

СРЕДНЕЕ (ПОЛНОЕ) ОБЩЕЕ ОБРАЗОВАНИЕ

# Up & Up 11

## student's book

Под редакцией В. Г. Тимофеева

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

4-е издание

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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.

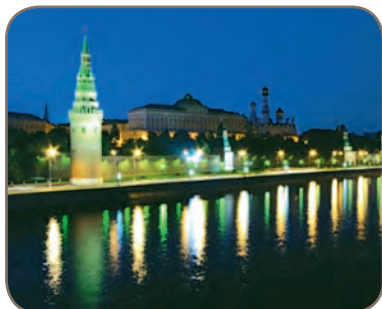
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# Syllabus



	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>		



	Vocabulary	Writing
	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



4



## 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

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



Track 1, 2

## 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.

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



Track 1

## 9> Listen to Conversation 1 again and complete the sentences.

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.



Track 2

## 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?

## 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.***



- 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.

Track 3

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.

### 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

- 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.



## 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.

1. In several cases the old buildings of St Petersburg have been ..... enormous advertisements!
2. You need to ..... some difficulties. If you can do this now, you'll be a better climber than me.
3. We are going to ..... early, so I'll have time to do my homework, which will be nice.
4. Now I realise that he taught me the way to ..... my problems and helped me develop self-confidence.
5. As soon as I graduate, I'm going to ..... a job.
6. I chose badminton and I don't regret ..... it .....
7. The number of human languages spoken might ..... from about six thousand today to half that number a century from now.
8. The Earth's sea level will .....
9. I am pleased to inform you that your talk proposal has been accepted for the conference, and we ..... meeting you there.
10. Unfortunately, we don't ..... well ..... him these days.
11. 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



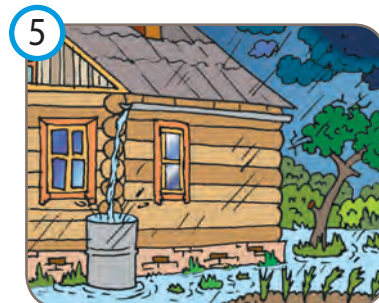
traffic



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





## 35 > Work in pairs. Try to complete the conversations.

### Conversation 1

**Shop assistant:** Hello! Can I help you?

**Customer:** Yes, I'm looking for ... erm ...  
You know I don't speak English very well.  
I want to buy this thing which I can sleep in  
when ..... It's a sort of a large warm bag,  
you know.

**SA:** Oh! That's ..... .

**C:** Yes, that's right.

**SA:** OK. Here you are.

**C:** Oh, dear!

**SA:** What's wrong with it?

**C:** Actually, I don't like it red. Have you  
got it ..... ?

**SA:** Let me see. Oh, yes, here is a yellow  
one.

**C:** I really like it. .... ? Oh, never mind,  
I'll ..... anyway. Where do I pay for it?

**SA:** Over at the cash desk, please ...

### Conversation 2

**C:** Excuse me.

**SA:** Can ..... ?

**C:** I'm looking for ..... .

**SA:** Shoes? What kind of shoes?

**C:** I don't know exactly how ..... They are  
special kind of strong shoes that you wear for  
sport.

**SA:** Oh, I see. You are looking for ..... .

**C:** Yes. Have you got them in yellow?

**SA:** Yellow? I'm not sure. Why yellow?

**C:** You know, I've just bought ..... and I want  
my trainers to match the bag.

**SA:** OK. Here is ..... .

**C:** Can I try them on?

**SA:** Sure ... They are really cute.

**C:** Yes, but have you got the next size?  
These are a bit ..... .

**SA:** Yes, here you are.

**C:** Yes, they fit. I'll take them, please ...

### Conversation 4

**SA:** Can I help you?

**C:** I don't know. I'm just looking,  
thank you ...

### Conversation 3

**C:** Where is it? I can't find the stuff.

**SA:** Can I help you?

**C:** Oh, I'm looking for some stuff for  
cleaning shoes. What do you ..... ?

**SA:** Shoe polish?

**C:** Yes, I need it for yellow trainers.

**SA:** ..... ? I'm afraid we don't have it.  
Oh, no ...

**C:** How much does it cost?

**SA:** 1000 roubles.

**C:** One thousand? Oh, that's too .....  
I'll leave it. Thank you ...

### Info: Currencies

Rouble ['ru:bl] – RUR

Dollar ['dɒlə] – \$

Euro ['jʊərəʊ] – €

Pound [paʊnd] – £



## 36 > Listen to the conversations and check.

Track 4



Track 5

37

Complete the following sentences from the conversations. Listen to check your answers.

1. I want to buy this thing .....
2. They are a special kind of strong shoes .....
3. I'm looking for some stuff .....

38

Make sentences using vague language and the collocations from Ex. 37 to describe the objects in the pictures.



39

Use the same technique to speak about:

- a) a raincoat;
- b) a sweater;
- c) a woolly hat (BrE)/  
a stocking cap (AmE);
- d) soap;
- e) toothpaste;
- f) a toothbrush;
- g) pyjamas;
- h) socks.

### Vocabulary

40

Look at the sentences from the conversations and complete the verb definitions.

Red doesn't really *suit* me.

I want my trainers to *match* the bag.

These (trainers) *fit* perfectly.

1. .... means to look good together.
2. .... means to be the right size and shape for someone or something.
3. .... means to make someone look attractive.

41

Complete the following sentences with *suit*, *fit* or *match*.

1. That coat really ..... Pauline.
2. The jacket ..... me pretty well but the trousers are too small.
3. We bought a nice small table with two chairs to ..... .
4. I can't open the door. The key doesn't ..... .
5. I like your new curtains. They ..... perfectly the wall paper in the dining room.
6. Yellow doesn't ..... me. I usually wear black.

## 42> Study the conversations in a shop and find the phrases for the following.

**Customer:** asking for smth you want to buy  
expressing preferences about colour and size  
making decisions about buying or not buying smth  
other requests and comments

**Shop assistant:** offering help  
clarifying the situation  
offering smth for sale  
expressing doubt  
other comments



## Pronunciation

## 43> Listen to the sentences and decide which of them sound polite. What makes them polite?

Track 6

1. Can I help you?
2. Have you got it in yellow?
3. Can I try them on?
4. Would you like to have a look?
5. How would you like to pay?
6. Have you got anything else?
7. Would you like tea or coffee?
8. Have you booked the hotel?

Listen again and repeat. Try to be polite.

## Speaking

## 44> A backpack game. Work in groups. You are going to have a holiday car trip to the north of Russia. It is winter now. The lowest temperatures at night are $-37^{\circ}\text{C}$ . Make a backpack list.

Your backpack should contain the things you will certainly need. Note that the backpack shouldn't be too big. Report your backpack list.

## 45> Make conversations. Use your backpack list to buy necessary things for your holiday trip.

### USEFUL LANGUAGE

must/have to  
should/shouldn't  
ought to/oughtn't to  
you'd/we'd better/you'd/we'd better not  
I (don't) think it is a good idea.

### Reporting

At first ...  
Finally ...  
We thought of taking ...  
But we went over the list ...  
But we decided we could do without ... /to strike it/them out

## Reading

## 46&gt; Scan the texts and answer the questions.

1. Where can you go with your best friend?
2. Which two prizes include travel insurance?
3. Which prize is for four people?
4. Which trip lasts the longest?
5. Where can you enjoy fine food and excellent service?
6. Where will you have a chance to visit the oldest ski resort?
7. Which prize doesn't include a food kitty?
8. Which trip features a visit to a reindeer farm?

## Win one of three holidays!!!

**Up & Up** and **Go now**, one of the world's largest travel companies, have three fantastic holidays to give away. To win one of the dream holidays simply send an e-mail to the address listed for the holiday of your choice, give your reasons for choosing this holiday and leave your details. Winners will be selected after the closing date of 31 December, 2009.

## European river cruise

Cruise with a friend through beautiful atmospheric countryside on a deluxe one-week river cruise. Whether you journey along the Danube, Rhine or Elbe, you will relax while gliding past peaceful villages and busy cities aboard a luxurious floating hotel. Life aboard is quiet and informal. You will enjoy fine food and entertainment, excellent service and a stylish, comfortable cabin. The prize includes connecting flights, travel insurance and meals on board for two. To enter, send an e-mail to **dream@europecruise.net**, give your reasons for choosing this holiday and leave your details.

## Overland to Nepal

If you prefer action and adventure, experience the journey of a lifetime – a fifteen-week camping trip to Nepal. Explore the country, its history, and its people. Following ancient silk trading routes, the journey includes highlights such as camel trekking through India's Rajasthan Desert and tiger-tracking in Nepal. Travel is in a specially built vehicle manned by two experienced guides. The prize is for one person. Return flight from Kathmandu and food is not included. To enter, send an e-mail to **dream@nepalcamping.net**, giving your reasons for choosing this holiday and leaving your details.

## Top of the world for anyone

Take an eight-day package tour to Finnish Lapland, which lies in the Arctic Circle. The Northern Lights programme, starting with a short flight from Helsinki to the base town in Levi, features a visit to a reindeer farm with lunch in a Lapp cabin, snowmobiling by moonlight, a safari, and a picnic in a classic northern hut. You and your three friends will have a chance to visit Lapland's oldest ski resort, followed by a sauna and a welcome to the community at Tuikku restaurant. Options include an icebreaker cruise as well as down-hill and cross-country skiing. The prize includes round-trip flights and travel insurance. To enter, send an e-mail to **dream@finnway.net**, giving your reasons for choosing this holiday and leaving your details.

## 47&gt; Read the texts again and do the tasks.

**a) Compare the following pairs of phrases and decide which suggests a more positive reaction.**

one of the world's largest travel companies  
one of the travel companies  
you will enjoy fine food  
you will eat

**b) Try to find the words and phrases that are used to suggest a positive reaction. Make a list.**

**c) Arrange the texts according to the number of means used to suggest a positive reaction. Which text is the most suggestive and which is the most neutral?**

**d) Which of the three offers do you like most? Was your choice suggested by how the offer was written? Share your ideas with a partner.**



## Writing

- 48>** Look at the e-mail Tim sent to enter the competition for one of the advertised holidays. Study the elements of an e-mail in the Info Box and complete the e-mail.

### Info: E-mail Expressions

**Reply** – send an answer to the person who sent the e-mail

**Reply to all** – send an answer to the person who sent an e-mail and everyone who received a copy of it

**Forward** – send an e-mail you have received to someone else

**Attach** – send a document, for example a picture or a text, with the e-mail

**Cc** – send a copy to ...

**Bcc** – send a blind copy to ... (the other people don't know that you're sending this copy)

**Thanks for your e-mail ...**

**Please find attached ...**

You can end with:

**Best wishes**

**All the best**

**Regards**

**Создать сообщение**

File Edit View Paste Window Help

Send Cut Copy Paste Undo

Reply:

Reply to all:

Forward:  Cc:

Subject:  Bcc:

Attach:  [Browse...](#)

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Dear Dream,

I'd really love to take the package holiday to Lapland and I think I'm the right person for this. I'm sure it's an excellent chance to learn more about a different culture and meet new people. Besides, it may be a relaxing and healthy holiday after a long time of studying at school. I'd also like to snowmobile as I did it with my dad when I was 10 (it was really exciting, though a bit frightening), so now I want to test myself again. I also like trying new things in my life and I've never been on board a big ship. I'm energetic, good-humoured, and easy-going, which seems important for such kinds of adventure.

Please let me know if I got this prize.

Best wishes,  
Tim

- 49>** Which holiday did Tim choose?  
What reasons did he include in his e-mail?  
Match the reasons provided by Tim to the information given in the advertisement.

Example:

**to learn about different cultures – Lapp cabin**

- 50>** Work in pairs. What other reasons can you think of for choosing this holiday?  
Make a list.

- 51>** Write an e-mail to enter one of the holidays of your dreams. Don't forget to provide good reasons to explain your choice.

## FOR YOUR PROJECT

- 52>** Look through Unit 1 to organise a word bank for Holiday and Tourism.

- 53>** Use your word bank to make advertisements for three dream holidays round Russia.