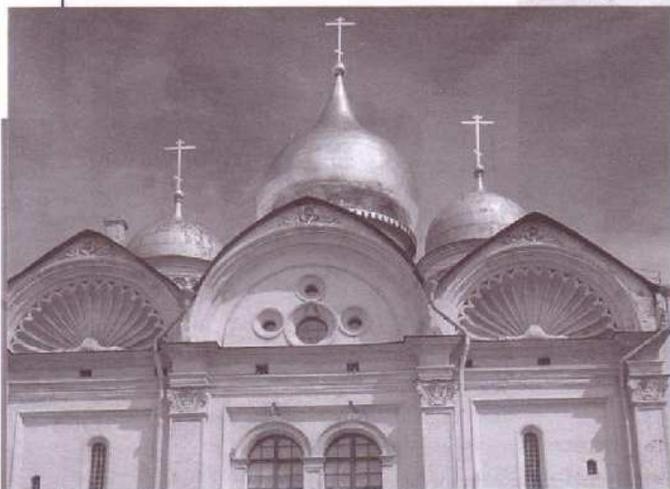


1) Do the crossword to find out the name of an ancient Russian city:

1. a thing you buy and keep to remind you about the place you visited
2. a room or building where there are books for people to look at or borrow
3. a very large strong building, built in the past as a safe place
4. a road or railway line built over something
5. a place of entertainment open late at night where people can dance and drink
6. a place, often outside, where many people buy and sell goods
7. a show performed by people and trained animals, often in a large tent
8. an area of water next to the land where ships are safe

2) Use the correct suffixes to form adjectives from the following words:

- Romance \_\_\_\_\_
- History \_\_\_\_\_
- Danger \_\_\_\_\_
- Noise \_\_\_\_\_
- Dirt \_\_\_\_\_
- Crowd \_\_\_\_\_
- Peace \_\_\_\_\_



3) Read the text and underline the best alternative:

I have been in here for two and a half years now and I absolutely love it. I live by myself in a (1) **comfortable** / **crowded** studio flat. It is not too close to the university, but I have a (2) **small** / **peaceful** car, so I do not notice the distance. My leisure time is very (3) **pleasant** / **awful** and most weekends I am off hill-walking with my friends or visiting (4) **historic** / **polluted** cities. Actually, I think I have been to practically every place in Scotland apart from the Northern Isles. We often visit the local pub, which is a tradition we don't really have in Brazil.

I've made many friends since I came here — most are Scots, but I know some English, Italians and Portuguese, with whom I can speak my own language from time to time.

I feel that I am really getting the most from my time here. I know that in a year I will be going back to Brazil to continue lecturing, but I will be (5) **sad** / **happy** to leave all my friends and the (6) **wonderful** / **industrial** scenery behind.

4) Study the info chart and write short descriptions of these places using *there is / isn't; there are / aren't; have got / haven't got; has got / hasn't got*:

Place: location and population	Theatres and cinemas	Circus	Museums and historic monuments	Castle	Special features
Murmansk (north of Russia, 500,000)	++	-	++	-	Big sea port; ski facilities up to the middle of spring
Loviisa (south of Finland, 25,000)	+	-	++	+	Sea port; summer musical festivals

Murmansk

Blank writing lines for describing Murmansk.

Loviisa

Blank writing lines for describing Loviisa.

5) Complete the sentences with the prepositions of place and direction *to, at, in, of, on, opposite*:

- How do I get \_\_\_\_\_ the post office? — Turn right \_\_\_\_\_ the end of this street and you will see it \_\_\_\_\_ front of you.
- There are three hotels and two restaurants \_\_\_\_\_ this town.
- How do I get to the Public Library? — Go \_\_\_\_\_ the end \_\_\_\_\_ this street and turn right; turn left \_\_\_\_\_ the next crossing and then take the second turning \_\_\_\_\_ your right. This will bring you \_\_\_\_\_ School Street, and you will find the Library \_\_\_\_\_ your left.
- It's easy to find — there's a church just \_\_\_\_\_ my house.
- Vyborg is 140 km north \_\_\_\_\_ St. Petersburg.







UNIT

3

# Time Changes Places

1) Match the words from the two columns to make up phrases:

create

turn into

remove

become

replace

paint

change

the walls

with a new cafe

everything

the old building

the museum

a monument

more beautiful

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2) Write sentences with each phrase from Ex. 1.

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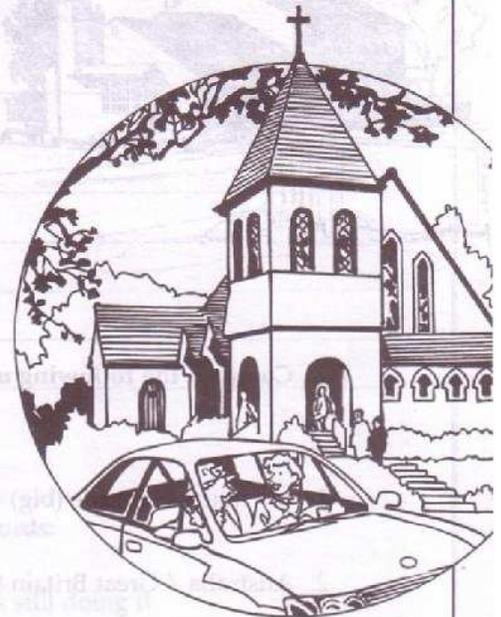


Time Changes Places

3) Read the text and use the given verbs in the Present Perfect Simple to complete the gaps:

*change become create cover turn into attract*

Home again. It looks nicer than it ever has, and very bright, fresh and colourful. The place (1) \_\_\_\_\_ completely: it (2) \_\_\_\_\_ more beautiful and romantic. I realise that this is just a kind of feeling, but it's more pleasant to live in here now. I love watching all those people, being a part of the performance on the central street stage. They don't mention it, but all those new exteriors, freshly painted old buildings, numerous tubs of flowers in front of every small coffee shop or teahouse (3) \_\_\_\_\_ the new atmosphere here. They (4) \_\_\_\_\_ broken walls and buildings with huge advertisements leaving me to solve the mystery of what is left behind. They (5) \_\_\_\_\_ the place \_\_\_\_\_ something new and sometimes strange, but it (6) \_\_\_\_\_ new businesses and just visitors.

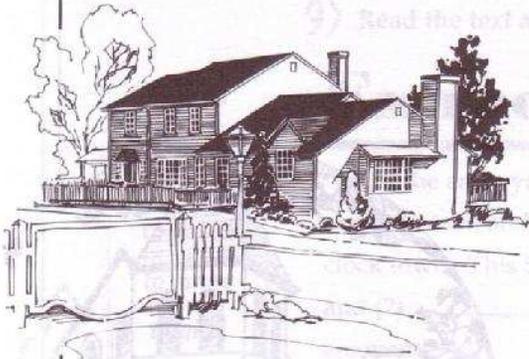


4) Read the text. Put the missing linking words *second, thus, finally, although, first, as a result, in addition to this, however* into the gaps:

**NEW DIRECTIONS**

The European world of 1900 seemed remarkably stable, as did the English language. \_\_\_\_\_, the two world wars transformed Europe dramatically and changed the pattern of language. \_\_\_\_\_, society has changed since WWI, and the language has been a means for people to describe and cope with that change. \_\_\_\_\_, the impact of electronic communications on language was first felt between 1900 and 1940. \_\_\_\_\_ the effect became even more important by mid century. \_\_\_\_\_ technology has become the largest source of new words. Every new invention, every new device, and every new product needs a name. The military also introduces many new words into English. \_\_\_\_\_ the technical vocabulary of contemporary English is now larger than the entire English vocabulary at the time of Shakespeare. \_\_\_\_\_ the twentieth century may well be an age of massive change in English usage, \_\_\_\_\_ it will be some time before that can be known with certainty.

## UNIT 3



5) Write the comparatives of the following:

quiet	_____	safe	_____
noisy	_____	lazy	_____
small	_____	bad	_____
little	_____	good	_____

6) Compare the following using *not as ... as*:

Example: — *I / my friend (lazy)*  
 — *I'm not as lazy as my friend.*

1. My home / a castle (big)

\_\_\_\_\_

\_\_\_\_\_

2. Australia / Great Britain (industrial)

\_\_\_\_\_

\_\_\_\_\_

3. A car / a bicycle (safe)

\_\_\_\_\_

\_\_\_\_\_

4. A city / a village (noisy)

\_\_\_\_\_

\_\_\_\_\_

5. A market / a library (busy)

\_\_\_\_\_

\_\_\_\_\_

7) Choose one pair of items from Ex. 6 to write a detailed comparison (7-10 sentences).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Changes Places

8) Tim is going to have a birthday party. Look at his list and write sentences about what he's already done and what he hasn't done yet.

- Make a list of my friends +
- Phone them to invite to the party +
- Repair the car to go to the country for the party -
- Decide about the place in the country +
- Do the shopping for the party -
- Ask Dad for money -

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9) Read the situations and write two sentences using the given words:

1. Peter started doing his mathematics homework 1 hour ago. He is still doing it and now he is at the 3rd exercise.

(do / for 1 hour) \_\_\_\_\_  
 (do / 2 exercises) \_\_\_\_\_

2. Chris is from America. He is working in Russia at the moment. He came to Russia in May.

(work / since...) \_\_\_\_\_  
 (visit / 5 Russian cities / already) \_\_\_\_\_

3. Helga Osmond is an actress. She began acting when she was 14. She is presenting her 5th film this year.

(act / since she was 14) \_\_\_\_\_  
 (act / 5 films) \_\_\_\_\_

10) Write questions for the following situations beginning with the given words:

1. You have a friend who plays basketball very well. You ask:

(how long / play) \_\_\_\_\_

2. You're late for a meeting with your friend. When you arrive, you ask:

(how long / wait) \_\_\_\_\_

3. You are writing an essay. Your Mum asks:

(how long / write) \_\_\_\_\_  
 (how many pages / write) \_\_\_\_\_

UNIT

4

# Down Memory Lane

1) Match the headings to the texts:

- a. *Early Memories*
- b. *Types of Memory*
- c. *Where Are Your Memories?*
- d. *Improving Your Memory*

1

You store most things in your brain for only a short time — for example, you can remember a phone number long enough to make the call, but then usually forget it. This is your short-term memory in action: your working memory. But information can pass into your long-term memory, where it stays for days, weeks, or even your whole life. You have different sorts of long-term memories — memories of events, how to do things and facts. Your memories of things that have happened to you help you deal with the present and plan for the future. Your memory of how to do things like riding a bike will allow you to do something automatically once you have learnt how. Facts, such as names, events and places, on the other hand, have to be consciously retrieved.

2

What is your earliest memory? For most people, it is a fragment of something that happened when they were 3 or 4 years old. You cannot access most of your childhood memories by the time you grow up. But your memories did become easier to retrieve after you were old enough to describe them in words. It may be that your early memories were laid down in a form that your mind either cannot understand or cannot find.

3

Practice can improve your memory for facts dramatically. Simple ways include associating a picture with a word, making up a story, or rhymes. The key is to associate facts with meanings — a strategy used by professional memorisers, or mnemonists. Associations can sometimes lead to false memories — if you see a list of closely linked words (sugar, chocolate, cake), you might “remember” a related word that was not in the list (sweet).

4

Say you went for a walk in the park: you might remember the weather, the person you were with, the conversation you had and the flavour of the ice cream you ate. The information making up this memory would be stored in many parts of your brain — in the areas dealing with sensations of temperature, taste, face recognition and language. Other areas control storage and retrieval of these memories.

### Glossary

- consciously — сознательно
- to retrieve — извлекать
- dramatically — very much

Down Memory Lane

2) Make any necessary changes to the words in bold to complete the gaps in the sentences:

1. I've never had very good \_\_\_\_\_ for names.
2. The day when the country honours the people who died in the First and Second World Wars is called \_\_\_\_\_ Day.
3. I've \_\_\_\_\_ her phone number. Could you, please, look it up in your notes?
4. You can't rely on her. She is so \_\_\_\_\_ !
5. Oh, no! I won't be able to \_\_\_\_\_ this long poem.

MEMORISE

REMEMBER

FORGET

FORGET

MEMORY

3) Look at the picture and write sentences describing what they were doing at 7 o'clock yesterday. Use the words in the box.



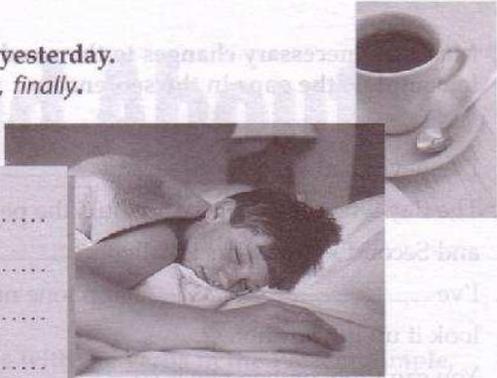
- to do lessons
- to watch TV
- to read a newspaper
- to play with Sam
- to talk on the telephone
- to sleep under the table

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

UNIT 4

4) Look at Tim's timetable and write what he did yesterday.  
Use the linking words: *first, then, after that, next, finally.*

7 am	get up
7.15 - 7.45 am	have breakfast
9 am - 2.30 pm	have lessons at school
11.30 am - 12.10 pm	write a history test
3 - 3.30 pm	have dinner
4.00 - 5.00 pm	have a music lesson
6.00 - 8.00 pm	do homework



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

5) Write sentences describing what Tim was doing at the following times:

7.30 am	
12 am	
3.15 pm	
4.30 pm	
7 pm	

Down Memory Lane

6) Read the stories and use the verbs in brackets to fill in the gaps:



A. I can still remember my first day at my new school. My mother \_\_\_\_\_ (be) a little bit afraid that I wouldn't be able to handle it. Fortunately, she \_\_\_\_\_ (be) wrong and I quickly \_\_\_\_\_ (join) the other kids who \_\_\_\_\_ (build) a "castle" with those old wooden cardboard blocks that looked like bricks.

B. I clearly remember the day when we \_\_\_\_\_ (go) apple picking. My father \_\_\_\_\_ (climb) the tree and \_\_\_\_\_ (start) throwing the apples down. My mother and I \_\_\_\_\_ (stand) under the tree and \_\_\_\_\_ (catch) them. I will never forget the taste of those fresh juicy apples.

7) Use the words in the box to fill in the gaps in the sentences:

of about of to over with

1. I know it's hard but try to forget \_\_\_\_\_ this accident.
2. My parents had to put up \_\_\_\_\_ my bad behaviour when I was 5. I was very naughty.
3. It can take weeks to get \_\_\_\_\_ such a bad illness.
4. I have very good memories \_\_\_\_\_ my school days.
5. The idea of taking a trip came \_\_\_\_\_ my mind a week ago.
6. When I learned to ride a bike, I was so proud \_\_\_\_\_ myself.



8) Put the ticks if the words can go together:

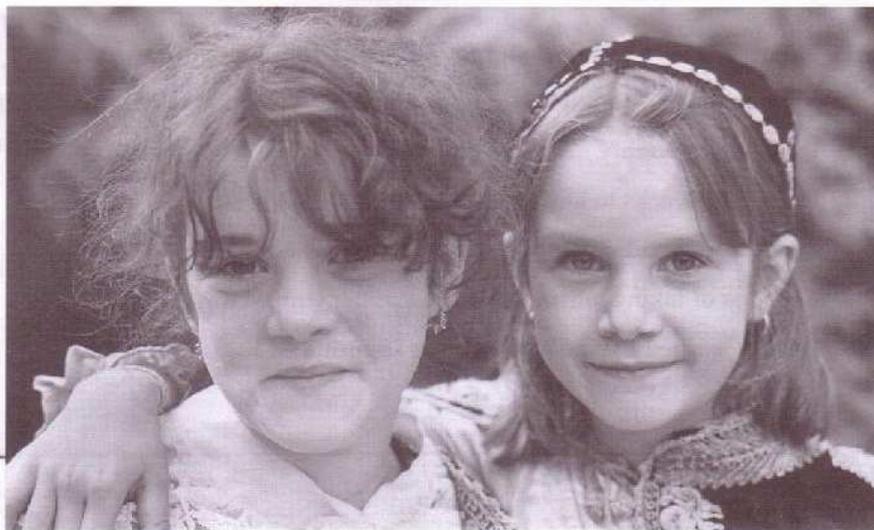
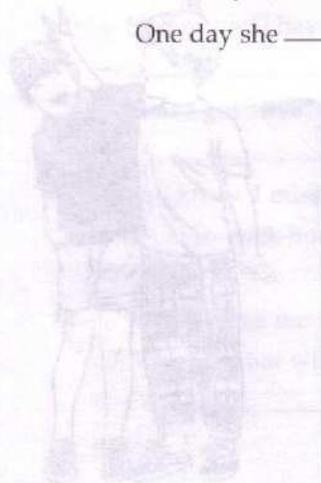
	a break	knowledge	fun	a trip	self-confidence	an idea
take						
have						
develop						

9) Underline the correct alternatives in the sentences:

1. My term results are very **encouraging/encouraged**.
2. I was very **impressing/impressed** by the performance.
3. When people get **frightening/frightened**, they turn pale and start trembling.
4. We've been skiing for three hours. It's such a **tired/tiring** experience.
5. Have you heard any **surprised/surprising** news lately?

10) Complete the sentences with *could* or *was/were able to*.  
Use *could* if possible.

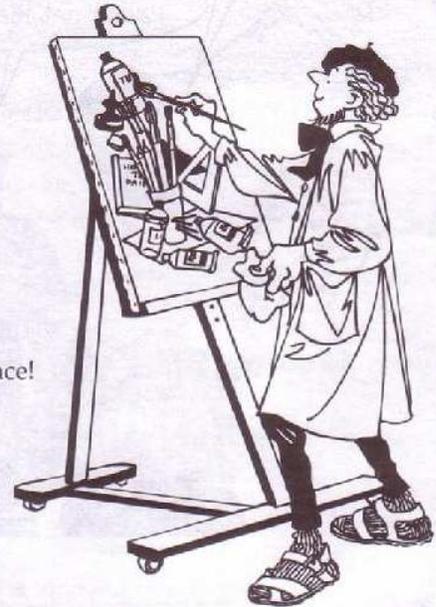
1. I \_\_\_\_\_ finish my homework before 7 pm yesterday.
2. My son \_\_\_\_\_ talk when he was only 18 months old.
3. — \_\_\_\_\_ (you) play piano before you came to our music school?  
— I \_\_\_\_\_ (not) play very well.
4. We \_\_\_\_\_ get ready for the performance in spite of the lack of time.
5. When my sister was only five years old, she \_\_\_\_\_ swim very well.  
One day she \_\_\_\_\_ swim across our river.



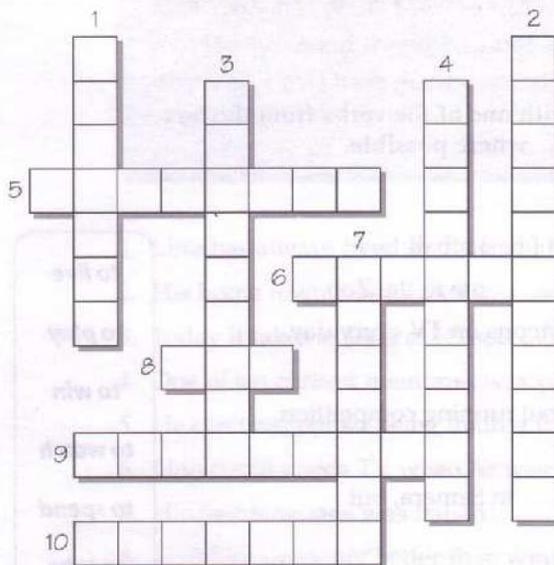
Down Memory Lane

11) Choose the correct answer:

1. — Mike was a very talented child.  
— I know. He \_\_\_\_\_ speak French when he was 7.  
*a. couldn't b. could c. can*
2. — I've cooked something special today.  
— Oh, that's why I \_\_\_\_\_ smell pie baking when I was going up the stairs.  
*a. was able b. couldn't c. could*
3. — What are you doing at the weekend?  
— I hope I'll \_\_\_\_\_ to go to the countryside.  
*a. be able b. can c. could*
4. — Have you heard the news? Tom \_\_\_\_\_ win the race!  
— It's not surprising. He has been working a lot lately.  
*a. could b. couldn't c. was able*
5. — He is really good at drawing!  
— I know. He \_\_\_\_\_ to draw well since he was 5.  
*a. could b. was able c. has been able*



12) Do the crossword:



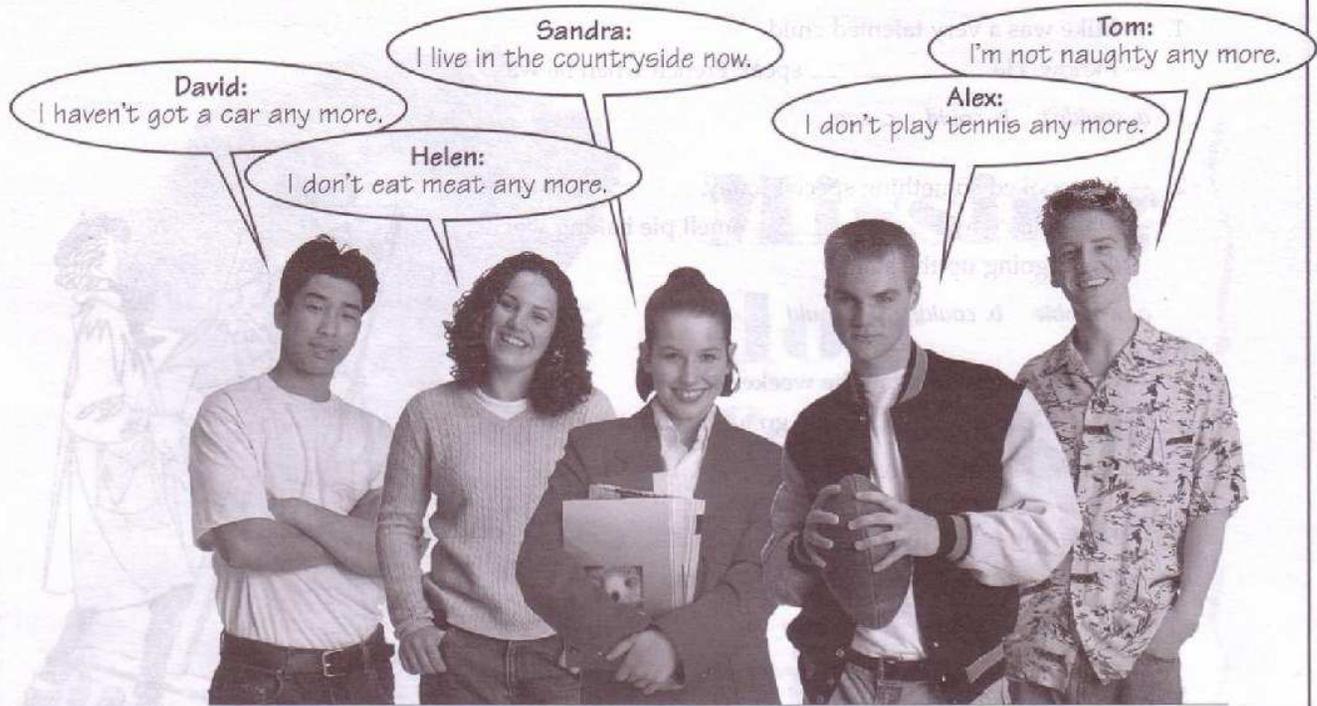
**Down:**

1. \_\_\_\_\_ water is supplied by pipes into a building.
2. A form of energy that can produce light, heat or power.
3. A place in a room where a fire burns.
4. This machine can help you a lot after a party at your house.
7. It helps you to keep warm when you are at home.

**Across:**

5. A computer system that allows people in different parts of the world to exchange information.
6. You take a \_\_\_\_\_ to wash your body.
8. People use it to cook food.
9. \_\_\_\_\_ television sends programmes to your television using space communications.
10. You put your dirty clothes into a \_\_\_\_\_ machine.

13) Rewrite each person's statements using *used to*:



Alex: \_\_\_\_\_

Helen: \_\_\_\_\_

David: \_\_\_\_\_

Sandra: \_\_\_\_\_

Tom: \_\_\_\_\_

14) Fill in the gaps in the sentences with one of the verbs from the box in the correct form. Use *used to + ...* where possible.

- I \_\_\_\_\_ tennis, but now I am fond of basketball.
- One day when I was 5, my father \_\_\_\_\_ me to the Zoo.
- When I was a little boy, I \_\_\_\_\_ cartoons on TV every day. Now I find them extremely boring.
- Once when I was 14, I \_\_\_\_\_ a school running competition. I was so proud of myself!
- When I was a child, our family \_\_\_\_\_ in Samara, but then we moved to Novgorod.
- When we were younger, we \_\_\_\_\_ a lot of time outdoors, but now we are too busy for that.

- to live
- to play
- to win
- to watch
- to spend
- to take

15) Read the story written by Lino and mark the statements below as true (T) or false (F):

### Growing Up

I was born in Italy just South of the Alps. As I remember, in the home where I was born there was only my mother, brother, grandmother and myself. Only later was I told that my father died in a concentration camp somewhere in Germany.



The town where I was born is on a hillside overlooking the Padana Plains about 500 metres above sea level which, on a clear day, can be seen moving a bit higher up the mountain. Mt Mataiur, about 1,700 metres high, is the closest mountain and could be climbed in about 3 hours from where I used to live. The climb to the top today is very much easier, accessible by road and cableway.



One early memory I have is when my grandmother died. Sometime later I cut my left arm with an axe. After that I fell from the balcony hurting myself badly. These things happened when I was still very young.



The house I lived in had a fireplace. In wintertime we used to gather around it and play or listen to stories. There weren't any TV or radios around.

School was hard to get used to. Italian grammar and language were the worst. I could not score well because we used to speak mainly a Slovenian dialect at home and little or no Italian.



The best time of the year was summer, of course, when we used to play a lot of soccer. But winter wasn't bad, all the same, because I could ski very well.

Someone in a small town like the one where I was born is almost everybody's good friend because everybody knows everybody else very well. I still have good memories of them.



1. Lino has always lived in the small town where he was born. \_\_\_\_\_
2. His home town was located in a mountainous area. \_\_\_\_\_
3. Today it takes as long as it used to take to climb the mountain. \_\_\_\_\_
4. One of his earliest memories was very sad. \_\_\_\_\_
5. He can't remember being injured in his childhood. \_\_\_\_\_
6. Lino could watch TV when he was young. \_\_\_\_\_
7. His first language was Italian. \_\_\_\_\_
8. Lino liked summer better than winter. \_\_\_\_\_
9. He was good at sports. \_\_\_\_\_
10. Lino has warm memories about the people from his childhood. \_\_\_\_\_

UNIT

5

# Your True Stories

1) Match the beginnings of the stories to their endings:

A	B	C	D
A professor who was famous for his creative exam questions handed out the final exam to his students. The exam had only one question, "What is courage?"	A student in a very large class didn't stop working on his exam when the professor called "time". When he went up to turn it in, the professor said he needn't bother, he'd already failed. The student looked at the large stack of exams on the desk and asked, "Do you know who I am?" angrily.	A student was offered a chance to copy a term paper for a class that was taught by a very tough professor. The paper had originally been given a "D", but each time it had been re-used the grade had got better until it got an "A". The student asked the guy offering it to him, what if the professor finally recognises it, the guy replied, "Don't worry, look at the comment I got on it last year."	When a student was given his exam in his Ornithology class, he looked at it and realised that he had no hope of passing. It consisted only of identifying birds by pictures of their feet. The student decided not to waste his time and got up to leave, throwing his exam in the trash as he went by.

- The professor angrily asked him what his name was and the young man pointed at his feet and said, "You tell me, Prof."
- The only "A" given on that particular exam was to a quiet young man who wrote simply: "This is."
- It read: "I've read this paper four times now ... and I like it better each time!"
- The professor replied that he didn't, and the student stuck his exam in the middle of the stack and said, "Good."

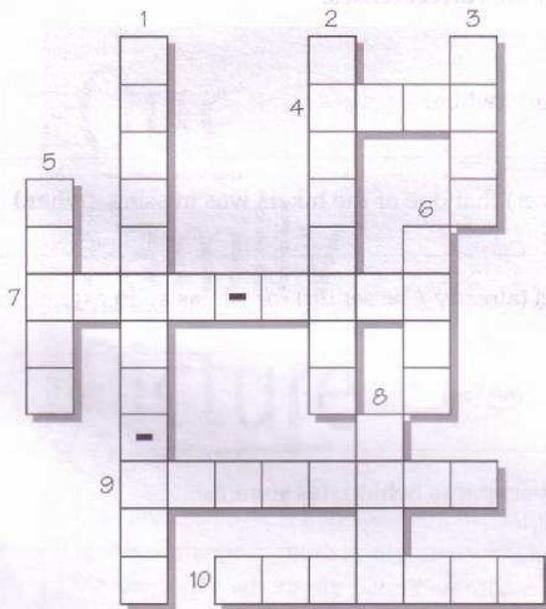
Answers: A.  B.  C.  D.

2) Fill in the gaps in the sentences with the words from the box. Make changes if necessary.

- The train leaves at 8 am sharp, so I \_\_\_\_\_ you to be at the station on time.
- He is cold and hungry — no wonder he's feeling so \_\_\_\_\_.
- We \_\_\_\_\_ to walk two miles during our hiking trip in the mountains last year.
- Could we \_\_\_\_\_ your textbook? I've left mine at home.
- Running the marathon really \_\_\_\_\_ me.

*exhaust*  
*expect*  
*be supposed*  
*miserable*  
*share*

3) Do the crossword:



Down:

1. a warm bag you sleep in especially when camping
2. a type of shoes for doing sports
3. a shelter made of cloth
5. a small electric light that you hold in your hand
6. an occasion when you go somewhere and come back again
8. a place with tents where people go for a holiday

Across:

4. a type of string that can be used for pulling and tying things
7. a type of clothes to protect yourself from the rain
9. a bag used when you are travelling
10. a piece of equipment used for finding your way

4) Match the two halves of these combinations:

- |              |                         |
|--------------|-------------------------|
| 1. to lie    | a. dull grey            |
| 2. to get    | b. a tent with somebody |
| 3. to turn   | c. to someone           |
| 4. to share  | d. in a tent            |
| 5. to smash  | e. lost                 |
| 6. to set up | f. into something       |
| 7. to talk   | g. tents                |



Answers: 1.  2.  3.  4.  5.  6.  7.

5) Match the two halves of these sentences:

- |  |  |
|--|--|
| 1. The sun had appeared in the sky                     | a. before I passed the exam.               |
| 2. When my father got home after work,                 | b. since the beginning of the second term. |
| 3. I had been learning English at school for two years | c. before they left the campsite.          |
| 4. The lesson had already lasted for fifteen minutes   | d. before we became real friends.          |
| 5. I had known her for five years                      | e. when I entered the classroom.           |
| 6. My teacher said that I had missed two classes       | f. I had already gone to bed.              |

Answers: 1.  2.  3.  4.  5.  6.

6) Join the sentences using the verbs in brackets in the correct tenses:

1. We (just / sit down) to dinner. A downpour (begin). (when)  
\_\_\_\_\_
2. Our group (already / reach) the camp. We (discover) that one of the hikers was missing. (when)  
\_\_\_\_\_
3. We (arrive) at the campsite. We (see) that the tents (already / be set up) for us. (as soon as)  
\_\_\_\_\_
4. The friends (crawl in) the tents. They (begin) to argue. (as)  
\_\_\_\_\_
5. We (jump over) a pit. We (realise) we (leave) our backpacks behind. (as soon as)  
\_\_\_\_\_

7) Match the pictures to these "weather" words and expressions:



1



2



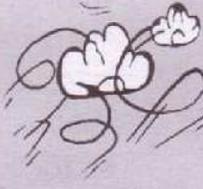
3



4



5



6

*a freezing wind*

*clear blue sky*

*a light drizzle*

*a downpour*

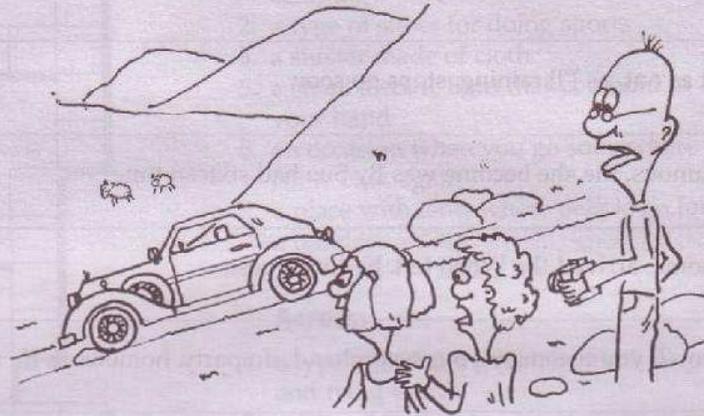
*rain*

*a blinding blizzard*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

8) Read the text and correct five mistakes in the use of the Past Perfect tense:

# Our Family Picture



One summer when I was eleven, my family decided to take our first vacation together. My father, my mother, my younger sister and I got into our car and went to a nearby city where my parents rented a house up in the hills. It is a city that is famous for its mountains and rivers and is located 400 km away from the place where we lived. After we drove a long time, we had arrived there. My father wanted to have everything in his pictures: the scenery, the family and the car. The problem was that he wanted everything together in each picture.

One morning, after breakfast it was the perfect time for a picture with the car, the family, the house and also the scenery, all in one shot. My father was really fussy about taking the pictures as he decided to do his best this time. First, he made us get closer to the car; it didn't work because the scenery was not visible. Second, it was time for him to go down the hill; this didn't work either because he couldn't see the car. Finally, he had the great idea of moving the car to the front. Since he didn't have the keys with him, he decided to push the car down. He gave my mother a rock to put under the car wheel to stop it when it was in right position for the picture. When the car started moving, it went over the rock and rolled down the hill.

My mother ran into the house crying. The three of us started walking down the hill looking at the car which stopped on the bottom of the hill.

I remember thinking "How are we going back home?" When we got to the bottom of the hill, to our surprise, we found that the car was intact. The two front wheels were up on two big rocks as if somebody placed them there on purpose. We were so happy! My sister and I ran up the hill to give my mother the news. My father staring at the car was saying, "One more thing to tell our grandchildren."

## Glossary

intact — невредимый

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

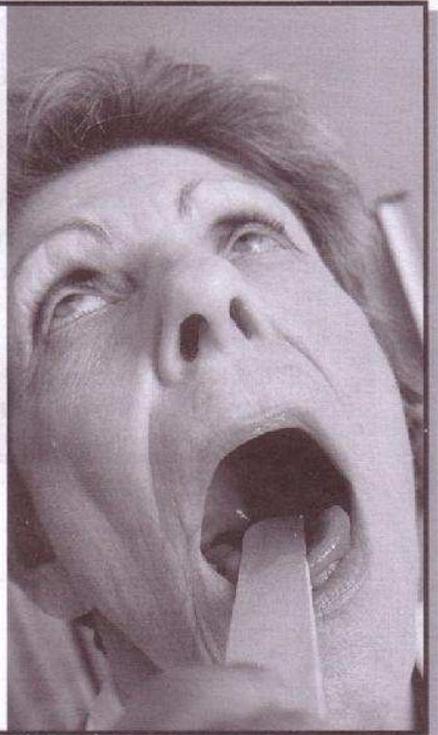
9) Reorder the words in these sentences. The first word is underlined.

1. Moscow for next I'm day. leaving the  
\_\_\_\_\_
2. it as out as I'll raining. stops go soon  
\_\_\_\_\_
3. famous. the she become was By Sue had sixteen time  
\_\_\_\_\_
4. home, arrived the When left. had we guests  
\_\_\_\_\_
5. you'll you the enjoy your beforehand, do party. homework If  
\_\_\_\_\_
6. getting it late, hurried As we home. was  
\_\_\_\_\_
7. multiply. add the then brackets, First numbers in and  
\_\_\_\_\_
8. be I'll don't soon, worry. home  
\_\_\_\_\_

10) Read the story and choose the correct form of the verb:

**The Shorter the Better**

A well-known English doctor hated it when his patients spoke too much about their troubles. He (1) **had asked/asked** them to speak briefly and to the point. A woman who (2) **burnt/had burnt** her hand (3) **had come/came** to consult him. As she (4) **had known/knew** that he was very particular in this respect, she (5) **had done/did** her best to be short. Showing the doctor her hand she (6) **had said/said**, "A burn." "A compress," was the doctor's advice. The next day the woman (7) **had returned/returned** and said, "Better." "The same," said the doctor. This (8) **had lasted/lasted** for a week and she (9) **hadn't said/didn't say** more than ten words to the doctor since she (10) **had burnt/burnt** her hand. At last she asked about the fee. "None!" exclaimed the delighted doctor. "I'd like all my patients to be as sensible as you are, madam."



Your True Stories

11) Fill in the table by putting these sentences into the following categories:

pity	pleasure	joy	repetition	surprise	agreement	greeting	doubt	disagreement

- a. Ah, that feels good.
- b. Hey! What a good idea!
- c. Oh dear! Does it hurt?
- d. Dear me! That's a surprise!
- e. It's hot today. — Eh? — I said it's hot today.
- f. Eh? Really?
- g. Lima is the capital of ... er ... Peru.
- h. Hello John. How are you today?
- i. Hey! Look at that!
- j. Ah! I've won!
- k. Hi! What's new?
- l. Hmm. I'm not so sure.
- m. Oh! You're here!
- n. Oh! I've got a toothache. — Poor you!
- o. Uh ... I don't know the answer to that.
- p. Shall we go? — Well, I don't think so.
- q. 85 divided by 5 is ... um ... 17.
- r. Well, what did he say?

12) Read the story and put the verbs in brackets into the correct tenses:

**Two Champions**

Once a famous boxer (1) \_\_\_\_\_ (go) to a restaurant to have dinner. He (2) \_\_\_\_\_ (take) off his coat at the door, but he (3) \_\_\_\_\_ (be) afraid that somebody (4) \_\_\_\_\_ (take) it. So he (5) \_\_\_\_\_ (take) a piece of paper and (6) \_\_\_\_\_ (write) on it that the coat (7) \_\_\_\_\_ (belong) to Tom Brown, the famous boxer, and that he (8) \_\_\_\_\_ (come) back in a few minutes. He (9) \_\_\_\_\_ (fasten) the paper to his coat and (10) \_\_\_\_\_ (go) to have his dinner. When he (11) \_\_\_\_\_ (return), however, his coat (12) \_\_\_\_\_ (be) not there, but he (13) \_\_\_\_\_ (find) a note in its place, which (14) \_\_\_\_\_ (say) that his coat (15) \_\_\_\_\_ (take) by a famous runner, who (16) \_\_\_\_\_ (never / come) back.

13) Put the sentences in this story in the correct order:

**£5 jacket had £600 in pocket**

- a. Mrs Gates gave Ms Heenan a £50 reward.
- b. Ms Heenan asked the owner of the store to contact the family that had brought in the jacket.
- c. "I thought, 'Oh, my god! I found \$1,100,'" said Ms Heenan, who runs a pet-sitting service.
- d. The charity shop was selling clothes to raise funds for a group that buys protective vests for police dogs.
- e. A Chicago woman bought a jacket from a charity shop for £5 — and found £600 in the pocket.
- f. But she knew immediately she had to return the money: "I would have wanted someone to do that for me," she said.
- g. When the owner called back, Mrs Gates didn't remember losing any money at first.
- h. But, finally, she worked out her husband had taken the coat without realising her emergency "stash" was in the pocket.
- i. Yvette Heenan took the money back and returned it to its owner, reports the *Chicago Sun-Times*.

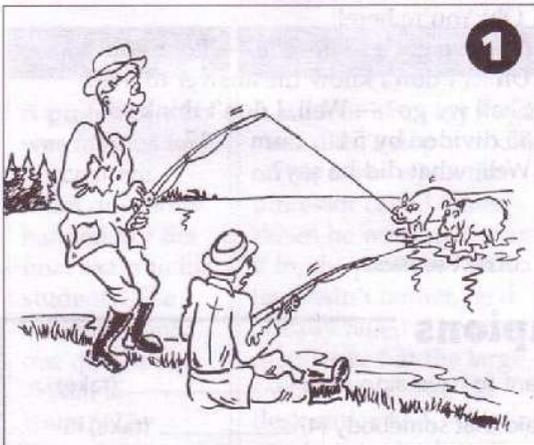
UNIT

6

# Isn't It Surprising?

1) Read the articles below to find the texts that mention:

- a. a popular hobby in Russia
- b. people who do unusual things
- c. an extreme activity
- d. the person who is famous for his intellect
- e. the man who believes everything he sees on TV
- f. exotic animals
- g. the person who learns foreign languages from TV
- h. people living in Great Britain



## Fishermen 'catch hippos'

A pair of fishermen got a bigger catch than they planned when their lines snagged two hippos that had escaped from a nearby zoo. The two men had fallen asleep in the sun as they fished in a river in the Omsk region. But they woke up to the sight of two huge hippos coming out of the water when they felt a massive pull on their fishing lines.

The pair panicked and ran for miles to the nearest town where they informed authorities. The hippos, which were later found eating grass in a field, were identified as Kengis and Malvina, who had escaped a few days earlier from the nearby Bolsherechensk Zoo.

## Mary Poppins stunt lands man in hospital 3



A man in China ended up in hospital after he tried to use his umbrella as a parachute. The man, from Chongqing, western China, is believed to have suffered two broken legs, reports *West China City News*. He told police he jumped out of the window because he thought his microwave oven was about to explode. He had thought that the umbrella would enable him to land safely — like Mary Poppins in the Disney children's film.

## Four-year-old in Mensa 2

A four-year-old boy has reportedly joined Mensa, the organisation for people with high IQs. Matthew Harrison had a vocabulary of 70 words when he was just a year old.

He now has an IQ of 130, equal for his age to the 146 that adults need to get to enter the society. But his parents, both of whom left school after their GCSEs, say Matthew, who has also learned Spanish watching satellite TV, is just a normal boy who likes comic books.



Isn't It Surprising?

2) Match the two halves of these sentences:

- |  |                                     |
|--|-------------------------------------|
| 1. I started listening to political news | a. since the beginning of the year. |
| 2. The President hasn't been on leave    | b. when he was a child.             |
| 3. I won my first championship           | c. when I was 13.                   |
| 4. Alex lived in Moscow                  | d. at the age of 18.                |
| 5. I've known Peter                      | e. since we were schoolchildren.    |

Answers: 1.  2.  3.  4.  5.

3) Read the text and choose the correct form of the verb:

**Man changes name to Bubba Bubba Bubba**

An Illinois man (1) **has changed/changed** his name from Raymond Allen Gray Jr to Bubba Bubba Bubba. He says he (2) **has got/got** the idea of changing his name at work. A female colleague (3) **has called/called** him Bubba, Bubba, Bubba and another colleague (4) **has believed/believed** that was his real name. The 39-year-old's new identity is already on his driving licence. He says he (5) **has been known/was known** as "Bubba" or "Bubby" Gray for a long time.

Answers:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

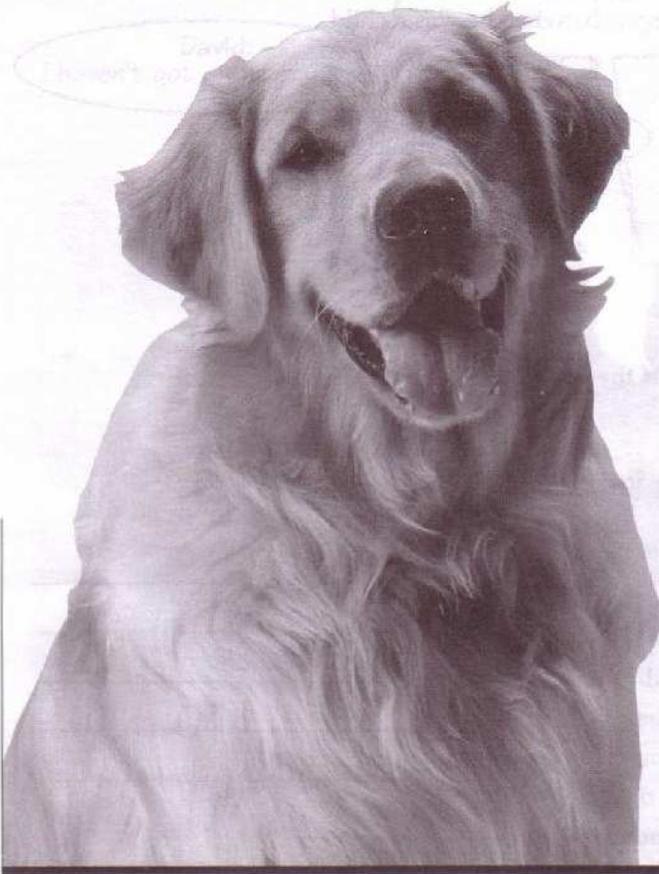
4) Read the text and fill in the gaps with the words from the box putting them into the correct form:

- want  
arrest  
hand  
catch  
steal  
happen  
arrest

**Careless thief gave himself away**

A German thief (1) \_\_\_\_\_ after accidentally giving a victim his own wallet. It (2) \_\_\_\_\_ after three men forced their 29-year-old victim to hand them his wallet at Solingen-Ohligs train station. They (3) \_\_\_\_\_ his money and (4) \_\_\_\_\_ to hand him back his empty wallet. But one of the thieves accidentally (5) \_\_\_\_\_ the man his own wallet instead. It contained his identification papers and police quickly (6) \_\_\_\_\_ and (7) \_\_\_\_\_ the man.

5) Put the lines of the story in the correct order:



# Missing dog found after nine years

- a. Gerti and Paul Lole had given up all hope of seeing their beloved pet again after it disappeared from the back garden of their home.
- b. "We left for Berlin as soon as we got the message," said Paul Lole.
- c. A tattoo used to register the dog's pedigree helped finally track it down to an animal shelter 600 miles away.
- d. Mrs Lole said: "At least she can have a nice retirement now."
- e. He said Rieke had been suspicious at first but had quickly regained confidence in her former owners.
- f. "When Rieke went missing, she was 12-months-old. We put up notices and even went as far as Holland to check the animal shelters," Mrs Lole said.
- g. Vets at the animal refuge believe the dog was stolen for breeding purposes.
- h. A German family have been reunited with their stolen golden retriever dog — after nine years.
- i. The dog was found in Spandau and finally taken to the refuge in Berlin.

Isn't It Surprising?

6) Fill in the table with the correct form of the word:

verb	adjective	
	to describe a story/news etc	to describe one's feelings
	scary	
		frightened
bore		
interest		
	worrying	
		confused
		upset
	exciting	
shock		

7) Fill in the gaps in the sentences with the suitable word from the table above (Ex. 6):

- I am \_\_\_\_\_ that I'll fail my exams. **SCARE**
- My mother is always \_\_\_\_\_ when I don't come home in time. **WORRY**
- Ann looked really \_\_\_\_\_ after the biology test. **UPSET**
- It gets \_\_\_\_\_ just being at home all day. **BORE**
- The news was so \_\_\_\_\_ that we immediately told everybody about it. **EXCITE**
- The film was not \_\_\_\_\_ at all. I was completely \_\_\_\_\_ after ten minutes. **INTEREST, BORE**
- My mother was \_\_\_\_\_ when she saw my new haircut. **SHOCK**
- She watches horror films on TV every week and now she is \_\_\_\_\_ to go out at night. **FRIGHTEN**
- Pete doesn't explain anything and I am still a little \_\_\_\_\_ about what happened yesterday at school. **CONFUSE**
- I was so \_\_\_\_\_ about the trip I couldn't sleep at night. **EXCITE**

8) Read the sentences from teenagers conversation and fill in the gaps with appropriate expressions on the right:



Oh, dear!

How interesting!

Congratulations!

Really!

You are kidding!

1. — Have you heard the news? Our school is moving to a comfortable new building with a swimming pool!  
— \_\_\_\_\_ I can't believe it!
2. — I heard we'll have longer holidays this year.  
— \_\_\_\_\_ It's too good to be true.
3. — I have got "five" in my exam at arts school!  
— \_\_\_\_\_ I was sure you could do it!
4. — You know, I missed the last evening bus yesterday and had to walk home!  
— \_\_\_\_\_ It was so cold yesterday!
5. — Listen, Mike has told me about a new history competition that will be held next month.  
— Oh, \_\_\_\_\_ I think, our team can take part in it.



UNIT

7

# Out and About

1) Read the letter and fill in the gaps with the verbs in the Present Simple, Present Continuous or *will + V*, *to be going to*. Underline the sentences which describe future events.

Dear Natasha,

How are you? I was so happy to hear from you recently and finally

I (1) \_\_\_\_\_ (have) some time to sit down and write you a real letter.

First of all, I (2) \_\_\_\_\_ (want) to say how wonderful it was to see you again. I am only sorry that my time in Russia — and especially in Vladimir — was so short. But even though it was a brief visit, it was just so good to see you and to have a chance to talk. Thank you for the lovely teacup.

It (3) \_\_\_\_\_ (be) wonderful. Only when I got back home and had a chance to look at it carefully, did I realise that it was hand-painted. What a gift, the perfect gift for a person who (4) \_\_\_\_\_ (love) tea and Russia!

I (5) \_\_\_\_\_ (keep) it always. I have a small collection of teacups from all over the world, and it (6) \_\_\_\_\_ (be) one of the best items.

My teaching is going well. I (7) \_\_\_\_\_ (enjoy) it a lot.

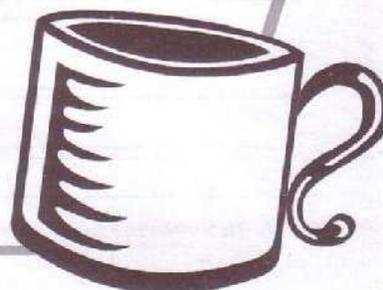
Tomorrow (8) \_\_\_\_\_ (be) the beginning of the new semester, so I (9) \_\_\_\_\_ (have) a very busy day. I (10) \_\_\_\_\_ (have) eight English classes a week this semester, on Thursdays and Fridays, which is not too bad.

I (11) \_\_\_\_\_ (still, study) Russian — once a week with my teacher here at the University. And I try to read, watch videos, and speak to whomever I can! I (12) \_\_\_\_\_ (learn) Polish or Czech next!

I (13) \_\_\_\_\_ (do my best) to find some spare time for it in the future. For now, it's enough to just try to speak this language better!

Thank you very much again and please write when you can.

Much love,  
Gwen



**Out and About**

2) Look through the letter and mark the following sentences as true (T) or false (F):

1. Gwen is sorry that her visit was not long enough. \_\_\_\_\_
2. She has a small collection of teacups from Russia. \_\_\_\_\_
3. Gwen is a University student. \_\_\_\_\_
4. She would like to study Polish or Czech after Russian. \_\_\_\_\_
5. Gwen is not going to learn new languages right now. \_\_\_\_\_

3) Match the words and phrases (1-6) to the ones close in meaning (a-f):

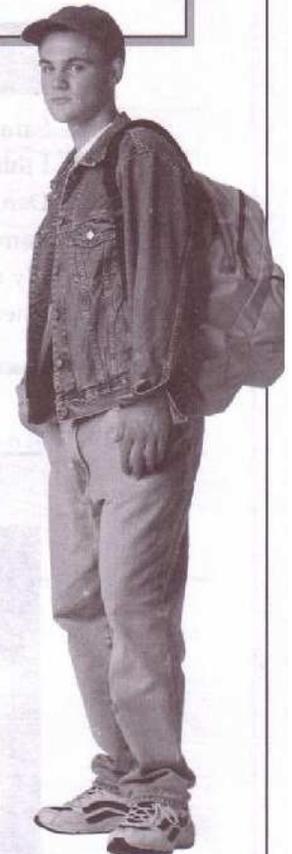
1	to return	a	to say or write about something you don't like
2	to stay	b	to live
3	to book accommodation	c	to reserve a room or a place to stay
4	to take an overnight train	d	to travel at night and arrive in the morning
5	to take place	e	to get back
6	to complain about something	f	to happen

Answers: 1.  2.  3.  4.  5.  6.

4) Match the words (1-6) to their opposites (a-f):

1	to arrive	a	to fly back
2	to book	b	to get back
3	to go to	c	to cancel
4	to get to	d	to return
5	to fly to	e	military
6	civilian	f	to leave

Answers: 1.  2.  3.  4.  5.  6.



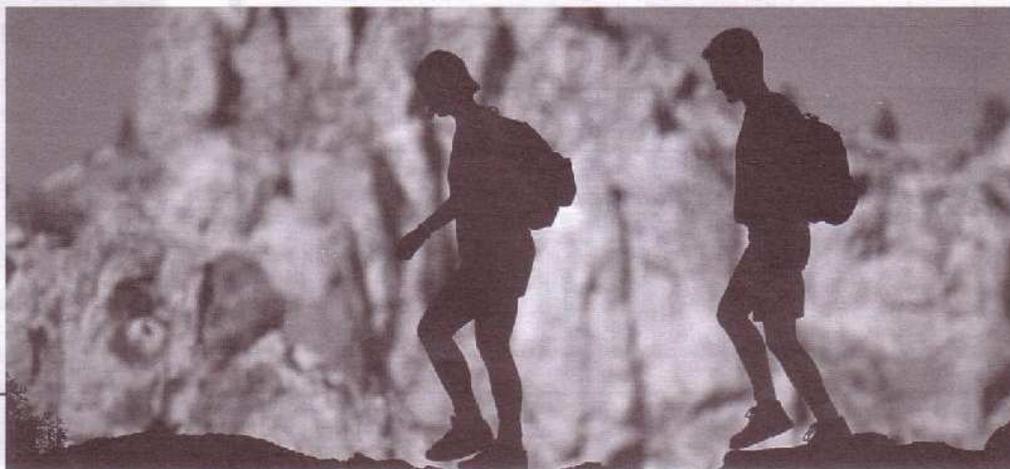
5) Complete the dialogues. Use *will + V*.

1. — I can't find my textbook.  
— (*Offer help*) \_\_\_\_\_
2. — She can't do the homework. She doesn't understand it.  
— (*Promise to explain*) \_\_\_\_\_
3. — My camera doesn't work properly!  
— (*Promise to repair it*) \_\_\_\_\_
4. — Let's go to the theatre tomorrow.  
— (*Agree and offer to buy tickets*) \_\_\_\_\_
5. — I am so hungry.  
— (*Offer to buy a hamburger*) \_\_\_\_\_

6) Match the sentences from column A to the suitable ones in column B:

A	B
1. Sarah loves animals.	a. He's going to stay in bed.
2. I think I am really fat.	b. I'm going to order meat and vegetables.
3. Dan has a bad cold.	c. She's going to be very angry.
4. I am really hungry.	d. I'm not going to eat dessert.
5. My mother doesn't like it when I'm listening to this music.	e. She's going to the zoo.

Answers:    1.     2.     3.     4.     5.



Out and About

7) Your friend is leaving very soon. Ask him/her questions about the trip. Write your questions and answers.

Example: \_\_\_\_\_ (go) by bus? — Are you going by bus? — Yes, I am.

1. Where \_\_\_\_\_ (go)?

\_\_\_\_\_

\_\_\_\_\_

2. When \_\_\_\_\_ (leave)?

\_\_\_\_\_

\_\_\_\_\_

3. How long \_\_\_\_\_ (stay) there?

\_\_\_\_\_

\_\_\_\_\_

4. Who \_\_\_\_\_ (travel) with?

\_\_\_\_\_

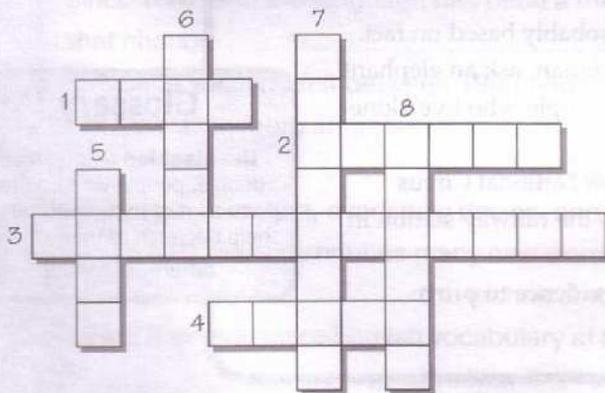
\_\_\_\_\_

5. When \_\_\_\_\_ (come back)?

\_\_\_\_\_

\_\_\_\_\_

8) Do the crossword:



Across:

- 1. to reserve
- 2. to come (about trains)
- 3. a state in the US
- 4. a group of people who sing together

Down:

- 5. autumn (AmE)
- 6. ups and \_\_\_\_\_
- 7. one of the biggest airports in the world
- 8. a place where people go on holiday

9) Read the text and fill in the gaps with the verbs from the box in the correct form:

## Extraordinary Donation

- to take
- to get to
- to make
- to give
- to take up
- to get
- to say

In the early years of the last century, George Harper (1) \_\_\_\_\_ the job of a stonemason and became a part of the team who built the University of Birmingham clock tower. This September, his grandson Paul Ramsay, with his wife, climbed the tower and (2) \_\_\_\_\_ the top to see for themselves the view that their grandfather had enjoyed.

This visit to the clock tower was, however, more than just nostalgia. Paul and his wife, who live in the USA, have just (3) \_\_\_\_\_ an exceptionally generous donation of £ 1 million to the University of Birmingham, where Paul (4) \_\_\_\_\_ three degrees in computer science. Paul explained why he (5) \_\_\_\_\_ this extraordinary donation: "My higher education at the University was free. My wife and I wanted (6) \_\_\_\_\_ something back to our universities — the institutions that helped us (7) \_\_\_\_\_ where we are today."

The University Vice-Chancellor (8) \_\_\_\_\_: "We are going to spend this by supporting research in computer science and helping those students who experience difficulty. This extraordinary contribution will have a real impact on the lives of the students and staff in the School of Computer Science."

### Glossary

**stonemason** — a person whose job is cutting and preparing stone for buildings

10) Read the sentences from two different texts and divide them into two groups: about dogs, about elephants:

1. Its aim is to train these animals to open and close doors and operate lift and light switches.
2. Assistance Dogs for the Disabled is a new charity that has just been set up.
3. The saying "Elephants never forget" is probably based on fact.
4. So if you ever get lost — don't ask a policeman, ask an elephant!
5. Once trained, the dogs will join disabled people who live alone and cannot do these jobs for themselves.
6. He believes that these animals at the Swiss National Circus "know the way from the circus ground to the railway station in at least sixty towns".
7. Dr Fred Kurt, who's an ellie expert, has evidence to prove the saying.

### Glossary

**the disabled** — disabled people, people who cannot do a lot of things without help because of their illness  
**ellie** — elephant

Dogs

Elephants



UNIT

8

Time to Come

1) Match the words so that they make collocations:

- |                      |             |
|----------------------|-------------|
| 1. mild/tropical     | a. rain     |
| 2. bright/warm       | b. wind     |
| 3. heavy/patchy      | c. climate  |
| 4. severe/electrical | d. spells   |
| 5. strong/light      | e. storm    |
| 6. sunny/clear       | f. sunshine |

Answers:

- |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> |

2) Read the weather forecast and fill in the gaps with *the* where necessary:

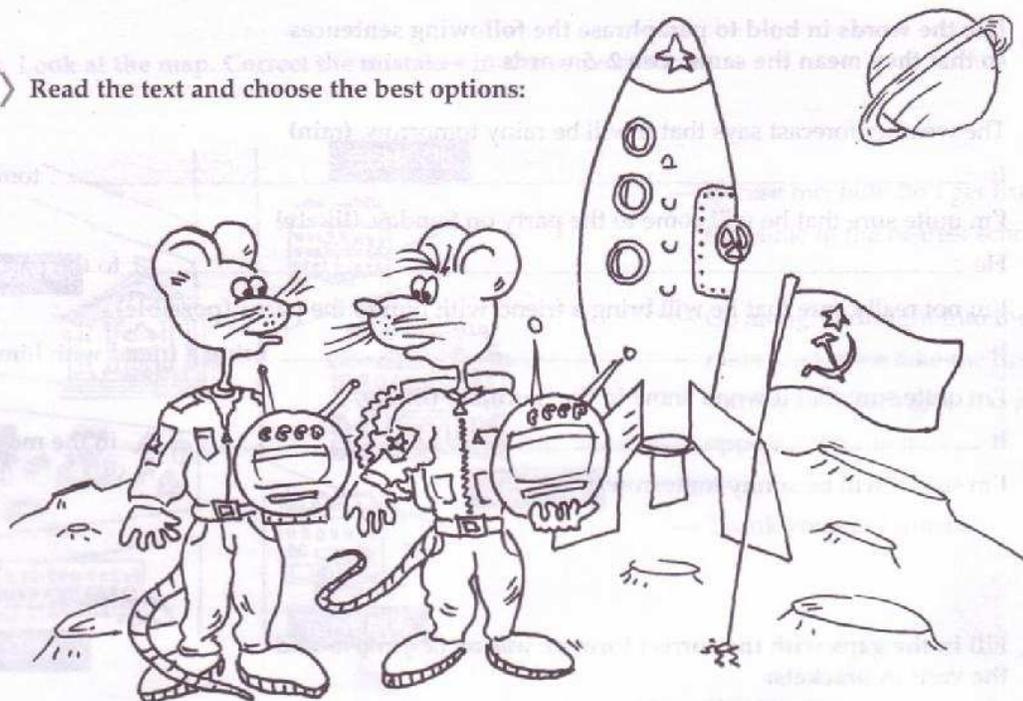
Mainly cloudy and misty over (1) \_\_\_\_\_ northern, eastern and central parts. Rain will affect (2) \_\_\_\_\_ northeast of the country, with a few sunny spells in (3) \_\_\_\_\_ west. Showers in (4) \_\_\_\_\_ south. Further rain in (5) \_\_\_\_\_ northeast of England, with all (6) \_\_\_\_\_ eastern areas misty and drizzly. (7) \_\_\_\_\_ western areas drier, but some showery rain possible in (8) \_\_\_\_\_ southwest of England later.

3) Put the verbs in brackets into the correct tenses:

- It often \_\_\_\_\_ (snow) here.
- Look! It \_\_\_\_\_ (rain) heavily.
- What is the weather like? — It's sunny, but a strong wind \_\_\_\_\_ (blow).
- Such unusual weather for this time of the year! It \_\_\_\_\_ (not/rain) for a month!
- Are you still going to ski? It \_\_\_\_\_ (snow) since yesterday evening!
- When we went out yesterday, it \_\_\_\_\_ (rain) so heavily that we got soaked to the skin.
- \_\_\_\_\_ (ever snow) here? — Hardly ever.



7) Read the text and choose the best options:



## Mission Mice

In 2009, a group of mice will be launched into orbit as part of the Mars Gravity Biosatellite Project.

“What we are doing,” explains Paul Wooster, a scientist from Massachusetts Institute of Technology, “is developing a spacecraft that is going to spin to create artificial gravity. By spinning 34 times each minute, the satellite will generate the same gravity as Mars.” According to Wooster, this marks the first investigation at this level of gravity.

The team of mice will be made up of all females. One of the reasons they decided on an all-girl group, Wooster says is that females eat a bit less than male, so fewer materials need to be sent with them. Within the Biosatellite the mice will be monitored in individual compartments. They will be exposed to the Mars gravity for five weeks, returning to the Earth in a small capsule attached to a parachute.

So, how will the mice pass the time in space, once they get tired of the view?

“We may give them a wooden block to chew on,” says Wooster. One thing the mice won’t have is a wheel — exercise is a definite no-no. Studies have shown that when astronauts exercise in low-gravity, the high level of activity works against the effects of low-gravity on the body.

Each mouse will have its own environment equipped with a camera to monitor its individual activities. Sensors will read changes in the body, and a water pump will track the amount of water the mice drink.

The focus of the project’s research is on changes in bone and muscles, as well as changes in the inner ear (which affects a person’s ability to balance). By studying the effect of gravity level on the bodies of mice, scientists will have a better idea of how the gravity on Mars will affect human astronauts. These mice astronauts may be tiny, but they’re making a huge contribution to the future of Mars exploration.

Time to Come

1. A group of mice

- a. will stay on the Earth.
- b. will go round the Earth.
- c. will fly to Mars.

2. The scientists are planning to create the same conditions as

- a. in outer space.
- b. on the Earth.
- c. on Mars.

3. Female mice were chosen for the experiment because they

- a. don't eat as much as male mice.
- b. are smaller than male mice.
- c. are stronger than male mice.

4. While in the space the mice

- a. are going to exercise a lot.
- b. are going to chew on wood.
- c. are going to do parachute jumping.

5. The scientists are going to find out

- a. how long it will take to reach Mars.
- b. how well people will be able to hear in space.
- c. how gravity will affect people.

6. The author of the article

- a. finds the experiment with mice funny.
- b. believes that the mice are doing a very important job.
- c. is sure that the mice will return to the Earth.

Answers:

- 1.  2.  3.
- 4.  5.  6.

8) Match the opposites:

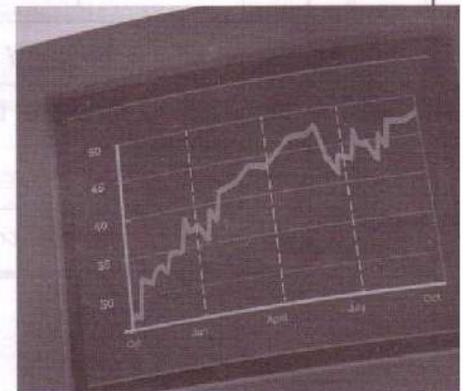
- |              |               |
|--------------|---------------|
| 1. get worse | a. fall       |
| 2. go up     | b. decline    |
| 3. rise      | c. get better |
| 4. improve   | d. increase   |
| 5. decrease  | e. go down    |

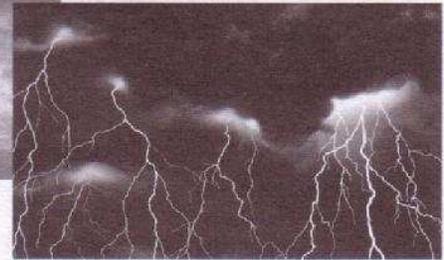
Answers:

- 1.  2.  3.  4.  5.

9) Circle the words that cannot be used with the words in bold:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. <b>temperature</b>          | go down / rise / improve         |
| 2. <b>health</b>               | get better / rise / get worse    |
| 3. <b>sea level</b>            | rise / get worse / fall          |
| 4. <b>the number of people</b> | increase / get better / decrease |
| 5. <b>price</b>                | rise / improve / decline         |
| 6. <b>language</b>             | improve / get worse / go up      |
| 7. <b>weather</b>              | get better / get worse / fall    |





10) Use the information in the table to make sentences describing what will happen in the future:

Temperatures	Now — about 0°C	Towards the end of the week — about 10°C
Your English	Now — a little	With practice — fluent
Weather	Now — warm and sunny	By the end of the month — stormy
Population of big cities	Now — half of all people live	Towards the middle of the 21st century — more than half of all people
Prices in your country	Now — high	By the end of the year — higher

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

11) Match the beginnings and endings of the sentences:

1	We need to do something to bring	a	to Mary's party tomorrow.
2	The price of petrol	b	the trend for messy hairstyles.
3	I'm definitely not going	c	about improvement in ecological situation.
4	Everyone seems to be following	d	into existence at the end of the 19th century.
5	There were violent	e	declined sharply last week.
6	This country came	f	confrontations in the streets last night.

Answers: 1.  2.  3.  4.  5.  6.

12) Choose the best options to fill in the gaps in the text:

Clouds play a powerful (1) \_\_\_\_\_ in warming and cooling our planet. Even a one-percent change in cloud can have dramatic (2) \_\_\_\_\_ on global temperature. On the one (3) \_\_\_\_\_, clouds spread out like global umbrellas, blocking the sun's heat energy and reflecting much of it (4) \_\_\_\_\_ into space. That cools the planet. But clouds can also act like giant blankets (5) \_\_\_\_\_ trap heat radiating from Earth. This (6) \_\_\_\_\_ to keep the planet warm and suitable for life. All life processes on Earth depend on a balance (7) \_\_\_\_\_ this warming and cooling. If the balance shifts, the effects (8) \_\_\_\_\_ be disastrous. Colder winters or hotter summers could threaten entire species of plants and animals, and force whole populations — humans included — to move to different latitudes. Scientists are now studying clouds in an attempt to forecast (9) \_\_\_\_\_ climatic changes. They hope to (10) \_\_\_\_\_ answers to many questions.

	a	b	c
1	part	role	place
2	reason	effect	source
3	side	view	hand
4	out	back	round
5	which	while	when
6	has	helps	makes
7	among	in	between
8	could	must	should
9	so	such	a
10	look for	put	find

13) Use *must, might, may, could* or *can't* to complete the sentences:

- Where is David? He \_\_\_\_\_ (be) at school. It's 10 o'clock now and classes begin at 8.
- She \_\_\_\_\_ (think) that it is a good idea. It's crazy!
- I'm absolutely sure! They \_\_\_\_\_ (arrive) tomorrow, because I got a telegram.
- Are you joking! David \_\_\_\_\_ (go) to Paris next week. He doesn't have enough money.
- They \_\_\_\_\_ (live) in New York, but I'm not sure.
- The concert \_\_\_\_\_ (be) wonderful tonight. Gergiev is a great conductor.

14) Choose the right words to complete the sentences:

- They (can/might) \_\_\_\_\_ be away for the weekend but I'm not sure.
- He (can/could) \_\_\_\_\_ be from Sheffield, judging by his accent.
- They (can't/may not) \_\_\_\_\_ still be out!
- With luck, tomorrow (can/could) \_\_\_\_\_ be a cooler day.
- You (can/might) \_\_\_\_\_ be right but I'm going back to check the information.

UNIT

9

# Your Way

1) Complete the table:

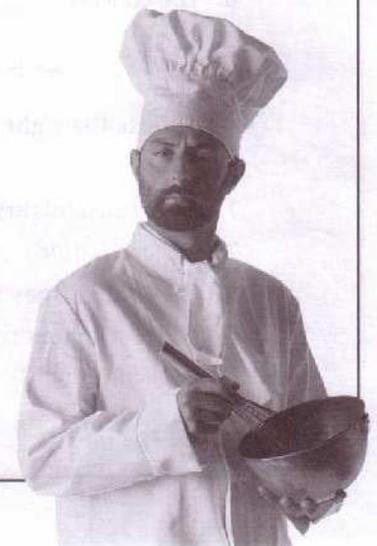
Main clause		Time clause		
I will	get a job	when	I graduate	next June.
I am going to				
She				
She				
They				
They				

2) Use the given words to transform the two sentences into one:

1. Jeff and Martha will get married. Then Jeff will get his diploma. (**before**)  
\_\_\_\_\_
2. Tony is going to work part-time. Then he is going to get a better job. (**until**)  
\_\_\_\_\_
3. Sandy will graduate. Then she will find another job. (**when**)  
\_\_\_\_\_
4. Their child will be two. Then Alice will go back to work full-time. (**as soon as**)  
\_\_\_\_\_
5. Norma is going to find another job. Then she's going to quit. (**after**)  
\_\_\_\_\_

3) Complete the conversation:

- \_\_\_\_\_ ?
- I'm a cook. I work in a popular restaurant.
- What do you do in your job?
- \_\_\_\_\_ ?
- It is a shift work. I'm not the only cook there, you know.





7) Read the text. Write the résumé for Jane McFerrin using the information in the text.

# Driving Instructor



**Name:** Jane McFerrin

**Age:** 36

**Occupation:** Driving Instructor, London School of Motoring

**Route to job:** Jane left school in New Zealand after the equivalent of A levels and worked as a hairdresser in Wellington. She left New Zealand in 1988 and travelled the world as a baby-sitter. In 1993, she took a driving instructor's course at a college in Essex, and then continued travelling for 18 months while studying for her Driving Instructor exams, which she passed in 1995. She worked as an instructor at a driving school in West London for six months, then joined the School of Motoring in 1996. She now teaches beginners, advanced and disabled motorists.

**Dress:** Smart but comfortable clothes

## Jane's day

I get up at 7.45 am, leave the house at about 8.30 am. I teach in a new BMW. My first lesson starts at 9 am, although it can be earlier if one of my customers has a driving test at 8.30 am. I have ten minutes between each lesson, so I usually relax for a while or call into the office to check on my bookings.

When I'm teaching someone who has never driven before, I try to make sure they're calm, before they start driving. I take them through the basics and then let them drive for about ten minutes. After that, I ask them how they are feeling and tell them what they are doing right before I point out the areas they need help with.

A lot of people are extremely nervous before their first lesson and often ask for an instructor who won't shout at them. I never raise my voice during a lesson, and I spend a lot of time reassuring my drivers.

The lesson before the test is the hardest because I'm not teaching anything new; I'm just building my clients up psychologically, as some of them are terrified by the prospect of a driving test.

At the end of a lesson I test drivers on their theory and talk them through all aspects of security. I always accompany them to their test, and I write letters while I'm waiting for them. Tests take place between 8.30 am and 3.30 pm, and I usually have two or three booked in every week. None of my pupils has ever crashed, but we've been hit from behind by licensed drivers a few times.

I have a sore head by the end of the day, and my eyes are usually burning. I finish lessons at 7.15 pm, take the signs off my car and go to the gym for an hour to pump it out on the steps.

**Ambition:** To get an instructor trainer position at a college

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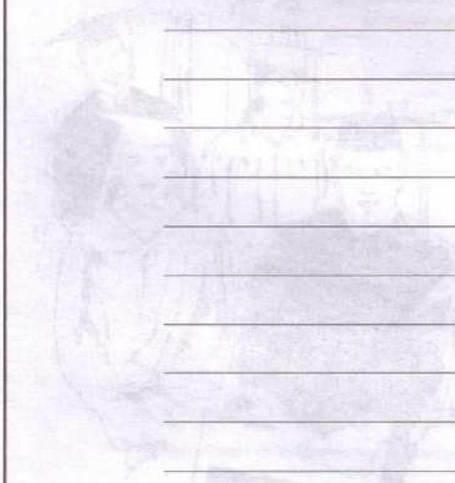
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8) Describe Jane's plans for tomorrow, using time clauses where possible.  
Start with: *Tomorrow Jane...*

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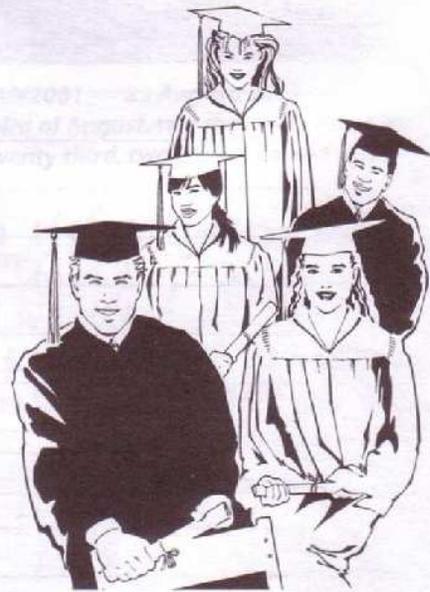
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9) Write what the abbreviations stand for in full:

*Example: MBA stands for Master of Business Administration*

1. BA stands for \_\_\_\_\_
2. MA stands for \_\_\_\_\_
3. BSc stands for \_\_\_\_\_
4. PhD stands for \_\_\_\_\_



10) Match the words to their definitions:

- |                  |   |
|------------------|---|
| 1. achievement   | a. to ask for a job   |
| 2. skills        | b. a document giving proof of your educational qualifications |
| 3. experience    | c. something that you have worked hard for and done well      |
| 4. a graduate    | d. a paper describing your education, work experience etc     |
| 5. apply for     | e. something you learn to do                                  |
| 6. a résumé      | f. work you have done before                                  |
| 7. a certificate | g. a person who received a degree in something                |

Answers:

1.  2.  3.  4.  5.  6.  7.

11) Write sentences with the words from Ex. 10:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12) A friend of yours is very unhappy at his or her job. Give your friend some advice:

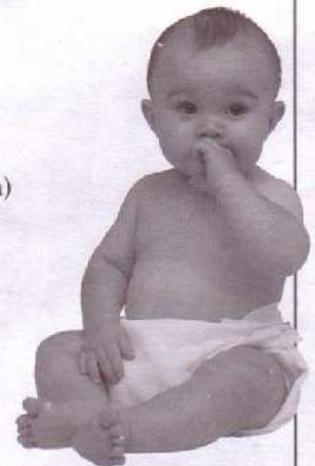
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

13) Read the sentences and put them into the order in which you think they happened:

- She accepted the job.
- She saw the advertisement.
- They offered her the job.
- They gave her an interview.
- She sent her CV.

14) Complete the sentences using the verbs in brackets. Mind the grammar.

1. I \_\_\_\_\_ (have) my exam tomorrow morning.  
I'm very tired. — \_\_\_\_\_ (get) some rest.
2. I'm not earning enough money as a baby-sitter. — \_\_\_\_\_ (learn) some new skills. Then you \_\_\_\_\_ (find) a better job.
3. I \_\_\_\_\_ (change) jobs. What can I do?
4. \_\_\_\_\_ (send) your CV to several local job agencies.
5. I've been a nurse for ten years. I want to change careers. Would be that a good idea? — I don't think so. You will have no experience in your new career.  
You \_\_\_\_\_ (change) careers now.



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Авторы:  
В. Г. Тимофеев,  
А. Б. Вильнер,  
И. Л. Колесникова,  
Н. В. Светличная,  
О. Б. Сурвицкая,  
Н. Ю. Тихонова

## Учебное издание

Тимофеев Валерий Германович,  
Вильнер Алена Борисовна,  
Колесникова Ирина Леонидовна,  
Светличная Наталья Владимировна,  
Сурвицкая Ольга Борисовна,  
Тихонова Наталья Юрьевна

## Up & Up 10 Workbook

Рабочая тетрадь  
к учебнику английского языка для 10 класса  
(базовый уровень)

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Редактор английских текстов *Маркус Хиткок*  
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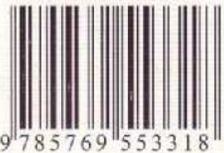
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10

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