

“The world owes you nothing.” Mark Twain, great American writer (1835-1910)

UNIT SEVEN

THE WORLD AROUND US

Social English: travel. Reading & Listening

1. Read the conversation in the airport, ignoring the gaps for now. Open the brackets, using correct forms of the Tenses, Non-Finites and Comparisons.

Announcement: British Airways (regret)(announce) the delayed departure of Flight to Rio de Janeiro. The delay is due to the delayed arrival of the flight. (estimate) departure time is now

Man 1: Oh, here we go again.... Excuse me, you (wait) for the same flight?

Man 2: No, I (fly) to Buenos Aires. I (wait) for the flight to Frankfurt.

M 1: Such a long-haul flight! Why you (not book) the flight?

M 2: Because the stopover flight is (cheap). But now that I (sit) here for..... hours I feel this (be) the last time I (book) a flight with a

M 1: You never know with air lines. I (travel) mostly on business, the company (pay), so I never (fly) with lines and can expect excellent service. But every time something (happen). Last month when I (fly) to Moscow we nearly (crash). I (be) about (fall) asleep when I (hear) that, you know: “This is your captain (speak). We’re in for some turbulence. For your own safety, put your in the upright position, make sure that your seat belts (fasten). Thank you for your co-operation...” The plane (lose) altitude, then it (straighten) out; I (not know) what (happen), but I (feel) sick and terrified and many other (feel) the same. Although we (end) up (land) successfully, nobody (look) happy.

M 2: I know what you mean. I now (read) a book by the famous travel writer Paul Theroux. He says that “you (define) a good flight by negatives: you (not get)(hijack), you (not crash), you (not be) late, you (not nauseate) by the food...”

M 1: That’s not all. The (bad) experience I ever (have)(be) at Kennedy airport in Something (happen) to the computers in the control and all the flights (cancel). I (spend) 2 days in the lounge, (sleep) on the floor and (die) of sultriness. Some passengers (eat) non-stop, some (snore), children (cry), and from time to time we (hear) a metallic woman’s voice (say): “We would like (remind) all passengers (not leave) their suitcases or other luggage items (un)attend) at any time. (un)attend) luggage (remove) immediately by the police...”

M 2: I could also add something to the list. Two years ago, as I arrived in Vienna, I(delay) at Customs for some reason yet (explain). When I (come) out the baggage claim area of the flight (close), the officer (tell) me that that last suitcase (take) of the carouselearlier, then he asked for my baggage claim slip and (disappear). After I (wait) for an hour he (come) back just (say) that my suitcase (send) to Australia instead of Austria! So I (find) myself in Vienna without my and even without an, and of course it (pour) with rain outside! If it hadn’t been a business trip I’d have just shut myself away in the hotel for of days. But the meetings (schedule) beforehand, so I had to buy some clothes and

M 1: Personally I always (travel) light and get everything I need in my luggage.

M 2: Me too. But it (be) autumn, and the weather in Austria was much (cold) and (wet) than back home, so I (have) to take along some warm clothes and waterproof boots. In my briefcase I only (have) my laptop and the documents (work) with.

M 1: it ever (occur) to you that all those troubles (happen) on outbound flights, whereas inbound flights (be) quite good? Actually, when I (fly) back home the only nuisance (face) is the weather in London. I (accustom) to (hear), for example in summer, that “a cold front (move) towards the West and this probably (bring) showers, and the temperatures (range) from a low of toin the evenings to daytime highs of between todegrees”, in fact from something ‘ cold’ to ‘ chilly’. Oh, what’s that?

Announcement: British Airways Flight to Rio de Janeiro is now ready for (board) through Gate We (apologise) for the delayed departure. We (begin) boarding passengers with small children, class passengers and class passengers in rows..... through..... Please, check your seat allocation before (present) your boarding

M 2: That’s your flight. It (be) nice (talk) to you. Good luck!

2. **Listen** to Recording 11 (18) to check your grammar work and complete the gaps.
3. Make sure you know all the words and expressions below. Mark them with different letters as referring to: air travel (A); railroad travel (R); giving directions in town (T) and hotel booking (H).

single or return	1 child and 2 adult	it calls at	how long does it take to get?
window or aisle	compartment	first/second class	does overground transport run...?
take off/land	take the Tube	change to/at	an upper/lower berth
start/leave/arrive	go as far as	get off at	take a number 43 bus
reference number	buffet car	sleeper	pay for extra weight (allowance)
go straight on/ahead	turn left/right	at the traffic lights	take the first left/the second right
you won't miss it	it's over there	shower or bath	go past the supermarket
(non)smoking	here's your key-card	which platform	it's opposite/in front of/ near
single/double/suite	en-suite bathroom	by credit card	reservation in the name....
conveyer belt	can I have your....?	In cash	where is the nearest....?
all inclusive price	fully/(over)booked	open return	when's the check-out time?
through train	confirm the booking	economy/business	am I on the right way to....?
could you sign here?	quite far from here	with a sea view	what time do you stop serving...?
sitting accommodation	(non)refundable	flexible/fixed date	extra/overweight baggage
off-peak flight to	for 7 nights	let me check it	arrive at.....local time

4. Make up small dialogues:

- a) buy a train ticket and ask about the timetable, fare, services, etc
- b) book a flight trying to buy the cheapest ticket or the most comfortable seat
- c) arrive at a hotel, check-in and ask about breakfast, room service, money exchange, tourist sights, etc
- d) arrive at a hotel to find out that although you booked a deluxe suite on top floor they have only one twin bed room available
- e) ask the way in a tourist place
- f) discuss with a travel agent the advantages of the last minute offer, package, or off-peak season tours.

At home,

1. Using your own experience and information on the Internet, prepare to speak about travelling around in tourist cities/places and advantages of travel cards (the London pass, in the first place).
2. Prepare a list of telephone numbers and web sites useful for tourists (train times and flight information, bus and coach services; accommodation; car rent; bookings, money exchange, etc). Dictate them in class for your partners to write down.

Reading & Vocabulary: Describing Places



1. Read the extract from "Say No to Death" by Dymphna Cusack, an Australian writer (1902-1981). You don't need to understand every word. Say what kind of place the characters are in and how they feel about it. What kind of relationship are Bart and Jan involved in?

The days at the shack passed in a happy succession. Dawn with the water gleaming like mother-of-pearl. The magpies filling the morning with their golden carolling. Wild duck flapping upwards in a flurry of sparkling drops, their cry still echoing plaintively over the lake when they were already vague specks in the sky.

Long burning days on the beach, days when the cicadas shrilled incessantly in the trees.

Darkness and the cold shock of the water at night while they waded in the shallows at the lake's edge with their lantern and prawning nets.

Nights and a willy-wagtail calling "sweet pretty creature" in a lillipilly bush at the back of the house.

The oblivious hours when desire flowed in him and he felt its answering tide in her and they clung together, savouring each other's nearness with wonder and delight. Then there was no thought of past and future....

Who would want a future when the present gave such joy, Bart asked himself as they rowed between the banks of the creek that flowed into the upper lake. Jan was stretched out on the after seat, the tiller in her hand, her feet hanging over the side of the boat. He must get a snap of her like that. She was tanned by the sun, in the brief yellow swim-suit, her hair floating in the breeze, she seemed to him all summer come alive.

She looked and caught his eyes on her. "Penny!"

"Worth much more, but just to show what a generous bloke I am, I'll give it to you for nothing. I was just thinking what a fraud you are!"

"Indeed!"

"When I met you I thought you looked like a stardust and thistledown. And then the first time we went surfing together you took on some of the waves I let pass."

"Oh, that! It's no credit to me. I lived in the surf when I was a kiddy. There was nothing else for me to do in the little seaside town. Our house was on a hill above the beach. I can still remember running down the sandhills in the morning.".....

He bent to the oars. "I'm going to find a place for lunch and see what you've tucked away in that bulging haversack you're eyeing so hungrily."

"I like that! Your mouth has watered every time you've looked at it for the past half-hour."

"I've been working hard."

"The nerve of the man! And I pulled three-quarters of the way!"....

The smell of burning gum-leaves soon filled the clearing, and the smoke drifted lazily along the edge of the thick scrub. Bart filled the blackened billy and set it beside the fire while Jan arranged chops on the grilling iron. Soon the fat was dripping on the fire and the meat sizzled temptingly. Jan spread butter on thick slices of fresh bread, sliced tomatoes and broke open a crisp lettuce..... Then they stretched out on the cool coarse grass under a banksias tree. Bart poured out the tea and said: "Ambrosia might have been better but personally I wouldn't swap with the gods."....

"I've never had such a wonderful holiday in my life." Bart assured her when they came in dripping from their early morning swim in the lake. His face was still wet from their last plunge as he pressed against hers, and the drops sprayed over her from his hair.....

That evening she watched a pair of swans plummet out of the sky and drift in a somber quartet of shadow and reality in the mirror of the lake, then take off again with a swishing of silken wings, their plangent honking piercing the silence. Watching the great birds lifting themselves from the water, their trailing feet leaving a scatter of foam in their wake, Jan felt the haunting beauty of the evening settle over her like a shadow.

2. Read the Russian version of this passage in the Key answers.

3. Write down the verbs, adjectives and adverbs the author uses to describe water areas, grass and bushes, birds and insects. Which words sound suggestive?

-water areas

-grass & bushes

-birds & insects

4. Find differences about how the author describes mornings, daytime and evenings.

-morning

-daytime

-evening

Vocabulary & Speaking: Describing Places

1. Match the nouns on the left with the verbs they can be used with on the right.

- | | |
|-------------------------------|------------------------|
| 1) butterflies; clouds | a) drain away |
| 2) mountains; trees; rocks | b) tower |
| 3) a river; a creek; a path | c) splash through sth |
| 4) clouds; trees; bushes | d) flutter in the wind |
| 5) water; a pond; the stars | e) wind |
| 6) light; water; fragrance | f) dwarf sth |
| 7) light; sunlight; moonlight | g) hover |
| 8) mountains; trees | h) gleam through sth |
| 9) flowers; leaves; brunches | i) blot out sth |

2. Put the adjectives in the correct order. Make sure you know them. (Revise the table on page 39)

- 1) rocky; narrow; really frightening; defile
- 2) jagged; impressive; distant; harsh; covered with thorny shrubs; mountains
- 3) huge; barren; dreary; under the blazing sun; desert
- 4) boundless; midnight blue; unbelievably calm; sea
- 5) narrow; long; coiling like a snake, with its muscular currents; river
- 6) weirdly coloured; rippled; wet; rotting; leaves
- 7) rippled; fat; dusted with snow; enormous; branches
- 8) oak; large; sagging to touch the ground; old; branches
- 9) thick; glossy; rhododendron; dark green; leaves
- 10) white to deep purple; fresh but not fragrant; dripping with dew; spring flowers

3. Study the table of words and expressions most commonly used to describe nature.

open land	valley meadow beach up land low land	vast; huge open space; emerald green; covered with; sunlight splashing through; awash with light; full of; spots of sun drenched; under the dazzling sky; sandy undulating; uneven; rough; outcropping rocks wet; low-lying boulders; coarse grass growing in tufts; moss covering...
mountains	mountains hills rocks	massive; towering; ice-capped; blotting out the view; steep; jagged slightly sloping; covered with thorny shrubs dramatic rock formations
forests	forest; grove jungle	coniferous; deciduous; mixed; wild; a clearing; dead wood; thick; a path lush; huge water-laden fronds; swallowing up; in the wilderness
vegetation	pine/fur tree oak maple birch grass & flowers	disinfectant smell of sap; thick needles; branchy; towering a wide trunk; a canopy tree; spreading its brunches a thick crown; patterned colourful leaves; shadowy a white slender stem; the wind rustling leaves head-high grass; soft sweet-scented; in blossom; fluttering in the wind
water areas	sea lake; pond river; creek marsh/moor	boundless; rough; midnight blue; turquoise; surf; waves; briny water clear; navy blue; chopping water; transparent; like a mirror; gleaming winding; cool; rippled water; quiet and peaceful stagnant water; desolate; duckweed; rushy
sky & air	sky & clouds sun; moon stars air	huge open skies; a canopy of heaven; cloud mist lifting; fluffy; floating blazing; dazzling; silver-white; screened by; crescent; lighting up twinkle; make their appearance; at twilight; like jewels fresh; cool; thickly scented; fragrant/loaded with scents
birds & insects	birds insects	singing in the trees; twittering butterflies hovering; bees buzzing; grasshoppers chirring

4. Describe your favourite pieces of nature and some places you've been to. Add adjectives to present your impression: *brehtaking; magnificent; astonishing; impressive; incredible; amazing; fantastic* etc. Use descriptors from Ex. 2 on p.97

Reading & Speaking

1. Read the text and prepare to read it out aloud.

Abridged from "Notes From a Big Country" by Bill Bryson, American best-selling author of books on travel and the English language (1951-)



A DAY AT THE SEASIDE

Every year, about this time, my wife wakes me up with a playful slap and says, 'I've got an idea. Let's drive for three hours to the ocean, take off most of our clothes and sit on some sand for a whole day.'

'What for?' I will say warily.

'It will be fun,' she will insist.

'I don't think so,' I will reply. 'People find it disturbing when I take my shirt off in public.'

'No, it will be great. We'll get sand in our hair. We'll get sand in our shoes. We'll get sand in our sandwiches and then in our mouths. We'll get sunburned and windburned. And when we get tired of sitting, we can have a paddle in water so cold it actually hurts. At the end of the day, we'll set off at the same time as 37,000 other people and get in such a traffic jam that we won't get home till midnight. I can make interesting observations about your driving skills, and the children can pass the time sticking each other with sharp objects. It will be such fun.'

The tragic thing is that because my wife is English, and therefore beyond the reach of reason where saltwater is concerned, she really will think it's fun.

Frankly, I have never understood the British attachment to the seaside.

So, when last weekend, my wife suggested that we take a drive to the sea, I put my foot down and said 'Never - absolutely not', which is of course why we ended up three hours later, at Kennebunk Beach in Maine.

On arrival, our youngest - I'll call him Jimmy in case he should one day become a lawyer - surveyed the scene and said, 'OK, Dad, here's situation. I need an ice cream, a Li-Lo, a deluxe bucket and spade set, a hot dog, some candy floss, and inflatable dinghy, scuba equipment, my own slide, a cheese pizza with extra cheese and a toilet'.

'They don't have those things here, Jimmy,' I chuckled.

'I really need the toilet.'

I reported this to my wife.

'Then you'll have to take him to Kennebunkport', she said serenely from beneath a preposterous sun hat.

By the time we found a toilet, little Jimmy didn't need to go any more, so we returned to the beach. By the time we got there, some hours later, I discovered that everyone had gone off for a swim, and there was only one half-eaten sandwich left. I sat on a towel and nibbled at the sandwich.

'Oh look, Mummy,' said number two daughter gaily when they emerged from the surf a few minutes later. 'Daddy's eating the sandwich the dog had.'

'Tell me this isn't happening,' I began to whimper.

'Don't worry, dear,' my wife said soothingly, 'It was an Irish setter. They're very clean.'

I don't remember much after that. I just had a little nap and woke up to find that Jimmy was burying me up to my chest in sand - which was fine, except he started at my head - and I managed to get so sunburned that a dermatologist invited me to a convention in Cleveland the following week as an exhibit. The Irish setter came back and stole one of the beach towels, then nipped me on the hand for

eating his sandwich and number two daughter got tar in her hair. It was a typical day at the seaside, in other words.

'Lovely', said my wife. 'We must do that again soon.'

And the heartbreaking thing is she really meant it.

2. Find in the text the synonyms for the words and expressions given below.

- 1) carefully; cautiously –
- 2) to soil yourself or your clothes with sth –
- 3) to bathe in shallow water, mainly with your feet down in it –
- 4) to start for a journey; leave home –
- 5) a congestion, loads of cars on the road -
- 6) keeping a close watch; surveying –
- 7) to be crazy about sth; be unable or unwilling to listen to your head –
- 8) devotion -
- 9) to make a firm decision -
- 10) to finally find oneself doing sth –
- 11) to look at; observe -
- 12) a small rubber boat (filled with air) –
- 13) a chute=sloppy surface for children to quickly get down –
- 14) to give a suppressed laughter -
- 15) very strange; absurd –
- 16) to bite -
- 17) cheerfully –
- 18) to whine; to nearly cry –
- 19) gently, trying to calm smb down –
- 20) a short sleep in the daytime –
- 21) to put smb (normally dead) in the ground –
- 22) a conference –
- 23) to pinch or bite –

3. Answer the questions.

-What do people usually do on the beach, according to the author?

-Why are beaches so popular with city-dwellers?

-Why does the author call his son "Jimmy in case he should one day become a lawyer"?

-What sort of woman is his wife?

-Can he have his say in their family life?

-How does the author create the humorous effect? Give examples.

4 Describe one day of your holiday in detail.

Grammar: Conditional Mood & Subjunctive Mood

The Conditional Mood is now called just Conditionals and considered as a type of sentence. In the past, the English language had a developed system of the Subjunctive Mood, now the division between the two moods isn't strict. Basically, *Conditionals* indicate *conditional states, causing result*, and the *Subjunctive Mood* indicates *hypothetical states, contrary to reality*. Also, a few idiomatic phrases referring to the Subjunctive Mood have survived. The two groups are now often referred to as *Conditionals* and *Wishes*.

Conditionals

1. Study the rules.

1. Conditionals or if-clauses are introduced by *if* and some other expressions: *unless, providing, provided (that), on condition (that), suppose, supposing, in case (of), but for, as long as, only if, even if*.

2. When an if-clause comes first, it is separated from the main clause with a comma.

E.g. If Mary had more free time, she would definitely join us.

3. The verb *be* in Past Simple is used as *were* for all persons, especially for giving advice, although *was* for the 1st and 3rd persons singular is also possible, especially in spoken English.

E.g. If I were you, I wouldn't trust him. If she were/was more confident, she might find a better job.

4. *If* can be omitted before *should*, *were* and *had* (Past Perfect). In this case, we use *Inversion*.

E.g. If he should turn up, ask him to contact me. = Should he turn up, ask him to contact me.

If I were you, I would accept this proposal. = Were I you, I would accept

If he had arrived 5 minutes earlier, he wouldn't have missed the train. –Had he arrived

5. We also use *Inversion* in the main clause if the subordinate clause starts with *only if*.

E.g. *Only if* you book the flight in advance, *will you get* a seat (at this time of the year).

6. There are also *Implied Conditionals*, where the conditional is implied, not stated. In this case, we still use Conditional verbs in the result (main) clause.

E.g. I would have paid for the tickets, but she didn't ask me to.

She hardly ever goes out, otherwise you would have met her long ago.

2 Study the table.

<i>Type of Conditional</i>	<i>Grammatical form</i>	<i>Examples</i>
Zero type (common truths & facts)	If + Present Simple or Imperative	If you call the police in Germany, they arrive in 5 minutes. Look people in the eyes if you want them to listen to you.
First type (real condition referring to the present or the future)	If + Present Simple/Present Continuous, Present Perfect, Present Perfect Continuous + will/can/may/should/could/might + bare Infinitive	If you call me later today, I'll give you the figures. Will you return the book provided you've read it? I won't go unless they are waiting for me. If he has been working hard, he will pass the exam.
Second type (unreal, desirable state referring to the present or the future)	If + Past Simple/Past Cont. + would/could/might + Indefinite or Continuous bare Infinitive	If I had more free time, I might start doing some sport. If you were to go to London, you would understand why it is often called the most exciting city in Europe. I could explain it if you were not interrupting me! If it was warm now, we wouldn't be sitting here.
Third type (unreal state referring to the past)	If + Past Perfect/Past Perfect Continuous + would/could/might + Perfect bare Infinitive	If you had come with us to the cinema, you would have met Nick. Supposing she had answered your letter, would it have changed anything? If it hadn't been for her father, she wouldn't have finished the course.
Mixed type (real & unreal states together)	Different types combined	If you were not so lazy, you could have finished this translation long ago. Suppose she loves you, would you really appreciate that? If you hadn't eaten so much yesterday, you wouldn't be suffering from indigestion now.

3. Open the brackets, using the Zero or the First Conditionals.

1) If you (wash) woollen clothes in hot water, they (shrink).

2) If you (be going) to Monaco, (ask) me for advice. If you (want) to stay in a five-star hotel, (go) to the Hotel de Paris. If you (want) to dine out in a luxurious restaurant, (book) a table at Andre's. If you (need) to buy designer clothes, (head) for the Casino Square. If you (like) open-air performances, (buy) a seat for the Fort Antoine Theatre. If you (want) to see beautiful flowers, (go) to Princess Grace Rose Garden.

- 3) If you (not water) plants, they (die).
- 4) If you (buy) her some flowers, she (be) happy.
- 5) If you (throw) a pebble into the sea, it (sink).
- 6) Don't worry: there're several petrol stations on our way. If we (run) out of petrol, we simply (buy) it.
- 7) If you (put) water in the freezer, it (become) ice.
- 8) If you (mix) blue and yellow, you (get) green.
- 9) My fitness instructor often says: "(look) after your body, and it (look) after you."
- 10) Stop teasing the dog! If you (not do), it (bite) you.
- 11) If you (leave) metal out in the rain, it (get) rusty.
- 12) Any thing (fall) to the ground, if you (drop) it.
- 13) I (lend) you the money on condition that you (pay) it back soon.
- 14) They (give) us a 5% discount provided we (place) a bulk order with them.
- 15) She (be) here at eight, unless she (lose) her way.

4. Choose the correct word or expression. Mark the sentences with 1, 2 and 3 for the 1st, 2nd and 3rd type of Conditionals respectively.

- 1) I won't punish you *unless/on condition that* you promise to never do so again.
- 2) *But for/otherwise* your help, we'd be in dire straits now.
- 3) Call this number *in case of/unless* emergency.
- 4) I will see you off at the airport *if/should* you let me know the flight details in advance.
- 5) *Only if/provided* Mark gets down to his studies, will he pass the exams.
- 6) Do that again *or else/and* I will never speak to you again.
- 7) I wouldn't have gone to their wedding reception *even if/unless* they had invited me.
- 8) *If/only if* it hadn't been for the rainy weather, we would have gone to the country.
- 9) *Supposing/providing* you were shortlisted, would you really want this job?
- 10) I will always be there for you *unless/as long as* you need me.

5. Complete the sentences, using your own ideas.

a) Form the 2nd and 3rd type of Conditionals.

- 1) If I had more free time,
- 2) If I were a woman/man,
- 3) If I had been born in the 19th century,
- 4) Working people would have more time on their hands
- 5) I would never have become(profession)
- 6) My daily routine would be nicer
- 7) If we did more physical exercise,
- 8) If the government put a stop to the aggressive advertising,
- 9) The world would be a better place to live in
- 10) If I were the president of my country,

b) Form the Mixed type of Conditional.

- 1) If I were not so short-tempered,
- 2) I would feel good now
- 3) If Columbus hadn't discovered America,
- 4) If the computer hadn't been invented,
- 5) I would be quite well-off now
- 6) The political situation in(country) would be stable now
- 7) I wouldn't be learning.....(subject) now
- 8) If I hadn't met.....(person),
- 9) I would never have bought(thing)
- 10) If I hadn't had my hair cut/dyed,

Wishes

1. Study the rules.

1. Expressing wishes (or regrets) we use mainly: *I wish; If only* and sometimes *Oh if/or that* + Past Simple (for the present), Past Perfect (for the past) and *would/could* (for the future). *I wish + would* shows that we want some situation or somebody's behavior to change.

E.g. I don't know Spanish. – I wish I knew Spanish.

She told them about our meeting. – I wish she hadn't told them about our meeting.

You're smoking non-stop! – I wish you would give up smoking.

2. Using *be* in Past Simple after *If only* and *I wish*, we make it *were* for the 1st person singular, but for the 3rd person singular we can make it both *was* and *were*.

E.g. I wish I were not that responsible. I wish she was/were with us now.

3. Expressing a wish related to future, we use *could* instead of *would* with the 1st person singular and plural.

E.g. I sometimes wish I could fly. I wish we could spend more time with our children. (but: I wish it would stop raining)

4. The modal construction *had better* + bare Infinitive is used to express insistent advice in a particular situation (for general situations we use *should*). It is more emphatic than *should/ought to* but not as strong as *must*. The construction is used mainly with pronouns.

E.g. You'd better take an umbrella with you. It's raining.

She'd better not interfere with this business.

5. The modal construction *would rather* is used to express preference in the present or in the past. We use *would rather* + bare Infinitive with the 1st person and *would rather* + Past Simple or Past Perfect with other persons. The construction is used mainly with pronouns.

E.g. I'd rather stay in tonight. We'd rather not go out tonight. I'd rather have lived in Ancient Greece.

I'd rather she stayed with us. I'd rather he didn't come. I'd rather they hadn't seen us there.

6. The clause beginning with *as if/as though* expresses an unreal situation (Past Simple or Past Perfect) or quite probable situation (Present Simple). Choosing the form to use we rely on context.

E.g. She looks as if she knew everything (but she doesn't).

He looks as if nothing had happened (but something happened).

She looks as if she knows the answer (she must know it)

7. The clause beginning with *so that* expresses an intended outcome or purpose. We mainly use *Present, Past or Future Simple* after it. To emphasise the purpose we can also use *can* or *could*; using *could* we sound less certain or just more polite.

E.g. Working in a chemistry laboratory, tie your hair up so that it doesn't catch fire.

I woke him up so that he didn't miss the train.

Wake the children up, so that they won't be late for school.

Speak up, please, so that everybody can/could hear you.

8. In the structures beginning with *it is necessary/important/high time* etc, expressing our desire or opinion, we use the *Infinitive* when speaking impersonally and the *Subjunctive Mood* (bare Infinitive, Present Simple, or Past Simple) when mentioning somebody.

E.g. "It's time to speak; my pains are quite forgot." (W. Shakespeare)

but: It's time the children went to bed.

It's very important to study grammar. It's important for everybody to study maths.

It's necessary that everybody take part in the discussion. (Infinitive for affirmative sentences)

It's necessary that he doesn't know about our conversation. (Present Simple for negative sentences)

It's important that he be here. It's important that he isn't asked about his family.

NB We can also use *should* after: *it's necessary/important/essential* etc.

E.g. It is essential that he should be (=be) there on time.

9. There are some *set expressions* in the Subjunctive Mood where we normally use *bare Infinitive*, like: (God) bless you. Long live Russia! May this year bring you all the best. The expression *why not + bare Infinitive* is common for making suggestions.

E.g. Why not do it later? Why not celebrate our small victory?

10. The *Subjunctive Mood* is used after some reporting verbs: *suggest, demand, insist, recommend, and propose*. We can use *should; bare Infinitive* and *Past Simple*, without any difference in meaning. The latter just isn't very common.

E.g. She suggests	that	we work together.
He suggested		we should share the expenses.
Mum insisted		Ted apologise to Anna for being rude.
The teacher recommended		all of us should read this book.
They proposed		we decreased the price.
The inspector insists		nobody should leave the house without permission.
What do you suggest		I should do?

2. Use the structure *I wish* to make up sentences contrary to reality.

- 1) Unfortunately, we don't study philosophy in our course.
- 2) Maria hasn't come yet.
- 3) Jack left too early.
- 4) She is so absent-minded.
- 5) This tour to the UK is too expensive.
- 6) We didn't get to the British Museum yesterday.
- 7) We didn't see the Pyramids when we were in Egypt.
- 8) Now that I'm 86 I realise how many opportunities I've lost.
- 9) I got married when I was 19.
- 10) I don't earn a good salary.

3. Complete the sentences, using your ideas. Refer to the rules in 1 to use the forms properly.

- 1) The traffic in my city is getting worse day by day. It's time
- 2) The standard of education in my country has dropped dramatically for the past 10 years. It's essential
- 3) We must think of a really good present for my friends' wedding. I suggest
- 4) My birthday is coming. Why not
- 5) She can't go with me to Vienna – she has been turned down a visa. I wish
- 6) She says she's eager to help. But does she mean it? She sounds as though
- 7) He is going to start a family. It's important
- 8) It has been raining since we arrived! I wish
- 9) I need to see her right now! If only
- 10) The children messed up everything in the living room and father demanded
- 11) It's too early to go to the airport. Do you suggest
- 12) The flight was cancelled! I was so stressed out that I wished
- 13) - I'm going to buy a new car next month. – You'd
- 14) – Max is coming down to London on Friday and he's going to call by. – I'd
- 15) I wanted to go by train but my husband insisted
- 16) Diana and Alex have just split up but they both behave as if
- 17) I'm 66. Oh if _____, so that
- 18) Why didn't you come with us? The performance was great! I wish
- 19) Trying to conquer nature we have been polluting the environment for hundreds of years. It's high time
- 20) Do you really want to get on in life? Then it's necessary

Exercises: to do in class or at home

1. Complete the sentences, using the Conditional or Subjunctive Mood. You will sometimes need to change the word order or add a word (from a modal construction). Look up the Key answers.
 - 1) "Life (live) long." F. Kahlo
 - 2) "if a law (pass) giving six months in prison to every author of a first book, only the good ones (do) it." B. Russell
 - 3) "If God (not exist) it (be) necessary (invent) him." Voltaire

- 4) People (be) healthier now, if all the drugstores in England (demolish).” G. B. Shaw
- 5) if all good people (be) clever,
And all clever people (be) good,
The world (be) nicer than ever. W. Wordsworth
- 6) There was a king, and he had three daughters,
And they all lived in a basin of water;
The basin bended,
My story’s ended.
If the basin (be) stronger,
My story (be) longer. From English Rhymes for Children
- 7) “When we quarrel, how we wish we (be) blameless.” R. W. Emerson
- 8) “I (be) embarrassed to say whether one is right or wrong.” G. Sand
- 9) “I (get) red with anger than with modesty.” R. Gary
- 10) “If you really (want) love you (find) it waiting for you.” O. Wilde
- 11) “Ignorance is like a delicate exotic fruit, (touch) it and the bloom (be) gone.” O. Wilde
- 12) “There are only two ways to live your life – one is as if everything (be) a miracle, the other is as if nothing (be) a miracle.” A. Einstein
- 13) “What (happen) to humanity if all their dreams (come) true?” S. Bellow
- 14) “If a man hasn’t fallen in love before forty, he (not fall) better in love after.” G. B. Shaw
- 15) “If God (live) on Earth, people (break) his windows.” Jewish proverb
- 16) “I heard a definition once: Happiness is health and a short memory. (NB Ingrid Bergman said this) I wish I (invent) it, because it is very true.” Au. Hepburn
- 17) “I wish I (write) as mysterious as a cat.” E. A. Poe
- 18) “Some people want it to happen, some wish it (happen), others make it happen.” M. Jordan
- 19) “I am neither bitter nor cynical but I do wish there (be) less immaturity in political thinking.”
F. D. Roosevelt
- 20) “You (may)(live) as long as you (wish) and (love) as long as you (live).” R. A. Heinlein
- 21) “It is time (get) drunk. So as (not be) the martyred slaves of Time, (get) drunk; (get) drunk without stopping!” Ch. Baudelaire
- 22) “Sometimes I wish I (take) the Bob Dylan route and (sing) songs where my voice (not go) out on me every night, so I (have) a career if I (want).” K. Cobain
- 23) “Oh, I just wish someone (try) to hurt you so I (kill) them for you.” F. Sinatra
- 24) “What a wonderful life I’ve had! I only wish I (realise) it sooner.” S. G. Colette
- 25) “Life is too short to worry about anything. You (enjoy) it because the next day promises nothing.”
E. Davis
- 26) “It is not enough to say we must not wage war. It is necessary (love) peace and (sacrifice) for it.”
M. L. King
- 27) “If I (have) no sense of humour, I (commit) suicide long ago.” M. Gandhi
- 28) “If everyone on Earth just (stop) breathing for an hour, the greenhouse effect no longer (be) a problem.” J. Adler
- 29) “If there (be) no bad people, there (be) no good lawyers.” Ch. Dickens
- 30) “You (live) your best and (act) your best and (think) your best today; for today is the sure preparation for tomorrow and all the other tomorrows that follow.” H. Martineau

2. Choose a couple of quotes to comment on. If the author is unknown to you, find the information about them on the Internet.
3. Rewrite the sentences given below, using all the types of Conditionals and Wishes and as many patterns as possible. E.g. The ‘Titanic’ didn’t have enough life boats; as a result, the loss of life was great. – Had the ‘Titanic’ had more life boats, the loss of life wouldn’t have been so big.
 - 1) My sister didn’t go to university after school and she now regrets it.
 - 2) Distress signals from the ‘Titanic’ sent to the ‘Californian’, a ship 20 miles away, were not received because their radio operator was off duty at that time.

- 3) She looks extremely fit because she spends hours working out in the gym.
- 4) Don't eat much when in a desert. The body loses a lot of water digesting food.
- 5) I had to believe it when I saw it with my own eyes.
- 6) I dream of a round-the-world trip but I haven't got a reliable travel partner.
- 7) I must pass my exam successfully! My parents promised to buy me a car.
- 8) I think they split up because of a big age gap.
- 9) The Sherlock Holmes stories became so popular not only because the main character was a great detective but because he was a great personality.
- 10) We didn't use to spend much time with our children when they were little. Now they don't confide in us; they prefer sharing their views and problems with friends.
- 11) My colleague Diana is so beautiful! Why didn't I notice that before?
- 12) So many places in the world used to be incredibly beautiful before the tourist boom spoilt them.
- 13) You don't seem to have admitted to being wrong. I don't feel like talking to you.
- 14) You look undernourished! I think you should stop dieting.
- 15) The jeans look so shabby. You've been wearing them for two years. I can't go anywhere with you when you are having them on. Buy a new pair of jeans!
- 16) I really wanted to become a mid-wife, but my Mum said that this profession is stressful and underpaid, and she forced me to study accounting. Now I quite like my salary but I am not happy with my job.
- 17) My mobile phone has spoilt several relationships in my life! Jack, my school friend, stopped seeing me because he hated it when I was answering calls or reading text messages as he was telling me something. Catherine, my first serious girlfriend left me after my ex-girlfriend had rung me up at the wrong time.
- 18) Don't be so direct and never criticise people. Doing this, you lose friends.

4. Open the brackets, using the correct Tense and Mood.

- 1) I wish I (not shout) at the children like that, but they (be) really naughty this morning.
- 2) – I wish my neighbours (stop) playing their music so loudly. – Why (not ask) them to turn it down?
- 3) I wish my daughter (tell) me what (go) on. She looks as if she (have) a row with her boyfriend.
- 4) –If only we (buy) that wonderful satin dress covered in beads! – But it (cost) a fortune. If the price (be) reasonable, I (pay) it. –If you (earn) more, we (get) it at any price. – I rather you (stop) talking about money. It's important that you (be) fair. If you (not talk) me out of starting a business with Michael, we (be) quite well-off now and (afford) to buy.... –You (not spend) much money on clothes even if you (be) rich. –True. But now that you (have) a baby in six months it's time you (give) up your big shopping habits.
- 5) –Why you (be) so stressed-out? – Because I (not have) a rest for several months. I wish I (afford) a good holiday. –Is it necessary (arrange) an expensive holiday? What kind of holiday you (like) to have: relaxing or adventurous? – Activity holiday, a city break, in New York, for example. I wish I (save) up for it this year. It's my lifetime dream! –Well, I believe it (be) better) to have a cheaper holiday rather than putting it off until we (get) enough money. I suggest that we (go) –We?! You (talk) as though we (be) one. I (not decide) on you yet.

Speaking Plus

1. Say what you can see and do on holiday. Characterise different types of holidays and say how *interesting/relaxing/useful/exciting/involving/unusual/memorable/unforgettable/inspiring* etc they can be for holiday makers. Of course, a holiday can be combined as well.

- | | | |
|--------------------|-------------------------------|-------------------------------|
| -activity holidays | -(cultural) heritage holidays | -organised adventure holidays |
| -extreme holidays | -sightseeing holidays | -leisure breaks |

2.The phrases related to the four tours opposite have been extracted from advertisements and leaflets..

<p style="text-align: center;">England</p> <ul style="list-style-type: none"> -walking & bus guided tours -2000-year-old Roman Bath, natural mineral springs and medieval Abbey Square and legendary Glastonbury, the resting place of King Arthur -Avebury's prehistoric stone circle and the Cotswold's wonderfully preserved medieval villages with country pubs and the natural beauty of Lake District, land of poets -winding your way through the moors and doles of North Yorkshire to the bustling city of York, marvelling at York Minster -regal and lively London with its marvellous sights, available for free with the London Pass 	<p style="text-align: center;">Zimbabwe</p> <ul style="list-style-type: none"> -a magical country with its ever changing landscapes and wildlife -the major tourist attraction: Victoria Fall, twice as high and three times as wide as the Niagara Falls, the world's largest curtain of falling water, plunging deep into the Zambezi river -the highlights: ruins of Great Zimbabwe, stone cities dated back to 400 AD -a sunset cruise on the Zambezi river -the greatest natural wonder: Hwange Park, the largest wildlife sanctuary, the white rhino and elephants
<p style="text-align: center;">California</p> <ul style="list-style-type: none"> -leisure breaks to one of the most spectacular US venues -the real California: a United Vacation: the right mix of fun and relaxation; from sun-drenched beaches to colourful Disney characters, lush green vineyards, Six Flags Mountain – a thrilling ride on the first floorless roller coaster; Universal Studios Hollywood; The Pacific Park on Santa Monica Pier; exciting night life in cities 	<p style="text-align: center;">Canada</p> <ul style="list-style-type: none"> -adult groups only; good physical condition required -the Husky dog-sledding tour in Yukon, challenging and relaxing, adventure of a lifetime; serenity of wilderness -basic instruction in mushing, full equipment -staying at the Lodge and winter camping, clear crisp nights and magnificent Aurora Borealis -stepping back in time: historical trails of trappers, staying in an authentic Coal Lake trapper cabin, cosying up to the wood stove

a)Think of the verbs to arrange the phrases into full sentences, typical of advertisements. Use: *try (yourself in); travel to/on; enjoy; treat yourself to; discover; explore; walk down; wander; stroll through; learn; experience; feel (the excitement of); take (a guided tour); visit* etc. Complete the advertisements.

b)Discuss the opportunities of these (or similar) tours with your partner. Make up two types of dialogues: first – as if you are selecting a tour and speaking about advantages and disadvantages of different offers; second – as if you've just returned from a tour and are discussing it.

c)Make up a full day-by-day itinerary of a tour to a place you know well. Present it to class and be ready to answer their questions about accommodation, food, insurance, safety, weather, prices etc.

Reading plus & Speaking:

1.In 2008, Stephen Fry, a famous English actor, filmmaker, novelist, television presenter and activist, joined forces with Mark Carwardine, a zoologist, photographer and columnist, to travel the Globe in search of endangered species. The result was M. Carwardine's book "Last Chance to See: in the Footsteps of Douglas Adams" (D. Adams and M. Carwardine's went together on a conservation expedition in 1990) and a series of the BBC radio and television programmes.



Here is an extract from Stephen Fry's Foreword to the 2011 book. Read the text and answer the questions after it.

Mark has written these adventures up with that mixture of zoological mastery and human insight that characterises him and raises him so far above the level of most professional naturalists and conservationists. There is no length to which Mark will not go in order to observe an animal, photograph it and, if need be, save it from peril. He has put his own life in the severest possible danger time and time again in his work for anti-poacher patrols in Africa and Asia, all at the service of protecting rhinos, elephants and tigers from those who would slaughter them wholesale for gain.

No matter how many times he has seen an animal before, Mark will want to see it again. He will climb mountains, ford streams and penetrate steamy malaria-infested swamps just for one glimpse. Not only that, but he will encourage, belabour and enthuse any large, sweaty unwilling companions who happen to be lumbering at his side wishing there were better phone signals and air-conditioning available.

I embarked on this whole project honestly believing I had bitten off more than I could chew. I am no physical hero: I am clumsy, overweight, unfit and uncoordinated. The first episode of filming began with me falling off a floating dock and smashing my right humerus. Yet somehow, a year and a quarter later, I had lost much weight and was happily hurling myself into physically demanding conditions that I would have wept and gibbered at before. The life-changing benefits of the filming experience I owe to the animals and Mark.

If this book and our adventures have any purpose it is to help with the conservation conversation. Are the animals worth saving because they hold an important place in the great interconnected web of existence? Are they worth saving because they might one day yield important clues and compounds to help us with medicine or some other useful technology? Or are they worth saving because they are the beautiful achievement of millions of years of natural selection? Extinction is a natural part of creation, this is unquestionably true: yet no matter what one's view on climate change or global warming, it is impossible to deny that man-made alterations to habitat are threatening thousands of plant and animal species across the planet at an unprecedented rate and scale. So the question is perhaps not 'why should we save them?' but 'what right do we have to destroy them?'

Let us never stop talking about the creatures we share the planet with. The first step is to know them a little better.

Questions:

- How did Stephen Fry feel about the expedition in the beginning? In the end? How did he change?
- How long did the expedition take? Where did they go?
- Why did it become 'life-changing' experience for Fry? What did he start doing after the expedition?
- What kind of conservationist is Mark Carwardine? What has his incentive always been?
- What does Fry mean by 'conservation conversation'?
- What questions does Fry suggest that we should discuss?
- What outcome could we expect from pro-life projects, events, web sites etc?
- Can you imagine yourself taking part in a conservation project? What might you do?

2. Read the text again to find synonyms for the following words, expressions and definitions.

- an ability to understand –
- to do all your best for the sake of sth –
- danger –
- a person who hunts illegally –
- to slay/murder/kill in a cruel way –
- in large quantities (+thoughtlessly) –
- profit –
- wade, cross a river/stream at a shallow place –
- to permeate/pass/get through –
- sultry and wet –
- to swarm; to be full of –
- a marsh/moor -
- a look/glance
- to waste time and effort teaching sb to do sth –
- to exalt sb; make sb admire sth –
- to move in a heavy, slow way -

- near sb –
- to take up/start doing/sign up for sth –
- to take up sth that appears more difficult than you expected –
- awkward –
- a kind of boat/raft filled with water –
- to break –
- the bone of the upper arm –
- to plunge into; bury yourself in sth –
- to whimper; cry and moan –
- to be unable to speak in a sensible way because you're frightened or shocked –
- 1) to bring; give way to; 2) to give in –
- a helpful piece of information –
- a structure; mixture; means –
- dying out –
- the universe; all living beings –
- change(s) –
- an area where plants and animals live -
- to menace -

3. Back to the text, do the simple **grammatical analysis**. Analyse the underlined grammatical constructions, saying what it is (Tense, Non-Finite, Conditional, etc) and what it denotes in a sentence.

4. Make a short story about a difficult undertaking you've ever had. Follow some steps to arrange your monologue:

- write a plan of what you're going to say
- think of a variety of Tenses to use (Present Perfect – to speak about life experience; Past Perfect – to speak about prior actions or recall events which led to a result in the past; Past Continuous – to speak about actions in progress in the past or describe a scene; Present Continuous – to speak about actions in progress now and the near future or changes and trends; Future Simple or 'be going to' – to speak about intentions, evident future or decisions
- think of Non-Finites that can replace longer word combinations or phrases
- think of the Conditionals and Wishes to express unreal or desirable conditions or regrets
- write a list of adjectives to characterise things and use the Degrees of Comparison
- write a list of linkers to make your speech concise and expressive (*first of all; eventually; finally* etc)
- think of rhetoric questions to address the audience (*And what do you think happened next? What would you have done in my place?* etc)

NB In a level exam you are given 20 to 30 minutes for this task. Take 25 minutes to prepare your story and present it to the class.

At home, write an article (350-500 words) for a travel magazine. Choose any topic related to travel: describe a tour; describe a place or speculate upon tourism in general.

Listening Plus

1. Listen to Recording 12 (19) to find out about two different attitudes to the effects of tourism. Which opinion do you share, fully or partly?
2. Listen again and do two things concurrently. A) Write briefly the speakers' opinions (marking them with J – for Jeff and L – for Lora) and fill in the first column of the table. B) Write the synonyms you hear for the following words and expressions:
 - to present a document to sb for judgment –
 - to contribute to sth through pain and hardships –
 - to break free -
 - to overcome –

- to be right in a way –
- things of similar kind –
- to travel distances on a regular basis –
- never done or know before –
- being in a state of confusion and disorder –
- a union –
- to stop playing an active role-
- knowledge or perception of a fact/situation –
- sth that can be counted –
- to calculate; to evaluate –
- to deprive sb of sth (mainly of property) –
- to restore to life –
- to reach inside and search for sth –
- to take in; to absorb -
- insensitive; slow to understand –
- to deliberately fly into a rage; to lose one’s temper –
- daft; stupid –
- seriousness; heaviness –

Speakers’ statements	Speakers’ reasoning
J: L:	

3.Listen again and fill in the second column of the table. Do you find their arguments convincing?

4.Read the story below and make two comments on it: on behalf of Lora and on behalf of Jeff.

Once, a travel agent working for a big tourist company arrived in a poor country at a small community somewhere in the wilderness. He was seeking out new exotic destinations, for his company to expand. He was charmed by the beauty of the nature still intact and the friendliness and hospitality of the local people still unspoiled. He said to the people that he was not going to report this wonderful place to his boss. They got furious: for several days they had been giving him the best of everything, the best of what they had and he didn’t find their land worthy to become a tourist destination! They said that all

their hope lay in him reporting their wilderness to a tourist company and that if he didn't promise to do that, they would kill him.

Reading



1. Read the extract from "England, England" by Julian Barnes, a famous English writer (1946-) the winner of the Booker Prize (2011), the Shakespeare prize (1993) and the only author to have won both the Prix Médicis and the Prix Femina in France.

It is a classic springtime day outside Buckingham Palace. The clouds are high and fleecy, William Wordsworth's daffodils are blowing in the wind, and guardsmen in their traditional 'busbies' (bearskin hats) are standing to attention in front of their sentry boxes. Eager crowds press their noses to the railings for a glimpse of the British Royal Family.

Promptly at 11 o'clock, the tall double windows behind the balcony open. The ever-popular King and Queen appear, waving and smiling. A ten-gun salute splits the air. A quarter of an hour later, the tall windows close until the following day.

All, however, is not as it seems. The crowds and the cameras are for real; so are the clouds. But the guardsmen are actors, Buckingham Palace is a half-size replica, and the gun salute electronically produced. Gossip has it that the King and Queen themselves are not real, and that the contract they signed with Sir Jack Pitman's Pitco Group excuses them from this daily ritual.

Sir James Pitman, whose brain-child the Island was, takes a back seat nowadays, while still keeping a beady eye on things from his position as Governor, a historic title going back centuries. The public face of Pitman House is currently Martha Cochrane, a thin forty-something with an Oxbridge brain, a sharp wit, and an array of designer suits. Ms Cochrane explains how one of the traditional problem areas of tourism has always been that five-star sites are too rarely in easy reach of one another. 'Remember the frustration of hauling yourself from A to B to Z? Remember those nose-to-tail tourist buses?' Visitors from the US to Europe's prime locations will recognize the tune: poor infrastructure, inefficient tourist throughput, inconsiderate opening hours – everything the traveler doesn't need. Here even the postcards come pre-stamped.

Once upon a time this used to be the Isle of Wight, but its current inhabitants prefer a simpler and grander title: they call it The Island. Sir Jack Pitman named it England, England. Clue for song.

It was also the original stroke of lateral thinking which brought together in a single hundred-and-fifty-five square mile zone everything the Visitor might want to see of what we used to think of as England. In our time-strapped age, surely it makes sense to be able to visit Stonehenge, and Anne Hathaway's Cottage in the same morning, take in a 'ploughman's lunch atop the White Cliffs of Dover, before passing a leisurely afternoon at the Harrods Emporium inside the Tower of London (Beefeaters push your shopping trolley for you!). As for transport between sites: those gas-guzzling tourist buses have been replaced by the eco-friendly pony-and-cart. If the weather turns showery, you can take a famous black London taxi or even a big red double-decker bus, both fuelled by solar power.

This great success story began, it's worth remembering, under a hail of criticism. There were protests at what some described as the virtually complete destruction of the Isle of Wight. This was clearly an exaggeration. Key heritage buildings have been saved. But almost one hundred percent of the housing stock has been wiped out.

You can still see it if you wish. In Bungalow Valley, Visitors may wander through a perfectly-recreated street of typical pre-Island housing. Here you will find front gardens where rockeries drip with aubretia and families of plaster 'gnomes' (dwarf statues) congregate. It's all cute enough, but you wouldn't want too much of it.

The second ground for complaint was that the Island targets high rollers. Even though most vacation costs are pre-paid, immigration officers examine arrivals not for passport irregularities or vaccination stamps but for credit worthiness. Travel companies have been advised to warn vacationers that if their

credit rating is not to the satisfaction of the Island authorities, they will be sent back on the first airplane. If there are no seats available on flights, they are put on the next cross-channel ferry to France.

Such apparent elitism is defended by Martha Cochrane as merely 'good housekeeping'. She further explains: 'A vacation here may look expensive, but it's a once-in-lifetime experience. And our costings show that if you attempted to cover the "originals" it would take you three of four times as long.'

There is a dismissive tone to her voice when she pronounces the word 'originals'. She refers to the third main objection to the project, one initially much discussed, but now almost forgotten. This is the belief that tourists visit premier sites in order to experience not just their antiquity but also their uniqueness. Detailed studies commissioned by Pitman House revealed that this was far from being the case. Towards the end of the last century, the famous statue of David by Michelangelo was removed from the Piazza della Signoria in Florence and replaced by a copy. This proved just as popular with visitors as the "original" ever had been. What's more, ninety-nine percent of those polled expressed the view that, having seen the perfect replica, they felt no need to seek out the "original" in a museum.

2. Answer the questions.

1) In the text, there are a lot of names and allusions (references to things that everybody is supposed to know). What do you know about: William Wordsworth's daffodils blowing in the wind; Buckingham Palace; Oxbridge; England, England; Stonehenge; Anne Hathaway's cottage; a ploughman's lunch; the White Cliffs of Dover; the Harrods; the Tower of London and Beefeaters; red double-decker buses; and aubretia? Refer to the Key Answers for more information.

2) What kind of business did Jack Pitman and his enterprise group set up?

3) What kind of tourists are their major customers? Who are the main seekers of "old England" and other Europe's prime sights?

4) According to Martha Cochrane, what are the benefits of the Island?

5) What were the main objections to the project in the beginning? Were the grounds for them serious?

6) What does "good housekeeping" (tourist service) mean, according to Martha Cochrane?

7) Have you ever happened to hear people say that historic sights and museum pieces look much more attractive in guide books or on a computer than in reality? Or they claim that one can't really enjoy the austere beauty of the Parthenon or powerful frescoes of the Sistine Chapel when there are so many tourists around?

8) Can this imaginary Island project be referred to as a theme park? Can you give examples of theme parks you've been to or heard of? What are advantages and disadvantages (if any) of such tourist attractions?

3. Make up and role play an interview or a small chat show with Jack Pitman and Martha Cochrane.

Self-study

1. Supposing you were asked about how well aware you are of what is happening to the environment, would you be able to answer? What do you know about the following hazards to our existence? (None of these matters is separate – they are all interconnected)

-air and water pollution	-depletion of ozone layer	-global warming	-overpopulation
-reduction in natural habitat	-decrease in biodiversity	-deforestation	-non-organic waste
-genetic engineering	-loss of species	-climatic change	-water shortage

5. What is globalisation? Does it have anything to do with environmental problems?

3. Choose three to four environmental issues you'd like to address. Find the material all by yourself and prepare a detailed presentation (report).

a) Supply it with visuals: pictures, graphs etc.

b) In the introduction, explain why you've chosen these particular issues.

c) In the conclusion, say if there are ways to eliminate or at least reduce the harm.

d) Prepare a list of specific terms, words and expressions that your classmates are unlikely to know.

4. Hold a **conference**.

- a) Prepare a synopsis of your report.
- b) Every participant has to read the synopses at home and make up a list of questions to ask.
- c) Choose a chairperson to arrange and preside the conference.
- d) The chairperson makes up an agenda and gets ready to keep the conference going.
- e) The conference starts with an introductory speech by the chairperson. Then the reports follow.
After the report each speaker is asked questions and answers them.
- f) The conference should have some outcome, for example an official statement to the Government or some International Organisation (UN for instance). At the end of the conference, the participants point out the most important matters to address. Everybody writes them down.
- g) At home, each participant, including the chairperson, writes their project of this statement, basing on the points selected at the conference.
- h) In class, everybody reads their work and the best statement is chosen.

Lexis extras

- I. Function words *it*, *this* and *that* are often confused. In some cases *it & that* and *this & that* can be used equally.

1. Study the following rules.

- 1) *It* stands for a particular thing, place, fact or situation.
E.g. We went to the new Italian restaurant. It was really good. Was the film interesting? – No, it wasn't.
I was not going to talk to him. It happened incidentally.
NB We use *one* or *some* when we are not speaking about a particular thing. Compare: I've bought a new hat. Do you like it? but I haven't got any good hat. I need to buy one. Here's the milk. Do you need it?
but There isn't any milk at home. Will you buy some?
- 2) *It* is used as a formal Subject in different types of Impersonal sentences.
E.g. It is difficult to give up smoking. It's a shame that she is putting the blame on your door!
- 3) *It* is used to speak about distances, time and weather.
E.g. It's quarter to nine. What date is it today? It's 25 km from where I live. It's raining.
How long does it take to get to your office? It's going to be another warm day.
- 4) *This* is used as a determiner followed by a noun (for people and things near us).
E.g. I don't like this picture. I won't take it.
- 5) *This* is used as a demonstrative pronoun (for people and things near us); for introducing people and saying who is calling on the phone. *It's me* is also used (less formal).
E.g. This is the letter you've been looking for. This is Mary Garret. Hello, this is Anna speaking.
- 6) *This* is used as an adverb before an adjective or another adverb in the meaning 'much'.
E.g. It's a long time since I feel this happy.
- 7) *This* is used mainly to denote things happening now or are about to happen. It is always used to speak about something we're about to mention. But it can be used for past situations to stand for the whole phrase (especially meaning action in progress).
E.g. This job is really interesting to me. Listen, this is very important. This time tomorrow we will be far away. This time yesterday she was sitting in front of me at dinner. After that accident, she started going on missions and often put her life at risk rescuing people; and doing this she felt absolutely happy. Look at this. The draft for the project must be discussed in detail.
- 8) *That* is used as a determiner followed by a noun (for people and things which are not near us).
E.g. Who is that man talking to Jane?
- 9) *That* is used as a demonstrative pronoun, mainly for things referring to the past; something that has just happened or something in the future. It is also used to ask who is speaking on the phone.
E.g. Who told you that? That was a great day. We enjoyed every minute of it. That will be good.
Who is that speaking please? Is that you, Frank?
- 10) *That* is used as a conjunction and a relative pronoun (= *who & which*) in Complex sentences. It can be left out in spoken English. *Who* and *that* are equal in use; while *which* is used not so often.

E.g. She said that we both need to come. The man that (=who) helped me with my suitcase was really handsome. The book that (=which) you gave me isn't very involving.

11) *That* is used as an adverb before an adjective or another adverb in the meaning 'very' or 'so'.

E.g. Sorry, I must be off. I can't wait that long.

12) *That* is used to speak about things already mentioned; to avoid the repetition of a noun; in exclamations about something the speakers know; and to praise or criticise somebody.

E.g. That's a good idea. That's great! Oh, what's that? That's a good boy! That's how you treat me now!

The climate of Great Britain is far milder than that of the Continent.

13) Remember set phrases and expressions with *this* and *that*.

-What have been up to? – This and that, nothing special.

-Thank you, that'll do.

-How much is that? – That's £ 10.

-The burglars were caught in the act, that is exactly when they were trying to break into the house.

-That's it! (= the solution was found or something was finished)

2. Fill in the gaps with: *it*, *this* or *that*. Use contractions whenever possible.

1).....is the third time you've been late for our classmonth.is unacceptable.

2) –Hello! – Hello! Isyou, Richard?is Maggie speaking.

3) There is a message for you.is from Jane.

4) -.....looks like rain. Where's my umbrella? Have you seen? – Isyours?

5)is a forty-minute drive to the airport. Don't worry.is only half past eight.

6)vase here is a genuine antique.is made of Florentine glass.

7) We're takinghuge end-of-year testweek.

8) -.....seems to me they are not coming. –Really?is weird.

9) –A large cappuccino and a chocolate cake,is £ 5.75.

10)is how he was unmasked.

11) –Some more ice-cream? – No, thank you.will do.

12) Did you likedressKate was wearing at the party?

13)book is quite boring. Can I quit?

14) Dmitry Mendeleev started arranging elements in rows, according to their atomic weight; and doinghe found out that there is a sharp change in their properties at the end of every row.

15)is all for now. Next time I will be speaking about the Roman Right.

16)*friendsreunited* web site is great – I've found my former classmates there.

17) “.....is my party and I'll cry if I want to. You would cry too, ifhappened to you.”

18) -.....is 29° today.is fine! – No, look,is the forecast for tomorrow.

19) We got stuck in a traffic jam on the motorway.was really awful!

20) An au pair?is a person who goes abroad and lives with a family looking after the kids and helping in the house.is a nightmare job, worse thanof a governess or a housemaid, but students often takeup to practice a foreign language.

21) –He bought me an engagement ring from Tiffani! -is about love!

22) Listen to me!is important. I really want you to be more focus

23) Wine must be warmed only whenis uncorked. Didn't you know?

24) What does allmean? I findunacceptableyou never reckon with me.

25) Who could have thought would betricky?

26)is for you! I hope you'll like

27) Don't take offence. I'm sure he didn't mean

28) Don't touch !is mine andone over there is yours.

29) We knowwe all are going to die, butis hard to explainto children.

30) I hatewhen people getinquisitive about my private life.

II. The verb *go*

1. Replace the underlined words, expressions and phrases with the phrasal verb *go*, making the necessary changes. Use:

go up (x2)	go down (x3)	go out (x2)	go after	go for (x2)	go in for
go by	go beyond	go against	go back on	go into (x2)	go back to
go over	go out with	go ahead with	go on (x3)	go along with	go off (x4)
go round (x2)	go without	go through (x2)			

- 1) The alarm clock didn't ring out because you hadn't wound it up.
- 2) The inflation rate is expected to rise up to 7% this year.
- 3) He walked past me as he hadn't recognised me.
- 4) Political leaders often break their word. (=don't often keep their promises).
- 5) The problem hasn't been solved anyway. I think we need to discuss it again.
- 6) I have a busy social life: I eat out in restaurants, or watch plays and films, or meet my friends at least twice a week.
- 7) The lights were switched off and the performance began.
- 8) Mary isn't dating Nick any longer: they've split up.
- 9) The sun stopped shining and it was getting colder when we reached the wood.
- 10) After I suffered the hell of divorce proceedings just a year ago I'm not going to get married again.
- 11) I think we need to check the itinerary in detail.
- 12) What's happening in the world?
- 13) Continue working on this project – it's going to be a success.
- 14) When the robbers arrived in Chicago they realised that the police had been chasing them all the time since they'd left Los Angeles.
- 15) Just a few days after a party you have to throw away a lot of things: bread – because it gets stale; butter – because it gets sour; vegetables – because they languish; flowers – because they rot; and all the stuff that decays.
- 16) This is opposed to what I have been taught and believe in.
- 17) I think I can agree with what you were saying.
- 18) The fire cracker exploded in his hand and burnt his face.
- 19) Do prices ever decrease? No, they only rise, whereas the quality of goods is getting worse.
- 20) I play tennis on a regular basis and I enjoy it.
- 21) The news spread quickly.
- 22) In many schools pupils are not allowed to do their homework on the computer, they have to begin writing again.
- 23) Will you be visiting the Mortons on Saturday?
- 24) The house was sold for £ 2 450 000. I thought we could have sold it at a better price.
- 25) I don't like action films – they are all the same.
- 26) He dropped out of school and started working in the advertising industry.
- 27) We might have been killed yesterday! Our car spun dangerously (took a dangerous spin).
- 28) How long can you live without sleeping? How long can you stick to a diet?
- 29) I envy rebels who arrange and take part in strikes and protest marches.
- 30) Poor chap! He isn't going to last long – she will lose interest in him.

2. Explain the phrases with '*go*'. Check with your teacher. The first phrase is done for you.

- 1) What goes around comes around. – This means that the way you behave towards others influences the way they behave towards you.
- 2) Just drink it in one go.
- 3) Everything went well from the word 'go'.
- 4) Give it another go. Have a go on it.
- 5) I've been on the go recently.
- 6) It all went for nothing.
- 7) The 'go-go' effect is often used to advertise goods for teenagers.

Scripts

Unit 7 Recording 11

Announcement: British Airways regrets to announce the delayed departure of Flight BA 765 to Rio de Janeiro. The delay is due to the delayed arrival of the connecting flight. Estimated departure time is now 14.45.

Man 1: Oh, here we go again.... Excuse me, are you waiting for the same flight?

Man 2: No, I'm flying to Buenos Aires. I'm waiting for the charter flight to Frankfurt.

M 1: Such a long-haul flight! Why didn't you book the direct flight?

M 2: Because the stopover flight is cheaper. But now that I've been sitting here for 3 hours I feel this is the last time I'll book a flight with a stopover.

M 1: You never know with air lines. I mostly travel on business, the company pays, so I never fly with budget airlines and can expect excellent service. But every time something happens. Last month when I was flying to New York we nearly crashed.

M 2: Oh, what happened?

M 1: I was about to fall asleep when I heard that, you know: "This is your captain speaking. We're in for some turbulence. For your own safety, put your seats in the upright position, make sure that your seat belts are fastened....Thank you for your co-operation." The plane lost attitude, then it levelled out; I don't know what was happening, but I felt sick and terrified, and many other seemed to feel the same. Although we ended up landing safely, nobody looked happy.

M 2: I know what you mean. I'm now reading a book by the famous travel writer Paul Theroux. He says that "you define a good flight by negatives: you didn't get hijacked, you didn't crash, you weren't late, you weren't nauseated by the food..."

M 1: That's not all. The worst experience I've ever had was at Kennedy airport in 2012. Something happened to the computers in the control tower and all the flights were cancelled. I spent 2 days in the departure lounge, sleeping on the floor and dying of stuffiness. Some people were eating non-stop, some were snoring, children were crying, and from time to time we heard a metallic woman's voice saying: "We would like to remind all passengers not to leave their suitcases or other luggage items unattended at any time. Unattended luggage will be removed immediately by the police."

M 2: I could also add something to the list. Two years ago, as I arrived in Vienna, I was delayed at Customs for some reason yet to be explained. When I came out, the baggage claim area for the flight was closed, the officer told me that that last suitcase had been taken from the carousel half an hour earlier, he then asked for my baggage claim slip and disappeared. After I had been waiting for an hour he came back just to say that my suitcase had been sent to Australia instead of Austria! So I found myself in Vienna without my clothes and even without my umbrella, and of course it was pouring with rain outside! If it hadn't been a business trip I'd have just shut myself away in the hotel for a couple of days. But the meetings had been scheduled beforehand, so I had to buy some clothes and accessories

M 1: Personally I always travel light and take everything I need in my hand luggage.

M 2: Me too. But it was autumn, and the weather in Austria was much colder and wetter than back home, so I had to take along some warm clothes and waterproof boots. In my briefcase I only had my laptop and the documents to work with.

M 1: Has it ever occurred to you that all those troubles happen on outbound flights, whereas inbound flights are quite good? Actually, when I'm flying back home the only annoyance to face is the weather in London. I'm accustomed to hearing, for example in summer, that "a cold front is moving towards the West and this will probably bring showers, and the temperatures will range from a low of 12 to 14 in the evenings to daytime highs of between 18 to 22 degrees", in fact from something 'fairly cold' to 'a bit chilly'. Oh, what's that?

Announcement: British Airways Flight BA 765 to Rio de Janeiro is now ready for boarding through Gate 34. We apologise for the delayed departure. We will begin boarding passengers with small children, business class passengers and economy class passengers in rows 41 through 51. Please, check your seat allocation before presenting your boarding pass.

Unit 7 Recording 12

-Hi, Jeff! Long time no see. What have you been up to?

-Hi, Lora. I've been up to my eyes in my course work.

-Have you finished it yet?

-Not yet. I have to submit it next month, so I have time. I'm doing research into the effects of the growth of tourism after the 2nd World War.

-Effects on what?

-On all aspects of our lives! I've never thought that the political factor is so important. After the 2nd World War people wanted to know more about the world; soldiers wanted to come back to places they had seen when at war and...

-Soldiers of what countries? American soldiers, who didn't sacrifice a lot for the sake of the victory over the Nazi, might have wanted to see the world. Moreover, many of them could afford it. But Russian soldiers, who were lucky to survive, only wanted to come back to their homes and help their country recover from the effects of the war.

-You may have a point here. Actually, what I wanted to stress is that it was that the 2nd World War boosted the development of tourism and....

-Oh, come on! World War I did the same. You can refer to classic novels of the 1920s-30s to find characters taking round-the-world trips to escape the boredom of life or get over losses. If you refer to articles and reports of that time, you'll find the material you must have used in your paper: a great number of vehicles which were modified to commute people around the country, lots of ships, aeroplanes and staff to commute people around the world, I'm right, aren't I?

-Maybe. Doing my research I found that the growth of the tourist industry had appeared unprecedented in the 1950s and afterwards. However, its expansion was chaotic and travelling remained unaffordable for most people, for example here in Britain. It was not until 1969 that the British Government introduced the "Development of Tourism Act" which established a new framework for public sector tourism.

-Do you mean the Government started doing something for people?

-I mean the Government started playing an active role in helping the tourist industry grow because it was hugely important for the economy. And the regulations resulted in many positive changes: tour operators had to be licensed, hotels were categorised and registered, and tourists became protected in many ways.

-Well, I think there was a lot of resistance by hotel owners, wasn't there?

-Certainly, but there was a sort of alliance between the public and private sectors for the benefit of travellers. By the 1980s, however, the government had taken a back seat, and responsibilities were shifted first to the Department of Trade and Industry, then to the Department of National Heritage, which changed into the Department of Culture, Media and Sport. Doesn't that prove that tourism has become related to cultural exchange, health and information awareness? In my study I'm looking at economic and socio-cultural effects of the expansion of tourism. Did you know that 10.3% of the world's total GDP comes from tourism and 8.7% of jobs are created by it? Tourism as a major element of the service economy has a cascading effect....

-Hang on. You've started quoting from your paper. The economic effects are quantifiable, although not always fair, but how can you estimate the socio-cultural impact of tourism?

-What do you mean by "not fair"?

-I mean poorer countries in the first place. Local people do have jobs but they are dispossessed of their land, because forests and fishing villages give way to airports, roads and hotels. I think we take away far more than we give. And if you suggest that we "bring culture" to third-world countries or "learn from" them, then explain how it can be evaluated.

-Figures have nothing to do with it, we just see it. Even great minds are impressed by different cultures. For example, Toulouse-Lautrec was influenced by Japanese engravings and Picasso – by African masks. Tourists from developed countries bring their fashion and manners which are more relaxed and views which are more open. They take interest in local culture and help preserve and even resurrect national crafts, for example. Socio-cultural exchange can only make our world more tolerant and friendly.

-If cultural awareness really broke down barriers between nations, there would be no wars. Do you believe that idle holiday-makers delve into unknown countries to soak up their culture? They want to

see and try some exotic things but remain firmly behind coach windows and hotel walls. I'd say that only obtuse people can believe that the rituals and dances they are shown are real.

-This is not the first time I've heard that. When people start blaming tourism for being too commercial, they just need to let off a bit of steam. Isn't it evident that tourists invest in conservation programmes and that eco-tourism is becoming more and more popular?

-No claim is sillier than that tourism helps protect the environment! First of all, tour operators ensure that their customers spend most of their money before they go abroad. Then, the money spent in a poorer country can encourage local people to preserve their resources, but they can't – because generous tourists from the west want showers and flushing toilets and lots of facilities that they are used to.

-You're exaggerating the gravity of the matter. The situation is changing for the better. Look, would you like to read this book.....