

СРЕДНЕЕ (ПОЛНОЕ) ОБЩЕЕ ОБРАЗОВАНИЕ

# Up & Up 11

## student's book

Под редакцией В. Г. Тимофеева

**Учебник английского языка  
для 11 класса**  
(базовый уровень)

5-е издание

Рекомендовано  
Министерством  
образования и науки  
Российской Федерации



Москва  
Издательский  
центр «Академия»  
2013



Филологический  
факультет  
СПбГУ  
2013

УДК 802.0(075)  
ББК 81.2 Англ-922  
U67

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**Up & Up 11** : Student's Book : учебник английского языка для 11 класса : среднее (полное) общее образование (базовый уровень) / [В. Г. Тимофеев, А. Б. Вильнер, И. А. Делазари и др.] ; под ред. В. Г. Тимофеева. — 5-е изд. — М. : Издательский центр «Академия», 2013. — 136 с. : ил.

ISBN 978-5-4468-0212-8

Учебник Up & Up 11 является частью учебно-методического комплекса для изучения английского языка в 11 классе средней школы (базовый уровень). Книга ориентирована на особенности культурной, социальной, политической и научной реальности современного мира эпохи глобализации с учетом роли, которую играет английский язык как язык межнационального общения.

Диск представляет собой сборник аудиоматериалов к учебнику.

Для учащихся 11 классов, изучающих предмет на базовом уровне.

УДК 802.0(075)  
ББК 81.2 Англ-922

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**ISBN 978-5-4468-0212-8**

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**Авторы, Издательский центр «Академия» (Москва) и факультет филологии и искусств Санкт-Петербургского государственного университета выражают признательность:**

- Центру гуманитарных исследований «Конвенция» (Санкт-Петербург), предоставившему авторскому коллективу свою методическую базу, что немало помогло при создании учебно-методического комплекса Up & Up;
- рецензентам и консультантам О. И. Бродович, Е. И. Казаковой, И. В. Ларионовой, Е. А. Шаминой за советы и рекомендации, которые были чрезвычайно полезны при работе над проектом;
- Л. Жебровской, К. Крюкову и И. Большову, чьи безукоризненный художественный вкус и упорство позволили авторам реализовать свои замыслы;
- М. Преображенской, чьи энтузиазм и высокий профессионализм способствовали плодотворному завершению работы над УМК;
- Я. Гречухиной, создавшей новую серию рисунков для Resource Pack;
- методистам и учителям И. А. Гайдаржи, Т. Б. Палицыной, В. Л. Соломахиной, Н. А. Столяровой, Т. М. Тетериной, Е. А. Шутовой, оказавшим неоценимую помощь в совершенствовании УМК, а также их ученикам, участвовавшим в апробации;
- М. Хиткоку, чья профессиональная помощь была действительно неоценимой;
- музыкантам и исполнителям Д. Максимачеву, М. Делазари, И. Делазари, В. Телегину, студии «Часовщик» и лично Е. Кирцидели, а также А. Добринчук, К. Пасконе, Д. Грант-Смиту, С. Хаф, Е. Шаминой, А. Богдановой, Ф. Тимофееву, обеспечившим запись CD.

Мы чрезвычайно благодарны всем тем, кто позволил использовать их личные письма, заметки и стихи при создании учебных заданий: К. Пасконе (WB, Unit 1, Ex. 1, Unit 5, Ex. 6, Unit 6, Ex. 9); А. Диксону (SB, Unit 5, Ex. 13, 14; WB, Unit 5, Ex. 1); Ван Мэю (SB, Unit 2, Ex. 5, 8, 34, Unit 3, Ex. 8, 12, 13); М. Хиткоку (SB, Unit 1, Ex. 11, 46); М. Хиткоку и А. Тимофеевой, St. Petersburg Day & Night, 1997, No. 1 (3), с. 51–56 (SB, Unit 6, Ex. 15, 18); В. Араськину, Convention English Reader The Seven Black Cats, Convention Press, 1996, с. 7–12 (WB, Unit 5, Ex. 4).

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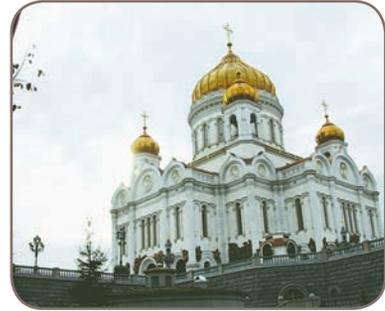
Джерому К. Джерому (SB, Unit 1, Ex. 21, адаптировано); Seventeen, март 2005 г., с. 119 (SB, Unit 3, Ex. 40, адаптировано); [www.wikipedia.com](http://www.wikipedia.com), Texting (SB, Unit 2, Ex. 30, адаптировано), Reality TV (SB, Unit 2, Ex. 40, адаптировано), Sitcom (WB, Unit 2, Ex. 10), Origin of Pizza Margherita's Name (Resource Pack, Final Test); [www.testruffic.com/joke](http://www.testruffic.com/joke) (WB, Unit 2, Ex. 5); [www.internet.com](http://www.internet.com) (WB, Unit 2, Ex. 9); Aury Wallington, How to Ask Him Out, Seventeen, февраль 2005 г., с. 80 (WB, Unit 3, Ex. 13); <http://teenink.com/Past/2005/March/18737.html> (SB, Unit 4, Ex. 5, 15, 16, 24, адаптировано; WB, Unit 4, Ex. 5, адаптировано); [www.buzzle.com/editorials/11-22-2003-47884.asp](http://www.buzzle.com/editorials/11-22-2003-47884.asp) (SB, Unit 4, Ex. 21, адаптировано); [www.nlm.nih.gov/hi/topics/sports\\_injuries/SportsInjuries.htm](http://www.nlm.nih.gov/hi/topics/sports_injuries/SportsInjuries.htm), [www.sportsmed.org/sml/smlresources/document.asp?did=81](http://www.sportsmed.org/sml/smlresources/document.asp?did=81) (SB, Unit 4, Ex. 29, 30, 33, 34, адаптировано); [www.kidzworld.com/site/p5928.htm](http://www.kidzworld.com/site/p5928.htm) (SB, Unit 4, Ex. 42, 46, адаптировано); Susan Massie, Land of the Firebird (SB, Unit 6, Ex. 26; WB, Unit 6, Ex. 3, адаптировано); St. Petersburg Times, 16th January 2007 (SB, Unit 6, Ex. 30); <http://teenink.com/Past/1989/307.html>, <http://teenink.com/Past/1998/9897.html>, <http://teenink.com/Past/1998/9980.html> (SB, Unit 7, Ex. 2, адаптировано); <http://education.guardian.co.uk/gcse/2004/story/0,,1442878,00.html> (SB, Unit 7, Ex. 53, адаптировано); <http://teenink.com/Past/1992/2595.html> (SB, Unit 7, Ex. 58, адаптировано); <http://education.guardian.co.uk/further/voices/story/0,,1578549,00.html> (WB, Unit 7, Ex. 1, адаптировано); <http://teenink.com/Past/1994/4848.html> (WB, Unit 7, Ex. 8, адаптировано); [www.dooyoo.co.uk/discussion/clearing-success-stories/](http://www.dooyoo.co.uk/discussion/clearing-success-stories/) (SB, Unit 8, Ex. 4, 5, адаптировано); [www.bbc.co.uk/coventry/features/student/alex-smith.shtml](http://www.bbc.co.uk/coventry/features/student/alex-smith.shtml) (SB, Unit 8, Ex. 27, адаптировано); [http://story.news.yahoo.com/news?tmpl=story&cid=573&ncid=573&e=5&u=/nm/20050318/od\\_nm/odd\\_germany\\_lottery\\_dc](http://story.news.yahoo.com/news?tmpl=story&cid=573&ncid=573&e=5&u=/nm/20050318/od_nm/odd_germany_lottery_dc) (SB, Unit 8, Ex. 32, адаптировано); [www.bbc.co.uk/nottingham/community/2002/06/brake\\_away.shtml](http://www.bbc.co.uk/nottingham/community/2002/06/brake_away.shtml) (SB, Unit 8, Ex. 38, адаптировано); [www.breakingnewsenglish.com/0508/050818-space-e.html](http://www.breakingnewsenglish.com/0508/050818-space-e.html) (SB, Unit 8, Ex. 44, адаптировано); [www.pbs.org/wgbh/aso/databank/entries/bphawk.html](http://www.pbs.org/wgbh/aso/databank/entries/bphawk.html) (SB, Unit 8, Ex. 48, адаптировано); [www.who2.com/](http://www.who2.com/) (WB, Unit 8, Ex. 2, адаптировано); [www.teenadviceonline.org/articles/acting.html](http://www.teenadviceonline.org/articles/acting.html) (WB, Unit 8, Ex. 4, адаптировано); [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_3490000/newsid\\_3490500/3490526.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_3490000/newsid_3490500/3490526.stm) (WB, Unit 8, Ex. 6, адаптировано); [www.breakingnewsenglish.com/0508/050815-eater-e.html](http://www.breakingnewsenglish.com/0508/050815-eater-e.html) (Resource Pack, Unit 8); [www.ananova.com/news/story/sm\\_1455487.html?menu=news.quirkies.eccentrics](http://www.ananova.com/news/story/sm_1455487.html?menu=news.quirkies.eccentrics) (Resource Pack, Unit 8, адаптировано); [www.factmonster.com/spot/love3.html](http://www.factmonster.com/spot/love3.html) (Resource Pack, Test 1); [www.readersread.com/excerpts/coraline.htm](http://www.readersread.com/excerpts/coraline.htm) (Resource Pack, Test 2); [www.testmagic.com/Knowledge\\_Base/TOEFL/Writing/samples/luck\\_success/6.0\\_01.htm#essay](http://www.testmagic.com/Knowledge_Base/TOEFL/Writing/samples/luck_success/6.0_01.htm#essay) (Resource Pack, Tests 7, 8); [www.bbc.co.uk/tees/tellinglives/boro/emmabrooks/index.shtml](http://www.bbc.co.uk/tees/tellinglives/boro/emmabrooks/index.shtml) (Resource Pack, Final Test); [www.ukstudentlife.com/Ideas/Events/December.htm](http://www.ukstudentlife.com/Ideas/Events/December.htm) (Resource Pack, Final Test); [www.englishclub.com/esl-articles/200011.htm](http://www.englishclub.com/esl-articles/200011.htm) (Resource Pack, Final Test); Esther Freud The Wild, New Writing Anthology/Vintage, 1999, с. 436 (Resource Pack, Final Test); [www.coolantarctica.com/Antarctica%20fact%20file/science/cold\\_penguins.htm](http://www.coolantarctica.com/Antarctica%20fact%20file/science/cold_penguins.htm) (Resource Pack, Final Test).

Авторы стремились соблюдать требования государственного стандарта об уровне аутентичности текстов и заданий и при создании упражнений использовали оригинальные материалы, стараясь при этом не нарушать чужих авторских прав, опираясь на действующие в РФ положения законодательства. В случае возникновения каких-либо претензий со стороны правообладателей факультет филологии и искусств Санкт-Петербургского государственного университета готов вступить в переговоры для их урегулирования.

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# Syllabus



	Functions	Grammar
Unit 1 <b>Welcome Back</b>	Describing summer holidays Speculating Describing objects Buying things	<i>Should have done</i> <i>Supposed to</i> Quantifiers Countable/uncountable nouns
<b>For Your Project: Making advertisements of dream holidays in Russia</b>		
Unit 2 <b>Fans of Fun</b>	Telephoning Agreeing/Disagreeing Giving reasons	Conditionals 1 <i>Unless</i> structures
<b>For Your Project: Preparing a TV schedule for the International Day on the local TV</b>		
Unit 3 <b>Broken Hearts</b>	Talking about relatives and friends Discussions	Relationship Emotions and feelings Describing appearance and character (revision)
<b>For Your Project: Writing lyrics of a love song in English</b>		
<b>Project Page for Units 1–3: Making a TV programme</b>		
<b>Units 1–3 My Success Checklist</b>		
Unit 4 <b>No Pain, no Gain</b>	Describing favourite kind of sport Talking about injuries and injury prevention Word-formation practice Agreeing/Disagreeing	Kinds of sport Feelings and emotions Parts of the body Injuries
<b>For Your Project: Making a poster about injury prevention in school</b>		
Unit 5 <b>To Read or not to Read?</b>	Class survey “The most popular genre” Asking for repetitions Reasoning	Genres Books and authors E-books and computers Linking words
<b>For Your Project: Opinion essay “Reading in the future”</b>		
Unit 6 <b>.ru (Dot Ru)</b>	Describing national holidays Dates and numbers Personal letter	Holidays Customs and traditions
<b>For Your Project: Class discussion “What is Russia?”</b>		
<b>Project Page for Units 4–6: Conference “How to improve the image of my region”</b>		
<b>Units 4-6 My Success Checklist</b>		
Unit 7 <b>Knowledge Is Power</b>		
Unit 8 <b>Aim High</b>		



	<b>Vocabulary</b>	<b>Writing</b>
	Holiday Tourism and travelling Vague language Shopping	Writing e-mails
	Entertainments TV (types of programme) Telephoning Message language	Writing SMS
	Revision of tenses Reported speech Relative pronouns	Writing poems For and against essay
	<i>Must, can't</i> <i>May/might/could + have</i>	Making a poster
	Relative clauses Future forms	Writing books reviews Opinion essays
	Passive Geographical names (articles)	Writing a personal letter

Exam practice

## Warm-up



1



2



3

## Vocabulary

- 2) Match the headings *Camping*, *Countryside*, *Package Tour*, *Summer Camp* to the pictures.
- 3) Look at the list of phrases. Put them under the headings in the table. Some phrases can go under several headings.

have a picnic; pass through customs; board/book/cancel/change/delay/miss/take a flight; take pictures; check in/collect/label luggage; spend money; go to a seaside resort; have a good/great time; lie on a beach; sunbathe; go sightseeing; go hiking; stay in a summer cottage/hotel; water flowers; weed plants; greenhouse; have a sauna



4

Camping	Countryside	Package tour	Summer camp

## 4) Read the sentences and choose the best answer.

1. If we don't leave now, we'll **book/miss/cancel** the flight.
2. I've just come back from Khanty-Mansyisk. – Did you **water the flowers/spend money/have a good time**? – Oh, it was wonderful! I loved that nice and quiet town very much.
3. I'd like to buy a ticket from Kazan to St Petersburg on October, 3. – Unfortunately there's no direct flight on this day. You'll have to **cancel/delay/change** in Moscow.
4. I'm so cold! Let's **sunbathe/have a sauna/have a picnic**. – That's a good idea.
5. How do you know this is your suitcase? – That's easy. I always **check in/label/collect** my luggage because there are many similar suitcases and bags.
6. A lot of people travel to Moscow by plane these days. You'd better **miss/book/change** your flight in advance.
7. First you should **collect/check in/lose** your luggage and then you go to the boarding gate.
8. Announcer: The flight 581 to Krasnoyarsk is **missed/delayed/taken** until 22:00 due to the weather conditions.

## 5) Find people in the class who spent the summer in the same way that you did. Use the phrases from Ex. 3. Compare the lists of words with the picture(s) and decide whether they are full enough to describe your summer easily.

### Listening



6)

Listen to the conversations.  
Match the conversations to the pictures.

Track 1, 2



7)

Tick the words used in the conversations  
in the table (Ex. 3). Listen again and check.

Track 1, 2

8)

Decide who enjoyed his/her summer best and who  
was unhappy with it. Give reasons.



9)

Listen to Conversation 1 again and complete the sentences.

Track 1

1. We've done a lot of sightseeing, visiting ..... , ..... and fantastic ..... .
2. We travelled ..... . Both my mum and dad are great ..... .
3. I see, but wasn't it easier to buy a ..... ?
4. My father is sure that when travelling, you ..... .
5. I see, ..... , ..... and all that stuff. I hate it.
6. We had ..... and ..... every weekend when my parents came over.



10)

Listen to Conversation 2. Work in groups and make guesses on what  
happened to the family. What went wrong with their tour in Turkey?

Track 2

## Reading



Turkish delight  
Exclusive offer!!!  
Special promotion!!!

## A new fourteen-day tour of Turkey!!!



For just  you will receive:

- accommodation for two in a brand new four-star hotel at the seaside
  - all inclusive
  - sightseeing tours to see many aspects of this historic country
  - services of a professional tour guide aboard an air-conditioned bus
- For dates and details ...

**11** > Read the text of the letter and check your ideas from Ex. 10.

Dear Ms Incharge  
Re: Mr Ilya Timofeev  
New Star Hotel  
Departure date: 12.07.07

I am writing to complain about the above holiday from which I have just returned with my family. It was most disappointing.

I enclose a list of our complaints. The main one was the fact that the accommodation was not exactly the same as described in the advertising you put on your website (see enclosed extract from the ad). Instead we stayed in a bed-and-breakfast place in the construction site for the future brand new hotel. I believe the holiday provided by you did not conform to the advertising description in the following ways.

All inclusive turned out to be quite a modest breakfast of one boiled egg and a sandwich with a cup of some drink similar to coffee in colour but not in taste or smell. As for lunches and dinners, we had to buy some food at a local market because the nearest café (not a restaurant!) was 25 km from our location.

The promoted sightseeing tours could not give us any idea of the history or culture of the country. The air-conditioned bus with a professional guide never reached us. We had to spend every day lying on a dirty beach not far from some kind of factory, or just walking around with nothing to look at.

I immediately contacted your representative at the resort to give your company a chance to put things right, but he was unable to resolve the matter.

I am entitled to receive compensation for the loss of value, loss of enjoyment and the out-of-pocket expenses.

I look forward to receiving your apologies and ...

## Glossary

**loss of value** – the difference between the value of what was promised and the value of what you received

**loss of enjoyment** – disappointment and inconvenience

**out-of-pocket expenses** – a change to the holiday led to you having to buy meals when they should have been included in the package tour

## Grammar

**12** > Find all the problems the family had during their holiday trip. Make a list.

**13** > Study the Grammar Box and make sentences with *be supposed to*. Follow the example.

Example: *They were supposed to stay in a four-star hotel but they stayed in a bed and breakfast.*



Track 3

- 14** > Why do you think it all happened to the family?  
Make some guesses. Listen to the telephone conversation and check.  
Were your guesses correct?



Track 3

- 15** > Complete the sentences explaining the situation from the conversation.  
Listen again and check.

We have read your letter and we are really very sorry that ...  
But the promo action ...  
You should have been ...

- 16** > Make sentences saying what the family should or shouldn't have done.
- 17** > Study the following situations and make sentences with *should/shouldn't have done*.

1. Your sister came back home completely wet. You had told her about the rain but she hadn't taken her umbrella with her.
2. Your friend failed the exam. He hadn't studied hard enough.
3. Your mother looks tired today. She went to bed very late last night.
4. You had a private conversation with your friend. Somebody listened to it.
5. Your friend is feeling sick. He/she ate too many sweets.
6. Your friend walked into a tree. He/she wasn't looking where he/she was going.

## Be supposed to do smth

Used when saying what people intended should happen, especially when it failed to happen.

*Example:*

***They were supposed to stay in a brand new hotel.***

*should have/ought to have  
shouldn't have/oughtn't to have*  
for opinions and advice in the past  
***modal verb + have + V3***

These forms usually mean that we are making a criticism. So in the example below we are saying "I think you are wrong".

*Example:*

***I think that in this situation they should have addressed the official representative.***

## USEFUL LANGUAGE

I dreamed of ...  
I thought I could ...  
I was supposed to ...  
I failed to ...

## Speaking

- 18** > Remember what you were going to do at the beginning of the summer. Make a list. Then make a list of things you've actually done. Compare your summer plans and what really took place during the summer. Analyse the situation and give reasons.
- 19** > Listen to your partner and say what he/she should or shouldn't have done.

## Reading

- 20> Look at the picture. What is the problem? How do you usually get packed? Do you make a list of things to take with you before you start packing? Which things are always on your list?
- 21> Read the text and decide if this picture illustrates the story. If yes, why? If not, why not? Give reasons.



### The Luggage Question (After Jerome K. Jerome)

This is the wisdom I have learned from my Uncle Podger.  
 “Always, before beginning to pack,” my uncle would say,  
 “make a list. It makes things easier.” He was a methodical man.

“Take a piece of paper” – he always began – “put down on it everything you can possibly require; then go over it to see that it contains nothing you can possibly do without. Imagine yourself in bed; what have you got on? Very well, put it down – together with a change. You get up; what do you do? Wash yourself. What do you wash yourself with? Soap; put down soap. What other stuff would you need? Toothpaste and a toothbrush; put down everything. Go on till you have finished. Then take your clothes. What are you going to put on? Begin at your feet; what do you wear on your feet? Boots, shoes, socks; put them down. A corkscrew; put it down. Put down everything, then you don’t forget anything.”

That is the plan he always followed himself. The main thing about my Uncle Podger was that he liked everything to be organised. The list made, he would go over it carefully, as he always advised, to see that he had forgotten nothing. He seemed to be a sort of absent-minded sometimes. Then he would go over it again, and cross out everything he might not need. Then he would lose the list.

- 22> Find the words and phrases used to describe Uncle Podger in the text.
- 23> Prove that the speaker was ironical in describing Uncle Podger as a “methodical” person.

### Glossary

**methodical (adj.)** – a methodical person does things in a careful and well-organised way

**to put down** – to write down

**a change** – an additional set of clothes

**stuff** – (informal) a number of different things



## Grammar

**24** Study the Grammar Box and find the phrasal verbs in the text.

**25** Match the phrasal verbs from the text to their meanings.

**put down**      **cross out**      **get up**      **go on**  
**do without**      **go over**      **put on**

1. to wake up and to get out of bed after sleeping
2. to look at something or to think about something very carefully
3. to draw a line through something written on a piece of paper
4. to write something, especially a name or a number on a piece of paper or on a list
5. to continue without stopping or to do something right after you have finished doing something else
6. to manage to live without something
7. to put a piece of clothing on your body

**26** Complete the sentences with the phrasal verbs from Ex. 25.

1. Getting ready for the test I usually ..... the chapters in the course book on the subject.
2. I can't ..... my mobile phone. It's the most important thing I own.
3. I always ..... important facts in my notebook; it's easier to learn them that way.
4. If I fail to do something, I just ..... working hard at it.
5. It's not a problem for me to ..... early in the morning.
6. I hate it when my mum keeps asking me to ..... a hat before I go out.
7. If somebody ..... my essay, I get very upset.

## Phrasal Verbs

The term "phrasal verb" means a normal verb (like **get**, **look**) followed by one or two prepositions which change(s) the original meaning of the verb.

Sometimes we can guess the meaning of a phrasal verb when there is still some relationship to the original verb, but sometimes there is a completely new and different meaning.

*Example:*

**Please, take off your shoes.**  
(*take off* means *remove*)

**The plane took off 5 hours later.**  
(*take off* means *go up into the air*)

There are different types of phrasal verbs:

- with one preposition (e.g. **look for**)
- with two prepositions (e.g. **look forward to**)

• separable (when the verb and preposition can be separated) (e.g. **fill in**). These phrasal verbs take an object which can come after the preposition or between the verb and the preposition. If the object is a pronoun (**you**, **it**, **him** etc), it is always put between the verb and preposition

*Example:*

**Could you please fill in this form?**  
**OR Could you please fill this form in?**  
**BUT Could you please fill it in?**

• inseparable (when the verb and preposition cannot be separated) (e.g. **deal with**). These phrasal verbs take an object which must come only after the preposition.

*Example:*

**He has to deal with this problem.**

When you see a new phrasal verb, you should study the context of its use and check the meaning in a dictionary.

**27** > Here is the list of the phrasal verbs you learnt last year.

put up with  
get over  
get on with  
get back

take up  
turn into  
go up  
go down

look for  
look forward to

**28** > Complete the following sentences with the phrasal verbs from Ex. 27.

- In several cases the old buildings of St Petersburg have been ..... enormous advertisements!
- You need to ..... some difficulties. If you can do this now, you'll be a better climber than me.
- We are going to ..... early, so I'll have time to do my homework, which will be nice.
- Now I realise that he taught me the way to ..... my problems and helped me develop self-confidence.
- As soon as I graduate, I'm going to ..... a job.
- I chose badminton and I don't regret ..... it .....
- The number of human languages spoken might ..... from about six thousand today to half that number a century from now.
- The Earth's sea level will .....
- I am pleased to inform you that your talk proposal has been accepted for the conference, and we ..... meeting you there.
- Unfortunately, we don't ..... well ..... him these days.
- I'm not going to ..... such bad behaviour.

Do you remember what they mean? Use the dictionaries and the information from the Grammar Box to describe each phrasal verb.

Example:

**look forward to** – is an inseparable phrasal verb with two prepositions; it means “to be excited about something that is going to happen”

**29** > Study the “Vague Language” information. Read the text in Ex. 21 again, find the examples of vague language and explain them.

**30** > Divide the following words into two groups: *Thing(s)*, *Stuff*.

a toothbrush; water; pyjamas; boots, socks; perfume; a backpack; sugar; shampoo



### Info: Vague Language

*Vague language is used when a person cannot or refuses to name or describe anything clearly and precisely.*

**thing(s)** • for actions, ideas, facts  
• for countable objects  
• for general situations

**stuff** • for uncountable nouns  
• for a group of countable nouns

## Grammar

### Quantifiers

*much, many, some, any, (a) few, (a) little, a lot of, lots of, plenty of, not enough*

We use them to talk about quantity if we can't or don't want to use an exact number.

Examples:

- a) *We bought some flowers.*
- b) *He's lazy. He doesn't do any work.*
- c) *Don't run! We've got plenty of time.*
- d) *A lot of people drive too fast.*
- e) *I ate a lot of fruit yesterday.*
- f) *I don't have much free time these days.*
- g) *There isn't much milk left.*  
*We need to buy some.*
- h) *Do you know many people here?*
- i) *How much is it?*

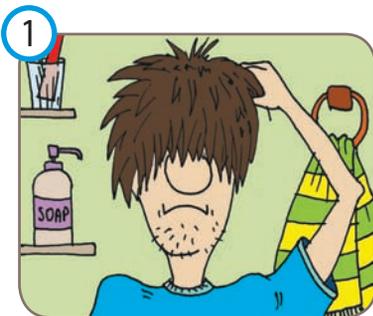


- 31** Study the examples in the Grammar Box and complete the rules with the corresponding quantifiers.

Rules:

1. We use with countable nouns: .....
2. We use with uncountable nouns: .....
3. We use both with countable and uncountable nouns: .....
4. We use in positive sentences: .....
5. We use in negative sentences: .....
6. We use in questions: .....

- 32** Look at the pictures, use the given words and a suitable quantifier to make sentences describing the situations. Be careful! Think whether the given nouns are countable or uncountable.



hair



traffic



soap



sweet



rain



water

**33** Study the following pairs of sentences and complete the rules for using *little/a little; few/a few*.

a) She spoke little Russian, so it was difficult to understand her.

b) She spoke a little Russian, so we were able to communicate with her.

c) Do you mind if I ask you a few questions?

d) This town is not a very interesting place to visit, so few tourists come here.

1. We use ..... and ..... with uncountable nouns to talk about a small amount of something.
2. .... has a negative idea; it is like saying "almost no" or "almost none".
3. We use ..... and ..... with countable nouns in the plural when talking about a small number of things.
4. We use ..... when we want to emphasise the negative aspect of a small number; it is like saying "not many" or "almost none".
5. .... does not have a negative idea. It is almost like saying "some".

**34** Some of the following sentences need *a*. Put in *a* where necessary. Put in *correct* if the sentence is already complete.

1. He's lucky. He has **few** problems.
2. I don't think Peter would be a good teacher. He's got **little** patience.
3. I enjoy my life here. I have **few** friends, and we meet quite often.
4. The book has **few** new ideas to offer.
5. There has been **little** business between the two companies.
6. There was **little** traffic, so we arrived on time.
7. Have you ever been to Pskov? – Yes, I've been there **few** times.
8. My mum was silent for **few** moments.
9. He played **little** football and enjoyed swimming.
10. **Few** sailors escaped, but most died in the battle.

Example:

**She spoke little Russian, so it was difficult to understand her.**

(correct)

**Do you mind if I ask you few questions?**

(a few questions)

## Listening

