



NATIONAL INSTITUTE OF
FINE ARTS AND DESIGN

English Language Guide

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**КАМОЛИДДИН БЕХЗОД НОМИДАГИ МИЛЛИЙ
РАССОМЛИК ВА ДИЗАЙН ИНСТИТУТИ**

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Хорижий тил (инглиз тили)

Таълим соҳаси: 150000 – Санъат
Таълим йўналиши: – Барча йўналишлар

- 5111000 – Касб таълими (5150800 – Рангтасвир (дастгоҳли))
- 5111000 – Касб таълими (5150900 – Дизайн (либос ва газламалар))
- 5111000 – Касб таълими (5150900 – Дизайн (интерьерни лойиҳалаш))
- 5150200 – Санъатшунослик (тасвирий ва амалий санъат)
- 5150200 – Санъатшунослик (музей иши ва маданий мерос объектларини сақлаш)
- 5150800 – Рангтасвир (дастгоҳли)
- 5150800 – Рангтасвир (маҳобатли)
- 5150800 – Рангтасвир (фильмнинг тасвирий ечими)
- 5150800 – Рангтасвир (театр беагаи)
- 5150800 – Рангтасвир (мультифильм ва компьютер мультипликацияси)
- 5150900 – Дизайн (либос ва газламалар)
- 5150900 – Дизайн (интерьерни лойиҳалаш)
- 5150900 – Дизайн (реклама ва амалий графика)
- 5150900 – Дизайн (компьютер графикаси ва бадий фото)
- 5151000 – Графика (дастгоҳ ва китоб графикаси)
- 5151000 – Графика (хаттотлик ва миниатюра)
- 5151100 – Хайкалтарошлик (бадий)
- 5151200 – Амалий санъат (бадий кулолчилик)
- 5151200 – Амалий санъат (меъморий ёдгорликлар беагаи)
- 5151200 – Амалий санъат (амалий санъат асарлари)

Тошкент 2018

Аннотация

“Хорижий тил (инглиз тили)” номли ўқув қўлланма тасвирий ва амалий санъат ҳамда дизайн бакалавр йўналиши талабалари учун мўлжалланган. Ушбу қўлланма инглиз тилидаги нутқ компетенциялари, грамматик, аудиовизуал кўникмаларига оид материаллар орқали инглиз тилини ўрганишдаги замонавий таълим стандартига хос тарзда тузилган.

Аннотация

Учебное пособие «Иностранный язык (английский язык)» разработано для студентов бакалавриата в сфере изобразительного и прикладного искусства, а также дизайна. Данное пособие составлено в соответствии с требованиями современного образовательного стандарта, который охватывает изучение английского языка на основе развития речевой компетенции, грамматического и аудиовизуального навыков.

Annotation

The teaching manual "Foreign Language (English)" is designed for undergraduate students in the field of Fine arts, Applied arts and Design. The manual is compiled in accordance with the requirements of modern educational standards, which encompasses learning the English language based on acquiring speech competence and comprehensive grammatical and audio-visual skills.

КИРИШ

Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларини ўрганиш тизимини янада такомиллаштириш чора тадбирлари тўғрисида”ги ПҚ 1875-сонли қарори ижросини таъминлашга ҳамда Олий ва ўрта махсус таълим вазирлигининг 2017 йил 11 августдаги 584-сонли буйруғига асосан 2017-2018 ўқув йилидан бошлаб талаба ва педагогларнинг инглиз тилида “Тинглаб тушуниш”, “Ўқиш”, “Ёзиш”, “Гапириш” кўникмаларининг механизмларини ўқув жараёнига жорий этилишида инглиз тилининг нутқий меъёрларини шакллантириш масаласига қаратилмоқда.

“Хорижий тил (инглиз тили)” номли ўқув қўлланмаси актуал материалларга бойлиги, аудиовизуал материаллардан фойдаланганлиги билан аҳамиятлидир. Ўқув қўлланманинг таркибидаги мавзулар алоҳида санъатга доир кўплаб мавзуларни қамраб олганлиги сабабли, санъат йўналишидаги олий таълим муассасаларининг талабаларига кенг имкониятларни яратади.

Қўлланма 3та қисмдан иборат бўлиб, 1, 2 ва 3 курс тасвирий ва амалий санъат, санъатшунослик ҳамда дизайн йўналишидаги бакалавр босқичи талабаларига мўлжалланган. Ҳар бир қисм 11-13 “Unit” дан иборат бўлиб, “Unit” 6-8 соат амалий машғулотларни ўз ичига олади. Инглиз тилидаги грамматик категорияларнинг қўлланилиши ўзига хос тарзда ёритилган. Аудио текстлар, санъат соҳасига оид мавзулар ва топшириқлар инглиз тилини мутахассислик доирасида ўзлаштиришга ёрдам беради.

Ўқув қўлланмани ишлаб чиқишда муаллиф томонидан кўплаб хорижий манбалардан кенг фойдаланилган. Хусусан Британия Кенгашининг интернет сайтидаги материаллар қўлланмани бойитишга кўмаклашди.

UNIT 1. INTRODUCTION TO THE COURSE

1. READING.

The Independence of the Republic of Uzbekistan

The 1st of September 1991, is the birthday of new Independent Republic of Uzbekistan. It is the first and most important public holiday of the country. The whole country celebrates the **anniversary** of Independence in wide and bright way. Each region prepares various festive programs. Wherever you find yourself this day, you will find a **fascinating sight**: performances of original folk groups, **excitable** sports events, various shows and noisy craft fairs. In each region in Uzbekistan, a festive program is written in honor of the Independence Day. These are the performances of original folklore groups and **sports battles**, variety shows, and **noisy fairs** of folk **craftsmen**.

As the observance of the Independence Day of Uzbekistan falls on September 1st, you can behold a lot of foreign visitors traveling around Uzbekistan. From this, the mood of all that is going on becomes even more rosy and bright. After all, the people of Uzbekistan are eager to share their wonderful **mood** with the guests of the country. The Independence Day, realizing the embodiment of the century-old dream of ancestors, freedom and **prosperity** of the Uzbek land, unlimited possibilities and **prospects** of people, is glorified in the history of Uzbekistan as the greatest date.

And, of course, what a holiday without food! Festive pilaf on this day is the central dish of any dastarkhan, followed by family, colleagues, neighbors and friends. In various **districts** of the country **in honor of** the Independence Day, special exhibitions on the history, culture of the country and flower festivals are opened. In Tashkent the celebration is prepared in advance, because the festive show is so **spectacular** and large that it is simply **brehtaking**. It involves hundreds of extras, musicians, dance groups, the brightest stars of the stage and cinema. And in the evening in honor of the 1st of September – Independence Day of Uzbekistan, a **grandiose festive salute** flies over the square. One of the places for the occasion of the Independence Day of Uzbekistan is also the National Park in Tashkent named after Alisher Navoi. There are festive parades and events; concerts and performances of local stars are organized.

• *Questions:*

1. When is celebrated the Independence Day of the Republic of Uzbekistan?
2. What does each region prepare before celebrating the holiday?
3. What do people like to serve as one of the most traditional food during the holiday?

About myself

Ann: Hello! My name is Ann Smith. I am a **senior** in **high school**. Everyone can agree that I am a good student and that I like to study.

Teacher: Well. What is your favourite subject?

Ann: My **favourite subjects** are chemistry and biology. I am going to enter the university because my goal is to study these subjects in future and to become a **respected professional** in one of the fields.

Teacher: What do you say about yourself?

Ann: I can say that I am a **responsible and a hard-working student**. Moreover, being a **sociable person**, I have many friends since I like to communicate with people and get to know new interesting **individuals**.

Teacher: Do you enjoy your time?

Ann: Yes, I enjoy my **time at school**: it is nice to study and the **students** are very friendly and ready to help. The atmosphere cannot but make me want to go there every time. I like to receive and deal with **challenging tasks**.

Teacher: What do you value and appreciate?

Ann: I am a very **enthusiastic student** and I think this is a **strong point of mine**. My friends say that I am a very funny and an interesting girl with a good sense of humour. As soon as I meet new people who are happy to meet me, I feel **extremely comfortable** with them. I believe that friendship is one of the most **important values in human life**. We **exchange** new ideas, find many interesting things about each other and experience new things. I **appreciate** friendship and people who **surround** me.

• **Questions:**

1. Where does Ann study?
2. What are her favourite subjects?
3. What kind of person is she?
4. What does she value and appreciate?

2. GRAMMAR FOCUS: To be, to have.

Exercise 1: Put the verb *to be* in a right form.

1. Carol's cat very pretty.
2. Rob ten years old.
3. Those paintings wonderful!
4. The two supermarkets very close to each other.
5. John thinks science a very difficult subject.
6. All the doors open in this house!
7. Helen and Barbara sisters.
8. That music incredible. Who is it?

Exercise 2: Put the verb *to be* in a right form.

1. Peter Baker from Manchester, but Paul and John from London.
2. Manchester and London cities in England.
3. Hamburg a city in Germany.
4. Jack and Peter her friends. They in the same class.
5. Mr. and Mrs. Baker on a trip to the USA to visit their cousin Anne.
6. "What time it? It 8 o'clock. you tired? No, I not.

Exercise 3: Answer to the questions in a correct form.

1. Are you from England? → Yes,
2. Is she nice? → Yes,
3. Are the friends at school? → Yes,
4. Is the dog in the garden? → Yes,
5. Are you 12? → No,
6. Is your school bag black? → Yes,
7. Is he a teacher? → Yes,
8. Are your parents from Italy? → No,
9. Are we students? → Yes,
10. Am I your friend? → Yes,

Exercise 4: Put in *have to* or *has to* into the gaps.

1. They write a test.
2. She clean her desk.
3. Ken and Liz learn English words.
4. Andy help his brother.
5. We do our homework.
6. He write with a pencil.
7. I feed the hamster.
8. You take photos.
9. Victoria read the newspaper.
10. The teacher send a text message.

3. LISTENING: Sandra Rodríguez from Spain.

A. Recognizing the main idea: Typical order of elements in Western Cultures: basic info about the person, family/housing, occupation(s) and hobbies. Notice how the information is organized (US) / organised (UK) in paragraphs – this helps you to be tidy in your structure!

• **Questions:**

1. Where does she come from?
2. How old is she?
3. What does she like to do at most?

4. SPEAKING.

A. Learn adjectives to help you to describe yourself.

Learning how to describe ourself accurately is something we usually have to put some effort into. This seems to be especially true in most western cultures where being honest about our skills, qualities, and attributes can be confused with being arrogant, "blowing your own trumpet", and being excessively self-indulgent. If we do learn to describe ourselves, we can often forget self-confidence training by being our own confidence guru and simply acknowledging and appreciating our own positive qualities.

Positive adjectives to use on a resume

Inventive	Exciting	Thoughtful
Powerful	Practical	Proactive
Productive	Professional	Quality
Quick	Balanced	Achiever
Knowledgeable	Leader	Literate
Logical	Initiator	Original
Outgoing	Particular	Patient
Active	Positive	Consistent
Compassionate	Incredible	Independent
With Integrity	Mediator	Emotional
Cheerful	Forgiving	Sensuous
Generous	Sporty	Devoted
Candid	Rebellious	Cooperative
Industrious	Interesting	Racy
Meditative	Understanding	Quirky

Words to describe yourself

Because we can all identify with 90% of these adjectives in some situation or other, pick 10 to 15 words that describe how you are most of the time, regardless of the situation. It might be helpful to think about who you are when you are on your own, doing your own thing. There will be very few other people who will identify the exact same combination, because we're all different.

Favourable descriptive words to use in a job interview

Honest	Assertive	Attentive
Direct	Broad-minded	Committed
Conscientious	Dynamic	Hard worker
Persistent	Mature	Methodical
Motivated	Objective	Tenacious
Sociable	Friendly	Realistic
Reliable	Resourceful	Respectful
Responsible	Creative	Confident
Traditional	Trustworthy	Unconventional
Unique	Ecclectic	

Positive descriptions

Optimistic	Accomplished	Adept
Analytical	Articulate	Artistic
Self-disciplined	Controversial	Individual
Tolerant	Naive	Green
Unselfish	Sophisticated	Stable
Strong	Successful	Tactful
Talented	Team player	Fun
Intelligent	Changeable	Passionate
Intense	Intuitive	Upbeat
Vibrant	Funny	Constructive
Customer-oriented	Dependable	Direct

Competitive	Political	Social consciousness
Modest	Courageous	Enthusiastic
Enterprising	Entrepreneurial	Facilitator
Focused	Genuine	Open-mindedness
Wise	Sensitive	Sense of humor
Sensible	Sincere	Skilled
Solid	Communicative	Helpful
Fast	Responsible	Results-driven
Results-oriented	Self-reliant	Organised
Knowledgeable	Logical	Personable
Pleasant	Flexible	Adaptable
Persuasive	Perceptive	Insightful
Trustworthy	Easy going	Good listener
Imaginative	Warm	Ambitious
Diplomatic	Curious	Leader

5. READING.

Islam Abduganievich Karimov

Islam Abduganievich Karimov was born on January 30, 1938 in Samarkand in a family of **civil servants**. He was Uzbek by nationality and had a Higher Degree. He finished the Central Asian Polytechnic Institute and the Tashkent Institute of National Economy, **received** degrees as an **engineer-mechanic** and economist. He began work in 1960 at Tashselmash. From 1961-1966 he worked as an engineer, a **leading** engineer-constructor at the Chkalov Tashkent Aviation Production Complex.

In 1966, he started work at the State Planning Office of the UzSSR where he worked as Chief Specialist and later as first **Deputy Chairman** of the State Planning Office. In 1983 I. Karimov was appointed Minister of Finance of the UzSSR, in 1986 – Deputy Chairman of the Council of Ministers of the UzSSR and Chairman of the State Planning Office. In 1986-89 he was first **secretary** of the Kashkadarya **Provincial Party Committee**. From June 1989 – first secretary of the Central Committee of the Communist Party of Uzbekistan.

- On March 24, 1990, he was elected President of the Uzbek SSR;
- On August 31, 1991, he declared the Independence of the Republic of Uzbekistan;
- On December 29, 1991, he was elected President of the Republic of Uzbekistan in multi-candidate elections;
- On March 26, 1995, in accordance with a national referendum, his period in office was extended to 2000;
- On January 9, 2000, in elections that included choice, Islam Abduganievich Karimov was re-elected as head of state;
- On December 23, 2007, in elections that included choice, Islam Abduganievich Karimov was re-elected as head of state;
- On March 29, 2015, Uzbekistan **held** a multi-candidate presidential election;
- **According to** its results and amendments adopted to the **Constitution** of the Republic of Uzbekistan, Mr. Islam Karimov was elected to the highest post in the country for the next 5 years.

He had directly contributed to:

- a program of independent development of the country, and the constitution, meeting democratic **demands** and **international** criteria;
- a new program of state and social construction, reform of administration, both central and locally, the **realization** of principles harmonizing the interests of the state, society and the individual;
- a new **respected** model of economic development based on five principles: de-ideologization of the economy, supremacy of **laws**, step-by-step reform, state regulation during the transition period and strong social policy;
- reform of the armed forces, border forces.

• *Questions:*

1. When was born the first President of the Republic of Uzbekistan?
2. Where did Islam Abduganievich Karimov earn his Higher Degree?
3. Where did he start and continue to work?
4. Write about his achievements and contribution for the development of the Republic of Uzbekistan.

6. SPEAKING: “East or West, Home is Best”.

A. Discuss with your partner what kind of value does the homeland mean for you? How do you understand the proverb “East or West, Home is Best”?

B. Discuss the questions below with your partner.

STUDENT A’S QUESTIONS (Do not show to student B):

1. What images spring to mind when you hear the country Uzbekistan?
2. What are the main holidays in Uzbekistan?
3. What is Uzbekistan most famous for?
4. What do you know about Uzbekistan’s history?
5. What are the differences between Uzbekistan and other Asian countries?
6. What do you think about Uzbek people?
7. What has Uzbekistan given to the world?
8. What is the most favourite dish of Uzbek people?
9. What do you know about the geography of Uzbekistan?
10. Who are the most famous Uzbek people you know?

STUDENT B’S QUESTIONS (Do not show to student A):

1. How different is Uzbekistan from other European/Asian countries?
2. What was the last news story you heard about Uzbekistan?
3. What do you think Uzbekistan’s neighbours think of it?
4. What do you think Uzbekistan will be like 50 years from now?
5. How many regions of Uzbekistan have you already visited?
6. What could you do on a holiday in Uzbekistan?
7. What is your idea of a typical Uzbek person?
8. What things about Uzbekistan do you think Uzbeks are proud of?
9. What do you know about Uzbek culture?
10. What would you like to ask an Uzbek person about Uzbekistan?

7. WRITING.

Exercise 1: Compose an essay about the Independence of the Republic Uzbekistan (about achievements, holidays and reforms) (max. 250 words).

8. GRAMMAR FOCUS: Uncountable and countable nouns, possessives.

Exercise 1: Can the following nouns be counted or not? Choose the correct answer.

- | | |
|-------------------|---------------------|
| 1. milk → | 6. minute → |
| 2. room → | 7. tea → |
| 3. butter → | 8. child → |
| 4. song → | 9. homework → |
| 5. music → | 10. key → |

Exercise 2: Can you count the following nouns? Choose the correct answer.

- | | |
|------------------------|--------------------|
| 1. rice → | 6. man → |
| 2. potato → | 7. bread → |
| 3. information → | 8. poetry → |
| 4. mile → | 9. weather → |
| 5. vegetable → | 10. sheep → |

Exercise 3: Decide whether the following nouns are countable or not. Choose countable or uncountable form.

- | | |
|----------------------|----------------------|
| 1. confusion → | 6. pain → |
| 2. roof → | 7. behaviour → |
| 3. traffic → | 8. knife → |
| 4. cutlery → | 9. mouth → |
| 5. freedom → | 10. peace → |

Exercise 4: Do you add -'s or -'?

1. This is Julian book.
2. He is Laura brother.
3. The children room is nice.
4. Where is Nick football?
5. Our parents van is big.
6. My aunt family lives in Scotland.
7. The Bakers house is green.
8. My grandma watch is always slow.
9. These are my mum keys.
10. The secretaries laptops are brand new.

Exercise 5: Replace the personal pronouns by possessive adjectives.

1. Where is (*I*) my book?
2. Here is (*we*) our teacher.
3. She goes to school with (*she*) her brother.
4. (*They*) Their father works in a car factory.
5. (*You*) Your laptop is very expensive.
6. (*He*) His favorite hobby is tennis.
7. (*I*) My husband and I want to go to Paris.
8. We want to see (*it*) its historical monuments.
9. Leila likes (*she*) her dog!
10. (*It*) Its name is Bobby.

9. LISTENING: Talking about your family.

A. Sam wants to play Game of Kings. But Jack is more interested in Sam's family. Do the first exercise, then watch the video and follow the instructions to practise your speaking. Write the words in the correct group.

sister mum uncle brother half-sister					
grandad aunt grandma dad half-brother					
girls / women			boys / men		

B. Circle the best option to complete these sentences.

1. Jack is surprised because _____.

- a) You can't buy Game of Kings there yet
- b) He doesn't like Game of Kings
- c) Game of Kings is expensive

2. Sam got the game from _____.

- a) his brother Charlie
- b) his half-brother Rob
- c) his dad

3. Rob and Sam have the same _____.

- a) mum
- b) dad
- c) mum and dad

4. Sam has _____.

- a) never met his half brother
- b) met his half-brother twice
- c) met his half-brother three times

5. Rob's mum is _____.

- a) in Mexico now
- b) married to someone else
- c) not very nice

6. Sam's mum is _____.

- a) divorced
- b) fine about the situation
- c) older than Sam's dad

C. Listen and complete the dialogue with phrases from the box.

to someone else really nice he met my mum sent it to me
been to visit him twice married an American was divorced
half-brother on Skype a lot older than me
you want to play? I was really little

Jack: Hi Sam. How's it going?

Sam: Good. How are you?

Jack: Fine, thanks. Hey, is that the new version of Game of Kings?

Sam: Yeah, do **1.** _____. It's great!

Jack: Oh! You can't buy that here! Where did you get it?

Sam: From my brother. He **2.** _____.

Jack: What? Charlie?

Sam: No, my other brother, Rob. ... Well, he's my **3.** _____.

Jack: But ... I don't get it ...

Sam: He's my dad's son. My dad went to New York to study and **4.** _____.

Jack: Your mum's American?!

Sam: No, no, not my mum ... before **5.** _____.

Jack: Ah, OK, I get it now. Wow, I didn't know that! So, how old is your half-brother?

Sam: Er, he's five years **6.** _____, so he's twenty-three.

Jack: Cool. And do you see him often?

Sam: Not very often. I've **7.** _____. Well, three times, but the first time I don't remember because **8.** _____. But we speak **9.** _____.

Jack: And have you met Rob's mum?

Sam: Yeah. She's **10.** _____. She's from Mexico originally. She's married **11.** _____ now.

Jack: And what does your mum think?

Sam: Er, she's fine about it! She knew my dad **12.** _____ and had a son.

Jack: Huh ... OK.

Sam: OK, enough questions. Do you want to play Game of Kings or what?

Jack: Yeah, cool.

10. READING.

National Institute of Fine Arts and Design named after Kamoliddin Bekhzod

National Institute of Fine art and Design named after Kamoliddin Bekhzod is a versatile art educational institution in Uzbekistan, which was founded in 1997. It offers 18 undergraduate and 9 graduate **academic programs** in the field of Fine Art, Applied Art, Art Criticism and Design. There are 14 specialties training departments: Art ceramics, Sculpture, Restoration architectural monuments, Advertising and Applied graphics, Drawing, Theatrical and decorative painting; Easel painting, Monumental painting, Book graphics and miniature, Museum deal, Theory and history of fine arts, Fashion design, Interior design. The **aim** of the offered programs is to prepare students for **research** and professional practice.

The programs combine individual **depth of experience** and competence in a particular chosen major specialty. It strives to develop creativity, professional independence and the **capacity for** continuing professional and intellectual growth. The institute encourages, supports and commits to provide leadership, development and involvement opportunities for students' excellent **academic performance**. The academic staff of NIFAD is **dedicated to** enhance students' experience by fostering community in an **inclusive environment** where they can engage, learn, explore through organized activities.

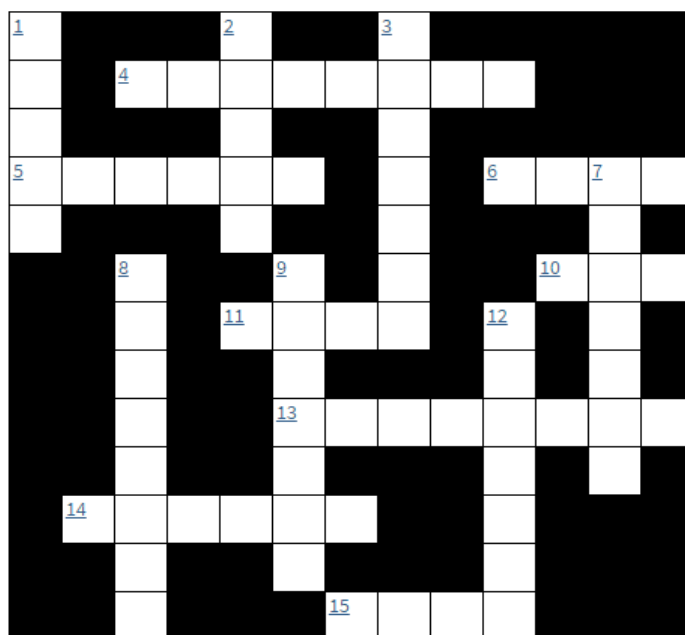
The teaching staff at the Institute **includes** academicians of the Academy of Arts of Uzbekistan, Honoured Artists of the Republic of Uzbekistan, professors, art critics, cultural workers, youth coaches and associate professors.

• *Questions:*

1. When was founded the National Institute of Fine Arts and Design named after Kamoliddin Bekhzod?
2. How many faculties are there?
3. What is the main task of the specialized departments?

11. GRAMMAR FOCUS: Nouns, definite and indefinite articles.

Exercise 1: Fill in the words into the crossword. Write the plural form of the nouns into the crossword.



Across

- 4. child
- 5. kiss
- 6. fish
- 10. man
- 11. car
- 13. tomato
- 14. wish
- 15. days

Down

- 1. book
- 2. wife
- 3. friend
- 7. shelf
- 8. family
- 9. party

Exercise 2: Put in the correct form of the plural.

1. ox →
2. roof →
3. potato →
4. party →
5. deer →
6. chief →
7. photo →
8. series →
9. wife →
10. brother-in-law →

Exercise 3: Fill in the article *a, an, the* where necessary. Choose *x* where no article is used.

1. I like blue T-shirt over there better than red one.
2. Their car does 150 miles hour.
3. Where's USB drive I lent you last week?
4. Do you still live in Bristol?
5. Is your mother working in old office building?
6. Carol's father works as electrician.
7. The tomatoes are 99 pence kilo.
8. What do you usually have for breakfast?
9. Ben has terrible headache.
10. After this tour you have whole afternoon free to explore the city.

Exercise 4: Use *a* or *an*. Write the correct forms of the indefinite articles into the gaps.

1. Lucy has dog.
2. Let's sing song.
3. Emily needs new desk in her room.
4. I need blue pen.
5. Ben has old bike.
6. Peter has aunt in Berlin.
7. We listen to English CD.
8. She has exercise book in her school bag.
9. The speed of this car was 160 miles hour.
10. They finished unit.

12. LISTENING: Apartments and flats.

A. Fill in the gaps.

In the USA, _____ apartments; in the UK they're called flats. They are a _____. I don't particularly like them. I don't think it's good for so many people to _____ together. It's not good for people to live _____ each other. I don't understand how people can live _____ second floor. It's not natural to live in the sky. The thing _____ about apartments are the lifts (Americans say elevator) and _____ no garden. More and more people are moving into apartments. This _____ with overcrowding. There aren't enough spaces _____ car, there's nowhere to throw your rubbish and you have _____ to reach your floor. Give me a little house with a little garden any day.

13. GRAMMAR FOCUS: Present Simple Tense.

Exercise 1: Write the verbs in a correct form.

1. They hockey at school. (*to play*)
2. She e-mails. (*not/to write*)
3. you English? (*to speak*)
4. My parents fish. (*not/to like*)
5. Anne any hobbies? (*to have*)
6. Andy's bro..... her in an office. (*to work*)
7. Leroy very fast. (*can/not/to read*)
8. Jim and Joe the flowers every week? (*to water*)
9. Yvonne's mother a motorbike. (*not/to ride*)
10. Elisabeth cola? (*to drink*)

Exercise 2: Write the verbs in a correct form.

1. We our dog. (*to call*)
2. Emma in the lessons. (*to dream*)
3. They at birds. (*to look*)
4. John home from school. (*to come*)
5. I my friends. (*to meet*)
6. He the laptop. (*to repair*)
7. Walter and Frank hello. (*to say*)
8. The cat under the tree. (*to sit*)
9. You water. (*to drink*)
10. She the lunchbox. (*to forget*)

14. SPEAKING: Family.

A. Write 5 good questions about family in the table. Do this in pairs. Each student must write the questions on his/her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1. _____	STUDENT 2. _____	STUDENT 3. _____
Q. 1.			
Q. 2.			
Q. 3.			
Q. 4.			
Q. 5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

B. Helpful words to describe family.

Family vocabulary word list

<p>A</p> <p>adoption adoptive father adoptive mother ancestor aunt</p> <p>B</p> <p>bachelor birth mother blood relative bride bridegroom brother brotherhood brotherly brother-in-law</p> <p>C</p> <p>care-giver child childhood children clan close-knit connection cousin</p> <p>D</p> <p>dad daddy daughter daughter-in-law descendant devoted divorce</p> <p>E</p> <p>eligible engaged engagement estranged ex ex husband ex wife extended family</p>	<p>F</p> <p>faithful family family tree father father-in-law fiancee first born first cousin first cousin once removed flesh and blood folks foster foster child foster father foster mother foster parent</p> <p>G</p> <p>genealogy grampa gramps grandchild grandchildren granddaughter grandfather grandma grandmother grandpa grandparent grandson granny great-granddaughter great-grandfather great-grandmother great-grandparent great-grandson great-aunt great-uncle</p>	<p>H</p> <p>half-brother half-sister heir heiress helpmate hereditary heritage history home household husband</p> <p>I</p> <p>identical twin inherit inheritance infant infancy in-law</p> <p>J</p> <p>juvenile</p> <p>K</p> <p>kin kith</p> <p>L</p> <p>lineage love loyalty</p> <p>M</p> <p>maiden name mama marriage mate maternal matriarch matrimony minor mother mother-in-law Mr. Mrs. Ms.</p>	<p>N</p> <p>nana natal nephew nest niece nuclear family nuptial nurture</p> <p>O</p> <p>offspring orphan</p> <p>P</p> <p>pa papa parent partner paternal patriarch pop posterity progenitor progeny</p> <p>Q</p> <p>quadruplets quads quints quintuplets</p> <p>R</p> <p>related relations relative</p>	<p>S</p> <p>second cousin senior separation sibling single sister sisterhood sister-in-law sisterly son son-in-law spouse stepbrother stepchild stepchildren stepdad stepdaughter stepfather stepmom stepmother stepsister stepson support surrogate mother</p> <p>T</p> <p>tribe trust trustworthy twin brother twin sister twins</p> <p>U</p> <p>uncle</p> <p>V</p> <p>value</p> <p>W</p> <p>wed wedding wedlock wife</p> <p>Y</p> <p>youngster youth</p>
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UNIT 2. SUCCESSFUL LIFESTYLE

1. LISTENING: Mixed emotions. Listen to Daniel as he talks about being both sad and embarrassed and learning to control his emotions.

A. Choose the best answer.

1. Daniel was sad when his application for _____ was rejected.

- a) a job
- b) study abroad
- c) a scholarship
- d) university

2. Daniel always tried to do _____ things in front of his friends.

- a) funny
- b) cool
- c) intelligent
- d) stupid

3. How did Daniel express his anger before?

- a) hitting
- b) through music
- c) shouting
- d) through writing

4. He thinks when you feel angry about something you should _____.

- a) think it over
- b) talk about it
- c) cry about it
- d) go do exercis

5. Vella thinks you should _____ bad experiences.

- a) forget about
- b) avoid
- c) learn from
- d) prepare for

2. READING.

Emotions

New research suggests that there are only four basic facial expressions of emotion. However, how these expressions are interpreted might depend on where you are from. Research by scientists from the Institute of Neuroscience and Psychology at the University of Glasgow has **challenged** the traditional view of how the face expresses emotions. Until now, it was **widely** believed that six basic emotions (happiness, sadness, fear, anger, surprise and disgust) were expressed and **recognised across** different cultures.

However, the University of Glasgow's work now suggests that the human face only has four basic expressions of emotion. This is because some pairs of emotions are impossible to **distinguish**, especially when they are first registering on the face. Fear and surprise, for example, both share wide open eyes. The **facial expressions for** anger and **disgust** also look the same. So, if our faces are only able to express four basic emotions, how do we communicate a much more complex **variety of feelings**? The study found that the way expressions are interpreted is different

in different cultures. Lead researcher Dr. Rachael Jack was studying this because ‘facial expressions were **considered to be** universal’, she explains. However, while looking at how people from the East and West look at different parts of the face during facial **expression recognition**, they found that although there are some common features across cultures, the six basic facial expressions of emotion are not **recognized universally**. ‘We said we don’t know what a disgust face looks like in China, so the best way to go about that is to make all combinations of facial movements and show to Chinese observers and ask them to choose the ones they think are disgust faces.’ With the **software** they developed, they discovered that in the early stages of signalling emotion, fear and surprise, and anger and disgust, were often confused. Jack explains that these facial expressions have developed both from biology and social evolution. What interests people about the cross-cultural aspect of the research? ‘This work leads to understanding which emotions we share, appreciating our differences and **highlighting** our multicultural global experiences.’

This research could inform new ways of social communication that **facilitate cross-cultural interactions**. ‘You can have a Skype system where you might be interacting with someone in Japan,’ Jack explains. ‘The system would interpret your **facial expressions based on knowledge** of Western facial expressions, then interpret that for the **Japanese observer**. You can imagine they would have an avatar of the person’s face, and the facial expression would be **translated into** the Japanese facial expression on the avatar.’

A. Match the vocabulary with the correct definition and write a–h next to the number 1–8.

- | | |
|---------------------------------|---|
| 1. to highlight something | a. to say that something might not be true |
| 2. to distinguish | b. a strong feeling of dislike, especially for something that looks, smells or tastes bad |
| 3. to go about something | c. to recognise the difference between two things |
| 4. to facilitate something | d. to show an emotion |
| 5. to challenge something | e. to do something in a certain way |
| 6. to register | f. to make people notice something |
| 7. disgust | g. to explain or translate the meaning of something |
| 8. to interpret | h. to make something easier |

B. Define true or false statements.

- The scientists from the University of Glasgow believe there are six basic emotions that we can recognise from facial expressions. **True False**
- The emotions that are expressed on your face can be interpreted in different ways. **True False**
- People from different places may have a different concept of what a disgust face looks like. **True False**
- The scientists in Glasgow discovered that all cultures could recognise the difference between fear and surprise. **True False**
- Researchers asked Chinese volunteers to pull disgusted expressions and took photographs. **True False**
- Our facial expressions have developed as a result of biological factors and our social context. **True False**
- This work helps us to appreciate similarities and differences between different cultures and the way that they express emotions. **True False**
- This research could be used to help people understand each other better when using new technologies. **True False**

3. WRITING.

Exercise 1: Read the text and write the correct form of the word in brackets to complete the gaps. Look at the example at the beginning of the text.

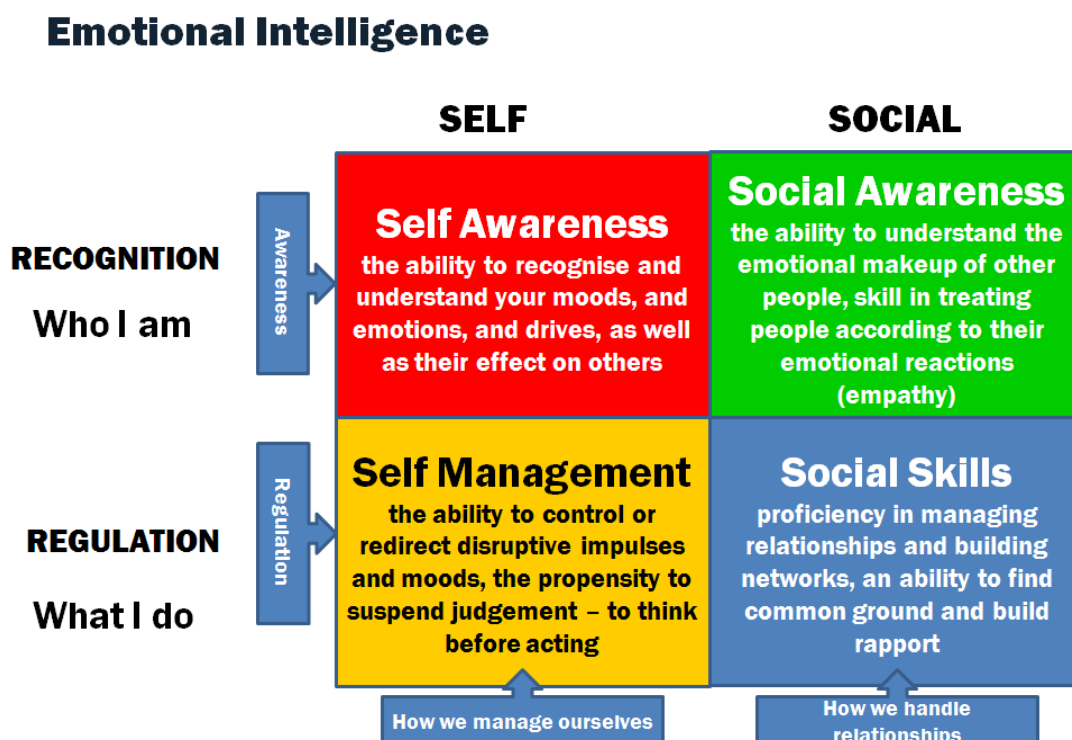
The various *expressions* (*express*) which we make on our faces communicate different emotions. However, it seems that there are different (*interpret*) of what emotions are being expressed in different parts of the world. A team of scientists from Glasgow University has done research into understanding how facial expressions are interpreted across cultures. When an observer makes a (*decide*) about what emotion a face is expressing, it seems that people from the East and West actually look at different parts of the face. This could even lead to an unfortunate (*understand*) when two people from different cultures are communicating. The research from the Glasgow University team may have an important (*apply*) in the world of social media when people from different cultures are communicating. One future (*possible*) is that people talking on Skype may have an on-screen avatar which could translate the speaker's facial expression so that the other person can understand how they feel. This would certainly avoid a lot of (*confuse*) and help people from different cultures understand each other.

• **Question:**

1. What did you find most surprising or interesting about this new research?

4. SPEAKING.

A. How do you understand emotional intelligence? Look at the picture below and analyse the main advantages of having good control of emotions. Talk about it with your groupmates in the class.



5. WRITING.

Exercise 1: Complete the sentences with the words in the box.

stressed	lonely	embarrassed	excited	nervous	
happy	jealous	bored	disappointed	confused	sad
	surprised	angry	proud	afraid	

1. I feel when all my friends are busy and I am alone.
2. I feel when I don't understand something.
3. I feel when something good happens, like when I have a holiday.
4. I feel when I have nothing to do.
5. I feel when a friend moves away.
6. I feel when I watch a scary movie.
7. I feel when I have too many tests and too much homework.
8. I feel when I do something really good, like when I get an 'A+' on an English test.
9. I feel when somebody does something bad to me, like when he or she lies to me.
10. I feel when I make a mistake, or do something bad, and other people know about it.
11. I feel when I think something bad might happen, like when my friend drives too fast.
12. I feel when something happens that I didn't know would happen.
13. I feel when I wanted something good to happen, but then something bad happened.
14. I feel when something good will soon happen, like when I get married next month.
15. I feel when I see another person with something I want, like lots of money.

6. GRAMMAR FOCUS: Degrees of comparison.

Exercise 1: Fill in the comparative and superlative forms of the adjectives.

1. old → →
2. bad → →
3. difficult → →
4. large → →
5. good → →
6. big → →
7. easy → →
8. much → →
9. little → →
10. interesting → →

Exercise 2: Use *either as ... as* or *not as ... as* in the sentences below.

1. The blue car is the red car. (*fast*)
2. Peter is Fred. (*not/tall*)
3. The violin is the cello. (*not/low*)
4. This copy is the other one. (*bad*)
5. Oliver is Peter. (*optimistic*)
6. Today it's yesterday. (*not/windy*)
7. The tomato soup was the mushroom soup. (*delicious*)

8. Grapefruit juice is lemonade. (*not/sweet*)
9. Nick is Kevin. (*brave*)
10. Silver is gold. (*not/heavy*)

Exercise 3: Put in the adjective in bold from the first sentence into the second sentence in its correct comparative or superlative form.

1. This is a **nice** cat. It's much than my friend's cat.
2. Here is Emily. She's six years **old**. Her brother is nine, so he is
3. This is a **difficult** exercise. But the exercise with an asterisk (*) is the exercise on the worksheet.
4. He has an **interesting** hobby, but my sister has the hobby in the world.
5. In the last holidays I read a **good** book, but father gave me an even one last weekend.
6. School is **boring**, but homework is than school.
7. Skateboarding is a **dangerous** hobby. Bungee jumping is than skateboarding.
8. This magazine is **cheap**, but that one is
9. We live in a **small** house, but my grandparents' house is even than ours.
10. Yesterday John told me a **funny** joke. This joke was the joke I've ever heard.

7. LISTENING: Modern living.

A. Fill in the gaps.

..... your lifestyle? What kind of lifestyle do you lead? It seems that we think about our lifestyle more

Every time we turn on the TV or open a magazine, there is an ad, programme or article about lifestyle. We are told about healthy lifestyles, modern lifestyles, alternative lifestyles. Magazines use pages and pages and the lifestyles of the rich and famous. I get the impression that few people are happy with their lifestyle. Most people people who have a "better" lifestyle. Those people minute and think about the poor people in the world, or those

Those people don't worry about lifestyles; they just

8. READING.

Meals and cooking

When we cook, we **boil, roast, fry** or **stew** our food. We boil eggs, meat, chicken, fish, milk, water and vegetables. We fry eggs, fish and vegetables. We stew fish, meat, vegetables or fruit. We roast meat or chicken. We put salt, sugar, **pepper, vinegar** and **mustard** into our food to make it salted, sweet, sour or simply tasty. Our food may taste good or bad or it may be **tasteless**. The usual meals in England are breakfast, lunch, tea and dinner or, in simpler houses, breakfast, dinner, tea and supper. For breakfast English people mostly have **porridge** or **corn-flakes** with milk or cream and sugar, bacon and eggs, marmalade with **buttered toast** and tea or coffee. For a change, they can have a boiled egg, **cold ham**, or fish.

English people generally have lunch about one o'clock. At lunch time in a London restaurant one usually finds a **mutton chop**, or steak and chips, or cold meat or fish with potatoes and salad, then a pudding or fruit to follow. Afternoon tea can hardly be called a meal. It is a **substantial** meal only in well-to-do families. It is between five and six o'clock. It is rather a **sociable** sort of thing, as friends often come in then for a chat while they have their cup of tea, cake or biscuit. In some houses dinner is the biggest meal of the day.

But in great many English homes, the midday meal is the chief one of the day, and in the evening, there is usually a much simpler supper – an **omelette**, or sausages, sometimes **bacon** and eggs and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

9. GRAMMAR FOCUS: Possessives, there is, there are.

Exercise 1: Complete the questions below. Choose *is there* or *are there*. Mind singular or plural form.

1. a pencil on the kitchen table?
2. pullovers in the suitcase?
3. a football match on Saturday?
4. pets on the farm?
5. computers in your room?
6. a museum in your hometown?
7. many trees in that park over there?
8. a blue car in the garage?
9. geocaches in this forest?
10. 29 days in February this year?

Exercise 2: Complete the questions with *is there* or *are there*.

1. a hippo in this zoo? → Yes,
2. a whale in this zoo? → No,
3. tigers in this zoo? → Yes,
4. sharks in this zoo? → No,
5. a tomcat on this farm? → Yes,
6. a horse on this farm? → No,
7. a cow on this farm? → Yes,
8. pigs on this farm? → Yes,
9. rabbits on this farm? → No,
10. fish on this farm? → No,

Exercise 3: Complete the sentences with *there's* or *it's*.

1. very cold outside.
2. a book on the desk.
3. 6 o'clock.
4. new.
5. something in your drink.
6. a film at 10:30.
7. time to go.
8. tea or coffee. Which would you prefer?
9. easy to cheat.
10. another meeting at 11 o'clock.

10. WRITING.

Exercise 1: What is the dream of your life? How can you achieve it? Compose an essay about the habits of unsuccessful and successful people (max. 250 words).

11. SNAPSHOT.



Tips for being a super-organised student
posted 2 hours ago by Amy

I have always admired students who hand their homework in on time and never forget to do it. Me, on the other hand, ... OK, I admit. I'm terrible at getting myself organised!

But lately I've started keeping a small study diary. I write down everything I need to do and when it needs to be done by. Then I write a reminder a few days before the date just in case. It's helping.

So I was wondering, what are your tips for getting organised? Post a comment below. I'm hoping we can all share some tips to teach us all better study skills.

Comments



Hana Good question, Amy. I always spend about five minutes at the end of the day tidying up the desktop on my computer. I make a backup of important documents. I delete things I don't need any more and put everything into the correct folder.



Amy Nice tip, Hana. I think it's a good idea to do a little bit of tidying up every day. Then it becomes a habit and your desktop is always organised.



Gloria The most important thing is to start studying a few weeks before the exams and not leave it until the night before! That's just common sense, I think.



Amy Thanks, Gloria! I agree.



Lou Hi, Amy. My tip is to have a big noticeboard in your bedroom, divided into different sections. I've got one. It's a whiteboard. I've got a section for each school subject and another one for other stuff. I use board pens to write reminders and I make sure I look at it every day. The best part is when I remove something from the board!



Amy Great tip, Lou. I've got a cork board with pins. I use it in the same way.

A. Match the words with similar meanings and write a–h next to the numbers 1–8.

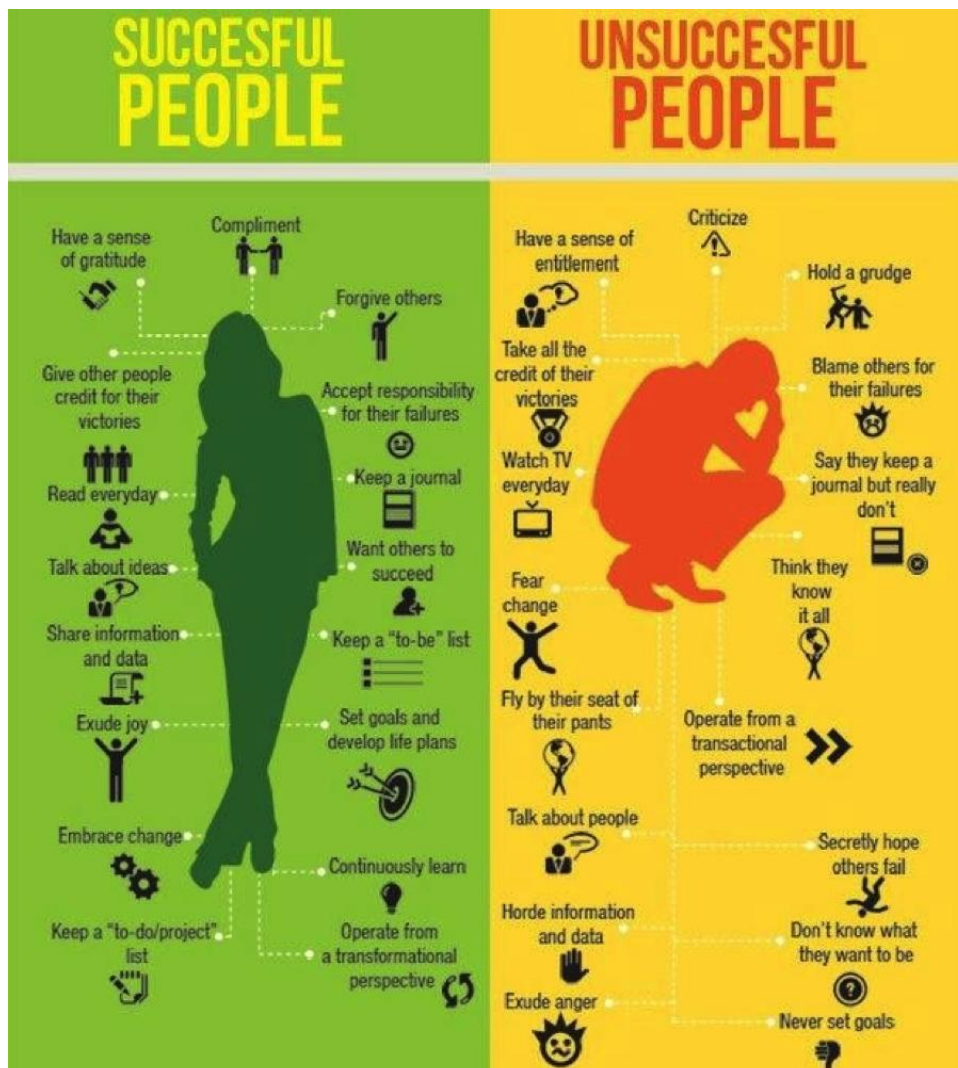
- | | |
|-----------------------|-----------------|
| 1. to remove | a. a habit |
| 2. to split | b. skill |
| 3. good judgment | c. reminder |
| 4. ability | d. to delete |
| 5. a prompt | e. terrible |
| 6. a custom | f. to divide |
| 7. a copy | g. a backup |
| 8. awful | h. common sense |

B. Define true or false statements.

1. Amy is very good at handing in her homework on time. *True False*
2. Amy writes down the date she has to hand in her homework. *True False*
3. Hana tidies her computer desktop twice a day. *True False*
4. Amy thinks Hana’s tip is good. *True False*
5. Gloria thinks the date you start studying is important. *True False*
6. Lou thinks the best thing about having a noticeboard is using board pens. *True False*

12. SPEAKING.

A. Here is the explanation of the main habits of successful and unsuccessful people. What are your habits in a daily life? Talk about it with your groupmates in the class.



13. GRAMMAR FOCUS: Present Continuous Tense.

Exercise 1: Choose the correct forms of *to be* and form sentences in Present Continuous Tense.

1. John and Mandy cleaning the kitchen.
2. I reading a book at the moment.
3. It raining.
4. We singing a new song.
5. The children watching TV.
6. My pets sleeping now.
7. Aunt Helen feeding the ducks.
8. Our friends packing their rucksacks.
9. He buying a magazine.
10. They doing their homework.

Exercise 2: Choose the correct forms of *to be* and form sentences in Present Continuous Tense.

1. The children in the house.
2. The cat in the tree house.
3. Andy and Joe home.
4. I on the sofa.
5. Our dog on the floor.
6. Robert and Mark e-mails.
7. They to the radio.
8. He two slices from the loaf of bread.
9. The sun
10. My mother breakfast now.

Exercise 3: Put in the verb in brackets into the gap and form negative sentences in Present Continuous Tense.

1. They questions. (*not/to ask*)
2. Nick to the gym. (*not/to go*)
3. I the door. (*not/to open*)
4. He jokes. (*not/to tell*)
5. The baby now. (*not/to cry*)
6. We a farm. (*not/to visit*)
7. They the phone. (*not/to answer*)
8. She hamburgers. (*not/to eat*)
9. He at the bus stop. (*not/to wait*)
10. Look at the rabbit. It over the fence. (*not/to climb*)

14. LISTENING: Not feeling well. Gemma and Jack are having a picnic, but Jack doesn't feel well...

A. Match the things people say with the keys and write a–d next to the numbers 1–4.

- | | |
|---------------------------------------|------------------------------|
| 1. ____ How are you? | a. No, thanks. |
| 2. ____ Do you want another sandwich? | b. Yeah, let's go home. |
| 3. ____ Can I have some water? | c. I'm fine, thanks. |
| 4. ____ It's too hot. | d. Yeah, sure, here you are. |

B. Define true or false statements.

1. Gemma likes picnics. *True False*
2. Jack wants another sandwich. *True False*
3. Jack doesn't feel well. *True False*
4. Jack has a stomach ache. *True False*
5. Jack wants some sun cream. *True False*
6. They decide to go home. *True False*

C. Complete the sentences with a word from the box.

feel no wear thanks fine got Can home I've
--

Gemma: I love picnics. Hey Jack, do you want another sandwich?

Jack: Urgh, no **1.** _____.

Gemma: Oh, go on ... there's cheese and tomato or egg.

Jack: No, really, I'm **2.** _____.

Gemma: What about some chocolate cake?

Jack: Oh, **3.** _____, thanks.

Gemma: What's wrong?

Jack: I don't **4.** _____ well.

Gemma: Yeah, you don't look too good.

Jack: I've **5.** _____ a headache.

Gemma: You're a bit red.

Jack: **6.** _____ I have some water?

Gemma: Yeah, sure, here you are.

Jack: Thanks.

Gemma: It's very hot today. Do you want some sun cream?

Jack: No, **7.** _____ got some, but can I **8.** _____ your hat?

Gemma: Yeah, here you are. Come on, let's get out of the sun. It's too hot.

Jack: Yeah, let's go **9.** _____.

D. Write a number 1-6 to put the conversation in order.

- ____ No thanks ... no food, thanks.
- ____ I don't feel well. Can I have some water?
- ____ Thanks.
- ____ No food? What's wrong?
- ____ Ah, I love the beach! Do you want some bread and cheese?
- ____ Yes, of course. Here you are.

15. GRAMMAR FOCUS: Adjectives, adverbs.

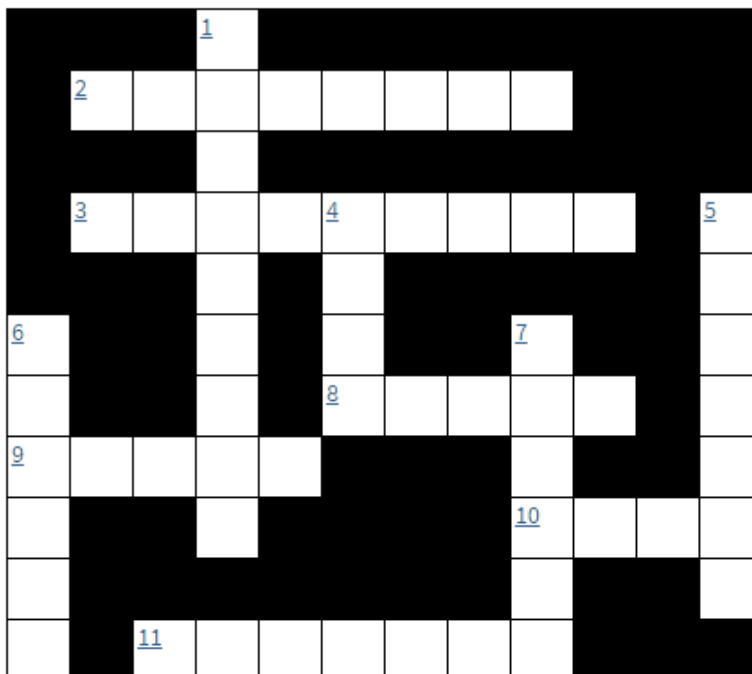
Exercise 1: Fill in the words in brackets as adjective or adverb.

1. The bus driver was injured. (*serious*)
2. Kevin is clever. (*extreme*)
3. This hamburger tastes (*awful*)
4. Be with this glass of milk. It's hot. (*careful*)
5. Robin looks What's the matter with him? (*sad*)
6. Jack is upset about losing his keys. (*terrible*)
7. This steak smells (*good*)
8. Our basketball team played last Friday. (*bad*)
9. Don't speak so I can't understand you. (*fast*)
10. Maria opened her present. (*slow*)

Exercise 2: Fill in the words in brackets as adjective or adverb.

1. He reads a book. (*quick*)
2. Mandy is a girl. (*pretty*)
3. The class is loud today. (*terrible*)
4. Max is a singer. (*good*)
5. You can open this tin. (*easy*)
6. It's a day today. (*terrible*)
7. She sings the song (*good*)
8. He is a driver. (*careful*)
9. He drives the car (*careful*)
10. The dog barks (*loud*)

Exercise 3: Fill in the correct form of adverbs.



Across

- 2. probable
- 3. careful
- 8. true
- 9. sad
- 10. good
- 11. happy

Down

- 1. correct
- 4. fast
- 5. angry
- 6. busy
- 7. slow

16. READING.

When you are feeling unwell

In life one of the most important things you can do is to look after your **health**. When we have a health problem we can go and see a doctor. Here we take a look at the English you need to discuss bad health.

Making an appointment

When you are feeling unwell, you need to see a doctor. Unfortunately, doctors are busy people so you have to make an appointment. This involves calling (or visiting) the doctor's clinic and **making an appointment** with the receptionist. When you make an appointment, you arrange a date and a time when you can see the doctor.

'Good morning. I'd like to make an appointment to see the doctor today.'

'The doctor is **busy** this morning, but he is free this afternoon. Is 2 o'clock OK?'

Symptoms

When you see the doctor he/she might ask you 'What's wrong?' or 'What's the problem?' A more specialised question is 'What are your symptoms?' **Symptoms** are any feelings of **illness** or discomfort which are caused by a health problem. E.g. If you had the flu (influenza) your symptoms would be **a fever**, a runny nose and I have been coughing.

The doctor might also ask 'When did the symptoms start?'

Diagnosis

After telling the doctor your symptoms he will tell you the name of your problem. A diagnosis is when a doctor tells you the **medical name** of your problem. For example, you tell your doctor your symptoms: 'I have a fever, a runny nose and I have been sneezing.' Your doctor says: 'My diagnosis is that you have the flu.'

17. SPEAKING.

A. Analyse with your groupmates the phrases that help you to explain your problem. Look at these two forms we can use to talk about our health problems.

- 'I have been coughing a lot these days / recently / for the last few days / since yesterday.'
(*Present Perfect Continuous Tense*)
- 'I have a cough.'
(*Present Simple Tense*)

Both of these are used to describe our health problems. The Present Perfect Continuous Tense is used to show that something started in the past and is still happening now. We use 'I have been + -ing verb.' Other examples of this form include:

- 'I have been sneezing.'
- 'My head has been hurting.'
- 'I have been having headaches.'
- 'I have been feeling tired.'
- 'I haven't been sleeping well.'

The Present Simple Tense is used to focus on a situation at the present. It is more common to use the Present Simple Tense than the Present Continuous Tense when we see a doctor: 'My head hurts' is more common than 'My head is hurting'.

We also use: I have + noun

- 'I have a bad back.'
- 'I have a sore throat.'
- 'I have a fever.'

I feel + adjective

- 'I feel dizzy.'
- 'I feel under the weather.'
- 'I feel rundown.'

Types of illness:

- **Allergy:** (*adjective* allergic). To have a bad reaction to animals, dust, foods or plants. The symptoms are red eyes, runny nose and sneezing.
- **Cough:** (*verb* to cough) Pronounced 'coff'. To force air out of the lungs making a loud and uncomfortable noise: 'Smoking makes me cough.'
- **Dizziness:** (*adjective* dizzy). To have the feeling that everything around you is spinning. 'I felt dizzy after standing up too quickly when I was in the bath.'
- **Fever / Temperature:** A rise in body temperature. To feel hot.
- **The flu:** (also called influenza). A very strong cold caused by a virus. Symptoms include: fever, headache, runny nose and sneezing.
- **Insomnia:** Not being able to sleep at night.
- **Rundown / Under the weather:** (*idioms*). Both of these mean a general feeling of sickness. Rundown usually comes from living an unhealthy lifestyle. Under the weather means to not feel your usual, healthy self.

Something ache / sore something / bad something

These three forms are usually used to talk about general problems. These are the common collocations:

- **+ ache**
headache
backache
stomach ache
muscle ache
- **bad +**
bad back
bad head
bad leg
- **sore +**
sore throat
sore eyes
sore feet

Types of doctor:

- **Cardiologist:** A heart doctor;
- **Dermatologist:** A skin doctor;
- **General Practitioner:** (G.P.) A family doctor who you would usually go to see for common health problems;
- **Optometrist:** An eye doctor;
- **Orthopaedic Doctor / Surgeon:** A doctor who specialise in bones;
- **Paediatrician:** A doctor for children;
- **Surgeon:** A doctor who performs operations.

18. GRAMMAR FOCUS: Tag questions.

Exercise 1: Find and correct the mistakes in the tag questions.

1. They live in San Francisco, aren't they?
2. He didn't buy the chairs, doesn't they?
3. We are late, do we?
4. He can't swim, does he?
5. She was a student, isn't she?
6. Thomas saw a movie, wasn't he?
7. He couldn't answer the question, did he?
8. Mr. Smith was late, wasn't she?
9. They had dinner, were they?
10. Your sister bought a new house, didn't it?
11. You don't exercise, don't you?
12. It's three o'clock, aren't it?
13. She is your friend, don't you?
14. He is from Canada, isn't it?
15. Your father doesn't drink tea, is he?

Exercise 2: Add the tag questions in Present Simple Tense.

1. She's from a small town in China,?
2. They aren't on their way already,?
3. We're late again,?
4. I'm not the person with the tickets,?
5. Julie isn't an accountant,?
6. The weather is really bad today,?
7. He's very handsome,?
8. They aren't in Mumbai at the moment,?
9. You aren't from Brazil,?
10. John's a very good student,?

Exercise 3: Add the tag questions in Present Simple Tense.

1. I like chocolate very much,?
2. She doesn't work in a hotel,?
3. They need some new clothes,?
4. We live in a tiny flat,?
5. She studies very hard every night,?
6. David and Julie don't take Chinese classes,?
7. I often come home late,?
8. You don't like spicy food,?
9. She doesn't cook very often,?
10. We don't watch much TV,?

19. SPEAKING.

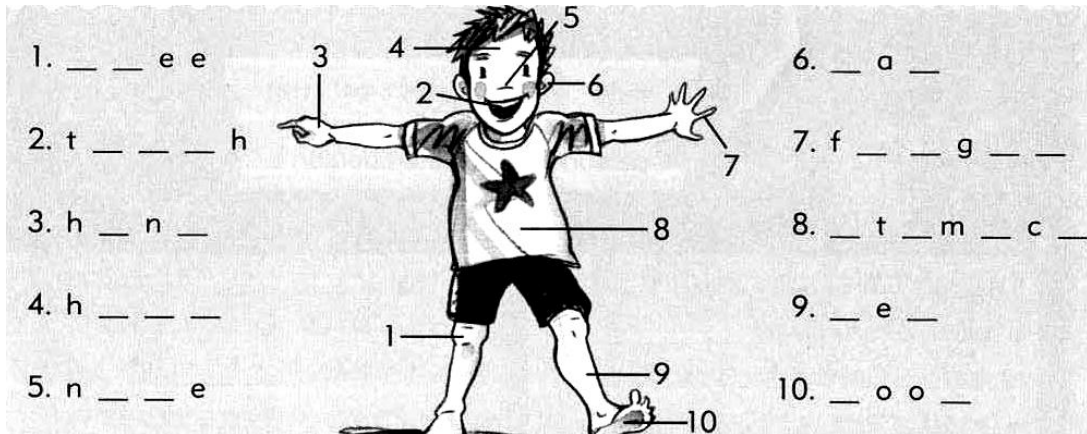
A. Originality does not mean thinking something that was never thought before: it means putting old ideas together in new ways. What is your opinion on that? Give reasons for your answer. Talk about it with your groupmates in the class.

20. WRITING.

Exercise 1: Write according to your match sentences using *should* and write one with *shouldn't*.

*Example: When you have a toothache, you **should** see the dentist and you **shouldn't** eat any candies*

Exercise 2: Look at the parts of the body. Complete the words.



1. _ _ e e

2. t _ _ _ h

3. h _ n _

4. h _ _ _

5. n _ _ e

6. _ a _

7. f _ _ g _ _

8. _ t _ m _ c _

9. _ e _

10. _ o o _

Exercise 3: Circle the odd world out. Then say why others are parts of the body.

stomach				wrist	cut	tooth
pill	leg	injection	bandage			
			ambulance	nurse	dentist	doctor
pain	ill	well	tired			
			stomach	foot	tooth	head

Exercise 4: Look at these health problems. Match the problem with the advice.

Problems

1. a toothache
2. a burn
3. a backache
4. a sore throat
5. a headache
6. a cold
7. a cough
8. a fever

Advice

- a. take some aspirin
- b. go to bed and rest
- c. put some ointment on it
- d. see the dentist
- e. drink lots of liquids
- f. take some vitamin C
- g. put it under cold water
- h. put heating pad on it
- i. see the doctor

21. SNAPSHOT.

My favourite meal, by Jonathan Jones

My favourite meal is breakfast. From Monday to Friday I go to school early **so** I have a quick breakfast. I usually have cereals with milk or sometimes I have toast and jam, **but** the weekend is different!

On Saturdays and Sundays, my dad cooks an English breakfast for everyone in our family. A typical English breakfast is egg, bacon, sausages, tomatoes, mushrooms and baked beans (beans in tomato sauce). Then we have toast and jam. I drink orange juice **and** my mum and dad drink tea or coffee. I love breakfast at the weekend **because** I have breakfast with my whole family.



A. Choose the best answer.

1. What is Jonathan's favourite meal?

- a) breakfast
- b) lunch
- c) dinner

2. When does Jonathan eat an English breakfast?

- a) on Mondays
- b) on Fridays
- c) on Saturdays and Sundays

3. In Jonathan's family who cooks the English breakfast?

- a) his sister
- b) his father
- c) his mother

4. What is a typical English breakfast?

- a) cereals with milk
- b) toast and jam
- c) egg, sausages, bacon, tomatoes, mushrooms and baked beans

5. What does Jonathan drink for breakfast?

- a) orange juice
- b) tea
- c) coffee

UNIT 3. WHAT IS FINE ART?

1. LISTENING: Word on the Street-Pop-up Galleries.

A. What is a 'pop-up art gallery'? Choose the correct description.

- It's a temporary exhibition in a traditional art gallery where you can meet and chat with artists.
- It's a temporary exhibition in a school which tries to get young people interested in art.
- It's a temporary exhibition in an empty building where artists can show their work.

B. Define true or false statements.

- Pop-up galleries are quite a new idea in London. *True False*
- They're created very quickly. *True False*
- They're usually open for a few weeks or a month. *True False*
- They sometimes use buildings without the owner's permission. *True False*
- You have to pay a small fee to get in. *True False*
- The atmosphere is less formal than in a normal gallery. *True False*
- They usually show work by younger or newer artists. *True False*
- Artists are not allowed to sell their work at a pop-up gallery. *True False*

C. Use the adjectives to complete the sentences from the documentary.

tough	vibrant	free	fantastic	emerging
informal	affordable	excellent	established	

- London is famous for its _____ art scene.
- Traditional galleries take on fewer artists when times are _____.
- Pop-up galleries are a good opportunity for people to see _____ artists.
- It's _____ to come in.
- We try to make an _____ environment for people to buy _____ art.
- I think it's a _____ use of space.
- It's an _____ opportunity to display work.
- ... which I might not be able to do in a more _____ gallery.

2. GRAMMAR FOCUS: Past Simple Tense.

Exercise 1: Put the correct forms of the verbs into the gaps. Use Past Simple Tense in the statements.

- Jane a film. (*to watch*)
- He a box. (*to carry*)
- They their father. (*to help*)
- John and Amy things. (*to swap*)
- I to Andrew. (*to talk*)
- Susan with Peter. (*to dance*)
- The boys basketball. (*to try*)
- We a trip. (*to plan*)
- She her hair. (*to wash*)
- The car at the traffic lights. (*to stop*)

Exercise 2: Rewrite the complete phrases in Past Simple Tense.

1. We wash →
2. I arrive →
3. They destroy →
4. You hurry →
5. She elects →
6. You marry →
7. We plan →
8. He discovers →
9. They travel →
10. I prefer →

Exercise 3: Put in the correct verb form into the gap. Use Past Simple Tense.

1. you the door? (*to close*)
2. Claire the housework? (*to finish*)
3. he a bath yesterday? (*to have*)
4. the boy into the lake? (*to jump*)
5. Ronald the Tower of London? (*to visit*)
6. Peggy and Olivia after the baby? (*to look*)
7. she the invitation cards herself? (*to make*)
8. the girl the ketchup bottle? (*to drop*)
9. Tim the green T-shirt last Monday? (*to buy*)
10. they karate this morning? (*to practise*)

3. READING.

The best galleries and exhibition spaces in Manchester

Manchester is a lively city with a **wealth** of galleries and exhibition spaces showcasing local and international artists' work. Traditional shows are balanced with the **up-and-coming** for dynamic exhibitions. We give you our **guide** to the must-visit exhibition spaces in the city.

Artzu Gallery

Artzu Gallery supports established and emerging artists working across mediums, from painting and sculpture to photography. It is considered of the city's most progressive independent gallery spaces, and continues to support local talent and subsequent projects around the world.

HOME

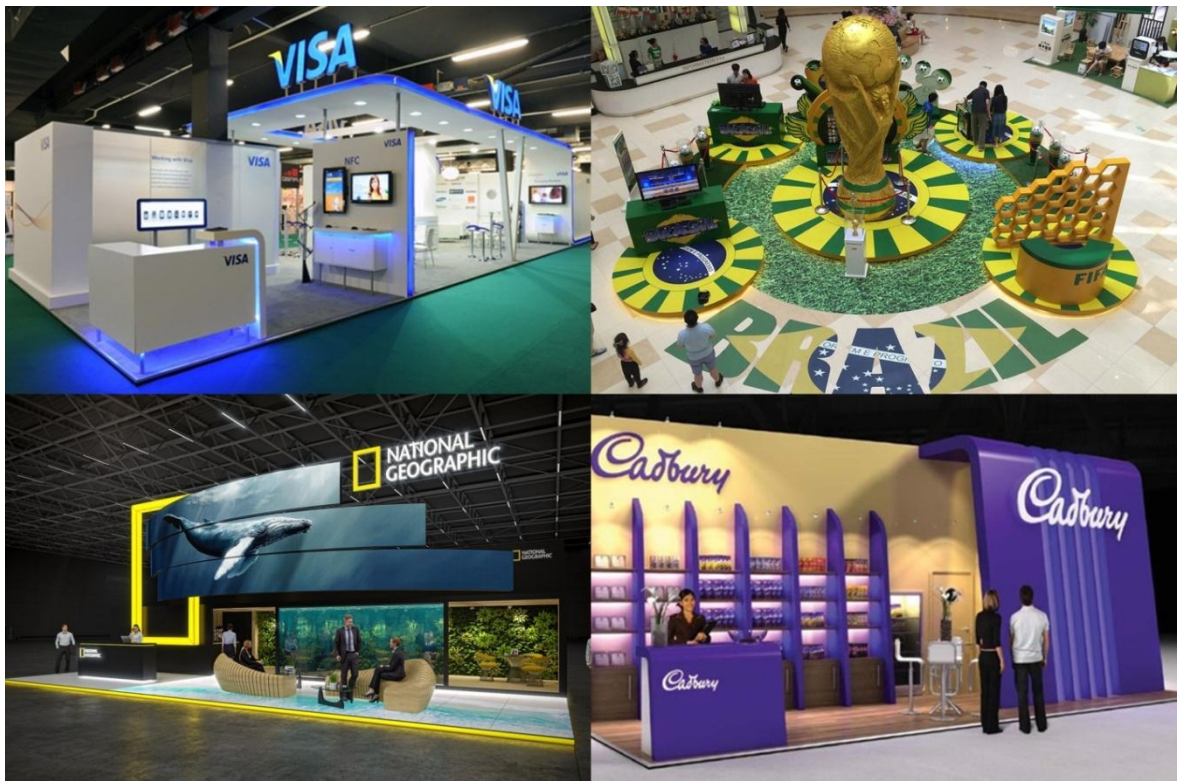
HOME was founded by the Greater Manchester Visual Arts Trust and opened in 1985. Serving as Manchester's international centre for the performing arts, HOME houses three floors of art galleries, three screens showing the best of **independent** film, and operates an international distribution service for **contemporary visual arts** publications and catalogues. HOME's aim is to showcase the best of contemporary theatre, visual art, and film, whilst supporting local education and community participation to pave the way for Manchester's **next generation** of creatives.

Castlefield Gallery

Castlefield Gallery is a limited company and charity that aims to develop and support the careers of **emerging** contemporary artists. It was founded as an artist-run space in 1984, and has since become one of Northern England's most active organisations. The gallery has promoted artists at key stages of their careers, including **subsequent** Turner Prize nominees and winners, alongside exhibitors at international festivals.

4. SPEAKING.

A. Which exhibition stand do you like the most? Talk about it with your groupmates in the class.



5. WRITING.

Exercise 1: Do you recognize the Central Exhibition Hall of the Academy of Arts of Uzbekistan? Have you ever participated in the Art Week, which is held annually in April? Compose an essay about this well-recognized place (max. 250 words).



6. GRAMMAR FOCUS: Future Simple Tense.

Exercise 1: Put in the verbs in brackets into the gaps and form sentences. Use Future Simple Tense.

1. Tomorrow it in the north-west. (*to rain*)
2. My friend 12 next Monday. (*to be*)
3. Hey John! Wait a minute. I a word with you. (*to have*)
4. She her boss next week. (*to contact*)
5. I think you this job. (*to get*)
6. They at about 6 p.m. (*to arrive*)
7. The teacher this exercise. (*to explain*)
8. He the bottle of water. (*to drop*)
9. Lots of accidents in that weather. (*to happen*)
10. She if you show her the spider. (*to scream*)

Exercise 2: Put in the verbs in brackets into the gaps and form negative sentences in Future Simple Tense.

1. Tim the teacher. (*not/to tell*)
2. I hope I the train to Manchester. (*not/to miss*)
3. She her hair green. (*not/to dye*)
4. He breakfast tomorrow morning. (*not/to prepare*)
5. The manager trees in front of the office building. (*not/to plant*)
6. Melissa jeans at her party. (*not/to wear*)
7. My friends in a city. (*not/to live*)
8. We about the bad weather. (*not/to worry*)
9. I in this lake. (*not/to swim*)
10. You the vase on the shelf. (*not/to reach*)

Exercise 3: Put in the verbs in brackets into the gaps and form sentences. Use Future Simple Tense.

1. They back by 6:30 p.m. (*to be*)
2. you me? (*to help*)
3. When I you again? (*to see*)
4. His parents him for being late. (*not/to punish*)
5. they the contract tonight? (*to sign*)
6. It us three hours to get there. (*to take*)
7. this concert money for our school club? (*to raise*)
8. This van with 8 people in it. (*not/to break down*)
9. The meeting before tomorrow morning. (*not/to close*)
10. When she me a copy of her essay? (*to send*)

7. WRITING.

Exercise 1: The history of printmaking is very long and widespread. Compose an essay about the history and techniques of printmaking (max. 250 words).

8. READING.

What is art?

Art historian: Many people used to consider art to be paintings of fields with flowers, portraits of old-fashioned men in top hats, or pictures of bowls of fruit. However, art has changed drastically in the last century. Now, we accept everything as art. Computer game art, graffiti and video projections are accepted as types of art forms. Famous London art galleries like Tate Modern or Tate Britain often exhibit these contemporary categories of art. Let's discover some famous contemporary artists.

Student: Have you heard of Banksy?

Art historian: Banksy is a famous British graffiti artist from Bristol. He creates all his art in secret – in fact, no one knows his real name! Often, his paintings have a sense of humour behind them and he usually paints about controversial issues. You can see his art on walls, in zoos, on the street.

Student: Have you heard of Hirst?

Art historian: Damien Hirst is also from Great Britain. He is the richest artist in the country. He became famous after attending Goldsmiths University in London, and was very popular in the 1990s. He has used a lot of dead animals in his work, including dead sharks, sheep and cows. He is popular for his diamond-covered skull, which was shown in an art gallery for a limited amount of time.

Student: Have you heard of Duchamp?

Art historian: Marcel Duchamp was a French-American painter and sculptor. He is considered to be one of the most important artists of the 20th century as he has influenced many artists. He changed what was the 'normal' idea in the art world. Perhaps his most popular piece of work is simply a men's urinal that he decided to label as art. He did nothing to it. He didn't paint it, he didn't make it, he didn't alter it. He saw it and decided to call it 'Fountain'.

Student: Have you heard of Eggleston?

Art historian: William Eggleston is an American photographer who made modern colour photography acceptable as an art form. Before him, black and white photography was more popular. Eggleston's photographs are very 'American'. They contain lots of images of 'Coca-Cola, No Parking signs and palm trees'.

• *Questions:*

1. What is accepted as art?
2. What does Banksy create?
3. Who is the richest artist in the Great Britain?
4. Who has changed the 'normal' idea in the art world?

9. WRITING.

Exercise 1: Art usually reflects pure imagination of artists. How can you explain the "philosophy of art"? Compose an essay about it (max. 250 words).

10. GRAMMAR FOCUS: Future Continuous Tense.

Exercise 1: Put in the verbs in brackets into the gaps and form sentences. Use Future Continuous Tense.

1. Peggy to the party on Saturday. (*to come*)
2. We him tomorrow. (*to meet*)
3. This time next week he to South Africa. (*to fly*)
4. At 6 o'clock on Friday they the new song. (*to sing*)
5. It when I reach Bangkok. (*to rain/probably*)
6. Tomorrow at nine I a test. (*to write*)
7. Andy a video when I arrive tonight. (*to watch*)
8. You pizza soon. (*to eat*)
9. She when you telephone her. (*to sleep*)
10. They in Budapest just about now. (*to arrive*)

Exercise 2: Put in the verbs in brackets into the gaps and form sentences. Use Future Continuous Tense.

1. At midnight we (*sleep*) will be sleeping.
2. This time next week we (*sit*) at the beach.
3. At nine I (*watch*) the news.
4. Tonight we (*cram up*) for our English test.
5. They (*dance*) all night.
6. He (*not / play*) all afternoon.
7. I (*not / work*) all day.
8. (*eat / you*) at six?
9. (*drive / she*) to London?
10. (*fight / they*) again?

Exercise 3: Put in the verbs in brackets into the gaps and form sentences. Use Future Continuous Tense.

1. Tomorrow morning we (*work*).
2. This time next week we (*have*) a party.
3. At midnight I (*sleep*).
4. This evening we (*watch*) a talk show.
5. They (*not/do*) their homework this afternoon.
6. He (*listen*) to music.
7. I (*read*) a book this evening.
8. (*walk / you*) home this afternoon?
9. He (*not/draw*) tomorrow morning
10. They (*argue*) again.

11. SPEAKING.

A. Look at the picture and describe it. What was your last read book which inspired and had a positive influence on you? Talk about it with your groupmates in the class.



12. WRITING.

Exercise 1: Compose an essay about your favourite book of your childhood (max. 250 words). Use your creativity and imagination.

13. GRAMMAR FOCUS: Personal pronouns.

Exercise 1: Choose the correct object forms of the given personal pronouns.

1. I →
2. You →
3. He →
4. She →
5. It →
6. We →
7. They →

Exercise 2: Which form of the personal pronoun can you find in the given *sentence/question* – *subject or object*?

1. I am from Berlin. →
2. Can Mr. Henderson help me? →
3. We live in London. →
4. This book is for her. →
5. He is not at school. →
6. This present is for us. →
7. This is a new house. It is blue. →
8. Where are you from? →
9. Don't ask them! →
10. The children can see you. →

14. LISTENING: What is art?

A. Listen to the track about art and summarize the main idea.

15. READING.

Museums and art galleries of London

London is very rich in museums and art galleries. If you **are fond of** painting you'll go to the Tate Gallery. A rich sugar **manufacturer** Henry Tate founded it in 1897. There are about 300 oils and 19000 **watercolours** and drawings. There are many works by the English painter William Turner there. Most of his paintings are **connected** with the sea theme. There are a lot of paintings by the 16th century English artists and paintings by foreign artists of the 19th–20th centuries.

There are some paintings by impressionists there. You can see works by modern painters: Pablo Picasso among them. There are many interesting sculptures there. Henry Moore's can be seen there. He was a famous British sculptor. The National Gallery is one of the most important picture galleries in the world. The Tate Gallery is the most **necessary compliment** to the National Gallery as it **contains contemporary** works **particularly** by English and French masters. The British Museum is the largest and richest of its kind in the world. It **comprises** the National Museum of Archaeology and **Ethnography** and the National Library.

The present building was built in 1852. By law a copy of every book, **periodical** and newspaper, published in Britain must be **presented** in the British Museum. It contains books and **manuscripts**: Greek, Roman, British and Oriental **antiques**. It has a Department of Ethnography. This collection is so **vast** that only a very small **percentage** of it is on show to the public. There's also a Department of Prints and Drawings. There're departments devoted to maps, **coins, medals and philately**. Those who come to the British Museum can see a **fascinating array** of clocks and watches. Cultural life of London would be impossible without the Royal Albert Hall, the Royal Festival Hall, the National Theatre and a great number of museums: the Victoria and Albert Museum, the Geological Museum, the Museum of Mankind, Natural History Museum and others.

• *Questions:*

1. What is London famous for?
2. When was founded the Tate Gallery?
3. Who founded the Tate Gallery?
4. What fascinates people when they visit the British Museum?
5. How does the cultural life of London look like?

16. LISTENING: Painting.

A. Listen to the track about painting and summarize the main idea.

17. GRAMMAR FOCUS: Prepositions.

Exercise 1: Choose the correct preposition *at, in, on*, and form correct time phases.

1. September
2. 12 o'clock
3. winter
4. Easter Monday
5. July 4th, 1776
6. Christmas
7. Tuesday
8. the weekend
9. my birthday
10. the end of the week

Exercise 2: Place correct prepositions *from, from, through, near, till, of, by, at, with, in, in, to, for, round, behind, outside*. You can use these prepositions only once.

I'm Peter and I live Germany. summer I like to travel Italy, becausethe weather and the people there. Last summer I took a plane Munich to Rome. the airport we went to our hotel bus. We stopped a small restaurant for a quick meal. The driver parked the bus the restaurant. Nobody could find the bus and the driver, so we waited the restaurant one hour. The driver was walking the small park the restaurant which we did not know. So, we were very angry him. But my holidays were great. We sat campfires and went dancing the early mornings.

Exercise 3: Place correct prepositions *at, by, for, from, in, on, with*.

1. Where do you come
2. My cousin lives Norway.
3. They are walking the bridge.
4. I don't like flying, so I went to Paris bus.
5. You can stay me tonight.
6. My birthday is 29th February.
7. I'll see you Christmas.
8. Put the books the table, please.
9. I haven't seen you ages.
10. I like this house the river.

18. WRITING.

Exercise 1: Write a word or words to complete the sentences.

1. Grass, some vegetables and the leaves on trees are
2. Strawberry milkshake and strawberry ice cream are
3. Chocolate is usually
4. Tigers and basketballs are
5. The sky and the jeans we wear are
6. Tomatoes and strawberries are
7. When you mix black and white, you get
8. The sky at night is
9. The paper in your notebook is
10. Bananas and lemons are

19. SPEAKING.

A. It's been seen that reading for pleasure develops imaginations and better language skills than to watch TV. To what extent do you agree or disagree? Talk about it with your groupmates in the class.

20. READING.

My favourite painter: Pablo Picasso

Pablo Picasso is probably the most important figure of 20th century, in terms of art, and **art movements** that **occurred over** this period. Before the age of 50, the Spanish born artist had become the most well known name in modern art, with the most distinct style and eye for **artistic creation**. There had been no other artists, prior to Picasso, who had such an **impact on** the art world, or had a mass following of fans and critics alike, as he did. Pablo Picasso was born in Spain in 1881, and was raised there before going on to spend most of his adult life working as an artist in France. **Throughout** the long course of his career, he created more than 20,000 paintings, drawings, sculptures, ceramics and other items such as **costumes** and theater sets.

He is universally **renowned as** one of the most **influential** and celebrated artists of the 20th century. Picasso's ability to produce works in an astonishing range of styles **made him well respected** during his own lifetime. After his death in 1973 his value as an artist and inspiration to other artists has only grown. He is **without a doubt** destined to **permanently** etch himself into the fabric of humanity as one of the greatest artists of all time. As an artist and an innovator, he is **responsible for** co-founding the entire Cubist movement alongside Georges Braque. Cubism was an **avant-garde art movement** that changed forever the face of European painting and sculpture while simultaneously **affecting** contemporary architecture, music and literature. During the period from **approximately** 1910-1920 when Picasso and Braque were laying the foundation for Cubism in France, its effects were so **far-reaching** as to inspire **offshoots** like the styles of Futurism, Dada, and Constructivism in other countries.

Picasso is also credited with inventing constructed sculpture and co-inventing the collage art style. He is also regarded as one of three artists in the 20th century credited with defining the elements of plastic arts. This revolutionary art form led society toward societal advances in painting, sculpture, printmaking and ceramics by physically **manipulating** materials that had not previously been carved or shaped. These materials were not just plastic; they were things that could be moulded in some way, usually into three dimensions. Artists used clay, plaster, precious metals, and wood to create revolutionary sculptural art work the world had never seen before.

• *Questions:*

1. Which artistic movement was associated with Picasso in the 1920s?
2. How many paintings created Pablo Picasso throughout his lifetime?
3. Which period of Picasso's art consisted of pink and orange colors?

21. SPEAKING: Fine art.

A. Write your own questions about famous Uzbek painters.

STUDENT A's QUESTIONS (Do not show these to student B):

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

STUDENT B's QUESTIONS (Do not show these to student A):

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

22. READING.

Primary colours

Red

This is considered to be the most powerful colour with the greatest impact on the psyche. In his book *Colour Psychology and Colour Therapy*, the noted 20th century colourist Faber Birren describes experiments using red lights, **conducted by** researchers at the University of California, which elevated blood pressure levels in healthy adults. Red is the **universal colour** for danger, stop signs, and colour-sensitive graphics and point-of-sale material. Red has also been the colour of Popes and Potentates **throughout the history** of art: see Raphael's *Pope Leo X with Cardinal Giulio de'Medici and Luigi de' Rossi* (1513-18, oil on panel, Palazzo Pitti, Florence).

Blue

As red has been known **to raise blood-pressure**, blue lowers it. Blue is considered to be a soothing, calming hue. See Caspar David Friedrich's use of blue in his romantic landscapes like *Monk by the Sea* (1808, oil on canvas, Staatliche Museum, Berlin) and *Chalk Cliffs near Rugen* (1818, oil on canvas, Winterthur, Switzerland).

Yellow

This is thought to focus on the nerves and emotions. In Chinese **medical theory** yellow is **associated with** the pancreas and the solar plexus: the part of the body that churns when we become nervous. The pioneer 19th century landscape painter JMW Turner **frequently** used yellow in his expressionist **atmospheric paintings**. See also Van Gogh's **emotionally charged** yellow corn in *Wheatfield with Crows* (1889), and compare the tonal variation with *Sunflowers* (1888, oil on canvas, National Gallery, London).

Green

This colour is at the centre of the **spectrum** and represents perfect balance. It hits the eye at the point requiring no **adjustment**, thus presenting no strain. The universal green pigment chlorophyll is at the root of life, and greenery in our environment has a **reassuring effect**. The great early Renaissance artist Botticelli used green in his picture of Venus appearing on the seashore in *The Birth of Venus* (1485, tempera on canvas, Uffizi, Florence).

Role of colour in public places

A **useful indicator** of the effects of pigments on the **human brain** and/or emotions is the role that different colours play in **point-of-sale** graphics and posters. What colour is a can of Coca Cola, for instance? Also, consider what colours are used in **major institutions**, such as hospitals (light blues/greens – never reds or yellows!), banks (neutral hues) and so on.

• *Question:*

1. What is the inner meaning of the primary colours?
2. What is associated with yellow colour in Chinese medical theory?
3. What colour did Botticelli use in his picture of Venus?
4. Which colour is considered as the most powerful colour with the highest influence on our emotions?

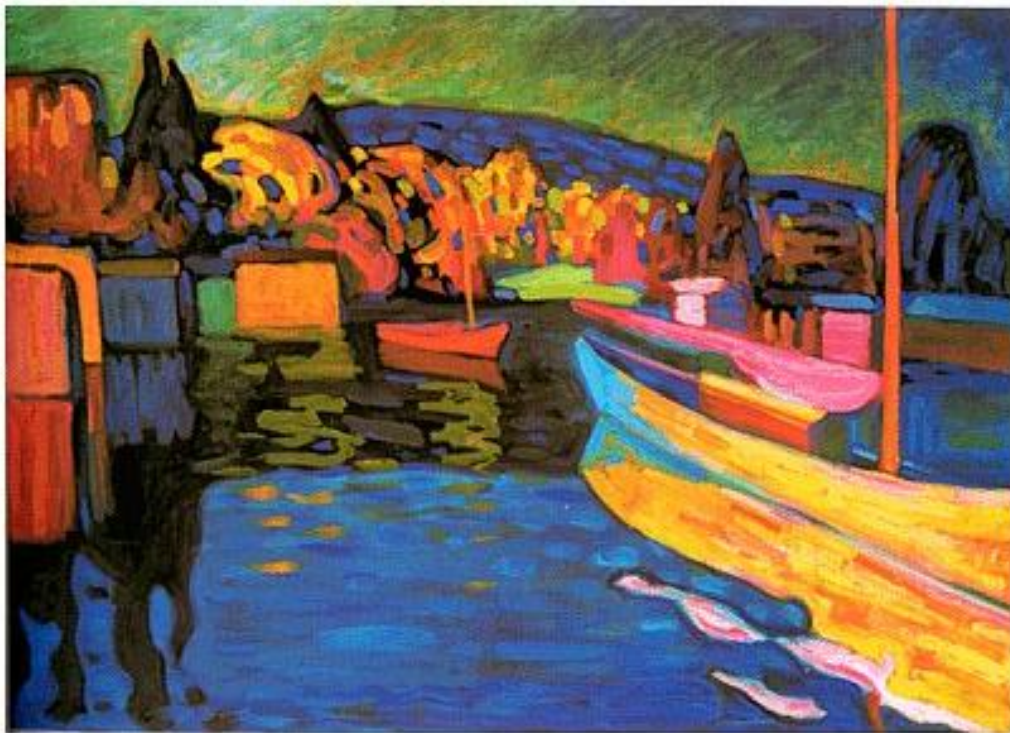
23. SPEAKING.

A. Look at the color palette. How do you call these colours? Try to revise them every day and learn all colours as you will work with them on a daily basis.

 White	 Magenta	 Yellow Oxide	 Fluorescent Yellow	 Copper *
 Cool Yellow	 Violet	 Raw Sienna	 Fluorescent Red	 Silver *
 Warm Yellow	 Warm Blue	 Gold Oxide	 Fluorescent Magenta	 Pale Gold *
 Flesh Tint	 Cool Blue	 Red Oxide	 Fluorescent Green	 Rich Gold *
 Orange	 Cobalt	 Burnt Sienna		 Green *
 Warm Red	 Green Deep	 Raw Umber		 Blue *
 Cool Red	 Green Dark	 Burnt Umber		 Rose *
 Crimson	 Green Light	 Black		

* = Metallic Colours

B. Now, take a look at the painting of Vassily Kandinskiy, describe what kind of colours did he use?



Wassily Kandinsky (1866-1944) – Autumn Landscape with Boats, 1908

C. What is your favourite colour? Describe it from the interesting point of yours. Talk about it with your groupmates in the class.

UNIT 4. TOURISM

1. LISTENING: Tourism.

A. Correct the spelling.

Tourism has changed a lot over the past few **edacdes**. It is **ctaualyl** quite a new thing. It probably didn't exist fifty years ago. The only people who travelled then were rich, and they were called travellers. I guess tourism started in the late 60s and early 70s when **raaneipl** travel became cheap. The idea of foreign travel **snuddley** became very popular with millions. Everyone wanted their two weeks of sun in the summer. Tourism today is a multi-**loilinb**-dollar **ndtuysir**. There is hardly a **ncrroe** of the Earth **dthouncue** by tourism. The number of tourists is also **rtcginkoe**. Millions of people from Russia, India and China are now taking **antsaovic**. Tourism really is making the world a global village. I'm not sure if this is a good or a bad thing.

B. Unjumble the words.

Tourism **past a few lot decades over has the changed**. It is actually quite a new thing. It probably didn't exist fifty years ago. **The rich were then travelled who people only**, and they were called travellers. I guess tourism started in the late 60s **became early when travel and 70s airplane** cheap. **idea foreign suddenly The of travel became** very popular with millions. **weeks their Everyone two wanted** of sun in the summer. Tourism today is a multi-billion-dollar industry. **of corner a hardly is There Earth the** untouched by tourism. The number of tourists is also rocketing. Millions of people from Russia, India and China are now taking vacations. **Tourism making is really** the world a global village. **if a a sure is or not this good I'm** bad thing.

2. READING.

Famous travellers who changed the world!

The great Carl Sagan once said, "I don't know where I'm going but I'm on my way". He might not have quoted this in the strictest sense of travelling but there's a ring in those words which **unsettles** that traveller within us, urging us to **sought out** the unknown. Here are some of those famous travellers who answered the call of wild inside them and set out to explore the world, little knowing that their journeys would **eventually** unite different cultures and civilizations.

Marco Polo

The Venetian merchant traveller whose famous work 'Travels of Marco Polo' recorded his epic travels and introduced the Europeans to the cultures of South Asia! Setting off with his father and uncle at the age of 17, Marco travelled through various kingdoms and wastelands for 24 years before he returned to Venice and documented his travels.

John Cabot

John Cabot or Giovanni Caboto as he's fondly referred to in Italy, is famed for being the first European explorer to **claim** contact with the North American inhabitants. Supposedly, he landed on the island of Newfoundland in 1497 and led three expeditions to the American **mainland**, the success of which is still held in question by many **exploration researchers**.

Christopher Columbus

Famous for being the discoverer of America, Christopher Columbus was an Italian explorer, navigator and **colonizer** citizen of Genoa. Under the aegis of the monarchy of Spain, this man completed four long and arduous **voyages** across the world. In his last voyage on the seas and in a bid to discover India and the Japanese, he strayed away and landed in what is the present-day America. Although not the first one to land in America, his voyage had a lasting European

influence on the continent. **Ambitious** and **determined**, this explorer's four voyages are a testament to his will and spirit that has inspired travellers all across.

Xuanzang (Hsuan Tsang)

Chinese monk, **scholar**, and a famed translator, Xuanzang is famous in the South Asian history as the traveller who brought the great Indian and Chinese cultures in contact with each other. His claim to fame is the 17-year overland journey from China to the many kingdoms of the Indian subcontinent he took. This journey is **supposedly** the inspiration behind the novel "Journeys to the West", written by Wu Chengen. Like all great souls, it's rumoured that Xuanzang had a dream that **convinced him** to visit India. Following his heart, he **covered** an overland journey which made him one of the most famous travellers of history.

A. Which voyage do you find the most exciting and interesting? Discuss it in groups and present the project to your class.

3. GRAMMAR FOCUS: Quantifiers.

Exercise 1: A few or a little? Choose the correct answer.

- | | |
|------------------|------------------|
| 1. sugar | 6. cheese |
| 2. time | 7. cars |
| 3. houses | 8. money |
| 4. children | 9. coffee |
| 5. girls | 10. hobbies |

Exercise 2: Much or many? Choose the correct answer.

- | | |
|-----------------|------------------|
| 1. pupils | 6. children |
| 2. time | 7. water |
| 3. money | 8. fun |
| 4. dollars | 9. dogs |
| 5. milk | 10. people |

Exercise 3: Little or few? Choose the correct answer.

1. This president had power.
2. She spoke English. It was nearly impossible to understand her.
3. They got complaints.
4. I'm sorry, but I have time to waste.
5. He is lucky. He has problems.
6. They have interest in politics.
7. There's very communication between them.
8. children understood the difference.

Exercise 4: Some or any? Choose the correct answer.

1. We need bananas.
2. You can't buy posters in this shop.
3. We haven't got oranges at the moment.
4. Peter has bought new books.
5. She always takes sugar with her coffee.
6. I have seen nice postcards in this souvenir shop.
7. There aren't folders in my bag.
8. I have magazines for you.

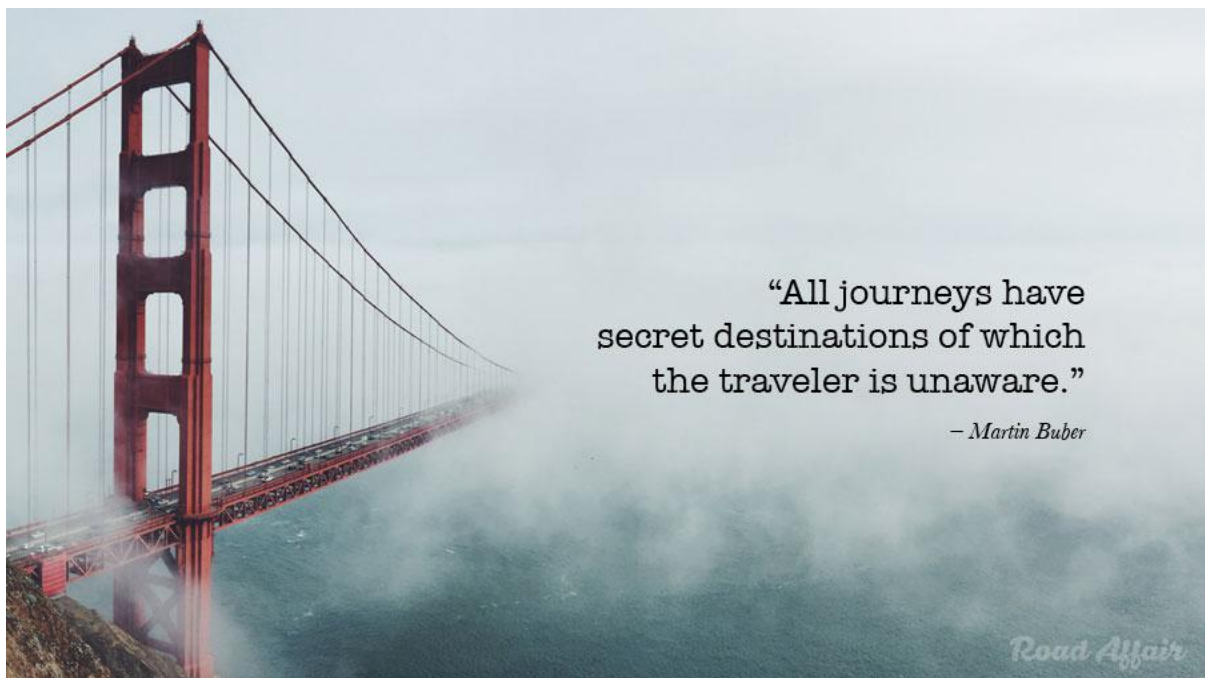
4. SPEAKING.

A. Look at the photos of the greatest places. Tell your first impression about them. Where would you like to go and why? Talk about them with your groupmates in the class.



5. WRITING.

Exercise 1: Look at the picture and discuss it in groups. Then, compose an essay about the quote based on the picture (max. 250 words).



6. GRAMMAR FOCUS: Hours, dates, cardinal and ordinal numbers.

Exercise 1: Use the correct words for the numbers in brackets. Write the cardinal or ordinal numbers in word forms into the gaps.

1. I have breakfast at..... o'clock. (6)
2. My brother is in the class. (6)
3. Jamie is years old. (10)
4. Today is the of April. (10)
5. It costs only..... pound. (1)
6. I am so happy, that he won the prize. (1)
7. It takes hours to get from London to Cairo by air. (5)
8. It's the day of our holiday in Florida. (5)
9. He scored goals in games. (3)/(2)
10. It was his goal in the last games. (3)/(2)

Exercise 2: Write numbers in a written form.

1. 22 – November →
2. 1 – January →
3. 12 – July →
4. 5 – September →
5. 21 – March →
6. 4 – October →
7. 2 – April →
8. 20 – June →
9. 3 – May →
10. 9 – February →

Exercise 3: Write numbers in a written form.

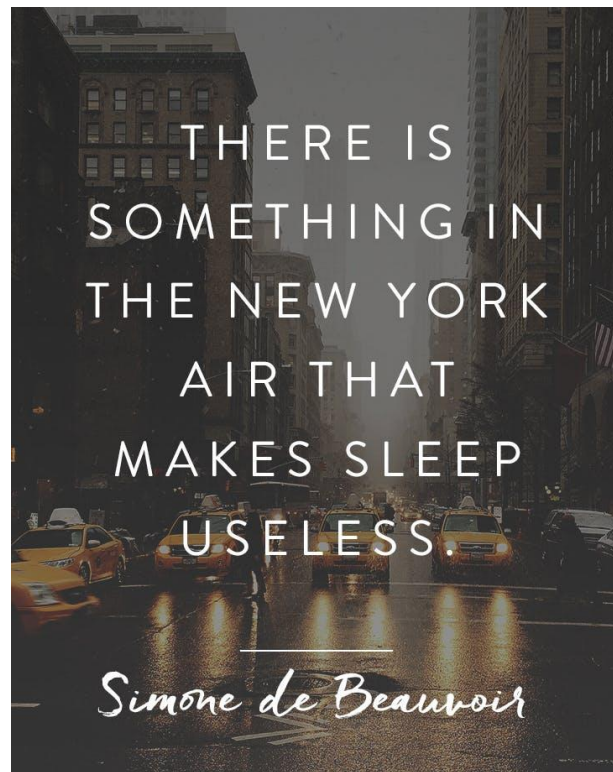
1. 1,000 →
2. $\frac{3}{4}$ →
3. 3.1 →
4. 555 →
5. 1,000,000,000 →
6. $\frac{5}{8}$ →
7. 444,000 →
8. $3\frac{1}{3}$ →
9. 133 →
10. 0 →

7. WRITING.

Exercise 1: It is always an individual who is the impetus for innovation; the details may be worked out by a team, but true innovation results from the enterprise and unique perception of an individual. Do you agree or disagree? Compose an essay about it (max. 250 words).

8. SPEAKING.

A. Have you ever been to New York? Why is this city called “The dream city”? What makes this city so unique and special? Look at the pictures and discuss it in groups, then present your ideas and opinion to the class.



9. WRITING.

Exercise 1: Can you write a caption for the picture of the most dynamic city in the world?



10. SNAPSHOT.

Dear Mum and Dad

I'm having a great time here in New York! Aunt Eva has shown me everything - the Statue of Liberty, the Brooklyn Bridge and Central Park. I haven't taken a yellow taxi yet but I really want to.


It's sunny and hot every day. Tomorrow we're going to watch a show at a theatre on Broadway.

Wish you were here.

Love Ami xx

Affix stamp here





Susan & Ken Ford
42 Park Street
London
E7 3QE
UK



Top Tips for writing

1. Start your postcard: Dear + name.
2. Use the present continuous to say you're enjoying the holiday.
3. Use the present perfect to say what you have done.
4. Use going to for your future plans.
5. A good way to finish a postcard.
6. Finish your postcard: Love + your name. xx are kisses!

A. Put these parts of Ami's holiday into the correct groups.

the Statue of Liberty a yellow taxi		the Brooklyn Bridge a Broadway theatre	
			

B. Write the activities in the correct group.

go to the theatre see the Statue of Liberty		take a yellow taxi see Central Park	
Things Ami has already done		Things Ami has not done yet	

C. Choose the best option in bold and write out the sentences to make the postcard.

A postcard from New York

1. Dear Jena / Dear Madam

2. We're going to have / We're having a wonderful time at the beach.

3. We've swum / We're swimming with dolphins and **we are / we've been** on a boat trip to an island.

4. Tomorrow we've played / we're going to play beach volleyball.

5. Wish you were here / See you tomorrow

6. Love / Best regards

Suri and Adi xx

11. GRAMMAR FOCUS: Relative pronouns.

Exercise 1: Choose one of the following relative pronouns *who, which, whose*.

1. I talked to the girl car had broken down in front of the shop.
2. Mr. Richards, is a taxi driver, lives on the corner.
3. We often visit our aunt in Norwich is in East Anglia.
4. This is the girl comes from Spain.
5. That's Peter, the boy has just arrived at the airport.
6. Thank you very much for your e-mail was very interesting.
7. The man, father is a professor, forgot his umbrella.
8. The children, shouted in the street, are not from our school.
9. The car, driver is a young man, is from Ireland.
10. What did you do with the money your mother lent you?

Exercise 2: Put in the relative where necessary *who, which, whose*. Choose *x* where no article is used.

1. This is the boy had an accident.
2. Yesterday I saw a car was really old.
3. Mandy is the girl I met on Friday.
4. I haven't seen Frank, brother is five, for a long time now.
5. The robber stole the car the lady parked in front of the supermarket.
6. This is the man house is on fire.
7. Can I talk to the girl is sitting on the bench?
8. The book you gave me is great.
9. She likes hamburgers are hot.
10. Bill Clinton, was President of the USA, has only one daughter.

Exercise 3: Decide whether *who* or *whose* is used.

1. He knows the girl has three dogs.
2. This is Gerry saw a rabbit in our garden.
3. This is John laptop was stolen this morning.
4. Mrs. Miller, father is a painter, came to New York in 1950.
5. I talked to the man lives in High Street.
6. James Watt was an inventor ideas changed the world.
7. Doris is the lady won the first prize.
8. Ethan, is Isabella's boyfriend, plays badminton.
9. What do you call someone lives in Texas?
10. The Smiths, son went to the USA, are selling their house.

12. SPEAKING.

A. Popular hobbies and interests change over time and are more a reflection of trends and fashions than an indication of what individuals really want to do in their spare time. To what extent do you agree with this statement? Talk about it with your groupmates in the class.

B. It is frequently remarked that success is easy to attain but difficult to maintain. To what extent do you agree or disagree? Talk about it with your groupmates in the class.

13. READING.

Culture in Great Britain

If you're staying in London for a few days, you'll have no difficulty whatever in finding somewhere to spend an **enjoyable** evening. You'll find opera, **ballet**, comedy, drama, review, musical comedy and variety. Most theatres and music-halls have good **orchestras** with popular **conductors**. At the West-End theatres you can see most of the famous English actors and actresses. As a rule, the plays are **magnificently** staged – costumes, dresses, **scenery**, everything being done on the most **lavish scale**. The last half of the 16th and the beginning of the 17th centuries are known as the golden age of English literature, It was the time of the English Renaissance, and sometimes it is even called "the age of Shakespeare". Shakespeare, the greatest and most famous of English writers, and probably the greatest **playwright** who has ever lived, was born in Stratford-on-Avon. In spite of his **fame** we know very little about his life. He wrote 37 plays. Among them there are deep tragedies, such as Hamlet, King Lear, Othello, Macbeth, **light comedies**, such as The Merry Wives of Windsor, All's Well That Ends Well, Twelfth Night, Much Ado About Nothing.

• *Questions:*

1. How is recommended to spend time in London?
2. What can you find at the West-End theatres?
3. How many plays were written by William Shakespeare?

New York

New York is one of the largest cities in the world and the biggest **seaport**. It's the **financial** capital of the country. It's the business centre of the United States. The city is situated in New York State, at the mouth of the Hudson river. New York is an industrial and cultural centre of the country. The most important branches of industry are those producing **vehicles**, glass, **chemicals**. New York is also a great cultural centre. It has many museums, art galleries, theatres. There are two **world-famous** streets in New York – Broadway and Fifth Avenue. Broadway is the centre of the theatres and night life. Fifth Avenue is the great shopping, hotel and club avenue. The Empire State Building is at Fifth Avenue. It's a 102-storeyed building, was built in 1931. The Metropolitan Museum of Art is at Fifth Avenue. It includes hundreds of world famous **masterpieces** and **attracts** many visitors. The Statue of Liberty is the symbol of American **democracy**. It stands on Liberty Island in New York port. Liberty carries the torch of **freedom** in her right hand. In her left hand, she is holding a tablet with the **inscription** "July 4, 1776" – American Independence Day. Today New York City is informally called "The Big Apple". The origin of this name is unknown, but it is popular all over the world.

• *Questions:*

1. What is New York famous for?
2. What are the most famous branches in New York?
3. What can you find on the Fifth Avenue?

14. WRITING.

Exercise 1: What is educational tourism? What are the benefits of educational tourism? Why is it so important? Compose an essay about it (max. 250 words).

15. SPEAKING.

A. Have you ever been to London? Look at the photos of the greatest scenery and sight-seeings, imagine that you are there now, what do you want to visit at first if you will be in London? Talk about it with your groupmates in the class.



16. WRITING.

Exercise 1: Look at the pictures and choose 1 out of 2, and compose an essay about the chosen picture (max. 250 words).



17. GRAMMAR FOCUS: Indefinite pronouns.

Exercise 1: Complete the sentences with *each* or *every*.

1. of the students has three books.
2. There is a bus 2 hours.
3. There are four worksheets – please take one of
4. We enjoyed minute of our holidays.
5. student has written an e-mail.
6. These lemons cost 25 cent
7. They have their own e-mail address.
8. We lost \$20
9. answer is worth 2 points.
10. They're open day except Sunday.

Exercise 2: Complete the sentences with *somebody*, *anybody*, *nobody*, *something*, *anything* or *nothing*.

1. I can hear at the door.
2. Does want to go to the cinema?
3. A: What are you doing on Saturday?
B:
4. Can tell me the capital of Mongolia?
5. "Would you like to eat?"
6. The film was in German so I couldn't understand they said.
7. I'm sad because remembered my birthday.
8. As it's your birthday you can order you like from the menu.
9. Oh no! 's eaten my chocolate mousse. Swine!
10. Poor thing! We have to do to help.
11. can do this sudoku. It's impossible.
12. I don't know about comic books.
13. This box is empty. There's inside it.
14. Is there on TV tonight?
15. You look upset. Is the matter?

18. LISTENING: World Cup 2010.

A. Fill in the gaps.

The USA will win the World Cup one day. They always _____. This _____. Team USA _____ over the years. Twenty years ago, they were a weak team. Now they have a really strong team, _____. Many of the players are world class. They play with the top teams in England's Premier League. They also have a really _____. I don't think Group C is so strong. I'm sure the USA will beat Slovenia and Algeria. The toughest opponent will be England, one _____. But who knows... maybe history will repeat itself. All American soccer fans _____ USA beat England 1-0 in the 1950 World Cup Finals. If _____, the USA will be top of their group and have _____ in the next round.

19. WRITING.

Exercise 1: Was tourism popular in previous centuries? Was there any type of tourism in ancient times? Compose an essay about it (max. 250 words).

UNIT 5. MUSIC IN OUR LIFE

1. LISTENING: What would life be like without music?

A. Unjumble the words.

be without What life like music would? I wonder how music started. It is an important part of every culture on Earth. **became I when first interested wonder we in music.** I also wonder when we first become interested in music. Is it when we are a baby? Some people think **our we before starts music in interest born are.** Music is an essential part of my day. It changes my feeling and puts me in a good mood. **to nothing do better There's on a train or my on put than bus headphones.** I like all kinds of music, from classical and opera to jazz, rock and world music. **new something for looking always I'm.** Sometimes I hear a song or piece of music on the TV or radio. I have to find out who it is. Do you do that? I'm sure I'll keep collecting CDs **I'm until mp3s or hundred a.** Perhaps I **hear then be to it won't able!**

2. READING.

The role of music in my life

Music is one of the most important and powerful things in my life. My life without melodies and harmonies would be totally **empty**. Listening to and playing different tunes helps me to de-stress, relax and it can also help to **motivate** me in trying times. I love listening to music while on my way to school, as I feel it helps me to prepare for the day that **waits**. I think it is like the **memoirs** to my life as it has been there **throughout** everything with me. I believe music has the **ability to convey** all sorts of emotion. Whether the emotion is joy and happiness or sadness and despair through **rhythms**, harmonies and the lyrics music shows it.

The song "A little bit longer" by Nick Jonas is such an emotional and inspiring song that when I hear it, I always come close to tears, especially when I watch it being played live. The effect that music can have on our emotions is **tremendous**, as it can bring people to **floods of tears or bursts of laughter**. The musical images that music and song are able to create are amazing. Music has the ability to **transport** me back in time just like a time machine. It lets me revisit lost and forgotten moments in life. Songs can paint a picture, for example in **classical** and country music where a story is being told.

The music in classical music tells a story without lyrics which is an immensely powerful thing. I feel that this **applies** to the saying "Music imitates life and life **imitates** music". I believe music affects people in many different ways. To me music is more than just something to listen to or play, it's something to feel. Music is **extremely** important in my life.

• *Questions:*

1. What kind of role music plays in his life?
2. In which way music can affects people's mind?

3. SPEAKING.

A. What kind of music do you like and who is your favourite singer? Work in pair. Talk about it with your groupmates in the class.

4. WRITING.

Exercise 1: Can you write a caption for the woman playing a violin during daytime?



5. GRAMMAR FOCUS: Used to + Infinitive.

Exercise 1: Make an affirmative sentence, negative sentence or question using *used to + Infinitive*.

1. I / live in a flat when I was a child.

.....

2. We / go to the beach every summer?

.....

3. She / love eating chocolate, but now she hates it.

.....

4. He / not / smoke.

.....

5. I / play tennis when I was at school.

.....

6. She / be able to speak French, but she has forgotten it all.

.....

7. He / play golf every weekend?

.....

8. They both / have short hair.

.....

9. Julie / study Portuguese.

.....

10. I / not / hate school.

.....

Exercise 2: Make a sentence with *would + Infinitive*, if it's not possible, use *used to + Infinitive*.

1. I / have short hair when I was a teenager.

.....

2. We / go to the same little café for lunch every day when I was a student.

.....

3. She / love playing badminton before she hurt her shoulder.

.....

4. He / walk along the beach every evening before bed.

5. I / always lose when I played chess with my father.

6. She / be able to dance very well.

7. My grandfather / drink a cup of coffee after dinner every night.

8. Luke / not have a car.

9. We / live in Brazil.

10. My family / often go to the countryside for the weekend when I was young.

6. TEST: “What’s your music personality”?

A. Choose the best answer.

1. What do you most appreciate about the music?

- a) the melody
- b) how your favourite musicians look
- c) the skill of musicians involved
- d) the lyrics

2. When you are at a party, do you:

- a) Spend your time equally dancing and chatting to friends and new people?
- b) Dance with your clique of friends whenever the music you like comes on?
- c) Keep trying to get the host to play an obscure track which only you and a few others want to hear?
- d) Stand around the dance area with your friends, saying how bad the music is and talking about leaving?

3. Do you most often find yourself:

- a) Humming tunes, you can’t remember the name of or who sang them?
- b) Dancing in your bedroom when you haven’t got a party to go to?
- c) Rehearsing with the band you started with a few people at the university?
- d) Researching information about your preferred music on the internet?

4. When you meet a girl/boy that you find attractive, their musical taste is:

- a) Not so important. You might be able to exchange CDs and broaden your tastes.
- b) Quite important, but their looks, fitness and dress sense are much more significant.
- c) Unimportant, as long as they don’t stop you from doing your own thing.
- d) Vital. If they don’t like the same kind of music as you, they can’t go out with you.

5. What is the role of music in your life?

- a) for giving you pleasure in your everyday life
- b) for dancing
- c) It is a serious business and you don’t care what others think about your taste.
- d) It represents your culture and identity, who you are.

7. LISTENING: Wolfgang Amadeus Mozart.

A. Fill in the gaps.

Wolfgang Amadeus Mozart _____ 1756 and 1791. He is one of the most famous composers _____. You can hear his music almost everywhere today – in TV commercials, movies, mobile phone ringtones, and of course concert halls. He composed over 600 _____ from symphonies, piano concertos, operas and choral music. Many musicians and _____ he was a musical genius. Mozart _____ a musical family in Salzburg, Austria. His father _____ local orchestra, taught the violin and was a composer. Mozart started learning the keyboard when he was three and composed his first _____ aged five. His father soon became unable _____ his son's outstanding talents. Between the ages of six and seventeen, Mozart _____ of Europe with his family. He performed _____ and met many great musicians. He also studied the _____ composers, including Johan Bach, who he met in London in 1764 and 1765. _____, Mozart had established himself throughout Europe as an up-and-coming composer. Mozart moved to Vienna and started composing _____ works, including the opera "The Marriage of Figaro". He married, had two children and lived _____ lifestyle. He worked non-stop producing music _____ by students all over the world today. He continues _____ greatest influences on classical music.

8. GRAMMAR FOCUS: To be going to.

Exercise 1: Put in the verbs in brackets into the gaps and form sentences. Use going to-Future.

1. He his friend. (*to phone*)
2. We a new computer game. (*to play*)
3. My sister TV. (*to watch*)
4. You a picnic next Tuesday. (*to have*)
5. Jane to the office. (*to go*)
6. They to the bus stop this afternoon. (*to walk*)

Exercise 2: Put in the verbs in brackets into the gaps and form negative sentences in going to-Future.

1. They the lunch basket. (*not/to pack*)
2. I somebody the way. (*not/to ask*)
3. Rita Jim's book. (*not/to borrow*)
4. We a T-shirt. (*not/to design*)
5. I on the red button. (*not/to click*)
6. The girls at the boys. (*not/to laugh*)

9. LISTENING: The internet.

A. Fill in the gaps.

I think the Internet is the greatest _____. Think how it has changed the world. So much information is out there. _____ changed my life. I can chat with friends, download music, buy books and _____ I need for my homework. It took days or _____ any of these things before the Internet. I spend hours every day online. I think I _____ too long. I'm sure _____ computer screen all day isn't good for my eyes. I think it's also _____. I need to exercise a little more. The only thing I don't like about the Internet _____. I don't really _____ personal information online, especially on _____ sites like Facebook.

10. SPEAKING: Wolfgang Amadeus Mozart.

A. Write your own questions about the famous composer.

STUDENT A's QUESTIONS (Do not show these to student B):

1. What do you know about Mozart?
2. Would you like to have met Mozart?
3. What would you like to know about Mozart and why?
4. _____.
5. _____.

STUDENT B's QUESTIONS (Do not show these to student A):

1. What did you learn from this text about Mozart?
2. What questions would you like to have asked Mozart?
3. What would his answers have been to those questions?
4. _____.
5. _____.

11. READING.

Wolfgang Amadeus Mozart

Wolfgang Amadeus Mozart lived between 1756 and 1791. He is one of the most famous composers ever to live. You can hear his music almost everywhere today – in TV **commercials**, movies, mobile phone ringtones, and of course concert halls. He composed over 600 works ranging from **symphonies**, piano concertos, operas and choral music. Many musicians and music experts say he was a musical genius. Mozart was born into a musical family in Salzburg, Austria. His father worked for the **local orchestra**, taught the violin and was a composer. Mozart started learning the keyboard when he was three and composed his first pieces of music aged five. His father soon became **unable to keep up** with his son's **outstanding talents**. Between the ages of six and seventeen, Mozart went on tours of Europe with his family. He performed in front of royalty and met many **great musicians**. He also studied the works of the great composers, including Johan Bach, who he met in London in 1764 and 1765. By his mid-teens, Mozart had **established himself throughout Europe** as an up-and-coming composer. Mozart moved to Vienna and started composing some of his finest works, including the opera "The Marriage of Figaro". He **married**, had two children and lived quite a lavish lifestyle. He worked non-stop producing music that is studied by students all over the world today. He **continues** to be one of the **greatest influences** on classical music.

A. Match the words from the text on the left with their synonyms on the right. Are your answers the same as other students'?

Paragraphs 1 and 2

- | | |
|----------------|------------------|
| 1. almost | a. specialists |
| 2. composed | b. superb |
| 3. experts | c. piano |
| 4. local | d. virtually |
| 5. keyboard | e. neighbourhood |
| 6. outstanding | f. wrote |

Paragraphs 3 and 4

- | | |
|------------------|-----------|
| 7. tours | g. best |
| 8. established | h. rising |
| 9. up-and-coming | i. trips |

- 10. finest
- 11. lavish
- 12. influences

- j. luxurious
- k. inspirations
- l. well known

B. Match the following phrases from the text.

- | | |
|------------------------------------|----------------------------|
| 1. Wolfgang Amadeus Mozart lived | a. studied by students |
| 2. music experts say | b. of music aged five |
| 3. Mozart was born | c. lavish lifestyle |
| 4. composed his first pieces | d. coming composer |
| 5. His father soon became unable | e. he was a musical genius |
| 6. He also studied the works | f. on classical music |
| 7. an up-and- | g. into a musical family |
| 8. producing music that is | h. between 1756 and 1791 |
| 9. lived quite a | i. to keep up |
| 10. one of the greatest influences | j. of the great composers |

C. Put the words in the correct order.

1.	Mozart 1791 and 1756 between lived
2.	music genius musical a was he say experts
3.	into musical Mozart born a family was
4.	three keyboard Mozart when started he learning was the
5.	keep his up son's with outstanding and talents
6.	Mozart Europe of tours on went
7.	royalty of front in performed He
8.	finest started some his works composing of
9.	quite lifestyle a lived lavish
10.	by students all over the world today music that is studied

12. LISTENING: Visit in London.

A. Complete the sentences with a word from the box.

simple	not	past	didn't	infinitive
--------	-----	------	--------	------------

- We use *used to* to talk about things that happened or were true in the _____, but not now.
- You can always use the past _____ instead of *used to*.
- We use *used to* to emphasise that the action or state is _____ what happens now.
- Used to* is followed by the _____ verb.
- To make questions and negatives with *used to*, we use *did* and _____.

B. Circle whether *used to* is correct or incorrect in these sentences.

- When I was a child, my hair used to be much blonder than now. **Correct Incorrect**
- I never used to go to football. I hate it. I can't understand why people like it. **Correct Incorrect**
- I used to like his music before he went all hip-hop. But now ...! **Correct Incorrect**
- We used to visit my grandmother every weekend. I love listening to her stories. **Correct Incorrect**
- 'Didn't you use to wear glasses?' 'Yes, but I had an operation on my eyes.'. **Correct Incorrect**
- I used to walk to school. I don't like using public transport and my mum doesn't have a car any more. **Correct Incorrect**

C. Complete the sentence using the correct form of *used to* and one of the verbs in the box.

do	sit	play	speak	smoke	buy	have (x2)
----	-----	------	-------	-------	-----	-----------

1. He lived in Brazil until he was seven. He _____ Portuguese, but he's forgotten a lot of it now.
2. We _____ smartphones, or even internet in our houses. To go online you had to go to an internet café or library or something.
3. She _____ but she's given up now. She's really healthy these days.
4. We _____ together when we were children, but I don't see them much anymore.
5. You used to live on the same road as me! _____ sweets in that shop on the corner?
6. She _____ any sport at all, but now she's in the basketball team and she loves it.
7. We always _____ on the bridge with our legs hanging down, and throw sticks into the river.
8. I didn't recognise him because of his new beard. He _____ a beard! He looks completely different now.

13. TEST: Understanding music fundamentals.

A. Choose the best answer.

1. A two-pronged metal device used by musicians to provide, when tapped, a fixed pitch.

- a) tuning fork b) cadenza c) metronome d) harp

2. Percussion instrument consisting of a series of graduated wooden bars that are struck with mallets.

- a) xylophone b) triangle c) trombone d) recorder

3. Musical notation for a multipart composition.

- a) choreography b) screenplay c) script d) score

4. In music – art of directing instrumentalists or singers.

- a) versification b) choreography c) conducting d) improvisation

B. Match verbs with their descriptions.

a) Popularize	b) Pluck	c) Interpret
d) Improvise	e) Influence	f) Incidental music

1. To make something widely liked or appreciated.
2. To pull sharply at the strings of a musical instrument [+ at].
3. To perform a part in a play, a piece of music etc in a way that shows your feelings about it or what you think it means.
4. To act or compose something, play, song, or piece of music, without any preparation.
5. To persuade or sway somebody.
6. Music played during a play, film etc. in order to give the right feeling.

14. WRITING.

Exercise 1: Music brings always source of inspiration to create new artworks. Is music a universal language? Compose an essay about it (max. 250 words).

UNIT 6. LITERATURE

1. LISTENING: Literature in my life.

A. Fill in the gaps.

Literature is _____ makes me very happy. I have loved books of all kinds _____ small. I don't know what I would do in life without novels, poems and plays. _____ literature can change your life. It educates you, makes you happy, makes you sad, inspires _____ more. I think I'd be a completely different person without it. Literature has been a big influence on my life – perhaps _____ friends. I think literature is really powerful. It can help us understand other cultures. Recently, I have _____ Indian literature, in English, of course. The books I read have totally _____ India and Indians. My experience has really made me want to read more books _____.

2. READING.

Outstanding writers, poets and journalists of the Republic of Uzbekistan

Uzbekistan is known for many outstanding writers, poets and journalists. In the Middle Ages Uzbek literature **reached its culmination point** of development due to the **boisterous** creative activity of the great Alisher Navoi. He had a great influence on all world literature, especially on the literature of the Near and Middle East. Alisher Navoi took a worthy place among the most **outstanding writers**. At the end of the 15th – beginning of the 16th century another bright star appeared on the literary sky – Zahiriddin Muhammad Babur. In his work, a lot of **contradictory** moments peculiar to the rulers appeared. On the one hand, in certain works he defended the **feudal system**, on the other – condemned the vices of the same society and, contrary to the **prevailing principles**, preached **advanced humanistic ideas**. In his lyrical collections Zahiriddin Muhammad Babur, with his usual skill, singed love to his homeland, **noble human qualities**, and **subtle feelings**. With the beginning of the 20th century, new talented poets and writers appeared. Initially, under the influence of "revolutionary" ideas, a new **pleiad** of writers – Sadridin Aini, Avaz Otar, Khamza Khakimzade Niyazi, Abdullah Kadiri and others – had a **definite influence** on the **emergence** of a new trend in Uzbek literature. Significantly such poets and writers as Gafur Gulyam, Oybek, Abdullah Kakhhar, Uigun, Abdulla Aripov, Erkin Vakhidov and many others who received universal **recognition**, **enriched** Uzbek literature of modern times. In Kokand (Uzbekistan) you can visit Khamza Museum-house and Mukimi Museum.

A. Define true or false statements.

1. Uzbekistan is known for many great people, because in the Middle Ages Uzbek literature achieved its culmination point of progress due to the boisterous creative activity of the great Alisher Navoi. **True False**
2. He hadn't a great influence on the world literature, especially on the literature of the Near and Middle East. **True False**
3. In his lyrical works Erkin Vakhidov, with his unusual skill, singed love to foreign countries, noble human qualities, and subtle feelings. **True False**

3. GRAMMAR FOCUS: Future Tenses.

Exercise 1: Ask questions with *will you be -ing*.

1. You want to borrow your friend's bicycle this evening. (*You / use / your bicycle this evening?*)
.....
2. You want your friend to give Tom a message this afternoon. (*You / see / Tom this afternoon?*)
.....
3. You want to use your friend's typewriter tomorrow evening. (*You / use / your typewriter tomorrow evening?*)
.....
4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (*You / pass / the post office when you're in town?*)
.....

Exercise 2: What will life be like in the year 2100? Complete the sentences using *will have + Past Participle*.

Example: *By 2100, the world's population will have increased (increase) to around 30.000 million.*

1. Life (*become*) more automated by then.
2. Computers (*take over*) many of the jobs that people do today.
3. The earth's supplies of oil, coal and gas (*run out*).
4. (*scientists / find*) other sources of energy?
5. How education (*change*)?

Exercise 3: Fill in the blanks using Future Perfect Tense.

1. By next February I (*write*) my third book.
2. I hope you (*not / forget*) my name by tomorrow.
3. By next week we (*redecorate*) the house.
4. Next July she (*be*) dead for ten years.
5. I hope I (*not / make*) a lot of mistakes in this exam when I finish it.

Exercise 4: Fill in the blanks using Future Perfect Continuous Tense.

1. By the end of June I (*live*) in this flat for thirteen years.
2. I (*fly*) to London for an hour at this time tomorrow.
3. At this time next week I (*work*) for this company for 20 years.
4. When the bell rings I (*teach*) for eight hours today.
5. I (*wear*) these glasses for five years next week.

4. LISTENING: Libraries.

A. Correct the spelling.

Libraries are **eudrnwlfo** places. Every library I've been to in the world is the same. They all have a **lsiapce** atmosphere. A room with a large **niolletcc** of books does things to people. We become very quiet and want to know what's on the **helvess**. This happens even to children as young as three, although perhaps not the being quiet. It's **zganmai** to watch a small child in a library looking at all the books. They can sit there for hours **nipulgl** the books off the shelves. I really spent a lot of time in the library at university. It was where I **pents** most of my time. This is where I really **altren** how useful libraries are. I spent hours every day looking at **rujnsola**, newspapers and text books. I felt quite happy **insgitt** in the quiet of the library, reading my books.

5. SNAPSHOT.

The Maine School LIBRARY
Reading for the future

OPENING HOURS		THURSDAY	09:00 - 17:00
MONDAY	09:00 - 17:00	FRIDAY	08:00 - 15:00
TUESDAY	09:00 - 17:00	SATURDAY	09:00 - 12:00
WEDNESDAY	09:00 - 20:00	SUNDAY	CLOSED

LIBRARY RULES

All students must have a library card.

Computers are for schoolwork only.

No food or drink in the library.

No running or shouting in the library.

Mobile phones must be off.

Students can borrow 3 books at one time.

Thank you!

A. Circle the best answer to these questions.

1. Where can you borrow books?
a bookshop / a library

2. What do students do in a library?
study / teach

B. What can you do in the library? Write the phrases in the boxes.

eat	use your phone	talk loudly to friends	borrow books
use the computer for homework		read	

In the library, you can ...

1.
2.
3.

In the library, you can't ...

1.
2.
3.

C. Match the two parts of the sentence and write a–d next to the number 1–4.

- | | |
|------------------------------------|------------------------------|
| 1. The library is ... | a. 3 books at one time. |
| 2. Students can take away ... | b. keep quiet. |
| 3. Students must ... | c. closed on Sundays. |
| 4. Switch off your ... | d. mobile phone. |

D. Define true or false statements.

1. You can use Facebook on the library computers. *True False*
2. You can eat lunch in the library. *True False*
3. You need a library card. *True False*
4. The library is open on Saturday afternoon. *True False*
5. You can use the library on Sunday. *True False*
6. You can't talk on the phone in the library. *True False*

6. READING.

Literature and art of the Republic of Uzbekistan

Literature and art of Uzbekistan is called one of the bright and wonderful pages of the history of the world **artistic culture**. Along with Egypt and Mesopotamia, Greece and Rome, India and China, Central Asia **laid the foundations of** human civilization. The emergence of a **cultural phenomenon** in Uzbekistan is mainly due to its geographical location in the Central Asian Mesopotamia, where **agricultural centers** have been formed since ancient times. The most ancient Uzbek oral **literary works** are over 200 epic poems, many legends, epic songs performed by folk poets – bakhshi. Heroes of folklore struggle with hostile forces – **evil spirits**, dragons. The oldest cycle of epic poems Ker-ogly and the poem Alpamysh were written around the 10th century. Alpamysh went in the folklore of all the peoples of Central Asia. It talks about the courage of folk heroes, **courage** and hatred of enemies; it contains many witty **aphorisms**, vivid metaphors, colorful descriptions. Another popular work from the cycle Ker-ogly is a poem about the **transforming** power of love of Ravshan-Hon. Many times later it was **processed by** folk poets. The **satirical novels** of Nasreddin Afandi, in which the khans and bais are derided, are popular. In the oral Uzbek literature, people of different nationalities – Chinese, Iranian, Turkmen, Negro, etc., female images are devoid of **sentimentality**.

In the 11th century, many works are created, based on religious norms of Islamic morality. These are the **instructive** poems "Kugadau Bilig" ("Knowledge of Grace" or "Science of Happiness") by Yusuf Khas Hadjib Balasaguni, the poem "Khibat al-Khakaik" ("Gift of Truths") by Ahmad Yugnaki. Classical literature in the language of Farsi **played a huge role** in the development of Uzbek written literature. Such monuments are of special cultural and scientific **interest for** all Turkic-speaking peoples, as it is possible to include Islamic **didactic works** created at a later time based on **ethical norms**, for example, "Dictionary of Turkic dialects" compiled by Makhmud al-Kashgari.

Fiction literature reached the flourishing in the historical epoch of Amir Temur and the Temurids. Its popularity is **justified by** the fact that the works acquire a more secular character, freed from excessive religiousness. The study of the origins of the development of oral (folklore) and written literature in Uzbekistan convincingly **attests to** the intensive and dynamic **interaction of** the cultures of settled and nomadic peoples **inhabiting** this fertile territory. First of all, this applies to modern Afghanistan, the northern territories of which were part of the large Uzbek (Central Asian) state formations that were **associated with** the heyday of the genius of Alisher Navoi. He **is considered** the classic of Uzbek literature and the pioneer of the Uzbek language. The last of the Timurid dynasty, Zakhiriddin Mukhammad Babur – was also famous as a bright poet of his time. His epic poem "Babur-name" is a **masterpiece** of Uzbek literature, an **estimable** literal monument of that time. Literary centers **appeared in** the 17th – 18th centuries. Most of the writers who took part in their activities, **graduated from** local madrassahs and, **according to** tradition, wrote in two languages – Uzbek and Tajik. At this time in Bukhara, Khiva and Kokand anthologies of poems of local poets appeared, which **testified to** a new **upsurge** of Uzbek literature. For example, during the rule of Muhammad Rahimkhan (1885–1910), a literary center appeared in Khorezm at the palace, which published poems of local

authors collected by Tabibi in a special anthology of poetry. **Naturally**, in the works of court poets, the khan and his officials were song. However, in addition to court poets and mystic poets, there was a place in Uzbek literature for people, **democratically** minded **progressive writers** and poets. In their sketchy prose and poetic works, they boldly exposed the vices of their time, hypocrisy, **insidious** tricks of khans and beks. Such writers, for the most part, lived in poverty and were **persecuted**. One of such courageous defenders of the people and **opponents** of his oppressors during the reign of Subkhankulikhan (1680–1702) was the **brave** Turdi (Farogi). Among the **democratically minded** writers and poets, known for their profound and substantial works, a special place was occupied by Babarakhim Mashrab (1654–1711). Living in poverty and wandering, this great man in his satirical lines **mercilessly** ridiculed the **oppressors** of the people – the feudal lords, the beks and their lackeys. Mahmud and Gulkhani also painted in their works a true picture of the plight of the broad masses of working people and boldly exposed **injustice** and **violence**.

One of the **prior** representatives of Uzbek literature during the khan's period was the **excellent** poet, translator and historian Muhammad Riza Ogakhi (1809–1874), known for his democratic ideas and progressive views. His humanism and patriotism were clearly **manifested in** the depiction of a **merciless** satirical pen of **a true picture of** the situation of the working people and exposing the injustice of the **ruling circles**. Uzbek literature of the 18th-19th centuries was mostly **lyrical**, and was devoted to a love topic. **At the beginning of** the 20th century there were such **talents** as Hamza Khakimzadeh Niyazi, Sadridin Aini, Abdullah Kadiri and the philosopher Fitrat. Their **literary traditions** were continued by Oybek, Gafur Gulyam, Abdullah Kakhhar, Khamid Alimdjan, Uigun and others.

7. GRAMMAR FOCUS: *Since, for.*

Since – if the starting point is given (two o'clock, last Friday, 1998)
For – if the period of time is given (twenty minutes, two days, one year)

Exercise 1: Decide whether to use *since* or *for*.

1. as long as I can remember
2. three days
3. my childhood
4. ten years
5. I was young
6. New Year's Eve
7. Wednesday
8. five seconds
9. breakfast
10. hundreds of years

Exercise 2: Decide whether to use *since* or *for*.

1. I have been waiting 4 o'clock.
2. Sue has only been waiting 20 minutes.
3. Tim and Tina have been learning English six years.
4. Fred and Frida have been learning French 1998.
5. Joe and Josephine have been going out together Valentine's Day.
6. I haven't been on holiday last July.
7. Mary has been saving her money many years.
8. I haven't eaten anything breakfast.
9. You have been watching TV hours.
10. We have been living here 2 months.

Exercise 3: Complete the following sentences with *for, during or while*.

1. I have been waiting for the bus 20 minutes.
2. Tom played golf Julie went shopping with her friends.
3. The family lived in Japan three years.
4. Larry called his mother Caroline was watching television.
5. My mother came to stay with us the summer 10 days.
6. Yesterday we played tennis 2 hours.
7. the holidays we relax, go sightseeing and visit friends.
8. In Europe, meals are different. People stay at the table a long time.

8. SPEAKING: Libraries.

A. Look at the photos of the most unusual libraries. What do you think about them? Talk about them with your groupmates in the class.



B. Write your own questions about libraries and ask your groupmates.

STUDENT A's QUESTIONS (Do not show these to student B):

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

STUDENT B's QUESTIONS (Do not show these to student A):

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

9. WRITING.

Exercise 1: What kind of books do you like to read? Compose an essay about the role of literature in our life (max. 250 words).

10. SPEAKING: Libraries.

A. Write 5 good questions about libraries in the table. Do this in pairs. Each student must write the questions on his/her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1.	STUDENT 2.	STUDENT 3.
Q. 1.	_____	_____	_____
Q. 2.			
Q. 3.			
Q. 4.			
Q. 5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

11. GRAMMAR FOCUS: Conditionals 0, 1, 2, 3 types.

Exercise 1: Complete the sentences.

1. type II: If I (to study), I (to pass) the test.
2. type III: If I (to study), I (to pass) the test.
3. type I: If I (to study), I (to pass) the test.
4. type III: If the sun (to shine), we (to go) swimming.
5. type III: They (*to fly*) to Canberra if they (*to have*) more money.

Exercise 2: Finish the sentences. Use the correct phrases. There are many possible answers.

1. You would have slept much better
2. If Amy does the washing up,
3. If you drove from Paris to Lisbon,

Exercise 3: Which type of the conditional sentences is used?

1. If you had done your homework, you could have written a better test.

- a) type I (condition possible to fulfil)
- b) type II (condition in theory possible to fulfil)
- c) type III (condition not possible to fulfil – too late)

2. If it rains, I'll wear a raincoat.

- a) type I (condition possible to fulfil)
- b) type II (condition in theory possible to fulfil)
- c) type III (condition not possible to fulfil – too late)

3. If it wasn't so late, I would go shopping.

- a) type I (condition possible to fulfil)
- b) type II (condition in theory possible to fulfil)
- c) type III (condition not possible to fulfil – too late)

UNIT 7. CREATIVE ART VISION

1. READING.

Kamoliddin Bekhzod

The member of Renaissance and Alisher Navoi's **apprentice**, the great artist and **miniaturist** Kamoliddin Bekhzod was born in 1455 in a poor family in Herat. He lost his parents as a child and **was brought up by** the famous painter Mirak Nakkosh. He learned from him the secrets of **carving**. Due to his **inquisitive** mind and being a hard-worker, his talent was **increasing day by day**. Soon he became popular as an artist in Herat. In 1512 he went to the city of Tabriz, where he spent 25 years of his life continuing his creative works. **Nevertheless**, he returned to his hometown Herat and later in 1537 died there. Kamoliddin Bekhzod left very rich heritage to his **generations**. At present, his 30 paintings and various **miniatures** are known to us. He created the images of Husayn Baykaro, Abdurahmon Jomiy, and Shaybonikhon with great **proficiency**. Yet more than 40 miniatures depicted with the meetings of Husayn Baykaro and the pictures drawn to the works of different **scholars** scored him big successes both in the East and West. Another his contribution to the development of art was the **establishment** of his school which he named by his own name "Bekhzod". Bekhzod left an **unforgotten trace** in history and his creative works have been respected up to now. And the wide celebration of his 545th birthday in 2000 is a perfect example of it.

• *Questions:*

1. Where did Kamoliddin Bekhzod live and work?
2. What was the main quality in his works?
3. What kind of investment did he for Uzbek art and culture?
4. What kind of ideas did he describe in his artworks?

2. SPEAKING.

A. Look at the pictures and discuss them in groups. What are the ways of developing a creative art vision? Talk about it with your groupmates in the class.



3. GRAMMAR FOCUS: Present Perfect Tense.

Exercise 1: Read the text and answer the questions below.

Dear Maysa,
I have had a very busy day. I've tidied my bedroom. It was untidy! I've finished my homework. I had English and Science homework. English is my favourite subject at school. I've helped my mum. My mum wanted to make lunch for my aunt and uncle. We ate chicken and rice. It was very nice. I've talked to my friend on the telephone, too. We will play volleyball together tomorrow. I haven't visited my grandparents. I'm going to see them tomorrow morning. I haven't watched television. I'm going to watch a film this evening.
See you soon,
Maya

Have you tidied your bedroom?

Yes, I have.

- 1 Have you tidied your bedroom?
- 2 Have you watched a film?
- 3 Have you helped your mum?
- 4 Have you visited your grandparents?

Yes, I have.

Exercise 2: Read the sentences and put tick (+) or cross (--).

1. I've tidied my bedroom. (+) (--)
2. I've finished my homework. (+) (--)
3. I've watered the plants. (+) (--)
4. I've closed my bedroom window. (+) (--)
5. I've finished the email to my cousin. (+) (--)
6. I've prepared a sandwich. (+) (--)

Exercise 3: Complete the sentences with the right forms of the verbs in brackets in Present Perfect Tense.

1. They London this month. (*leave*)
2. He a lot of English papers. (*bring*)
3. She me about it. (*tell*)
4. I a long letter from father this week. (*get*)
5. She (just); she will speak to you in a minute. (*come*)
6. I to Radio City. (*be*)
7. I think the director the town. (*leave*)
8. I my office. (*paint*)

4. LISTENING: A radio programme. Peter Jones works for Art and Business, a company that develops creative partnerships between business and the arts. He is being interviewed on the programme.

A. Define true or false statements.

1. Reading a good book can animate your creativity. *True False*
2. Art and Business are working alone on the project. *True False*
3. When business men were asked to name a book which had influenced them, less than half chose a nonfiction book. *True False*
4. Creative processes occur in the right side of the brain. *True False*
5. When we analyse the relationship between characters in a book, we are training ourselves to understand emotional matters. *True False*
6. Marks & Spencer organizes separate reading groups for managers and employees. *True False*

5. READING.

Oscar-Claude Monet

Oscar-Claude Monet (1840-1926) is a famous French painter and one of the founders of the Impressionism movement along with his friends Renoir, Sisley and Bazille. Monet **rejected** the traditional **approach to** landscape painting and instead of copying old masters he had been learning from his friends and the nature itself. Monet observed **variations** of color and light **caused by** the daily or seasonal changes. Claude Monet was born on November 14, 1840 on the fifth floor of 45 rue Laffitte, in the ninth **arrondissement** of Paris. He was the second son Claude Adolphe Monet and Louise-Justine Aubree. On the first of April 1851, Monet entered the Le Havre secondary school of the arts. He **became known locally for** these charcoal caricatures, which he would sell for ten to twenty francs. Monet also undertook his first drawing lessons from Jacques-Francois Ochart, a **former** student of Jacques-Louis David.

On the beaches of Normandy in about 1856/1857 he meet fellow artist Eugène Boudin who became his mentor and taught him to use oil paints. Boudin taught Monet "en plein air" (outdoor) techniques for painting. When Monet traveled to Paris to visit the Louvre, he **witnessed** painters copying from the old masters. Monet, having brought his paints and other tools with him, would instead go and **sit by** a window and paint what he saw. Monet was in Paris for several years and met several painters who would become friends and fellow impressionists. One of those friends was Édouard Manet. In June 1861 Monet joined the First Regiment of African Light Cavalry in Algeria for two years of a seven-year **commitment**, but upon his contracting typhoid his aunt Marie-Jeanne Lecadre intervened to get him out of the army if he agreed to complete an art course at a university. It is possible that the Dutch painter Johan Barthold Jongkind, whom Monet knew, may have **prompted** his aunt on this matter. Disillusioned with the traditional art taught at universities, in 1862 Monet became a student of Charles Gleyre in Paris, where he met Pierre-Auguste Renoir, Frédéric Bazille, and Alfred Sisley. Together they shared new **approaches** to art, painting the effects of light **en plein air** with broken color and **rapid brushstrokes**, in what later came to be known as Impressionism.

Monet's "Camille" or "The Woman in the Green Dress" ("La Femme à la Robe Verte"), painted in 1866, brought him **recognition**, and was one of many works featuring his future wife, Camille Doncieux; she was the model for the figures in "the Woman in the Garden" of the following year, as well as for "On the Bank of the Seine", Bennecourt, 1868, pictured here. Shortly **thereafter** Doncieux became pregnant and gave birth to their first child, Jean. In 1868, **due to** financial reasons, Monet attempted **suicide by** throwing himself into the Seine. Monet died of lung cancer on December 5, 1926 at the age of 86 and is buried in the Giverny church cemetery. Monet had insisted that the occasion be simple; thus about fifty people **attended** the ceremony. His famous home and garden with its waterlily pond were bequeathed by his heirs to the French Academy of Fine Arts (part of the Institut de France) in 1966.

• *Questions:*

1. What was the main source of inspiration for Oscar-Claude Monet?
2. What do you know about his lifetime?
3. What did he depict in his paintings?

6. WRITING.

Exercise 1: What is contemporary art? What kinds of form of art do you know? Compose an essay about it (max. 250 words).

7. GRAMMAR FOCUS: Modal verbs.

Exercise 1: Open the brackets and finish the sentences. If there is (+), use (+) in a sentence, if there is (--), use (--) in a sentence.

1. I swim. (+/can)
2. You draw. (--/can)
3. He cook. (+/can)
4. She walk. (--/can)
5. It jump. (+/can)
6. We ski. (--/can)
7. You read. (+/can)
8. They count. (--/can)
9. Doris sail. (+/can)
10. Walter and Laura sing. (--/can)

Exercise 2: Write the phrases in brackets in their correct forms into the gaps.

1. Last week we swimming, this week we can't. (*can/to go*)
2. Maybe the Smiths a new house next year. (*can/to build*)
3. If you try hard, you your examinations. (*can/to pass*)
4. When I was five, I (*not/can/to swim*)
5. Dennis the trumpet after four months. (*can/to play*)
6. Luke has passed his driving test, now he a car. (*can/to drive*)
7. I to him on the phone for three weeks last month. (*not/can/to speak*)
8. Alex his homework when his desk is in such a mess. (*not/can/to do*)
9. They were so busy, they me. (*not/can/to text*)
10. Lisa her dress. She can wear it again. (*can/to clean*)

Exercise 3: Put in *can*, *can't*, *could*, or *couldn't*. If none is possible, use *be able to* in the correct tense.

1. you swim when you were 10?
2. We get to the meeting on time yesterday because the train was delayed by one hour.
3. He arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing, he speak 5 languages including Chinese.
5. I drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I find them anywhere.
7. I searched for your house for ages, luckily I find it in the end.
8. She's 7 years old but she read yet – her parents are getting her extra lessons.
9. I read the book three times but I understand it.
10. James speak Japanese when he lived in Japan, but he's forgotten most of it now.
11. I understand the chapter we had to read for homework. It was so difficult.
12. I lift this box – it's too heavy! Would you help me?
13. Lucy make it to our meeting after all. She's stuck in traffic at the moment.
14. John play tennis really well. He's champion of his club.
15. Unfortunately, I really sing at all! No one in my family is musical either.

Exercise 4: Fill in the blanks below to complete the sentences. Put in *can, can't, could, or couldn't*.

1. I go to the party last night because I was sick.
2. A: Noel cook Italian food? B: Yes, he
3. My sister swim last year, but now she
4. They go shopping yesterday because the store was closed.
5. A: you read when you were four years old?
B: Yes, I
6. Ellie ride a bicycle. She rides it to school every day.
7. I'm very tired, so I go out to the park to play.
8. A: you see the moon last night?
B: No, I
9. When I talk to you about the company report?
10. Most dinosaurs walked on land, but some fly or even swim.

8. WRITING.

Exercise 1: Look at the quotes on the pictures and choose 1 out of 2, and compose an essay about the chosen picture (max. 250 words). Use your imagination and creativity.



9. GRAMMAR FOCUS: Modal verbs.

Exercise 1: Put in *mustn't, don't, or doesn't have to*.

1. We have a lot of work tomorrow. You be late.
2. You tell anyone what I just told you. It's a secret.
3. The museum is free. You pay to get in.
4. Children tell lies. It's very naughty.
5. John's a millionaire. He go to work.
6. I do my washing, because my mother does it for me.
7. We rush. We've got plenty of time.
8. You smoke inside the school.
9. You can borrow my new dress but you get it dirty.
10. We miss the train, it's the last one tonight.

Exercise 2: Fill in the blanks below to complete the sentences. Use the verb *have to*.

1. Today is a holiday. I go to work.
2. your sister go to school today?
3. My mother go to the post office now.
4. I study for the grammar test tomorrow.
5. A: Do they get up early every morning?
B: Yes, they
6. Patrick drive to the store. He can take a bus.
7. Anne see a doctor because she isn't feeling well.
8. Excuse me, I answer my phone.
9. you leave soon?
10. My friend take a driving test this afternoon.

10. LISTENING: Vincent van Gogh.

A. Choose the best answer.

1. Who is the artist featured in this video?

- a) Claude Monet
- b) Vincent van Gogh
- c) Edgar Degas

2. Vincent van Gogh was Dutch.

- a) True
- b) False

3. How many paintings did Vincent van Gogh make?

- a) 900
- b) 1900
- c) 9,000

4. Vincent van Gogh hated colors in his art.

- a) True
- b) False

5. What form of art was invented because of Vincent van Gogh?

- a) Impressionism
- b) Classicism
- c) Expressionism

6. Today, Vincent van Gogh's paintings are ...

- a) expensive and famous
- b) cheap and everywhere
- c) hated and forgotten

11. WRITING.

Exercise 1: What was the main source of inspiration behind the most famous art masterpieces? Compose an essay about it (max. 250 words).

12. READING.

Impressionism

Impressionism, French 'impressionnisme' a **major movement**, first in painting and later in music, that developed chiefly in France during the late 19th and early 20th centuries. Impressionist painting **comprises** the work produced between about 1867 and 1886 by a group of artists who shared a set of related **approaches** and techniques. The most conspicuous characteristic of Impressionism was an attempt to **accurately** and objectively record visual reality in terms of transient effects of light and colour. The principal Impressionist painters were Claude Monet, Pierre Auguste Renoir, Camille Pissarro, Alfred Sisley, Edgar Degas. They rejected the **conventional imaginative** or idealizing **treatments** of academic painting. The painters **continued** to develop their own personal and individual styles. All, however, affirmed in their work the principles of freedom of technique, a personal rather a **conventional** approach to subject matter, and the truthful reproduction of nature. By the mid-1880s the Impressionist group had begun to **dissolve** as each painter increasingly pursued his own aesthetic interests and principals.

A. Define true or false statements.

1. Impressionism, a method applied in art at the beginning of the 19th century. *True False*
2. The best works of impressionism still have artistic significance in our day. *True False*
3. Expressionism was influenced by Vincent van Gogh, Pierre-Auguste Renoir, Konstantin Alekseyevich Korovin. *True False*
4. Cubism, a school of art which had its origin in Holland. *True False*
5. Dadaism was a trend in bourgeois art initiated by poets and artists who immigrated to Switzerland. *True False*
6. Surrealism, a trend in modern art which originated in Russia in the early 1920s. *True False*
7. Maykovsky and others broke with futurism, and went over to the positions of socialist realism. *True False*

B. Name the artists, who belonged to:

Abstract painting	Impressionism	Expressionism	Cubism	Futurism
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• Questions:

1. How can you describe the major movement Impressionism?
2. What is the main task of art?
3. What trends of art do you know?
4. "Art is truthful when it serves life" – Do you agree with this statement?
5. What does abstract painting depict?
6. Who was one of earliest abstract painter in Russia?
7. Did Abstract art flourish between World Wars I and II? (Why? How can you explain it?)
8. When did Malevich paint his famous picture "A Black Square"?

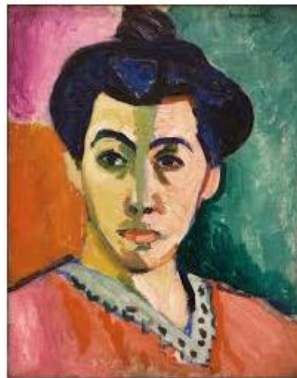
13. GRAMMAR FOCUS: Tenses review.

Exercise 1: Use the proper forms of the verbs in the brackets.

The girl (*study*) 1) music and (*be*) 2) very talented. One day her brother (*catch*) 3) a cold and (*fall*) 4) ill. They (*send for*) 5) doctor but they (*be*) 6) so poor that they (*can*) 7) not (*pay*) 8) for his visit and the medicine he (*prescribe*) 9) So, the girl (*think*) 10) of a plan. She decided that she (*tell*) 11) the people that Ferenz List (*teach*) 12) her music for some years already. "If the people (*learn*) 13) about List it (*attract*) 14) them to my concert and I (*be able*) 15) to earn some money to keep my brother. And so she (*do*) 16) But one day while she (*look*) 17) through a newspaper she (*see*) 18) a notice which (*read*) 19) that the famous composer Ferenz List (*be going*) 20) to give concerts in their town. The girl was afraid that if List (*learn*) 21) that she (*tell*) 22) the people a lie. He (*tell*) 23) everybody that he never (*see*) 24) her. As soon as List (*come*) 25) to their town the girl (*go*) 26) to him and (*tell*) 27) him the whole story. After she finished List said, "(*Sit*) 28) down to the piano and (*play*) 29) for me!" While she (*play*) 30) list (*make*) 31) some remarks and at the end of the class he (*say*) 32) to the girl, "Now , when somebody (*ask*) 33) you who your teacher (*be*) 34) you (*can*) 35) (*say*) 36) it's me, because I (*give*) 37) you my class today!

14. SPEAKING.

A. Look at the paintings and try to guess the art movements. What is your favourite art movement? Explain your groupmates why do you like one of these art movements in the class.



15. WRITING.

Exercise 1: What are the most achievements and highlights in the Italian Renaissance period? Compose an essay about it (max. 250 words).

UNIT 8. DESIGN IN OUR LIFE

1. READING.

Design

It is not just the world that is subject to constant change – its design is, too. Today, design is no longer only about objects, but about the entire world as an ecological and social structure. In this essay, Friedrich von Borries develops a proposal for a contemporary understanding of design. We all think we know what design is. We **encounter** it everywhere in everyday objects like cars, furniture, and clothes, as well as in tools and machines. But is that all? The spaces around us, the city, the landscape – didn't they also **emerge** from a design process? And what about us? Are our bodies, our desires, our thoughts not products of a conscious design? Whose? What is now called “design” once went by other names: “Formgebung,” “Gestaltung,” “Applied art,” or “Art that makes itself useful” (“Kunst, die sich nützlich macht”). The exact meaning of these terms was, of course, always contested. Historically, design has had very different, sometimes even **contradictory** meanings. Sometimes, it was **defined narrowly**; other times, the term and its associated tasks were **understood broadly** and **comprehensively**.

In this historical overview, I'll explore the breaks and oscillations of this evolution and close by offering a suggestion for a contemporary understanding of design. One possible origin of design can be found in the early 16th century. At the beginning of the modern era, the idea emerged that society could be shaped through the design of the living environment. A God-given order did not **determine** our lives; it was rather people who shaped the world – this, at least, was the basic idea. An excellent example of it can be found in the philosophical work *Utopia*, in which Thomas More (1478–1535) created an ideal society. This society's realization **depended on** the way cities, villages, and **settlements** were arranged, and the way houses, furnishings, clothing, and meals were configured.

Today, all of that is included in design. Design is a highly professionalized and extremely complex discipline that continues to **expand** and, as Swiss architectural theorist Philipp Ursprung (born in 1963) predicted, will eventually **absorb** architecture and art but also **overlap** with areas of technological development and management. Designers operate **transdisciplinarily** to account for the necessity of a comprehensive design of our world. Contemporary design is “world design.” Yet design is also a cultural technique limited not only to professionals, but one that affects everyone: a cultural technique concerned with the design of everyday life, which has to do with ways of life and individual forms of expression. This cultural technique ultimately **extends** so far that not only is every object part of the design process, but – to **paraphrase** artist Joseph Beuys – everyone is a designer. Each of us is the designer of his or her own life and self.

• *Questions:*

1. What is accepted as a good design today?
2. What happened in 16th century?
3. What are the main fundamentals and principals of design?

2. WRITING.

Exercise 1: Do you know the graphic design history? Compose an essay about it (max. 250 words).

3. GRAMMAR FOCUS: Past Simple Tense.

Exercise 1: Complete the text with verbs in brackets. Use Past Simple Tense or Past Perfect Tense.

In March 1999, thieves (*steal*) diamonds jewellery from Woolworth, a famous jewellery shop in Boston. The thieves were very smart. Before the robbery, they (*hide*) in the building next door and (*cut*) a hole through the wall. They used it to get into the shop. By the time the guard at the entrance..... (*see*) them, they (*already/take*) the very expensive jewellery from the safe. A man from the neighbourhood (*hear*) some noises in the shop and he (*call*) the police but when they (*arrive*) to the shop, the thieves (*escape*).

4. READING.

Graphic design of future

On Craft: Marian Bantjes, Graphic Designer

The future of **aesthetics** lies in random generative software such as Processing, but which will become less random as designers **gain control** of its abilities. The digital will merge with the hand-made like electric guitar and **bagpipes**, and together they will break down the rigid tempo imposed by increasingly prescriptive and powerful template software.

On International Design: Richard Grefé, Executive Director, AIGA

In the 21st century global economy, communication designers will make the complex clear. They must also focus on **human-centred need**, sustainability, **simplicity** and the special challenges of communicating **across cultures**. Communication designers will become a strategic resource for the way we approach problems. Creativity can defeat habit.

On Design & Business: Joel Podolny, formerly Dean, Yale School of Management

The future of design in business is promising, from both strategic and tactical perspectives. Design can help frame a **business problem**, develop and support a clear and compelling message, and align that message with business objectives and customer preferences. Design can drive revenue. And more and more companies are **discovering** the value-add that design can provide.

On Type: Matthew Carter, Type Designer

New font formats are encouraging type designs with larger and more varied character sets, particularly **significant** in the non-Latin world. There are more good young type designers now than at any time in history, and there is more teaching of type design at **college level** – a bright future.

Some facts and figures you may not know about what we see in the world around us.

- The term graphic design was first coined by the American book designer William Addison Dwiggins in 1922;
- The Nike swoosh was designed by Portland State University student Carolyn Davidson in 1971. She was paid \$35 dollars;
- Designers have always been near the centre of the civic experience. The US Constitution was written by the Committee on Style;
- South Carolina beauty Queen Caitlin Upton had planned to attend Appalachian State University to study graphic design, but chose instead to focus on her modelling career;
- Photoshop 1.0 was released in 1990 for Macintosh exclusively;
- Until communication designers discovered and changed it recently, a law in Illinois prevented the use of lower case letters in candidates' names on ballots.

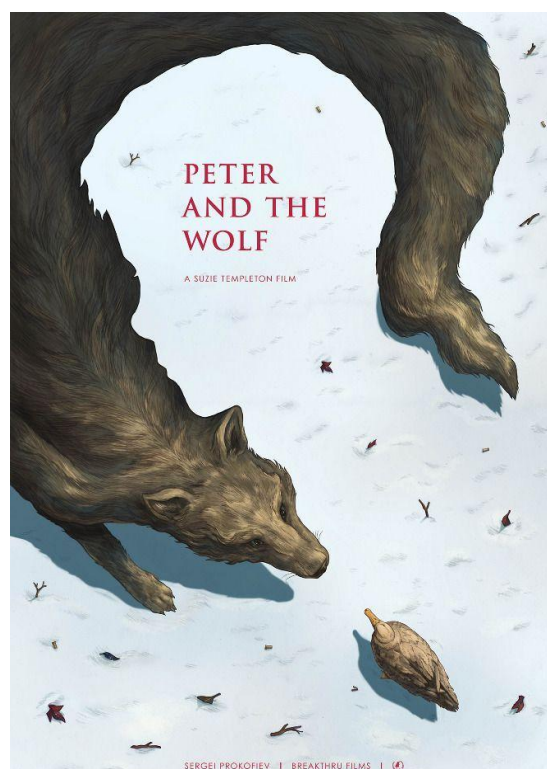
5. SPEAKING.

A. Look at the graphic photos of the objects. What do you think about them? What is your first impression about these objects? Talk about it with your groupmates in the class.



6. WRITING.

Exercise 1: Book covers usually depict the inner meaning of the book. Here is the book cover for the book “Peter and the wolf” – Sergei Sergeyevich Prokofiev. Compose an essay about it (max. 250 words).



7. GRAMMAR FOCUS: Modals verbs.

Exercise 1: Put in *must* + *Infinitive* or *must* + *have* + *Past Participle*.

1. Keiko always does really well on exams. She (*study*) a lot.
2. That woman drives a very expensive car. She (*have*) a lot of money.
3. You (*practise*) a lot before you gave your speech. It was really great.
4. When Lizzie got home yesterday, there were flowers on the table. Her husband (*buy*) them.
5. Where is my purse? I saw it earlier, so it (*be*) in this room.
6. Sarah couldn't find her glasses. She thought she (*leave*) them at her office.
7. It (*be*) cold outside. That man in the street is wearing a coat.
8. All my plants (*be*) dead! I forgot to water them before I left for my holiday.
9. Susie is so late! She (*miss*) the train.
10. There's rubbish all over my garden! A fox (*be*) in the bin.

Exercise 2: Put in *can't* or *must*.

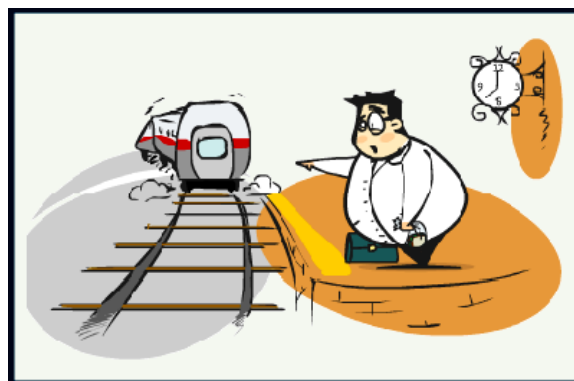
1. Why is that man looking around like that? He be lost.
2. That woman be a doctor! She looks far too young.
3. John always fails the tests, even though he's clever. He study enough.
4. The food is really good at that restaurant. They have a great chef.
5. Who's that at the door? It be Susie – she'll still be at work now.
6. This be John's house. This house has a red door, and it's number 24, just like he said.
7. Julie have much money, or she would buy a new car. Her old one is falling apart.
8. He be at work now, can he? It's nearly midnight.
9. What a lot of lovely flowers you have! You really like gardening.
10. David drink a lot of coffee. He's finished two packets already this week!

8. WRITING.

Exercise 1: How does commercial advertising affect your life? Compose an essay about the advantages and disadvantages of it (max. 250 words).

Exercise 2: What a life might be like in 2099? Compose an essay with some predictions on it (max. 250 words).

Exercise 3: Look at the pictures and write sentences on them.



9. SNAPSHOT.

CLASSIFIEDS

A

JR Sports

Sale on NOW

30% 40% 50%
off everything in store

Everything must go!

Hurry, sale ends July 1st!

B

FOR SALE

X-station video games console and 5 games. In box. Never been used. Like new. £80.

Email: jamie@com.uk.net

Mobile: 01795 4319765

C

TVs 'R' US

Free DVD player



with every new television



Special offer - this week only

D

NEW department store

Jack and Jill's



Opens July 22nd

Free parking for customers.

Opening times: 10 a.m. – 10 p.m.

A. Match the products with the shops.

football boots computer game games console swimsuit television DVD player tennis racket	
electrical shop	sports shop

B. Match the adverts with the shop or product and write a–d next to the number 1–4.

- | | |
|-------------------------|---------------------------------------|
| 1. advert A | a. an electrical shop |
| 2. advert B | b. a new department store |
| 3. advert C | c. a second-hand games console |
| 4. advert D | d. a sports shops |

C. Define true or false statements.

1. The JR Sports sale starts in August. *True False*
2. The video console comes with five games. *True False*
3. The video console is in good condition. *True False*
4. You get a free DVD player if you buy a camera from Tellys'r'us. *True False*
5. You have to pay to use Jack and Jill's car park. *True False*
6. Jack and Jill's is open until late. *True False*

D. Write a word to complete the sentences.

1. In advert A, the sale ends on 1st.
2. In advert B, the X-station costs £
3. In advert B, the X-station is in its
4. In advert C, you get a free DVD player if you buy a
5. In advert C, the sale is this only.
6. In advert D, the department store offers free for customers.

10. GRAMMAR FOCUS: Past Modals.

Exercise 1: Open the brackets and write the correct form of verbs.

1. I (*buy*) bread but I didn't know we needed it. (*Past possibility*)
2. We (*invite*) so many people to our party! I'm worried that we won't have enough room for everyone. (*Past negative advice / regret*)
3. I (*start*) saving money years ago! (*Past advice / regret*)
4. We (*join*) you at the restaurant, but we couldn't get a babysitter. (*Past willingness*)
5. The weather (*be*) any worse! (*Past negative possibility*)
6. I (*arrive*) on time, even if I'd left earlier. There were dreadful traffic jams all the way. (*Past negative possibility*)
7. They (*win*) the football match, but John hurt his ankle. (*Past possibility*)
8. Amanda (*finish*) the work, but she felt ill and had to go home. (*Past willingness*)
9. Lucy (*left*) earlier. She missed her flight. (*Past advice / regret*)
10. We (*finish*) the game, even if we'd wanted to. It was raining very hard and we had to stop. (*Past negative possibility*)
11. I (*eat*) so much chocolate! I feel sick! (*Past negative advice / regret*)
12. Luke (*pass*) the exam if he'd studied a bit more. (*Past possibility*)
13. John (*call*) Amy, but he didn't have her number. (*Past willingness*)
14. You (*be*) rude to him. He's going to be really angry now. (*Past negative advice / regret*)
15. She (*come*) to the restaurant if she'd left work earlier. (*Past possibility*)

11. SPEAKING.

A. Look at the photos of the great advertising campaigns. What is your first impression about them? Which one do you like more? Talk about the difference between these campaigns in groups and present your project to your groupmates in the class.



UNIT 9. EDUCATION

1. LISTENING: Education.

A. Listen to the track about education perspectives and give your opinion on the topic.

2. READING.

Education in our life

Education plays a very important role in our life. It is one of the most **valuable possessions** a man can get in his life. During all the periods of human history education **ranked** high among people. **Human progress** mostly **depended upon well-educated** people. Self-education is very important for the development of human's talents. Only through self-education a person can become a **harmonically developed personality**. A person becomes a **highly qualified specialist** after getting some special education. And professionalism can be reached only through it. Even highly qualified specialists from time to time attend refresher courses to refresh their knowledge. We get our knowledge of this world and life through education. Many famous **discoveries** would have been impossible if people were not interested in learning something. Education develops different sides of human personality, **reveals his abilities**. Besides, it helps a person to understand himself, to choose the right way in this world. The **civilized** state differs from others in the fact that it **pays much attention** to the educational policy. John Kennedy said: "Our progress as a nation can be no swifter than our progress in education". But it doesn't **concern** only one **particular** nation. We know that science and art **belong to** the whole world. Before them the **barriers** of nationality **disappear**. So education brings people closer to each other, helps them to understand each other better.

A. Do you prefer a system where children are put in fast and slow streams or is it better to create mixed ability classes? Talk about it with your groupmates in the class.

B. Retell the text.

3. GRAMMAR FOCUS: Imperative.

Exercise 1: Make the following instructions negative.

1. Write a letter *Don't write a letter*
2. Sit down
3. Clean the room
4. Make dinner
5. Call your mother
6. Put on your shoes

Exercise 2: Make the following instructions affirmative.

1. Don't send the parcel *Send the parcel*
2. Don't make your bed
3. Don't use the computer
4. Don't close the window
5. Don't take those books away
6. Don't open the fridge

4. WRITING.

Exercise 1: What do you understand under "cooperative learning" and "critical thinking"? Compose an essay by stating your opinion about it (max. 250 words).

5. READING.

Higher Education Systems around the world

In the United States, a student who has finished high school may want to **continue** in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or **vocational schools**. A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a College of Liberal Arts where Humanities, Social Sciences, Natural Sciences and Mathematics are taught. There may be a College of Education and a College of Business. A program for undergraduates usually takes four years. University students get an Undergraduate Degree in the Arts or Sciences. If they complete a course of study they get Bachelor of Arts or Science Degree. Students may leave the university at this time. They may also go on for a graduate or **professional degree**. The university always has programs for graduate and professional study in many subjects. The university may get money from several different sources. A publicly funded university gets some money from the state government. A privately **funded** university gets money only from **private sources**. College students usually spend four years at school, too. A college does not have graduate or professional programs.

If a college student **completes** a course of study in Arts or Science, he or she gets Bachelor of Arts or Science Degree. The program of study in the **community college** usually lasts two years. Not all of the subjects taught there are the usual school subjects. The community college may give courses in the regular academic subjects or subjects like dental technology, sewing and other non-academic subjects. Not all students of the community college have a High School Diploma. They may then go to a college for two more years to get the Bachelor's Degree. Community colleges are nearly always publicly funded. Students may have a High School Diploma, or not. Programs may take from six months to two years and more. Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. Universities accept students mainly on the basis of their "A" level results, although they may interview them as well. In 1971 the Open University was started, where these **formal qualifications** are not necessary. Nearly a quarter of all **adult part-time students** follow its degree courses on radio and television. There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers). Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's Degree in Arts or Science.

There are various Postgraduate Degrees, including Master and Doctor of Philosophy. The last two are awarded for **Research in Arts or Sciences**. Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in **vocational areas**. Students of Law, Architecture and some other professions can take qualifications **awarded by** their own professional bodies instead of degrees. At present, students who have been accepted by universities or other institutions of higher education receive a grant from their **local authority**, which covers the cost of the course, and may cover living expenses. The most famous universities are Oxford and Cambridge, called "Oxbridge". They are famous for their academic excellence of higher education.

6. WRITING.

Exercise 1: Compare the educational systems.

No	Questions	The Republic of Uzbekistan	The United Kingdom of Great Britain and Northern Ireland	The United States of America
1.	Who is responsible for organizing the educational system?			
2.	What stages is formal education divided into?			
3.	What stages of formal education are compulsory?			
4.	Are there private schools in the country?			
5.	In what types of schools can children get general education?			
6.	In what types of educational institutions can people get vocational qualification?			
7.	In what types of educational institutions can people get higher education?			
8.	What are the specific features of the educational system in the country?			

7. GRAMMAR FOCUS: Imperative.

Exercise 1: Match the two columns to make instructions.

- | | |
|----------|---------------------------------|
| 1. Feed | have a drink |
| 2. Wash | put on your jacket; it's shot |
| 3. Don't | your bedroom |
| 4. Do | go to class; it's eight o'clock |
| 5. Let's | the dishes |
| 6. Tidy | your homework |
| 7. Don't | a. the bird |
| 8. Let's | leave the door open |

8. WRITING.

Exercise 1: Nowadays the distance learning education is becoming more popular and affordable. What do you think about the main advantages and disadvantages between different kinds of education? Compose an essay about the difference between traditional education and online education (max. 250 words).

9. SPEAKING.

A. Look at the photo of one of the largest libraries in the world, it is located in the United States of America – The Library of Congress. What is your first impression about it? Have you ever visited worldwide famous libraries in the world? Talk about it with your groupmates in the class.



10. WRITING.

Exercise 1: Can you write a caption for this photo? The atmosphere in the forest brings out all the inspiration that is needed for reading!



UNIT 10. MEDIA

1. LISTENING: Without media?

A. Listen to the track about media and give your opinion on the topic.

B. Unjumble the words.

Where would we be without the media? How would we **get the information world about**? All of us are interested in the news. **what's We want know happening all to** around the world. We switch the TV on just to watch the news. **train It as every passenger seems though** has a newspaper. The **us bring who journalists news the** do a very important job. Many risk their lives to bring us the **from the world's danger zones news**. Unfortunately, many reporters are **killed they covering war while are a**. The media make us feel we are part of the world. We **other countries and become experts on** on the big news stories. The media also bring us many unforgettable images, **on walking man a as such moon the**. Really, the media show us history as it happens.

2. READING.

Fundamentals of media

Media **refers to** mass media such as broadcast media, print media and the web media. Television and radio are **considered broadcast** media while newspapers, magazines and journals are known as print media and internet news, the web media. The media is an important source of information through its news **segments**, entertainment and **allows** for exchange of ideas, **suggestions** and comments. The advent of the Internet and services provided through it has enabled many of us to gain access to **instant** and a variety of news and entertainment. In fact, the presence of Internet also has led to creativity among the young consumers with the latter setting up personal websites, blogs and others. While the internet has been hailed as the most important **advances humankind** has made in the 20th century, it is nevertheless open to abuse and exploitation that presents danger to humans. Thus, the media plays an important role in our lives as we cannot envisage a life without the daily reporting of national, regional and international news. It would be like **returning to** the Stone Ages. However, **consumers** must **ensure** the news reported in the media is **accurate** and not one-sided by looking at its contents critically and voicing their views on certain issues.

Mass media

Mass media (that is, the press, the radio and television) play an important role in the life of society. They inform, educate and **entertain** people. They also **influence** the way people look at the world and make them change their views. Mass media mould public opinion. Millions of people in their spare time watch TV and read newspapers. Everybody can find there something interesting for him. On the radio one can hear music, plays, news and various discussions or **commentaries** of current events. Multiple radio or TV games and films attract a large audience. Newspapers are used in different ways, but basically they are read. There is a lot of advertisement on mass media. Some of the TV and radio stations and **newspapers** are owned by different corporations. The owners can advertise whatever they choose. But it is **hardly fair** to say that mass media do not try to **raise cultural level** of the people or to develop **their artistic taste**. Mass media brings to millions of homes not only entertainment and news but also cultural and educational programs.

3. SPEAKING.

A. What kind of role mass media plays in your life? Talk about it with your groupmates in the class.

4. WRITING.

Exercise 1: Compose an essay about the role of mass media in your local area (max. 250 words).

5. GRAMMAR FOCUS: Present Perfect Continuous Tense.

Exercise 1: Put in the verbs in Present Perfect Continuous Tense and form negative sentences.

1. Carl to the teacher for the last ten minutes. (*not/to listen*)
2. The students to learn the new words. (*not/to try*)
3. Kim crossword puzzles. (*not/to do*)
4. The teachers in the sun. (*not/to lie*)
5. I in the last lesson. (*not/to sleep*)
6. The students (*to text*)
7. Max with two girls. (*to dance*)
8. I in front of the shop. (*to wait*)
9. The cat in the basket. (*to sleep*)
10. He Gerry's bike. (*to repair*)

Exercise 2: Put in the verbs in brackets into the gaps. Use the verbs in brackets in the Present Perfect Continuous Tense in the sentences.

1. I this website since 1999. (*to run*)
2. My parents for years. (*to smoke*)
3. He for his girlfriend since 6 o'clock. (*to wait*)
4. We in Greece since last August. (*to live*)
5. Max and Paul their bikes all day. (*to ride*)
6. Doris the news on TV. (*not/to watch*)
7. I the trumpet. (*not/to practise*)
8. The friends songs. (*not/to sing*)
9. Steve a cigarette. (*not/to smoke*)
10. Sam and Liz at a poster. (*not/to look*)

Exercise 3: Put in the verbs in brackets into the gaps. Use Present Perfect Continuous Tense. Watch the punctuation and form sentences or questions.

1. Andrew in the country. (*not/to live*)
2. How long your grandparents this car? (*to drive*)
3. They (*not/to cycle*)
4. Tony this book, but Mary has. (*not/to read*)
5. How long he for her? (*to wait*)
6. you during the last lesson? (*to yawn*)
7. They stickers. (*to swap*)
8. The guest the whole evening. (*to dance*)
9. We in the tree house. (*not/to hide*)
10. it dark? (*to get*)

6. READING.

The internet

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. **Originally**, Internet was a **military** experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it.

Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already **entered** our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. Nowadays, no one can deny the **importance** of the Internet. Sitting in front of a computer, **clicking a mouse**, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became **unnecessary**. You can find the information you're looking for in 5 seconds. It is very **convenient for** students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can **communicate with** each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them. There are many different Internet **competitions** for different subjects which give students the opportunity to participate even in **international** competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some **drawbacks**. First of all, they are **viruses**, which can be very dangerous for any computer.

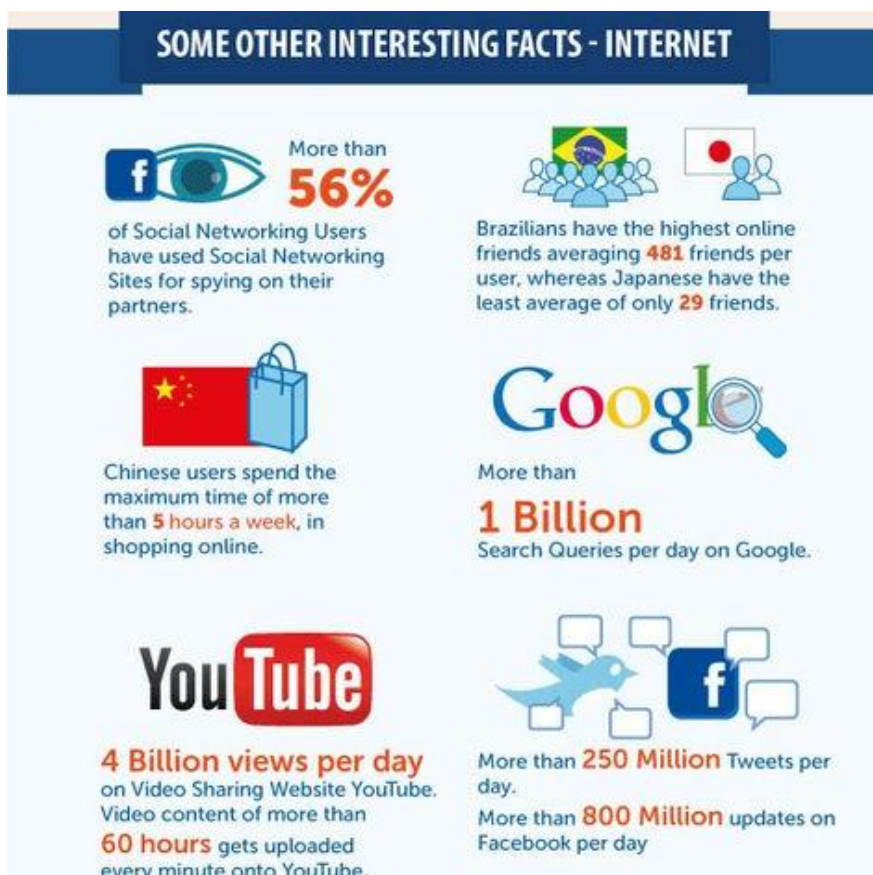
That's why it's good to have reliable **anti-virus** software installed. Other minus is the **violent** content. There is a lot of violence and cruelty online. People are **suffering from inappropriate** information on the Internet, because it **is very hard to control** information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and **cause confusions** to many people. It is very difficult for us to **find out** what websites are reliable and what are not. Also, you can get blackmail or spam. I think that the Internet becomes a way of a person life and it is very **harmful** for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable **limits**.

• *Questions:*

1. What kind of role plays the internet in our life?
2. What are the main advantages and disadvantages of using the internet?
3. What is the most famous Internet service?

7. SPEAKING.

A. Look at the picture about the interesting facts around the internet. Talk about it with your groupmates in the class.



8. WRITING.

Exercise 1: Compose an essay about the founder of the Microsoft – Bill Gates and his contribution to the internet development (max. 250 words).

9. LISTENING: Professions.

A. Choose the best answer.

1) Why would Jeff be a musician?

- a) because musicians travel
- b) You can do it a long time

2. What scenes would Jeyong be good at?

- a) fighting
- b) crying

3. Why doesn't Martin want to be a politician?

- a) there is too much competition
- b) People investigate your life

4. What would Ruth do as a movie star?

- a) complain all the time
- b) wear fancy clothes

5. Why would Simon be an athlete?

- a) He could be like a hero
- b) so he could be inside a lot

6. Todd would be a politician to _____.

- a) lie to people
- b) make changes

7. Many people wouldn't be a politician _____.

- a) because they don't make money
- b) because they aren't famous
- c) because they don't tell the truth
- d) because they work too much

10. GRAMMAR FOCUS: Past Perfect Continuous Tense.

Exercise 1: Put in the verbs into the correct form in Past Perfect Continuous Tense.

1. We (*sleep*) for 12 hours when he woke us up.
2. They (*wait*) at the station for 90 minutes when the train finally arrived.
3. We (*look for*) her ring for two hours and then we found it in the bathroom.
4. I (*not / walk*) for a long time, when it suddenly began to rain.
5. How long (*learn / she*) English before she went to London?
6. Frank Sinatra caught the flu because he (*sing*) in the rain too long.
7. He (*drive*) less than an hour when he ran out of petrol.
8. They were very tired in the evening because they (*help*) on the farm all day.
9. I (*not / work*) all day; so I wasn't tired and went to the disco at night.
10. They (*cycle*) all day so their legs were sore in the evening.

Exercise 2: Put in the verbs into the correct form in Past Perfect Continuous Tense.

1. Laura needed a break because she (*study*) all morning.
2. Lorraine (*learn*) English for 12 years before she moved to England.
3. I did not go out last night because I (*work*) all day.
4. Orla felt fit for the marathon because she (*train*) a lot.
5. When I went to see Ms Winter, her secretary told me that she (*speak*) on the phone for two hours.
6. You got sick because you (*eat*) the whole time.
7. The musician (*live*) in this town for ten years when he became director of the opera house.
8. We (*go*) out with each other for two years before I met his family.
9. The passengers (*wait*) for four hours before the ground staff could finally give them information on the delay of their flight.
10. I (*drive*) in the wrong direction for an hour before I noticed my mistake.

11. WRITING.


Exercise 1: Can you write a caption for this photo? What an assorted table!



12. SNAPSHOT.

CELEBRITY PROFILE

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays her, **Jennifer Lawrence**?



Fast Facts

Name: **Jennifer Shrader Lawrence**
 Place of birth: **Kentucky, USA**
 Date of birth: **August 15, 1990**
 Profession: **TV and film actress**

Jen's family

Mother: **Karen Lawrence**
 Father: **Gary Lawrence**
 Brothers: **Ben and Blaine Lawrence**

Did you know?
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

A. Match the words with the definitions and write a–f next to the number 1–6.

- | | |
|-----------------------|---|
| 1. advertisement | a. A woman who stars in films. |
| 2. Oscar | b. A famous person. |
| 3. celebrity | c. An award for the best actor or actress in Hollywood. |
| 4. nominate | d. A beautiful woman who helps to sell a product. |
| 5. model | e. A poster or notice to help sell a product. |
| 6. actress | f. To suggest someone for an award. |

B. Write a number 1-7 to put these sentences about Jennifer Lawrence's life in the correct order.

- She moved to Los Angeles.
- She moved to New York.
- She appeared on TV for the first time.
- At school she played basketball for a boys' team.
- She was nominated for an Oscar.
- Jennifer was born in Kentucky.
- She played Katniss Everdeen in *The Hunger Games*.

C. Define true or false statements.

- | | | |
|---|-------------|--------------|
| 1. Jennifer is American. | <i>True</i> | <i>False</i> |
| 2. Jennifer was born in July. | <i>True</i> | <i>False</i> |
| 3. She has two brothers. | <i>True</i> | <i>False</i> |
| 4. Jennifer took acting classes at school. | <i>True</i> | <i>False</i> |
| 5. Jennifer has done some modelling. | <i>True</i> | <i>False</i> |
| 6. Jennifer was nominated for an Oscar in 2010. | <i>True</i> | <i>False</i> |

UNIT 11. MOTHER NATURE

1. LISTENING: Four seasons.

A. Fill in the gaps.

I'm _____ many people ever stop to think how wonderful four seasons are. I think people who live in cities _____ the seasons. _____ spend half their lives indoors or underground. I live in the country and I love watching the seasons _____. Every day is different in the countryside. I love watching the crops grow in the fields. I watch them _____ up from the ground in the spring and _____ in the summer sun. Just before autumn arrives, the farmer harvests _____. Winter comes. Seasons means it's like living in a new _____ months. Everything changes. One wonderful thing about seasons is the seasonal _____. There's always something tasty that's just _____.

2. READING.

Longing for summer

The four seasons are such an **integral part of** British life it seems **incredibly strange** when people who live near to the **equator** do not understand them. A huge part of the world's population lives near to the border between the **hemispheres** and therefore don't see the big changes in temperature and weather conditions that people in the north or south experience. A country's culture changes **depending on** what time of year it is. In the summer, people go on day trips to the beach, sit outside in the garden, drink coffee on the street and because of this, are more cheerful and happy.

On the other hand, in winter people hide indoors as much as possible, go on fewer days out and the idea of sitting outside becomes **laughable**. I recently found myself having to **explain** to some modern languages students what kind of weather happens in spring, summer, autumn and winter, **as well as** when they happen! The students **were fascinated** by the idea of a whole culture changing so much between summer and winter. However, what really confused them was the idea that in Britain our days and nights change length **throughout** the year. They did not believe me when I told them that in winter the sun sets at four o'clock whereas in summer it can stay until after ten o'clock at night. This experience **reminded** me that a culture isn't just about the people and the traditions that are celebrated in a certain place.

The geography of the place plays a **crucial role** in defining what people do there as well. A simple example is sport: in summer, sports like **surfing** and climbing are practiced lots more because the weather conditions are right for them. In the winter, however, sports like **skiing or ice skating** which require **snowy** conditions become much more popular. This was a very foreign concept to my students, most of whom probably have never seen a real snowfall in their life.

3. GRAMMAR FOCUS: Nouns, adverbs, adjectives.

Exercise 1: Choose the best answer in each of the following sentences.

1. You can't trust him; he's as as a fox. (*sly, cowardly, shy, shrewd*)
2. You'll never persuade her to do it differently; she's as stubborn as a (*donkey, mule, badger, pig*)
3. Who would have thought George would win the competition? He's a real horse. (*black, cool, brown, dark*)
4. There's no room to a cat in this room. (*throw, swing, catch, hide*)
5. Everyone's really upset by what David said. He's really put the cat among the (*sparrows, pigeons, budgies, blackbirds*)
6. Sam's been ill for a long time now so he's as weak as a (*puppy, kitten, foal, calf*)

4. WRITING.

Exercise 1: Where would you like to go during summer and winter holidays? Compose an essay about your dream holidays (max. 250 words).

5. LISTENING: Britain is a nation of animal lovers. What happens to animals when they get injured? Watch this video about a rescue centre that takes care of all sorts of wild animals.

A. Match the vocabulary with the correct definitions and write a–f next to the number 1–6.

- | | |
|--------------------|--|
| 1. ____ to rescue | a. animals which live freely in nature |
| 2. ____ a hedgehog | b. to save something from danger |
| 3. ____ a charity | c. a natural environment where humans don't live |
| 4. ____ wildlife | d. an organisation that helps the poor or the sick |
| 5. ____ the wild | e. the type of place where a particular animal usually lives |
| 6. ____ a habitat | f. a kind of small wild animal. It's brown and its body is covered with sharp spikes |

B. Define true or false statements.

1. Most of the people working in the rescue centre aren't paid. *True False*
2. The animals in the rescue centre are sick or injured. *True False*
3. The animals in the centre are people's pets. *True False*
4. Many animals get injured in cities. *True False*
5. The rescue centre workers have a lot of work to do. *True False*
6. The hedgehog had been attacked by a cat. *True False*
7. The hedgehog will be released back into the wild soon. *True False*
8. At the end of the video, another hedgehog is returned to the wild. *True False*

C. Complete the sentences with a preposition.

1. Britain is a nation _____ animal lovers.
2. British people love all animals, from the cute and cuddly _____ the slimy and scary.
3. London is home _____ millions of people and many wild animals too.
4. Some wild animals are attacked _____ domestic pets.
5. Others are injured _____ road accidents.
6. The animals are treated _____ the centre and released back _____ the wild when they have recovered.
7. The rescue centre volunteers give their time _____ free.
8. The centre relies _____ donations to keep the work going.

6. GRAMMAR FOCUS: Collective nouns.

Exercise 1: Choose the best answer in each of the following sentences.

1. a of elephants (*pack, herd, flock, swarm*)
2. a of cattle (*pack, flock, herd, swarm*)
3. a of sheep (*herd, shoal, flock, pack*)
4. a of bees (*gang, cloud, batch, swarm*)
5. a of fish (*swarm, cloud, shoal, wave*)
6. a of playing cards (*series, pack, panel, crowd*)
7. a of grapes (*bunch, bundle, bouquet, band*)
8. a of islands (*bundle, crowd, group, pile*)
9. a of events (*series, link, line, pile*)
10. a of wolves (*herd, swarm, pack, gang*)

7. READING.

One night in Vancouver

This article tells you about more than just dogs and cats! One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets **past houses**, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and **called** the police. The police came with a vet from the city zoo. They put the bear in a **lorry** and took it to the mountains **outside** the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is **unusual** to see a bear, but in some cities you can see big animals on the **city streets** every day. Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees.

They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find **baboons** in the city and return them to the **countryside**. In Berlin in Germany, pigs sometimes come into the city to **look for** food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the **government** and the police to stop them **entering the city**. In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, **markets** and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10°C and there is a lot of snow and ice. Many animals live in cities.

In some cities, you can see birds, **insects**, mice and squirrels every day. But sometimes it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals **coming into the city** without **hurting** them.

A. Circle the best option to complete these sentences.

1. In Vancouver, a bear came into the city *in the morning / at night*.
2. Someone saw the bear and called *the city zoo / the police*.
3. In Cape Town, baboons sometimes take food from *houses / restaurants*.
4. Baboon Monitors *give the baboons food / take the baboons to the countryside*.
5. In Berlin, *everybody likes / some people like* the wild pigs.
6. In winter, people make small houses *for dogs in Moscow / for pigs in Berlin*.

B. Define true or false statements.

1. In Vancouver, the police took the bear to the zoo. *True False*
2. Human food is bad for baboons' teeth. *True False*
3. In Moscow, there are 35,000 wild pigs. *True False*
4. In Vancouver, the bear found food in a restaurant. *True False*
5. Pigs eat plants, flowers and vegetables. *True False*
6. In Moscow, all the dogs live in groups. *True False*
7. You can see bears in Vancouver every day. *True False*
8. Baboons can open cupboards and fridges. *True False*

8. SPEAKING.

A. Which of these animals do you like? Are you scared any of these animals? Which animals can you usually see in cities? Are you an animal lover? What animals live in your local area? Have you ever helped a sick or injured animal? If you had found an injured animal, what would you do? Talk about it with your groupmates in the class.



9. WRITING.

Exercise 1: Can you write a caption for this photo? It's looking a bit windy today!



10. LISTENING: Our planet's weather.

A. Choose the best answer.

1. The article is about how our world is getting hotter.

- a) True
- b) False
- c) It doesn't say.

2. Why is there less ice at the north and south poles?

- a) There are fewer polar bears.
- b) It is not easy to live on our planet.
- c) The weather is changing.

3. Pliny the Elder was an interesting man.

- a) True
- b) False
- c) It doesn't say.

4. How many different kinds of animals does the article talk about?

- a) three
- b) four
- c) two

5. How many websites does the article mention?

- a) two
- b) three
- c) one

6. Where do frogs usually rain from the skies?

- a) America
- b) Serbia
- c) It doesn't say.

11. SPEAKING.

A. Which season do you like the most and why? Do you have a lot of snow in winter, but sunny weather in summer in your country? Where do you like to go in summer? Talk about it with your groupmates in the class.



12. WRITING.

Exercise 1: If you visit the Great Britain, you should not be surprised if you hear an English speaker say: "It's raining cats and dogs! Compose an essay about rainy weather in the Great Britain (max. 250 words).

13. READING.

A report on the weather

I am going to write about something you've probably never heard of or spoken about ...

Or on second thoughts let's have a conversation we've all had before, and talk about the weather. It is that 'go-to' conversation we often rely on. I have always considered it a **conversational habit**, something to say in passing. However, I want to think about the weather conversation with a little more **gratitude**, as a **tool** to bond with others, especially those we do not know very well. The weather is something we all have in common; it is something that we all experience, and so we can all have something to say about it.

I have noticed the importance of this conversation 'ice-breaker' even more so recently, and I welcome it, as a **subject** for people of different nationalities to find a connection with each other. When you meet someone foreign for the first time, it is natural to be **curious** about the other's country. Firstly, you do not know their personal interests. You do not know if they like cooking or art or riding **motorcycles**, but one thing you can **comfortably** discuss is the weather. I come from a country with extremely bad weather – cold, wet and windy Scotland. I'm now living in the South of Spain for my year abroad, and in October, the weather is still reaching up to 30°C. Therefore, it seems **inevitable** that the conversation has been had – how am I coping in the heat and how dreadful is the weather in Scotland just now? We can **complain** about it being too hot, or too cold and rainy, yet really what we are doing is forming relationships through this one world-uniting topic. I was shopping in Zara last Saturday, and I wandered around in slight **disbelief** at the winter jackets and knitted jumpers already decorating the shelves.

My aim was to find some **lightweight** and comfortable dresses to wear to work, which unfortunately for me, were non-existent. I might regret saying this, as the weather will likely take a turn for the worst ... but I am missing the **infamously** miserable Scottish weather! Or maybe I will welcome the cooler conditions, to discuss a change in our favourite conversation topic. And, so I can buy that blue **knitted jumper** I spotted in Zara ...

• Questions:

1. What kinds of strange weather do you know?
2. What kind of weather does Scotland usually have?

14. WRITING.

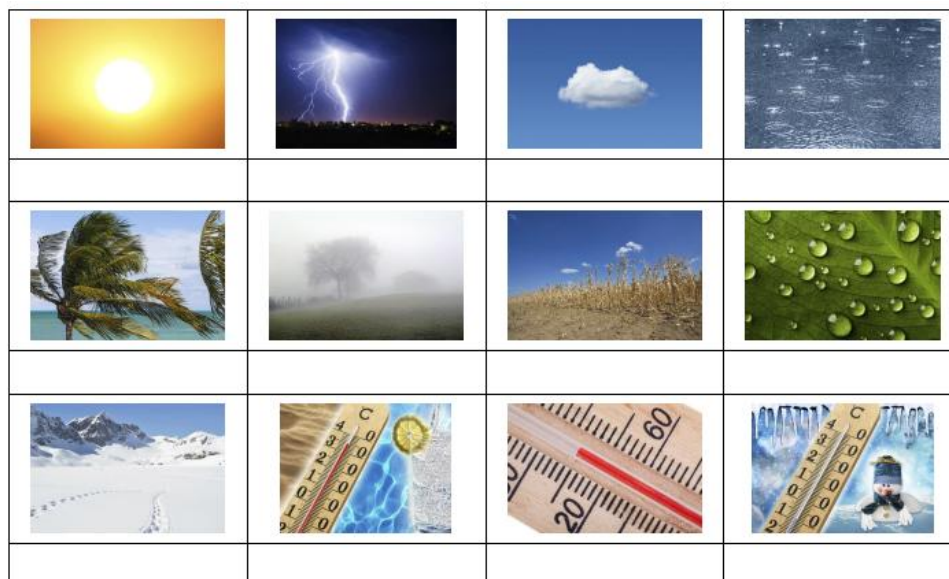
Exercise 1: Can you write a caption for this photo? The clouds take the buildings so high!



15. SNAPSHOT.

A. Write the correct word in the box below the picture.

rain	warm	cold	cloud	storm		
snow	wet	hot	sun	fog	dry	wind



B. Write a word to complete the sentences.

- If the temperature is low, it is
- The big, yellow, hot thing in the sky is the
- Quite hot, but not too hot, is
- A white or grey shape in the sky is a
- Water from the sky is called
- Water vapour in the air near the ground is called
- When it rains, everything is
- A is bad weather for boats, with thunder and lightning.
- is moving air. It makes trees and things move.
- If there is no rain, the ground is

16. GRAMMAR FOCUS: Prepositions.

Exercise 1: Put in the correct preposition *at, in, on*, or no preposition.

- Lucy is arriving February the 13th 8 o'clock the morning.
- The weather is often terrible in London January.
- It's better to get a taxi if you are out alone night.
- She got married September.
- They usually go to the south of France the summer.
- Columbus sailed to the Americas the 16th century.
- The Beatles were popular the 1960s.
- I graduated from university 2001.
- His birthday is June.
- I usually go to my parents' house Christmas. We eat turkey together Christmas Day.
- The train leaves tomorrow morning 8:00 a.m.
- I love going skiing January.

UNIT 12. HOME IS WHERE THE HEART IS

1. READING.

The Republic of Uzbekistan

The Republic of Uzbekistan is one of the four Republics of Central Asia. Uzbekistan is situated between the Amu Darya and Syr Darya, the greatest Asian rivers. It is the region of **flatlands**, mountains and **deserts**. The territory of the Republic covers 447, 400 square kilometers and is larger than Great Britain or Italy. Uzbekistan **borders** on Kazakhstan, Kirghizia, Tajikistan and Turkmenia. In the South Uzbekistan borders on Afghanistan. The Republic **consists of** 12 regions and the Karakalpak Republic. There are about 80 towns and 86 **settlements** of **urban** type here. A great number of bright sunny days are good for cotton growing. Uzbekistan is one of the most important producers of cotton and silk. If you look at the map of the Uzbek Republic you will see **coal, oil and natural gas resources, deposits of marble, non-ferrous** and other metals including gold. According to the last data the population of Uzbekistan is 34 million people. About 130 nations and nationalities live on its territory. Uzbeks represent more than 70% (per cent) of the whole population.

2. GRAMMAR FOCUS: Future Tenses.

Exercise 1: Type in the verbs in the Future Perfect Continuous Tense.

1. They (*watch*) TV all day.
2. In half an hour she (*work*) for six hours without a break.
3. In two months I (*teach*) English at this school for ten years.
4. Next week you (*live*) in your new house for a year.
5. My friends (*lie*) on the beach all holiday.

Exercise 2: Write questions in Future Perfect Continuous Tense.

1. (*How long/we/wait/for her*) by now?
2. (*How long/they/run*)?
3. (*How long/she/learn/English*)?
4. (*How long/they/go out together*)?
5. (*How long/he/do/this*)?

Exercise 3: Put the verbs into the correct form in Future Perfect Tense.

1. By 9 o'clock, we (*finish*) our homework.
2. They (*leave*) the classroom by the end of the hour.
3. We (*go*) home by next week.
4. She (*return*) from the excursion by 6 o'clock.
5. (*buy*) he the new house by October?

Exercise 4: Put the verbs into the correct form in Future Perfect Continuous Tense.

1. By the end of the month I (*live*) in this town for ten years.
2. By the end of this week we (*work*) on the project for a month.
3. By July the fifth they (*study*) English for 3 years.
4. By 10 o'clock she (*watch*) TV for 4 hours.
5. They (*be*) for 40 years by the end of this month.

3. LISTENING: San Diego.

A. Listen to the track about San Diego and summarize the main idea.

4. GRAMMAR FOCUS: Endings *-s, -es, -ies*.

Exercise 1: Correct the 12 verb forms below.

My brother always get up at 6:00 a.m., and then wash his face, and brush his teeth. After breakfast, he go to college at 7:00 a.m. He study history and English and he always pass his exams with an A+ grade! Then, he hurry back home at around 4:00 p.m. and do his homework before he has dinner at 6:30 p.m., and then he watch TV in the evenings. In his free time he play tennis and read magazines. He also has a part-time job two days a week: he teach English and Spanish at a local college!

Exercise 2: Fill the gaps with verbs in the Present Simple Tense. Use words ending in *-s, -es* or *-ies*.

Every day little Samuel (*get*) up early in the morning. He (*hurry*) downstairs and into the backyard. Where is she? Yes, over there. His black and white kitten always (*play*) in the grass. Little Samuel (*catch*) her with both hands, (*grab*) her under her soft belly, (*lift*) her into the air and (*kiss*) her on her pink nose. Then he (*carry*) her into the kitchen to give her a small bowl of milk. But sometimes he just (*watch*) his kitten running on the grass. What a fast cat she is! She never (*miss*) a mosquito that (*fly*) low above the ground.

5. LISTENING: Trains.

A. Listen to the track about trains and give your opinion on the topic.

6. SPEAKING.

A. Describe your hometown. What is your favourite place you like to visit in your hometown?

7. WRITING.

Exercise 1: What is the best season in your hometown? Compose an essay about ancient places and sightseeing's to visit in your country (max. 250 words).

8. READING.

My homeland

I **personally** think that home is a small world where one lives **according to** his/her own rules. It's a place where you feel comfort, warmth and **reliability**. And I believe that it's not the size of the place where you live that **matters**, but the way you feel about it. The importance of home is **depicted in** languages of all the **nations**: we say "East or West, Home is Best", the English say "My home is my **castle**". Homes **reflect** the way of life and habits of their **owners**. I **adore** my home; I like to be there, because it's always **filled with** happiness and joy. Even after the first few minutes in our flat you can understand all hospitality and **friendliness** of this place and the family which lives there. Our flat is very **warm** and **cosy**, so it makes any person feel at home. It's the place where I wake up every morning to the refreshing smell of coffee from the kitchen and where every day of my life starts, that's why it is so important for me. My home, my sweet home... Sometimes after a **long journey** I return home with such pleasure and happiness, that I feel myself like a baby that returns to its mother. I love every **corner** and everything in my flat. "My home is my fortress", it is my **territory**, my place where I feel good and comfortable. And nobody can disturb me here.

9. GRAMMAR FOCUS: Adverbs of frequency.

Exercise 1: Put the adverb of frequency on the right place.

1. He listens to the radio. (*often*)
2. They read a book. (*sometimes*)
3. Pete gets angry. (*never*)
4. Tom is very friendly. (*usually*)
5. I take sugar in my coffee. (*sometimes*)
6. Ramon is hungry. (*often*)
7. My grandmother goes for a walk in the evening. (*always*)
8. Walter helps his father in the kitchen. (*usually*)
9. They watch TV in the afternoon. (*never*)
10. Christine smokes after dinner. (*seldom*)

Exercise 2: Put the adverb of frequency on the right place.

1. He plays golf on Sundays. (*sometimes*)
2. The weather is bad in November. (*always*)
3. It rains in California. (*never*)
4. We have fish for dinner. (*seldom*)
5. She will see him. (*rarely*)
6. Peter doesn't get up before seven. (*usually*)
7. They do not play tennis on Sundays. (*always*)
8. Mary watches TV. (*hardly / ever*)
9. I go to school by bus. (*always*)
10. I get up at seven. (*usually*)

10. WRITING.

Exercise 1: Send a reply to Kate's e-mail address.

katie97@dsmail.com

To: englishfriends.com.uk

Cc:

Subject: Hi!

Insert: Attachments Photos Videos

Tahoma 10 B I U

Hi! How are you?

My name's Katie and I'm 12 years old. I'm from Valletta in Malta. I speak Maltese (the language in Malta) and English. I like swimming, playing football and listening to music. I've got a pet dog, Max.

Do you want to be my friend? Please write soon.

Best wishes

Katie

Send Save Cancel

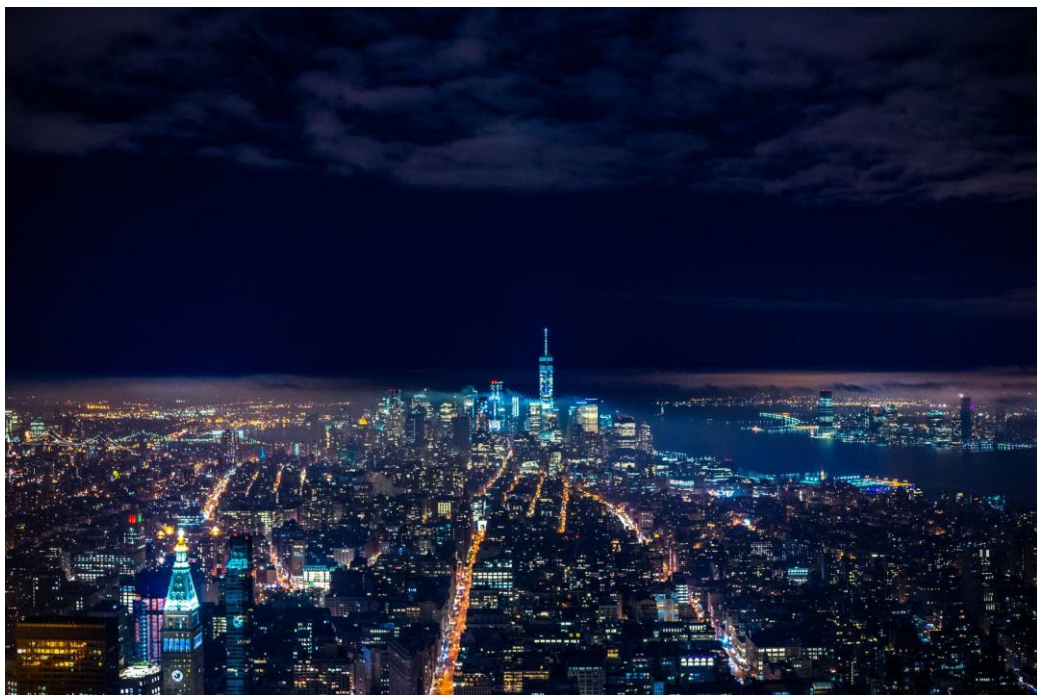
11. SPEAKING.

A. Look at the photo of the rising sun with the field of tulips. Can you guess where is it located? Have you ever met the sunrise in your country? Talk about it with your groupmates in the class.



12. WRITING.

Exercise 1: Can you write a caption for this photo? The city is very magical at night!



Exercise 2: What are the best places to visit for travellers coming to our country? Compose an essay about the greatest places to visit (max. 250 words).

UNIT 13. CHOOSING A CAREER

1. LISTENING: “One day I will ... in Lagos”

A. Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|----------------------------|---|
| 1. ____ an artist | a. someone who practises or studies law |
| 2. ____ a chef | b. someone who designs clothes |
| 3. ____ a dancer | c. someone who draws, paints or makes sculptures |
| 4. ____ a doctor | d. someone who writes poems |
| 5. ____ a fashion designer | e. someone who sings |
| 6. ____ a lawyer | f. someone who dances |
| 7. ____ a poet | g. someone who is trained to treat sick or injured people |
| 8. ____ a singer | h. someone who cooks |

B. Circle the six jobs that appear in the video.

doctor	singer	builder	dancer	
teacher	lawyer	dentist	chef	fashion designer

2. READING.

How to make a career choice

Choosing a career is a personal decision, though one can get information or **consult** professionals. This is a very **sensitive** decision to make, since it **determines** your happiness, job satisfaction and career development (Tingstad 34). The following steps can be followed in making a good career choice.

Step 1: Self assessment

Before making any career choice, first learn about yourself. You should be able to know your **values**, personal interests as well as skills, which in combination with some certain **personal traits**, this will make some careers to fit you and others to be inappropriate. Make use of career tools, to collect the information and, consequently, make a list of various occupations that **deems** suitable. On this level, one can choose to engage counselors or professionals to help them administer these tests, a bigger number do opt to make use of career tests available on the web. At this stage, one should be able to know his/her leisure time, **flexibility** of work schedule, salary due to needs, **motivational drives**, interpersonal relationship, **prestige**, security etc. This helps in classifying the occupation that one need.

Step 2: List of the selected occupations to explore

Look over the occupations listed during career tests. In order to eliminate some, circle the ones that you had considered previously and they are appealing to you. Write them separately in order to explore them. In exploring, look at the job description as well as other requirements needed, **advancement** opportunities, job outlook and earnings. To illustrate this, one may not enjoy duties of a **particular career** and may deny him/her happiness, **job satisfaction** of which he/she may opt to change the career in future. The earnings can be lower than thought; also the job outlook may not look promising. This **reduces** your lists of occupation.

Step 3: Carry out informational interviews

For the short list, gather in-depth information. Interview some people with first hand information about such career. If a doctor, **arrange** to meet and interview him/her the requirements or qualifications needed. Enquire the job demand, codes and ethics, commitment and sacrifices to be made etc. Check these results from your research against what you know about yourself, to see whether it can be suitable to you. Some jobs may require a degree as a

qualification of which one is not willing to put time and energy to **prepare**, while others, their earning may not be as expected (Guidance for choosing a career).

Step 4: Goals setting

The career that you have chosen, begin to set goals be it short or long term. Put a good plan for yourself, this plan will enable you to make some decisions on how to achieve and **pursue** the **goals**. Here one may plan how to acquire the knowledge needed, time taken, career growth and development as well as funds required.

Step 5: Train for the career

There is a possibility that you will be required to train for the chosen career. This may take pursuing a degree, **internship** or take a course which will enable you learn new skills. After training is over join a company or an institution and work. This method of choosing a career does help a lot, it **eliminates** regrets and change of career in future. One is able to take a career that suits his personality and therefore happiness and job **satisfaction** is achieved.

• *Questions:*

1. What are the steps should be taken in order to make a good career choice?
2. How to approach a successful career?
3. How should be chosen a career?
4. How to train yourself for the chosen career?

3. SPEAKING.

A. Talk about your future career and where do you see yourself in 5 years? Talk about it with your groupmates in the class.

B. Describe and summarize the information from the chart.

Which of the following skills and experiences are the most predictive of a graduate's employability?



Less important

Very important

4. SNAPSHOT.

Active Summer activity courses

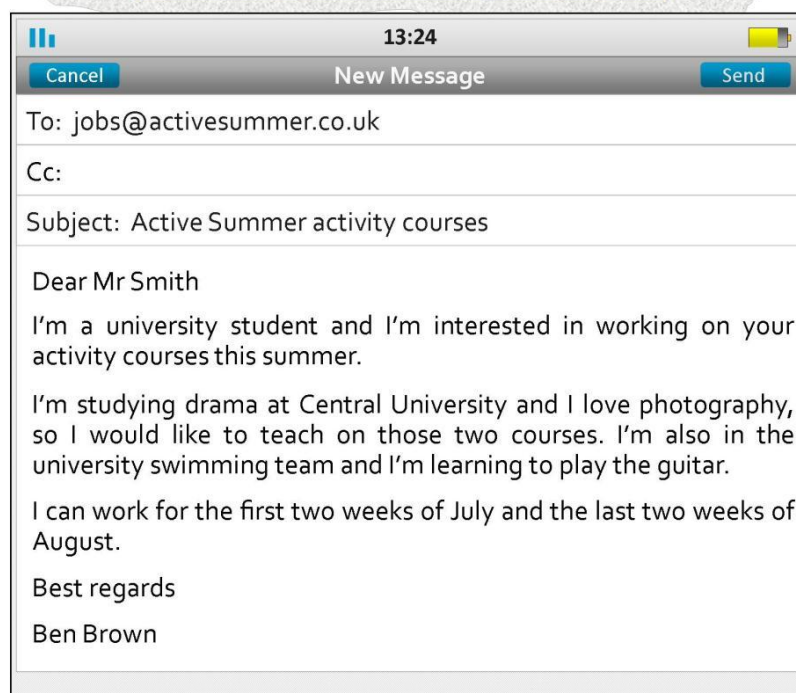
We are looking for university students to work with children on our activity courses in July and August this summer.

We need instructors for the following activities:
swimming, football, tennis, drama, art, music, photography

Courses are:

Course 1: July 1st – 15th **Course 2:** July 16th – 31st
Course 3: August 1st – 15th **Course 4:** August 16th – 31st

For more information, email Mr Smith at jobs@activesummer.co.uk
Please tell us which courses you would like to teach.



A. Look at the job advert and reply to e-mail.

.....

.....

.....

.....

.....

.....

B. Match the vocabulary with the correct definition and write a–f next to the number 1–6.

- | | |
|----------------------------|---|
| 1. instructor | a. someone who studies at university |
| 2. guitar | b. someone who teaches or shows students how to do something |
| 3. drama | c. the process of acting or performing in front of an audience |
| 4. photography | d. the process of taking pictures using a camera |
| 5. university student | e. the process of drawing, painting or making models |
| 6. art | f. a musical instrument with six strings |

C. Read the e-mail from Ben Brown and complete the application form for him.

Application Form	
1. First name:	_____
2. Surname:	_____
3. University:	_____
4. Courses he/she wants to teach (<i>circle</i>):	swimming football tennis drama art music photography
5. Courses he/she can work (<i>circle</i>):	Course 1 Course 2 Course 3 Course 4

D. Complete this application e-mail with a word or phrase from the box.

I'm studying Dear I also I'm interested in I'm a I love Best regards I can work for
--

1. Ms. Cartwright,
2. university student and 3. working on your summer camp this July. 4. English and History, so I can help with the English classes. 5. sports and I play football and basketball in the university team. I can organise some fun sports activities at the camp. 6. have experience of looking after children. 7. the last week of June and the first three weeks of July. 8.,

Ariana Ibrahim

5. WRITING.

Exercise 1: Compose an essay about your dream job (max. 250 words). What are the main aspects of it?



6. GRAMMAR FOCUS: Conjunctions.

Exercise 1: Complete the sentences using these linking words *although, because, but, or so*.

Example: I like dancing but I don't like singing.

1. I bought a car I need it for my job.
2. They offered him the job he turned it down.
3. Norway is a beautiful country, it is very cold in winter.
4. It is warm and sunny today we are going to the beach.
5. The car is very old it is reliable.
6. We decided to go on holiday we didn't have a lot of money.
7. Today is my daughter's birthday, I need to buy her a present.
8. You'd better take an umbrella it is going to rain.
9. The camera is expensive it is very good.
10. I didn't like the concert the band didn't play well.
11. I love fish and chips it is not healthy.
12. His mother is not feeling well, he needs to take care of her.

Exercise 2: Choose the best word to complete each sentence.

1. I am hungry (*and/but*) I don't have any money to buy lunch.
2. It's late (*and/but*) I'm tired!
3. John likes funny movies (*and/but*) he doesn't like scary movies.
4. We live in an apartment (*and/but*) we like it very much.
5. Her name is Maria (*and/but*) his name is Fernando.
6. I think math is difficult (*and/but*) I like it.
7. It's a nice gift (*and/but*) I don't like it.
8. Paris is a big city (*and/but*) it's the capital of France.
9. My friend isn't very big (*and/but*) he's very strong.
10. Fruit tastes good (*and/but*) it's healthy for your body.
11. I'm afraid of dogs (*and/but*) I'm not afraid of cats.
12. Our train is late (*and/but*) I think we will arrive on time.

Exercise 3: Complete the sentences below with *because* or *so* (remember to use a comma before *so*).

1. My cat was hungry it ate a fish.
2. I'm tired I didn't sleep well last night.
3. Stewart bought lunch he was hungry.
4. Mary was sick last week she saw a doctor.
5. I was late for work this morning I overslept.
6. Sweden is a cold country people wear warm clothes in winter.
7. He didn't study he failed the history exam.
8. They weren't busy they helped me.
9. I wasn't careful I fell off my bicycle.
10. Catherine didn't spend much money everything was on sale.
11. The room is still messy I didn't clean it.
12. I was angry my neighbor had a noisy party.

7. WRITING.

Exercise 1: Some people think that a person should change a career at least once, while others think that it is better to stay in one job for a lifetime. What is your opinion? Compose an essay about it (max. 250 words).

8. SPEAKING: Conjunctions.

A. Read the sentences to your partner, and ask him/her to finish the sentences. Use your imagination.

Student 'A':

1. He is a bank robber, *but*
2. The sun is very hot, *so*
3. Marilyn has \$10,000,000 (ten million dollars), *and* ...
4. Elephants are very big *because*
5. Exercise is good for people, *but*
6. My uncle Jim is a bank robber, *so*
7. I always have a cup of coffee in the morning, *and*
8. Thomas is very afraid of spiders *because*
9. I usually go to bed at 8:30 every night, *but*
10. It's raining, *so*

Student 'B':

1. He is a bank robber, *so*
2. The sun is very hot, *but*
3. Marilyn has \$10,000,000 (ten million dollars), *because*
4. Elephants are very big, *and* ...
5. Exercise is good for people, *so*
6. My uncle Jim is a bank robber, *but*
7. I always have a cup of coffee in the morning *because*
8. Thomas is very afraid of spiders, *and*
9. I usually go to bed at 8:30 every night, *so*
10. It's raining, *but*

9. GRAMMAR FOCUS: Capitalization.

Exercise 1: Find the 20 capitalization mistakes below.

many of john's friends think he has a boring daily routine, but john likes it. he always gets up at six o'clock every morning and says, "good morning" to his wife and kids, and after breakfast he arrives at work around seven-thirty. he works at a small store called supersave supermarket. it's located in new york. after work, he says, "good-bye" to his boss, mr. smith, and then goes home. on weekends, he likes to play with his son, thomas, and his daughter, barbara. maybe john's routine really is a little boring, but he enjoys it!

Exercise 2: Find and correct the ten mistakes below (one mistake per sentence). Put a check next to the six sentences that have no mistakes.

1. My classmate is from sweden.
2. Chris drove to the University yesterday.
3. I study in the library every Tuesday afternoon.
4. We saw lions, tigers and camels at the zoo.
5. maybe Carla will see a movie tonight.
6. My family and i live in an apartment building.
7. Peru is located in south America.
8. Did you talk to our teacher last week?
9. Let's get out our telescope and look at the moon.
10. I ordered a cheeseburger and soda at the school cafeteria.
11. I can speak three languages, but I can't speak german.
12. Cambridge University is one of the oldest universities in the world.

13. Thomas really wants to see the new Star wars movie at the theater.
14. Will you be able to come to the picnic on the weekend?
15. Did you know that mr. Johnson is a policeman?
16. They want to meet us at seven o'clock tomorrow night.

10. LISTENING: Interview.

A. Choose the best answer.

1. a) John Smith. b) John. c) I'm sorry, I don't know your name.
2. a) J-O-H-N. b) J-O-H-N S-M-I-T-H. c) S-M-I-T-H.
3. a) I'm here for an interview. b) I got here an hour ago. c) I'm 25 years old and single.
4. a) I can start the job tomorrow. b) Yes, I want this job. c) I'm interested in banking.
5. a) I worked at First National Bank. b) I liked it. c) I quit my last job.
6. a) Last year. b) I had to move to a new city. c) It was my first job.
7. a) It's almost three o'clock. b) Well, it's twenty-five years old. c) I like your company.
8. a) Four thousand dollars per month. b) I was thinking about lunch. c) A good salary is important.
9. a) Three languages. b) I'm not a talkative person. c) I'm speaking English.
10. a) I always get up early. b) I have lots of free time. c) I like to read and cook.
11. a) That's a personal question. b) Of course, it's very important. c) I finished college two years ago.
12. a) I'm happy to start work next week. b) I really need a job. c) That's no problem.
13. a) I used a street map. b) My friend told me about it. c) Last week.
14. a) I can use a computer. b) Three. c) Yes, I do.
15. a) Right away. b) I work very hard. c) I think you should.
16. a) Tomorrow at nine o'clock. b) Thank you for your time. c) When will the job start?

11. SPEAKING.

A. Look at the photo and compare the difference in time zones. What are the main benefits of working in international companies that have their regional offices in the whole world? How do they manage their online meetings despite of the difference in the time zone? Talk about it with your groupmates in the class.



12. SNAPSHOT.

teen
WORLD JOBS
classifieds

A Babysitter needed

We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m. – 6 p.m., Mon – Fri.
£40 a week.

Call Mary on **678345211**

B Newspaper round before school

We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8 a.m. and you must have your own bike.

*Interested? Ask for more info at **Clanbrook post office**.*

C Holiday job

Do you want to earn some extra money this summer? Do you speak another language? We need **French, Spanish or German** speakers to work for us in the City Museum shop Tuesday – Saturday.

Send your CV to citymuseum@shopjob.lkj

CITY MUSEUM

D Munchies Café

PART-TIME WORK

We are looking for breakfast and lunchtime staff to work in our café on Saturdays.

Come in (8 a.m. - 4 p.m.) or call Bella on 612398745 (after 4 p.m.)

A. Match the adverts with the job descriptions and write a–d next to the number 1–4.

- | | |
|---|--|
| <p>1. advert A</p> <p>2. advert B</p> <p>3. advert C</p> <p>4. advert D</p> | <p>a. Delivering newspapers.</p> <p>b. Looking after children.</p> <p>c. Working in a shop.</p> <p>d. Working in a small restaurant.</p> |
|---|--|

B. Choose the best answer.

- | | |
|--|---|
| <p>1. In which job do you have to work after school?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>2. In which job do you have to start work before 8 a.m.?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>3. In which job do you only need to work on Saturdays?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>4. In which job do you need a bicycle?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>5. In which job do you need to speak a foreign language?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>6. In which job do you only work during the summer holidays?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>7. In which job do you have to work for 2 hours every day after school?</p> | <p>advert A / advert B / advert C / advert D</p> |
| <p>8. In which job do you need to work from Tuesday to Saturday?</p> | <p>advert A / advert B / advert C / advert D</p> |

C. Define true or false statements.

1. In advert A, the babysitter can get more than £40 a week. *True False*
2. In advert D, you don't need to work in the evenings. *True False*
3. In advert B, the paper round should take about half an hour. *True False*
4. In advert C, you have to work five days a week. *True False*
5. In advert D, you should call Bella in the morning. *True False*
6. In advert B, you should contact the newspaper delivery boy for more information. *True False*
7. In advert D, you need to work full-time. *True False*
8. In advert C, you need to contact the museum by telephone. *True False*

13. LISTENING: Choosing a career.

A. Listen to the track about career and give your opinion on the topic.

B. Correct the spelling.

Choosing a career is one of the biggest **eiosdsnic** we make in life. It used to be that we **eshoc** only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was **iqteu** straightforward. Nowadays, it is **raomnl** for people to change careers, five, six, seven times. New technology and globalization means **gitshn** change quickly. We need to study and keep up with all the changes. I've had four **iffreentd** careers now. I like **vniogm** from one job to another. It means life never gets **ingbro**. It's much better to keep **lanriegn** different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even **ixtsse** today.

14. WRITING.

Exercise 1: Can you write a caption for this photo? Cartoon design brings back to the childhood!



Exercise 2: As most people spend a major part of their adult life at work, job satisfaction is an important element of individual well-being. What factors contribute to job satisfaction? How realistic is the expectation of job satisfaction for all workers? Compose an essay about it (max. 250 words).

15. SNAPSHOT.

JOBS

A **Support Worker**

Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?

If you have answered **YES** to the above, we would like to hear from you:

- Starting rate of £8.56 per hour
- Free Uniform
- Excellent Training

Golden care careers@golden-care.com

B **Trainee hairdresser**

Full Time - 40 hours per week
Permanent
Brighton City Centre

Learn from some of the best hairdressers in the world!

You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.

No previous experience is necessary.
Please apply NOW!
cathy@cut-above.brighton.com

C **WOWEE MAGAZINE**

Writers wanted!

Wowee Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are:

Chatty Interesting
Passionate Skilled

Contact us at info@wowee.com

D **CALLING ALL MODELS**

Think you could be a model? If so, we'd like to meet you!

Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.

Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.

info@top-model-agency.uk

E **WORK FOR COFFEE BEANS**

Join Britain's number one café at **COFFEE BEANS** where every café has the same aims: to create family-like teams and to give excellent customer service.

Many different kinds of people come and work with us so start your career at **COFFEE BEANS** today:

- choose the hours you work
- get management experience
- share your love of coffee

Join us as a **Team Member, Assistant Manager** or **Café Manager**, depending on your skills and experience.

Email us at jobs@coffeebeans.co.uk

A. Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- | | |
|---------------------------------------|--|
| 1. cash (<i>noun</i>) | a. talkative |
| 2. trainee (<i>noun</i>) | b. having a special ability or training |
| 3. chatty (<i>adjective</i>) | c. an informal word for money |
| 4. valuable (<i>adjective</i>) | d. very useful or important |
| 5. career (<i>noun</i>) | e. a person who is being trained to do a job |
| 6. skilled (<i>adjective</i>) | f. a person's chosen job and life's work |

B. Complete the recommendations with a job from the box.

A: Support worker / **B:** Trainee hairdresser / **C:** Wowie Magazine writer /
D: Model / **E:** Coffee Beans café worker

- Nina is studying English and has her own blog. She is a very sociable person, and is interested in music and fashion
- Dave has just finished school and is looking for a full-time job. He is sociable, likes working with his hands and cares about his appearance
- Dewei enjoys helping people. He wants to make a difference to other people's lives. He is looking for opportunities to learn new things that will help him in his career
- Sarah is a student and she is looking for flexible, part-time work. She doesn't want to work in a restaurant or shop. She is tall, beautiful and has her own unique look
- Sam is friendly and sociable. He has experience working in a restaurant and wants a job with more responsibility. He is studying part time so he needs flexible working hours

16. LISTENING: My job.

A. Complete the sentences with a word from the box.

pilot dentist shop assistant tour guide nurse

- Speaker A works as a _____.
- Speaker B works as a _____.
- Speaker C works as a _____.
- Speaker D works as a _____.
- Speaker E works as a _____.

B. Choose the best answer.

- Does speaker A enjoy his job? *Yes / Sometimes / No*
- When does speaker A work? *When he is at university / Weekends / Summer holidays*
- When does speaker B work? *Weekdays / Weekends and holidays / Summer holidays*
- What does speaker B say tourists love doing? *Visiting universities / Taking a boat trip / Swimming in the river*
- Does speaker C like his job? *Yes / Sometimes / No*
- What does speaker D say is difficult about being a pilot? *Travelling to many countries / Learning many languages / Flying planes in bad weather*
- What does speaker D say is the best thing about his job? *Visiting different places / Meeting different people / The different weather*
- What does speaker E not like about her job? *The doctors / The sick people / The uniform*

17. WRITING.

Exercise 1: Some people believe that eventually all jobs will be done by artificially intelligent robots. Do you think that artificially intelligent robots will replace people at work? Compose an essay about it (max. 250 words).

UNIT 14. FAMOUS PAINTERS

1. READING.

Leonardo da Vinci – a true genius

Leonardo da Vinci was a true genius who **graced this world with his presence** from April 15, 1452 to May 2, 1519. Today, no name better **seems to** symbolize Renaissance art than Leonardo da Vinci. Leonardo was born on April 15, 1452, in the Vinci, which is found in the Arno River's lower valley. His hometown **was within the territory** of the Republic of Florence **under the rule of** the Medici 1457. During his childhood, he received **informal** education in mathematics, geometry and Latin.

It was only when he was 14 years old that he took up art training, **under the guidance of** Andrea di Cione, who was popularly called as Verrocchio. Several other artists were trained by this master including Perugino, Lorenzo di Credi, Sandro Botticelli and Domenico Ghirlandaio. **As an apprentice**, Leonardo was taught a wide range of areas including metallurgy, plaster casting, carpentry, chemistry, metal working, leather working, and mechanics. He also **refined his artistic skills in** modelling, sculpting, and painting. Leonardo **worked closely with** Verrocchio on the painting entitled "The Baptism of Christ", which depicted an angel holding the robe of Jesus. The young artist's work was quite superior, that it **greatly impressed** Verrocchio. Based on scholars, the painting showed that it **employed** a new technique of using oil paint. This **proved to show** Leonardo's **ingenuity** and his skills that were rather ahead of his time. During the year 1516, Leonardo became a part of Francis' service, and he was given a permanent residence at the Clos Luce, which was the King's royal residence. Leonardo lived the final three years of his well-lived life. Alongside him was an apprentice and friend by the name of Count Francesco Melzi. On May 2, 1519, Leonardo **died at** his residence at the Clos Luce. It was also noted that during his last years, Francis I had become one of his closest friends. In fact, the king held the head of Leonardo in his death. However, there were accounts that this story may be more of fictitious. Nevertheless, Francis and Leonardo **developed a professional relationship** that has led to their strong friendship even up to the artist's death. Leonardo **was best known for his painting** of "The Mona Lisa". The painting's focal point was the Mona Lisa's rather elusive smile, **as well as** the mysterious quality of the woman as depicted in her eyes and corners of the mouth. There was also quite a shadowy feature in this painting, which was obtained from Leonardo's smoke or sfumato.

His earliest landscape drawing for Santa Maria Della Neve, dated back to August 5, 1473, featured in detail the farmlands, Montelupo Castle and the mountains around it. Leonardo's drawing of "The Vitruvian Man" is one of the most popular world icons. There have been countless attempts over the years to understand the composition of Leonardo's illustration of Vitruvius' principles. Just like Isaac Newton on physics, and Charles Darwin on science of evolution, Leonardo's **impact on** art is tremendous. **Throughout his life**, Leonardo da Vinci avoided the intrigues of worldly ambitions and vanity. He was a reserved and withdrawn man, not concerned with glory, and yet absolutely sure of the value of his abilities. Along with Michelangelo, Donatello, Titian, and a small band of contemporary Renaissance figures, Leonardo da Vinci **became the center of a movement of** artists that has permanently enriched western culture.

"This the business of little minds to shrink, but they whose heart is firm, and whose conscience approves their conduct, will pursue their principles unto death".

– Leonardo da Vinci

A. Define true or false statements.

1. His hometown was out of the territory of the Republic of Florence under the rule of the Medici. 1457. **True False**
2. There was also quite a shadowy feature in this painting, which was received from Leonardo's smoke or sfumato. **True False**
3. His latest drawing, Landscape Drawing for Santa Maria Della Neve, dated back to August 5, 1473, featured in detail the farmlands, Montelupo Castle and the mountains around it. **True False**
4. There has been one attempt during the year to understand the composition of Leonardo's illustration of Vitruvius' principles. **True False**
5. Throughout his life, Leonardo da Vinci avoided the intrigues of worldly ambitions and vanity. **True False**

• Questions:

1. Where did Leonardo da Vinci study during his childhood?
2. When became Leonardo da Vinci the part of Francis' service?
3. What did he learned when he was an apprentice?
4. What did he learn under the guidance of Andrea di Cione?

2. GRAMMAR FOCUS: Do, make.

Exercise 1: Put in the correct form of *make* or *do*.

1. How much money does a waitress
2. Could you the laundry today? We have no clean clothes.
3. She spent the evening watching black and white films and her nails.
4. Did their new business a profit last year?
5. The teacher some very positive remarks about Susie's work.
6. There's so much paperwork to! I'll be here all night.
7. The CEO of the company some interesting observations during his visit to our department.
8. I'd like to Julie an offer of a job. It would be full time in our office.
9. There was a man sitting on the pier earlier. He was a painting of the boats.
10. This lecture is so boring! Let's an escape during the break and go to the café!

3. SPEAKING.

A. Look at the greatest paintings of Leonardo da Vinci. How long had he been painting them? What is the most famous painting of Leonardo da Vinci and what is unique in it? Talk about it in groups and do a presentation in front of your class.



4. GRAMMAR FOCUS: Participle adjectives.

What is a participle? A participle is a word formed from a verb which can be used as an adjective.	
PAST PARTICIPLES* <i>examples</i>	PRESENT PARTICIPLES* <i>examples</i>
<ul style="list-style-type: none"> • bored "I was bored at the movie theater." • surprised "I was surprised when I heard the news." 	<ul style="list-style-type: none"> • boring "The movie was boring." • surprising "The news was very surprising."

Exercise 1: Choose the correct participle adjective form in each of the sentences.

1. I don't understand chess. The rules are very *confused* / *confusing*.
2. He was *embarrassed* / *embarrassing* when he arrived late for class.
3. There is a new movie playing at the theater. Are you *interested* / *interesting*?
4. My little brother makes too much noise. He is *annoyed* / *annoying*.
5. I like my new chair. It's quite *relaxed* / *relaxing*.
6. Moving to a new home is hard work. It's *tired* / *tiring*.
7. The sad news made me *depressed* / *depressing*.
8. Louise got a B+. She was *satisfied* / *satisfying* with her test results.
9. Our company isn't making any money. It's very *worried* / *worrying*.
10. Robert thinks that roller coasters are *terrified* / *terrifying*.

Exercise 2: Choose the correct participle adjective form in each of the sentences.

1. My nephew was *amusing* / *amused* by the clown.
2. It's so *frustrating* / *frustrated*! No matter how much I study I can't seem to remember this vocabulary.
3. This lesson is so *boring* / *bored*!
4. I'm feeling *depressed* / *depressing*, so I'm going to go home, eat some chocolate, and go to bed early with a good book.
5. I thought her new idea was absolutely *fascinated* / *fascinating*.
6. This maths problem is so *confusing* / *confused*. Can you help me?
7. The teacher was really *amusing* / *amused* so the lesson passed quickly.
8. The journey was *exhausting* / *exhausted*! Twelve hours by bus.
9. The plane began to move in a rather *alarming* / *alarmed* way.
10. He was *frightening* / *frightened* when he saw the spider.

5. LISTENING: Pablo Picasso.

A. Match the words from the text on the left with their synonyms on the right. Are your answers the same as other students'?

Paragraphs 1 and 2

- | | |
|---------------|---------------------|
| 1. probably | a. pieces of art |
| 2. recognized | b. marks |
| 3. works | c. proper |
| 4. took after | d. known |
| 5. formal | e. almost certainly |
| 6. grades | f. was similar to |

Paragraphs 3 and 4

- 7. make a living
- 8. questioned
- 9. respected
- 10. appearances
- 11. opposed
- 12. state

- g. roles
- h. survive
- i. was against
- j. nation
- k. cross-examined
- l. valued

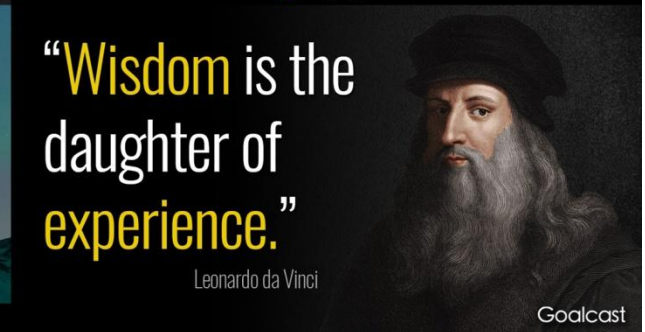
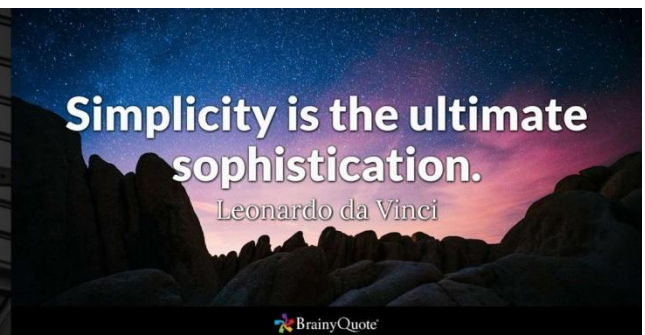
B. Match the following phrases together.

- 1. one of history's
- 2. the most recognized figure
- 3. Picasso was born
- 4. He took after
- 5. Picasso threw
- 6. It was difficult for him
- 7. She introduced him
- 8. always played himself
- 9. the horror
- 10. his work hangs in a collection

- a. in twentieth-century art
- b. in his film appearances
- c. everything into art
- d. to the rich people of Paris
- e. into a middle-class family
- f. at the Musée Picasso
- g. to make a living
- h. most famous names
- i. his father
- j. of war

6. SPEAKING.

A. Leonardo da Vinci was not only a painter, but a philosopher too. Choose one of his quotes and explain why you chose it. What is the inner meaning of this quote? Talk about it with your groupmates in the class.



7. WRITING.

Exercise 1: Who is your favourite Italian painter? Compose an essay about the main characteristics of his lifetime and famous masterpieces (max. 250 words).

8. READING.

Pablo Picasso

Pablo Picasso is probably the most important figure of 20th century, in terms of art, and art movements that **occurred over** this period. Before the age of 50, the Spanish born artist had become the most well known name in modern art, with the most **distinct style** and eye for artistic creation. There had been no other artists, **prior to** Picasso, who had such an impact on the art world, or had a mass following of fans and critics alike, as he did. Pablo Picasso was born in Spain in 1881, and was **raised** there before going on to spend most of his adult life working as an artist in France. Throughout the long course of his career, he created more than 20,000 paintings, drawings, sculptures, ceramics and other items such as **costumes** and theater sets. He is universally **renowned as** one of the most influential and celebrated artists of the 20th century. Picasso's ability to produce works in an **astounding range of** styles made him well respected during his own lifetime. After his death in 1973 his value as an artist and inspiration to other artists has only grown.

He is **without a doubt** destined to **permanently** etch himself into the fabric of **humanity** as one of the greatest artists of all time. As an artist and an innovator, he is responsible for **co-founding** the entire Cubist movement **alongside** Georges Braque. Cubism was an avant-garde art movement that changed forever the face of European painting and sculpture while simultaneously **affecting** contemporary architecture, music and literature. Subjects and objects in Cubism are **broken up into** pieces and **re-arranged** in an abstract form. During the period from approximately 1910–1920 when Picasso and Braque were laying the foundation for Cubism in France, its effects were so far-reaching as to inspire offshoots like the styles of Futurism, Dada, and Constructivism in other countries. He is also regarded as one of three artists in the 20th century credited with defining the elements of plastic arts. This **revolutionary** art form led society toward societal advances in painting, sculpture, printmaking and ceramics by physically **manipulating** materials that had not previously been carved or shaped. These materials were not just plastic, they were things that could be **moulded in** some way, usually into three dimensions. Artists used clay, plaster, precious metals, and wood to create **revolutionary** sculptural art work the world had never seen before.

His technique for realism, so **ingrained by** his father and his **childhood studies**, evolved with his introduction to **symbolist** influences. It led Picasso to develop his own take on modernism, and then to make his first trip to Paris, France. The poet Max Jacob, a Parisian friend, taught Picasso French. Picasso would predominately spend his working adult life in France. His work has been **divided roughly** by periods of time in which he would fully develop complex themes and feelings to create a unifying body of work.

The Blue Period (1901–1904)

The somber period within which Picasso both personally experienced poverty and its **effect on** society right around him is **characterized by** paintings essentially monochromatic paintings in shades of blue and blue-green, only occasionally warmed by other colors. Picasso's works during this period depict **malnutrition**, prostitution, and the posthumous portraits of friend Carlos Casagemas after his suicide, **culminating in** the gloomy allegorical painting "La Vie". "La Vie" (1903) portrayed his friend's **inner torment** in the face of a lover he tried to murder.

"Art is a lie that makes us realize the truth".
– Pablo Picasso

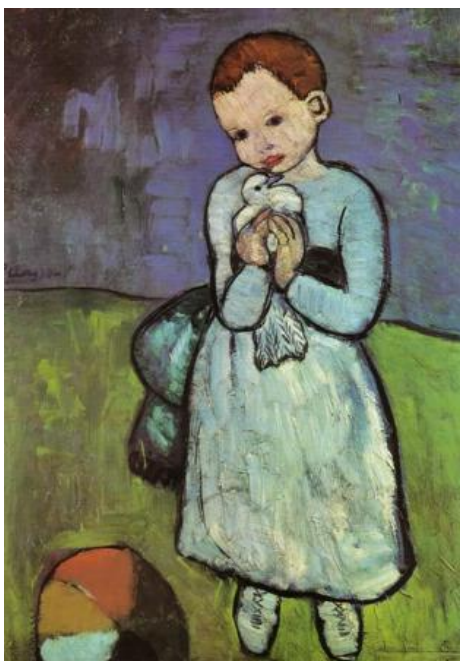
9. SPEAKING.

A. Look at the quotes of Pablo Picasso. What is the inner meaning of them? Talk about it with your groupmates in the class.



10. WRITING.

Exercise 1: Compose an essay about the painting "Child with a Dove" by Pablo Picasso (max. 250 words). Use the newly learned vocabulary and make your essay interesting to read.



*"Child with a Dove", 1901
by Pablo Picasso*

11. LISTENING: Art market.

A. Order the sentences according to the video.

- A. Ashlie thinks about buying a big painting.
- B. Ash goes looking round the market on her own.
- C. Stephen and Ash meet Pete.
- D. Ash talks to a man who's selling T-shirts.
- E. Ash decides to make and sell her own art.
- F. Stephen and Ash agree to a competition.
- G. Stephen and Ash visit an art gallery.

B. Define true or false statements.

1. Ashlie's looking for some art for her flat. *True False*
2. She's already bought ten things. *True False*
3. The market is busy but Pete isn't selling much. *True False*
4. The T-shirts cost twelve pounds each. *True False*
5. Stephen and Ash decide to make some art together. *True False*
6. They'll try to sell their art at the market next week. *True False*
7. They agree to share the money they make. *True False*

C. Put the words in the correct order to make useful expressions from the video.

1. can't | We | take | too | long _____.
2. it | going | ? | Hi, | how's _____.
3. give | you | a | Let | me | hand _____.
4. too | be | Don't | long | gone _____.
5. it | luck | Good | with _____.
6. a | Thanks | million _____.
7. got | I've | an | idea _____.
8. is | This | I | harder | than | thought _____.
9. Let's | have | go | and | look | a | over | there _____.
10. of | do | What | you | think | this | ? _____.

D. Discussion.

1. Are there open-air art markets in your country?
2. Do you have any artistic talents?
3. How to approach an inspiration to create artworks?

12. GRAMMAR FOCUS: Prepositions of place and movement.

Exercise 1: Put in correct prepositions of place.

1. He's swimming the river.
2. Where's Julie? She's school.
3. The plant is the table.
4. There is a spider the bath.
5. Please put those apples the bowl.
6. Frank is holiday for three weeks.
7. There are two pockets this bag.
8. I read the story the newspaper.
9. The cat is sitting the chair.
10. Lucy was standing the bus stop.

Exercise 2: Put in correct prepositions of place.

1. I'll meet you the cinema.
2. She hung a picture the wall.
3. John is the garden.
4. There's nothing TV tonight.
5. I stayed home all weekend.
6. When I called Lucy, she was the bus.
7. There was a spider the ceiling.
8. Unfortunately, Mrs Brown is hospital.
9. Don't sit the table, sit a chair.
10. There are four cushions the sofa.

Exercise 3: Choose a spot to bury your treasure. Mark the spot with an X. Use 5 of the following propositions to give directions to your hidden treasure *between, behind, next to, in, under, opposite and above*.



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13. WRITING.

Exercise 1: When was founded "Pop Art"? Compose an essay about the "Pop Art" movement (max. 250 words).

14. READING.

Salvador Dali

The Spanish painter Salvador Dali **remains one of** the most controversial and **paradoxical artists** of the 20th century. Dali was a great artist who was a great **self-publicist** and showman. The combination **was an irresistible formula for success**. Born in 1904, most of the works he did revolve around painting, sculpture work, and he worked as a graphic artist and designer as well. During **the course of his career**, he experienced many different art forms, and **experimented with a few styles, allowing him to** further his points of expression, and the design pieces which he created during the illustrious and extensive career that he had.

Dali is known to be a famous Surrealist and **depicting this theme through** his paintings and other art works. Most of his works **show a sort of dream sequence** which he often draws hallucinatory characters. His major contribution to the Surrealist movement is called the "Paranoiac-Critical Method" which is **a form of mental exercise** of accessing the subconscious parts of the mind to have an artistic inspiration. He used this method to realize the dreams and imagination he have in his mind, **changing the real world the way he wanted** and not necessarily what it was. During his career, he focused on Cubism, Futurism, as well as **metaphysical** painting work, until in 1929; he joined the group of Surrealists, and this art movement which he felt a connection to. His **fame and notoriety**, and talent in the art world, quickly made him a leading force in the Surrealist movement, and he became one of the representatives of the art movement during the 1930s. Salvador Dali **cultivated exhibitionism** and **eccentricity** in the work he created; not only in his art forms, but also in the way which he presented himself to the general public. In fact, in 1936, at a Surrealist exhibition in London, he came to the show **dressed in** a dive suit, and made **claims** that it was a source of his creative energy. In 1937, Salvador Dali visited Italy, and during this trip, was able to experience many new art forms and creation pieces. During this trip, his work took a turn, towards a more traditional and more academic style, **in comparison to** some of the earlier works he created as a surrealist painter. This change in his art form, **along with** the political beliefs which Salvador Dali held, caused Breton **to expel him** from the surrealist art movement. Shortly after, in 1940, he moved to the USA, where he remained until 1955, experimenting in this new style and technique, and with new design concepts which he had adopted while in Italy.

Much of what Dali does has **its roots in** the great traditions of painting, and the artist has always freely acknowledged his debt to the great masters, such as Raphael, Donatello, and Diego Velazquez. His technique is traditional. His treatment of surfaces recalls Flemish painting of the time of van Eyck, and work of the Dutch little masters of the 17th century. He has painted still life resembling that of his great compatriot, Zurbaran. His drawing often has Renaissance qualities. His fantastic compositions **have been likened to those of** Hieronymus Bosch, and mythological and religious themes that he has used are centuries old. "Hidden forms" recur constantly in the history of painting, most recently in Redon and the Nabis, Bonnard and Vuillard. Although actively **engaged throughout his life** in a serious dialogue with the history of world art which **ranged from** Renaissance. In the future, when Dali's paintings have **fallen into the proper perspective** with the work of artists of all periods, much that seems significant to us today may lose its interest. People will always look at his work because of his **extremely personal** and always **surprising imagination**, for that is where his genius lies.

"The secret of my influence has always been that it remained secret".

– Salvador Dali

A. Define true or false statements.

1. Most of his works exclude a sort of dream sequence which he often draws hallucinatory characters. **True False**
2. This timeless showmanship not only distracted him through the course of his career, it also helped propel him as one of the leading artists in the Impressionism movement of the time. **True False**
3. His treatment of surfaces recalls Flemish painting of the time of van Eyck, and work of the Dutch little masters of the seventeenth century. **True False**

• **Questions:**

1. What is Salvador Dali well-known for?
2. What did he experience during his career?
3. How did he become a leading force in the Surrealist movement?

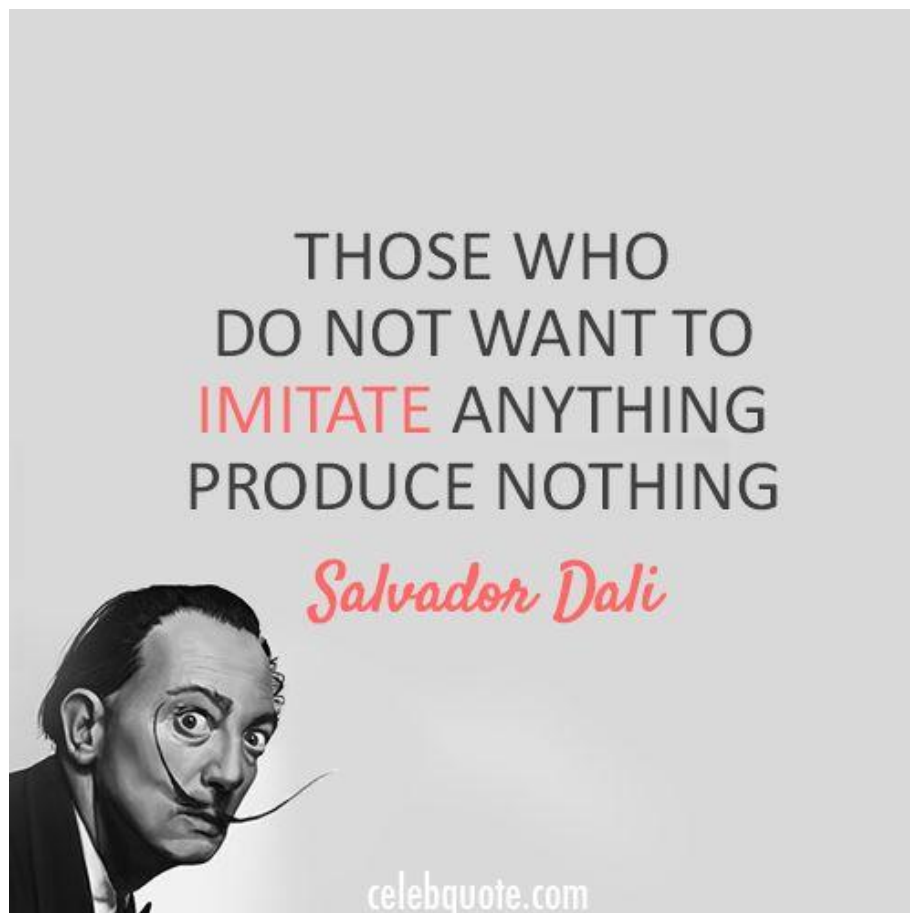
15. SPEAKING.

A. Look at the paintings of Salvador Dali. Can you describe his character on the basis of the paintings he had been drawing during his lifetime? Then, present your ideas in front of the class.



16. WRITING.

Exercise 1: Here are the interesting proverbs of Salvador Dali. What do you understand under the proverbs: “Intelligence without ambition is a bird without wings” and “Those who don't want to imitate anything produce nothing”? Compose an essay about one of these proverbs (max. 250 words).



UNIT 15. FASHION

1. READING.

Kim Mannino

‘**Fashion retailers** should not follow every trend, but really understand the customer and interpret what is right for their **target consumers**’ age group, salary range, **likes** and **dislikes**. This is how to keep fashion **relevant** and individual to the customer.’

Question: How do you think that designers gather ideas and influences?

Answer: It has changed. A lot of style and trend information is now **supplied by** Internet based services. Designers and their design teams now travel far less to the key **trend fairs** around the world than they used to. Budgets have been cut as many companies **subscribe to** information services to **replace** the trend seeking part of the process. Designers used to only focus on one season at a time and complete one phase prior to developing the next, but now it is four or even six. **In addition** to this, every retailer or brand seems to spend a great deal of time looking at what the others are doing; at a time when international travel is limited and a lot of trend information is reviewed via the Internet, this will fuel replication in the industry if we are not careful. There used to be more of a truly seasonal forecast from the **leading trend agencies** and services, and retailers and brands previously bought into trend direction information and edited it themselves. This service has evolved into **constant reportage** that is readily available. However, volume and mass markets that **have a tendency** to focus on the same ideas has created more **homogenization** and a less individual and unique look of the traditional high street.

Question: How you think that yarn and fabric suppliers continue to be a large influence in the concept stages?

Answer: Fabric and yarn suppliers at trade fairs such as Premier Vision absolutely influence the design concept stage. In fact, long-term developments in the industry tend to evolve in this way.

Fashion in the USA and Britain

Many British people don't think about clothes very much. In Britain, as well as in the USA, men in offices usually wear **suits** and **ties** and women wear **dresses** or **skirts** (not trousers). Doctors, lawyers and business people wear quite formal clothes. And in some hotels and restaurants men have to wear ties and women wear smart dresses. Jeans and open **shirts** are sometimes not **allowed**. It is difficult to say exactly what people wear in Britain and the States because everyone is different. If you are not sure what to wear watch what other people do and then do the same. Or ask the advice of a friend or your host. You'll feel relaxed if you don't look too different from everyone else. British people just like to be comfortable. When they go out to enjoy themselves, they can wear almost everything. At theaters, cinemas and concerts you can put on what you like – from **elegant suits** and dresses to **jeans** and **sweaters**. In many ways, Americans are more relaxed than British people, but they are more **careful** with their **clothes**. At home or on holiday most Americans wear **informal** or **sporty clothes**. But when they go out in the evening, they like to look elegant. In good hotels and restaurants men have to wear **jackets** and ties and women wear **pretty clothes** and **smart hairstyles**. But these days most people in Britain and the USA do not wear very **formal clothes**.

2. WRITING.

Exercise 1: Fashion industry is very demanding, therefore do you think that high fashion helps people to create their personal identity? Compose an essay about it (max. 250 words).

3. SPEAKING.

A. Look at the photos of the famous fashion designers. Do you recognize them? Can you match their photos with the brand logos? Who is your favourite fashion designer? Talk about it with your groupmates in the class.



a



b

TOM FORD
EYEWEAR

c

KARL
LAGERFELD
KIDS

d



4. GRAMMAR FOCUS: Do, go, play.

Exercise 1: Choose the correct answer. Hint: Use *play* with any competitive game that you can play, *go* with activities that can be done alone, and *do* with groups of related activities.

1. Do you want to hiking with me?

- a) do
- b) go
- c) play

2. Have you ever ice-hockey?

- a) played
- b) gone
- c) done

3. I find yoga to be very relaxing.

- a) going
- b) playing
- c) doing

4. They sailing yesterday.

- a) went
- b) played
- c) did

Exercise 2: Decide between *do*, *go* or *play*. Sometimes the verb needs to be conjugated or put in the Infinitive or gerund form.

1. He used to jogging every day when he was at university.
2. I love a good game of chess from time to time.
3. She gymnastics for over five years now.
4. This summer we windsurfing every day on our vacation.
5. He's quite the athlete. He basketball, baseball and hockey, too.
6. My wife horse riding twice a week.
7. Why don't we a set of tennis?
8. Some people think that aerobics four times a week is the best possible way of keeping fit.
9. His idea of the perfect summer holiday is to rent a sailboat and sailing.
10. between the islands of the Tuscan archipelago.

5. SPEAKING: Free time.

A. Discuss the questions below with your partner.

Student 'A':

1. How many *sit-ups* can you *do*?
2. Do you like to *go jogging*? Why? / Why not?
3. How many people do you need to *play football*?
4. Why should people *do exercise*?
5. Where is the best place to *go swimming* in your city?
6. Do you like to *play badminton*? Why? / Why not?
7. Do you like to *go golfing*? Why? / Why not? Should golfing be an Olympic sport?
8. Are you afraid of wild animals when you *go hiking*? Why? / Why not?
9. Do you like to *do yoga*? Why? / Why not?
10. Finish this sentence: "I want to *go ...ing* because"

Student 'B':

1. How many *push-ups* can you *do*?
2. Do you like to *go fishing*? Why? / Why not?
3. How many people do you need to *play tennis*?
4. How often do you *do exercise*?
5. Where is the best place to *go camping* in your country?
6. Do you like to *play ping pong*? Why? / Why not?
7. Do you like to *go bowling*? Why? / Why not? Should bowling be an Olympic sport?
8. Are you afraid of cars when you *go cycling*? Why? / Why not?
9. Why is it important to *do a warm-up* before you exercise?
10. Finish this sentence: "I want to *play ...* because"

6. WRITING.

Exercise 1: What do you understand under the quote: "Don't spend time beating on a wall, hoping to transform it into a door." – Coco Chanel. Compose an essay about this proverb (max. 250 words).

7. SPEAKING.

A. Take a look on the photo of the vitrine on Broadway St. in Tashkent. What is your first impression about it? Describe it with your groupmates in the class.



8. READING.

Clothes and jewellery you can never throw out

I wouldn't describe myself as **fashion-obsessed** and I don't usually spend a great deal of money on clothes. **However**, I do love a **bargain** and I'm terrible at throwing away old clothes. Some people cannot understand this. If it's old, **ripped**, frayed, stained or too small, why would you want to keep it? Well, the answer is simple. Clothes are memories and, just like memories, they can be precious.

My favourite jacket is a black and white wool jacket with a funky print. There are several holes in it, bits of **wool** hanging off it and even a big hole in the pocket when I accidentally set it on fire ... Oops. I really should throw it away but I can't **bring** myself to do it. It **reminds me of** one of my favourite travels. I bought it in a market on the **outskirts** of Lima, Peru. The first time I wore it I was on a trip to an amazing water and light show in a park on that same day. My friend and I had so much fun and I've made many memories wearing that jacket since.

It's the same with **jewellery** too. My friend made me a **beautiful** necklace with a piece of glass from one of the beaches on the island where I grew up. She gave it to me so I would always have a **piece of** home with me. It's one of the loveliest gifts I've ever received and I haven't taken it off since she gave it to me. It's probable that one day it will break **somehow**, but I could never throw it away.

A. Define true or false statements.

1. Clothes are memories and, just like memories, they can be worthless. *True False*
2. My friend and I had so much fun and I've made many memories wearing that jacket since. *True False*
3. It's probable that one day it will not break anyway, as I will throw it away soon. *True False*

B. Discussion.

1. What items of clothes or jewellery could you never throw away?

9. GRAMMAR FOCUS: Too, enough.

Exercise 1: Fill in the blanks below to complete the sentences. Use the words in the box.

old	dangerous	long	interesting	slow	dirty	dark	healthy
easy	expensive	large	noisy	cool	near	heavy	

1. We can't have a picnic. It's too hot outside. It's not enough.
2. Tell Sharon to hurry! She's too She isn't fast enough.
3. Kevin can't drive a car. He's too young. He isn't enough.
4. Those apples are too They aren't cheap enough.
5. I don't like that movie. It's too boring. It isn't enough.
6. I can't study here because it's too It isn't quiet enough.
7. The exam was too difficult. It wasn't enough.
8. Mr. Stewart says flying is too It's not safe enough.
9. I don't like my apartment. It's too small. It isn't enough.
10. The room is too It isn't bright enough. I can't read my book.
11. I'm sorry, but your paragraph is too short. It isn't enough.
12. Thomas has to wash his car. It's too It's not clean enough.
13. Don't go to work. You're too sick. You're not enough.
14. This box is too It isn't light enough. I can't lift it.
15. Jack's house is too far. It's not enough. We'll have to drive.

10. READING.

Dolce & Gabbana Brand history

By Simona Segre Reinach

Domenico Dolce was born in Polizzi Generosa (near Palermo, Sicily) on 13th September 1958. His family **owned** a small **clothing business**, where Domenico worked from childhood. Stefano Gabbana was born in Milan on 14th November 1962. He studied graphics but soon turned to fashion. After a brief period working as Assistant designers, they **founded** the Dolce & Gabbana label, which had its first runway show as part of the New Talent group in Milan in 1985, upon the invitation of Italian **fashion promoter** Beppe Modenese.

Dolce and Gabbana's First Collection

In 1986 they produced their first collection, called "Real Women". In 1987 they launched their **knitwear** line and in 1989 their **beachwear** and lingerie lines. Beginning in 1988 they produced their ready-to-wear line in Domenico Dolce's family-owned atelier, located in Legnano, Milan. The first Dolce & Gabbana men's collection **appeared** in 1990. In 1994 they launched the D&G label, inspired by street style and a more youthful look.

Fragrance Line

The company **launched** several **fragrances**, including Dolce & Gabbana Perfume, By Dolce & Gabbana, and Dolce & Gabbana Men. One of their perfume ads was directed by the Italian film director Giuseppe Tornatore, with whom Dolce & Gabbana developed a close **relationship**, going on to act in his 1996 film "The Star Maker". They introduced a line of eyewear under the Dolce & Gabbana and D&G labels and produced music CDs.

Business Expansion

In 1996, for their 10th **anniversary**, they published "10 Years of Dolce & Gabbana", which included their most important advertising images and texts. In 1999 D&G Junior was created, their collection for children, which was presented at the children's fashion show Pitti Bimbo in Florence. In 2003 their newest store, **covering** three floors, opened in Corso Venezia in Milan, in

the former home of Brigatti, perhaps Milan's **best-known luxury** sportswear store. The store is designed in the round from a central piazza and includes a bar, a traditional barber-shop, and an **ultramodern spa**. The designers showed full-length garments of stretch jersey, **silk jackets**, and **oversize** shirts that could be worn with casual sandals. The collection, characterized by fluidity and difference, soon found an enthusiastic public.

A. Define true or false statements.

1. He studied graphics but soon started to work in the field of fashion. *True False*
2. In 1986 they presented their last collection, called "Real Woman". *True False*
3. In 1987 they launched their knitwear line and in 1988 their winter wear and lingerie lines. *True False*
4. The show marked the occasion of the birth of the Dolce & Gabbana label, which was destined to play a fundamental role in the history of Italian ready-to-wear. *True False*

11. WRITING.

Exercise 1: Can you write a caption for this photo? High fashion is taking itself to the next level!



Exercise 2: Do you know what are the main benefits of online shopping? Compose an essay about your favourite shop and brand and where you like to do a shopping. (max. 250 words).

UNIT 16. MY FLAT

1. READING.

My flat in Tashkent

I live in a **5-storied block of flats** in the Yunusabad district in Tashkent. It's a **picturesque** place, we have a **yard**. My flat is on the third floor. It's very comfortable and **well planned**. I have all modern **conveniences**, such as **central heating, electricity**, cold and **hot running water** and a telephone. There are three rooms, a kitchen, a bathroom and a balcony in it. The largest room in my flat is the living room. My family uses it as a sitting room. There is a **sofa**, two **armchairs**, a **coffee table**, a TV set and a VCR (video) in it. We have two small rooms in our flat and one of them is mine. It is not big but very **cosy**. There is a **wardrobe** near the wall and a desk near the window. My bed is at the left corner. I like my room very much because it is my room. Our kitchen is not very large but it is light. It's very **well equipped**. We have got a refrigerator, a **microwave oven**, a coffee maker and a toaster. In evenings we like to have tea and have rest in it.

2. SPEAKING.

A. Ask your partner what kind of flats does he like?

Helpful wordlist:

outside	inside	room	yard	bathroom	doors	entry	windows	furniture	sensory
bedroom	garden	living room	beautiful	spacious	comfortable	cozy	bright		

3. WRITING.

Exercise 1: Describe the house with the given adjectives. Write about your dream house.

Show your partner your paper. Correct each other's work.

big	boring	quiet	clean	cold	cosy	comfortable	cramped	crowded	dark	dirty
damp	dangerous	enormous	fabulous	fancy	luxurious	fantastic	horrible	light		
bright	modern	noisy	old-fashioned	plain	simple	pretty	peaceful	safe	small	
		smart	posh	spacious	tidy	trendy	ugly	untidy		

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4. LISTENING: My rent.

A. Correct the spelling.

I hate paying rent. It's such a **wtesa** of money. And it's a lot of money. When I pay rent, I always feel like I'm **riwhgton** money away. My rent usually takes over half of my **aslyra**. Of course, **adonsrdll** are very happy. They sit back and let the money come in. The rent they receive pays for their **hiunsgo** loan on their house. The thing that annoys me most is that the rent I pay is more than what I would pay if I had a housing loan. Sometimes I've paid rent for a really bad place. When something **reokb**, the landlord didn't fix it. When I said I wouldn't pay the rent, he told me he'd **owthr** me out. The **towrs** thing about rent is rent **sceaserin**. These are usually very unfair. That's just the landlord being **eygrde**.

5. GRAMMAR FOCUS: Suffixes.

Exercise 1: Complete the sentences below. Use the suffix *-able* with the words in the box.

comfort	drink	profit	believe	break	accept	wash	punish
understand	reuse	dispose	knowledge	love	count	advise	employ

1. Please don't throw away that plastic bag. We can use it again. It's
2. I find it quite difficult to believe your story. It's not
3. Don't worry, the water in that river is very clean. In fact, it's
4. I can understand why you were late yesterday. It's
5. Professor Brown knows lots of things. She is a person.
6. Be careful with that glass table. It's a very piece of furniture.
7. Stealing other people's things is a crime. You might go to jail.
8. My dirty jacket isn't I'll have to take it to be dry cleaned.
9. I think Mr. Smith can easily find a new job. He's a very person.
10. After I finish using my camera, I can throw it away. It's a camera.
11. The new sofa you bought is great! It's so that I fell asleep on it.
12. My new business is making lots of money. I'm happy that it's
13. Do you want my advice? It's not to swim without a life guard.
14. My grandparents are very kind and I love them so much!
15. The number of stars you can see in the night sky are There are about six thousand of them.
16. Your excuse for being late is not! You must come on time. No excuses!

Exercise 2: Complete the sentences below. Use the suffix *-ness* with the words in the box.

weak	lazy	polite	serious	careless	happy	late	numb	sick
	cold	like	lonely	bald	dizzy	shy	blind	

1. Can money buy? Can it put a smile on your face?
2. You should never look directly at the sun. It can cause
3. The of Antarctica is incredible. Temperatures can drop to -89°C .
4. His lasted a long time. He was in the hospital for several months.
5. I want to teach to my kids. I want them to say, "Thank you."
6. can cause accidents so please be careful!
7. I was alone and didn't have friends when I first moved here. I felt
8. My cat's is amazing. It just sleeps all day!
9. Connie's means that she doesn't like to meet new people.
10. Can anything cure my? I want to grow more hair!
11. A lack of food will cause? You won't feel strong.
12. Jack is never on time. His will get him fired from his job.
13. Jennifer looks like her mother. I can see a
14. I felt in my hands because of the cold weather. I couldn't feel them.
15. Many people don't understand the of global warming. It's an important issue.
16. Roller coasters can cause in many people.

6. WRITING.

Exercise 1: Apartments are better than houses? Compose an essay about it by stating your opinion on it (max. 250 words).

7. SNAPSHOT.

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Greenwood Gazette

TO RENT

A Quiet flat in Greenwood
2 bedrooms, large kitchen
Near shops and restaurants
£600 a month
Phone 07348 0848153

B Small 3rd-floor flat in central London
1 bedroom
2 minutes from train station
£650 a month
Phone 020 933 9458

C House available in Hoburn from end of September
3 bedrooms, small garden
Near the university
£1000 a month
Phone 07122 7476933

A. Write the correct word in the boxes below the picture.

flat train station house kitchen garden shop					
					

B. Match the two sentence halves and write a–f next to the number 1–6.

- | | |
|-------------------------|----------------------------|
| 1. Flat A has | a. near the train station. |
| 2. Flat A costs | b. a small garden. |
| 3. Flat B is | c. £600 a month. |
| 4. Flat B is in | d. central London. |
| 5. House C has | e. available in September. |
| 6. House C will be | f. a large kitchen. |

C. Circle the correct answer.

- | | | | |
|-------------------------------------|---------------|---------------|----------------|
| 1. It's in Greenwood. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |
| 2. It has a garden. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |
| 3. It's near the train station. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |
| 4. It's near shops and restaurants. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |
| 5. It costs £1000 a month. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |
| 6. It's not a flat. | <i>Flat A</i> | <i>Flat B</i> | <i>House C</i> |

D. Write the best home for each person.

	Flat A	Flat B	House C
1.	I take the train to work every day.		_____
2.	I really like gardening on the weekends.		_____
3.	I don't have much money and can only pay £600 each month.		_____

E. Discussion.

1. Do you live in a house or a flat?
2. Which house would you like to rent?
3. What do you think about them?
4. What is your first impression?

8. WRITING.

Exercise 1: Which house do you like more? Look at the pictures and choose 1 out of 3, and compose an essay about the chosen house (max. 250 words).



9. GRAMMAR FOCUS: Commonly confusing words.

Exercise 1: Circle the correct word choice for each of the following sentences.

1. (*Who / Whom*) is going to the party?
2. I need to make (*fewer / less*) mistakes.
3. I want to go, (*two / to / too*).
4. Put the box over (*their / there / they're*).
5. She (*lead / led*) the children in a song.
6. (*Can / May*) I have another cookie?
7. Give the present to (*I / me*).
8. I need (*your / you're*) telephone number.
9. The toy has lost (*its / it's*) batteries.
10. The park is (*by / buy / bye*) the lake.
11. I am going (*two / to / too*) the show.
12. (*Their / There / They're*) going to be here soon.

Exercise 2: Circle the correct word choice for each of the following sentences.

1. We discussed the multiple literary (*illusions / allusions*) within the text.
2. (*Among / between*) me and you, I think Kallie won the contest.
3. She had too (*many / much*) sweaters in her closet.
4. Alex was (*to / too*) excited to sleep.
5. (*Their / they're / there*) going to the amusement park tomorrow.
6. The sugar had a negative (*effect / affect*) on the science experiment.
7. Nicole has (*fewer / less*) shoes than Sara.
8. The gas prices continue to (*raise / rise*).
9. Michael (*hanged / hung*) the picture for his mother.
10. Cindy, (*lay / lie*) the book on the table.
11. John scored higher on the exam (*then / than*) I did.
12. (*Who / Whom*) wants to go to the mall tonight?

Exercise 3: Circle the correct word choice for each of the following sentences.

1. Are you talking to (*I / me*)?
2. (*Who / Whom*) should I say is calling?
3. I want to put (*fewer / less*) sugar in my tea.
4. (*Its / It's*) time to go.
5. (*Your / You're*) going to be late.
6. I know you (*can / may*) do it all by yourself.
7. That is made of (*lead / led*).
8. We need to (*by / buy / bye*) some milk.
9. Haley did not mean to (*infer/imply*) that Jenny was to blame.
10. John had (*less / fewer*) travel time because he lives closer to the airport.
11. (*Whose / Who's*) watch is this on the counter?
12. I am going to (*lie / lay*) down for an hour.

10. LISTENING: My passion for furniture.

A. Fill in the gaps.

I have _____ furniture. I love it. I particularly love antique furniture. I love _____ houses and looking at all the beautiful sofas and chests and cabinets from hundreds of years ago. Making furniture used to be _____. They don't make furniture _____ to. Nowadays a lot of furniture is rubbish. A lot of it you have to make yourself! Actually, I _____. I like wandering around IKEA and seeing what they have. You _____ to have the _____ your furniture for you, but I like doing it myself. I'm studying _____ and would like to start my own furniture workshop one day. I'll _____ ideas with traditional ones. I'd like to _____ for green furniture that helps the environment.

11. WRITING.

Exercise 1: Have you ever thought about your dream country house? How will it look like? Compose an essay about it and make your dream happen (max. 250 words).

Exercise 2: Some people prefer to live in a house, while others feel that there are more advantages to living in an apartment. Are there more advantages than disadvantages of living in a house compared with living in an apartment? Compose an essay about it (max. 250 words).

12. READING.

Model Answer:

I live in an apartment and there are various types of furniture there. Some are purely **utilitarian** purposes and some are for **beautification** reasons only. To me, my **wardrobe** is very useful furniture that I would like to talk about. The wardrobe I have is big and has 5 drawers. As far as I recall, I bought it 3/4 years ago from a large furniture shop at (...say a furniture market name....). This piece of furniture is a very handy furniture for me.

I keep my dresses **organised** at the bottom three drawers. The second drawer from the top is the place where I keep my very personal **belongings** including my diary and keys. The top **drawers** are used for keeping **important** documents. I keep my academic documents, money receipts and warranty papers of different newly purchased devices in this drawer. All of the **drawers** are can be locked and this gives some additional security and privacy. I consider this piece of furniture very useful for me and that's why I like it. It is a good looking furniture that matches with the design and colour of other furniture of the room as well.

If I had not **owned** this furniture it would have been very difficult to keep my clothes arranges, valuable documents secured. I have placed my CD player at the top of the wardrobe and the CD's are placed inside a drawer. So you can guess how useful and **utilitarian** this furniture for me as I'm not using it only for placing dressed in the drawers. From the time I bought it till now, this piece of furniture has been **proven** to be a very useful one for me.

Similar Cue Card topics

Your ability to talk about this Cue Card Topic would also enable you to talk about the following Cue Card topics as well:

1. Describe a piece of furniture you have at your home.
2. Describe a piece of useful furniture you have at your room.
3. Describe a wood-made furniture you have at home.
4. Describe an old piece of furniture you have at your home.

13. SPEAKING.

A. Look at the picture of the up-to-date design objects. What is your first impression about them? Which one would you like to purchase one day? Talk about it in groups and present your ideas to the class.



UNIT 17. PHOTOGRAPHY

1. LISTENING: Photography.

A. Correct the spelling.

Photography is one of the world's best-**edvol** hobbies. Recently, it **meess** as though everyone in the world has become a photographer. It's so easy now to take good photographs. When I was a **ngeetrea**, photography was one of my biggest hobbies. I loved **ikagnt** photos of all kinds of things. I also had a lot of photographic equipment. I couldn't wait to get my photos **eedlovdp**. Now there are **iltdagi** cameras and phone cameras. Anyone can take really good photographs. What's more, we can use all kinds of **rfwsoate** to change our photos and display them **eiolnn**. I think photography will get easier and more interesting in the **trufe**. I still think great photographers will be like great **tssriat**.

2. READING.

Hobby: Bokeh photography

Life would be very boring without hobbies. We would appear like robots without feelings or color blind **creatures** or simply aliens on our own planet. A hobby or interest that has become well known recently is photography. People who share the same interest can also find **inspirational** photographs easily on internet. No need to go to an art gallery **regularly** to catch some inspirational thoughts or to see other masterpieces.

Photography is a wide field. There are fashion photography, **portrait photography**, journalistic photography, macro photography and so on. Moreover, there are many techniques to create an amazing photograph. One of those techniques is bokeh. In **photography**, bokeh (/boʊkɛ/) is the blur, or the **aesthetic quality** of the blur in out-of-focus areas of an image. **Bokeh** has been defined as "the way the lens renders out-of-focus points of light". However, differences in **lens aberrations** and aperture shape causes some **lens** designs to blur the image in a way that is pleasing to the eye, while others produce blurring that is unpleasant or **distracting**. Bokeh is pretty similar with other types of blur. In portrait photographs, blur is the background area behind the subject of the photograph. In ordinary camera, blur can be produced automatically on setting menu but it produces standard blur. This standard blur is common. However, bokeh is not just any blur. **Commonly**, particular type of lens is needed to create the bokeh photograph. In this bokeh technique, the **lens** and **aperture** shape have to be adjusted. After that, it can create **circle-shaped blur** which is uniquely attractive to the eye. This **bokeh** technique can be used in portrait photography. It is useful to **capture portrait** or any other photographs with particular subject in front and the light behind. For example, a portrait with city lights background can be captured. However, the background is not only limited for lights but also any other backgrounds can be produced as bokeh photograph. It makes an out-of-focus background so the subject becomes stand out.

As a beginner in photography, one can produce a bokeh photograph with DSLR (Digital Single Lens Reflect) camera to produce a professional-looking photograph. However, you can use your phone camera too. You don't need to buy those expensive **photography equipments**. The things you need are camera and the **perfect angle** with the lights as the background. Moreover, a cup of creativity is needed to create an amazing bokeh **masterpiece**.

A. Compose sentences using each word.

- **bokeh** – a technique in photography to create a circle-shaped blur;
- **lens** – thin curved piece of glass or plastic used in camera;
- **aperture** – the size of the hole through which light passes to reach the film.

3. GRAMMAR FOCUS: Punctuation.

Exercise 1: Add punctuation to these sentences (Use Capital letters where needed).

1. when is he getting his new car
2. ouch that really hurt
3. im going home now she said
4. she went to the shop and bought carrots beans bread and milk
5. I visited my brother in law on the weekend
6. stop you can't go in there
7. when is your appointment
8. pauls car has broken down

4. LISTENING: Digital cameras.

A. Fill in the gaps.

Digital cameras _____. I love my digital camera. I take it everywhere with me. My friends _____, but I've got _____ really good photos. Digital cameras are so much better _____ cameras with film. They're also much better than mobile phone cameras. My digital camera _____ pocket and takes great photos. I usually take a few photos every day and _____ online for my friends to see. The best thing about digital cameras is that they _____ to use. It's child's play. The good thing is that digital cameras today _____ quality photos _____ only get on really expensive cameras. All you need is 10 to 12 megapixels. That's _____.

5. READING.

The selfie

As many of us carry our cameras or phones almost **constantly**, one particular style of picture is becoming ever more **ubiquitous**: the selfie, a photo that you take of yourself. The "selfie" is not new; artists, both **amateurs** and professionals **alike**, have always produced self-portraits. Personally I didn't enjoy art at school (probably because I was never very good at it) but I do remember that we were always drawing pictures of our faces. **Nevertheless**, I think this shows just how old the self-portrait is.

The only thing that has really changed is the technology which we use to create **self-portraits**. We have gone from pencil to the digital camera. Well, that and the fact that the digital version has now been abbreviated to selfie (a word now so popular that it was named the Oxford English Dictionary Online's 'Word of the Year'). Traditionally, the best way to take a selfie was **to stand in front of a mirror**. This was fine though it does look a little silly as, no matter how hard you try, you cannot hide the camera. Of course, phones now have cameras on both the back and the front so you don't need a mirror to **guide** you. The **drawback** to this more modern method is that you can usually see the photographer's arm in the photo.

I don't really understand the attraction of the selfie. Taking a photo of yourself in the bathroom doesn't provide the best scenery (especially if you forget to put the toilet seat down, gentlemen). At famous tourist attractions, it always saddens me to see people take selfies; travelling on your own is fine, but are you so mistrustful of strangers that you cannot ask a passer-by to take the photo for you? It also seems **bizarre** when people take photos of themselves on public transport; again, the scenery is not exactly the best. However, there has been a great deal of **controversy** over the selfie. Recently, one New York tourist took a selfie with a man threatening to commit suicide **on the ledge of** a bridge behind her; and, even more recently, Barack Obama, along with David Cameron and the Danish Prime Minister, Thorning Schmidt, took a "group selfie" at Nelson Mandela's funeral.

6. SPEAKING.

A. Is taking photos an addiction or a hobby in our life? Talk about it with your groupmates in the class.

7. WRITING.

Exercise 1: Are you afraid of heights? Can you write a caption for this photo?



8. GRAMMAR FOCUS: Prefixes.

Exercise 1: Complete the sentences below. Use the prefix *re-* with the words in the box. Use various tense forms as needed.

start	do	injure	write	heat	enter	dial	schedule
tell	hire	invent	send	adjust	new	use	think

1. Our dinner is cold. Let's put it into the microwave – and it.
2. I played football too soon after I hurt my leg, so I think I've my leg.
3. My classmate's student card is too old. She has to the card.
4. Don't throw away that empty plastic bag. We can keep it and it.
5. Mr. Smith didn't get the email you sent yesterday. You'll have to it.
6. I arrived in Canada last month but now I have to leave and the country.
7. I already did my homework but my dog ate it. I have to it.
8. Unfortunately, I've scheduled two meetings for 3 o'clock. I'll have to one of the meetings.
9. I wrote a story but I don't like it. I want to the ending.
10. First, we listened to a story. Then, we the story in our own words.
11. My computer has a problem. I'm going to turn it off and then it.
12. Henry lost his job in January, but the company a few months later.
13. My airplane seat isn't comfortable. I want to it and change the position.
14. Oops! I just called the wrong number. I'll have to and try again.
15. We should our decision to buy a car. Let's think about it again.
16. I'm going to the wheel! I know I can make a new and better wheel!

Exercise 2: Complete the sentences below. Use the prefix *un-* with the words in the box.

complicated	healthy	clear	believable	answered	acceptable
kind	finished	employed	used	afraid	furnished
	able	comfortable	expected	happy	

- Smoking isn't good for your body. It's very
- The company's annual report is I have to finish it by tomorrow.
- I was to go to the meeting yesterday because I was sick. I couldn't go.
- Of course, my teammates were after we lost the game.
- We like our math teacher. He makes difficult problems seem easy and
- The new apartment we moved into doesn't have any furniture. It's
- My brother doesn't have a job. He's still
- It snowed yesterday and it's August! It's!
- I don't understand how to use this new machine. The instructions are
- Ouch! My new shoes are a little too small. They feel
- Sue forgot to answer all the test questions. There were two questions
- The car I bought is new. It's completely
- I don't like Sam. He's not very nice. Sometimes, he can be
- Mikey is only three years old but he is of the dark.
- You're always late for work! It's! You must come on time!
- I was quite surprised when our boss gave us a holiday. It was

Exercise 3: Complete the sentences below. Use the prefixes *im-* or *in-* with the words in the box.

polite	expensive	effective	sensitive	decisive	attentive
probable	formal	active	perfect	valid	describable
	moral	possible	significant	sufficient	

- The train tickets didn't cost very much. They were
- Jonny wasn't paying attention to his teacher. He was
- It's not possible to learn a new language in just one day. It's
- My friend always finds it difficult to make decisions. He's very
- You don't have to wear a suit and tie to the meeting. It will be
- Don't be Try to be more active and get more exercise.
- The diamond wasn't perfect. It was
- People may think you are if you forget to say, "Thank you."
- My son's room was very messy. I can't describe it. It was
- The medicine I took didn't help me. It was
- It wasn't nice to say that your friend was stupid. It was
- I can use my driving license in Canada but it's in other countries
- The money I have isn't enough to buy a new car. It's
- Killing another person is usually illegal and
- The number of mistakes I made was I still got an A+ on the exam!
- I don't believe you saw a space alien. It's possible but

9. WRITING.

Exercise 1: Do you have any favourite photographer and model? Compose an essay about them and make your essay interesting to read (max. 250 words).

10. SPEAKING.

A. What does it take to create a professional photo? Look at the photo and express your opinion about it. Talk about it with your groupmates in the class.



11. WRITING.

Exercise 1: Can you write a caption for this photo? What an inspiring moment!



12. GRAMMAR FOCUS: Reported Speech, Indirect Speech.

Exercise 1: Change these direct questions into Reported Speech.

1. "Where is he?"
She asked me
2. "What are you doing?"
She asked me
3. "Why did you go out last night?"
She asked me
4. "Who was that beautiful woman?"
She asked me
5. "How is your mother?"
She asked me
6. "What are you going to do at the weekend?"
She asked me
7. "Where will you live after graduation?"
She asked me
8. "What were you doing when I saw you?"
She asked me
9. "How was the journey?"
She asked me
10. "How often do you go to the cinema?"
She asked me

Exercise 2: Complete reported statements in Past Simple Tense.

1. "I went to the cinema yesterday."
She said
2. "Jane left the party early."
She told me
3. "I didn't go out at the weekend."
She said
4. "He didn't like chocolate as a child."
She said
5. "They visited Japan."
She said
6. "She didn't buy the dress."
He told me
7. "I travelled through India and Pakistan."
She told me
8. "He met his girlfriend in a café."
She said
9. "David didn't arrive until 10 o'clock."
She said
10. "We went to the park to have a picnic."
She told me

UNIT 18. GOING IN FOR SPORTS

1. GRAMMAR FOCUS: Whatever, whenever, wherever, etc.

Whatever, whenever, wherever and whoever are used to show that something does not matter. For example:

“You should do whatever you can to fix the problem”.
 “I will clean my room whenever I have time”.
 You can bring whoever you like to the party”.
 “Wherever you decide to go, call me and let me know”.

Exercise 1: Fill in the correct answer. Use the words in the box.

however	whatever	whatever	whenever
wherever	wherever	whichever	whoever

1. Do you want, just don't come to me if it all goes wrong.
2. It's impossible to say what time Ramsey will arrive. He just turns up he wants.
3. Sit down you like.
4. You can invite you like – It's your party!
5. hard I try, I still can't find a job.
6. There are two dictionaries in the cupboard. Borrow one you want.
7. I would love to be rich enough to buy I wanted.
8. We had a great time in Botswana. The people were nice we went.

Exercise 2: Answer the questions below. There are many possible answers. Use *whatever, wherever, whenever, etc.*

1. (A) Do you think we should go to Paris on our holiday?
 (B)
2. (A) What's for dinner?
 (B)
3. (A) Is Monday a good time for a meeting?
 (B)
4. (A) I always go to a gym to exercise. How about you?
 (B)
5. (A) Do you think we should ask Bill to fix the light?
 (B)
6. (A) Who can I invite to the birthday party?
 (B)
7. (A) What time can I arrive at your place?
 (B)
8. (A) Should I buy bananas or oranges?
 (B)

2. WRITING.

Exercise 1: What kind of sport do you like the most? Compose an essay about the importance and benefits of going in for sports (max. 250 words).

3. LISTENING: Exercise.

A. Fill in the gaps.

Exercise is something most of us _____. A lot of us avoid it altogether. I do a lot of exercise, but not because I like it. I do it because _____ stay slim and healthy. I always feel great after exercising, so _____ parts to it. The thing I hate most is getting ready. It's really difficult after a _____ to come home and then prepare for your exercises. I really _____ do it when I'm getting changed. I hate _____ stretching. I also hate _____ minutes of a run, swim or cycle. But then once my lungs _____, I settle into a rhythm and things _____. Recently I bought an exercise bike. Sitting in my house cycling to _____ watching TV is a great way to get some exercise.

4. SNAPSHOT.

SPORTS@UNIVERSITY OF HOBURN

Your university sports team needs YOU!

Make friends at the University of Hoburn Sports Club.
We have teams for everyone ...

We need players for the:

- football team
- athletics team
- swimming team
- volleyball team
- rowing team

We also have:

- yoga classes
- swimming pool
- sports café with TV

It's FREE to join!

NEW volleyball Tuesdays @ 6pm

NEW athletics Thursdays @ 5pm

NEW rowing Fridays @ 3pm

www.uoh.edu.uk-sports

A. Which of these are sports? Circle them.

swimming pool	tennis	football	volleyball
sports café	athletics	university	swimming

B. Define true or false statements.

1. There are yoga classes at the University of Hoburn. *True False*
2. There is a TV at the sports café. *True False*
3. The rowing club meets on Saturdays. *True False*
4. The volleyball team meet at 6 p.m. *True False*
5. The athletics club meets on Tuesdays. *True False*
6. It costs £10 to join. *True False*

C. Complete the sentences with words from the box.

3 p.m.	swimming team	Thursday	TV	to join	Tuesday
--------	---------------	----------	----	---------	---------

1. At the University of Hoburn you can play volleyball on
2. At the University of Hoburn you can join the athletics team on
3. The rowing club is on Friday at
4. The University of Hoburn needs players for the football team, athletics team, volleyball team, rowing team and the
5. The University of Hoburn also has a sports café with
6. The university sports teams are free

D. Discussion.

1. What sports do you play?

5. SPEAKING.

A. Activity notes.

Lead-in to this activity with a quick review of ‘Yes/No’ questions with verbs (‘Do’ and ‘Did’) and ‘be’ verbs (‘Are’ and ‘Were’) – both present and past forms.

- Do/Did you + verb
- Are/Were you + noun/adjective/preposition (with place)

‘FIND SOMEONE WHO’ Activity – Version I

Distribute one activity handout to each learner. Have your students stand and find different classmates to interview. When a classmate answers ‘Yes’, the interviewer should write the classmate’s name and ask for and record additional information.

For example:

A: Did you exercise this morning?

B: Yes, I did.

A: (writes classmate’s name in the box) What kind of exercise did you do?

B: I did yoga.

A: (writes this information in the box)

When a classmate answers with ‘No’, the interviewer should leave the box empty. Another classmate may later answer ‘Yes’ for this question.

IMPORTANT: Be sure to *model* this activity with a student. Consider using the board to write a similar conversation as above.

‘FIND SOMEONE WHO’ Activity – Version II

Although not the ‘traditional’ Find Someone Who activity procedure, this second version is more interesting and easier to manage in class. In this version, students are allowed to ask one classmate one question (excluding follow-up questions) – and the answer, no matter ‘Yes’ or ‘No’, is written in the box. After a mutual interview exchange, students can move on to find another classmate to speak with. ‘Version 2’ guarantees that every box can be filled, and that students will not stick with just one classmate in an attempt to find a ‘Yes’ answer.

Wrap-up

Wrap-up either version by having your learners sit down in pairs or groups of three and share the information they collected. Finally, elicit any especially interesting information your learners may have discovered.

NAME: _____

DATE: _____

Find Someone Who ...



Did you exercise this morning?

EXERCISE and SPORTS

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... exercised this morning.				
... played a sport yesterday.				
... is a member of a sports team .				
... loves to watch sports on TV.				
... wants to exercise after class.				
... swims almost every week.				
... played basketball with friends last month.				

Do you ...?	Did you ...?	Are you ...?	Were you ...?
Yes, I do. No, I don't.	Yes, I did. No, I didn't.	Yes, I am. No, I'm not.	Yes, I was. No, I wasn't.

B. Ask your groupmates the questions about exercises and sports.

- What kind of exercise do you hate? Why don't you like it?
- Do you think you get enough exercise each week?
- Do you like to watch sports on TV? Why? / Why not?
- What sports are you best at?
- Should schools give more time to students to play sports?
- What are four examples of 'team sports'?
- What strange or unusual sports do you know about?
- What is the most popular sport in the world? Do you like it?
- What is the best age for children to learn how to swim? Why?
- Do you know how to swim? Why? / Why not?
- Which sports do you think are really boring? Why?
- Should older people stop exercising? Why? / Why not?
- Baseball or football: which is better? Why?








6. LISTENING: Are you good at sport?

A. Unjumble the words.

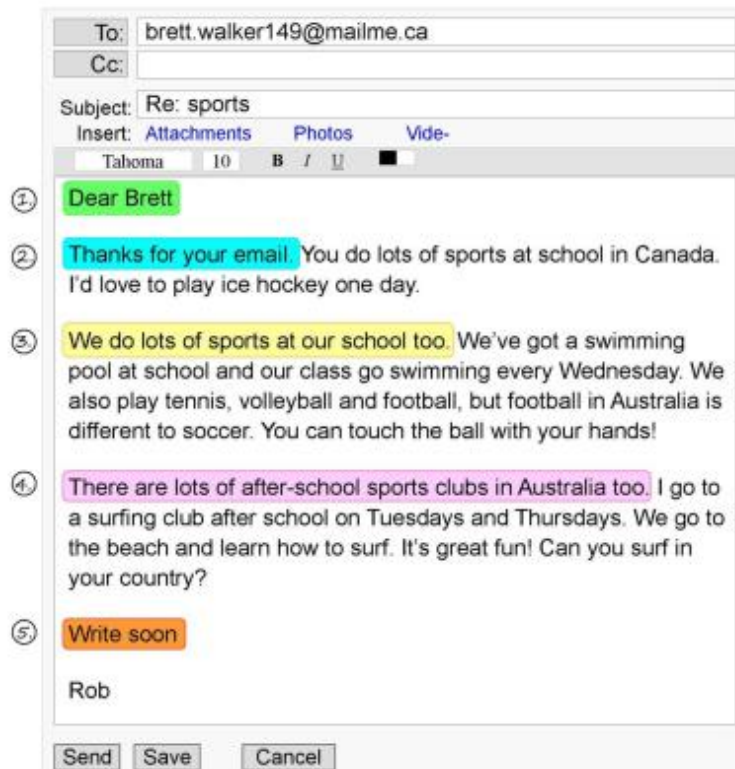
Are you good at sport? I'm not, but I love watching and playing all kinds of sport. My favourite sport is football – **with kind the ball round the**, not American football. I **football at good very wasn't kid a was I when**. This did not stop me playing. **with park the in played I friends my** for hours every day. What is your national sport? Do you like it? **love I sumo sport national Japan's**. It is one of the most exciting sports in the world. You have to spend **a and to the know little the time rules getting** fighters. The greatest **that brings about is it thing sport people together world the over all from**. Another good thing is that it keeps us healthy. Sports stars are very lucky. They **job love doing fit and their it by stay** every day. What are you going to play next?

7. SNAPSHOT.

A. Write the names of the sports in the boxes below the picture.

volleyball football/soccer ice hockey rugby	
hockey	American football Australian rules football surfing
	
	
	
	
	

B. Answer the e-mail and remember top tips for improving your writing skills.



C. Define true or false statements.


1. Rob is from Canada. **True False**
2. Rob wants to try ice hockey. **True False**
3. There is a swimming pool at Rob's school. **True False**
4. Rob goes swimming on Tuesday and Thursday afternoons. **True False**
5. Rob thinks football in Australia and soccer are the same. **True False**
6. Rob often goes to the beach. **True False**

D. Rewrite this e-mail and put it into paragraphs like Rob's email above. Follow the sentences order:

1. Begin the e-mail
2. Reason for writing
3. First main idea
4. Second main idea
5. End the e-mail

Dear Rob Great to hear from you! Let me tell you about sports at school in Canada. At school we play a lot of team sports like soccer, baseball and basketball. My favourite team sport is basketball. I'm good at it because I'm very tall. I play basketball two days a week on Wednesdays and Fridays. I also go swimming at school, but I don't really like swimming. It's boring! We do lots of sports after school in Canada. I live in Calgary and it's very cold in winter, so we do lots of winter sports like ice hockey, snowboarding and skiing. It always snows a lot in winter and I go skiing every weekend. It's great fun! I play ice hockey for my town, in the under 14s team. Last week I scored a goal! Write soon and tell me about sports in Australia. Brett

E. Write the correct word in the box below the picture.

gymnastics		boxing	diving	rowing	hockey	volleyball
fencing		wrestling	swimming	athletics	track	marathon
						
						
						

F. Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

- | | |
|---|----------------------|
| 1. Sports that include running, jumping and throwing. | a. boxing |
| 2. Two people fight just using their hands. They wear special gloves. | b. athletics |
| 3. Jumping or falling into water. | c. rowing |
| 4. Two people fight using swords. | d. diving |
| 5. Similar to dancing. You need a lot of strength, balance, coordination and flexibility. | e. hockey |
| 6. A team sport. You have to move the ball into the opponent's goal with a stick. | f. marathon |
| 7. A long-distance running race. It's 42.195 km! | g. fencing |
| 8. Athletes race in boats on rivers or lakes. | h. swimming |
| 9. Athletes race in the water. | i. volleyball |
| 10. A team sport with six players on each side. You hit the ball over the net with your hands. | j. gymnastics |

J. Discussion.

1. What's your favourite Olympic sport?

8. WRITING.

Exercise 1: Do you know any international sports events? What is the most famous international sporting events do you know? Compose an essay about it (max. 250 words).

9. GRAMMAR FOCUS: Passive Voice.

Exercise 1: Make the sentences passive.

1. Somebody has cleaned the kitchen.
2. Somebody has watered the plants.
3. Somebody has taken the money.
4. Somebody has bought the presents.
5. Somebody has finished the report.
6. Somebody has killed the President.
7. Somebody has repaired the road.
8. Somebody has elected that man.
9. Somebody has learned lessons.
10. Somebody has fired John.

Exercise 2: Make the sentences passive.

1. Somebody will clean the windows.
2. Somebody will meet you at the airport.
3. Somebody will process your application.
4. Somebody will find your glasses.
5. Somebody will bring food.
6. Somebody will help you.
7. Somebody will steal that bicycle.
8. Somebody will take your order.
9. Somebody will write a new book.
10. Somebody will build a stadium.

Exercise 3: Change these sentences from active to passive, where you will use mixed tenses.

1. People speak Portuguese in Brazil.
2. The Government is planning a new road near my house.
3. My grandfather built this house in 1943.
4. Picasso was painting Guernica at that time.
5. The cleaner has cleaned the office.
6. He had written three books before 1867.
7. John will tell you later.
8. By this time tomorrow we will have signed the deal.
9. Somebody should do the work.
10. The traffic might have delayed Jimmy.

Exercise 4: Change these sentences from active to passive, where you will use mixed tenses.

1. Everybody loves Mr. Brown.
2. They are building a new stadium near the station.
3. The wolf ate the princess.
4. At six o'clock someone was telling a story.
5. Somebody has drunk all the milk!
6. I had cleaned all the windows before the storm.
7. A workman will repair the computer tomorrow.
8. By next year the students will have studied the passive.
9. James might cook dinner.
10. Somebody must have taken my wallet.

10. SPEAKING: Camping.

A. Discuss the questions below with your partner.

Student 'A':

1. Do you like camping? Why? / Why not?
2. Where is the best place to go camping that you know about?
3. Why do people like to go camping?
4. Is nature important? Why? / Why not?
5. Are there many mosquitos where you live?
6. What is the best month to go camping where you live? Why?
7. Talk about the last time you went camping.
8. Is camping a safe activity? Why? / Why not?
9. What can you do if you get lost when you go camping?
10. What kind of wildlife can you see in your country?

Student 'B':

1. When was the last time you went camping? Where did you go?
2. Talk about a bad camping experience that you had. What happened?
3. Why don't some people like to go camping?
4. Do you like to go hiking? Why? / Why not?
5. Do you know how to make a camp fire?
6. What did people do before there was bug spray? How did they keep mosquitoes away?
7. Do you own a tent? If 'yes', what kind? If 'no', do you want one? Why? / Why not?
8. What kinds of dangerous animals are there where you go camping?
9. What are the three most important things to bring with you when you go camping?
10. Do you plan to go camping soon? Why? / Why not?

B. Do you like camping? Look at the photos of unusual camping ideas and express your first impression about them. Which one do you like the most? Talk about it with your groupmates in the class.



11. WRITING.

Exercise 1: Complete the sentences with the words in the box.

barbeque	bug spray	camp fire	camp site	compass	wildlife			
flashlight	forest	hike	map	nature	sleeping bag	stars	supplies	tent

1. People usually stay in a when they go camping, not in a house.
2. Many people like to camp in a but you can also camp on a mountain or in a desert.
3. A) What kind of did you bring?
B) I brought food, water and clothes.
4. Let's start a and cook some food.
5. It's getting dark. Where's our
6. You can see lots of at night.
7. A is the place where you put your tent.
8. When I leave the city, I love to relax and enjoy: birds, trees and flowers.
9. A can show you the directions of north, south, east and west.
10. A compass and a can help you find your way, so you don't get lost.
11. There are too many mosquitos and other bugs around here. Do you have the
12. A comfortable can help you to sleep well at night.
13. Many people like to through the forest when they go camping.
14. I'm hungry! Let's have a
15. I like camping, but I'm afraid of the dangerous like bears and snakes.

Exercise 2: Complete the sentences with the words in the box.

athlete	volleyball	weights	coach	trophy	finish line
first place	team	gold medal	Olympics	race	
score	stadium	starting	swimming pool		

1. Many athletes lift heavy to make themselves become stronger.
2. A is a person who can help an athlete become better at his or her sport.
3. The Summer is an international sporting event that is held every four years.
4. Fifty thousand people sat in the
5. I was the last person to cross the
6. My son ran really fast and won the
7. Some people prefer to swim inside in an indoor
8. Football is an example of a sport where you play with several other people.
9. Third place, and second place are okay, but I want to win
10. My daughter was the first person to leave the in the 100 meter dash.
11. We were very upset when our favorite team didn't even one goal.
12. Michael Phelps has won eighteen Olympic s, more than anyone else in history.
13. An is any person who plays a sport that involves running, jumping, or throwing.
14. Our school has won many large s.
15. is just one of many sports that uses a ball. Can you think of any other sports?

12. GRAMMAR FOCUS: Gerund, Infinitives.

Exercise 1: Put the verb into the correct form.

1. I don't fancy (*go*) out tonight.
2. She avoided (*tell*) him about her plans.
3. I would like (*come*) to the party with you.
4. He enjoys (*have*) a bath in the evening.
5. She kept (*talk*) during the film.
6. I am learning (*speak*) English.
7. Do you mind (*give*) me a hand?
8. She helped me (*carry*) my suitcases.
9. I've finished (*cook*). Come and eat!
10. He decided (*study*) Biology.

Exercise 2: Put the verb into the gerund or Infinitive with *-to*.

1. She delayed (*get*) out of bed.
2. He demanded (*speak*) to the manager.
3. I offered (*help*).
4. I miss (*go*) to the beach.
5. We postponed (*do*) our homework.
6. I'd hate (*arrive*) too late.
7. She admitted (*steal*) the money.
8. I chose (*work*) here.
9. She waited (*buy*) a drink.
10. I really appreciate (*be*) on holiday.

Exercise 3: Put the verb into the correct form.

1. I dislike (*wait*).
2. He asked (*come*) with us.
3. I promise (*help*) you tomorrow.
4. We discussed (*go*) to the cinema, but in the end we stayed at home.
5. She agreed (*bring*) the pudding.
6. I don't recommend (*take*) the bus, it takes forever!
7. We hope (*visit*) Amsterdam next month.
8. She suggested (*go*) to the museum.
9. They plan (*start*) college in the autumn.
10. I don't want (*leave*) yet.

Exercise 4: Put the verb into the gerund or Infinitive with *-to*.

1. I couldn't help (*laugh*).
2. It seems (*be*) raining.
3. I considered (*move*) to Spain.
4. They practised (*speak*).
5. Finally I managed (*finish*) the work.
6. I really can't stand (*wait*) for the bus.
7. Unfortunately, we can't afford (*buy*) a new car this year.
8. She risked (*be*) late.
9. I'd love (*come*) with you.
10. I prepared (*go*) on holiday.

13. READING.

Winter sports

Winter is the coldest season of the year. That's why when talking about winter sports I think of all the sports that have something to do with ice and snow. I can say that I am a fan of sports, be it winter or summer ones, but I find winter sports more **spectacular** and **engaging**. When I'm asked about winter sports I think of biathlon, bobsleigh, curling, ice hockey, figure **skating, luge, skiing, snowboarding**. All these sports are included in the Olympic Games and are worth admiring. I think that the athletes who participate in the Olympics deserve sincere respect.

As for me, I've always been into snowboarding. Luckily, there are some friends of mine who **support my choice** and we go snowboarding in the mountains together. To be honest, I think that it's the best and the **fastest growing winter sport**. Many teenagers **across the world** go snowboarding and try to do various tricks. I know that for the first time people started using the snowboard in the 1920s and since then the activity has been **rapidly progressing**.

I myself began **snowboarding** from a young age, as my parents were fond of this sport. Today, we often go snowboarding together. A lot of people influenced my skills and taught me **new tricks**. My first teacher was my father. After him I had several **qualified** trainers. And when I started feeling more comfortable, I was allowed **to go snowboarding** with my friends. I never miss the **competitions** that take place in our region and I certainly watch the various winter sports on TV.

• *Questions:*

1. What kind of winter sports do you know?
2. What is the main impact of winter sports on our life?

Extreme sports

Many people today go in for extreme sports. Perhaps, they find ordinary sports too boring and unexciting. It is also known that **extreme sports** help to build **character** and **form a strong personality**. There are different types of extreme sports, for example, **rock climbing, rafting, scuba diving, surfing, snowboarding, parachuting, hang-gliding, bungee jumping** etc. These activities usually involve speed, height and a good level of physical training. However, they become more and more popular even among the beginners. Doing such sports people learn how to **overcome** difficult situations and how to **survive in an emergency**. It also **develops patience** and self-control, and helps to control your fear.

More importantly, it gives the sense of achievement. I have always **been scared of** parachuting, but **surfing** or **windsurfing** don't seem frightening to me at all. I like doing these sports. Some people might think that they are **rather dangerous** or **risky**. They simply don't know how it feels to be out there standing on the surfing board. I think when you risk you learn how to use your head before acting. Nowadays, many young people find these activities entertaining and spend their free time **paragliding** or surfing.

At the same time most adults think that there are safer sports, which also help to build your character. For example, swimming, football, ice hockey, skiing and some others. In conclusion I'd like to add that even though I **don't parachute** or **scuba dive myself**, I admire people who **dare to do** such sports. I think it requires **a lot of courage** and **inner strength** to do extreme sports.

• *Questions:*

1. What is the difference between ordinary sports and extreme sports?
2. What are the skills required to have before going in for extreme sports?

UNIT 19. COMMUNICATION

1. LISTENING: Giving directions.

A. Fill in the gaps.

I'm hopeless at giving directions. _____ confused. I'm sure I send people _____ wrong direction. For some reason, I always get stopped for directions in the street. I _____ someone if it's just a block or two, but that's it. If it's _____ town, I'll send you in the opposite direction, guaranteed. The funniest thing is asking for directions in _____. I'm pretty good at saying where _____, but when I receive the directions, I understand nothing. I _____ and smile and say "thank you very much". The person _____ thinking I understood the directions. I'm _____ people who can give directions from one town to another. They must have _____ their head!

B. Correct the spelling.

I'm **epelhoss** at giving directions. I get very **dfenscou**. I'm sure I send people in totally the **wrogn** direction. For some reason, I always get stopped for directions in the street. I can usually **ceidtr** someone if it's just a block or two, but that's it. If it's half way across town, I'll send you in the **ptieopso** direction, guaranteed. The funniest thing is asking for directions in another **ggeanlua**. I'm pretty good at saying where I want to go, but when I **recevei** the directions, I understand nothing. I nod my head and **mlsei** and say "thank you very much". The person walks away **nkgnihti** I understood the directions. I'm impressed by people who can give directions from one town to **aerhtno**. They must have a map inside their head!

2. GRAMMAR FOCUS: Word order.

Exercise 1: Write the words below in the correct order. Then, decide if they are true or false.

You may have to use your opinion. Discuss with a classmate.

1. largest Asia is continent the.
2. planet Our earth the smallest is
3. is the exercise best Swimming kind of.
4. most the delicious food Pizza is.
5. dangerous are animals the most Turtles.

Exercise 2: Write the words below in the correct order. Then, ask your questions to your classmates.

1. you English do study?
2. a your have brother job does?
3. to do you like go where shopping?
4. often TV do you after class watch?
5. what Saturdays you like to do on?

Exercise 3: Read the story below and find 17 mistakes.

My name is boris and my wife's name is Natasha. My wife works in a shop and Im a mechanic Every afternoon we walk in the park with our dog. We always go to english class on monday night We often meet with John Julia and peter on friday nights. What do we do. Usually we eat dinner together and sometimes we watch a movie. On saturday we usually clean the house garden and my car. On sunday we go for a picnic by the river or we go to the Beach. We dont work on sunday because it is our day off?

3. SPEAKING.

A. Ask your partner where people/places are. Draw them on your map.

AIRPORT ARRIVALS TERMINAL

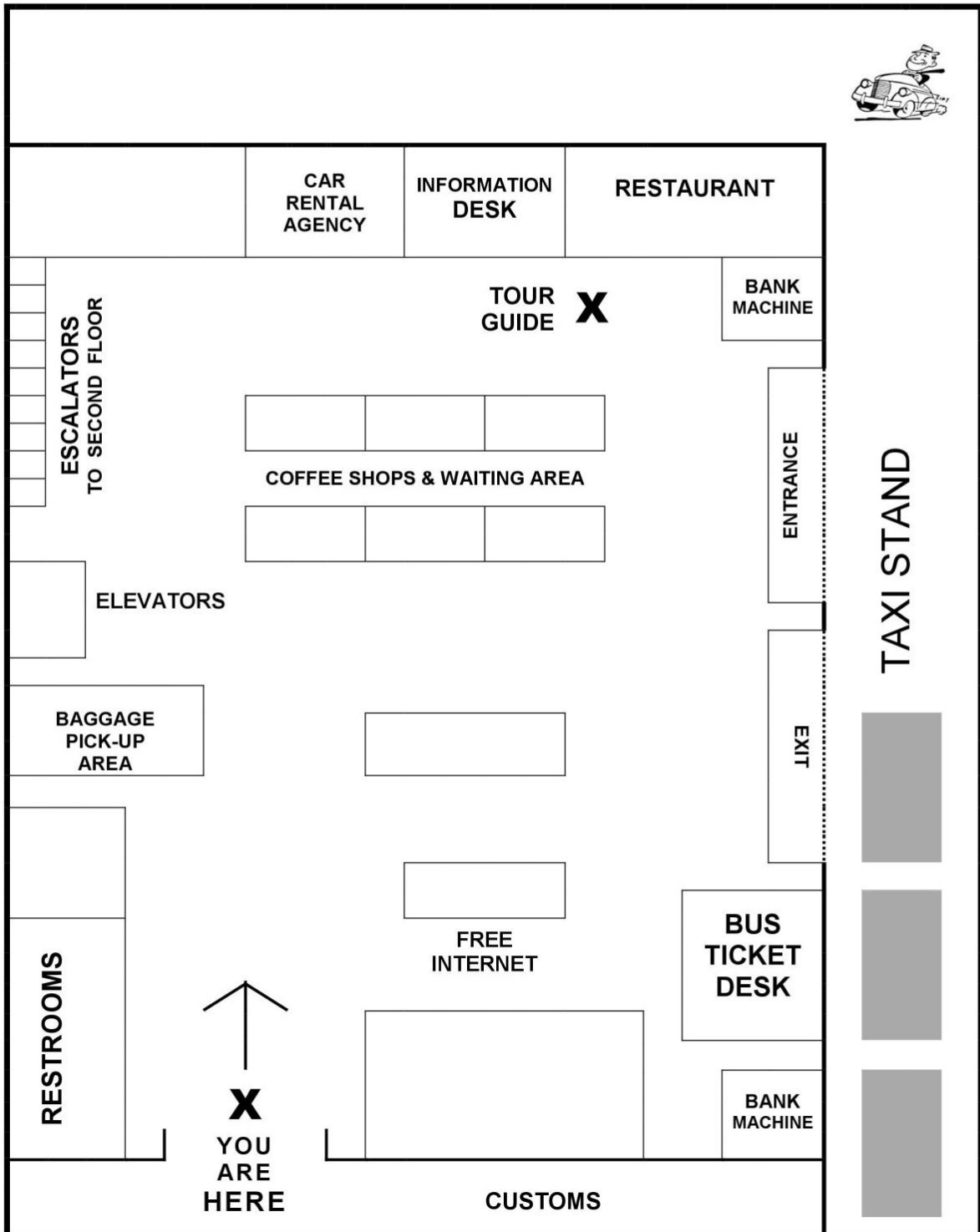
A

- Ask your partner where these people / places are. Draw them on your map.

Airport Bus
Bank

Tourist Info Service
Public Phones

Lost and Found
Your Classmate



AIRPORT ARRIVALS TERMINAL

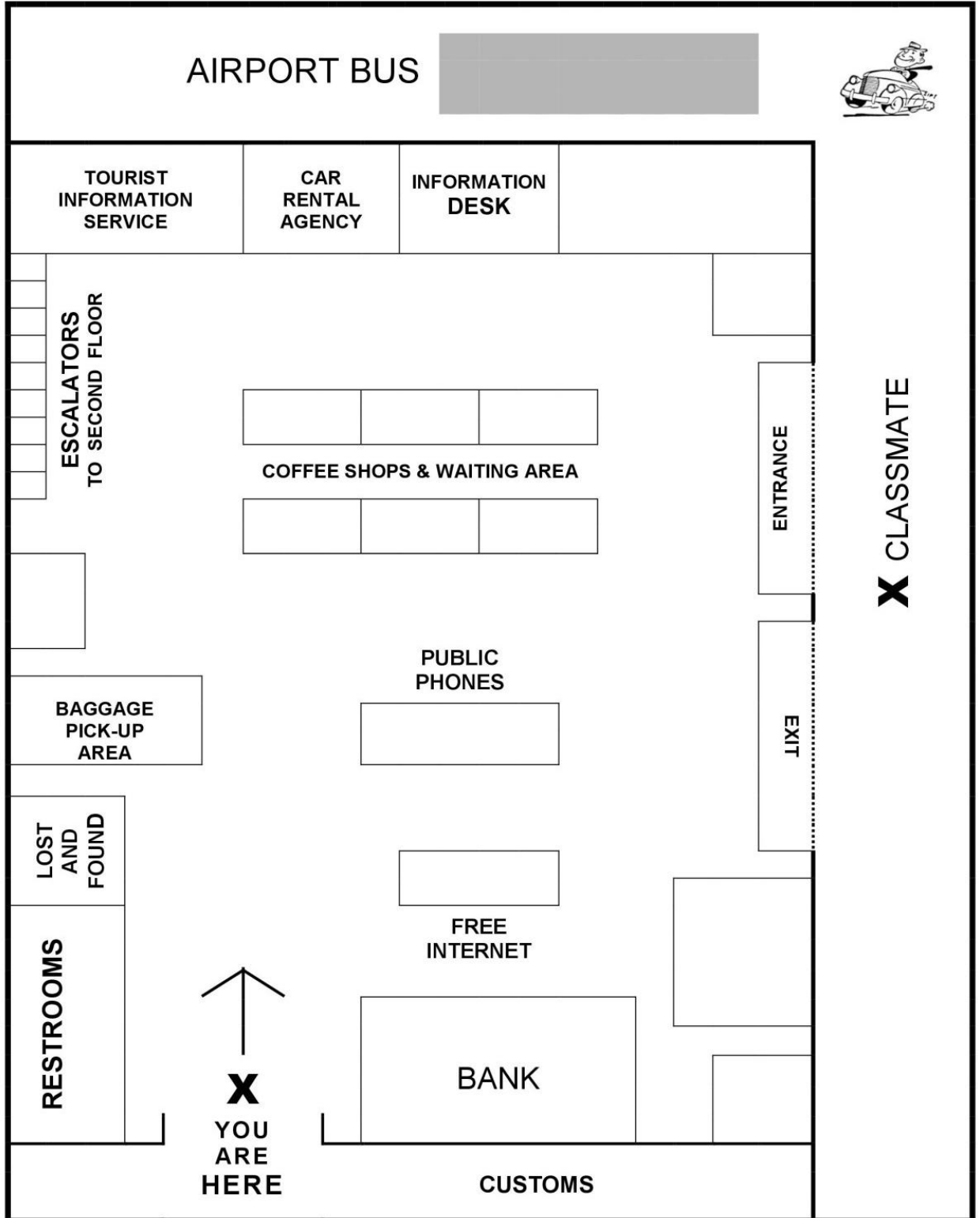
B

- Ask your partner where these people / places are. Draw them on your map.

Taxi Stand
Restaurant

Bank Machines
Bus Ticket Desk

Elevators
Tour Guide



B. Where do people live? Ask your partner for directions.

Asking for and Giving Directions

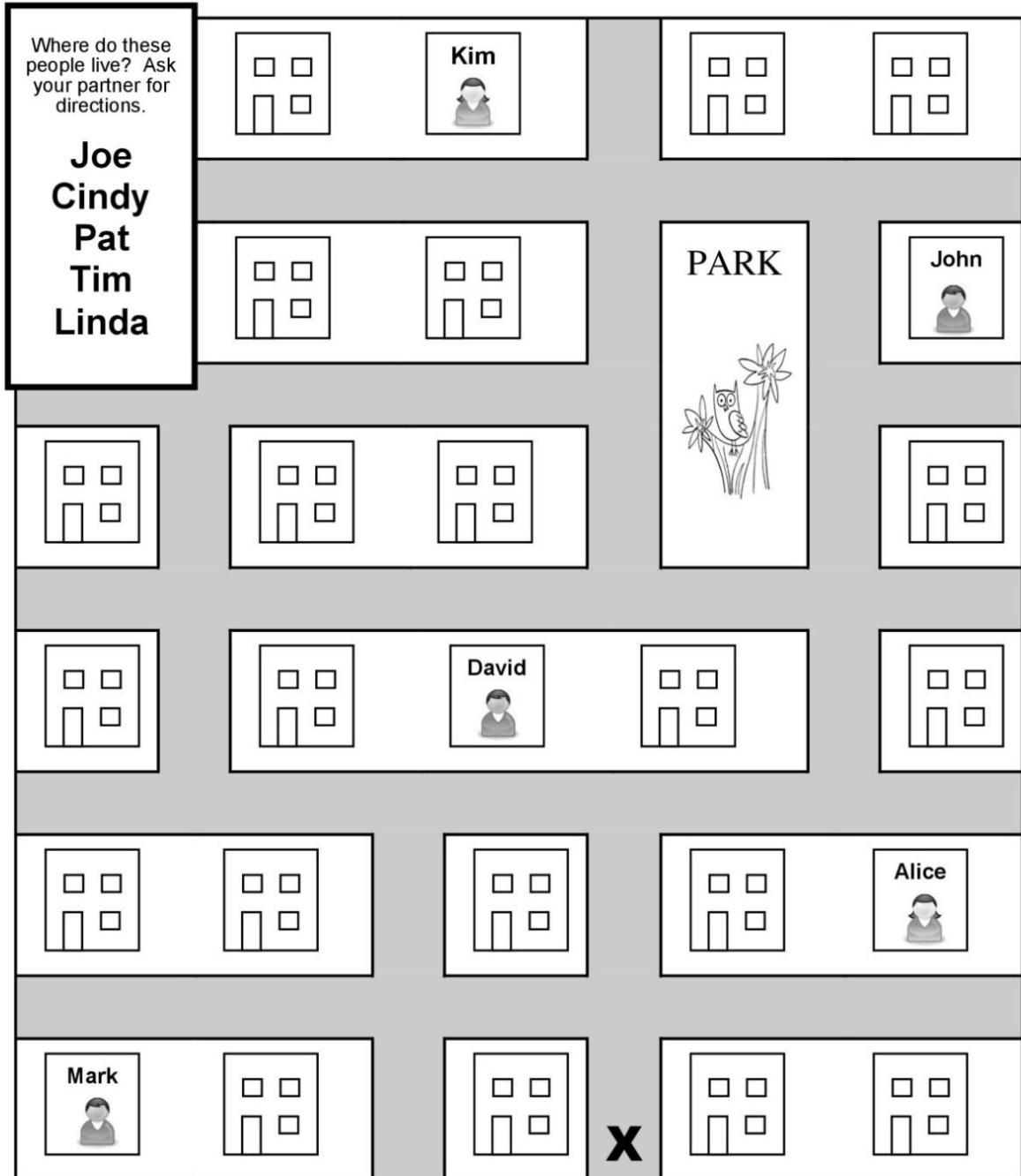
A

go straight
turn right / left

go one block
go two blocks

on the corner
across from

next to
between



Start here



Asking for and Giving Directions

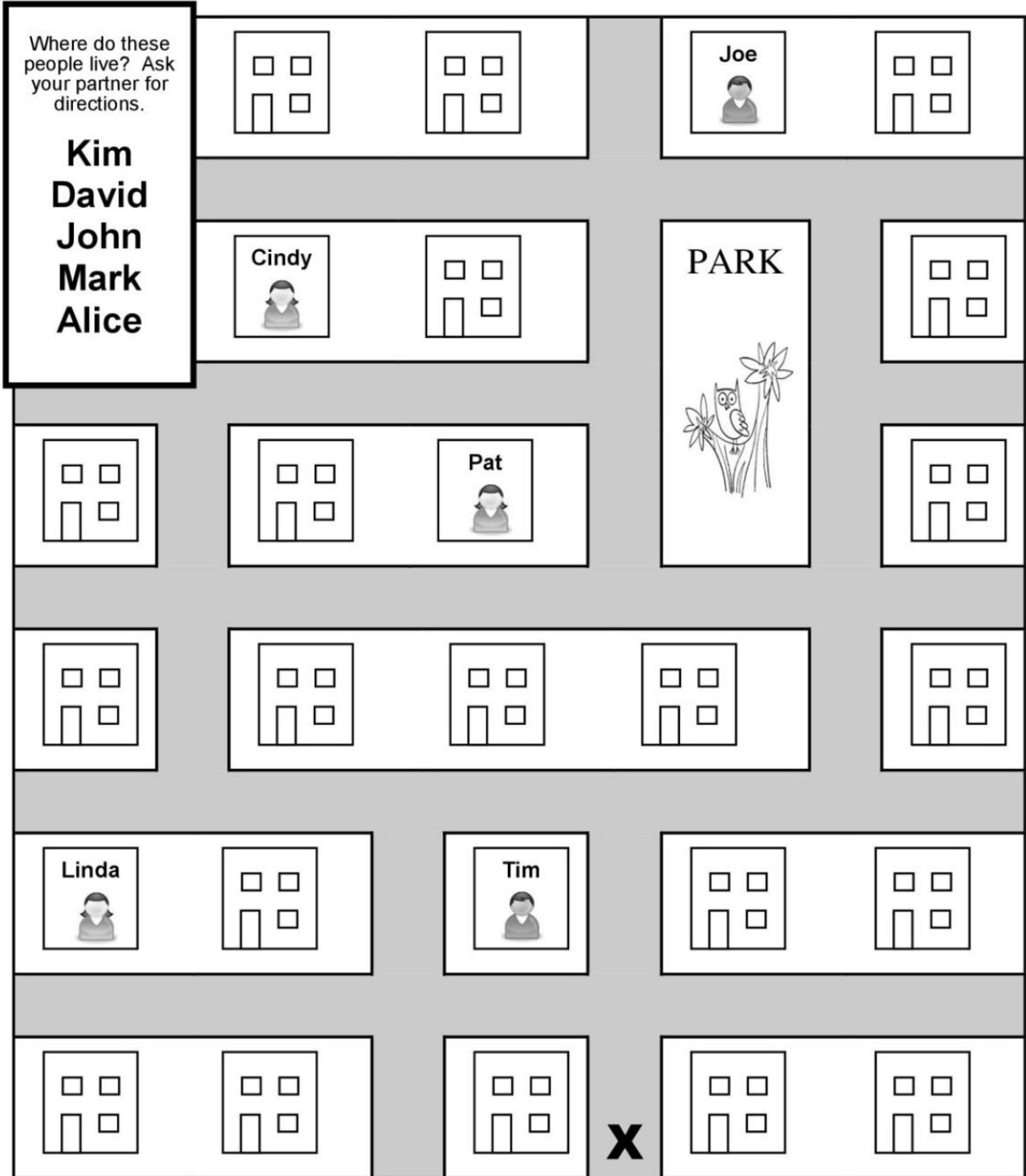
B

go straight
turn right / left

go one block
go two blocks

on the corner
across from

next to
between



Start here



4. GRAMMAR FOCUS: Let, make.

Exercise 1: Choose *let* or *make* and put it into the correct form.

1. John's mother used to him clean up his room.
2. The teacher doesn't her students use their mobile phones in class.
3. Julie's father doesn't her use his car.
4. The professor often the students do a lot of homework.
5. The policeman the teenagers pick up the litter they had dropped.
6. My mother never me stay out late when I was young.
7. The guard her get off the train because she didn't have a ticket.
8. Lucy might you borrow her laptop if you ask her nicely.
9. The comedian really us laugh last night.
10. When people are late it me really annoyed!

Exercise 2: Put the verbs into the correct form.

1. Our mother got us our room. (*clean*)
2. My father let me to the cinema. (*go*)
3. My parents always make me ten English words every day. (*learn*)
4. Instead of buying a new car, have your old one (*fix*)
5. I made him his mother and buy her some flowers. (*visit*)
6. The teacher let the pupils early. (*leave*)
7. Please make the children watching this film. It is not for them. (*stop*)
8. I can't get them watching this film. It is interesting for them. (*stop*)
9. You should let her with Tom tonight. (*go*)
10. I'll be having my hair tomorrow. (*cut*)

5. READING.

Friendship

Friendship is one of the most **precious** gifts of life. A person who has true friends in life is lucky enough Friendship makes life **thrilling**. It makes life sweet and pleasant experience. Friendship is indeed, an **asset** in life. It can lead us to success or to doom. It all **depends on** how we choose our friends. True friendship is a feeling of love, sharing and caring. It is a feeling that someone understands and appreciates you as you are, without any **exaggeration, flattery and pretensions**. It gives a feeling that you are 'wanted' and that you are 'someone' and not a **faceless** being in the crowd. A true friend stands by you through thick and thin. Friendship is both good and **necessary**. Man cannot live all alone. He is a social being. He needs someone to share his joys and sorrows. Generally, it is only the people of the same age, character and background, **mentality**, etc., who can understand him and understand his problems. Friends are needed for support and for sharing. Friendship is an **elixir** which is essential for a happy life.

6. LISTENING: Meeting new people.

A. Write the words in the correct order to make sentences and questions.

1. ? | you | Are _____.
2. school | I'm | new | this | at _____.
3. your | ? | name | What's _____.
4. do | you | it? | spell | How _____.
5. birthday | November | My | in | is _____.
6. you | in | ? | class | What | are _____.
7. lost | am | I _____.
8. yet | know | don't | I _____.

B. Define true or false statements.

1. It's Makayla's first day at a new school. *True False*
2. Makayla knows a lot of people at the school. *True False*
3. Gemma is friendly and helpful. *True False*
4. Makayla is 18. *True False*
5. Gemma and Makayla are both in Year 11. *True False*
6. Gemma will help Makayla find her teacher. *True False*

C. Write numbers 1–7 to put the conversation in order.

- ___ I need to go to the library. Do you know where it is?
___ Where do you need to go?
___ Yes, I do. I'm going to the library now. Let's go together.
___ No problem. Come with me.
___ Hi, how are you?
___ Really? OK, great! Thank you!
___ Hello. I'm OK, thanks ... but I'm lost.

D. Complete the sentences with a word from the box.

in	am	don't	spell	year	birthday
----	----	-------	-------	------	----------

1. I _____ know anyone.
2. How do you _____ it? With a 'p' or a 'b'?
3. What _____ are you in at school?
4. I'm _____ year 8.
5. I'm 15. My _____ is in June.
6. I _____ late!

7. SPEAKING.

A. Here are the adjectives. Use the given adjectives below to describe your best friend.

- | | | | |
|-------------------|------------------|------------------|-------------------|
| 1. favourite | 15. kind | 29. precious | 43. empathizing |
| 2. fond | 16. kind-hearted | 30. affectionate | 44. encouraging |
| 3. fortunate | 17. laidback | 31. agreeable | 45. enjoyable |
| 4. friendly | 18. lasting | 32. beautiful | 46. fabulous |
| 5. fun | 19. long-lasting | 33. blessed | 47. faithful |
| 6. generous | 20. loyal | 34. brotherly | 48. sweet-hearted |
| 7. genuine | 21. marvellous | 35. caring | 49. thankful |
| 8. grateful | 22. meaningful | 36. cheerful | 50. thoughtful |
| 9. happy | 23. mutual | 37. cherished | 51. uplifting |
| 10. heartfelt | 24. nicest | 38. connected | 52. valued |
| 11. heart-warming | 25. noble | 39. considerate | 53. warm-hearted |
| 12. hilarious | 26. patient | 40. cooperative | 54. wonderful |
| 13. honest | 27. perfect | 41. cordial | |
| 14. irreplaceable | 28. personal | 42. devoted | |

B. What is the most important thing between the friendship of two people? Share your opinion with your groupmates in the class.

8. READING.

What is success in life?

Who do you think is the most successful? Who do you think is the least successful? In order to answer these questions, we first need to define success. Everyone has a different definition. Many of us place great value on performance, on **achievements**, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others **measure** success by how much they can contribute to the well-being of their families, or to the community and society in general there are many other definitions, but mostly success is associated with becoming rich, famous, and **respected at work**.

Yet, it doesn't have to be that way. Being successful could mean simply **being satisfied with oneself** and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions. But how does one get from here to there? How does one reach this feeling of **satisfaction** with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work;
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes **naturally** to them. For example, successful teachers are people who **instinctively** know how to help people learn, and the best doctors are those who know how to listen to people. **Successful** people know where they are **starting from**, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family. What are your **natural abilities**? What are your career and life goals? If you can answer these questions, you are on your way to having a successful career and life.

A. Choose the best answer.

1. What kind of other definitions can be found about how to succeed?

- a) People can define success as having material goods and raising a family.
- b) Success is measured only by being rich and famous. However, other people consider that it is defined when others reach their goals in life.
- c) The definitions of success can vary from one individual to another. Thus, some people can measure it by having material goods, reaching their life goals or simply giving their best to their families or community.

2. How can a successful person be defined?

- a) It can be defined when someone is enjoying what he/she does. Nevertheless, he/she can encounter ups and downs in their lives in a regular basis. For this reason, it cannot have an exact definition at all.
- b) Human beings as a whole can feel the pleasure of being successful by his or her job, and lives in general making sure that they are entirely pleased with them.
- c) A successful person is someone who presents an exceptionally high degree by having material goods and have lived happily with their families.

9. GRAMMAR FOCUS: Reported Speech, Indirect Speech.

Exercise 1: Complete reported statements in Present Continuous Tense.

1. "I'm sleeping"
She told me
2. "We're working"
She told me
3. "She's coming to the party"
She told me
4. "He's talking on the telephone"
She told me
5. "Lucy is reading a book in front of the fire"
She told me
6. "I'm not going out"
She said
7. "We are not visiting Paris during our trip"
She said
8. "I'm listening to my new CD"
She said
9. "John is working in a bar for the summer"
She told me
10. "I'm not going to go on holiday"
She told me

Exercise 2: Change direct speech into Reported Speech.

1. "He works in a bank"
She said
2. "We went out last night"
She told me
3. "I'm coming!"
She said
4. "I was waiting for the bus when he arrived"
She told me
5. "I'd never been there before"
She said
6. "I didn't go to the party"
She told me
7. "Lucy'll come later"
She said
8. "He hasn't eaten breakfast"
She told me
9. "I can help you tomorrow"
She said
10. "You should go to bed early"
She told me

10. WRITING.

Exercise 1: Some people say that the Internet is making the world smaller by bringing us together. To what extent do you agree that the Internet is making it easier for people to communicate with one another? Compose an essay about it (max. 250 words).

Exercise 2: Wohooooo! He looks happy! Can you write a caption for this crazy robot?



Exercise 3: What kind of professional skills do you have? Compose an essay about the importance of having good communication skills (max. 250 words).

11. SPEAKING.

A. Nowadays comprehensive communication skills are highly required. How is it significant of being social and communicative in life? Talk about it with your groupmates in the class. Here is also the puzzle below to guide you for stating your opinion.



UNIT 20. ADVERTISING AND MARKETING

1. LISTENING: What is advertising?

A. Correct the spelling.

What is advertising? Is it **glenlti** the truth or is it making things look better than they really are? Or is it **gnlyi**? Companies pay a lot of money for adverts. Some of the ads you see in **ylossg** magazines look like art. The commercials on TV look like mini movies. Do they really change our **bhueoariv**? Do adverts make you buy things? I think some advertising is a **rmfo** of lying. Is BMW really “The ultimate **grniivd** machine” like they say in their ads? British Airways used to say they were “The world’s favourite **aeilrn**,” but had to stop saying it because it wasn’t true. **ollPaenyrs**, I get tired of watching ads on television. They always **nprriutet** a good programme. I like ads in magazines. They’re **slualyu** quite interesting.

2. READING.

What the art market can teach us about branding?

At Christie's recent post-war and contemporary-art sale, a black-and-white painting of a Coca-Cola bottle **sold for** \$57.2 million. What made a **black-and-white painting** of a Coca-Cola bottle worth that kind of money? It was the brand, Andy Warhol. Not the painting. Now suppose you were a company in the business of creating art and your major competitor was Andy Warhol. You might do what most companies do when they have to compete with a market leader. Create a better product at a cheaper price. You might **decide** to create a full-color painting of a Coca-Cola bottle and sell it for less than \$57.2 million. And to include a complete Coca-Cola trademark instead of just a **partial one**. A foolish idea, of course, but isn't that what many companies do? Compete with a market leader with a better product at a cheaper price.

The value of a brand

The art market **teaches** us how valuable a brand can be. And in the world of marketing, the value of brands continues to increase. Why is that so? Because as more and more products and **services hit** the market, consumers have less and less time to **evaluate** the merits of individual products. So they just go with the market leader, under the **assumption** the leading brand is the better product. One example. In 1977, the average supermarket carried 10,425 items. Today, the average supermarket **carries** more than 40,000 items. So today, **consumers** think brands instead of products. Heinz instead of ketchup. Hellmann's instead of **mayonnaise**. Tropicana instead of orange juice. Campbell's instead of canned soup. That's exactly what is happening in the art market. Buyers buy brands, not art. The name on the lower right-hand **corner of** the picture is what's important. Not the picture itself.

• *Questions:*

1. What does art market teach us?
2. What has happened in 1977?
3. Do people think these days about brands and products?

3. WRITING.

Exercise 1: Advertising is all around us, it is an unavoidable part of everyone’s life. Some people say that advertising is a positive part of our lives while others say it is a negative one. Discuss both views and include your own opinion. Compose an essay about it (max. 250 words).

4. GRAMMAR FOCUS: Tenses review.

Exercise 1: Complete the sentences using the correct form of the verb *to be* in Present Simple Tense or Past Simple Tense.

"I (1) going outside," said Jerry. "Wait!" said Jerry's mom. Don't forget to wear your jacket. It (2) cold out there. "But mom," said Jerry. "I don't want to wear it. I will be fine without it. Besides, it (3) that cold today." Jerry opened the door. The wind (4) blowing and the trees (5) shaking. Leaves (6) falling to the ground. He shivered a little and stood behind the door. "Jerry!" shouted Jerry's mom. "You close that door and get your coat young man." "But mom!" said Jerry. "But what?" said Jerry's mom. "I don't understand why you don't want to wear your new coat. (7) there something wrong with it? Jerry's face turned red. "No!" he said. "Nothing's wrong with it!" Then he covered his mouth with his hand. "Well then..." said Jerry's mom. "Why don't you want to wear it?" "Well, mom," said Jerry. "I kind of...well...gave it away." "You what?" said Jerry's mom. "You gave it away?" "Yeah. But don't worry. It (8) okay. I gave it to Marvin. And he really needs it." "Why?" "Well, every time I see him, he looks cold. He (9) always cold, actually. His parents cannot afford to buy him a jacket." "Well, that (10) a very nice thing for you to do, dear. But now what (11) you going to do without a jacket?" "I don't know. Maybe I'll wear my old jacket for a little while."

Exercise 2: Complete the sentences with the correct tenses.

1. They (*build*) a new power station at the moment.
2. When I was buying the stamps somebody (*call*) my name.
3. 'What time (*Kevin come*)?' 'An hour ago.'
4. I (*not go*) to the cinema last night. I was too tired.
5. Carol invited us to the party but we (*not go*). We had other things to do.
6. I saw Bridget at the museum when I was going to the restaurant but she (*not see*) me.
7. 'Where (*your parents live*)?' 'In a village near London. They have always lived there.'
8. She speaks English but she (*not speak*) French.
9. Jeff is from London. He (*live*) there all his life.
10. My favourite country is Canada. I (*be*) there four times.

Exercise 3: Complete the sentences with the correct tenses.

1. I (*never eat*) bananas.
2. 'How long (*you study*) photography?' 'For one year.'
3. 'Where are you going on holiday?' 'I don't know. We (*not decide*) yet.'
4. Who (*invent*) the washing machine?
5. 'Where's Jill?' 'She (*have*) lunch at the moment.'
6. (*Terry work*)? No, he is on holiday.
7. Somebody (*steal*) my sunglasses at the swimming pool last week.
8. (*she wear*) the nice jacket when you saw her?
9. Where (*be*) you yesterday?
10. As you (*see/can*), I (*become*) a real London fan already.

5. SPEAKING.

A. Look at the pictures and choose the best advertising poster for you. Describe it in groups and then do a small presentation about it with your groupmates in the class.



6. READING.

The value of fake art

A **percentage** of artwork held by collectors or **exhibited** in museums is **fake**. How much is a fake Picasso worth? The same amount as a genuine Picasso as long as nobody knows it's a fake. The value of a painting lies primarily in the name of the painter (the brand), not in the painting. On the other hand, a real Picasso is **worth** very little if everyone thinks it's a fake. How much is a fake dollar bill worth? The same amount as a real dollar bill as long as no one knows it's a fake. So, how do you become the next Picasso? The same way you build a **powerful** brand. Create a new category you can be first in. Consider some Internet brands that have become **extremely valuable**. Snapchat in **disappearing** photos. Pinterest in **online scrapbooks**. The best way to become a world-famous artist is to create paintings that are recognized as a new category of art.

Some examples:

Impressionism: Claude Monet; **Expressionism:** Vincent Van Gogh; **Cloisonnism:** Paul Gauguin; **Naïve painting:** Henri Rousseau; **Fauvism:** Henri Matisse; **Cubism:** Pablo Picasso; **Neo-Plasticism:** Piet Mondrian; **Surrealism:** Salvador Dali; **Abstract Expressionism:** Willem de Kooning; **Drip painting:** Jackson Pollock; **Minimalism:** Mark Rothko; **Pop art:** Andy Warhol.

Not every famous artist created a new category. Not every famous brand did either. Everybody knows Jackson Pollock, but who is **drip painter**? In the same way that it's a lot more difficult for a No. 2 or No. 3 brand to get famous than it is for the pioneer in the category. Pepsi-Cola's problems are more difficult than Coca-Cola's.

• *Questions:*

1. What is the main value of famous masterpieces?
2. Who is your the most favourite painter from the list above?

7. GRAMMAR FOCUS: Prepositions.

Exercise 1: Put in the correct preposition *at, in, on*, or no preposition.

1. There was a loud noise which woke us up midnight.
2. Do you usually eat chocolate eggs Easter?
3. What are you doing the weekend?
4. last week, I worked until 9 p.m. every night.
5. My father always reads the paper breakfast time.
6. She plays tennis Fridays.
7. The trees here are really beautiful the spring.
8. I'll see you Tuesday afternoon, then.
9. Shakespeare died 1616.
10. She studies every day.

Exercise 2: Put in the correct preposition *at, in, on*, or no preposition.

1. John is going to buy the presents today.
2. In my hometown the shops open early the morning.
3. She met her husband 1998.
4. The party is next Saturday.
5. We are meeting Friday morning.
6. I often get sleepy the afternoon.
7. His daughter was born the 24th of August.
8. Mobile phones became popular the 90s.
9. The meeting will take place this afternoon.
10. Luckily the weather was perfect her wedding day.

8. READING.

The international art market

The international art market is the sole mechanism for conferring value onto art and antiques. It is also **imperfect** and difficult to access, consisting of thousands of **elite**, specialist **retailers**, a proportion of whom receive support from government. The art market, although dominated by two companies, Sotheby's and Christie's, by no means has the consumer at the mercy of a duopoly, nor is it **dominated by** an all-powerful, price-fixing cartel. It is perceived to be glamorous, exciting and it carries the same allure as the fashion, film, media and sports industries. In truth, it has as much to do with **entertainment** as it has to the **hard-headed** world of global finance.

Focus on the category, not the brand

When launching a new brand, companies tend to focus on the brand and its benefits, rather than the new category. Chobani could have focused **exclusively** on the fact that its yogurt is **creamier** and tastier than its **competitors**. Chobani promoted itself as the Greek yogurt. When I was **running** an advertising agency, he made beautiful sketches used in creating **layouts** for **client approval**. After the client approved a layout, we **hired** a photographer to take pictures for the finished ad. One day Richard said to me, "Why are you spending money for **photography** when you could use my beautiful drawings?" I didn't have much of an answer, but shortly **thereafter** Richard quit to paint full time. In a few years, he became a leader in the school of art called "photorealism". In other words, paintings which are "better" than the photographs they were based on. His full name? Richard Estes. Look him up. Many of his paintings have been sold on auction at Christie's, one for 542,500 \$. I should have taken his advice.

9. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences below. Use the phrasal verbs in the box. Use Past Simple Tense when necessary.

get away	get back	get up	get behind	get on	get over
get by	get into trouble	get ahead	get together	get along with	get off

1. What time do you usually in the mornings?
2. The police couldn't catch the bank robbers. They
3. I'm bored! Let's with our friends this weekend.
4. Hurry! We don't want to miss the train! Let's
5. Staying warm and getting rest will help you your cold.
6. Tommy after he told a lie.
7. I really like my classmates. We all each other
8. I have to the plane in Toronto and transfer to another plane.
9. You should study more, so you don't in math and science.
10. Last week, we from our holiday in Spain.
11. My job doesn't pay me much money. It's difficult for me to
12. I found a better job with a higher salary, so now I can

10. WRITING.

Exercise 1: Here the advertising campaign of the brand "Dove". What do you think about it? Compose an essay about it by using newly learned vocabulary (max. 250 words).

Exercise 2: What is your most favourite commercial advertising? What makes it so unique? Compose an essay about it (max. 250 words).

11. GRAMMAR FOCUS: I wish...

Exercise 1: Make sentences using *wish* + Past Simple Tense. You can put in *that*, if you want, or leave it out.

1. I don't have a car.
2. I can't play the piano.
3. I'm at work.
4. It's winter.
5. I'm ill.
6. I don't have new shoes.
7. I can't afford to go on holiday.
8. I don't have time to read lots of books.
9. I can't drive.
10. My laptop is broken.

Exercise 2: Complete the sentences.

1. I can't remember his name. I wish I his name.
2. I don't know the answer. I wish I the answer.
3. I can't go to the party. I wish I to the party.
4. I can't speak Italian. I wish I Italian.
5. I don't have enough money to take a vacation. I wish I enough money to take a vacation.
6. I don't know how to cook. I wish I how to cook.
7. I have a test tomorrow. I wish I a test tomorrow.
8. My neighbors are noisy. I wish they quieter.
9. I have a small apartment. I wish I a bigger apartment.
10. My friends aren't here. I wish they here.

12. LISTENING: Word on the Street Art scene.

A. Complete the sentences with 'Stephen' or 'Ashlie'.

1. _____ makes candles to sell at the art market.
2. _____ makes some bars of soap.
3. _____ likes to make things slowly and carefully.
4. _____ prefers to be creative and impulsive.
5. _____ sells a lot more than _____.
6. But _____ wins the competition!

B. Complete each sentence with a number.

1. Stephen's bars of soap cost _____ pound(s) each.
2. Stephen's first customer buys _____ bars of soap.
3. She pays _____ pounds.
4. Ash's candles cost _____ pound(s) each.
5. Stephen sells more than _____ bars of soap.
6. He makes more than _____ pounds.

C. Discussion.

1. Have you ever made things to sell?
2. What qualities does a good salesperson need?
3. What can you do if there is a problem with a product you buy?

UNIT 21. ON HOLIDAY

1. GRAMMAR FOCUS: Tenses review.

Exercise 1: Complete the sentences with a verb from the box. Some verbs will be used twice.

go / went

1. Why did you to Manchester last May? I there because my friend had a wedding party. I often to Manchester to visit my friend.

speak / spoke

2. Did you to a travel agent about the directions? No, I didn't to a travel agent. I to my friend and he gave me the directions.

choose / chose

3. Why did you to travel by train? I to travel by train because it was quicker. I didn't to travel by bus even though it was cheaper.

buy / bought

4. Did you a single ticket to Manchester? No, I didn't a single ticket to Manchester. I a return ticket so that I could travel back next day.

2. WRITING.

Exercise 1: Read Gareth's e-mail. Then write an email to reply to him. Use the information below to answer Gareth's questions. Don't forget to use correct punctuation in your sentences.

Hi Jon,

Where are you? What time do you arrive? Do you want to meet me at my house or the bus station?

See you soon,

Gareth

1. Start the e-mail to Gareth. Use 2 words
2. Where are you? – bus
3. What time do you arrive? – 8:30
4. Do you want to meet me at my house or the bus station? – bus station
5. Finish the email. Use 3 words
6. Jon

Exercise 2: Arrange the phrases in the logical order and read the dialogue.

- ___ Hello! I'd like a ticket to Manchester, please.
___ Thank you.
___ What train would you like? There's a 2.40 and 5.38 this evening.
___ Platform 6.
___ Then I'd like one ticket for the 2.40 train. What's the fare?
___ Here you are.
___ What platform does the 2.40 leave?
___ Here is your ticket and change.
___ There's a restaurant on 2.40. The 5.38 has a buffet car. They serve tea, coffee, sandwiches, and drinks.
___ Is there a restaurant car on both trains?
___ £ 148.
___ You're welcome.

3. SPEAKING.

A. Do you like going to the beach on holidays? What was your the best holiday? Discuss your memories with your groupmates in the class.

4. SNAPSHOT.



A. Circle the best option to complete these sentences.

1. You can take a train at the *bus station / train station*.
2. At a train station you need a *train ticket / passport*.

B. Define true or false statements.

1. This is a single ticket. *True False*
2. This is a child's ticket. *True False*
3. This ticket costs £16.50. *True False*
4. This ticket is for trains to London. *True False*
5. This ticket is for trains leaving Liverpool. *True False*

C. Match the vocabulary with the correct definition and write a–e next to the number 1–5.

- | | |
|------------------------------------|---------------------|
| 1. The train is going | a. from Manchester. |
| 2. The train is leaving | b. £16.50. |
| 3. This is | c. 10 July 2014. |
| 4. This train ticket costs | d. an adult ticket. |
| 5. The date on this ticket is | e. to Liverpool |

5. SPEAKING.

A. Interview a classmate and then answer the questions about him/her. Use the correct verb endings in your answers.

1. Where does he / she live?
2. What time does he / she usually go to bed at night?
3. What time does he / she usually get up in the morning?
4. What does he / she watch on TV?
5. Where does he / she study English?

6. GRAMMAR FOCUS: Review of definite and indefinite articles *a, an, the*.

Exercise 1: Choose the correct definite or indefinite article *the, a, an*. Choose *x* where no article is used.

1. I bought pair of shoes.
2. I saw movie last night.
3. They are staying at hotel.
4. Look at woman over there! She is a famous actress.
5. I do not like basketball.
6. That is girl I told you about.
7. night is quiet. Let's take a walk!
8. price of gas keeps rising.
9. John traveled to Mexico.
10. Juan is Spanish.

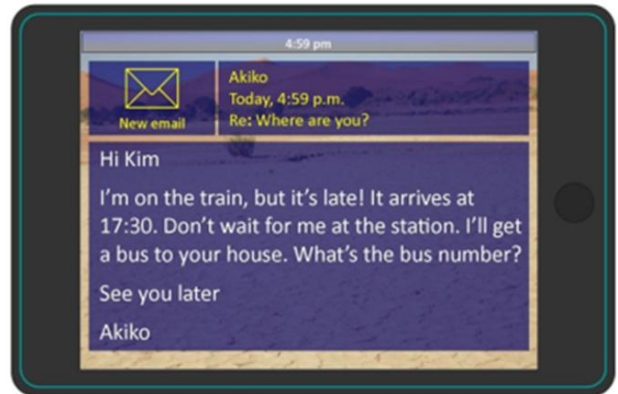
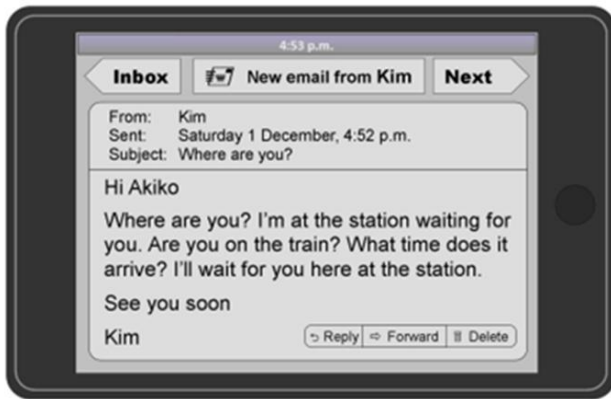
Exercise 2: Choose the correct definite or indefinite article *the, a, an*. Choose *x* where no article is used.

1. I have just had great idea.
2. Columbus was one of first people to cross Atlantic.
3. British drink too much tea.
4. Thames flows into North Sea.
5. Judith earns 2000 € month.
6. Dancing is more interesting activity than reading.
7. As captain of ship I have complete authority.
8. people we met on holiday in north of England came from USA.
9. What's on TV today?
10. He was doing eighty miles hour on motorway.

Exercise 3: Choose the correct definite or indefinite article *the, a, an*. Choose *x* where no article is used.

1. moon goes round earth every 27 days.
2. The Soviet Union was first country to send a man into space.
3. Did you see the film on television or at cinema?
4. I'm not very hungry, I had big breakfast.
5. I never listen to radio. In fact, I haven't got radio.
6. What is highest mountain in world?
7. It was a long voyage. We were at sea for four weeks.
8. Look at apples on that tree. They're very large.
9. women are often better teachers than men.
10. In Britain coffee is more expensive than tea.

7. SNAPSHOT.



A. Write the words in the correct order to make sentences. Start each sentence with a capital letter.

1. you | where | are ?
2. home | at | are | ? | you
3. no | school | at | I'm
4. train | ? | arrive | what | does | the | time
5. what's | bus | ? | the | number
6. see | I'll | soon | you

B. Circle the correct person to complete these sentences.

1. Akiko / Kim will take a bus.
2. Akiko / Kim is waiting.
3. Akiko / Kim is at the train station.
4. Akiko / Kim asks three questions.
5. Akiko / Kim is on the train.
6. Akiko / Kim is late.

C. Write numbers 1-5 to put the two emails in order.

Email 1:

- See you soon
- Hi Akiko
- Where are you? I'm at the station waiting for you.
- Kim
- Are you on the train? What time does it arrive? I'll wait for you here at the station.

Email 2:

- I'm on the train, but it's late!
- See you later
- Akiko
- Hi Kim
- Don't wait for me at the station. I'll get a bus to your house. What's the bus number?

D. Discussion.

1. Do you use trains in your town or city?
2. What forms of transport do you take when you go and visit your friends?

8. READING.

The Scotland trip

Here are the instructions for next weekend's camping trip in Scotland. There are seventeen people going on this trip so it's important that you **arrive at** the meeting point early enough for us to be able to leave at 8 a.m. There will be two **minibuses** and please make sure you are on the right one. Last week's e-mail gave all this information. We should arrive in the camping area at about 2 p.m., which will give us enough time to buy the food we need in the local supermarket and then go to the area where we will **set up the tents**, which is **a long way from town**.

There will be a total of four large tents put up and each tent will have a tent leader, a person who went on this trip last year and therefore has the **necessary experience**. If you have any problems during the two days, you should always **go directly to your tent leader** and speak to him/her. We are not expecting there to be very bad weather this weekend in Scotland, but the weather situation in the Scottish hills is always very **unpredictable** and for this reason, we have **advised** everyone to take wet weather clothing with you. If windy, stormy weather arrives at the camping area, it may also be necessary to leave the hills and **go down into the town**.

It's very likely that your phones will not work **in the hills**, so you must warn your parents of this. You will be able to use your phones when we are in the town, but not when we are camping. If you have any other questions about the trip, come either to me or Mrs. Sanderson.

A. Define true, false or not stated statements.

- | | |
|--|----------------------------------|
| 1. This letter is from a teacher. | <i>True / False / Not stated</i> |
| 2. Instructions about the minibuses will be in a future e-mail. | <i>True / False / Not stated</i> |
| 3. The tents will be set up near the supermarket. | <i>True / False / Not stated</i> |
| 4. Some of the people going camping this year also went last year. | <i>True / False / Not stated</i> |
| 5. There was very bad weather on the camping trip last year. | <i>True / False / Not stated</i> |
| 6. Wet weather clothing can be hired in the town. | <i>True / False / Not stated</i> |
| 7. Nobody can use their phone during the trip. | <i>True / False / Not stated</i> |

9. LISTENING: On the beach.

A. Choose the best answer.

- | | |
|---|--|
| 1. What is his hobby?
a) fishing
b) volleyball
c) surfing | 3. What things does he do at the beach?
a) barbeque
b) play frisbee
c) read a book |
| 2. When does he go to the beach?
a) every day
b) the weekend
c) national holidays | 4. When did he start surfing?
a) age 9
b) age 10
c) age 14 |

10. WRITING.

Exercise 1: Find and write down all 7 differences in the pictures.



Exercise 2: Complete the sentences with the words in the box.

blanket	coast	footprint	jet ski	lake	
low tide	ocean	rocky	sand	sand castle	shallow
starfish	sunburn	sunglasses	waves		

1. My son likes to go to the beach and play in the sand. He really loves to make
2. I can't swim very well, so when I go to the beach I stay in water, not deep water.
3. We're lucky. My family and I live near the so we often swim in the ocean.
4. A has five legs.
5. You should wear on sunny days.
6. I hate it when I get in my shoes.
7. It's difficult to swim when the are high.
8. I think my friend walked by here. Look! You can see hiss in the sand.
9. On sunny days, you should protect your skin with sunscreen, or you might get a
10. There is a this afternoon when we can walk out and look for shells and crabs.
11. I don't like to swim at that beach. It's not very sandy. It's too
12. A lot of my friends like to on then.
13. Sailing on the is a lot of fun. Have you ever tried it?
14. I sometimes swim at a small
15. Don't forget to bring a so we can all sit down and have a picnic on the beach.

11. READING.

Oh, I do like to be beside the seaside

There is a song in England that starts: 'Oh, I do like to be beside the seaside.' There is something very special about being near the ocean. I have never lived on the coast before, but now I live in a small town next to the sea, and I can see the water from my window. I like seeing **the fishing boats**. It also means that there are not so many tourists who come to lie on the beach and **sunbathe**. As you can see, living beside the sea has many **advantages**. I have a few problems **though**. 1) **Everywhere smells of fish**. The town where I live is full of people cooking and eating fish and other seafood at lunch and dinner. That's okay (although I am a bit **sick of** eating it myself). The problem is when I hang my clothes out to dry; they come back stinking of fish! 2) **Seagulls**. I really don't like them. They are **extremely loud** and **irritating**, and not very pretty birds. 3) **The wind**. It is very windy here. At the moment it is alright, because the days are still quite warm. During the summer the wind is nice and refreshing. But I can imagine that in the winter that strong wind will be very cold indeed. But, in the end, I think the positives outweigh the negatives. So I can sing, 'Oh, I do like to be beside the seaside,' and I won't be lying at all.

12. WRITING.

Exercise 1: Do you like summer camps? How many summer camps do you have in your country? What is the most famous summer camp there? Compose an essay about it (max. 250 words).

Exercise 2: After finishing an academic year, students usually go to holidays. What are your plans for the upcoming summer holidays? Compose an essay about it (max. 250 words).

UNIT 22. THE POWER OF MUSIC

1. LISTENING: Music in the Great Britain. Some of the greatest music in the world comes from Britain, and British music is still topping the charts today. Richard visits a world-famous London recording studio to find out more.

A. Match the vocabulary with the correct definition and write a–e next to the number 1–5.

- | | |
|--------------------------|---|
| 1. ____ rehearse | a. combine and adjust different audio channels to produce a final song |
| 2. ____ mix a song | b. be the most popular in the list of songs or albums that people have bought that week |
| 3. ____ top the charts | c. practise music for a performance or recording |
| 4. ____ be a big player | d. be a place where different cultures, influences and individuals mix to create something exciting |
| 5. ____ be a melting pot | e. be an important person / company / organisation |

B. Circle the best word to complete these sentences.

1. British music *was more popular in the past / has always been popular / is more popular now than ever.*
2. The Premises recording studios are in *Manchester / London / Liverpool.*
3. The Premises has a variety of facilities in including *a café and storage facilities / a gym and rehearsal space / recording studios and concert venue.*
4. The Premises are popular with *classic rock and roll artists / younger, newer pop stars / a mixture of artists.*
5. Britain has great *singing and songwriting talent / recording and songwriting talent / dress sense and style.*
6. Bestival is *a three-day music festival / a music festival which has won a prize / the biggest music festival in the UK.*

C. Write the words in the correct order to make sentences.

1. studio | is | the | boss | Viv | Broughton _____.
2. event | an | is | award-winning | Bestival _____.
3. so | Britain | bands | produces | many | amazing _____.
4. still | is | topping | the | charts | British | music | today _____.
5. industry | the | big | players | in | music | The | Premises | are _____.
6. 25 | London's | most | for | over | years | They've | been | popular | studios _____.

D. Discussion.

1. Do people listen to music by British artists in your country?
2. What kind of music do you like?

2. WRITING.

Exercise 1: Modern technology has made it easier for individuals to download copyrighted music and books from the internet for no charge. To what extent is this a positive or a negative development? Compose an essay about it (max. 250 words).

3. READING.

Language barrier? Music is the answer

There is certainly no **denying** that, while a holiday or trip to another country leaves you with a sense of longing and **excitement**, moving to another country is something entirely different. Speaking from **experience**, one of the most worrying questions that plays on everyone's mind is always: how will I make friends?! What's more is that this concept of 'making friends' becomes even more daunting when a foreign language is thrown into the mix. What if people think you're boring because you can't **contribute** to the conversation? What if your jokes don't translate very well and your sense of humour is non-existent? What if you make a horrific grammatical **mistake** that terribly **offends** somebody? The answer: music.

It is a long-known fact that music **creates** bonds. For good reason, many people have fallen in love or **established lifelong friendships** based on a mutual appreciation for a band or genre. One of the many **benefits** of our globalised society is the overlap in music tastes that exist across cultures: chart music, especially within Europe, is often the same (N.B.: **unsurprisingly**, everybody in the world loves Ed Sheeran). No **matter** who you are, or where you come from, everyone listens to music in some way. So: you've met people, you're making friends, but you've only just **overcome** the 'small talk' stages of these friendships.

The next bit can sometimes be tricky. But, I always find, as soon as someone **breaks the ice** with the age-old 'what type of music do you listen to?' the language barriers seem to fall away. Music is something that everyone can speak passionately about. Music is one of the most important forms of self-expression and individuality, but, above all, it is a means of **communication**.

"Music expresses that which cannot be put into words and that which cannot remain silent".
– Victor Hugo

4. SPEAKING.

A. What is your favourite song of Michael Jackson? Why do you like it? Look at the quote on the picture and talk about it with your groupmates in the class.



5. LISTENING: "Sign of the times" by Harry Styles.

A. Fill in the gaps.

[Verse 1]

Just stop 1) _____ crying, it's a sign of the times
Welcome to the final show
Hope 2) _____ wearing 3) _____ best clothes
You can't bribe the 4) _____ your way to the sky
You look 5) _____ good 6) _____ here
But you ain't really good

[Pre-Chorus]

We 7) _____ learned, we've been here before
Why are we 8) _____ stuck and running from the bullets? The bullets?
We 9) _____ learn, 10) _____ been here before
Why are we always stuck and 11) _____ the bullets? The bullets?

[Chorus]

Just stop your crying 12) _____ a sign of the times
We gotta get away 13) _____ here
We gotta get away from here
Just stop 14) _____ crying? it 15) _____ be alright
They told me that the end is near
We gotta get away from here

[Verse 2]

Just 16) _____ your crying, have the time of your life
Breaking through the atmosphere
Things are pretty 17) _____ from here
Remember, everything will be alright
We could meet again somewhere
Somewhere far away from here

[Pre-Chorus]

We never learned, we've been 18) _____ before
Why are we always stuck and running from the bullets? The bullets?
We never learn, we've been 19) _____ before
Why are we always stuck and running from the bullets? The bullets?

[Chorus]

Just stop your crying, it's a sign of the times
We gotta get away from here
We gotta get away 20) _____ here
Stop 21) _____ crying, baby, it 22) _____ be alright
23) _____ told me that the end is near
We gotta get away from here

[Pre-Chorus]

We never learned, we've 24) _____ here before
Why are we always stuck and running from the bullets? The bullets?

We never learn, we've been here before
Why are we always stuck and 25) _____ the bullets? The bullets

[Bridge]

We don't talk enough, we 26) _____ open up
27) _____ it's all too much
28) _____ we ever learn? We've 29) _____ here before
It's just what we know

[Outro]

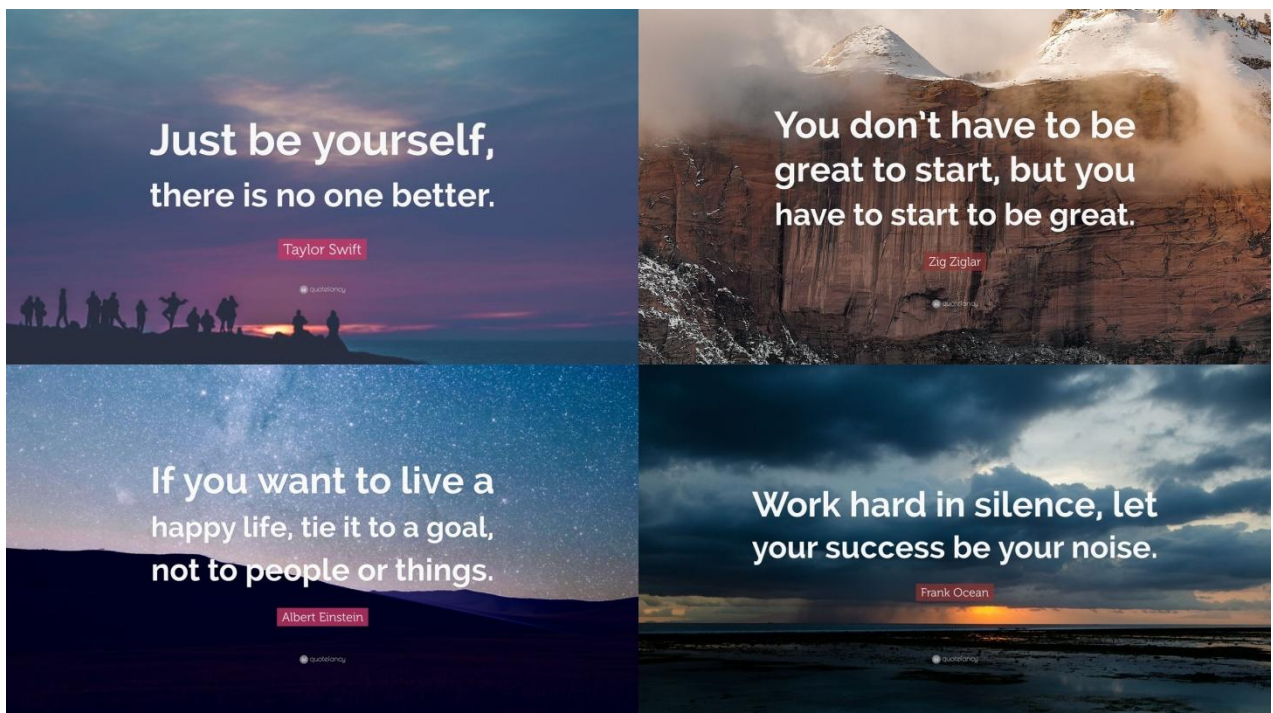
30) _____ your crying, baby
It's a 31) _____ of the times
We 32) _____ get away
We got to get away, We got to get away
We got to get away, We got to get away
We got to, we got to, away
We got to, we got to, away
We got to, we got to, away

6. WRITING.

Exercise 1: What is your dream and how do you want to achieve it? Do you agree that challenges bring us to the top of success? Explain your statement in a essay (max. 250 words).

7. SPEAKING.

A. Success requires dedication and a strong discipline to achieve what is dreamed about. Look at the quotes on the picture and which one explains you more than others. Talk about it with your groupmates in the class.



8. GRAMMAR FOCUS: Used to.

Exercise 1: Make sentences using *be used to + verb-ing* or *be used to + noun / pronoun*. You need to choose the correct tense.

1. I (*live*) in London, so the crowds don't bother me.

2. She (*the Tokyo subway*) so she doesn't get lost.

3. He (*not / deal*) with animals, so he's a bit scared of the dogs.

4. John (*drive*) in heavy traffic.

5. I (*wake*) up in the night with my baby. I drink lots of coffee!

6. It was very hard to get up at five when I first started this job, because I (*not / it*).

7. She (*drink*) a lot of coffee, so she doesn't have a problem with going to sleep afterwards.

8. I've lived here in Hokkaido for three years but I (*not / the snow*).

9. He (*do*) a lot of exercise, so a ten-mile walk is easy for him.

10. Julie's flat is in the centre of London. When she visits a friend in the countryside, it's difficult for her to sleep because she (*not / the quiet*).

9. WRITING.

Exercise 1: Think of one word which fits best into the blanks.

Scientists have been constantly warning us that the earth is turning some kind of gigantic greenhouse and in the future there be a rise in temperatures everywhere. But other scientists disagree. They say that certain of the earth are not to get warmer but are going to cooler. Global cooling over parts of Europe probably be greater global warming. The reason is simple: clouds. Warmer temperatures will more water evaporate and will lead to more clouds. These clouds will shade the earth the sun, leading to cooler temperatures the day. Ecologists, however, insist that global warming will continue, in of increased cloudiness – and it not going to be a good thing.

Exercise 2: Think of one word which fits best into the blanks.

I think one of most difficult things to do is to move house, especially when you have somewhere all your life. As well as leaving your home, you also have the problem of packing everything own into boxes. You don't realize how much you have until you have to pack it all up! We moving house in about two weeks' time so I know what I'm talking about! My father found a new job in another village about a hundred kilometers from here. He has looking for an opportunity like this a long time so the whole family agreed that we should move. Our house is sold, and my parents have found a new one. It is much bigger than the one we live in the moment. My sister and I will have our own rooms. She isn't very glad about moving, but I'm quite excited about it, and I don't I'll mind about living in a new town.

10. READING.

Music directions

Lady Gaga

Pop music is a genre of popular *music* that originated in its modern form in the United States and United Kingdom during the mid-1950s. The terms "**popular music**" and "pop music" are often used interchangeably, although the former describes all **music** that is popular and includes many styles. "**Pop**" and "**rock**" were synonymous terms until the late 1960s, when they were increasingly used in opposition from each other. Although pop music is seen as just the **singles charts**, it is not the sum of all chart music. Pop music is eclectic, and often borrows elements from other styles such as **urban, dance, rock, Latin, and country**; nonetheless, there are core elements that define pop music. Identifying factors include generally short to medium-length songs written in a basic format (often the **verse-chorus structure**), as well as the common use of repeated choruses, melodic tunes, and **hooks**.

Chris Brown

R&B stands for "Rhythm & Blues." The term arose in the 40's basically to describe African-American music, which previously was marketed as "**race music**". R&B is a catch-all term to describe styles of music including rock & roll, soul, funk, and now "contemporary" R&B. Now the term R&B is almost always used instead of the full **rhythm and blues**, and mainstream use of the term usually **refers to** contemporary R&B, which is a newer version of soul and funk-influenced pop music that originated as disco faded from **popularity**.

Freddie Mercury

Rock music is a form of popular music which evolved from rock and roll and pop music during the mid and late 1960s. Harsher and often self-consciously more serious than its **predecessors**, it was initially characterized by musical experimentation and drug-related or anti-establishment lyrics. **Rock music** is a genre of popular music that originated as "**rock and roll**" in the United States in the 1950s, and developed into a range of different styles in the 1960s and later, particularly in the United Kingdom and the United States. It has its roots in 1940s and 1950s rock and roll, a style which drew heavily on the African-American genres of **blues and rhythm and blues**, and from **country music**. Rock music also drew strongly on a number of other genres such as **electric blues and folk**, and incorporated influences from **jazz, classical** and other musical styles. Musically, rock has centered on the **electric guitar**, usually as part of a **rock group** with **electric bass and drums** and one or more **singers**. Typically, rock is **song-based** music usually with a **4/4 time signature** using a **verse-chorus form**, but the genre has become extremely diverse. Like **pop music**, lyrics often stress romantic love but also address a wide variety of other themes that are frequently social or political.

Eminem

Rapping is a musical form of vocal delivery that incorporates "rhyme, rhythmic speech, and street vernacular", which is performed or chanted in a variety of ways, usually over a **backbeat** or musical accompaniment. Hip hop music, also called hip-hop or **rap music**, is a music genre developed in the United States by inner-city African Americans in the 1970s which consists of a **stylized** rhythmic music that commonly accompanies **rapping**, a rhythmic and rhyming speech that is chanted. The word is used to describe quick speech or repartee, predates the musical form. The word had been used in British English since the 16th century. It was part of the African American **dialect** of English in the 1960s meaning "to converse", and very soon after that in its present usage as a term denoting the musical style. Today, the terms "rap" and "rapping" are so closely **associated with** hip-hop music that many writers use the terms **interchangeably**.

11. SPEAKING.

A. Look at the photo. Do you recognize the singers? What kind of songs do they sing? Rap, Pop, Rock, RnB? Talk about it with your groupmates in the class.



12. WRITING.

Exercise 1: Compose an essay about your favorite singer (max. 250 words). Explain why do you like him/her? What is something special in this singer among other singers?

Exercise 2: Can you write a caption for this photo? Music is the source of inspiration beyond the world!



UNIT 23. MY LEISURE TIME

1. LISTENING: Free time.

A. Write the words in the correct group.

badminton	table tennis	basketball	water polo
diving	golf	football	sailing
Water sports	Indoor sports	Outdoor sports	

B. Complete the registration form with Tyrone's information.

Where: Brownnton swimming pool

What: Registration form

Name: Tyrone

Surname: _____.

Age: _____.

Interested in (sport): _____.

C. Define true or false statements.

1. There are four different age groups that play water polo. *True False*
2. Tyrone wants to join the under 14s club. *True False*
3. The under 16s water polo team train three times a week. *True False*
4. The under 16s train on Monday and Thursday. *True False*
5. Water polo matches are played on Saturdays. *True False*
6. You have to pay to join the water polo classes for under 18s. *True False*
7. You need to bring a photo to register at the swimming pool. *True False*
8. Training for the water polo team starts this week. *True False*

2. READING.

How do you spend your free time?

Free time is when all my homework and **chores** have been done for the day and I am "free" to do things that I enjoy doing. Usually I spend time watching television. As my favorite TV shows come on at **specific** times, I make sure that I finish my homework and **chores** well before the shows.

Otherwise I will have to miss them. Mostly I manage to watch the shows but sometimes **extra** homework or chores may cause me to miss a show or two, but it is **rare**. **Anyhow** if I know that I am definitely not able to **catch** a show in time, I will just **set the video recorder to tape the show** so that I can watch it later. Another thing that I do in my free time is **potter around** in the garden with my mother. She plants a fair bit of flowers and I enjoy helping her take care of them. It is a pleasure to feel the **soil**, **prune the plants**, remove the weeds and do the little things that help the plants grow better. It always fills me with wonder to watch **seedlings germinate**, sprout leaves and **eventually** grow to produce beautiful flowers. **Pottering around** in the garden also taught me many things about the insects, **butterflies**, **snails**, caterpillars, centipedes, millipedes and other small **creatures** that inhabit the place. These creatures are mainly **harmless** and

watching them go about their 'chores' always **fascinates** me. In the evening when the weather is fine, I sometimes go for a **stroll around** the neighborhood with my friends.

This is the time when most the neighbors have come home from work or school. In the night, I usually do a bit of reading before going to bed. Books are like little treasure chests. A lot of information and knowledge are to be found in them and all it takes is a bit of time spent reading them. This is certainly a very **beneficial way** to spend my free time. After **a spot of reading**, it is time for bed and on to another day.

3. SPEAKING: Leisure time.

A. Write 5 good questions about leisure time in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1. _____	STUDENT 2. _____	STUDENT 3. _____
Q. 1.			
Q. 2.			
Q. 3.			
Q. 4.			
Q. 5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

4. WRITING.

Exercise 1: Compose an essay about what you like to do in your leisure time and how does it affect your timetable: positive, beneficial or neutral? (max. 250 words).

Here are some ways to talk about what your hobbies, interests and favourite sports in English.

Saying what you like:

- **like + noun / ing form:** I like tennis / I like playing tennis
- **love + noun / ing form:** He loves football / He loves watching football
- **be keen on + noun / ing form:** She's keen on the cinema / going to the cinema
- **enjoy + noun / ing form:** We enjoy sports / playing sports

Remember: I like (+ ing / noun) is for general likes: I like going to the cinema

- **I'd like + verb is for a specific occasion:** I'd like to go to the cinema next weekend

Expressions to write essay:

- In my free time I...
- When I have some spare time I...
- When I get the time, I...
- I relax by watching TV / listening to music, etc.
- My hobbies are bird-watching / playing sport, etc.

5. GRAMMAR FOCUS: Gerund review.

Exercise 1: Complete the sentences by filling the correct form of verbs. Guess logically which verbs match the sentences.

1. I often go to the beach on weekends. I like
2. Robert has a red sports car. He enjoys
3. My friends hate They always eat at restaurants.
4. Mary likes TV, but she doesn't have a television.
5. I bought a new bicycle last week. I love
6. If you like, there's a great book store nearby.
7. Thomas enjoys with lots of different colors.
8. Richard lives near a mountain, so he often goes in the winter.
9. I dislike because I always fall down on the ice.
10. Last summer, Jenny tried with her new surfboard.
11. My brother likes seafood, so he likes
12. I really hate dirty dishes!
13. Sam doesn't like to kill animals, so he never goes
14. I don't like because I'm not a good dancer.
15. I'm sorry, but I can't go with you. I hurt my foot.

Exercise 2: Complete the sentences below by using the '-ing' gerund form of the verbs in the box.

sleep	eat	cook
sing	find	read
smoke	talk	cycle
learn	fly	drink / drive
shop	swim	watch

1. lots of vegetables is important for good health.
2. a parking space is difficult in the mornings.
3. to work is a great way to get some exercise.
4. books and magazines can help you to learn English.
5. is fun. I love making dinner for my friend.
6. is a great way to get fit, but I'm afraid of the water!
7. is an activity that all animals do. However, did you know that cats sleep for two-thirds of their lives?
8. cigarettes is very bad for your health.
9. TV is bad for my eyes. That's what my mother says.
10. about other people and cultures is fascinating.
11. is my sister's favorite hobby. She has a great voice.
12. and is a serious crime.
13. is boring! I hate shopping malls!
14. is not allowed during the exam.
15. makes me nervous. I prefer traveling by train.

6. WRITING.

Exercise 1: Some people believe that children are given too much free time. They feel that this time should be used to do more school work. How do you think children should spend their free time? Compose an essay about it (max. 250 words).

7. LISTENING: Tour of London.

A. Draw a line to match the pictures with the words.

Oxford Street	London Eye	Big Ben	Tower Bridge	Houses of Parliament
Buckingham Palace	London bus	Tower of London		



B. Write a number 1-8 to put these places in order that the tour bus will visit them.

- ___ Oxford Street
- ___ Madame Tussauds, Museum
- ___ Tower of London
- ___ London Eye
- ___ Houses of Parliament
- ___ Buckingham Palace
- ___ Big Ben
- ___ Tower Bridge

C. Circle the best word to complete these sentences.

1. The tour takes **2** / 3 / 4 hours.
2. At Madame Tussaud's you can see *maps of London* / *models of famous people* / *famous shops*.
3. Oxford Street is a famous street for *drinking tea* / *eating* / *shopping*.
4. The Queen lives at *Buckingham Palace* / *the Tower of London* / *Tower Bridge*.
5. Big Ben is a *tour guide* / *clock* / *bridge*.
6. You can see great views of London from *Oxford Street* / *the Houses of Parliament* / *London Eye*.

D. Discussion.

1. Have you ever been to any of these places?
2. Where did you go?
3. What did you do?
4. Which city would you like to take a tour in? Why?

8. WRITING.

Exercise 1: Some people prefer to plan activities for their free time very carefully. Others choose not to make any plans at all for their free time. Compare the benefits of planning free-time activities with the benefits of not making plans. Which do you prefer – planning or not planning for your leisure time? Compose an essay about it (max. 250 words).

9. READING.

My day off

I go to school five days a week, so I have two days off – Saturday and Sunday (I'm lucky, because some other pupils have the only one day off). During the week I am very busy, so I like **to have a rest** on weekend. I am not **an early riser** and it is a rare Saturday or Sunday when I get up before 9 o'clock. I enjoy staying in bed, when I **don't have to hurry** anywhere. We have late breakfast at 10 a.m and watch TV. Usually we have something **tasty**: meat salad, fried potatoes, chicken, cake or pie. If the weather is fine, I usually do not stay indoors, I and my dog go outside. Often we go to the park and play there. If the weather is rainy and **gloomy**, I stay at home and watch TV, listen to the music, read, the books. After dinner we go visit our grandparents or relatives, or just simply **take a nap**. In the evenings I like to watch video and music programs. I like weekends very much, because I can rest and **gain some energy** for the next week.

10. SPEAKING.

A. Weekend or leisure activities. What did you do last weekend? Talk about your weekends with your groupmates in the class.

watch a movie
go to a ball game
work out
see a concert
visit friends
have a party

rent a video
surf the Internet
go downtown
go dancing
go out to eat
go on a picnic

stay home
relax
sleep in
play cards
play computer games
go to the beach

11. WRITING.

Exercise 1: Can you write a caption for this photo? Today the desert is very dynamic!



12. SNAPSHOT.

My Town - **Newquay**

by Alex Howarth, 14

I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea and swimming in the same activity, but you should always go with a special instructor.

If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling. Come and see for yourself!



A. Write the correct word in the boxes below the picture.

surfing	kayaking	water-skiing	swimming	horse riding
---------	----------	--------------	----------	--------------



B. Circle the things Alex writes about.

The weather in Newquay	Places to visit in Newquay	Things to do in Newquay
Food in Newquay	History of Newquay	Where Newquay is located

C. Define true or false statements.

1. Newquay is in the north of England. *True False*
2. Newquay is near the coast. *True False*
3. Newquay is a good place to go surfing. *True False*
4. Alex loves to do outdoor activities. *True False*
5. Coaststeering is similar to surfing. *True False*
6. There is a zoo in Newquay. *True False*

D. Discussion.

1. What is your town like?
2. What can people do when visiting your town?

13. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences below. Use the phrasal verbs in the box. Use Past Simple Tense when necessary.

take down	take off	take after	take off	take off	take up	take over
take away	take care of	take down	take care	take back	take off	

1. Let's hurry! Our plane is going to soon!
2. I need to my books to the library tomorrow.
3. I'll be away for a week. Could you my fish while I'm gone?
4. It's getting warm. You should your jacket.
5. Patrick decided to water color painting.
6. The army tried to the country during the war.
7. Who is going to the garbage?
8. I the phone number yesterday, but I lost the paper.
9. My uncle started a new business last year, and it really
10. You can buy the food for the party and I'll the drinks.
11. I was sick, so I decided to a day from work.
12. Katie her mother. They both have brown hair and blue eyes.

UNIT 24. MY UZBEKISTAN

1. READING.

Our country – our pride

Uzbekistan Republic is one of the four Republics of Central Asia. Uzbekistan is situated between the Amu Darya and Syr Darya, the greatest Asian rivers. It is the region of **flatlands**, mountains and **deserts**. The territory of the Republic **covers** 447, 4 thousand square kilometres and is larger than Great Britain or Italy. Uzbekistan borders on Kazakhstan, Kirghizia, Tajikistan and Turkmenia. In the South Uzbekistan borders on Afghanistan. The Republic consists of 12 regions and the Karakalpak Republic. There are about 80 towns and 86 settlements of urban type here. The climate is continental. **A great number of** bright sunny days are good for cotton growing. Uzbekistan is one of the most important producers of cotton and silk. If you look at the map of the Uzbek Republic you will see **coal, oil and natural gas resources, deposits of marble, non-ferrous** and other metals including gold. According to the last data the population of Uzbekistan is 20 million people. About 120 **nations** and nationalities live on its territory. Uzbeks represent more than 70% of the whole population. Titanic work to develop all sectors of the economy, industry in particular, has been done in Uzbekistan. Once there was no industry there; today the Republic has more than 100 industries. Now planes, tractors, **cotton harvesters**, technical equipment for the textile and **chemical industries** are being manufactured in Uzbekistan.

Giving Honour to Kamoliddin Bekhzod

Aziza: Why has Kamoliddin Bekhzod been bestowed such titles as "Most Original Artist of the Era" and "Supreme Artist of the Kingdom" in his life time?

Lector: The blossoming of his creative career fell during the time of the Oriental Renaissance; he was called "the prodigy of the 15th century". This artistic genius was the most brilliant star in the **constellation of cultural figures** of his age. His multi-faceted legacy serves as the source of creative ideas for many generations of artists that followed.

Aziza: We recently celebrated the 545th anniversary of the birthday of Kamoliddin Bekhzod. What do you say about it?

Lector: Yes, his anniversary of the birthday was recently **celebrated throughout** Uzbekistan and other countries under the auspices of UNESCO. The Art Academy of Uzbekistan hosted a conference **entitled** "Bekhzod and the art of the Oriental miniature" in which scientists from all over the world took part. An exhibition dedicated to his creative works was also opened during this time.

Aziza: Why is there such interest in his heritage at this specific time?

Lector: His artistic work **became** a symbol of the oriental miniature, a synergy of the cultural traditions of Central Asia, Afghanistan, India and Iran. Bekhzod is considered to be the founder of the Herat School of Miniature Painting producing **outstanding** artists such as Kasim Ali, Sultan Muhammad, Mulla Yusuf, Sheyhzade Khorosani, Shah Muzaffar and Makhmud Muzzakhib who were his **disciples**. **Illustrations for** the poems Bustan, Gulistan by Saadi Sherazi, Khamsa by Nizami Gyandjavi, numerous works by Alisher Navoi and Amir Khosrov are masterpieces by Bekhzod. They reflect spirit of **sufism** which greatly influenced the **entire life** and culture of the Middle Ages.

2. GRAMMAR FOCUS: Conjunctions.

Exercise 1: Choose the best word or phrase to fill the gaps.

1. We ate a pizza a kebab. (*but, and, so*)
2. We had some cake we didn't have any coffee. (*unless, until, but*)
3. I had a headache I didn't go to the party. (*when, so, whereas*)
4. You can have a coffee a tea but not both. (*or, till, but*)
5. I will call you I get home. (*as, and, when*)
6. She still went to work she was sick. (*even though, until, if*)
7. Don't call me you have finished your work. (*until / while / as long as*)
8. the bad weather, they decided to have a picnic. (*because / despite / whereas*)
9. Wash your hands you eat your dinner. (*till / when / before*)
10. I did not have the correct visa., I could not enter the country. (*because / as / consequently*)

Exercise 2: Complete each sentence using the subordinating conjunction from the parenthesis.

1. I visit the Grand Canyon I go to Arizona. (*once, whenever, wherever*)
2. This is the place we stayed last time we visited. (*where, when, how*)
3. you win first place, you will receive a prize. (*wherever, if, unless*)
4. You won't pass the test you study. (*when, if, unless*)
5. I could not get a seat, I came early. (*as, though, when*)
6. We are leaving Wednesday or not it rains. (*if, whether, though*)
7. Pay attention to your work you will not make mistakes. (*so that, unless, or*)
8. The musicians delivered a rousing performance they had rehearsed often. (*though, as, once*)
9. She's honest everyone trusts her. (*if, so, when*)
10. Write this down you forget. (*or, when, lest*)

Exercise 3: Complete each sentence using the correct correlative conjunction pair from the parenthesis.

1. I plan to take my vacation in June in July. (*whether / or, either / or, as / if*)
2. I'm feeling happy sad, I try to keep a positive attitude. (*either / or, whether / or, when / I'm*)
3. had I taken my shoes off I found out we had to leave again. (*no sooner / than, rather / than, whether / or*)
4. only is dark chocolate delicious, it can be healthy. (*whether / or, not / but, just as / so*)
5. I have salad for dinner, I can have ice cream for dessert. (*if/then, when / than, whether / or*)
6. flowers trees grow during warm weather. (*not only / or, both / and, not / but*)
7. do we enjoy summer vacation, we enjoy winter break. (*whether / or, not only / but also, either / or*)
8. Calculus is easy difficult. (*not / but, both / and, either / or*)
9. It's going to rain snow tonight. (*as / if, either / or, as / as*)
10. Savory flavors are sweet sour. (*often / and, neither / nor, both / and*)

3. LISTENING: Postcards from Uzbekistan.

A. Listen to the track about Uzbekistan and summarize the main idea.

4. READING.

Ural Tansykbaevich Tansykbaev

Ural Tansykbaevich Tansykbayev was born on 1, January 1904 Tashkent, Uzbekistan –18 April 1974 in Nukus, Karakalpak ASSR. Ural Tansykbayev was Uzbek painter of Kazakh descent. He attended a Russian-Uzbek school (1916), graduated from a seven-year school (1919) and worked as a **worker at** tobacco factory, winery (1919–1921). Ural Tansykbaevich Tansykbayev studied with Russian painters and followers of the Peredvizhniki ("Wanderers"), first under Nikolay Vasilyevich Rozanov (1869–1940) his art studio of Fine Arts Museum of Uzbekistan (1924–1928), and later in the Art and Pedagogical Technical School, Penza (1928–1929). There he became **interested in** Fauvism and the work of the French Expressionist's, influences **noticeable** in the increased decorativeness and heightened **sense of colour in** his early work.

From 1929 he **participated in** art exhibitions. In 1938 he was the stage and **costumes designer** of the first national Kazakh ballet "Kalkaman and Mamir" at the Kazakh State Theatre of Opera and Ballet in Almaty, **production of** the First Kazakh ballerina and choreographer Shara Zhienkulova (1912–1991). As a member of the Uzbekistan delegation he paid a visit to the World War II front (1942). Jointly with artists M.Arinin, S.Cheprakov, and Madra Mandicencio, he made more than 30 **monumental paintings** for the Uzbek pavilion at All-Union Agricultural Exhibition in Moscow (1952–1955). He was successively elected **corresponding member** (1954), and **full member of** the Academy of Arts of the USSR (1958). That year he was awarded a silver medal at Universal Exhibition in Brussels Expo '58 (1958) (Exposition universelle et internationale de Bruxelles, Wereldtentoonstelling Brussel 1958 (Belgium)).

The theme of his early paintings is connected with the searches for expressive means, forms of reflection of the reality. They are intensive and **enriched by** their colours, decorative. Since the beginning of the 1950s the main genre in his art had become landscape. Tansykbayev participated in many exhibitions in Uzbekistan, in Moscow and abroad. His art was **marked by** numerous governmental awards.

• *Questions:*

1. Where did Ural Tansykbaevich Tansykbayev study?
2. What is connected with his early paintings?
3. When was opened Ural Tansykbaev Memorial Museum?
4. Who founded the Museum a tribute to the memory of Ural Tansykbaevich Tansykbaev?

5. WRITING.

Exercise 1: Many students decide to further their study abroad. What are the benefits and drawbacks of studying abroad? What is your view on this? Compose an essay about it (max. 250 words).

6. SPEAKING.

A. Look at the paintings of Pavel Petrovich Benkov and choose which one do you like the most. Describe it and compare with other paintings. What do you know about his lifetime? Talk about it with your groupmates in the class.



7. WRITING.

Exercise 1: Can you write a caption for this photo? Handmade masterpieces are priceless!



8. GRAMMAR FOCUS: Conjunctions.

Exercise 1: Complete each of the following sentences using one from the given conjunctions.

1. I like chicken not fish.

- a) and
- b) since
- c) but
- d) for
- e) or

4. The items are on sale in the local store not online.

- a) but
- b) and
- c) though
- d) or
- e) nor

2. it rains on Sunday, I will not be able to drive.

- a) and
- b) where
- c) either
- d) if
- e) how

5. Neither my mother my father will be able to attend the party on Sunday.

- a) or
- b) but not
- c) and
- d) nor
- e) but also

3. I like both dogs cats.

- a) also
- b) but
- c) and
- d) if
- e) until

6. Carrie didn't know whether her bike would be fixed if she would have to walk.

- a) but
- b) and
- c) nor
- d) or
- e) either

Exercise 2: Fill the gaps in each sentence with *despite*, *in spite of*, *although* or *even though*.

1. We are a small company; we sell almost a hundred machines a month.
2. All the difficulties, the project started on time and was a success.
3. We were warned against doing so, we went ahead with the project.
4. His lack of experience, he became a successful businessman.
5. Being by far the oldest player, he scored three goals.
6. He's a millionaire, he drives a second-hand car.
7. It rained a lot, I enjoyed the holiday.
8. Working for the company for six months now, he never seems to know what to do.

9. WRITING.

Exercise 1: What is better for a city, more cars or more public transportation? What is your view on this? Compose an essay about it (max. 250 words).

Exercise 2: Neighbours are the people who live near us. In your opinion, what are the qualities of a good neighbour? Use specific details and examples in your answer. Compose an essay about it (max. 250 words).

10. SPEAKING.

A. Some people prefer to work for themselves or own a business. Others prefer to work for an employer. Would you rather be self-employed, work for someone else, or own a business? Talk about it with your groupmates in the class.

UNIT 25. TIME MANAGEMENT

1. LISTENING: Enough time?

A. Fill in the gaps.

There never _____ time to do things. I always _____ time. I really wish there were more hours in the day. Then I could slow down and relax, and _____. Time is a fun thing. Sometimes it flies – usually when you're having fun. Other times _____ painfully slowly. Sometimes I look at the clock and I think it's going backwards. I think it's very important to _____. It's too important to waste. For me, time is _____ weekends. I can _____ time with my family and friends. I always have a good time at the weekend. I like _____ is money. It kind of shows how valuable time is. Oh well. That's that. Time for me to go now.

2. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences with a phrasal verb from the box. If the sentence has a word in brackets, use that word with the phrasal verb.

own up	blow up	cheer up	show up	clear up	split up
--------	---------	----------	---------	----------	----------

1. Who broke the window? We are not leaving this room until someone
2. Why are you so miserable?! It's not the end of the world.
3. The soldiers were injured when the bridge they were crossing suddenly
4. Is Pete here yet? ~Not yet, but I'm sure he will soon.
5. Didn't you know? Polly and David a few months ago. Everyone was surprised – they'd been together for over ten years.
6. The flat was a real mess after the party. It took us ages to
7. The teachers are still waiting for someone to to breaking the window.
8. Everyone was on time except Simon, of course. He late as usual.
9. The Beatles in 1970, when Paul McCartney announced he was leaving the band.
10. The bomb disposal experts found the bomb and then (it)
11. After more than fifteen years, detectives still haven't the murder mystery.
12. The good news (us), and we all felt a little better.

Exercise 2: Complete the first part of the phrasal verbs. Use each verb only once.

to give up	wake up	hurry up	pick up	to stand up	to get up	tidy up
------------	---------	----------	---------	-------------	-----------	---------

1. Jane and I want to smoking.
2. Could you me at 6 o'clock?
3. We must or we will miss the bus.
4. Can you me at the station?
5. In many countries, the pupils have to when the teacher enters the class-room.
6. I usually have to at half past six.
7. I must my room today.

3. WRITING.

Exercise 1: People learn in different ways. Some people learn by doing things; other people learn by reading about things; others learn by listening to people talk about things. Which of these methods of learning is best for you? Compose an essay about it (max. 250 words).

4. READING.

Counting down the days...

Many people, myself included, find it very difficult to live in the moment: that is, to appreciate the present and never look **backwards** or **forwards**. For me, it feels like there is so much to look forward to that wishing that time would pass faster becomes a terrible habit. I was so excited to start my year abroad in October that I spent the whole summer counting down the days until I could move to France. But once I arrived, **although** I loved it, I couldn't wait until the Christmas holidays. At home in December, I was looking forward to going back so much that the **countdown** began again!

Now I'm left with only seven weeks left in this **wonderful** country, but I'm **caught in a dilemma**. On one hand, I can't wait for summer – no more work, lots of sun, and a holiday with my best friends. **However**, on the other hand, I don't want my time in France to come to an end! I have **realized** that I spend a lot of time looking ahead to what's coming next in my life. I can **admit** that this may sometimes stop me from living in the present. If you're always more excited about the future than the present, it is almost **impossible** to **properly** enjoy or appreciate your everyday life.

Looking back on my time in France, I wish it had gone even slower than it has. I do feel like I've made the most of my six months here, but I did spend **a lot of time counting down**. I wish I could **slow down** the time I have left here, but as I know that is **impossible**, I have instead resolved to make the most of the time I have left here and enjoy every day. Whether I wish for the time to go **faster** or **slower**, nothing will change, so I might as well stop **worrying about** how long I have left and enjoy it! That way, when I look back on my year abroad I will never feel like I **wasted time by counting down** until the summer.

5. LISTENING: Dates.

A. Listen and circle the 16 dates that you hear.

January	February	March	April
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	June	July	August
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

B. Discussion.

1. When is your birthday?
2. Can you think of three dates that are important in your country?

6. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences with a phrasal verb from the box. If the sentence has a word in brackets, use that word with the phrasal verb. You may also need to put the phrasal verb into the correct form.

clear up come up with drop off let down point out

1. You can't rely on him. He's (*me*) so many times.
2. I'll (*the book*) at your place tomorrow.
3. He a few things to us that we hadn't noticed.
4. He's clever, sharp and creative. He's always new innovative ideas.
5. Has he the misunderstanding he caused?
6. We're going to meet again to the discrepancies in the contract.
7. When selling, you should always the things that differentiate your product from your competitors.
8. See if you can a better way of doing it.
9. Could you (*the letter*) at his office. It's for him – I received it by mistake.
10. I promised to help him and he's relying on me. I can't (*him*)

Exercise 2: Choose the correct word or form to complete these sentences.

1. I spent a few weeks up on my French before the trip.
a) brushed b) brush c) brushing
2. Being in a band when I was a teenager was my closest with fame.
a) brush b) brushing c) brushed
3. She won't speak to me, I think she's brushing me
a) on b) off c) in
4. She aside all suggestions.
a) brushed b) brushing c) brush

7. WRITING.

Exercise 1: Think of one word which fits best into the blanks.

Students of English all the world are aware that are differences British and American English. But how large are the differences really? The varieties of English have historical roots. pilgrims left England in the seventeenth century, language has evolved, giving rise to changes vocabulary, grammar and spelling. Many of the obvious differences are in the vocabulary used in the two countries. Many of the words that we use today not exist in the seventeenth "Pavements" in Britain, and "sidewalks" in the USA, only became common later, example. The two countries also borrowed words from different sources: courgettes imported to Britain from France and zucchini were brought to America Italian immigrants. Printing was a relatively new invention back then and the spelling most words had not yet been formalized, accounts for many of the differences in spelling.

Exercise 2: Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which one do you prefer? Compose an essay about it (max. 250 words).

8. SPEAKING: Time and dates.

A. Discuss the questions below with your partner.

Student 'A':

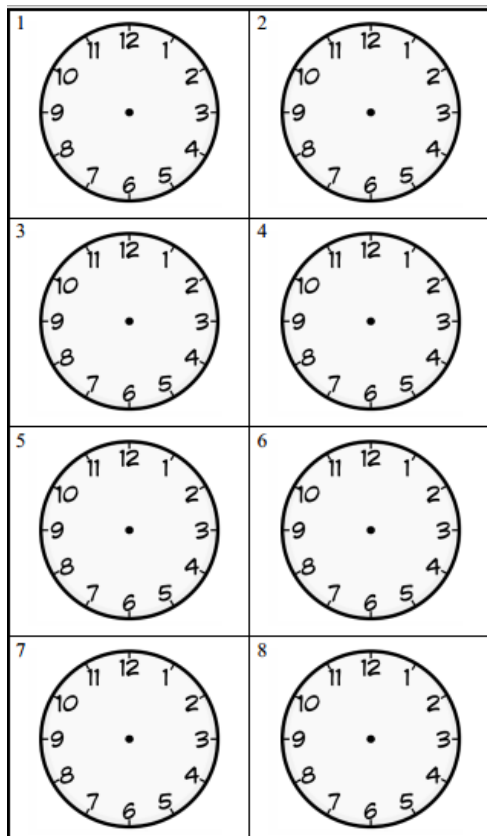
1. What is your favourite time of the day? Why?
2. Which day of the week do you hate most? Why?
3. Do you wear a wrist watch? Why? / Why not?
4. Which month is the best month of the year? Why?
5. What time do you usually get up in the mornings? Do you get enough sleep?
6. How many days are there in a year?
7. What do you like to do on weekends?
8. What time do you usually eat lunch?
9. When is your birthday? Are you going to have a birthday party?
10. What time is it now?

Student 'B':

1. What is your favourite day of the week? Why?
2. Which time of the day do you hate most? Why?
3. How could people tell the time before there were watches and clocks?
4. Which month is the worst month of the year? Why?
5. What time do you usually go to bed in the evenings? Do you get enough sleep?
6. How many seconds are there in a minute? ... minutes in an hour? ... hours in a day?
7. How do you usually relax in the evenings?
8. What time do you usually eat dinner?
9. When is your birthday? Did you have a birthday party last year?
10. What's today's date?

9. WRITING.

Exercise 1: Draw the different times.



1. five o'clock
2. three-thirty
3. noon
4. ten to ten
5. a quarter past two
6. twenty past eight
7. one o'clock
8. midnight

10. READING.

*Advice:

The best food for the brain is sleep, so you'll need a lot of sleep during exam times. When you're tired you will find it difficult to **concentrate** and learn. So, how much sleep do you need? Well, when you've had the **right amount** of sleep you don't feel tired, not too much and not too little. Most teenagers need between 8 and 9 hours sleep a night. Try and get good **quality sleep**. So, don't sleep with your books all over your bed or with lights, music or the computer on. For the best sleep, make sure your room is quiet, comfortable and dark. If you stay up late studying and don't get enough sleep, you may need a '**power nap**' in the afternoon. A short sleep of 30 minutes may give you some energy before you start **revising**, but keep it short – you don't want to spend all afternoon in bed!

*Tips to help you sleep:

- Have a regular bed time. Try to go to bed at the **same time** every night, if possible 8 or 9 hours before you have to wake up;
- Do plenty of exercise. Don't do exercise just before **bedtime**, but regular exercise earlier in the day can help your **body sleep** at night;
- Don't drink caffeine (colas, tea or coffee) in the afternoons and evenings. Drink water, fruit juices or herbal teas;
- Have a milky drink just before bedtime.

11. LISTENING: Don't waste time.

A. Listen to the track and answer the question "How can daily routine affect our lifestyle?"

B. Correct the spelling.

Life is for living. That's what I **eevlieb**. It sounds very simple, but actually, it's quite **ifdfulcti**. You only have one life, so you really have to live it. Don't **swtae** time doing **ornghi** things. Live life for today. Is living **ogknriw** in an office all your life? No. Take some **isskr** in life. Invest in your life and do the things you really want to do. If you don't try and live your **edasrm**, you don't really live. I often hear people **ysgina** to other, "Get a life". I agree with them. Don't wait and let life pass you by. Life is too **rtsho** and you can't go back. I have a full life. I don't live life in the fast lane, but I do make sure I do things so that when I look back on my life, I won't have any **tgerers**.

12. WRITING.

Exercise 1: How does your daily routine look like? Compose an essay about it (max. 250 words). You can use the wordlist given below.

wake up
press the snooze button
turn off the alarm
get up
have a cup of coffee
make breakfast
read the newspaper
have a shower

comb my hair
brush your teeth
put make-up on
go home
make dinner
do their h/w
chill out on the sofa
take the rubbish out

feed the dog
go to bed
go to the bathroom
take my medication
get into my pyjamas
set the alarm
lock the door
go to bed

13. READING.

My daily life

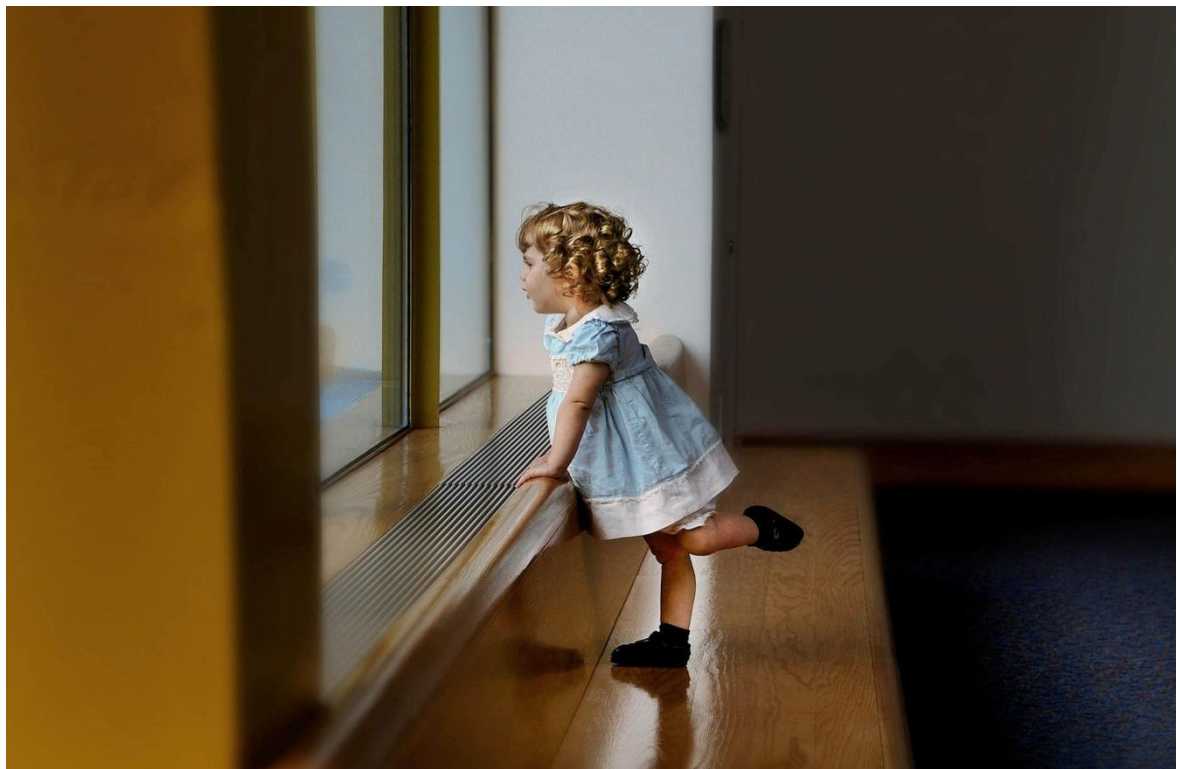
Activities in the morning: Daily life means a **routined life**. So, I try my best to follow my daily routine. It is my habit to get up early in the morning. I **brush my teeth, wash my hands, face**. Then I **go out for a walk** in the open air for about half an hour and come back home again. Once again, I wash my hands, **feet** and face. After that I take my breakfast and sit at my reading table. I read for three hours **at stretch**. Nobody is allowed to enter my room during this time. I make my lessons **attentively**. Activities in the college: After finishing my regular lessons, I **take my bath and meal**. Then I start for my college at 10 a.m. because our college sits at 10:30 a.m. I always sit **in the first bench** and listen to what my teachers say. I **take down the important notes**. In the off period, I do not move here and there. Rather I go to the common room and **refresh myself** by taking part in **indoor and outdoor games**. In the afternoon: Our college breaks up at 4 p.m. Then I **come back to my home straight**. Returning home, I wash my face, teeth, hands and feet very well and have my meal. After taking a little rest, I **go to the playground**. I play football or other outdoor games with my classmates. Before the sunset I return to my home. Then I sat at my reading table and prepare my lessons till 10 p.m. Normally I go to bed at 11 p.m. Besides this I read the daily newspapers and weeklies. I enjoy television. I **maintain my dairy**. *Conclusion:* A **routined life** is a must for everybody to **reach the goal of life**. Without following a routine life none can hope to **march in life**. So, everyone should have a daily life and follow it **strictly**.

• *Questions:*

1. What does it mean "daily routine"?
2. How daily routine affect our life?

14. WRITING.

Exercise 1: Can you write a caption for this photo? The moment of a glow of happiness!



UNIT 26. IN THE PAINTER'S STUDIO

1. READING.

My masterpiece art studio

One side of the **rectangular room** was entirely of glass, and faced west. In summer, it was **flooded with sunlight**, in spite of the heavy **cloth curtains** which were meant to screen it. The walls were covered with a **pale grey paper**, and a few unframed pictures hung on them; against them were stacked heaps of used and unused canvases, of which only the backs were ever visible. The only other furniture was two easels, a few **cane chairs** of the most **commonplace** type, two old easy chairs covered with some very shabby flowered material, a worn' divan upholstered in an indeterminate colour, and a table heaped with tubes of paint, brushes, bottles of oil or **turpentine**, and **paint stained** rags. Not only were the walls of the studio covered with paintings, **chiefly unframed**, but canvases of all sizes and descriptions, with designs on them, from merest sketch to the most finished portrait, were piled against them, **leaning one** upon the other, until but a very small space was left in the centre of the floor. Several large easels bore full-length portraits of sitters who had probably 'never paid for them when completed; **charming glimpses** of female **loveliness peeped out from** behind copies of dark Rembrandts or uninteresting Teniers; the portraiture of children's rosy forms were **commingling with** fauns or monks or scenes of war, or anything most unakin to them; whilst sunny landscapes and tranquil seas were lying almost hidden beneath the thick dust which had to be removed for the purpose of examination, and which lay heaviest upon once white busts and groups of figures which were disposed on **rough brackets** about the walls.

• *Questions:*

1. What was flooded with sunlight in summer?
2. How did the masterpiece art studio look like?

Art taste

... I am now clearly of opinion that a relish' for the higher excellencies of art is an acquired taste, which no man **ever** possessed without long cultivation, and great labour and attention. On such occasion as that which I have **mentioned** we are often ashamed of our apparent dullness; as if it were to be expected that our minds, like tinder, should instantly catch fire from the divine spark of Raphael's genius.

I **flattered myself** that now it would be so, and that I have a just and likely perception of his great powers: but, let it be always **remembered**, that the **excellence** of his style is not on the surface, but lies deep; and at the first view is seen but **misty**. It is the florid style, which strikes at once, and captivates the eyes for a time, without ever satisfying the **judgement**. Nor does painting in this respect differ from other arts.

A just poetical taste, and the acquisition of a nice **discriminative** musical ear, are equally the work of time. Even the eye, however perfect in itself, is often unable to distinguish between the **brilliancy** of two diamonds; though the experienced **jeweller** will be amazed at its blindness; not considering that there was a time when he himself could not have been able to pronounce which of the two was the most perfect, and that his own power of **discrimination** was **acquired** by slow and **imperceptible** degrees.

• *Questions:*

1. How can be acquired higher excellencies of art?
2. Can the painting differ from other kinds of arts?

2. GRAMMAR FOCUS: Passive Voice.

Exercise 1: Find in the texts 8 sentences where the verb is given in the Passive Voice. State the tense and voice of the verbs.

1. They are given drawing classes twice a week.
2. He has been elected an Associate of the Academy of Arts.
3. Heaps of unused canvases were stacked against the walls.
4. The table was heaped with tubes of paint, brushes and other artist's supplies.
5. Unfinished pictures were piled against the walls.
6. He said that these works of the artist probably never been paid for.
7. The portrait you see on the easel has just been completed by the artist.
8. Great popularity is enjoyed by the canvases of this genre painter.
9. Not much is known of the artist's career before thirty.
10. His tempera pictures have never been surpassed.
11. The first 18th century historical paintings were being painted by Russian artists as early as the beginning of the century.
12. Much has been said about the relationship of sculpture and architecture.

3. READING.

Art instruction in 15th century in Florence

In Florence, where there was so much art, there were no art schools. Art instruction as given in the painters' studios of 15th century Florence was based on practical advice and not on general rules and canons. A talented boy was apprenticed to a **recognized** master and **thoroughly**, trained in the business of making pictures, carving statues, or signing buildings.

A master communicated to his apprentices the results of his experiences and his **technical** knowledge, and these were **transmitted from** studio to studio. At first, he was no better than a janitor, or valet, then he was taught carpentry, metal work, masonry, the **grinding** and **other crafts**. The basis for all artistic instruction was drawing. Every day the boy was to draw a model. He had to practise drawing in different techniques – silver point or pen, for example, on white or coloured paper. He had to learn to draw from the works of his master or from those of other celebrated masters.

He was also to be instructed in perspective and anatomy. If he had the stuff in him, he was chosen – often in his teens, as the master's assistant, with a small salary; and when he was mature enough to satisfy the examiners, he was **admitted to** the guild of St. Luke, under which the painters operated, and duly **licensed as** a **practitioner**. The apprentices were taught that every art had its basis in the crafts, and it would be hard to find a Renaissance artist worth remembering who was not a licensed master in three or four occupations – and a **skilled** mechanic into the bargain.

• *Questions:*

1. What was important to learn from the masters?
2. How many art schools were in Florence?
3. How a master and his apprentices communicated with each other?

4. WRITING.

Exercise 1: Music brings always source of inspiration to create new artworks. Is music a universal language? Compose an essay about it (max. 250 words).

5. SPEAKING.

A. Discuss the questions below with your partner.

1. Is your studio large and light?
2. Does it face north or west?
3. What is there in the studio?
4. Are there any pictures on the walls?
5. What are the painter's tools?
6. Is there a kind of dais for a model or a sitter to pose on?
7. How are the easels arranged in the studio?
8. Where do you usually keep your brushes, oils and palettes?
9. What kind of painting do you prefer?
10. What kind of music do you listen to while drawing a painting?

B. Compile an inventory of everything that may be found in a painter's studio.

6. GRAMMAR FOCUS: Idioms.

Exercise 1: Read each idiom and determine the meaning.

1. Janet gushed over the sculpture in the antique shop, but Kevin thought that the craftsmanship was merely **run of the mill**.
 - a) He thinks that it is of exceptionally high quality.
 - b) He thinks that it is marked by creativity or originality.
 - c) He thinks that it is too expensive for the average person to afford.
 - d) He thinks that it is low quality, common or ordinary.
2. After Michael missed three shots in a row and passed the ball to a player on the other team, the boys were only up by two and they suspected that Michael would be the **Achilles heel** of the team.
 - a) Michael performs well under pressure.
 - b) Michael is a valuable contributor to the team.
 - c) Michael is a weakness in an otherwise strong entity.
 - d) Michael inspires others to succeed.
3. Lyle chose Marco for his partner, thinking that it would be fun to work with his best friend, but now that the project was due tomorrow and the boys had nothing done, Lyle realized that he should have **hitched his horse to a different wagon**.
 - a) Lyle wishes he had chosen a different partner.
 - b) Lyle accepts responsibility for his part in their failure.
 - c) Lyle understands this project will require hard work.
 - d) Lyle believes that the best course of action is to tell the truth.
4. The prosecutor knew that the councilman had stolen public funds, but she wanted to **get all of her ducks in a row** before she charged him with a crime.
 - a) She wanted to catch the councilman in the act.
 - b) She wanted to take the time to properly prepare her case.
 - c) She had other business to take care of before going after the councilman.
 - d) She had to finish eating lunch before she went back to work.
5. Vince knew that if he wanted to get into college, he'd have to **keep his nose to the grindstone** all senior year.
 - a) Vince would have to apply for college.
 - b) Vince would have to work hard for a whole year.
 - c) Vince would have to wait patiently for an opportunity.
 - d) Vince would have to stay out of trouble for a whole year.

7. READING.

Drawing from the nude

During the weeks, he watched Ghirlandajo's every move; whenever the teacher failed to return a sketch to the portfolio, a Castagno, Signorelli or Verrocchio, the boy **remained** behind to make a **reproduction**. At the end of the month he has **assembled a portfolio** of a **dozen** fine sketches. At this rate, his portfolio of master sketches would become as thick as Ghirlandajo's. Ghirlandajo still came in early from dinner **occasionally** to give his apprentice an hour of instruction: in the use of black chalk; how to work in silver point, and then to intensify the effect with white chalk. Michelangelo asked if they might sometimes draw from **nude models**.

- "Why should you want to learn to draw the nude when we must always paint it under drapes?" demanded Ghirlandajo.
- "There aren't enough nudes in the Bible to make it profitable." "There are the saints," replied the boy; "They have to be nude, nearly when they are being shot with arrows or burned on a grill."
- "True, but who wants anatomy in saints? It gets in the way of spirit."
- "Couldn't it help to portray character?"
- "No. All of character that's necessary to show can be done through the face... and perhaps the hands. No one has worked in nudes since the pagan Greeks. We must paint for Christians.

Besides, our bodies are **ugly, disproportioned, and full of boils**. A garden of palms and cypresses, **oranges in bloom**, an architectural design of a straight stone wall with steps running down to the sea... that is beauty and **non-controversial**. Painting should be charming, refreshing, and lovely. Who can say that the human body is any of these things? I like to draw figures **walking delicately under their gowns...**"

- "...and I would like to draw them the way God made Adam."

• *Questions:*

1. Whose master sketches become thick as Ghirlandajo's portfolio of master sketches?
2. How should look like a painting?
3. What are the main aspects of drawing from the nude?

8. WRITING.

Exercise 1: Complete the sentences with a word from the box.

landscape	fresco	tapestry	sculpture	portrait	collage	still life
-----------	--------	----------	-----------	----------	---------	------------

1. A painting of a view of the countryside –
2. A painting, drawing or photograph of a person, especially of the head and shoulders –
3. A picture that is painted on a wall while the plaster is still wet –
4. The art of making a picture by sticking various different materials onto a surface –
5. A work of art made by carving or shaping wood, stone, clay, metal, etc. –
6. A picture or pattern that is made by weaving coloured wool onto heavy cloth –
7. The art of painting or drawing arrangements of objects such as flowers, fruit, etc.

Exercise 2: Which one you think has more influence on people – the knowledge gained from experience or the knowledge gained from books. In your opinion, which source is more important? Compose an essay about it (max. 250 words).

9. GRAMMAR FOCUS: Gerund, Infinitives.

Exercise 1: Fill in the correct form.

1. We encouraged her (*succeed in*) (*become*) a top player.
2. It's no good (*force*) him to go with us.
3. I promised (*care*) for the cat but I'm not much good at (*babysit*).
4. Mary enjoys (*listen*) to music.
5. I don't mind (*do*) the washing up.
6. Irregular verbs are not easy (*remember*).
7. The people thanked me for (*offer*) (*help*) them.
8. She promised (*not object*) to his (*smoke*).
9. They continued (*eat*) after the interruption.
10. I am not in the habit of (*smoke*) in the car.

Exercise 2: Put the verb into the gerund or the Infinitive with *to*.

1. She delayed (*get*) out of bed.
2. He demanded (*speak*) to the manager.
3. I offered (*help*).
4. I miss (*go*) to the beach.
5. We postponed (*do*) our homework.
6. I'd hate (*arrive*) too late.
7. She admitted (*steal*) the money.
8. I chose (*work*) here.
9. She waited (*buy*) a drink.
10. I really appreciate (*be*) on holiday.

10. READING.

Drawing from life

Giotto was the first of the Italian masters to draw from nature. That in itself was a revolution, though today life-drawing is one of the **fundamentals**. Giotto, in his own time, practically **abolished** the flat **medieval** style, the rigid Byzantine image, **by bringing art down** to earth, **by observing the habits and posture** of men and women as they went about their **business**. When he had to draw a saint, he made him a human being – a little flat, at times, as he wrestled with the old style, but never a staring **pattern on a wall**. He struggled all his life with the technical problem of making figures **massive** and **solid** – in our language, **three-dimensional** – and his figures have the weight and bulk of sculpture.

A. Give synonyms or synonymous expressions for the following words.

Example: a model – a man or woman sitting to a painter, a sitter.

a model; to draw from life; a master sketch; to instruct; instruction; to assist; a reproduction.

B. Find the difference between the world below and illustrate your answer with examples from the text.

1. to instruct; to teach; to train; to educate.
2. to learn; to study.
3. a pupil; a disciple; an apprentice.

11. SPEAKING: Fine art.

A. Express your agreement or disagreement with the statements below.

1. It is a pity he had no chance of getting training as painter.
2. Everyone's talents should be fostered.
3. Turner's water colours are a priceless heritage.

Examples:

This work is of a high artistic standard. (*agreement*).

Yes, it really is, I quite agree here (*agreement*).

Far from it! It is a mere dabbling (*disagreement*).

B. Discuss the questions below with your partner.

1. What were Giotto's unique accomplishments in painting?
2. What was the system of art education during the Renaissance?
3. Why is it said that Leonardo da Vinci best typifies the spirit of the Renaissance?

C. Do you agree or disagree with what was said about painting by Ghirlandajo and Michelangelo? Begin your answer with conversational formulas.

In case of agreement:

I quite agree here

Naturally / Of course

In a way, yes I 'won't deny

I think so

In case of disagreement:

I disagree with you on that point

I object to it

There's something in what you say, but

I'd rather not

D. Prove this statement made by Leonardo da Vinci by giving examples from the text.

"A good painter is to paint two main things, namely man and the working of man's mind. The first is easy, the second difficult, for it is to be represented through the gestures and movements of the limbs."

12. WRITING.









Exercise 1: Can you write a caption for this photo? The pure reflection absorbs all colours of nature!



UNIT 27. FOOD AND MEAL

1. LISTENING: Tom's Supermarket.

A. Define true or false statements.

TOM'S NEIGHBORHOOD SUPERMARKET OPEN 7 DAYS WEEK			
<p>TOM'S BRAZILIAN COFFEE 250 Grams</p>  <p>\$4.49 each</p>	<p>BLUE RIBBON SWISS CHEESE Whole</p>  <p>\$7.95 KG</p>	<p>FRESH CARROTS <small>ON SALE</small></p>  <p>\$1.99 KG</p>	<p>DELICIOUS STRAWBERRIES</p>  <p>\$6.99 KG</p>
<p>YUMMY PEANUT BUTTER 750 Gram Jar</p>  <p>\$9.49 each</p>	<p>FRESH WHOLE MILK 1 Liter Carton</p>  <p>\$4.49 each</p>	<p>FRESH STEAK 250 Grams</p>  <p>\$7.49 KG</p>	<p>FRESH FARM EGGS Carton (10 large eggs)</p>  <p>\$2.49 each</p>

1. Tom's Supermarket is _____ on
a) True b) False

2. There are _____ you can buy in the advertisement.
a) True b) False

3. You can buy a carton of _____ for _____
a) True b) False

4. Tom's coffee _____.
a) True b) False

5. A _____ costs _____.
a) True b) False

6. _____ costs _____.
a) True b) False

7. Fresh carrots are _____.
a) True b) False

8. You can buy _____.
a) True b) False

9. _____.
a) True b) False

10. _____.
a) True b) False

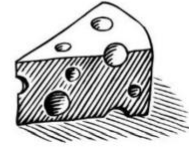
2. WRITING.

Exercise 1: In some societies, it is increasingly common to try to achieve good health and fitness through physically demanding sports, special diets, or preventative medicine conventional or alternative. Some people, however, believe that the best way to stay fit and healthy is simply to lead a normal life. To what extent do you agree or disagree with this opinion? Compose an essay about it (max. 250 words).

3. SPEAKING: Food and drinks.

A. Talk about likes and dislikes with your groupmates in the class.

talk about likes & dislikes
foods & drinks



Qs:

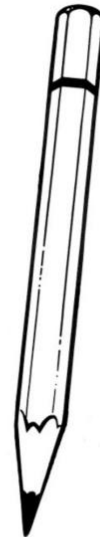
1. What did you eat this morning?
2. What did you drink this morning??

- Circle the numbers that best express your likes and dislikes.
- Then, compare your answers with your classmates. Give reasons.

Coffee	1	2	3	4	5
Milk	1	2	3	4	5
Pizza	1	2	3	4	5
Carrots	1	2	3	4	5
Peanut Butter	1	2	3	4	5
Donuts	1	2	3	4	5
Grapes	1	2	3	4	5
Cheese	1	2	3	4	5
Bananas	1	2	3	4	5
Fish	1	2	3	4	5
Chocolate-Chip Cookies	1	2	3	4	5
Spicy foods	1	2	3	4	5
Coca-Cola	1	2	3	4	5
Hamburgers	1	2	3	4	5

POSSIBLE ANSWERS

- 1 I hate it / them. ☹️
- 2 I don't like it / them very much.
- 3 It's / They're okay. 😐
- 4 I like it / them.
- 5 I love it / them. 😊



- Talk about how often you and your partner(s) have these foods and drinks.
every day/morning often sometimes seldom/not very often never .
For example: "I have a cup of coffee every morning. How about you?"

4. GRAMMAR FOCUS: Commonly confusing words.

Exercise 1: Complete the sentences with an appropriate word or phrase.

- | | |
|---|--|
| 1. She is of her success.
a) confident
b) confidant
c) confessor | 6. All students should have to a good library.
a) access
b) axis
c) excess |
| 2. I don't want any explanation.
a) farther
b) further
c) farthest | 7. football, he plays cricket.
a) Beside
b) Besides
c) Till |
| 3. Is there in the class?
a) anyone
b) no one
c) some one | 8. knowledge is a dangerous thing.
a) A little
b) Little
c) The little |
| 4. The doctor the patients to quit smoking.
a) advised
b) advices
c) told | 9. He is my brother.
a) elder
b) older
c) senior |
| 5. He says he is enjoying his job.
a) later
b) latest
c) latter | 10. The sun in the east.
a) races
b) raises
c) rises |

Exercise 2: Choose the correct answer.

big	great	high	tall
-----	-------	------	------

1. There is a nice house with a garden.
2. Albert Einstein was a physicist.
3. She is a very child for her age.
4. A rate of inflation makes exports uncompetitive.
5. My mother is six feet
6. He is making a mistake.
7. Can you see the trees behind the lake?
8. The city has a level of pollution.
9. This pullover isn't enough.
10. My grandfather lived to a age.

Exercise 3: Borrow or lend? Choose the correct word.

1. Could you..... me some money, please?
2. Some pupils can books from their school.
3. Will you me your umbrella till tomorrow?
4. Should I him my football?
5. You may my bike, but be careful.
6. Could I your cup?
7. You can your book to Steve.
8. Why do students so much money from their parents?
9. Peter won't his car to anyone.
10. Will your mother you some money?

Exercise 4: Look, see or watch? Choose the correct word.

1. You can't far in this fog.
2. Denny and Phil good tonight.
3. Did you Coronation Street yesterday evening?
4. out for pickpockets.
5. Can you the blue car on the left?
6. you tomorrow, if nothing comes in between.
7. It like rain, doesn't it?
8. Oh yes, I what you mean.
9. Hey, what's wrong? You really unhappy.
10. I'm afraid, Linda has to the doctor.

5. SPEAKING: Feelings.

A. Discuss the questions below with your partner and analyze the adjective endings.

Student 'A':

1. What kinds of TV programs are you *interested* in?
2. When was the last time you were *embarrassed*?
3. What makes you feel *relaxed*?
4. Do you feel *tired* after class? Why, or why not?
5. Were you *satisfied* with the test results of your last grammar test?
6. Talk about a time you were *terrified*.
7. Talk about a time you were *worried*.
8. How can you help someone who is *depressed*?
9. When was the last time you were *bored*? Why were you *bored*?
10. Talk about a time you were very *surprised*.

Student 'B':

1. What kinds of TV programs do you think are *boring*?
2. Talk about something you think is *fascinating*.
3. Talk about some *surprising* news you heard or read about.
4. Did you ever see something that was *terrifying*? What?
5. What kinds of activities do you think are *exciting*?
6. Talk about a time you did something that was *embarrassing*.
7. Do you ever do physical activities that are very *tiring*?
8. What school subjects do you think are *interesting*?
9. Do you agree that the news on TV nowadays is too *depressing*?
10. What kinds of activities do you do that are *relaxing*?

6. LISTENING: Eating out.

A. Draw a line to match the pictures with the words.

fruit salad	cheeseburger	vegetables	cheese and biscuits	ice cream	pasta
chips	roast chicken	sausages	tomato soup	omelette	grilled fish



B. Define true or false statements.

1. The customers want two tables. *True False*
2. There are two customers eating together. *True False*
3. The two customers order the same starter. *True False*
4. Both customers order the Thai chicken for their main course. *True False*
5. The customers order cold drinks. *True False*
6. Both customers order a dessert. *True False*

7. GRAMMAR FOCUS: Commonly confusing words.

Exercise 1: Choose the correct answer to fill the gaps in each of the following *near* or *close*. In some cases, both *near* and *close* are possible.

1. The minister said reforms are unlikely in the future.
2. The news report said that the hikers had a encounter with a mountain lion.
3. Mary was always very to her twin sister, Emily.
4. Political analysts predict a race in the elections.
5. There were many finishes in the track events at the London Olympics.
6. The asteroid passed 27,700 km from the surface of Earth – a miss.
7. We're low on petrol but the next station is very so we should be OK.
8. How are they to finding the solution?
9. Those mountains ahead are not as as they seem.
10. We're a very family.

Exercise 2: Correct the sentences below by replacing the words in bold with a suitable word in the correct form. If the word in bold is correct, put a letter "Y" in the gaps provided.

1. I **though** our train had gone **though** the tunnel already. While we were at the tunnel, the scene was pitch black through .
2. **Through** the game, Yau Ming has performed very well, **though** he did miss a few baskets from time to time.
3. We have made a **through** search in attempt to find the key, but we had no luck. We do have faith **though**, that we will eventually find it.
4. I would say the exam was harder than I **thought** If you can pay enough attention to all the tricky areas set **through** the papers **through**, you should be able to score pretty well.

8. SNAPSHOT.

<p>Jack's Restaurant  MENU</p> <ul style="list-style-type: none"> ■ Open seven days a week from 7 a.m to 11 p.m. ■ Free home delivery on orders over \$12! ■ Kids under 6 eat free on Thursdays! <p>For home deliveries, call 800-555-2959 Since 1992</p>	<p>DRINKS</p> <p>Bottled Water Small \$1.99 Large \$3.99</p> <p>Cola Small \$.99 Large \$1.99</p> <p>Coffee Small \$1.49 Large \$2.49</p> <p>Tea Small \$.99 Large \$1.49</p>	<p>SANDWICHES</p> <p>Turkey \$3.99</p> <p>Jack's Burger Special \$5.99</p> <p>Tomato & Cheese \$2.99</p> <p>Peanut Butter \$.99 (add jelly: \$1.29)</p>	<p>PIZZAS</p> <p>Hawaiian Small \$6.99 Large \$9.99</p> <p>Vegetarian Small \$6.99 Large \$9.99</p> <p>Peperoni Small \$11.99 Large \$13.99</p> <p>Cheese Small \$8.99 Large \$10.99</p>
	<p>FRIES</p> <p>Regular Small \$.99 Large \$1.99</p> <p>Cheese Fries Small \$2.99 Large \$3.99</p>	<p>DESSERTS</p> <p>Apple Pie \$3.99 (add ice cream: \$4.99)</p> <p>Ice Cream Small \$1.99 Large \$3.99</p>	

A. Define true or false statements.

1. The name of the restaurant is 'Jack's Restaurant'. *True False*
2. There are four kinds of drinks on the menu. *True False*
3. You can order a large cheese pizza for \$10.99. *True False*
4. The restaurant is closed on Thursdays. *True False*
5. A peanut butter and jelly sandwich costs only ninety-nine cents. *True False*
6. A large coffee costs \$2.49. *True False*
7. There are only two kinds of desserts on the menu. *True False*
8. Home delivery costs \$12. *True False*
9. Jack's Burger Special costs more than a turkey sandwich. *True False*
10. For home deliveries, call 800-555-5925. *True False*

9. WRITING.

Exercise 1: Can you write a caption for this photo? It is a sparkling time!



10. READING.

Cuisines of the world

Every nation living on Earth has its own history, traditions and, of course, features of the national cuisine. A cuisine is a certain set of cooking traditions passed on from **generation** to generation. A **cuisine** is often named after the place **where it originated**. The **choice of ingredients** depends on the region or country. For example, the Greeks use lots of tomatoes, olives, lemons and seafood in their dishes because these products are easily found in their country. Today, if you want to taste the food of different countries, it's not necessary to fly there. The **restaurants** of various cuisines can be found almost in every city.

Chinese dishes are mostly made of rice and noodles. The thing that I like about this **cuisine** is the variety of green and herbal teas. Japanese cuisine is based on fresh seafood, **soybeans** and **white rice**. I have already tried several types of rolls and sushi with **soy sauce** and it was rather delicious. **French cuisine** is considered to be the most **exquisite** and refined of all. I have never tried French dishes but I'd love to. They say French cheese, wine and pastries are really good. Greek food is delicious. My favourite dish is the Greek salad with fresh tomatoes, olives, bell **peppers** and **tofu cheese**.

I also like Italian food. It mainly offers different types of pizzas and pasta. I think, that Italian cuisine somehow reminds the Greek one because both these countries are **situated in the Mediterranean**. Spanish cuisine offers lots of dishes from seafood and fresh vegetables. A good example of this cuisine is **paella**. Mexican cuisine uses lots of spices and **chili pepper**. Famous Mexican dishes are **tacos** and **quesadillas**.

• *Questions:*

1. What kind of cuisines of the world do you know?
2. What are mostly made Chinese dishes?

English cuisine

English people have a special cuisine. Traditional English dishes include fish and chips, **roast beef**, steak, **pudding** and some others. It's **natural** that all types of food can be found in English restaurants nowadays. For example, fans of Japanese food will **easily find** sushi in English cities, fans of Italian food, will **easily** find all sorts of pasta and pizza in England.

However, many people want to try traditional British **cuisine** when visiting England. For breakfast English people **prefer** either oatmeal or cereal with milk, fried eggs with **bacon**, a glass of orange juice or a cup of fresh coffee. During lunch many people are away at work, or at school, so they **carry** their lunch with them. It usually **consists of a couple of** delicious **sandwiches** with ham, cheese and fresh vegetables, and a small pack of juice. Many Englishmen drink 5 o'clock tea with cookies. It's a kind of English siesta. For dinner families usually gather around the dining-table to chat and to share some tasty dishes. Among them steaks or fish, steamed vegetables, rice, fresh salad, and a glass of wine or beer, **depending on tastes**. Children drink either water, or tea. English families often go out for an evening meal, especially on Friday nights.

Traditional English cuisine contains many interesting recipes, but probably the most famous of all is "Fish & Chips". This dish consists of fried chops from fish and French fries. On **special occasions** English people often **serve** roast turkey and traditional pudding. Many people tend to criticize the English cuisine, **nevertheless**, it has a certain **charm** and **value**.

• *Questions:*

1. What kind of dishes are considered as traditional English dishes?
2. What is called English siesta?

11. SNAPSHOT.

Eating out

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

By Helen Carroll

This week's top recommendation



Last Days of the Raj

A centrally-located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany

Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff

Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree

This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites

A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably-priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best

Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.



This week's top recommendation

The Chocolate Box

The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs

Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

A. Match the people with the best restaurant for them. Write the restaurant names below.

Your Local Caff	The Lemon Tree	Fast Best
The Chocolate Box	Last Days of the Raj	A Taste of Tuscany

1. My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?

Tom, aged 18

Restaurant: _____

2. My friend has a sweet tooth and I want to take her somewhere special this weekend.

Lucy, aged 16

Restaurant: _____

3. My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?

Dino, aged 21

Restaurant: _____

4. I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat? Restaurant: _____

Melissa, aged 27

5. Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie? Restaurant: _____

Micky, aged 38

6. We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here? Restaurant: _____

Momo, aged 22

B. Write the names of restaurants from the article.

1. Which restaurant(s) serve hot and spicy food? –
2. Which restaurant(s) only have desserts and sweets? –
3. In which restaurant(s) can you listen to some great music? –
4. Which restaurant(s) are good for people who don't eat meat? –
5. Which restaurant(s) employ staff trained in Europe? –
6. Which restaurant(s) serve an all-day breakfast including sausages, bacon and eggs? –

12. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences below. Use the phrasal verbs in the box. Use Past Simple Tense when necessary.

hang up	make up	give up	grow up	get up	clean up	call up
	show up	hurry up	add up	cut up	fill up	

1. My classmate was late. He finally at ten o'clock.
2. Let's some vegetables and make a salad.
3. My little brother likes to stories about space aliens.
4. You should your room. It's very messy.
5. I tried to the numbers but I made a mistake.
6. I went to bed late, so it was difficult to early this morning.
7. Tommy wants to be an astronaut when he
8. We should the car with gas before we drive to Florida.
9. Try to Eduardo! You're taking too much time!
10. Please the phone when you finish your call.
11. I tried to my friend but he didn't answer the phone.
12. Sam didn't He continued and he won the race!

13. WRITING.

Exercise 1: Nowadays food has become easier to prepare. Has this change improved the way people live? Compose an essay about it (max. 250 words).

UNIT 28. EUROPEAN PAINTERS

1. READING.

English painters of the “Golden Age”

The **period** between the 1730's and 1830's is **considered** to be the “Golden Age” of English painting. At that time, many outstanding English masters worked side by side. English art was greatly **influenced** by foreign painters, **mainly** by Flemish and Italian masters, such as Van Dyck and Rubens. Van Dyck's influence was **pervasive** and **lasting**. Many of the younger Flemish painters owe more to him than Rubens. Dutch and German portraitists, especially those active in London, among them Sir Peter Lely and Sir Godfrey Kneller, continued his manner, as did several native Englishmen. The style of the great 18th century English portrait painters, especially that of Thomas Gainsborough, was deeply indebted to Van Dyck, and Spanish painters, who appear to have known Van Dyck's works mainly from engravings, **imitated** and **occasionally** even copied the religious **compositions** of the Flemish artist.

He **adopted** patterns of portraiture that had been formulated before, chiefly by Hans Holbein, Antonio Moro, Titian, and Rubens, but he **invented innumerable** variations, never losing sight of the **fundamental** necessity to retain an **impeccable formality** no matter how exact the likeness. His reputation was always high, but, whereas **formerly** the works of his last period were most **admired**, those of his youth and of his Genovese period have been **favoured** in the 20th century for their **freshness** and **spontaneity**. The interest of **scholars** and **collectors** has also turned increasingly toward works neglected before, such as the artist's oil sketches and his many drawings and watercolours, including some of his **sensitive** studies of **landscapes**. (Major works: “Self – Portrait” (1613); “Portrait of Jan Vermilion” (1616); “The Entry into Jerusalem (1619); “Madonna of the Rosary” (1624) and many other outstanding canvases. As for Rubens, he was one of the most methodically assimilative and most productive of **Western** artists. His abundant energy fired him to study and emulate the masters both of antiquity and of the 16th century in Rome, Venice, and Parma. His warmth of nature made him responsive to the artistic revolutions being worked by living artists, and robust power of comprehension nourished his **limitless** resource in **invention**.

His **long-established** interest in **landscape** painting reached its **grandest** and most **emotionally** romantic expression in such late works as “Landscape with a Rainbow” (1636; Wallace Collection, London) and “Chateau de Steen” (1635-37; National Gallery, London). Rubens' most **immediate influence** was on Sir Antony Van Dyck, Jacob Jordan's, and other painters in Flanders, but artists at almost every period have responded to the force of his genius. He is central figure in the history of Western art.

• *Questions:*

1. When was "the Golden Age" of English painting?
2. Was English art influenced by Flemish masters?
3. Do you remember the most outstanding Van Dyck' work?

2. WRITING.

Exercise 1: Some people believe that success in life comes from taking risks or chances.

Others believe that success results from careful planning. In your opinion, what does success come from? Compose an essay about it (max. 250 words).

3. GRAMMAR FOCUS: Prefixes.

Exercise 1: Choose the correct prefix in each of the following sentences.

Prefixes can be used to form the opposite or negative meaning of a word:
possible ⇒ *impossible* *legal* ⇒ *illegal*.
Other common prefixes: *dis*, *mis*, *ex-*, *un*, *ir*.

1. Tennis umpires often pronounced Martina Navratilova's name during the Wimbledon championships.
2. The Queen veiled a memorial statue to over 55,000 airmen yesterday.
3. People who can neither read nor write are termed literate.
4. Smoking while pregnant is responsible and puts the child at risk of illness.
5. In Japan it's considered very polite to blow your nose in public.
6. The cyclist was qualified from the race after failing a drugs test.
7. Food which cannot be eaten is edible.
8. The electrical appliance should be connected from the mains supply before the back is removed.
9. If we prove that a theory is wrong, we say that we have proved it.
10. Stealing and lying are honest things to do.

Exercise 2: Choose the correct prefix of each verb in the following sentences.

1. I am grateful for your help. (*value*)
2. Single mothers get little for the hard work they do. (*recognise*)
3. A lot of research is being done into gene manipulation. (*science*)
4. The organization I work for deals with the of wildlife. (*protect*)
5. My wife has a special of animals. (*understand*)
6. Your shop has an window display. (*impress*)
7. The magazine has a of interesting articles on food. (*vary*)
8. His greatest was winning a gold medal at the Olympics. (*achieve*)
9. Everyone has been so since I lost my job. (*sympathy*)
10. There is a slight that you'll get the job. (*possible*)

Exercise 3: Choose the correct prefix of each verb in the following sentences.

1. I need to my knowledge of classical music. (*broad*)
2. I love all forms of, including ballet and opera. (*entertain*)
3. Phantom of the Opera is a music show (*sensation*)
4. During her, the girl lived in Australia. (*young*)
5. The mid-20th century saw the of pop music. (*arrive*)
6. Bollywood movies achieved huge in the 1990s. (*popular*)
7. You need to your muscles if you want to become a bodybuilder. (*strong*)
9. Thieves sometimes target people at concerts, so be with your wallets. (*care*)
10. Watching old movies is my mum's idea of (*happy*)

4. WRITING.

Exercise 1: The 21st century has begun. What changes do you think this new century will bring? Compose an essay about it (max. 250 words).

5. SPEAKING.

A. Look at the painting of Sir George Clausen, and describe it with your groupmate, then each group should present own short story in front of the class.



Sir George Clausen, 'The Girl at the Gate'
1889

6. WRITING.

Exercise 1: Compose an essay about the famous painting of Henry William Banks Davis, R.A. (max. 250 words).



"On The Cliffs Picard y" by Henry William Banks Davis, R.A.

7. READING.

Titian. "Portrait of a Man"

Titian's great fame with his contemporaries **rested on** portraits. We need only look at a head like "Portrait of a Man" (Florence, Palazzo Pitti), usually called a "Young Englishman", to understand this fascination. We might **try in vain** to analyse **wherein it** consists. Compared with earlier portraits it all looks so simple and **effortless**. There is nothing of the minute **modelling** of Leonardo's "Mona Lisa" in it and yet this is unknown man seems as **mysteriously** alive as she does. He seems to gaze at us with such an intense and **soulful** look that it is almost impossible to believe that these **dreamy** eyes are only a bit of coloured earth spread on a **rough piece** of canvas.

The Royal Academy

Behind an Augustan **facade** of London's Piccadilly lies a **treasure** house of beauty and colour. This is Burlington House –the home since 1869 of the Royal Academy of Arts, whose exhibitions attract thousands of visitors every year. The first President of the Royal Academy was Sir Joshua Reynolds, whose statue by Alfred Drury – **palette and brush in hand** – stands **in the forecourt of** Burlington House. The Academy's purpose is the teaching of art to a number of Britain's most talented students. About 100 students attend the Academy schools. They are selected by **competitive examination** from young men and women who have spent two or more years at London or **provincial art schools**. Since 1768 some 6,500 artists and architects have been **trained in** the Schools of Painting and Drawing, Sculpture and Architecture. In turn, many students become **mentors** of new generations of artists. The Schools insist on certain "classic disciplines", but students are **encouraged to** develop their own idioms.

("Mozaika")

8. SPEAKING.

A. Collect reproductions of modern paintings and bring them to the classroom for discussion. Explain what you think each artist is trying to express. Use the conversational formulas to express your opinion:

I dare say

In ' my opinion

To my mind

To tell the truth

I suppose

Generally speaking

As far as I can see

On the one hand

On the other hand

On the whole

9. GRAMMAR FOCUS: Passive Voice, Tenses review.

Exercise 1: Explain the use of the verbs *should* and *would*. Find the sentences where *would is an equivalent of I used to* and where *if is an equivalent of whether*.

1. His mother was confident that he would be success and was pleased at his determination to become a painter.
2. When he told his family that he would go to study, they agreed that it would be a wise move although his parents would miss him.
3. He asked if the two would pose for him.
4. In the morning he would get up early and go up to the workshop to work up to breakfast.
5. He would get down his impression of the scene before him in a great rush.
6. He would sit at his window for hours with his pencil and drawing paper.
7. His hand was clumsy and stiff, but he would get the line he had in mind on the paper.
8. He was working all day long, but those sketches would not come tight.

Exercise 2: Put each verb in brackets into a suitable active or passive verb form.

are interested	have been selected	detach	answered	have been offered
is made	was entered	are invited	has chosen	are asked

Dear Mrs. Patel,

We are delighted to inform you that you (1) for a free holiday. According to our information, you (2) a telephone survey last month, as a result of which your name (3) in the holiday draw. Now our computer (4) your name, so you and your family (5) to spend a week in a European destination of your choice. This offer (6) on the condition that you attend a special promotions day with other lucky families in your region who (7) a similar deal. You (8) to attend on any Saturday next month at the Royal Hotel, Manchester. If you (9) in attending and taking up this offer, please (10) the slip below and return it to us as soon as possible.

Exercise 3: Rewrite each sentence in more formal style so that it contains a passive form of the word given in the brackets.

1. Sorry, but we've lost your letter. (*mislaid*)
2. The police are grilling Harry down at the station. (*question*)
3. They've found the remains of an old Roman villa nearby. (*discover*)
4. You'll get a rise in salary after six months. (*raise*)
5. They stopped playing the match after half an hour. (*abandon*)
6. They stopped traffic from using the centre. (*ban*)
7. They took Chris to court for dangerous driving. (*prosecute*)
8. You usually eat this kind of fish with a white sauce. (*serve*)

Exercise 4: Decide whether each underlined phrase is correct or not. If it's incorrect rewrite the phrase.

1. Will you be seeing Rob Jones tomorrow? I wonder if you could give him a message from Sally Gordon?
2. I had a great time in the Greek Islands. We would rent a small boat and go fishing every day.
3. Julie, hi! I've been hoping I'd see you. I've got some good news!
4. We had a terrible time looking after your dog. It was constantly chasing the cats next door
5. We had a lovely time in Madrid. Every day we were exploring the city, and in the evening, we were going to exciting bars
6. The steam engine is usually thought of as a relatively modern invention, but the Greeks had built a kind of steam engine in ancient times
7. I felt rather worried. It was growing darker and colder, and there was still no sign of the rescue helicopter
8. Don't worry! All we have to do is wait here until someone will find us.

10. READING.

André Fougeron

André Fougeron is a French painter, poet and fighter, who is **closely bound** in his art to the French working class and its Communist Party. He is a recognized master and **contributor** to international exhibitions, an artist around whom gather today's young French artists of the realistic school. His path was not an easy one, as is clear from the current retrospective exhibition. But the artist's ideal is the working man with the heart of a fighter **protesting against** social evil and barbarism. His paintings **depicting** the spring, summer and autumn of human life are extremely poetic: "Joy of Motherhood", "Sunday Morning", "A Father's Joy", "Making Cheese", and others. In these paintings, Fougeron reveals himself as a **superb colourist**. But his brush becomes angry and **passionate** when it comes to the tragic events of our age. He cannot remain a casual observer. His series on Vietnam, "The Triptych of Infamy", has a tremendous dramatic power.

11. SPEAKING.

A. Comment on the following statements.

1. The message is the motivating force of a work of art. There could be no doubt about it. The subject-matter and the idea expressed therein is a most important quality in a work of art.
2. In his works we had no slavish imitation of nature. That means he is a true artist. The matter is that a true artist is seldom interested in the mere recording of appearances.
3. He has the gift of posing his sitters and really possesses some of the attributes of a great painter. That's true. But it would be better if he gave force to the figures by deepening the shadows.

B. Discuss the questions below with your partner.

1. What does an artist convey through his art?
2. What are some of the qualities every artist must possess?
What is a true artist interested in?
3. What is the chief value of art according to Mendes? How do you understand it?
4. How do you understand the statement "All great art conveys a message"?
5. What service do you think the painter performs for mankind?
6. Why was it that an artist was sometimes unappreciated in his own times yet highly praised by following generations?

C. It is said that the role of the artist in society has always been and always will be to express the life of his day. Discuss this statement with your groupmates in the class. Use the following conversational formulas to express your opinion.

They say – *Говорят*

I don't mind telling you – *Не стану скрывать*

Evidently – *Очевидно*

As far as I know – *Насколько мне известно*

As to, as for – *Что касается*

In fact – *В действительности*

The matter is that – *Дело в том, что*

In this case – *В этом случае*

In any case – *Во всяком случае*

It depends – *Смотря как в зависимости от обстоятельств*

UNIT 29. TRAVELLING

1. LISTENING: Transportation.

A. Unjumble the words.

a hasn't changed lot Transportation really the past 100 years. **in When think changes other you about** areas of our life, transportation **it as same the much pretty is** was years ago. OK, cars, trains and airplanes are faster, but **they they're so than were not different** 50 years ago. Take airplanes, for example. I think air travel has got worse. **flew people, ago years Fifty were and** given great service. Today, you are like sardines in a can. And look at cars. **from cars The nicer look ago years fifty** than today's ones. They **wheels four had still and petrol used,** had a steering wheel. I think transportation will really only **personal change when it becomes more.** I'm waiting for my own jet pack of mini-copter.

2. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences with one of the following prepositions of, in, on, over, down, for.

1. The family was waiting us at the rest stop.
2. We are proud the Jazz team and of their record.
3. Do you remember the title the new book about morals?
4. The man the next room is the mayor.
5. Bill walked the trail during the rain storm.
6. Those immense houses on the west side town were built recently.
7. the hill stands an old castle.
8. The boys jumped quickly the wall.
9. The book the table in the English classroom is Barbara's book.
10. The old dog is troublesome many ways.

Exercise 2: Complete the sentences by selecting the correct preposition.

1. I hope to study full time the University of Calgary.
2. I volunteer at the hospital my spare time.
3. My dog ran the house when it started to rain.
4. I took out two books the library.
5. I put the kettle the stove and made some tea.
6. There are some good art galleries Seventeenth Avenue.
7. On Saturday I will ride my bike the bikepath.
8. There was nothing the cupboard.
9. I'll come back to Calgary sometime the future.
10. I have a dental appointment Wednesday.

3. WRITING.

Exercise 1: How do you see transportation of 2099? Write for 15 minutes. Show your partner your paper. Correct each other's work.

Exercise 2: Some people think that cities are the best places to live. Others prefer to live in a rural area. Compare the advantages and disadvantages of living in the city to living in the countryside. Compose an essay about it (max. 250 words).

4. SPEAKING: Transportation.

A. Write 5 good questions about transportation in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1. _____	STUDENT 2. _____	STUDENT 3. _____
Q. 1.			
Q. 2.			
Q. 3.			
Q. 4.			
Q. 5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

5. GRAMMAR FOCUS: Prepositions.

Exercise 1: Choose from the following prepositions *at, below, by, in, on* and complete the sentences and questions.

1. Hamlet was written Shakespeare.
2. John lived Oslo for two years studying music.
3. The temperature was zero.
4. You have to write the paper hand.
5. We live the main road, so it is always very loud.
6. The trains are seldom time.
7. There were a lot of people our party.
8. Your room is the second floor.
9. Can you translate this from English French?
10. August 1st we'll go Stratford.

Exercise 2: Choose from the following prepositions *at, between, below, by, in, on* and complete the sentences and questions.

1. My mum studied university.
2. There is a spider the corner of my room.
3. Death Valley is 56 metres sea level.
4. The train to London stopped the station.
5. Emily sits Susan and Greg.
6. There was an accident the crossroads.
7. Congratulations your new job!
8. Would you buy a coffee credit card?
9. What is behind the rise Wall Street?
10. This flight goes to Washington D.C. Charlotte.

6. READING.

Interview with travellers

Anita, Taiwan (Taipei): From my city what is **the best way** to get to the airport? I live in Taipei and the best way to get to the airport is to drive the car but because of traffic is bad, recently I took the bus to the airport and I think that's the very economic way and fastest way.

Martin, United States (Seattle): The best way to get to the airport from my home city is to take a car. The airport is about 20 miles to the south and there are no buses so it not very **convenient** to take a bus so if you take a car it takes about 25 minutes to get there and is the best way and is the most convenient.

Simon, Canada (Vancouver): Yeah, the best way to get to the airport from my city is by taxi. A taxi cost about 25 bucks. It's fast. It's easy and no **hassles**. If you take a bus, you got to wait for the bus. You got to go through people. Take a taxi. "Here's your bag chief. Let's go."

Keiko, Japan (Tokyo – Narita): The best way to go to the airport is by Narita express. It's an express airport train. It's comfortable. It's fast. It's not so expensive. I think it's the best way.

Al, England (London – Heathrow): If you are going from London to Heathrow Airport, I wouldn't **recommend** taking the subway. It takes too long. I recommend taking – there's a new train, the Heathrow express, which goes from Paddington and takes only twenty minutes.

Todd, United States (San Francisco): OK, the best way to get to the airport. Well, if you live in San Francisco, the best way from the south of the airport is to drive, but if you live north of the airport, there's a train and the train's **quite** convenient and you can take that. The only problem is you have to **pay for** parking is really expensive at the airport if you drive so, even if you are from the south you **might want to consider** taking a bus.

A. Choose the best answer.

1. Anita thinks is a cheap way there.

- a) driving
- b) the bus

2. Martin says aren't convenient.

- a) buses
- b) cars

3. Simon says taxis are

- a) too expensive
- b) very easy

4. Keiko thinks the airport train is

- a) economic
- b) very busy

5. Al would recommend

- a) the train
- b) the subway

6. Todd says parking at the airport is

- a) expensive
- b) the best idea

7. WRITING.

Exercise 1: Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Compose an essay about it (max. 250 words).


8. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Choose the correct verb *drop, get, pick, put* in each of the following sentences.

1. John and I have never seen eye to eye. I've never with him.
2. It's a very expensive city but we We have enough to live on.
3. Our son's being bullied at school – other kids him.
4. I went to bed at 10 o'clock but didn't till midnight.
5. I'll come and see you tomorrow. I'll around 5 o'clock.
6. My dad gave me a lift – he at the metro station.
7. My dad's coming for me in the car. He said he'd at ten o'clock.
8. I'm going to call the dentist and make an appointment for next week. My tooth's been hurting for ages and I can't any longer.
9. I managed to quite a lot of Italian while I was on holiday in Rome.
10. I'm really gardening – it's a great way to relax.

9. SNAPSHOT.

A. Define true or false statements.

 DEPARTURES				
TIME	TO	FLIGHT NO.	GATE	REMARKS
06:15	LOS ANGELES	TH4790	B33	ON TIME
06:50	FRANKFURT	LN1134	D3	ON TIME
06:55	ABU DHABI	EY990	A12	ON TIME
07:10	TAIPEI	CX7892	C21	DELAYED
07:15	VANCOUVER	CA758	B35	ON TIME
07:20	TOKYO	JL2006	F34	CANCELLED
07:35	LONDON	BA239	D9	ON TIME
07:45	PARIS	AF007	D9	ON TIME
07:50	TORONTO	CA857	B34	ON TIME
08:05	HONG KONG	CX7635	C21	DELAYED
08:15	NEW YORK	AAL690	B35	DELAYED
08:50	SEOUL	DL7860	E5	CANCELLED

1. The flight leaving at six-fifteen is going to Los Angeles. *True False*
2. Flight number CX7635 leaving for Hong Kong is on time. *True False*
3. The flight to Abu Dhabi is leaving from Gate A21. *True False*
4. The flight to Vancouver has been cancelled. *True False*
5. The seven thirty-five flight is going to London. *True False*
6. The eight-fifteen flight is going to New York. *True False*
7. Flight number LN1134 has been cancelled. *True False*
8. There is a flight leaving at seven twenty-five. *True False*
9. The flight to Frankfurt is leaving at six-fifty. *True False*
10. Flight CA857 is leaving at seven-fifty from Gate D34. *True False*

10. SPEAKING: Place and movement.

A. Discuss the questions below with your partner.

Student 'A':

1. Who is sitting *next to* you?
2. What things are *under* your desk?
3. What letter comes *between* N and P?
4. What do you have *in* your pocket?
5. What can you see when you walk *around* your neighbourhood?
6. Look *up!* What can you see *above* your head?
7. What can you see *through* your living room window?
8. Do you usually drive a car to get here *from* your home?
9. What do you usually say when you walk *toward* someone?
10. Finish this sentence: "There is ... *in* my shoe."

Student 'B':

1. Who is sitting *behind* you?
2. What things are *on* your desk?
3. What number comes *between* 87 and 89?
4. How many pictures are *on* the classroom walls?
5. At what time did you walk *through* the classroom door today?
6. Look *down!* What can you see *on* the floor?
7. What month comes *between* June and August?
8. Do you say, "Hello" or, "Good-bye" when you walk *away from* someone?
9. Who is *in front of* you right now?
10. Finish this sentence: "There is ... *under* my bed."

11. WRITING.

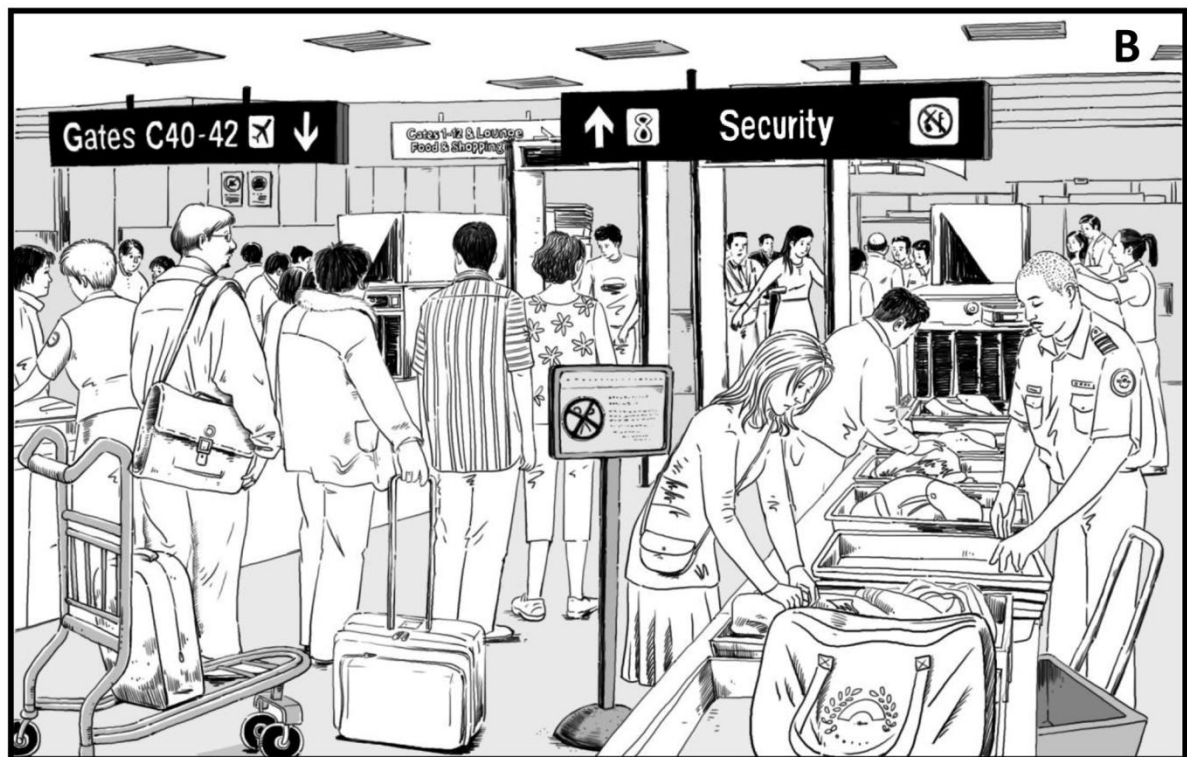
Exercise 1: Complete the sentences with the words in the box.

aisle seat	baggage	boarding pass	business class	check in
economy class	first class	flight attendant	gate number	
jet lag	passenger	pilot	take off	window seat

1. A is a person who can serve food and drinks to people on an airplane.
2. Remember to show your when you board an airplane.
3. If you don't want to spend a lot of money when you fly, you should buy an ticket.
4. When will our plane begin to fly or?
5. A ticket costs the most money.
6. The person who flies a plane is a
7. You should always one or two hours before your airplane takes off.
8. If you are travelling on an airplane, but you are not the pilot, then you are a
9. If you have then you feel very tired.
10. I like(s) more than aisle seats because I can see outside the plane.
11. I don't like to carry too much when I travel.
12. I always feel great when we arrive and the plane(s).
13. A window seat? No thanks. I'd like an, please.
14. costs more than economy.
15. Our airplane leaves from 46 at 5:35 p.m. Let's hurry!

12. SPEAKING: Travelling.

A. Activity Notes: Students sit in pairs, preferably face to face. Distribute the handouts, “A” to one student in the pair, and “B” to the other. Tell them not to look at each other’s handout. Instead, they carefully describe their picture to their partner. Tell them that there are 8 differences they must find and that they have only 15 minutes to find them. After the allotted time has passed, elicit all the 8 differences from your students. (15–20 minutes).



13. SPEAKING.

Exercise 1: Would you like to have dinner in the sky? What would you order if you were there? Talk about it with your groupmates in the class.



14. WRITING.

Exercise 1: Can you write a caption for this photo? It looks like a stunning view!



UNIT 30. CULTURE

1. LISTENING: Theatre is centre stage.

A. Match the vocabulary with the correct definitions and write a–h next to the number 1–8.

- | | |
|------------------------------|---|
| 1. ____ Abba | a. a building where plays are performed |
| 2. ____ glittery | b. a short preview |
| 3. ____ a theatre | c. the name of a famous and successful pop group from Sweden |
| 4. ____ the backstage crew | d. a set of clothes that a performer wears in a performance |
| 5. ____ a sneak peek | e. made up of small pieces of shiny material |
| 6. ____ a costume | f. a room where actors get ready for a performance |
| 7. ____ to relate to a story | g. a team of people who work together to produce a show |
| 8. ____ a dressing room | h. to feel a connection to a story because it's similar to you or your life |

B. Choose the best answer.

1. Where is the Theatreland shown in the video?

- a) in London's West End
- b) in Edinburgh
- c) in New York

4. Who is Craig Fletcher?

- a) the stage manager
- b) an actor in the show
- c) one of the backstage crew

2. What was the name of the show?

- a) Thriller
- b) Mamma Mia!
- c) Love Story

5. What did he say the best thing about working on the show is?

- a) he likes the story
- b) he likes the crew, cast and music
- c) he likes the costumes

3. Where is the show set?

- a) on a mountain in Switzerland
- b) in the English countryside
- c) on a Greek island

6. Who is Clare Whitfield?

- a) the stage manager
- b) an actress in the show
- c) one of the backstage crew

C. Complete the sentences with a word from the box.

prop	backstage crew	cast	dressing room
playhouse	costume	stage manager	finale

1. A _____ is another name for a theatre.
2. The _____ is the team of people who produce the show.
3. A _____ is a set of clothes that an actor wears in a performance.
4. A _____ is an everyday object that is used on stage, such as a suitcase, a letter or a diary.
5. The _____ is the group of actors who perform in the show.
6. The _____ makes sure the show runs safely and without any problems.
7. The _____ is the room where the actors change clothes and get ready to perform
8. The _____ is the last song in a show, and it is usually the biggest and most spectacular.

2. GRAMMAR FOCUS: Idioms.

Exercise 1: Match the idioms with their meanings 1–6 with a–f and 7–12 with g–l and translate them.

Idiom	Meaning	Translation
1 – along the way	... a – to have had enough of	.....
2 – to be about	... b – to not be your concern	.....
3 – to be fed up with sb*/sth**/ VERB+ING	... c – as you go	.....
4 – to be none of sb*'s business	... d – to concern	.....
5 – to be up to sb*	... e – to be a useful action	.....
6 – to be worth + it OR VERB+ING	... f – to be somebody's choice	.....
7 – every now and then	... g – “Good job that...”	.....
8 – to feel like + it OR VERB+ING	... h – to want to	.....
9 – to get on with sb*	... i – to remain	.....
10 – to get rid of sb*/sth**	... j – occasionally	.....
11 – Just as well	... k – to have good relations with	.....
12 – There is/are ... left	... l – to dispose of	.....

* sb = somebody; **sth = something

Exercise 2: Fill the gaps with the idioms from the exercise above in the correct form.

- Urrgh! The washing-up. I'll do it tomorrow. I don't doing it now.
- A: Shall we go to the cinema or to the pub?
B: I don't mind. It you.
- It's raining. I brought my umbrella.
- Our old sofa is horrible. We have to it soon.
- Politics! Politics! I' with politics.
- A: Have you made a plan?
B: No, we'll arrange things
- A: How often do you buy the paper?
B:
- A: I saw you with David in the pub. Are you going out together?
B: It
- A: Do you your boss?
B: No, I don't. He's arrogant, rude and stupid.
- Your car is very old and it's always being repaired. Maybe it buying a new one.

3. WRITING.

Exercise 1: Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life. Which do you consider to be the major influence? Compose an essay about it (max. 250 words).

4. LISTENING: Theatre.

A. Theatre is not often seen as being a pastime that many ordinary people do. 'Ordinary people' watch TV or go to the cinema or eat out with friends. Is the theatre only for rich, upper class intellectuals? Listen to the track about theatre and give your opinion on the topic.

5. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Replace the highlighted word in the sentence with one of the phrasal verbs given below to convey the same meaning.

1. You will **suffer** if you drink.

- a) break off b) break down c) break up d) break away

2. He is **inviting** trouble if he quarrel with the house owner.

- a) ask for b) ask after c) ask against d) ask on

3. She is **depending** on the bank loan for her higher study.

- a) banking on b) banking away c) banking off d) banking up

4. I was **surprised** when I won the lottery.

- a) taken of b) taken away c) taken on d) taken aback

5. Please **tolerate** the pain.

- a) bear up b) bear down c) bear off d) bear out

6. Modern **researches** prove that yoga cures diseases.

- a) bear up b) bear off c) bear out d) bear down

7. A few **under trials** escaped from prison last night.

- a) break up b) broke up c) break down d) broke away

8. Our parents have **raised** us to be good citizens.

- a) brought out b) brought up c) brought by d) brought down

9. Many people **pray** to god for help rather than to thank him.

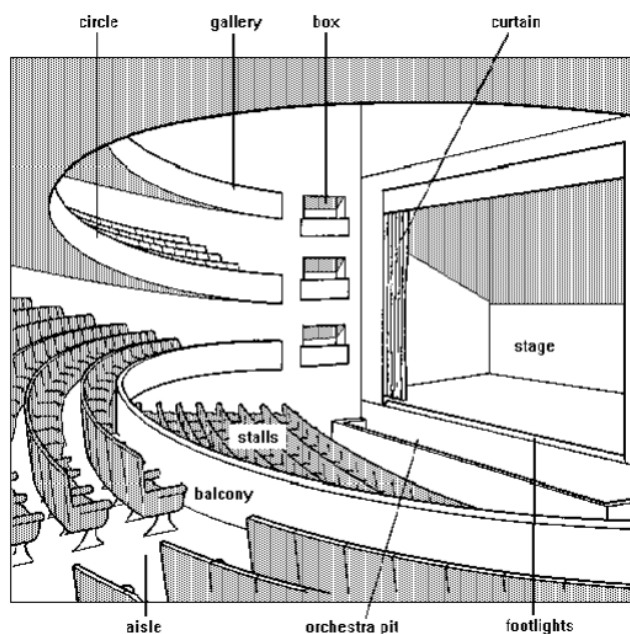
- a) call at b) call upon c) call about d) call on

10. We must **obey** his orders.

- a) carry on b) carry off c) carry out d) carry down

6. SPEAKING.

A. Take a look at the picture and answer to the questions with your groupmates in the class.



Theatre hall plan:

1. Where are the cheapest tickets?
2. Where are the most expensive tickets?
3. When does the curtain rise?
4. What colour are the footlights?

7. READING.

The Hamilton phenomenon

Hamilton is one of the most successful musicals ever to run on Broadway. Since it opened in 2015, it has won eleven Tony awards, one Grammy and even the Pulitzer Prize for Drama. The theatre is **sold out** every single night and it is loved by everyone, including famous figures such as Barack Obama. The show takes place at the time of the American Revolution and tells the story of Alexander Hamilton, an **immigrant orphan** who became one of the Founding Fathers of the USA. His face now even appears on the **\$10 bill**.

Lin-Manuel Miranda, who also wrote the **acclaimed** musical "In the Heights" and the songs for Disney's most recent princess **blockbuster** Moana, created the show after he read a biography of Alexander Hamilton written by Rob Chernow. He was inspired by Hamilton's story and immediately started to create songs based on it. All the actors in the cast are people of colour, and the music is in a variety of styles, **particularly** featuring **rap** and **hip-hop elements**. The result has been called a cultural phenomenon. The problem with the huge success of Hamilton is that you can only fit 1,319 people into the Richard Rodgers Theatre, and there is no film version for people who can't obtain tickets or travel to New York.

Many of the musical's biggest fans have never even seen it, instead listening **obsessively** to the soundtrack album, which made it to number three in the US Billboard 200 chart. In November, British fans will finally get a chance to see the musical when it opens at the Victoria Palace Theatre in central London. Tickets went on sale on 30th January, and **within a day** had **completely** sold out for every show in its first five months. I'm one of the very lucky people who managed to **secure tickets** for next January, and I can't wait to finally see the show I've heard so much about!

A. Define true or false statements.

1. He was inspired by Hamilton's story and immediately started to create songs based on it. **True False**
2. Some actors in the cast are people of colour, and the music of one style features with rap elements. **True False**
3. The theatre is sold out every single night and it is loved by everyone, including famous figures such as Barack Obama. **True False**
4. In November, American and Brazilian fans will get a chance to see the musical when it opens at the Victoria Palace Theatre near London. **True False**

• Questions:

1. Who acclaimed musical "In the Heights"?
2. Who was Alexander Hamilton?
3. How many people can fit into the Richard Rodgers Theatre?

8. WRITING.

Exercise 1: The mass media, including television, radio and newspapers, have great influence in shaping people's ideas. To what extent do you agree or disagree? Compose an essay about it (max. 250 words).

Exercise 2: Are computers essential features of modern education? What subjects can be better taught using computers? Are there aspects of a good education that cannot be taught using computers? Compose an essay about it (max. 250 words).

9. SPEAKING.

A. Have you ever thought about the Hollywood Walk of Fame? Famous actors and actresses have their own star on this road. Do you wish to have one day your own star on the Hollywood Walk of Fame? Talk about it with your groupmates in the class.



B. Look at the photos of the greatest theatres of the world and choose which one do you like most? Talk about your first impression about unusual theatres with your groupmates in the class.



10. LISTENING: Oxford University.

A. Choose the best answer.

1. The university is called 'Oxford' because it is located in England.

- a) True
- b) False
- c) It doesn't say.

2. How old is Oxford University?

- a) about ninety years old
- b) about a thousand years old
- c) It doesn't say.

3. Where is the Sheldonian Theater located?

- a) behind Broad Street
- b) near South Parks Road
- c) in many different places in the town of Oxford

4. How many books are there at the Bodleian Libraries?

- a) 21,000
- b) 8,000
- c) millions

5. What is most important about Oxford University?

- a) its students
- b) the famous people
- c) its books

6. Where did Edmund Halley study?

- a) America
- b) England
- c) Pennsylvania

7. Why was J.R.R. Tolkien famous?

- a) he was a writer
- b) he studied at Oxford University
- c) he visited Oxford University

8. What can you find at 106 High Street?

- a) a book store
- b) a restaurant
- c) a gift shop

11. WRITING.

Exercise 1: Complete the sentences with a word from the box.

additional	advantage	attended	business	change	classes	compared	
compulsory	economy	everyday	expanding	government	jobs	offer	official
	overtake	popular	qualified	soak	spread		

Many children in school all over America are taking language courses in Chinese. The concept is easy. On one day they learn everything in English and the next they to Chinese. It is an to learn languages when you are young because small children up the language and use it in situations. Chinese has become so that schools also want to parents Chinese courses. Because of China's growing, Chinese has become a language many people want to learn. In the United States about 50,000 students from kindergarten to eighth grade are taking Chinese to only 5,000 in 2004. About 100 million people worldwide are studying Chinese as a second language. The Chinese has a started a number of Confucius Institutes to the language and the country's culture. Currently, there are such institutes in over 60 countries. 2,000 students have the program in the last two years. In the Philippines people think that learning Chinese will allow them to get better in the future. As more and more Chinese travel to other countries as tourists or on, people who can speak Chinese have an advantage over others. In Panama one government has even thought about making Chinese in public schools, however it is so hard to get enough teachers to teach Chinese. In the future Mandarin Chinese might not English as the world's number one language but because China is further it will become an important language.

12. GRAMMAR FOCUS: Above, over.

Exercise 1: Choose the best answer.

1. The temperature's just freezing.

- a) above
- b) over
- c) either could be used here.

2. The bridge goes the river.

- a) above
- b) over
- c) either could be used here

3. They live in a flat the shop.

- a) above
- b) over
- c) either could be used here.

4. The town is 100 metres sea level.

- a) above
- b) over
- c) either could be used here.

5. There were 10,000 people at the concert.

- a) above
- b) over
- c) either could be used here.

6. They were driving at 100 miles an hour.

- a) above
- b) over
- c) either could be used here.

7. There's a lot of cloud the south of the country.

- a) above
- b) over
- c) either could be used here.

8. Her test was average.

- a) above
- b) over
- c) either could be used here.

13. WRITING.

Exercise 1: Can you write a caption for this photo? Mother nature is marvellous!



UNIT 31. THE VALUE OF READING BOOKS

1. LISTENING: Stephen has got an acting job.

A. Put the events in the correct order.

- A. A guide gives Stephen and Ashlie a tour of the theatre.
- B. Stephen and Ashlie meet in the centre of London.
- C. Stephen tells Ashlie that he's got a job as an actor.
- D. Stephen leaves Ashlie and goes to get his costume.
- E. Stephen and Ashlie go to the Globe Theatre.
- F. Stephen and Ashlie look at some copies of traditional costumes.
- G. Ashlie meets Stephen and they look at his costume.

B. Define true or false statements.

1. The modern Globe Theatre is in the same place as the original Globe Theatre. *True False*
2. The original Globe was built in the late 16th century. *True False*
3. Shakespeare worked for the owners of the Globe. *True False*
4. The original Globe was destroyed in a fire in 1630. *True False*
5. The fire started during a performance of Hamlet. *True False*
6. In Shakespeare's time, female characters were played by men and boys. *True False*

C. Put together the expressions with a similar meaning.

Where have you been? / Get a move on! / What's the matter? / Come on! / I've got a question / I'll see you in a bit
--

- | | |
|-------------------------|----------------------------------|
| 1. You're late! _____ . | 4. Can I ask a question? _____ . |
| 2. Let's go! _____ . | 5. What's wrong? _____ . |
| 3. Hurry up! _____ . | 6. I'll see you later. _____ . |

2. GRAMMAR FOCUS: Adverb and verb collocations.

Exercise 1: Choose the best verb or adjective from the box to go with the nouns and complete the sentences.

booming calling for resulted in lasting grave blissful struck born caught heavy
--

1. Many people have recently been the abolition of circuses as they are seen as cruel to animals.
2. The management and the workers a bargain which led to the strike ending peacefully.
3. Both armies suffered casualties in the battle and the results was indecisive.
4. There is danger that the situation may degenerate into war.
5. The economy in Singapore is the result of low interest rates and taxation.
6. Poor planning at the initial stages of the project failure.
7. I'm not sure what colour his jacket was as I only a glimpse of him.
8. He has no idea what he wants to do for a job but seems satisfied living in ignorance.
9. He would lie to his own mother. He is a liar.
10. The secret to a marriage is honesty on both sides.

Exercise 2: Choose the best adverb or adverbial phrase from the box to go with the verbs and complete the sentences.

hotly	blatantly	stiffly	wholeheartedly	impassively
loudly	on impulse	distinctly	narrowly	seriously

- I suggested he invest in the new company and he agreed with me.
- My mum is normally very good with money, but the other day, she saw this wonderful vase and decided to buy it
- How can you claim that you deserved that promotion when you have only been here for six months?
- I think the reasons for the government's defeat at tonight's election will be debated for many years.
- Bob escaped serious injury when his car caught fire. Luckily, he wasn't wearing his seat belt and got out of the car in seconds.
- I think I must have offended Elena at some point as she greeted me very when I saw her this morning.
- I can't hear what they are saying very but I think she asked him for a divorce!
- Did you not hear what I said or are you just ignoring me?
- Everyone jumped when, just before midnight, someone knocked at the door.
- Police today said they were shocked not only by the attack on the metro but by the fact that the other passengers in the carriage looked on without trying to help.

3. READING.

William Shakespeare

William Shakespeare was a poet and a playwright, and is **widely regarded as** the greatest writer in the English language. He was born in Stratford-upon-Avon, in central England, in 1564 and he died in 1616. His **surviving** work **consists of** 38 plays, 154 **sonnets** (a special type of poem with 14 lines) and some other poems. He is best known for his plays, which have been translated into every major language and are **performed** more than those of any other **playwright** in the world. When William Shakespeare was 18 years old he married Anne Hathaway, and they had three children. Shakespeare went to London to work as an actor and a writer. In 1599 the Globe Theatre was built in London and it was in this theatre, situated on the banks of the River Thames, that some of Shakespeare's plays were first performed. In 1613 the theatre was **destroyed by** a fire. However, a modern **reconstruction** of the theatre was built near the original site in 1997 so even today you can go to the Globe Theatre to see one of Shakespeare's plays. Shakespeare's work is still very popular today. But why do we like these old plays? Perhaps it is because they all **contain** fantastic stories. His characters **suffer** bloody battles, deaths by poison, huge family fights, problems between brothers and sisters, problems between parents and children ... The plays are also full of parties, **weddings** and **funerals**. They are quite simply **action-packed**.

The Merchant of Venice

This play is about the idea that people usually get what they **deserve** in the end, good or bad. Antonio, a businessman, borrows money from Shylock, a money lender. If he doesn't pay back this money in time, Shylock will cut off a piece of his body. Antonio loses all his business and must pay this terrible price ... but is saved by love.

Hamlet

This play is about **revenge** and also about how difficult it is to **take action** sometimes, even when it is important. Hamlet's father is **murdered by** another man, who then marries Hamlet's mother. Everybody wants to see Hamlet dead. Hamlet must take revenge, but will he be able to? The famous **quotation** 'To be or not to be, that is the question' comes from this play.

As You Like It

This play is a comedy about romantic love. There is a battle between two evil brothers and two good brothers. People hide in a beautiful forest. They fall in love, women **disguise** themselves as men, and there are many jokes, songs and games.

Henry V

This is a history play about a famous English king, and a famous battle, Agincourt. We watch the **preparations for** the battle, the fighting and the results. There are questions in this play: why do men fight? What are wars? Are they glorious or terrible?

A. Choose the best answer.

1. When was William Shakespeare born?

1498 / 1564 / 1895

2. Where was Shakespeare born?

Stratford-upon-Avon / Cambridge / Oxford

3. How many plays did Shakespeare write?

8 / 38 / 108

4. How many sonnets did Shakespeare write?

154 / 14 / 38

5. What's the name of the 'Shakespeare theatre' in London?

The World Theatre / The Old Shakespeare Theatre / The Globe Theatre

6. 'To be or not to be, that is the question' is from which play?

As You Like It / Henry V / Hamlet

B. Complete the sentences with a word from the box.

cut pay went hide loses get had fight
--

1. William Shakespeare and Anne Hathaway three children.
2. Shakespeare to London to work as an actor and a writer.
3. This play is about the idea that people usually what they deserve in the end.
4. If Antonio doesn't back this money in time something terrible will happen.
5. Shylock will off a piece of his body.
6. Antonio all his business.
7. People in a beautiful forest.
8. Why do men

C. Discussion.

1. What do you think about Shakespeare?
2. Have you seen any of his plays?
3. Have you seen any movies based on Shakespeare's plays?
4. Which play would like to see the most and why?

4. SPEAKING.

A. What is your last read book of William Shakespeare? What is your favourite book of William Shakespeare? Look at the book covers and talk with your groupmates in the class about what do the book covers depict.



5. READING.

Power of reading books

Contemporary life is impossible without reading. The **influence** of literature on people's mind is great. Regular reading **enriches** your knowledge of the world and helps to form your **entire** personality. If a book **appeals to you**, it **arouses** lots of feelings and emotions in your heart. If you take to reading, the world of other people's ideas and problems becomes familiar to you. The **process** of reading **demand**s much thinking on the part of the reader because reading exists not only for **entertainment**.

When you are taken away by a **thrilling** plot and by author's **vivid imagination** or by his **humorous remarks** or by the way he **portrays** people, you can't help reading the book from cover to cover, when the life of a literary character is similar to yours, you take **described** events close to heart. If you feel that you **lack** information, knowledge, and words to express your opinions – read more!

Thanks to books we can talk to people who lived in different countries and ages. A book is one of the greatest **wonders** of the world. It gives you a unique chance to **link up** with authors who lived hundreds and thousands years ago. The book is a faithful and **undemanding** friend. It can be **put aside** and taken up again at any moment. Read more and you'll never be bored!

• *Questions:*

1. What are the main benefits of reading books?
2. What influences greatly people's mind?
3. What demands the process of reading a book?

6. GRAMMAR FOCUS: Adverb and verb collocations.

Exercise 1: Choose the best verb or adjective from the box below to go with the nouns and complete the sentences.

caught	overnight	sheer	imposed	fill	deprived	living
	labour-saving	call	stamp out	grants	checkered	

1. If the local council permission, building work can begin immediately.
2. The child came from a very background and many of his problems at school could be understood.
3. Police said they were surprised that the bank robbers allowed themselves to be on camera during the robbery.
4. Modern houses today are filled with devices such as the washing machine and food mixers.
5. With recent opinion polls showing the government doing well, many expect them to a quick election.
6. After the release of her first record, she achieved fame and her life was never the same again.
7. His life has been a mix of personal misery and huge business success. All in all, he can be said to have a very history.
8. Trying to keep up with the constant changes and irregularities in a language can be difficult for both students and native speakers.
9. There is no way you can quit your job just because you don't like getting up early!! That is nonsense!
10. If we want to this post by the start of the month, we have to start advertising immediately.
11. Despite many attempts to racism in the workplace, it still exists unfortunately.
12. The international community sanctions on South Africa in the 1980s in an attempt to bring about political change.

Exercise 2: Choose the best adverb or adverbial phrase from the box below to go with the verbs and complete the sentences.

gently	accurately	meticulously	amicably	scarcely	repeatedly
verbatim	vividly	deliberately	by heart	lavishly	strictly

1. He was so happy at the news that he was able to contain his excitement.
2. Pressure is growing on the government to control wage demands to help control inflation.
3. The most wonderful aspect of his latest novel is how he depicts what life must have been like back in the Middle Ages for the ordinary person.
4. She went home on her own accord. I may have encouraged her, but there was certainly no obligation.
5. Scientists are now using the latest technology to gauge volcanic activity on the bottom of the sea.
6. This is a long list of names, but you need to learn them before the weekend.
7. Judge Perkins became furious when the defence lawyer tried to mislead the witness.
8. We will have to prepare this round-the-world trip if we are not to fail!

9. As the two parties set out their grievances, Margaret sat taking notes, recording what every person said.
10. Even though both sets of lawyers were pressing for a trial, the neighbours decided to settle the case out of court.
11. Seeing as Carol is my only child, I see no problems in spending on her wedding. It has to be the most perfect day in her life!
12. If you ask her that, she'll just lose her patience and get angry with you.

7. READING.

Books in our life

"Books and friends should be few but good," says an English proverb. "Except a living man there is nothing more wonderful than a book! They teach us and **open their hearts** to us as brothers," wrote Charles Kingsley, an English writer of the 19th century. The book is **certainly** one of the greatest **human inventions**. It is a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. One can learn a lot by reading books. There are a lot of libraries in our country, where we can choose any book we need. Everyone has the right to use **public libraries**. The librarian is always ready to help you to find a book on any subject, even if you do not know the title of the book you want. Those who know how to use the library **catalogue** can find the books without **consulting** the librarian. Talks, exhibitions and other events take place in libraries. Book lists are prepared **beforehand** to awake a new interest among the visitors. **Except** reading special and **scientific literature** it is a great pleasure to read **belles-lettres**. Different people like to read different kinds of books. It **depends on** one's taste and character.

• *Questions:*

1. What do books teach us?
2. What kind of books do people like to read?

8. WRITING.

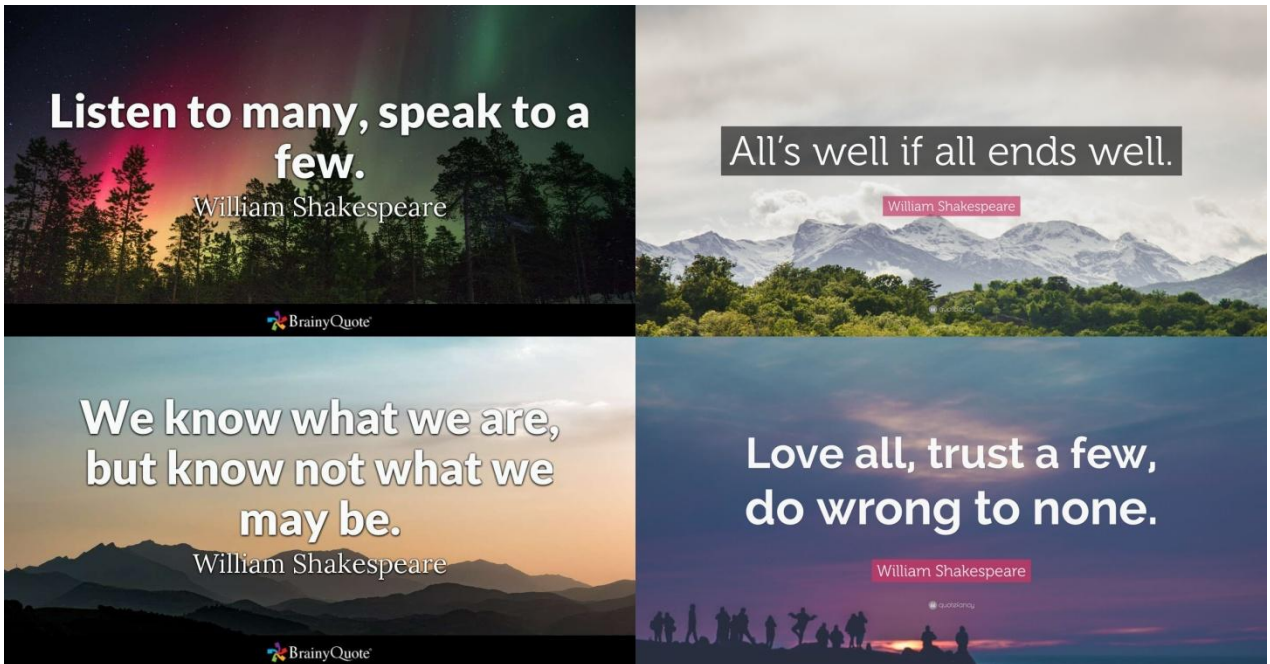
Exercise 1: Compose an essay about how books can open our mind (max. 250 words).

Helpful wordlist to describe books:

- **action-packed:** full of action;
- **addictive:** Making someone want it so that the person feels ill without it;
- **adventurous:** a person who likes adventure, takes risk to have an adventure;
- **amusing:** funny; enjoyable;
- **astonishing:** surprising, amazing, astounding;
- **awe-inspiring:** Something or someone that is awe inspiring amazes people in a slightly frightening but positive way;
- **breath-taking:** It takes your breath away (because of its magnificence). It means "deja sin aliento" (adjective);
- **brilliant:** of surpassing excellence;
- **boring:** dull and uninteresting;
- **captivating:** capturing interest;
- **charismatic:** having personal magnetism;
- **charming:** person who has a nice personality that makes people like him/her;
- **complex:** a conceptual whole made up of complicated and related parts;
- **complicated:** hard to understand; elaborate; complex; intricate;
- **confusing:** hard to follow or understand; unclear.

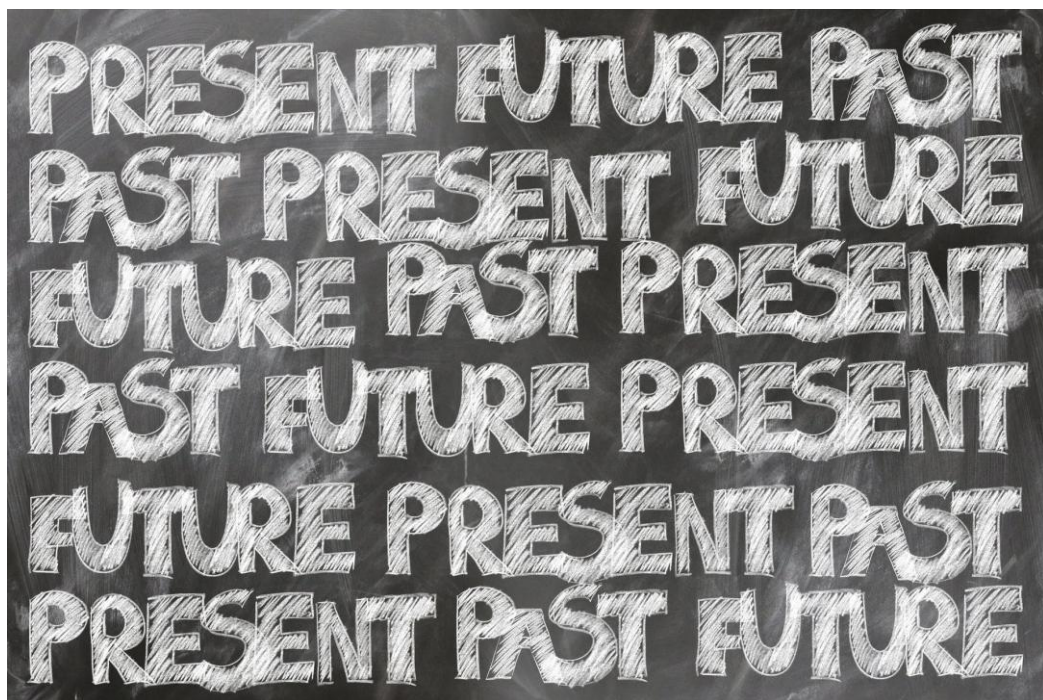
9. SPEAKING.

A. Look at the quotes of William Shakespeare. What do you think about them and which one do you like the most? Talk about your chosen quote and explain why you chose it to your groupmates in the class.



10. WRITING.

Exercise 1: Can you write a caption for this photo? Time is up!



Exercise 2: Do you prefer reading books in original or e-books? What are the main benefits of reading books in original instead of e-books? Compose an essay about it (max. 250 words).

UNIT 32. SCIENCE

1. LISTENING: Science.

A. Listen to the track about the most important innovations in the field of science and give your opinion on the topic.

2. GRAMMAR FOCUS: Tenses review.

Exercise 1: Complete the sentences using the verbs in the brackets.

1. Michelangelo to paint the Sistine Chapel in 1508 and it 4 years to finish it. (*begin / take*)
2. An apple on Isaac Newton's head and so the gravitation theory in the XVIII century. (*fall / appear*)
3. Vincent van Gogh the "tortured artist" because he off his right ear. (*became / cut*)
4. Alexander Fleming penicillin over 80 years ago and the first use to cure conjunctivitis. (*discover / be*)
5. In 1770, Nicolas Joseph-Cugnot the first steam powered auto-mobile that at a speed near 4 km/h. (*build / move*)
6. Aurel Vlaicu the first powered airplane that in 1919 over Cotroceni, Romania. (*invent / fly*)
7. Ana Aslan that procaine has anti-aging effects on skin and afterwards she the Gerovital drug. (*find / create*)
8. Before the invention of the refrigerator, people ice-houses that underground chambers close to natural sources of ice. (*use / be*)
9. Mascara to be worn by women and men since ancient Egypt because they it will protect their souls from evil spirits. (*start / think*)
10. John Pemberton Coca-Cola in 1886 as a medicine but in the end he it as a beverage creating the most well-known soda. (*make / sell*)

3. WRITING.

Exercise 1: "Schools and colleges should ban cell phones on school grounds and campuses". Do you agree or disagree? Use at least 6 of the 14 words in the box.

answer the phone	wrong number	busy	call	country code	dial
extension number	hang up	message mobile	phone operator	pay phone	
phone number		ring	text		

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Exercise 2: Complete the sentences with a word from the box.

active	bored	boring	capabilities	choose	curious
friends	identify	make	managed	popular	
psychologist	shape	skills	sociable	take	

Alex, an African grey parrot has amazed scientists with his language The clever bird can over 50 different objects using English words, and he can also answer questions about their size and colour. Alex can even create sentences.

African grey parrots have been for thousands of years. They have been pets since the times of Ancient Egypt, perhaps because their and fun. They are able to repeat words and phrases they hear, and they can even copy the sound of laughter or a ringing phone. However, Alex's show that parrots can actually use language, not just repeat it.

Because they are so intelligent, parrots can get easily. They are very active and need things to stimulate their curiosity. Dr. Irene Pepper, a, who has been working with Alex, created a computer programme in which the parrot could from four activities – watching a video, listening to music, seeing pictures or playing a game. At the beginning Alex was and played with the system, but then he got bored with it. The psychologist to get the parrot interested again by changing the content. Another grey parrot who has been in the news is N'kisi, from New York. Obviously, N'kisi has an vocabulary of almost a thousand words and can even jokes.

4. LISTENING: Invention of the telephone.

A. Choose the best answer.

1. The article is about how the telephone was invented.

- a) True
- b) False
- c) It doesn't say.

2. There are 6 billion phones in the world.

- a) True
- b) False
- c) It doesn't say.

3. Where was Alexander born?

- a) Canada
- b) the United States
- c) Scotland

4. Alexander invented the telephone when he was only 12 years old.

- a) True
- b) False
- c) It doesn't say.

5. What did Alexander do when he first moved to Canada?

- a) He experimented.
- b) He became a teacher.
- c) He became a farmer.

6. Why was Helen Keller unable to see, hear or speak?

- a) She didn't like to communicate.
- b) She had an accident when she was a child.
- c) It doesn't say.

7. Who was Mr. Watson?

- a) probably Alexander's helper
- b) probably Alexander's father
- c) probably a doctor

8. When was the first telephone invented?

- a) 1876
- b) 1922
- c) 1873

5. WRITING.

Exercise 1: People learn in different ways. Some people learn by doing things; other people learn by reading about things; others learn by listening to people talk about things. Which of these methods of learning is best for you? Compose an essay about it (max. 250 words).

6. GRAMMAR FOCUS: Abstract nouns.

Exercise 1: Write the nouns related to these adjectives.

- | | |
|---------------------|--------------------|
| 1. accurate → | 6. simple → |
| 2. patient → | 7. proud → |
| 3. thirsty → | 8. jealous → |
| 4. hungry → | 9. envious → |
| 5. shy → | 10. able → |

Exercise 2: Write the nouns related to these adjectives.

- | | |
|-------------------|--------------------|
| 1. long → | 6. decent → |
| 2. strong → | 7. cruel → |
| 3. wide → | 8. bitter → |
| 4. young → | 9. prudent → |
| 5. humble → | 10. dark → |

Exercise 3: Complete the sentences with suitable abstract nouns. The adjectives, verbs or nouns given in the brackets should offer clues.

1. He is a man of (*strong*)
2. The people in this part of the country live in (*poor*)
3. to animals is a punishable offence. (*cruel*)
4. He is on a to Mecca. (*pilgrim*)
5. I have great to welcome you. (*please*)
6. is the best period of one's life. (*child*)
7. should always be avoided. (*waste*)
8. As a parent my children's is of utmost importance to me. (*safe*)
9. As the sun went below the horizon enveloped the planet. (*dark*)
10. There is no end to his (*wicked*)

Exercise 4: Write the nouns related to these adjectives.

- | | |
|-------------------|------------------|
| 1. wise → | 6. free → |
| 2. good → | 7. proud → |
| 3. vacant → | 8. brave → |
| 4. sweet → | 9. novel → |
| 5. human → | 10. poor → |

Exercise 5: Write the nouns related to these adjectives.

- | | |
|-------------------|-------------------|
| 1. bitter → | 6. long → |
| 2. strong → | 7. vacant → |
| 3. wide → | 8. cruel → |
| 4. decent → | 9. young → |
| 5. humble → | 10. sweet → |

7. LISTENING: Sustainable development.

A. Listen to the track about the importance of sustainable development and give your opinion on the topic.

8. SPEAKING.

A. Look at the picture and guess the name of the scientist. Do you recognize him? Analyze the coin precisely and you will find the hints to guess the name of the greatest scientist. Talk about it with your groupmates in the class.



9. WRITING.

Exercise 1: Can you write a caption for this photo? What a magnificent and colourful night sky!



Exercise 2: The world is experiencing a dramatic increase in population. This is causing problems not only for the poor in undeveloped countries but also for industrialised and developing nations. Describe some of the problems that overpopulation causes, and suggest at least one possible solution. Compose an essay about it (max. 250 words).

UNIT 33. MUSEUMS

1. LISTENING: Museums.

A. Unjumble the words.

I totally love museums. **one the They are of most really** important parts of our culture. Museums are important for so many things. **they our educate, preserve They our** history, **how have they us we developed show.** There are museums on so many different things. In fact, I'm sure **isn't a museum there isn't a topic there** for. I've loved museums since I was little. **We different to go to used** museums on school trips. I loved them. I saw so many amazing things. **forget the I never seeing bones will** of a T-Rex in the natural history museum. I also remember **gold at mask Tutankhamen's staring** for ages. I couldn't take my eyes off of it. **best The been ever I've museum** to is the National Museum in Cairo. It's unbeatable.

2. READING.

The art gallery of Birmingham

Birmingham is **fortunate** in **possessing** one of the finest municipal art collections in the country, housed in a range of galleries recently **rebuilt** and **modernized**. The Gallery is unrivalled for its Pre-Raphaelite paintings and its large collection of English water-colour landscapes. It also owns a **steadily growing** collection of works of the Continental schools from the thirteenth century, including works by the Dutch masters of the 17th century and landscapes of the 19th century French school. In addition, the **permanent** collection is **frequently enhanced by** loans of fine works from private collections. There are regular lectures at mid-day and in the evenings on art **appreciation**, and a **bookstall** provides a wide range of **reproductions**, booklets, and catalogues. Epstein, Rodin, Renoir, Henry Moore and Barbara Hepworth are represented in a small collection of sculpture, while the Archaeological Department's collections are worldwide in scope and contain important remains from Nineveh, Ur, Mexico, Cyprus and Kish.

3. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Complete the sentences with a phrasal verb from the box.

break up	call off	come out	come up with	find out
get on	go up	lie down	look after	look for
see off	set up	take after	turn up	wake up

1. Simon a story about catching an enormous fish, and almost everyone believed him.
2. I'm self-employed now. I'm going to my own office.
3. My friend has been thinking about it all morning, but she simply can't a solution to the problem.
4. He when the alarm clock rang.
5. I'll his number in the phone book.
6. The novel 1948 first in 1948.
7. Jack that his wife was having an affair.
8. I'll you at the airport when you travel to London.
9. We have the meeting until we can find someone who can write a protocol.
10. They last month, after being together for over ten years.
11. Prices have in the supermarket, so everything is much more expensive than a year ago.
12. Yesterday, John that he had passed his test.

4. READING.

Museums: do you love them or dislike them?

A trip to a museum is not everyone's cup of tea. Some people love going to museums and poring over all the different **artefacts** on display. Others **absolutely** hate it and would far rather stay at home, with an episode of their favourite TV show. **Increasingly**, museums are being seen as **outdated** and **boring** by today's youngsters.

Museums are typically seen as educational, either to develop knowledge gained at school in particular subjects, or to **enhance** knowledge of other cultures. Some museums are very **interactive**, with **quizzes** and activities to participate in. Others have lots of information, which many people find tiring to read. When we were in Washington D.C., we visited a few of the Smithsonian museums. These are all free to visit – which is great if you just want to see a few things, and not spend all day inside. The Air and Space museum was **particularly** good: it had lots of **aircrafts** and rockets on display, interesting information and also some interactive sections. We also went to the National U.S. Holocaust Memorial Museum. Naturally, it was sad to read about the horrors of this tragedy which **affected** so many people. However, it was also **incredibly** interesting to read the stories of those who survived the **Holocaust**, as well as those who helped others. I also enjoyed visiting the Old Fire Station in Philadelphia. Inside there were old fire engines – which looked like horse-drawn carriages! – And equipment which they used to use. You could even try on a fireman's uniform! This wasn't a museum which I would have thought of visiting myself, but it was **recommended** by locals. **It turned out to be** a really worthwhile visit! Last but not least, I also found the 9/11 Memorial and Museum to be of great interest. This museum is dedicated to those who lost their lives, as well as their families, when the Twin Towers in New York City were attacked by terrorists in 2001. It tells you how the terrorists planned the attack, how they **hijacked** the planes, and **ultimately** what happened as a result of their actions.

Surviving pieces of the towers are shown in the museum, alongside damaged fire engines and **donated** clothing and shoes worn by survivors. It was a **truly** thought-provoking visit, which made me value my own life that little bit more. I think museums play an important role in **preserving artefacts** of **historical** significance for future generations. Whatever your interests, there is likely to be a museum for you. You can visit **waxwork** museums to see models of your **favourite** celebrities (and get photos with the Queen!), science museums for a more hands-on, interactive visit and so much more! Best of all, if you're ever in the UK, many of them are free!

• *Questions:*

1. How are museums being seen by today's youngsters?
2. What are the main museums to visit in Washington D.C.?
3. How does National U.S. Holocaust Memorial Museum look like inside?

5. WRITING.

Exercise 1: Compare the advantages and disadvantages of three of the following as media for communicating information. Give reasons for your answer and include any relevant examples from your own knowledge or experience. Compose an essay about it (max. 250 words). State which three you consider the most effective:

- **Comic**
- **Books**
- **Radio**
- **Television**
- **Film**
- **Theater**

6. SPEAKING.

A. What is the museum you have visited recently? Look at the photo and guess the city where is located the largest library in the world. What is the smallest country in the world? Analyze this question precisely and you will find the hints to guess the place. Talk about it with your groupmates in the class.



7. WRITING.

Exercise 1: Do you recognize on the photo one of the most famous museums of the Republic of Karakalpakstan? Compose an essay about your favourite museum (max. 250 words).



8. LISTENING: Britain is a creative nation.

A. Match the vocabulary with the correct definition and write a–h next to the number 1–8.

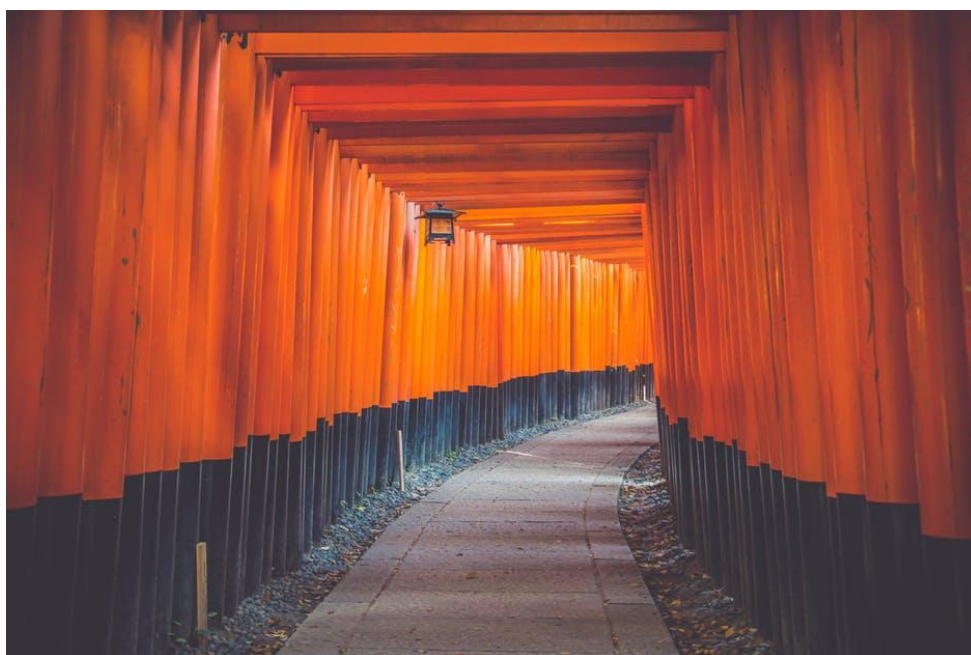
- | | |
|---|--|
| 1. ____ boyhood (<i>noun</i>) | a. a collection of documents or items of historical interest |
| 2. ____ iconic (<i>adjective</i>) | b. to happen |
| 3. ____ artefact (<i>noun</i>) | c. vigorous, successful or prosperous |
| 4. ____ to come about (<i>phrasal verb</i>) | d. special places or pieces of equipment that are designed to make it easier to do something |
| 5. ____ thriving (<i>adjective</i>) | e. the period during which someone is a boy |
| 6. ____ archive (<i>noun</i>) | f. to gather or build up over time |
| 7. ____ to accumulate (<i>verb</i>) | g. so famous that it represents a place or idea |
| 8. ____ facilities (<i>plural noun</i>) | h. an object made by a human being |

B. Circle the best word to complete these sentences.

- Great Britain has more / *creative people* / *film-makers* / *artists* than anywhere else in the world.
- The London Film Museum has / *wax models of British actors* / *original costumes and props* / *cameras and film-making equipment*.
- Jonathan Sands / *is the new owner* / *buys things from the museum for his private collection* / *started the museum*.
- The museum's friends / *give money to the museum* / *promote the museum* / *give objects to the museum*.
- A prop is / *something that is used in a film* / *part of a camera* / *an informal word for a film*.
- When it comes to film-making, Britain has / *fantastic facilities and the best talent* / *the best technology and fantastic directors* / *the best actors and costume designers*.
- London's West End is *the biggest* / *the most popular* / *the best-known* theatrical district in the world.
- The Edinburgh Festival takes place in *June* / *July* / *August*.

9. WRITING.

Exercise 1: Can you write a caption for this photo? It looks like a road to an adventurous fairy tale!



10. READING.

The Hermitage

The State Hermitage in Leningrad ranks among the world's most **outstanding** art museums. It is the largest museum in the Soviet Union: nowadays its vast and **varied** collections take up four buildings. The Winter Palace, **subsequently enlarged** by the addition of three Hermitages, was the work of the architect Rastrelli. Only the **shell** of the original building remains, for the great palace was gutted by fire in 1837. Its facades show great **diversity** of style, some highly **ornate**, others extremely sober, the northern, eastern and southern fronts providing a series of noble and **pleasing harmonies** in green and white. It was on the west side that the Hermitages were later added. The Winter Palace **constitutes** a great baroque world of its own: 1,050 rooms, 1,786 windows, 117 staircases. It is, in fact, even bigger than appears from the outside. The statues keeping watch, as it were, over the city and the great stone vases on the roof, far from adding a note of solemnity, seem on the **contrary**, in **combination** with the **upright figures** and smiling faces ornamenting the facades, almost to greet the visitor with a welcoming gesture. The Little Hermitage was built by the architect Vallin de la Mothe. The calm of his classical facades contrasted with Rastrelli's dancing baroque. The Raphael Loggia were designed by Quarenghi and opened in 1788, and what is now called the Old Hermitage was built by Felten by extending the **facade** of the Winter Palace along the river bank.

The New Hermitage was erected to the design of the Munich architect Leo Klenze. The wealth and variety of the Hermitage will come as a revelation to most readers. In addition to the works of Western masters, the Hermitage has **sections devoted to** the arts of India, China, Ancient Egypt, Mesopotamia, Pre-Columbian America, Greece and Rome, as well as a department of prehistoric art, not to mention a section devoted to Scythian art. People come to admire the collections of tapestry, precious textiles, weapons, **ivories, pottery, porcelain** and furniture as well. Painting represents only a **fraction** of the riches of the Hermitage. It is **misleading** to write of the Hermitage as though it a picture gallery, **comparable** to the National Gallery, pictures are just one section of it, even if the most **spectacular**. World famous is the collection of West-European paintings covering a span of about seven hundred years, from the 13th to the 20th century, and comprising works by Leonardo da Vinci, Raphael, Titian, El Greco, Velasquez, Murillo; outstanding paintings by Rembrandt, Van-Dyck, Rubens; a **remarkable** group of French 18th century canvases, and Impressionist and Post-Impressionist paintings. The collection **illustrates** the art of Italy, Spain, Holland, Belgium, Germany, Austria, France, Britain, Sweden, Denmark, Finland and some other countries. The West-European Department also includes a fine collection of European sculpture, **containing** works by Michelangelo, Canova, Falconet, Houdon, Rodin and many other eminent masters. Particularly notable is an absolutely **breath-taking** group of modern paintings.

The Hermitage, together with the Pushkin Museum in Moscow, must be **ranked** among the richest in the world in respect of Impressionist art. A dozen or so modern French rooms are open, beginning with three containing Impressionists: an **outstanding** Monet landscape, and Sisley and Pissarro **at their freshest**. These are followed by a room of ten Cezannes, and a room of Gauguins, mostly Tahitian subjects of the highest quality. Then the most fabulous of all: two rooms with thirty Matisses, from the Proto-Fauve still lifes of the turn of the century, through the "High Fauve" period of 1906-1907, to the interiors and **monumental portraits** of the immediately pre-war years. Next come rooms of Derain, Vlaminck, Marquet, and some Nabis; followed by two **containing** Picasso, the first down to the Negre period, the second, Analytical Cubist works down to a collage of 1914. When one **surveys** the picture collection as a whole, it is to the Rembrandts that the mind returns. "The Prodigal Son" makes the journey to Leningrad worthwhile for itself alone.

11. GRAMMAR FOCUS: Phrasal verbs.

Exercise 1: Use the prepositions in the box to complete the sentences with phrasal verbs.

after	along	at	away	back	down		
for	in	into	off	on	out	over	up

1. It took her a long time to get the death of her husband.
2. If you don't get of this house, I'll send for the police immediately.
3. Please, look the baby while I'm out.
4. He asked me to have a look the document before I sign it.
5. He broke completely when he heard the bad news.
6. I asked him to put the lights if he was the last to leave.
7. I started getting up at 5 a.m. but I don't know if I can keep it for long.
8. The gun went by accident and hurt him in the leg.
9. The price of tomatoes usually goes in the winter months.
10. I had no use for the books so I gave them to the library.
11. I came a vase that I wanted to buy when I went to the antique shop.
12. I'm sorry I called you a liar. I take it
13. When his dad died, Tom took the family business.
14. I don't know how she manages to care four children.
15. I ran into Pete the other day. I haven't seen him in ages.

12. READING.

Goya. The "crochery vendor" Prado museum

The "Crochery Vendor" of 1778 shows in most **felicitous** fashion the fundamental qualities of Goya's art. The **liveliness** of **pictorial** effect, with the perfect fusion of image and background, the apparent **disorder** and richness of the composition, the rapidity of touch which **succeeds** in **rendering** airy and as it were' impromptu every figure, the grace and elegance which gives to every woman of the people the dignity of a lady, and to every bit of crochery a Chardin-like humanity – all this is **spontaneously** created by Goya even if he does not depart from the subtlest European tradition that of Velasquez, the Venetians, the French. But Goya's' **accent**, the sole **unmistakable** accent, already **dawns**; there is an **assurance**, a decision, a presence, that are quite unexpected; the significance of each figure appears with a surprising readiness, and thereby takes on an entirely new intensity. Goya loves his figures, light-heartedly, and not without a flash of laughter. He creates a fairy-tale, but he fashions it like a poem.

(L. Venturi, *Modern Painters*)

13. WRITING.

Exercise 1: Some people say that television is a very useful tool when it comes to education. Others argue that television is a much overused, ineffective teacher. Discuss both of these views and give your opinion as to the usefulness of television as an educational tool. Compose an essay about it (max. 250 words).

14. LISTENING: Da Vinci Exhibition.

A. Listen to the track about Da Vinci Exhibition and summarize the main idea.

15. READING.

Recognition of talent

Last May, a loan exhibition of the works of Pavel Korin was presented at the Hammer Galleries in New York. This one-man show by a living artist was held, for the first time in modern history, under the Cultural Exchange Programme of the Union of Soviet Socialist Republics and the United States. The **impact of** this important international event was felt not only in artistic and critical-art circles, but it **engendered** great curiosity and a **manifest** interest in the gallery-going public. The attendance **exceeded** fifty thousand and the impressions of visitors and viewers were evident in their reactions which ran the gamut of voluble appreciate to awesome, silent **acknowledgement** of the powerful creativity **inherent** in Korin's work. There was a truly **overwhelming interest** displayed, because the exhibition itself represented a forward step in the direction of a programme we would all like to see **fostered** and encouraged, but for the first time the American public in New York was presented with a usual opportunity, to attend a showing and actually see the works of an **unquestioned** master, and to enlarge a limited, concept of **contemporary** Soviet art. Since Korin's style is **unlike any** art form in either realistic or expressionistic Western art, his great strength, corn.

Passionate understanding of human nature and his prodigious technique were **profoundly evocative**. It was evident that the **dramatic** quality of the huge canvases, the impressive sense of **pattern** which characterizes Korin's painting fascinated the throngs whose faces were riveted on the studies for "The Requiem". It was also apparent that this general response was motivated by a genuine, deeply felt emotion. Korin's **exceptional** personal objective and accomplishment in projecting such magnificent paintings as "Metropolitan Sergei", "Bishop Trifon" and the remarkable "Mother Superior", together with the lay figures of "The Blind Man" and "The Beggar", attest to his ability to perpetuate an historically significant tradition. It was noteworthy to the American public that Korin stemmed from the village of Palekh, and that some of his extraordinary endowments came from a family which had made icons there since the 17th century. It was also patent that his fine **draughtsmanship** and his **estimable approach** to classic form **emerged** from his artistic training and his **inherited legacy**. A major gift for analysing and **externalizing** character is carried to a **consummate** degree in Korin's portraits. The majestic, **monolithic** representation of Maxim Gorky **fascinated** the audience, as well as the telling likenesses of Alexei Tolstoy, Kachalov, Nesterov and Konenkov.

The powerful portrait of the Kukryniksy **elicited** most favourable comment because of its brilliance, vibrant colours and expertly **delineated** realism. The **recognition** of Korin as the Dean of Soviet painters came from the public, the press and important art critics as well.

(Victor Hammer, "Culture and Life", N 10, 1965)

A. Fill in the blanks with the correct word from the text. Give as many combinations as you can. Use them in sentences of your own.

1. anexhibition
2. a show
3. a collection
4. display
5. a likeness

16. WRITING.

Exercise 1: Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school. Do the advantages of this outweigh the disadvantages? Compose an essay about it (max. 250 words).

UNIT 34. CINEMATOGRAPHY

1. LISTENING: Actors.

A. Correct the spelling.

Being an actor must be **treag**. I really wish I could act. I'd love to have the confidence to act in **tnfor** of people. Being a member of the audience at the theatre is great, but acting on **tsage** is better. I wonder what it's like to be a movie actor. I think you need to be beautiful or **anshomed** to be a successful Hollywood or Bollywood actor. They all look great. Actors are very **cuylk**. They get paid huge **mtaosn** of money to do what they love doing. My favourite actors are all dead now. I **lrlaye** like the actors in the old **lkbac** and white movies. They all looked so cool. Actors in the old days **seedme** to be more **masogluro** than today's actors. The best thing about being an actor is that all of your friends are famous too.

2. GRAMMAR FOCUS: Error analysis.

Exercise 1: Find the mistakes in the following letter and correct them.

Dear Mr. Jackson

I write to you to say how angry I am with the state of the road outside my house. It's a really mess. A few days ago my neighbour has got the back wheel of her car stuck in one of the huge holes outside my gate. She was really upset and we will had to get two people from the garage to pull her out. Why have we got these holes in the road? Well, because of the terrible weather we have late with all those ice and snow. But that was for two months. So why haven't you done anything about it? You should send a road repair team around here as soon as possible. It will also be a good idea if you were better prepared in the future so you could get things done more quick.

I hope hearing from you very soon about this problem.

Exercise 2: Find the mistakes in the following letter and correct them.

Nevertheless £10 seemed a lot for a guided walking tour, I paid like most of the others staying at the hotel. The tour was supposed starting at 9 o'clock, so we were getting a little angry and were just about to go and have a cup of coffee together if the guide finally turned up at reception 30 minutes late. She said she has left home in time but had to go back while she'd forgotten the tour maps – it was her first day on the job! First of all, she wanted to know who of us already had maps and who didn't. We eventually started more then an hour behind schedule and started walking through the old town. However there were only about ten of us, I found it hard hearing her commentary because she was only talking to the three or four people closest to her. As we walked along I asked her if we can go and see a beautiful old church, but she replied that we had to stick to the timetable. After that, I decided I'd better rely to my own map and walk through the city myself.

3. WRITING.

Exercise 1: It has recently been announced that a new movie theatre may be built in your neighbourhood. Do you support or oppose this plan? Compose an essay about it (max. 250 words).

4. READING.

The founding of Hollywood

Hollywood, **incorporated** as a village in the Los Angeles basin in 1903, became a place for making movies when Col. William Selig relocated his production company, Polyscope, there from Chicago in 1909. Early **motion picture** production in the United States had been **concentrated in** New York City and its environs. Even the early “westerns” were filmed in northern New Jersey. There was some activity around Chicago and other places, as well, but in Southern California, Selig found a locale that afforded cheap land; a **mild year-round climate** especially **favourable to exterior filming**; a variety of settings, from sandy ocean beaches to **nearby** mountains; and a region filled with a variety of **vegetation** and flora. Soon, many other **barely** established and would-be filmmakers were following his trail to the Los Angeles area.

5. SPEAKING.

A. Look at the photos of the famous actresses and actors. Do you know them? Explain why they are so popular in the show business? Talk about it with your groupmates in the class.



B. Discuss the questions below with your partner.

Slum dog Millionaire
This is England
Shaun of the Dead
Skyfall
Four Weddings and a Funeral
Billy Elliott
Shakespeare in Love
are all British films.

1. Have you seen any British films?
2. Have you heard of them?
3. What types of films do you like to watch?

6. WRITING.

Exercise 1: Complete the sentences with a word from the box.

dubbed	presenting	edited	televised
commentating	interviewing	broadcasting	

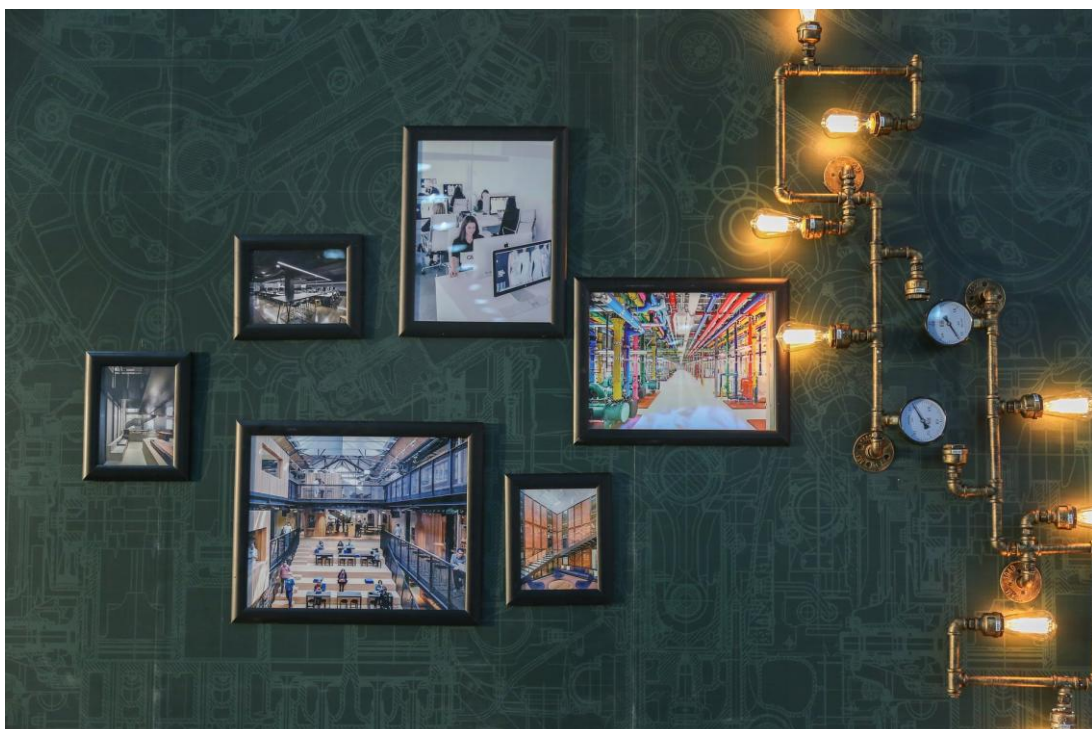
1. Who will be on the game?
2. The speech will be live.
3. Next week, I will be Brad Pitt about his latest movie.
4. It's an American movie into Italian.
5. The station began in 1982.
6. They're showing the highlights of last's night's match.
7. She got a job a current affairs program on local TV.

Exercise 2: Complete the sentences with a word from the box.

floor manager	actor	reporter	scriptwriter	panellist	guest	weatherman
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1. A person who is a member of a panel answering questions during a discussion on television –
2. A famous person or performer who takes part in a television show or concert –
3. A person on television whose job is telling people what the weather is going to be like –
4. A person who performs on television as a profession –
5. A person who writes the words for television shows –
6. A person who collects and reports news for television –
7. The person responsible for the lighting and other technical arrangements for a television production –

Exercise 3: Can you write a caption for this photo? What an artistic expression in a unique form!



7. LISTENING: Favourite films.

A. Match the players with what they said about films. Write the letter next to the player's name in the gaps. Use the same letters for all seven questions.

A. Mikel Arteta – Arsenal	B. Youssouf Mulumbu – West Bromwich Albion
C. Jonas Olsson – West Bromwich Albion	D. Romelu Lukaku – Everton

1. ____ Who said that he likes films with guns and explosions?
2. ____ Who said that he loves children's films?
3. ____ Who said that Sean Penn is his favourite actor?
4. ____ Who said that he watches a lot of comedies?
5. ____ Who said that he watched a documentary recently?
6. ____ Who said that he likes watching TV from his home country?
7. ____ Who said that he watches movies when travelling to games?

B. Complete the sentences with the correct words for the genres or types of films.

action	comedies	documentaries	dramas
horror	musicals	science fiction	westerns

1. I really love _____ because they are funny and make me laugh.
2. The last film I went to see was a _____ film about a scary monster.
3. Sometimes I like to watch _____ because they are interesting and tell you things about the world.
4. My dad loves _____. I think he would like to be a cowboy.
5. My favourite film is set in the future. I love _____.
6. When I was little, I loved _____. I used to sing along with all the songs.
7. My sister loves gritty _____. She says they are more realistic than most films.
8. Youssouf Mulumbu loves _____ films with guns and explosions.

C. When we speak about films in English, we often use the Passive Voice. In this activity, you have to rearrange the sentences about a famous film.

1. film in The was 2012. released
2. played The was main by Daniel character Craig.
3. London, The film set Scotland. in Hong Kong and was
4. by directed It Mendes. was Sam
5. sung The by was Adele. Theme

• **What film do you think these sentences are about?**

D. Match the correct word or phrase to the definition.

the cast	a trailer	cinematography	the director	extras	the script
the soundtrack	special effects	the star	the supporting cast		

1. _____ – all of the actors and actresses in a film.
2. _____ – the person who is in charge of how the film is made. For example, Steven Spielberg or Sir Ridley Scott.
3. _____ – the most important or famous actor or actress in a film.
4. _____ – the actors and actresses who are in the film but do not have important roles.
5. _____ – the music from the film. You can often buy this as an album.
6. _____ – the visual element of a film – how the camera is used to make the pictures we see on the screen.

7. _____ – the text of the film, including all the words which are said and which the actors and actresses must learn.
8. _____ – a short film advertising a film which you will be able to see soon. When you go to the cinema you see several of these before the main film starts.
9. _____ – illusions created for a film, such as monsters, spaceships, explosions,
10. _____ – people who appear in the film but do not speak and are not major characters. For example, people who appear as part of a big crowd.

8. GRAMMAR FOCUS: Conjunctions.

Exercise 1: Complete the sentences with the correct conjunctions and linking words from the box. There may be more than one possibility.

as well as	during	because	either or
neither nor	when	although	unless
which	so that	then	so
despite	while	such as	however

1. Dad comes home from work he lies down on the sofa he is tired.
2. Max had a headache yesterday, he didn't come to basketball practice.
3. This is Toby's new mountain bike, he got from his parents. He locks it up every evening, nobody can take it.
4. Samantha was very tired, she watched TV until well after midnight.
5. First, cut out the pictures, glue them into your album.
6. I would like to learn Japanese,, I don't know anyone who can teach me.
7. we were driving through the countryside we saw many nice villages.
8. The Hemingways are our neighbours our friends.
9. You can have tea coffee for breakfast.
10. being a well-known politician, John Smith can also play the piano very well.
11. his injury, the boy desperately wanted to play for his team in the finals.
12. the hike up the mountains we saw a lot of deer.
13. you finish that essay you won't get anything to eat.
14. my mother my father will be able to attend the meeting.
15. He likes all kinds of sports, skiing, hockey and volleyball.

9. WRITING.

Exercise 1: It's generally believed that some people are born with certain talents, for instance for music and sport, and others are not. However, it's sometimes claimed that any child can be taught to become a good sports person or musician. Compose an essay about it (max. 250 words).

10. READING.

Who cares about the Oscars?

The Oscar nominees for 2016 have been announced, but do we really care? On the 28th of February this year, the Academy Awards will be presented to actors, actresses, directors, **musicians** and many more people. They will be told that they are ‘the best’ in their **respective categories** and we, the audience, will be persuaded that this is true. This year, the nominations for Best Picture include *Bridge of Spies*, *Mad Max: Fury Road* and *The Revenant*. According to many people, these are great movies, as are the cast who **bring the stories** to life. Whoever wins the awards for Best Actor and Best Actress will **automatically** become (or remain) a Hollywood star. However, just because Leonardo DiCaprio has never won an Oscar (yet!), that doesn't mean that his films aren't amazing. I only need to **mention** *Titanic*, *Inception*, and *The Wolf of Wall Street* and you can clearly see that he is a fantastic actor. Oh, and of course, let's not forget *Romeo and Juliet*. Don't get me wrong, I am not saying that those who win Academy Awards are not **talented** people. They most **certainly** are talented. What I mean is that I don't think we should define films and actors by how many awards they have in their cabinets. After all, at this year's Golden Globe Awards, Ricky Gervais compared the prizes to ‘a doorstep’ and told the celebrity **nominees** to ‘remember that no one cares about that **award** as much as you do’. So, let's not judge films **purely based on** what the critics say. If you want to know how good a movie really is, go and watch it!

A. Define true or false statements.

1. They should say that they are ‘the best’ in their respective categories, however the audience, will be not persuaded that this is true. **True False**
2. What I mean is that I think we must define films and actors by how many roles they had in the films. **True False**
3. Don't get me wrong, I am not saying that those who win Academy Awards are not talented people. **True False**

11. WRITING.

Exercise 1: Do you recognize this movie? Explain why everyone like the movie in your essay. Compose an essay about this legendary story (max. 250 words).



UNIT 35. ARCHITECTURE AND SCULPTURE

1. GRAMMAR FOCUS: Colour idioms.

Exercise 1: Choose the best answer to fill the gap in each of the following.

1. I argued with him until I was in the face, but it made no difference. (*black, blue, white*)
2. I've been thinking about setting up an import business but there's just too much tape involved. (*blue, black, white, purple, red*)
3. Terrace is always on the other side. (*green, red, greener, blue*)
4. I was very when I started my first job. I didn't have much experience of life. (*blue, black, green, white, red*)
5. My promotion was totally unexpected. It came totally out of the (*green, black, white, blue, red*)
6. The neighbours will be with envy when they see our new car. (*blue, black, green, white, red*)
7. I almost after standing up for so long at the concert. (*blackened in, blackened up, blackened out, blackened down*)
8. It's not completely there are a few things that need explaining (*white, blue and white, black and white, black and red*)

2. READING.

Architecture and sculpture compared

They crossed the Piazza San Marco and turned down the Via Larga. The architect Michelozzo had completed it thirty years, ago. The stonework thrilled Michelangelo as he paused on the Via Larga for a moment **to gaze** in admiration. Though he had seen the **palace** a hundred times it always seemed fresh and new. What superb **craftsmen** these scalpellini were. Each rough protruding block of the **rustic** ground floor was **chiselled with** the authority of a piece of sculpture: the **surface** resourcefully **textured** by the calcagnolo, the edges bevelled with a lyrical "curve-out-of-mass" that made the huge blocks sing; and no two **stones** any more duplicates than two marble statues by Donatello.

"Each stone of the rustic is so good," said Michelangelo, breaking the silence, "it could be set upon a pedestal and placed in the loggia."

"Perhaps," agreed Bertoldo, "but for me, too ponderous: They make a building look too much like a fort. I prefer those flat regular stone panels of the second floor, and even better the **miniature** stones of the third floor, each **carved** like a gem. That's what makes the palace grow lighter as it rises **in space**."

"I have never realized," said Michelangelo, "architecture is almost as great an art as sculpture."

Bertoldo smiled indulgently.

"Guiliano da Sangallo, the finest architect in Tuscany, would tell you that architecture is sculpture: the designing of **to occupy space**. If the architect is not a sculptor all he gets is enclosed walls."

3. WRITING.

Exercise 1: Some people say that time and money spent on music classes in schools are not necessary. Instead, children should be learning useful subjects such as science and computers. Do you agree or disagree with this statement? Compose an essay about it (max. 250 words).

4. READING.

Michelangelo as architect

In estimating Michelangelo's work at San Lorenzo, we must not forget that at this period of his life he **contemplated statuary**, bronze bas-relief, and painting, as essential adjuncts to architecture. The scheme is, therefore, not so much **constructive** as decorative, and a great many of its most **offensive qualities** may be ascribed to the fact that the purposes for which it was designed have been omitted. We know that the facade of St. Lorenzo was intended to abound in bronze and **marble carvings**. Beside the **Medicean tombs**, the sacristy ought to have **contained** a vast amount of sculpture, and its dome was actually painted in fresco by Giovanni da Udine under Michelangelo's own eyes. It appears that his imagination still obeyed those leading principles which he applied in the **rough sketch** for the first **sepulchre** of Julius. The **vestibule** and staircase of the library cannot therefore be judged fairly now; for if they had been finished according to their maker's plan, the **faults** of their **construction** would have been **compensated by multitudes** of plastic shapes.

M. Charles Garnier, in "L' CEuvre et la Vie" speaking with the authority of a practical architect, says: "Michelangelo was not, properly speaking, an architect: he made architecture, which is **quite a different thing**; and most often, it was the architecture of a painter and a sculptor, which points to colour, breadth, **imagination**, but also to **insufficient studies** and incomplete education..." There is much that is true in this **critique**, severe though it may seem to be. The fact is that Michelangelo aimed at picturesque effect in his buildings; not, as previous architects had done, by lavish use of loosely decorative details, but by the piling up and massing together of **otherwise** dry orders, **cornices**, **pilasters**, windows, all of which, in his conception, were to serve as framework and pedestals for statuary.

Nowhere at St. Lorenzo can we affirm that Michelangelo enjoyed the opportunity of showing what he could achieve in the production of a building **independent** in itself and planned throughout with a free hand. Had he been a born architect, he would probably have **insisted upon** constructing the Medicean mausoleum after his own conception instead of repeating Brunelleschi's **ground plan**, and he would almost certainly have discovered a more **genial solution** for the difficulties.

A. Explain the following words of the same root.

- architect – architecture – architectural;
- to build – builder – building – a building;
- chisel – to chisel; to carve – carver – carving;
- to construct constructive – construction – constructor;
- design – to design — designer;
- plan — to plan – planning – planner.

B. Use the following in sentences of your own.

- to gaze in admiration;
- a piece of sculpture;
- carved like a gem;
- to abound in carvings;
- the faults of the construction;
- the faults of the construction;
- to aim picturesque effect;
- an architect by inclination and education.

5. GRAMMAR FOCUS: Passive voice.

Exercise 1: Make the sentences passive.

1. Somebody cleans the office every day.
2. Somebody sends emails.
3. Somebody cuts the grass.
4. Somebody prefers chocolate.
5. Somebody often steals cars.
6. Somebody plays loud music.
7. Somebody speaks English here.
8. Somebody loves the London parks.
9. Somebody wants staff.
10. Somebody writes articles.

6. WRITING.

Exercise 1: Complete the sentences with a word from the box.

crowded	design	earthquakes	elevator	extraordinary		
height	landmark	located	modern	safe	skyscraper	tallest

Standing at 508 meters tall, the Taipei 101 building is (1) in Taipei, Taiwan, and is one of the most famous (2)s both in Asia and in the world. In 2004 (when it opened), and for several years after, it was the (3) building on our planet. It was the first building in the world more than half a kilometer in (4) Sometimes, on rainy days, the top of this (5) cannot be seen as it rises high above the gray clouds. The Taipei 101 building (or simply, the '101 building') mixes (6) with traditional (7) There are eight main sections, each with eight floors (eight is a lucky number in Chinese). In total, there are 101 floors. The 101 building is very special because it is so tall, and also because it must be very strong and very (8) – there are many (9) and strong wind storms called typhoons in Taiwan. For about US \$15, in the lower shopping mall, you can buy a ticket and take the fastest (10) in the world up to the 91st floor. Then, you can look down on one of the world's most (11) and exciting cities from the top of one of its most amazing and (12) buildings.

Exercise 2: Think of one word which fits best into the blanks.

Gap year is the used to describe the year that some students take off before to university. Gap years are quite popular in many countries, the UK, Australia and Germany. There are a variety of options for people who are thinking of taking a gap year. One is to the year travelling around the world. possibility is to spend the year at home getting work experience. A third option is to do volunteer work , at home or abroad. In 2003, Sam Cooke chose this option and travelled to Ecuador to provide tuition in basic literacy for underprivileged children. "It was a wonderful experience and it really helped me mature". However, Sam warns it's not for everyone. "Voluntary work is certainly not an easy option and before you go you should make you are properly informed about the living conditions you will find there. Young people need to ask themselves they'll be able to put with these conditions for a whole year."

7. READING.

The Minarets of Khiva

There is every **ground to** believe those who say that Khiva – the former capital of Khorezm, has retained its eastern **flavour** and entity of old cities more than any other ancient city of Uzbekistan. It is true that Khiva has no majestic city forum such as the Registan in Samarkand and no diversity of architectural styles **ranging from** the tenth to the 20th century as we find in Bukhara. However, visitors to Ichan-Kala – the inner city and architectural reserve of Khiva and also to Dishan – Kala – the architectural **ensembles** of the **external city** get a wealth of impressions from the madrassahs, mosques, living quarters, bath houses, palaces and mausoleums which alternate in a contrasting rhythm. This impression is further accentuated by the forms of the buildings – **massive** or light, conical or **rectangular**, concave or **convex**, shaded or shining in the sun.

The tallest minaret in Khiva Islam Khodja was built in the southern section of Ichan-Kala in 1908. The choice of the site was not **accidental**. It was built side by side with a madrassah of the same name which has a two-storey facade and a single **storey structure** facing the yard.

In order **to unify** somewhat the scales of the madrassah which is an **ordinary structure** and that of the enormous minaret (it has a diameter of 9.5 m at the base and rises 44.5 m.) the architect created the additional floor to the facade of the madrassah and the tall dome of the indoor mosque in the southern section of the entrance, next to the minaret.

8. SPEAKING.

A. Look at the photos and what is your first impression about contemporary architecture? What are the main aspects of traditional and contemporary architecture? Talk about it with your groupmates in the class.



9. GRAMMAR FOCUS: Subjunctive mood.

Exercise 1: State the form of the subjunctive.

1. He would sit for hours with pencil and drawing paper, trying to master the technique which would enable him with a few strokes to put down the figure of a man.
2. If he could set a few lines down, he would have something to go on.
3. "I'm a painter," he said quickly, lest she should take him for somebody else.
4. It is necessary that young sculptors should work more on preliminary studies in order to develop their ability to think in images and their taste, to improve their composition.
5. It would be marvellous to have a friend who talked one's language and understood one's craft.
6. I wish he were in my place to understand the difficulties.

10. READING.

Art in the 16th century

In the 16th century it was customary to **debate** the **pre-eminence** of the arts, particularly as between painting and sculpture. The more commonly accepted opinion is represented by Benvenuto Cellini, who thought that sculpture is eight times as great as any other art based on drawing because a statue has eight views, and they must all be **equally good**. A painting, he said, is nothing better than the image of a tree, man, or other object reflected in a fountain – the difference between painting and sculpture is as great as between a shadow and the object casting it. Leonardo da Vinci, on the other hand, thought that painting is superior to sculpture because it is more **intellectual**. By this he meant that as a technique it is infinitely **subtle in** the effects that it can produce, and infinitely **wider** in the **scope** it offers to invention or imagination.

A. Read the following extract from I. Stone's book *Agony and the Ecstasy* where Michelangelo argued the virtues of sculpture over painting.

The real task of the sculptor is **depth**, the **round**, the mention that the painter could only suggest by the **illusion** of perspective. No one could walk around a drawing, but anyone could walk around, a sculpture, and **judge** it from every side. And so, it must be perfect, not only from the front but from every angle. The painter laid his paint on a **flat surface** and by use perspective tried to **persuade** people that they were seeing 'the whole of a **scene**. But just try to walk around a person in a painting, or around a tree! ... It was an illusion, a magician's trick. Now the sculptor, ah! He carved the full reality.

11. SPEAKING.

A. Do you agree or disagree with what was said about architecture? Compare it with J. Ruskin's' statement. Give convincing argument. Don't forget to use conversational formulas to express your opinion.

"A great architect must be a great sculptor or painter. This is a universal law. No person who is not a great sculptor or painter can be an architect. If he is not a sculptor or painter, he can only be a builder. ... and the proper definition of architecture, as distinguished from sculpture, is merely the art of designing sculpture for a particular place, and placing it there on the best principles of building."

(J. Ruskin, *Lectures on Architecture and Painting*)

B. Have you noticed that few modern buildings have rural ornament or have sculpture as a part of their general plan? Why is this so? Is the modern architect making a mistake in disregarding the age-old relationship between architecture and sculpture? Discuss this point with your groupmates in the class.

12. READING.

Michelangelo's "Sleeping Cupid"

The next piece which **occupied** Michelangelo's chisel in Florence in 1495 was a Sleeping Cupid. His patron thought, this so **extremely** beautiful that he remarked to the sculptor: "If you were to treat it **artificially**, so as to make it look as though it had been dug up, I would send it to Rome: it would be accepted as an antique, and you would be able to sell it at a far higher price." Michelangelo took the hint. His Cupid went to Rome and was sold to a dealer, who resold it to the Cardinal for an advanced sum, and passed it off upon him as an antique. When the Cardinal began **to suspect** that the Cupid was the work of a modern Florentine, he sent one of his gentlemen to Florence to inquire into the **circumstances**. This gentleman pretending to be on the look-out for a **sculptor** who would be able to **execute** certain works in Rome, after visiting several was addressed to Michelangelo. When he saw the young artist, he **begged** him to show some **proof** of his ability; whereupon Michelangelo took a pen and drew a hand with such grace that the **gentleman** was **stupefied**. Afterwards, he asked if he had ever worked in marble, and when Michelangelo said yes, and **mentioned** among other things a Cupid of such height and in such an attitude, the man knew that he had found the right person. So he related how the matter had gone, and promised Michelangelo, if he would come with him to Rome, to get the difference of price made up, and to introduce him to his patron, feeling sure that the latter would receive him very kindly. The sleeping Cupid now in the Liceo was brought there from the **palace** of the Dukes of Mantua. At the same time, we should remember that several of the Mantua marbles were transferred to Venice after the sack of the town in 1630; and among the **antique statues** of the Ducal Palace of St. Mark there are two Sleeping Cupids, both obviously of the latest Roman decadence.

It seems impossible therefore that we should decide either **affirmatively** or negatively upon the question of the **genuineness** of this work. The mere fact that Buonarroti planned a **mystification** places it, in the absence of external **evidence**, beyond the **sphere** of **criticism**.

A. Make up several sentences of your own according to the model.

1. The statue looked as though (as if) it had been made many years before.
2. The picture was sold as an original.
3. As far as I know he passed this statuette off as an antique.
4. I thought it would be worthwhile to visit the exhibition of his works.

B. State the type of the conditional sentence.

1. It seems to me that if you had any talent, if you were really cut out to be an artist, those sketches would come right the first time.
2. You should not have to draw those things a hundred times without ever getting them right. If you had any natural ability, they would come to you without all this trying.
3. If you have any talent, it will come out.
4. Repin would not have been the genius he was had he not remained faithful to maximum simplicity.

13. WRITING.

Exercise 1: Some people believe that it is fairer to assess a student's ability based on their performance during the whole course rather than giving a formal examination at the end of the course. To what extent do you agree or disagree? Compose an essay about it (max. 250 words).

14. READING.

Henry Moore

One of the sculptor's greatest achievements is the "Reclining figure" commissioned in 1956 for the Headquarters of UNESCO in Paris. In designing their building, the architects had made no provision for works of art and this created the greatest problem. There were no appropriate sites where works of art could **function coherently** – they could only be added as largely irrelevant decor. Picasso, Miro and Moore were given the **commissions** for the largest works, and their **difficulties** were correspondingly most acute. In Moore's case, he had to design a large piece of sculpture to be placed immediately in front of the main entrance facade of the building.

This building, like most modern buildings, presented to the view a wide **expanse** of busy fenestration, and the architects had made the sculptor's task all the more difficult by adding to the facade a large porch with active **wing-like** outlines. Moore therefore had to solve two problems – one was to create a figure or group that had some relevance to its site – the **headquarters** of an international institution devoted to the diffusion of culture. The second problem was to **accommodate** such a figure or group against the "busy" facade of the building. Moore's first idea was a female figure reading a book, or teaching a group of children, or just "**lost in contemplation**", but the sculptural **impact of** such figures would be entirely obliterated by the background. He **therefore** tried out the possibility of placing the figures against a screen, which would be an integral part of the group. This was to prove a fertile invention for the future, but it did not seem that it would "work" in relation to the facade behind it. Finally, after much **deliberation** and discussion, Moore decided to revert to his familiar prototype, the "Reclining Figure", but to make this so massive that it would "tell" against its background.

This form, by **comparison** with preceding "Reclining Figures", is **extremely** simplified indeed, it reverts in its general outline to the prototype "Reclining Figure" of 1929, and is nearest to the calm wood figure of 1935–1936 in the Albright-Knox Art Gallery, Buffalo. It is more massive than any of its **predecessors**, and the thrust of the **subsidiary elements** within the total mass gives a tremendous impression of power held in reserve – perhaps not an **inappropriate** symbol for an organization whose declared aim is to establish peace in the minds of men.

15. WRITING.

Exercise 1: Can you write a caption for this photo? The head is spinning around from its beautifulness!



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Advice to improve english skills.

1. Practise every day the 4 core skills: reading, writing, speaking and listening.
2. Repetitive Review.
3. Keep a running vocabulary list.
4. Think in English.
5. Don't be afraid to make mistakes.
6. Surround yourself in English.
7. Read English literature.

Good luck!

My notes

Good luck!

My notes

Good luck!

