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Плахотная Ю.И.

**АНГЛИЙСКИЙ ЯЗЫК КАК ВТОРОЙ ИНОСТРАННЫЙ
ЯЗЫК**

**THE ENGLISH LANGUAGE AS A SECOND FOREIGN
LANGUAGE**

Учебное пособие

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Английский язык: как второй иностранный язык: Учебное пособие.

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Учебное пособие предназначено для изучающих английский язык как второй иностранный язык на факультетах филологии и лингвистики, а также на неязыковых специальностях. Пособие охватывает широкий диапазон тем, которые освещаются в текстах различной сложности, представленных в двенадцати тематических разделах. Задания рассчитаны как для аудиторной, так и для самостоятельной работы студентов с целью развития навыков чтения, говорения, перевода текстов и письма на английском языке.

Пособие содержит также справочную информацию по грамматике английского языка.

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ВВЕДЕНИЕ

Учебное пособие предназначено для студентов, обучающихся по специальности 45.03.01. «Филология». Пособие охватывает широкий диапазон тем, которые представлены в текстах различной сложности. Целью данного учебного пособия является развитие необходимых знаний в области грамматики английского языка, умений оперировать языковыми средствами при общении на иностранном языке. Автор пособия ставит следующие задачи: 1) научить обучающихся понимать англоязычные тексты различной тематики; 2) сформировать у них навыки общения на иностранном языке на различные темы; 3) расширить социокультурные знания о речевом поведении представителей англоязычной культуры.

Задания данного учебного пособия способствуют усвоению лексического, грамматического материала, а также контролю понимания прочитанного материала и развития навыков чтения и перевода текстов, говорения и письма.

Структура учебно-методического пособия содержит 10 разделов, объединённых по тематическому принципу. Разделы строятся по единой схеме, хотя отличаются разнообразием их наполнения. В каждый раздел включено от одного до трех текстов, объединённых единой тематикой. Каждый раздел содержит несколько подразделов: *Grammar focus, ammar practice, Vocabulary, Reading, Speaking, Writing*.

В разделе *Grammar focus* перечислены грамматические темы, необходимые для изучения в текущем разделе. Грамматический материал непосредственно находится в разделе *Grammar Reference* в конце учебника. Задания в разделе *Vocabulary* нацелены на формирование лексического запаса как для чтения и перевода текстов, так и для использования данных слов в заданиях на построение монологических и диалогических высказываний в разделе *Speaking*. Раздел *Reading* содержит тексты, которые составлены в соответствии с конкретной целью (ознакомительное,

изучающее, просмотрное и поисковое чтение). Послетекстовые упражнения предусмотрены для контроля понимания прочитанного и развития умений анализировать не только информацию из текста, но и некоторые языковые (грамматические и лексические) явления. Задания в разделе *Writing* обучают студентов реализовывать коммуникативные намерения в различных типах письма. В настоящем учебном пособии представлен справочный теоретический материал по грамматике английского языка в разделе *Grammar Reference*, который находится в конце пособия, а в каждом юните есть раздел *Grammar practice* с заданиями на отработку грамматического материала. Также в конце учебника есть несколько тестов для контроля усвоенного лексико-грамматического материала. К некоторым заданиям имеются ключи, также как и к тестам для самопроверки.

Пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов с целью развития навыков чтения, перевода текстов, говорения и письма на английском языке.

UNIT 1. INTRODUCING YOURSELF

Grammar focus

- ✓ Pronoun (personal / possessive adjectives)
- ✓ Indefinite Articles (a/an)
- ✓ Nouns (singular / plural)
- ✓ The verb to be
- ✓ Possessive Case of nouns

See Grammar reference



Vocabulary

Task 1. Put the indefinite article *a/an* before the nouns into two columns.

Occupations

- student
- doctor
- accountant
- engineer
- nurse
- barman

Family

- father / mother
- brother / sister
- son / daughter
- husband / wife
- uncle / aunt
- nephew / niece

<i>a teacher</i>	<i>an archeologist</i>

Pronouns

Task 2. Put the personal pronoun (*we, he, she, it, they*) instead of the noun.

- | | |
|-----------------------------------|--------------------------------|
| 1. <i>people</i> - | 9. <i>our training</i> - |
| 2. <i>Anna</i> - | 10. <i>my books</i> - |
| 3. <i>her children</i> - | 11. <i>his wife</i> - |
| 4. <i>my friend and I</i> - | 12. <i>her things</i> - |
| 5. <i>an envelope</i> - | 13. <i>mathematics</i> - |

- 6. *his parents* -
- 7. *her uncle* -
- 8. *your bags* -

- 14. *Jack and me* -
- 15. *my colleagues* -
- 16. *Her boss* -

Speaking

Task 3. *Read the conversation. Act the dialogue with your real names.*

- *Hello! I'm Ben. What's your name?*
- *My name's Ann.*
- *How are you, Ann?*
- *I'm fine, thanks! And you?*
- *I'm fine too.*

Task 4. *Put am/is/are into the dialogues. Act out the dialogues with your partner.*

Ask and answer about other members of your families.

1.

- *Hi! How ... you?*
- *Oh, I ... all right!*

2.

- *How ... your sister?*
- *She ... OK now, thanks.*

3.

- *Good evening! How ... your parents/friends?*
- *They ... on top, thank you? And what about your parents/friends?*
- *Oh, they ... not bad!*



Vocabulary

Task 5. a) *Learn the names of the countries, their capitals and nationalities. Put the missing names from the list below into the gaps. Pay attention to the pronunciation.*

Swedish, Berlin, French, Brussels, Copenhagen, Stockholm, Denmark, Spain, Greece, Brazil, Delhi, Washington, Brasilia, France, Spanish, Belgian, Greek, China, American, Beijing, Indian

Countries	Capital	Nationalities
1. Russia	Moscow	Russian
2.	Paris	.....
3. Germany	.....	German
4.	Athens	.....
5. the USA	.....	.....
6. ....	.....	Chinese
7. Belgium	.....	.....
8. ....	.....	Danish
9.	Barcelona	.....
10. Sweden	.....	.....
11. India	.....	.....
12. ....	.....	Brazilian

b) Identify the names of these countries with their flags.

1) _____ 2) _____ 3) _____ 4) _____



5) _____ 6) _____ 7) _____ 8) _____



9) _____ 10) _____ 11) _____ 12) _____



c) Find out the names, capitals and flags of some other countries that you have been to or would like to visit.

Task 6. Form the names of nationalities with suffixes **-ian (n), -ish**. Check in the dictionary. What are the capitals of these countries?

- | | | | | | |
|------------|---|-----------------|-------------|---|-------|
| 1. Canada | – | Canadian | 6. Britain | – | ..... |
| 2. India | – | ..... | 7. England | – | ..... |
| 3. Brazil | – | ..... | 8. Scotland | – | ..... |
| 4. Hungary | – | ..... | 9. Spain | – | ..... |
| 5. Italy | – | ..... | 10. Poland | – | ..... |

Task 7. Read the dialogue. Act out this with your partner about your nationalities. Ask and answer the question about other people.

- *Hi, Tom! Where are you from?*
- *I'm from London. I'm British. And you, Nadia? Where are you from?*
- *I'm from Russia.*
- *And what's the capital of your country/Russia?*
- *It's Moscow.*
- *What's your nationality?*
- *I'm Russian. What about your friend? Where is he from?*
- *He's from Spain. He's Spanish.*

Task 8. Make plural form of these words. Add **-s** or **-es** where necessary.

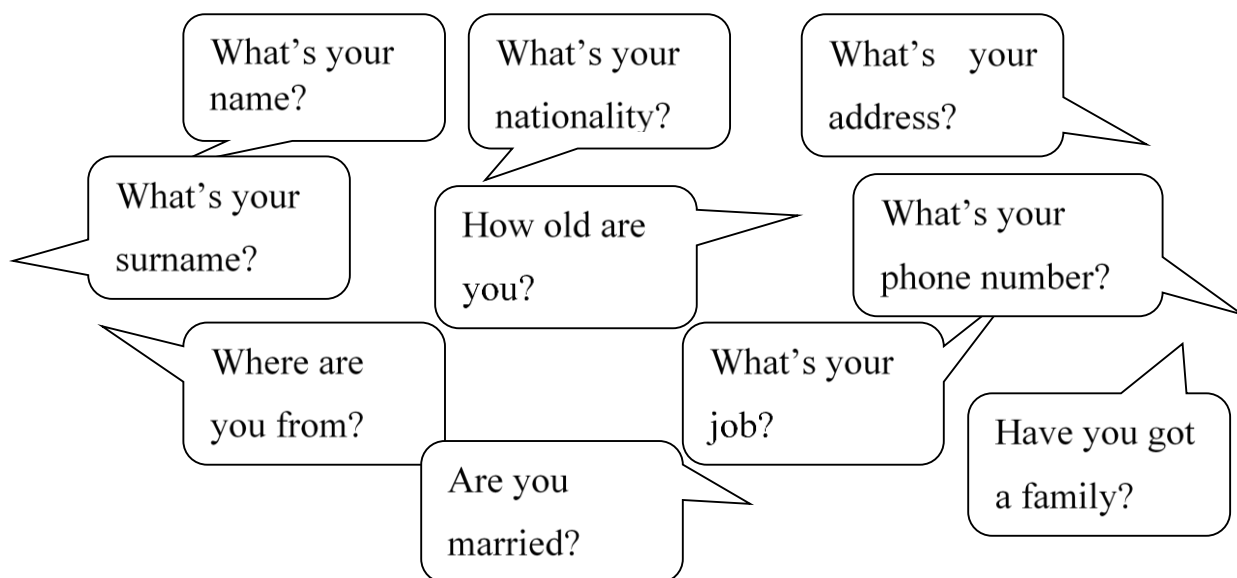
- | | |
|------------------------|------------------------|
| 1. a country | 7. a wife |
| 2. an address | 8. a city |
| 3. a girl | 9. a boy |
| 4. a nationality | 10. a journalist |
| 5. a job | 11. a knife |
| 6. a policeman | 12. an aunt |

Speaking

Task 9. *Introduce yourself using the following phrases.*

<i>(name)</i>	My name is ...
<i>(surname)</i>	My surname is ...
<i>(country)</i>	I am from .../ I live in ...
<i>(nationality)</i>	I am ...
<i>(age)</i>	I am ... years old
<i>(occupation)</i>	I am a / an ...
<i>(address)</i>	My address is ...
<i>(phone)</i>	My phone number is ...
<i>(family status)</i>	I am (not) single / divorced / married, separated
<i>(family)</i>	I have got ...

Task 10. *a) Work with a partner. Make an informal conversation using the following questions. Give the answers to these questions.*



Begin and finish the conversation with the following phrases:

- **Hello**
- *Fine, thanks.*
- *I'm fine, thank you. And you?*
- **Goodbye**

- *Goodbye, ... (name).*
- *See you tomorrow!*
- *Bye-bye,*
- *Have a nice evening.*
- *Thanks, you too!*

b) *Now, in pairs ask and answer the same questions about your friend/ partner/ family member.*

Example:

- *What's your brother's name?*
- *My brother's name is ...*

Task 11. a) *Talk about these people using information from their application forms. Ask and answer the questions to talk about them.*

Use the following phrases:

First name: His / her first name is ...

Surname: His / her surname is ...

Country: He / she is from ...

Nationality: He / she is ...

Age: He / she is ...

Job: He / she is ...



Address: His/ her address is ...

Phone: His/ her phone number is ...

Family status: He / she is ...

Family/children: He/ she has got ...

Application Forms

<p>Surname: Sawdon First name: John Country: England Nationality: English Family status: married Age: 43 Job: engineer</p>		<p>Surname: Bredberry First name: Joanna Country: the USA Nationality: American Family status: divorced Age: 34</p>	
---	---	--	---

Address: 42, Hill Road, London, GB	Job: doctor
Phone: 077-4837-5239	Address: 78, Hillroad, the USA
Family/ children: two children	Phone: 071-226-475-92
	Family/children: one child

b) Tell about any famous people you know.

Grammar practice

Task 12. Put the forms of the verb to be (is/ are) into the sentences.

1. He in the office.
2. They at the university.
3. Justice very important for people.
4. Our nature so beautiful.
5. Mr. Bronks a doctor of this hospital.
6. The Ivanovs our neighbours.
7. Her boyfriend quite tall with dark hair and blue eyes.
8. My parents retired.
9. All students in our group volunteers.
10. Some wild animals in danger nowadays.

Task 13. Change the sentences, using possessive case of nouns, as in the example:

This is my husband's jacket. – This jacket is my husband's.

1. It is Jack's dog.
2. Those are Ela's roller blades.
3. These are Nick's sunglasses.
4. That's my brother's bike.
5. Our children have got that skateboard.

Task 14. Read and translate the informal letter.

	1).....
	63, Queen street, Portsmouth N 10 3JD, GB
2)	
Dear Anna!	
3).....	
<p><i>I am very pleased to write you this letter. I'd like to tell you about my family. This is the photo of my family. There are six of us: my mum and dad, my sister, my grandparents and me. I love them all. My parents are middle-aged. My mother, named Silvia, is 43 years old, and my father, Philip, is 48. They are doctors. My granny and granddad are not very old. They are under 70 and they are pensioners. My sister Liz is older than me for 5 years. I'm 18, by the way. Now she's a housewife. She's got her own family. Her husband's name is Patrick and her daughter's name is Mary. She is only two. We are all happy to be together. That's all about my family. Write back. Hope to hear from you soon.</i></p>	
4).....	
Best wishes!	
5).....	
Tom.	

Find the parts of the letter:

- a) *Body of the letter*
- b) *Saying goodbye*
- c) *Your address*
- d) *Sign the name*
- e) *Salutation*

Writing

Task 15. Write an informal letter about you and your family to your friend.

Follow the structure of your letter, as in the example.

1) your address
.....
.....

2) salutation,
Dear,

3) body of the letter

Thank you for your letter. You asked me about my family. I have got named and named He/she is years old and

.....
.....
.....
.....

4) say good bye

5) sign your name

UNIT 2. CITY OR COUNTRYSUDE

Grammar focus

- ✓ *There is /there are*
- ✓ *Countable /uncountable nouns*
- ✓ *Some/any, much/many, a few/ a little*
- ✓ *Numerals (cardinal/ ordinal)*

See Grammar reference

Task 1. a) *Fill in the forms of the verb to be (is/ are) into the sentences.*

1. Chocolate delicious.
2. Strawberries very tasty.
3. Apple juice good for you.
4. Oranges nice.
5. Wine better than beer.
6. Coffee my favorite drink.
7. Fruit very healthy.



b) *Describe what there is on the picture, using **there is/there are** and **some /a/an**.*

c) *Tell your partner what there is in your fridge.*

Task 2. *Study the examples and match them with the rules.*

- a) *There aren't any pens in my bag.*
- b) *There are many coins in my purse.*
- c) *There are four chairs in the room.*
- d) *There is some milk in the glass.*
- e) *There isn't much cheese in the fridge.*
- f) *There is a book on the table.*
- g) *There isn't any flour left to make a cake.*
- h) *Can I have some water in my tea?.*

- 1) There is (not)/isn't + singular countable noun with an indefinite article.
- 2) There is (not)/isn't + uncountable noun.
- 3) There are (not)/aren't + plural countable noun.
- 4) **Some** before plural and uncountable nouns in positive sentences.
- 5) **Any** before plural countable nouns and uncountable nouns in negative and questions.
- 6) **Some** for questions denoting an offer or request.
- 7) **Many/ a few** with countable nouns plural. **Many** can be used in negative sentences and questions.
- 8) **Much/ a little** with uncountable nouns. **Much** can be used in negative sentences and questions.

Vocabulary

Task 3. Define if these nouns are countable (C) or uncountable (U).

traffic congestion	pond
theatre	pollution
furniture	park
plant	airport
fountain	railway station
tree	transport
grass	shopping mall



mountain	hills
lake	river
meadow	forest
nature	bushes
windmill	church

Task 4. Now describe your town, city or village using **there is/there are** and the vocabulary from Task 3. Use the construction **there is/there are** as in the **Examples:**

There is a park in my city.

There isn't an airport in my city.

There are a lot of shops in my city.

There aren't many museums in my city.

Reading

Task 5. Read what people tell about their cities. Tell what there is in their cities.

1. **Margaret:** "I live in a residential area of a big city in the south of Italy. We have all the facilities: good public transport, a big shopping centre, a good swimming pool and many other places. I like going out with my friends, we spend our free time in lively bars and restaurants not far from my apartment. It's great to have access to cultural life like art exhibitions, museums and that kind of things. But we haven't got many tourist attractions".

2. **Simon:** "People who come to my country really like to spend their time in Barcelona. It's a beautiful city with a lot of tourist attractions. It's quite compact and you could walk across the city in a couple of hours, though it has a good public transport system, so it's easy to get around. You can buy fashionable clothes in the upmarket shops and boutiques in the centre of the city. You can also find lots of chain stores. Barcelona is an old city with narrow streets and Gothic churches.

Task 6. Match the following words or phrases with their definitions. Which of these places are there in your city or town?

- | | |
|---------------------|--|
| 1. chain stores | a) heavy traffic making it difficult to move |
| 2. high-rise flats | b) expensive fashionable shops |
| 3. in the suburbs | c) an area consisting of multiple shops |
| 4. local facilities | d) multi-story apartments |

- | | |
|------------------------|---|
| 5. office block | e) cafes with tables outside |
| 6. pavement cafe | f) large indoor shopping centres |
| 7. residential area | g) local buildings serving the public |
| 8. shopping centre | h) a place of interest to tourists |
| 9. shopping malls | i) well-known brands with shops in multiple cities |
| 10. tourist attraction | j) the outer area of large cities where people live |
| 11. traffic congestion | k) a large building that contains offices |
| 12. upmarket shops | l) an area where people live |

Grammar practice

Task 7. What is there in your city? Fill in is or are, isn't or aren't.

1. There some lovely parks in my city.
2. There any big shopping malls, but there a furniture shop.
3. There much heavy transport.
4. There some beautiful fountains.
5. How many theatres there in your city?
6. there any fashionable boutiques?
7. There a lot of trees, bushes and plants on the streets.
8. There many libraries, but there a church.
9. there a railway station in your city?
10. there any markets?
11. There (not) an airport.
12. There some museums and one gallery, and there two churches.
13. There many factories in my city, so there a lot of pollution.
14. There any meadows in the city.
15. There a lake, but there a wide river in my city.
16. There any mountains, but there some small hills in the city.



17. There a nice village not far from my city.
18. In the village there a forest and three windmills.
19. There a lot of fresh air in the country.

Task 8. *Transform the sentences using there is / there are.*

Example: 1. London has over 200 free tourist attractions.

There are over 200 free tourist attractions in London.

2. Edinburgh possesses royal palaces, castles, museums and world heritage sites.
3. Blackpool holds a large theme park with Europe's largest rollercoaster.
4. Birmingham has a lot of music, film and comedy festivals.
5. Cardiff has several modern shopping malls.
6. Stratford-upon-Avon has a 500 year old house where William Shakespeare was born and lived.
7. Oxford has one of the oldest universities in Europe.
8. Bath, Chester and York have ancient and medieval heritage sites, dating back to Roman and Viking times.
9. Britain celebrates St. Patrick's Day, the patron saint of Ireland, in March.
10. The society of Great Britain includes many different people and cultures from all over the world.

Writing

Task 9. *Describe your city or town. Make a profile of your city for the tourist guidebook (250 words) according to the plan:*

1. *Introduction (general characteristic)*
2. *Main part (what tourist attractions there are in your city)*
3. *Describe the advantages of the city/country: cheap cafes/food, a lot of public transport , etc.)*
4. *Where you prefer to live in a city or in the country. Why? I prefer to live in, because I can go to the (cinema/ theatre/ forest/mountains). ... I can walk in the (forest/ park...), near the (lake/river...). ... I can see*

UNIT 3. MY DREAM HOUSE

Grammar focus

- ✓ *Have got/has got*
- ✓ *Order of adjectives before a noun*
- ✓ *Prepositions of place*
- ✓ *Definite article 'the'*

See Grammar Reference



Vocabulary

Task 1. Put *have got/has got* into the sentences in positive or negative.

1. He a family, he's single.
2. We an apartment in the center of the town.
3. My brother his own business.
4. They a house in the country near the lake.
5. She a job, she's retired.
6. Their parents a car. They sold it last year.
7. Our town a swimming pool. It will be built next year.
8. This shop many clients.

Task 2. Practice with your partner to ask and answer the questions with *have got/has got* about the following things and people. Put the article *a/an* where necessary.

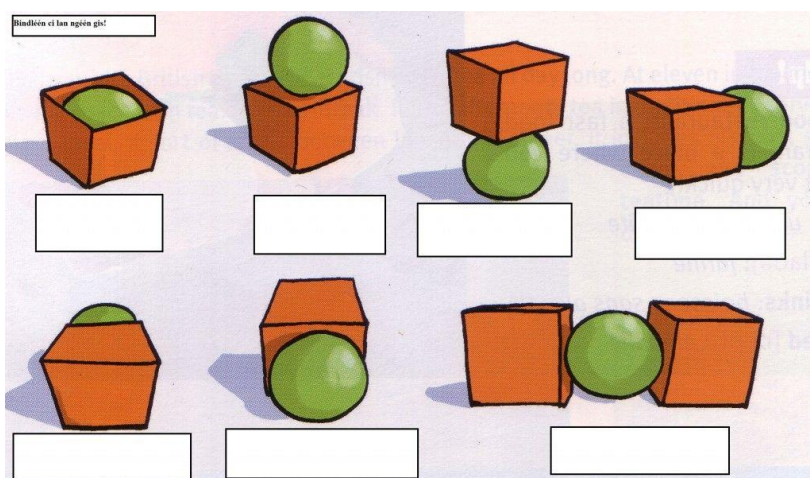
apartment, car, country house, job, fashionable furniture, bike, etc.

Act out the dialogue:

- *Have you got a flat?*
- *Yes, I have. / No, I haven't.*
- *Has your friend got a car?*
- *Yes, he/she has. / No, he/she hasn't.*

Task 3. Put the prepositions of place under an appropriate picture:

behind, on, under, in front of, in, between, next to



Task 4. Put these words into different categories/rooms of a flat. You may use the words more than once:

chair, table, TV set, cupboard, wardrobe, sofa, armchair, fridge, paper, magazine, stool, desk, computer, curtains, oven, picture, piano, poster, washing machine, microwave oven, coffee machine, hot/cold water, bath, toilet, shower cabin, sink, washing basin, fireplace, bookcase, carpet, lamp, chandelier, bedside table, shelf, bookshelf, towels

<i>kitchen</i>	<i>bedroom</i>	<i>living room</i>	<i>bathroom</i>	<i>toilet</i>
.....

My dream house

Task 5. Draw a picture of your dream house or flat. Describe your picture using ***there is/there are*** and the words from Task 2 and prepositions of place from Task 4. Pay attention to the use of indefinite and definite articles and pronouns.

Examples: *There is a table in my dream house living room. The table/It is near the window. There are two chairs in the/my kitchen. The chairs/They are next to the table.*

Task 6. Put the adjectives from the box above into the particular order according to the scheme to make phrases. Describe the things you or your friends possess, using **have got/has got**, as in the example.

1	2	3	4	5	6	7	8	9
opinion	size	physical quality	shape	age	colour	origin	material	noun

Example:

I have got a lovely, big, soft, blue blanket.

My friend has got a trendy, new, black and white cap.

We have got a beautiful china tea set.

Task 7. Make a dialogue with your partner. Tell about your flat or a house. Ask and answer the questions.

1. What is your home like?
2. What is your favourite room in your flat or house?
3. What would you like to change in your flat/room/house?

Reading

Task 8. Read the text of an advertisement about a real estate. Fill in the gaps with the words: **furniture, heating, garage, beds, outskirts, equipment, lawn, bathrooms.**

ON SALE

PROPERTY WITH IDEAL LOCATION

There is a modern house in the 1)..... village just 7 km away from the city. It has three bedrooms with attached 2), a separate kitchen with modern 3) and a spacious lounge with fashionable 4)..... . Each room has large windows, which let natural light come inside. All the

windows have wonderful views over the countryside around the house. It has central 5), so it is warm in the house when it is cold outside. There is also a 6) to keep a car next to the house. Near the house there is a beautiful garden with a huge 7)..... and several flower 8)..... .

Grammar practice

Task 9. Fill in the articles **a/an, the** into the gaps. Then put a pronoun instead of a noun, where possible.

1. I've got newspaper and magazine. magazine is interesting.
2. I saw advertisement. advertisement is about selling a house.
3. My parents live in old house in small village. There is beautiful garden behind house.
4. We had dinner in good restaurant. food was delicious.
5. It's sunny day. Let's walk in park.
6. My friend has got car. car is very expensive.

Writing

Task 10. Describe the objects in your room in an informal letter to your friend (150-180 words). Use the constructions **I have got/My room has got ...**, **There is ... / There are ...** and prepositions of place (*in, on, between, in front of, behind, near, next to*), as in the example. Use the adjectives from the box to describe the objects

nice, cute, beautiful, spacious, big, large, cosy/cozy, comfortable, small, shiny, smooth, soft, rough

There is in my study/ room.

There is on the desk.

There are a lot of in my bookcase.

UNIT 4. APPEARANCE AND CHARACTER

Grammar focus

- ✓ Adjectives (gradable/ungradable)
- ✓ Comparative / superlative degree of adjectives
- ✓ Adverbs of degree

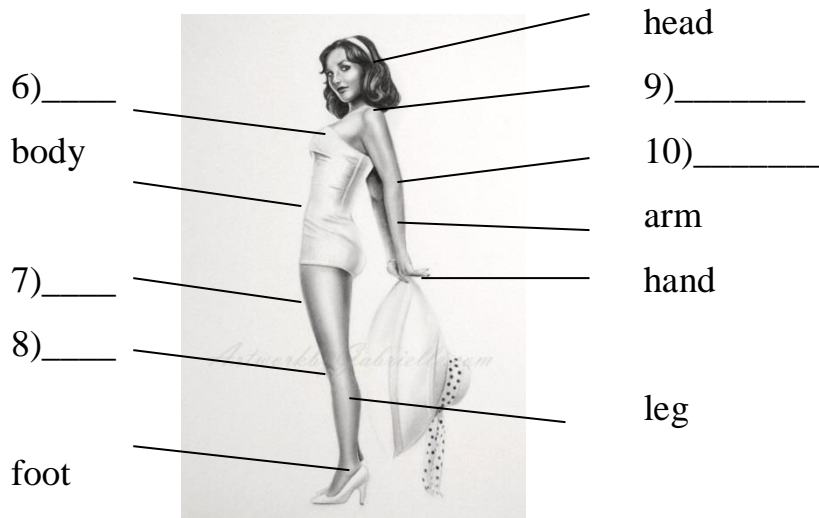
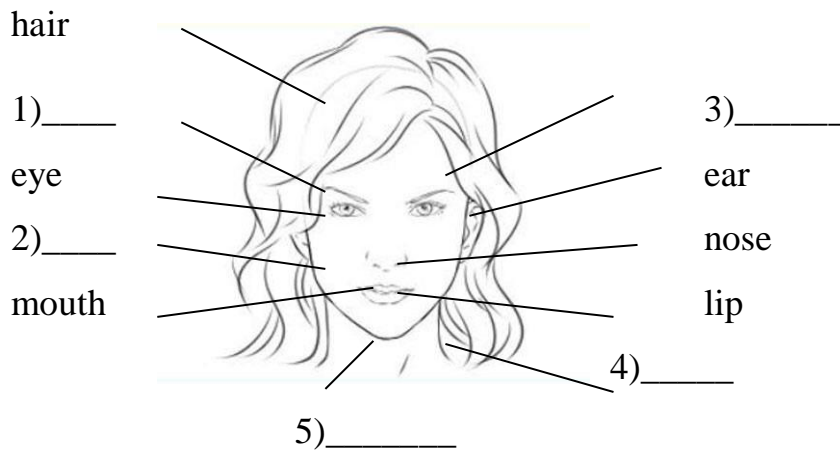
See Grammar Reference



Vocabulary

Task 1. Learn the names of the parts of a human body. Put some words into the gaps to name the parts of the face and body.

knee, neck, elbow, chest, forehead, chin, shoulder, cheek, hip, brow.



Task 2. Put the following words into the correct box of the table.

Beautiful, curly, handsome, wavy, good-looking, pretty, straight, blue, beard, attractive, ugly, small, moustache, tall, grey, oval, plain, old, blond, young, broad, middle-aged, dark\light complexion, big, bold, short, wrinkles, of medium height, fat, freckles, plump, round, well-built, slim, of medium build, green, long, pretty.

General appearance	Adjectives
Age	
Height	
Build	
Face	
Eyes	
Hair	
Ears	
Lips/ mouth	
shoulders	

Speaking

Task 3. a) Describe your appearance. Choose the words from the table above.

Example:

I am tall and slim. My eyes are green and my hair is dark. I have got a small nose....

b) Describe any people's appearance (your friend's, relative's, parent's, neighbor's).

Example: *My brother is tall and well-built with broad shoulders. His eyes are grey and his hair is short and wavy. He has got a beard and a moustache.*

Task 4. Compare your friends' appearance, using the comparative and superlative degrees of the following adjectives: **tall, slim, beautiful, young, pretty, short, attractive, fat, cute.**

Example: Michael is *taller* than me. He is *as slim as* Viktor. Anna is *more attractive* than Mary.

Task 5. a) Match the following adjectives with their definition.

- | | |
|------------------|---|
| 1. Decisive | a) they know what they want and they do all to get it. |
| 2. Bossy | b) they understand difficult subjects quickly and easily. |
| 3. Ambitious | c) they love giving things to other people and helping them. |
| 4. Energetic | d) they do their work with a lot of attention and thought. |
| 5. Self-centered | e) they get upset easily. |
| 6. Determined | f) they like telling people what to do. |
| 7. Careful | g) they work very hard and like participating in a lot of activities. |
| 8. Reserved | h) they make decisions quickly. |
| 9. Mean | i) they want to be successful in life. |
| 10. Generous | j) they care about themselves and often forget about other people. |
| 11. Intelligent | k) they don't like sharing things or spending money. |
| 12. Sensitive | l) they don't like showing their feeling or expressing their opinion. |

b) Make sentences using the adjective and its definition, **as in the example:**

Decisive people are those who make decisions quickly.

Task 6. Make new words with opposite meaning. Add prefixes *dis-*, *im-*, *in-*, *un-*.

- | | | | | | |
|--------------|---|-----------------|--------------|---|-------|
| 1) polite | - | <i>impolite</i> | 8) possible | - | ..... |
| 2) patient | - | ..... | 9) dependent | - | ..... |
| 3) honest | - | ..... | 10) zip | - | ..... |
| 4) selfish | - | ..... | 11) agree | - | ..... |
| 5) friendly | - | ..... | 12) moral | - | ..... |
| 6) caring | - | ..... | 13) believe | - | ..... |
| 7) sensitive | - | ..... | 14) humane | - | ..... |

Task 7. a) What traits of character are considered to be positive or negative? Put the adjectives in the column you think they should be. Explain why.

Aspiring, creative, hardworking, lunatic, knowledgeable, educated, ambitious, decisive, charismatic, uncaring, motivating, adventurous, ruthless, passionate, impulsive, flexible, energetic, straightforward, aggressive, moderate, careful.

Use also the words from Exercise 5 and 6.

Positive	Negative

b) Describe your personality and your friend's personality. What positive and negative traits do you possess?

Task 8. Fill in the gaps of the text with the words below:

polite , careful, sweet, co-operative, generous, reserved, upset

I really like Maria. She's such a 1) girl who is always 2) to everyone. She is also very 3) that is why I love working with her. However, she can get 4) easily. That's why, you have to be 5) about what you say to her. She also tends to be a bit 6) She doesn't like showing her feelings, but she's really 7) and is always willing to help.

Task 9. Describe your friend's appearance and character using positive and/or negative adjectives.

Task 10. Say what is more important in a person for you his/her appearance or character? Use the phrases:

I think, appearance is more important, because

I guess, appearance is not so important as

I suppose, that both appearance and character are important, because

In my opinion, the most important thing in a person is ..., because ...

Reading

Task 11. Read and translate the text. Find the words that characterize people.

Physical Appearance and Personality

Scientists believe that physical appearance is a major factor in the development of personality, because people form opinions by what they see in a person physically, and respond to that person accordingly. In turn, people tend to fulfill the expectations they believe others have for them.

Naturally, people react with certain biases to people who look one way or another. At an early age children begin to recognize how others react to them. They estimate good-looking children as social superiors, because in society, stereotype dictates that popular people are good looking. Conversely, children who are not as attractive are often inferior to the other children. For example, one study found that the children begin to conform their self-opinions to the opinions of those who interact with them. They can even change the ways they dress and take care of themselves. Recent studies show that at a very early age, children begin to pick whom they would like for playmates by such standards as facial attractiveness and body form.

The study finds that people perceive individuals – both men and women – who exhibit positive traits, such as honesty and helpfulness, as better looking. Those who exhibit negative traits, such as unfairness and rudeness, appear to be less physically attractive to observers.

The research suggests that seeing the person's appearance precedes learning about his/her personality, and shows that perceptions of a person's physical attractiveness may change over time due to his/her positive or negative traits. The recent experiments show that attractiveness indeed play a major role in development of personality, and that nature, both mental and physical, plays an extremely important role in the development of personality.

Task 12. Decide if the statements are true or false according to the text.

1. The main idea of the text is that a person's appearance is more important than his/her personality.
2. People estimate good-looking individuals as nice and kind.
3. Children choose their playmate according to his/her character.
4. Personality of a person affects his/her appearance.
5. We cannot change our personality.

Grammar practice

Task 13. a) Match the adverbs and adjectives to make word combinations.

Adverbs of degree: very, extremely, absolutely, quite, terribly, incredibly, pretty, completely.

Adjectives: interesting, beautiful, difficult, big, dangerous, isolated, fabulous, miserable, brilliant, huge, terrible, fantastic

b) Now describe something using the words combinations.

Example: This book is extremely interesting.

Task 14. Complete the sentences. Use a superlative or a comparative degree of adjectives.

1. He works that John does. (fast)
2. Our hotel was than all the other ones in the town. (cheap)
3. The United States is very large but Canada is (large)
4. What's river in the world? (long)
5. My sleeping bag is than hers. (comfortable)

Task 15. Choose the adjectives from the list and put them into the correct form.

Fill in than, of, in or the where necessary.

Expensive, crowded, polluted, good, fast, dry, big, pretty.

1. London is Stratford-Upon-Avon.
2. The cheetah is animal all.
3. Your shoes are mine.

4. Sahara Desert is place the world.
5. Their flat is ours.
6. A big city is the country.
7. The Laura`s restaurant ... our neighborhood.
8. Jenifer is girl our class.

Writing

16. Write an essay about your favourite person (an actor, a singer, a writer etc.). Describe his or her appearance and character (250 words). Follow the structure of your essay:

1. Introduction (1 paragraph)
2. Main body of the essay (2 paragraphs: 1 paragraph about his/her appearance, 1 paragraph about his/her character)
3. Conclusion (1 paragraph)

Useful expressions:

phrase	meaning
Adding additional information to support an idea	
Moreover, ...	<i>at the start of a sentence to add extra information</i>
..., as well as ...	<i>“also” or “and”</i>
Not only... but also	<i>add an extra piece of information, often more surprising or unexpected than the first piece of information.</i>
Words and phrases for demonstrating contrast	
However,...	<i>to introduce a second point that disagrees with the first one</i>
On the other hand, ...	<i>to introduce a different piece of evidence</i>
Summarizing	
In conclusion, ...	<i>to introduce the concluding paragraph or sentence of an essay</i>

UNIT 5. MY DAILY ROUTINE

Grammar focus

- ✓ Tenses/ Present Simple
- ✓ Adverbs of frequency
- ✓ Types of questions

See Grammar Reference

Tell me what time it is?



Vocabulary

Task 1. Complete the diagram with the **adverbs of frequency**: *sometimes, never, often / frequently, always, rarely / seldom, usually.*

100% 90% 70% 50% 30% 0%

1. <i>always</i>	2. ...	3. ...	4. ...	5. ...	6. ...
------------------	--------	--------	--------	--------	--------

Task 2. Study the examples and match them with the rules of using the Present Simple:

- a) Directors make films.
- b) The Drama Club opens every Tuesday at 8 p.m.
- c) I usually get up at 7 o'clock in the morning.
- d) The earth goes round the sun.
- e) At the party Romeo sees Juliet and falls in love with her.
- f) I like action movies.

1. for repeated actions/ daily routines with the adverbs of frequency
2. for permanent actions or states
3. for laws of nature
4. for timetable events (lessons, concerts, TV programs, etc.)
5. for plots of the stories or films

Speaking

MY WEEKDAY

Task 3. What do you do on weekdays? Complete the mind-map using the phrases from the box.

- | | |
|-----------------------------------|---------------|
| get up | make my bed |
| clean teeth | watch TV |
| cook breakfast/ dinner | wash dishes |
| read a book / magazine | clean my room |
| listen to music | |
| catch the bus to university/ work | |

At noon / at night

I sometimes/never ...

At 10 o'clock I ...

At 2 o'clock I ...

In the morning

I always ...

At 8 a.m. I ...

...



In the afternoon

I usually

At 5 p.m. I usually

In the evening

I often ...

Task 4. Match the verbs with the words from the list to make phrases and add these phrases to the mind map.

- | | | | |
|------------------------|------------------|----------------------|-----------------|
| my homework | a shower/a bath | shopping | to bed/ sleep |
| things about the house | by metro/bus/car | to school/university | |
| breakfast/lunch/dinner | out with friends | the washing up | vacuum cleaning |

Go _____ **Do** _____ **Have** _____

Task 5. Tell about your daily routine, using the mind map, verbs and phrases, adverbs of frequency.

always	every day / week / month / Sunday
usually	in the morning / afternoon / evening
often / frequently	on Sunday / Monday morning
sometimes	in summer / autumn / winter / spring
rarely / seldom	in November
never	at night / weekend / at 6 o'clock

Task 6. Tell about your friend's or relative's daily routine, using the mind map. Pay attention to the forms of verbs in the 3rd person singular.

Task 7. a) Fill in the gaps in the interview to make a dialogue and act it out with a partner. Answer the following questions about yourself. Use adverbs of frequency and time expressions in your answers.

- Hello! May I ask you a few questions about your typical day?
- Oh, yes. You're welcome!
- **What time do you get up?**
- I usually get up at ... in the morning.
- **Do you have breakfast?**
- Yes, I do. I always have ... at
- **What do you do then?**
- I dress up and leave home at about ... a.m.
- **What do you usually do after work / studying?**
- I after work/ studying.
- **You watch TV in the evening, don't you?**
- No, I don't. I never watch TV. / Yes, I do. I ... watch TV.
- **Do you read books or listen to music in your free time?**
- I often ... in my free time.
- Thank you for this interview!

b) What types of questions are there in the interview? Analyze the structure of the questions of each type. Compose your own questions of different types to ask your friend.

Reading

Task 8. *Read an informal letter. Underline the adverbs of frequency in the text.*

Dear friend,

I usually start my day with getting up and doing all things that everybody does in the morning: washing, having breakfast, etc. Then I gather my things: pencils, exercise-books, text-books. After that I go to the university. I usually catch the bus to the university, but sometimes, my father picks me up and drives me to the university building.

The lectures usually begin at 8 o'clock in the morning. We have from 2 to 4 lectures every day. I like studying at the university more than at school, because a student is more free than a pupil.

After the lessons I usually return home where I have dinner and rest. Very often I go to my friend's place. During the early autumn and summer I often go to the sports ground or to the beach. I also like visiting different sports events. So, the world is full of enjoyable things to do.

After returning home I usually start doing my homework. It takes me about two and a half to do all the tasks. Then I usually read a book or a magazine or watch TV. I never go to the disco in the evening, but sometimes I go to the cinema with friends. At last, I go to bed at about 11 o'clock or later.

Tell me about your usual day. What do you do in the morning, afternoon and evening?

Bye,

Tom.

Task 9. Answer the questions to the text:

1. What does he usually do in the morning?
2. How does he get to the university?
3. What time do the lectures begin?
4. What does he usually do in the afternoon?
5. How much time does it take him to do his homework?
6. How often does he go to the disco?
7. What does he usually do in the evening?

Task 10. Match the verbs (1-12) with the words (a-l) to make phrases.

- | | |
|-----------------|---------------------------|
| 1. Get | a) work/ studying |
| 2. Wake | b) breakfast/lunch/dinner |
| 3. Make | c) work/university/school |
| 4. Clean | d) my things into the bag |
| 5. Wash | e) a bus/taxy/train |
| 6. Cook | f) my mum about the house |
| 7. Put | g) up |
| 8. Catch | h) home |
| 9. Start/finish | i) up |
| 10. Leave | j) my face |
| 11. Come | k) my bed |
| 12. Help | l) teeth |

Grammar practice

Task 11. Complete the text with the verbs from the box and put them into the correct form of the Present Simple.

*get, vary, live, cook, chat, like, watch, take, put, go,
have, spend, decide, ring, take*

A working day of a film director

Michel Abbey, a 26-year-old freelance photographer, **1)** with his friend Jane in London. When his alarm **2)** at 4.30, so he **3)** out of bed so early. As Michel **4)** lots of work outdoors, he usually **5)** on warm clothes. As a photographer he **6)** a lot of time standing and he **7)** a lot of photos. The locations of shoots **8)** a lot, it may be in the forest, in the countryside or in the mountains. He **9)** any problems with his work by himself. His lunchtime can be different, but he usually **10)** a break for lunch at about 1 or 2 p.m. In the evening, he **11)** out with his friend for dinner, but he **12)** relaxing at home in a hot bath and Jane **13)** for them something delicious. They usually **14)** a video together or just **15)**

Task 12. Match the words with their synonyms. Make your own sentences using these words in the Past Simple.

- | | |
|------------|----------------|
| 1) get out | a) talk |
| 2) put on | b) have a rest |
| 3) chat | c) change |
| 4) relax | d) dress up |
| 5) vary | e) go outside |

Task 13. Read the text and put the correct form of the verbs in brackets. Complete the diary using information from the text.

Usual working day of a lawyer

Jack is a typical lawyer. His working days **1)** ... (to be) very busy. He usually **2)** ... (to work) as many as 70 hours per week for a small firm. He always **3)** ... (to get) up at 6:30 in the morning. He **4)** ... (to clean) his teeth and **5)** ... (to wash) his face before breakfast. After a cup of coffee at about 7 a.m. he **6)** ... (to dress) up quickly and **7)** ... (to leave) home at about 7.15 a.m. It **8)** ... (to take)

<i>Diary</i>
6.30 – <i>get up</i> , ...
7.00 – ...
7.15 - ...
..... - <i>arrive at work</i>
18.00 - ...
20.00 - ...
20.30 – <i>watch TV</i> , ...
23.00 - ...

him half an hour to get to work by car. After work at about 6 p.m., he usually 9) ... (to go) shopping. When he 10) ... (to come) home, he always 11) ... (to cook) dinner and 12) ... (to feed) his dog. After he 13) ... (to have) a rest, he 14) ... (to take) his dog for a walk at about 8 o'clock in the evening. Then he 15) ... (to watch) TV or 16) ... (to read) news online. He 17) ... (to write) some messages to his friends by e-mail and 18) ... (to go) to bed at about 11 o'clock.

Task 14. Write special questions to the underlined words.

1. Mr. Smith gets up at 6 o'clock every day.
2. We usually have meat and vegetables for dinner.
3. Thousands of people go to work by metro in a big city.
4. A postman delivers mail to people every day.
5. Ann doesn't drink much coffee during the day.
6. Martin learns French and literature at the university.
7. I clean the house and cook dinner at weekend.
8. She catches the bus to work every morning.

Task 15. Complete the sentences with prepositions *for, in, with*.

1. Mr Williams is a TV producer. He works actors and writers. He sometimes works an office, but usually he works a TV studio. Most of his work is BBC.
2. Dr Simpson is a doctor. She works a hospital other doctors and nurses. She works the National Health Department.
3. Jack Holmes is a musician. He plays the guitar a group called 'The Spurpees'. They work their producer different countries.

Writing

Task 16. Describe a typical Tuesday of Mr. Jones using his notes in the diary.

Tuesday

9.35 – write responses to clients

10.15 – phone to Mr. Brown

10.45 – meet a court clerk

11.00 – prepare a speech

12.15 – have lunch

13.30 – present in a court

16.45 – meet a new client

17.30 – leave work

Mr. Johns is an advocate.

*He usually **comes** to work at 9 o'clock.*

Today is his typical Tuesday at work.

At 9.35 he

Then he ... at

After that he ...

At about ... he ...

Task 17. Write your own diary for your usual working day. Use the example above.

Task 18. Write an answer to Tom's letter about your everyday life. Follow the structure of an informal letter. Use the adverbs of frequency and the linkers: ..., **then** ...

After the breakfast/dinner/work ...,

After that, ...

UNIT 6. LEISURE TIME

Grammar focus

- ✓ Gerund/ Infinitive
- ✓ So do I/Neither do I
- ✓ Possessive/objective pronouns

See Grammar Reference



Vocabulary

Task 1. Match the verbs with nouns to make phrases.

- | | |
|------------------|---------------------|
| 1) paint | a) friends |
| 2) sing | b) photos |
| 3) listen to | c) the mountains |
| 4) play | d) a picture |
| 5) take | e) people |
| 6) hang out with | f) music |
| 7) talk to | h) songs |
| 8) climb | i) the guitar/piano |



Task 2. Make **-ing** forms of the verbs, as in the example.

- | | | | | | |
|-----------|-----------------|----------|-------|--------------|-------|
| 1. paint | painting | 5. take | ..... | 9. skate | ..... |
| 2. sing | ..... | 6. phone | ..... | 10. ski | ..... |
| 3. listen | ..... | 7. climb | ..... | 11. hike | ..... |
| 4. play | ..... | 8. talk | ..... | 12. windsurf | ..... |

Speaking

Talk about your hobby

Task 3. a) In pairs ask and answer the questions. Ask your partner about his/her leisure time (*at weekend/in the evening/ in your spare time, on holidays*). Use Gerunds or to-Infinitives.

read a book / magazine , visit a friend / a grandmother , go to the cinema / theatre/disco, play computer games, watch TV, browse Internet sites.

1. Do you prefer/wish to read books *at weekends*?
2. What do you enjoy doing *in the evening* ?
3. Do you want to... or ... *on holidays*?
4. You dislike ... *in your spare time*, do you?

b) Tell about your friend's/partner's leisure time.

Task 4. Agree or disagree with your partner's likes or dislikes.

Do you like painting?

Yes, I do. /
No, I don't.

I like talking to people.

So do I. /
Do you? I don't

I don't like painting?

Neither do I./
Don't you? I do.

Reading

Task 5. a) Make the interview of a TV journalist and a famous actor. Put the to-Infinitive forms from the box into the gaps (1-10).

*to relax, to satisfy, to do, to go back, to go out, to take,
to visit, to hang around, to take, to do*

1 ___ It varies, I mean, it depends on the amount of free time I have. Now, actually, I'm too busy with my work that the only thing I crave is 1)..... a quick nap.

2 ___ These days, I feel depressed due to the excessive amount of work I have, and the only time I can relax is night. So, the only thing I can do 2) is sleep.

3 ___ I'm not a party animal, so I refuse all the party invitations from my friends. Instead, I prefer 3) a café on my own and indulge myself with a nice cup of coffee on Sunday afternoons.

4 ___ When I leave work at around 9 p.m. or later, most shops are closed and there're not many recreational activities left 4) If I don't want 5) bars, I go straight home 6) a hot shower and have a late dinner. Once in a while, my boyfriend takes me to the movies after work.

5 ___ I guess, just a couple of hours per day probably.

6 ___ I don't. I mean... who would like 7) home right after work just to have a late, cold dinner?

7 ___ I'm crazy about music, listening or playing any instrument. I play the piano and the guitar. This is also a hobby, isn't it?

8 ___ It's the same every day. I just keep running around in circles: going to work, coming back home, working at home, then going back to work the next morning. That's why the evening is just a chance for me 8) myself. So, I sometimes read books or watch TV. That's it.

9 ___ It's like an everyday dilemma. My heart always insists me 9) and have some fun, but my mind says, "Stop, you have to do your work".

10 ___ I'm quite a loner and I really enjoy that part of myself. So, during weekends, I usually find something 10) on my own, like redecorating my room, going to a café alone. I just really love to enjoy time by myself.

5 b) Match the questions (a - j) to the answers of the interview (1 -10) and act out the interview with your partner.

a) How much time do you have each week for doing these things?

b) What do you do to relax?

c) Do you like hanging out with friends?

d) What do you do in your spare time?

e) How do you usually spend your weekends?

f) What do you usually do after work?

g) What do you like to do at the weekends?

h) Do you prefer staying at home or going out during evenings?

i) How do you spend your time in the evening?

j) Is there some other hobby or sport you would like to try? Why?

5 c) Make your own interview with your partner using these questions.

Task 6. a) Answer the questions before reading the text then read the text.

1. How do your parents and grandparents spend their free time?

2. Do you and your parents spend your leisure time differently?

3. How do people spend their spare time in different countries?

Leisure keeps our lives balanced. People have more time to relax now compared with the past thanks to a great number of technological advances. However, many people don't have frequent leisure time. People just stay focused on their work and study without any relaxation, so they eventually find themselves exhausted and may suffer from stress, depression or disorder. Leisure time plays an important part in people's lives.

Young and elderly people do not usually share the same interests, so they spend their spare time differently. The youths are usually on their phones, and the elderly people often do some conventional activities for leisure like playing chess, reading a newspaper, gardening or knitting.

During long holidays, for example, in summer, children are often crazy about amusement parks. People who can't stand crowded and noisy places, so they prefer such places like a national park or botanic gardens, where they can discover more about nature.

b) Answer the questions after reading the text.

1. Are there any differences in spending free time by young people and adults?
2. How do children spend their holidays?

Speaking

Task 7. Work in pairs. Make suggestions or invitations to each other, using the given constructions and the Gerund or Infinitive forms of the verbs. Chose the verbs from the list A to make suggestions and the answers from the list B. You may add your own ideas. Use the constructions to make suggestions:

1. Let's do smth ...
2. We / You could do smth ...
3. Why don't we / you do smth?
4. Why not do smth?
5. What about doing? /
How about doing ...?



6. Fancy doing smth?
7. Shall /Should I / we do smth?
8. Do you want to do smth?
9. Would you like to do smth?
10. I was wondering if you'd like to do smth...

Examples:

- **How about jogging in the park?**
- **Would you mind cycling in the park?**

<p>A</p> <p>go to the cinema</p> <p>go out somewhere for a meal</p>	<p>B</p> <p>– Yeah, great.</p> <p>– Sorry, I can't.</p>
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<p><i>go to the leisure centre</i></p> <p><i>watch football match</i></p> <p><i>go to Scotland this summer</i></p> <p><i>stay at home for a change</i></p> <p><i>go clubbing tonight</i></p> <p><i>go for a walk</i></p> <p><i>go to the training</i></p> <p><i>make a barbecue</i></p> <p><i>try sushi</i></p> <p><i>play tennis this weekend</i></p> <p><i>come for dinner</i></p> <p><i>go jogging in the park</i></p>	<p>– <i>Yes, I'd like that.</i></p> <p>– <i>That would be lovely.</i></p> <p>– <i>I'd rather go somewhere warmer.</i></p> <p>– <i>I'm afraid/Unfortunately I can't. Some other time perhaps.</i></p> <p>– <i>Good idea! Brilliant idea!</i></p> <p>– <i>I don't mind.</i></p> <p>– <i>Yes, OK. What time?</i></p> <p>– <i>I wish I could. But I'm too tired.</i></p> <p>– <i>That sounds good.</i></p> <p>– <i>Thanks for asking me, but I'm going away for the weekend.</i></p> <p>– <i>It's all the same to me.</i></p> <p>– <i>Sure! / Certainly! / Of course! All right!</i></p> <p>– <i>How about staying home instead?</i></p>
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Task 8. *Speaking about skills and interests. Choose the phrases from the boxes below. Think about your own ideas. Use the form of the Gerund.*

1. - What skills do you have for work?

- I can ...
- I am able to ...

write/file legal documents
interview clients
use a computer/fax
type letters/ documents

2. - What interests do you have?

- I am **interested in** ...
- **I am keen on** ...
- **I like/dislike** ...
- I am **fond of** (gerund/noun)...

going in for sports, skiing/skating,
playing football/volleyball, playing
computer games, listening to music,
reading books/news, surfing the Internet,
going out with friends, watching
TV/video/ films

3. - What are you **good at**?

- I am **good at** (gerund/noun)...

4. – What languages are you **fluent in**?

- **I'm fluent in** (gerund/noun)....

5. What activities do you **spend** too much time **on**?

- I usually **spend** too much time **on** (gerund/noun)

Grammar practice

Task 9. Complete the sentences using the correct forms of pronouns (my, our, your, his, her, its, their).

1. We've got a problem. I hope you can help
2. Take some money with in case you need it.
3. When they come to visit us, they always bring their dog with
4. We have got a computer in classroom.
5. I have got a car, colour is red.
6. He is very kind. Do you know name?
7. Alice has bought a new house. house is so nice.
8. Let's visit Ann and Nick. They're celebrating the anniversary of wedding.

Task 10. Choose the correct possessive pronoun. Make your own sentences.

1. What a beautiful house! Is it *your/yours*?
2. Our/Ours flat is smaller than *their/theirs*.
3. *Their/theirs* garden is bigger than *our/ours*.
4. *My/Mine* children are older than *her/hers*.
5. This book isn't *my/mine*.
6. Whose dictionary is this? It's *his/him*.
7. I am going to give her book of *her/hers*.
8. Those new jeans are *my/mine*.
9. They have got a football. Is this football *their/theirs*?

Task 11. Write a letter to your friend describing your hobby (150 words). Tell about the following: what you like doing, how often you like doing it, why you like doing it, about your success in doing it, etc.

UNIT 7. LEARNING STYLES

Grammar focus

- ✓ *Present Continuous*
- ✓ *Participle I*
- ✓ *Modal verbs: can, may, must, have to, should.*



See Grammar Reference

Vocabulary

Task 1. Label the pictures with the activities people are doing.

working in a team, picking up the rubbish, doing fitness, hiking

Use the phrases from the list to make sentences as in the example:

People on the picture above are discussing something.

a)



b)



c)



d)



Task 2. Study the examples and match them with the rules.

a) *It is getting more and more cold.*

- b) *I am learning how to make photos this month.*
- c) *I'm leaving tomorrow.*
- d) *We're writing a dictation next Friday.*
- f) *He is studying at the university this year.*
- g) *Hurry up! The film is starting.*
- h) *I am writing a script now.*

1. an action that is going on at the moment of speaking
2. an action that is going on around the moment of speaking
3. future plans and arrangements.
4. trends and changes

Speaking

Task 3. *Tell about the things that are happening at the moment or around the moment of speaking in your life or your friends'/parents' life. Use Present Continuous, phrases below and your own ideas, as in the example:*

I'm reading a book now/at the moment.

read a book go for a walk listen to music watch a video
write exercises cook lunch/dinner work in the garden sleep

Task 4. *Form the names of professions. Add the suffixes -er to the verbs and the suffixes -ist,- ian to the nouns.*

<i>Words (noun)</i>	<i>Profession\ Occupation</i>	<i>Words (verb)</i>	<i>Profession\ Occupation</i>
art	1 artist	work	8
journal	2	teach	9
science	3	build	10
music	4	drive	11
psychology	5	interpret	12
theory	6	dance	13
biology	7	sell	14

Task 5. Tell about your current affairs and future plans. Choose the phrases below. Use your own ideas and make phrases of your own, as in the example:

I am looking for a job now. I am going to find a good job in a company.

- a) ...study hard at the university ...
- b) ... read an interesting book ...
- c) ... visit my friend/parents/ granny ...
- d) ... have a rest
- e) ... watch TV/a movie ...

now/at the moment
at present
this month/ these days/this year
next week/month/year/Sunday

Task 6. Tell about what you are going to do **to be** a good specialist (choose from the list). Study the Infinitive forms. Use the phrases below and your own ideas.

Example: To become a good lawyer I'm going to ...

lawyer teacher translator writer tourist guide secretary

- work on writing skills.
- practice research skills
- study professional terminology
- practice in speaking with people
- graduate from the university.
- learn how to use a computer.
- finish special courses.
- receive a diploma in

Task 7. Speak about the personal qualities, which are important for work.

Answer the questions. Choose the words from the list.

1. What personal qualities should a

lawyer/ a policeman/ a judge have?

A lawyer must / mustn't be ...

A policeman has to / doesn't have to be

...

A judge should / shouldn't be ...

2. What are positive and negative qualities?

3. What personal qualities are very important for work?

Dependable, generous, selfish, brave, intelligent, confident, open-minded, aggressive, clever, confident, arrogant, enthusiastic, encouraging, imaginative, patient, understanding, frightening, inspiring, strict, knowledgeable, impatient, calm, creative, strong, positive, flexible.

4. What personal qualities do you have? Are they good or bad for work/ for relations?
5. What personal does your boss or relative have? Do you like them?

Task 8. Making a meeting appointment. Complete the dialogue with the words from the box:

<i>appoint, call, can, arrive, need, take, may</i>
--

A telephone call

- Hello! It is the Bar of Advocates. 1) ... I help you?
- Hello! Yes, well. I 2) ... a lawyer or an advocate to help me with divorce problems.
- Yes, of course. You 3) ... come to our office and tell about your problem.
- Oh, I see. When can you 4) ... a meeting for me?
- Mmm... Let me see. Can you 5) ... at 4:30 p.m. on Thursday?
- Well, that's fine.
- And 6) ... your documents.
- OK. Thank you. Bye.
- Goodbye! Have a nice day! Thank you for your 7) ...!

Task 9. Find out what type of learner you are. Answer the questions in the questionnaire.

QUIZ

What kind of learner are you?

1. *Which do you prefer?*
 - a) meeting people face to face
 - b) talking on the phone
 - c) doing things together (sport, walking etc.)
2. *When you are angry, do you usually?*
 - a) go very quiet?

b) shout?

c) walk away?

3. *How is your memory? Do you*

a) forget names but remember faces?

b) forget faces but remember names?

c) remember the things you did with someone?

4. *Which of these is true about you?*

a) I don't like talking to people for very long.

b) I enjoy listening and talking to people.

c) I use a lot of gestures when I talk.

5. *When you have to sit and wait for something, do you usually*

a) look around you/ watch people?

b) talk to yourself or other people?

c) move around/bite your nails?

Now, analyze your answers:

- If most of your answers are (a) this means that you are a visual learner. You prefer seeing things and you learn a lot if there are things to see.
- If most of your answers are (b) this means that you are an auditory learner. You prefer listening to things and you learn a lot if there are lots of things to listen to.
- If most of your answers are (c) this means you are kinesthetic learner. You prefer moving and touching things and you learn a lot if you can move around the room and pick things up.
- If your answers are a mixture of (a), (b), and (c), this means that you learn in a lot of different ways.

Reading

Task 10. Read about different learning styles. Find the gerund forms and the verbs in Present Continuous in the text.

What Kind of Learner Are You?

We all learn in different ways. Some people are *visual learners*. A typical visual learner uses visualization techniques to remember



things. They can visualize maps and directions in their mind. Visual learners prefer to read information in the textbook and looking at pictures rather than listen to the lecture. They remember details including colors and spatial arrangements. Visual learners typically prefer images, maps, graphs, and other visual representations over other forms of instruction.

Some people are *auditory learners* – they usually learn more when they are listening to the teacher, or talking aloud. They typically notice and remember sounds. They are good at remembering things that they hear. They are also good with language. They often read to themselves as they study. They are also often distracted by noise and sounds. Auditory learners learn best through hearing the information. They often need to read the written word aloud to help them remember key points. Verbal repetition is an effective means of study for auditory learners.

Some people are *kinaesthetic learners* – they learn more if they can move around the room or pick things up and examine them. Kinesthetic learners are good at physical activities like sports and dance. They enjoy learning through hands-on methods. They typically like how-to guides and action-adventure stories. They might pace while they are speaking on the phone or take breaks from studying to get up and move around. It is hard for them to sit still in class. Kinesthetic learners learn best through doing including manipulating items, role plays, and other methods that physically involve them in the learning process.

Most of us are combination of all three types of learner. We learn by watching, listening and moving around. But there are some learners who learn best in one of the three ways.

Task 11. Read people's analyses. Define the learning styles of these people.

1. Peter: I only study for half an hour at a time I often have a break so I don't get tired. Sometimes I lie down on my bed, sometimes I sit in an armchair or at a table and read aloud several times. I stop for ten minutes to relax my brain. The best time for me to study is between noon and 11 p.m. Learning at this time is more exciting. The day before an exam I stop learning at 5 p.m. Then I watch TV and try not to think about the exam. I go to bed early and have at least nine hours sleep.

2. Kate: I don't study regularly and I leave a lot to study at the end of the term. I usually lie on my bed or walk up and down my room. After reading an article, I repeat it aloud. I must be alone and I prefer listening to the radio because I need to hear some noise in the background. I can't study for more than two hours.

3. David: I don't usually study much during the term. I study hard about one week before the exams. I wake up at about 9 a.m., have breakfast, have a shower and start studying. I usually sit on a sofa, read my materials. The best way to study for me is making schemes and pictures. I like learning with someone, for example with my classmate. I learn till late in the evening, then go to sleep at about midnight.

4. Wendy: When I study for an exam, I need to be alone in my room. I often listen to music when I study, but the music is quiet – it's just in the background. I read the text again and again and after a few minutes, I tell myself what I can remember. I can memorize for a maximum of two hours. I eat a lot before exams because I'm nervous. Before the exam I try to look through my notes to remember the information.

Task 12. Discuss the people's techniques for learning things that they share in the text.

1. Which of the people in the text uses the visual techniques?
2. Which of them uses the audial methods to learn things?
3. Which of them needs multiple repetitions to remember?
4. Who needs several pauses for rest while learning something during the day?
5. Which of them learns better at night?
6. Who needs to have the background sounds while learning? What type of learning do they have?
7. Which of these people needs the company to learn things?
8. Which of these techniques do you use to learn?

Writing

Task 13. Write an analysis of your learning style (150-180 words). Answer the questions: How do you learn things for lessons? How do you prepare for your exams? What do you usually do to learn by heart?

Grammar practice

Task 14. Put the verbs into the **Present Simple** or **Present Continuous**.

1. People ... (become) more and more concerned about pollution.
2. He ... (enjoy) playing cards, especially poker, but he seems to have a bad luck.
3. The number of cars on the roads ... (increase) these years.
4. I ... (play) tennis with Matthew tomorrow.
5. We ... (work) on a new project this month.
6. They ... (live) in the village not far from the town.
7. I ... (cook) my lunch at the moment.
8. He is so inattentive. He always ... (make) silly mistakes.
9. Sarah ... (catch) the early train every morning.
10. The earth ... (go) round the sun.

UNIT 8. FAMOUS PEOPLE

Grammar focus

- ✓ Past Simple
- ✓ Prepositions of time
- ✓ Used to/didn't use to
- ✓ Formation of nouns from verbs

See Grammar Reference



Task 1. Study the examples (a –g) and match them with the rules (1 – 3).

- a) She slept very badly last night.
- b) He opened the door and went out of the room.
- c) He always came to school on time.
- d) I took the book from the library yesterday.
- e) They got married in April, 1995.
- f) He often talked to us about politics and economics when we met.
- g) He was a good pupil when he studied at school.

- 1. a single action at a certain time in the past
- 2. a repeated action in the past
- 3. sequence of actions

Speaking

Task 2. Make sentences as in the example. Use the information from the table.

Ex: Mozart was born in Austria in He could ... when he was years old.

A	B	C
1. Mozart/ born in	Austria/ 1756	play the piano/ three y.o.
2. Picasso/ born in	Spain/ 1881	paint/one y.o.
3. Nureyev/ born in	Siberia/ 1938	dance/ two y.o.
4. Einstein/ born in	Germany / 1879	couldn't speak/eight y.o.

Task 3. Make a dialogue with your partner using the following questions and complete the answers.

- Where and when were you born? - I was born in ... on the (date) ... of (month) ..., ... (year) .
- Who were your parents? - My mother was a ..., and my father was ...
- Where did you live when you were a child? - I lived in ...
- Where did you study? - I studied at ... (school/ college/ university)
- Did you finish it? - Yes, I did. / No I didn't..
- Did you serve in the army? - Yes / No. I served / didn't serve in the army.
- Did you travel anywhere? - Yes / No. I travelled to / didn't travel ...
- If you are married/ divorced, when did you do this? - I married/ divorced in ...

Task 4. Take part in a job interview. Answer the possible questions of an employer. Use the Past Simple, Present Simple or Present Continuous.

- Where did you study? - I studied at ...
- When did you finish your education? - I finished ...
- Did you receive a diploma? - Yes, I did. / No, I didn't.
- Did you have a work experience? - Yes, I did. / No, I didn't.
- Where did you work? - I worked for / at ...
- Do you have any necessary skills? - Yes, I do. I can ...
- Where are you going to work? - I'm going to work ...

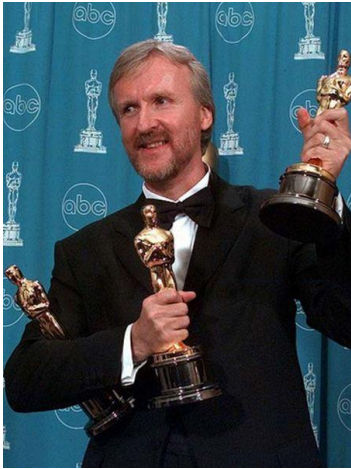
Reading

Task 5. Read and translate the text (Part 1 and Part 2). Put these heading to each paragraph. Find the Past Simple verbs in the text.

- a) Private life
- b) Personality
- c) Scientific work
- d) Veganism
- e) Deep sea dives
- f) Influence
- g) Early Career
- h) Residence
- i) Notable film director

A FAMOUS FILM DIRECTOR

Part I



_____ James Cameron is one of the most visionary filmmakers in Hollywood. He is a director and a producer known for the box-office hits “Aliens” (1986), “Titanic” (1997) and “Avatar” (2009). He has received numerous awards and nominations for his productions. His most noted film “Titanic” has earned more than \$1 billion and landed 14 Academy Award nominations. Cameron has taken three Oscars himself for Best Director, Best Film Editing and Best Picture.

_____ James Cameron was born on August 16, 1954, in Kapuskasing, Ontario, Canada. His father was an engineer and his mother was a painter. James was the oldest of the children in the family. As a child, he was interested in science-fiction. In early 60s, their family moved to California, where he went to the university to study physics, but in 1978 he and his school friends left their studying to shot films. Working as a truck driver, Cameron continued to work on screenplays. Cameron made his first science-fiction short film, called “Xenogenesis” and started working for New World Pictures, a company run by the director Roger Corman. There Cameron got an experience in number of different roles, from art director, miniature-set builder, process-projection supervisor to director.

_____Some actors find his temper difficult to deal with. He has an ‘uncompromising and dictatorial manner’ and a ‘flaming temper’. Some people say that Cameron is a selfish and cruel person. Others praise Cameron's perfectionism.

Part II

_____ Cameron has been married five times. His first wife was a waitress and they lived for 6 years, his second spouse Gale Anne Hurd was the producer of Cameron's “Terminator”, “Aliens”, and “Abyss”, and the executive producer of

“Terminator 2: Judgment Day”. His third wife Linda Hamilton, who played the role of Sarah Connor in both Terminator films, gave a birth to his daughter Josephine in 1993, but in 1999, he divorced Linda, and in 2000, he married actress Suzy Amis, who appeared in “Titanic” in the part of Lizzy Calvert, Rose's granddaughter, and they have one son and two daughters.

_____ Cameron is a member of the NASA Advisory Council, he is working on the project to put cameras on an upcoming manned Mars mission. Cameron raised money for the Mars Society, a non-profit organization lobbying for the colonization of Mars. In June 2010, Cameron discussed possible solutions to the oil spill problem that was eventually decided due to Cameron's recommendations. Cameron realizes his love to science and technology in his cinematography art. Since the early 2010s Cameron has been working to make his production company green, installing a massive array of solar panels on his studios in Manhattan Beach, California. He hopes to make the Avatar sequels the first solar-powered film in history.

_____ Cameron became an expert on deep-sea exploration and research for underwater filming for “The Abyss” and “Titanic”. On March 7, 2012, Cameron took the Deepsea Challenger to submerge. He had developed the vessel to travel to the deepest spot on the planet, the Challenger Deep in the Mariana Trench. Cameron reached the Trench and spent there more than three hours exploring the ocean floor. He is the first person to accomplish the five-mile-deep solo dive. During his dive, he collected interesting new finds in the field of marine biology, including new species of sea cucumber and a squid worm.

_____ In 2012, Cameron, his wife and his children adopted a vegan diet. Cameron thinks that, by changing what we eat, we can change the entire contract between the human and natural world. He said that the best thing an individual can do to nature is to stop eating animals.

_____ Cameron's directorial style has provided great influence in the film industry. Such directors as Peter Jackson, Neill Blomkamp and Quentin Tarantino

were inspired by his work, and they were admired by his approach to action scenes. Some directors consider Cameron to be an idol.

_____ Although Cameron has resided in the United States since 1971, he remains a Canadian citizen. Cameron has two homes both in California and in New Zealand. He fell in love with New Zealand when he was filming “Avatar”.

Task 6. a) Answer the questions to the first part of the text.

1. When and where was he born?
2. Who were his parents?
3. Where did he study?
4. When did he start shooting?
5. What are his most famous films?

b) Answer the questions to the second part of the text.

- 1) What special has Cameron done in the field of filmography?
- 2) What have you known from the text about Cameron’s scientific work?
- 3) How many times has he been married?
- 4) Does he have any children?
- 5) What does Cameron like and dislike?
- 6) Where does he live now?

Task 7. Find the words from the texts above that characterize Cameron. Use these words to describe his personality.

What kind of person is he? He is/isn’t a ... person.

Grammar practice

Task 8. Fill in the sentences with **used to** or **didn’t use to**. Then tell about yourself.

1. I get much work, but now I get a lot.
2. There be a lot of parks in the centre, but now there aren’t.

3. I read novels, but now I read one a week.
4. We sing English songs in class, but we don't do it any more now.
5. We travel to other countries for our holidays very often, but now we go once every three years.
6. I like eating chocolate, but I hate the taste of it now.
7. My parents go to the cinema, but now they go every week.
8. We see any foreign TV programmes, but now we have satellite channels.
9. I to listen to CDs, but now I listen to music on my phone.

Task 9. Put the verbs into the *Past Simple*.

1. Yesterday I ... (get) a very important letter.
2. I ... (hear) the news a few minutes ago.
3. She ... (go) shopping two days ago and (buy) a pair of new jeans.
4. When I ... (be) younger, so much younger than today, I never (need) anybody's help in any way.
5. I ... (not / understand) the grammar topic at the lesson. Can you explain me?
6. Where ... you ... (wear) this hat?

Task 10. Complete the texts with the following words and put them into the correct form of the *Past simple*. Translate the text.

work, have, own, love, have, go, live, have, marry, be, grow, die, give, end, start, return, become, fight, get, lead.

George Washington (1732 – 1799)

George was born in Virginia. His family **1)** a big farm and had slaves. George didn't **2)** much education. During his life he **3)** three jobs: he was a farmer, a soldier, and a politician. He **4)** the life of a farmer. He **5)** hard and **6)** tobacco, but he also **7)** dancing and going to the theatre. In 1759 he **8)** a widow called Martha Custis. They **9)** happy together, but they did not **10)** any children. He **11)** Commander-in-Chief of the Army and **12)** the British in the War of Independence. When the war **13)**

..... in 1781 he was happy to go back to the farm, but his country wanted him to be President. He became President in 1789 and **14)** his name to the new capital city. He **15)** building of the White House, but he never **16)** in it. By 1797 he was tired of politics. He **17)** back to his farm and **18)** there two years later.

Task 11. Match the phrasal verbs with their meaning. Use the verbs to tell about yourself.

- | | |
|--------------------------|--|
| 1. grow up | a) look or behave like another person |
| 2. bring up | b) admire and respect someone |
| 3. tell (someone) off | c) take care of (someone) |
| 4. take after (someone) | d) talk angrily to (someone) |
| 5. look after (someone) | e) have a good relationship with (someone) |
| 6. get on with (someone) | f) develop during the life |
| 7. look up to (someone) | g) care for children when they grow |

Writing

Task 12. Write your biography (155-200 words), using the phrasal verbs. The following questions may help you. Use the Past Simple Tense of the verbs.

1. Where did you grow up?
2. Who brought you up?
3. When you were a child, did anyone tell you off?
4. Who in your family did you get on with?
5. Who in your family did you take after?
6. Who looked after you when you were ill?
7. Who in your family did you look up to?

Task 13. Write the biography of a famous person. Tell about the following:

- 1) his/her childhood (place and date of birth, about his parents)
- 2) his/her education
- 3) his/her career

UNIT 9. EDUCATION

Grammar focus

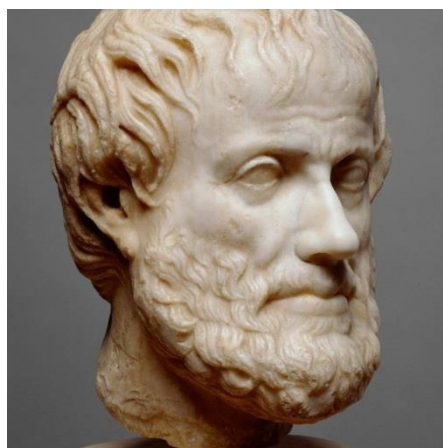
✓ *Passive Voice (Present/Past Simple)*

✓ *Adverbs (-ly)*

✓ *Past Participle*

See Grammar Reference

“The roots of education are bitter but the fruit is sweet” (Aristotle)



Vocabulary

Task 1. a) Learn new words. Match the verbs with the nouns to make phrases.

enroll	department	experience
conduct	research	events
establish	facilities	undergraduate
hold	recognition	postgraduate

b) Make these phrases passive in the Present Simple and Past Simple, as in the example:

The research is conducted, the research was conducted

1. Conduct the/a research
2. Enroll undergraduates
3. Establish the department
4. Hold an event

Task 2. Write Past Participle form for these verbs. Use the table of Irregular verbs.

- | | | |
|---------------|----------------|----------------|
| 1. hide | 5. win | 9. get |
| 2. keep | 6. spend | 10. hide |

3. lead 7. meet 11. break
 4. leave 8. beat 12. hold

Speaking

Task 3. Tell about the structure of your university. Answer the questions.

1. When was your university founded/established?
2. What's the name of the rector? Who was the first rector of the university?
3. How many faculties are there in your university? What are they?
4. What facilities are provide by your university?
5. How many undergraduate and postgraduate students are enrolled at your university every year?
6. Are any cultural or sport events held at your university?

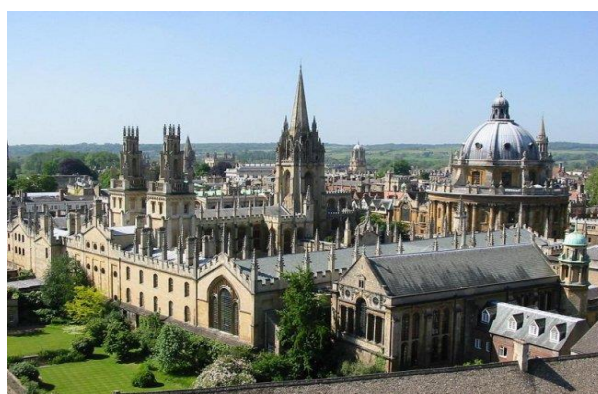
Reading

Task 4. Read the text about the universities in Great Britain.

There are a lot of universities in different cities of Great Britain, but The University of Oxford and the University of Cambridge take the top two places.

The University of Oxford

The University of Oxford, having the evidence of teaching as early as 1096, one of the oldest and most prestigious universities in the world, attracts top scholars and students. The admission to this University is competitive, on average, it receives five applications for each available place, so, about 20000 students apply to enter the university for Bachelor's programs each year, but only about 20% of them are really admitted. It consists of 44 colleges, which offer a number of programs that combine two subjects at undergraduate level. There are 250 undergraduate degree combinations with different subjects, the most popular of them is the combination



of philosophy, politics and economics. There are about 100 academic departments, such as Theology, Oriental studies, Economics and Management, Medicine, Genetics, IT, etc.

The Oxford University has different facilities: more than 100 libraries, the Museum of Natural History, which houses the remains of a dodo, and the Museum of the History of Science, which displays a blackboard used by Albert Einstein. It also has different sports grounds and halls where cultural and sports events are held. Undergraduates and postgraduates usually live in the college-owned accommodation.

More than 30 world leaders, 27 British prime ministers, 50 Nobel prizewinners and 120 Olympic medalists were educated at Oxford. More than 70 Nobel Prize laureates and other prized specialists taught here at different times. Stephen Hawking, Hugh Grant and Indira Gandhi are among the most famous alumni.

The University of Cambridge

The University of Cambridge, founded in 1209, is also one of the oldest and most prestigious universities in the world. It consists of 31 autonomous colleges, some of which date back to the 13th century. It annually enrolls more than 18,000 students. The staff accounts 9,000 people working in more than 100 academic departments. The terms here are shorter than at many other universities in the UK. The University offers training within six areas of knowledge: Arts and Humanities, Biological Science, Clinical Medicine, Humanities and Social Sciences, Technology and Physical Sciences. The University is not only an educational institution, but also a powerful research center with a variety of laboratories and classrooms. Cambridge libraries possess extensive collections of books and medieval manuscripts, and the university museums display collections of archaeological artefacts and zoological specimens.

Among notable graduates of this university there are actors, politicians, members of the royal family and cultural figures. It has educated some of the most famous British scientists, including biologist Charles Darwin. But the

Cambridge University is particularly renowned for excellence in mathematics, as Cambridge-affiliated mathematicians won 11 Fields medals. In total, 117 Nobel laureates are affiliated with the university.

Task 5. Answer the following questions to the text.

1. What is the oldest university in Britain?
2. Which university consists of fewer colleges?
3. What range of subjects is the most popular at the University of Oxford?
4. What facilities do both universities have?
5. Who are the most famous alumni of these universities?
6. How many students enroll in these universities annually?

Task 6. Make from these adverbs adjectives and from adjectives adverbs. Add or cut out the suffix *-ly*.

Regularly, monthly, specifically, particularly, approximately, consistently.

Relevant, strong, main, efficient, representative, valuable, wide.

Grammar practice

Task 7. Read and translate the text. Fill in the verbs in the form of the Past Simple or in Past Participle.

*described, executed, occupied, added, had, declared, earned,
canonized, refused, celebrated.*



Thomas More

Sir Thomas More (February 7, 1478 - July 6, 1535) was an English lawyer, statesman and a Catholic martyr. During his lifetime he 1) ... a reputation as a leading humanist scholar at Oxford university.

He 2) ... the position of Lord Chancellor at the court of Henry VIII from 1529 to 1532. He 3) ... a great

influence on developing equity as an additional legal system in English law.

More was the author of the book "Utopia" published in 1516, where he 4) ... the political system of an ideal, imaginary island nation. He 5) ... to accept King Henry VIII's claim to be the supreme head of the Church of England, and was 6) ... as a traitor.

In 1935 Thomas More was 7) ... in the Catholic Church by Pope Pius XI, and was later 8) ... the patron saint of statesmen and lawyers. His day is 9) ... on the 22nd of June according the Catholic calendar of saints. His name was 10) ... to the Anglican Churches' calendar of saints in 1980.

Task 8. Answer the following questions to the texts.

1. Who was T. More?
2. When and where did he live?
3. What did he do for Great Britain?
4. What were his views to the society and justice?
5. Who were his successors?

Task 9. Tell about any other great people: about their childhood, family, career, private life etc.

Writing

Task 10. Write an article for a brochure about your university (250 words). Give the following information:

- when your university was based;
- how many students are enrolled;
- what departments are in the university;
- what facilities are provided;
- what it is famous for;
- about the rector and staff.

UNIT 10. CINEMA

Grammar focus

✓ Present Perfect Simple

✓ Present Perfect Continuous

See Grammar Reference



Speaking

Task 1. a) Match the photos with the names. Do you know these film directors?

Steven Spielberg, Woody Allen, Alexander Sokurov, Stanislav Govorukhin, Tim Burton, Martin Scorsese, Vasily Shukshin, George Lucas.



1.....



2.....



3.....



4.....



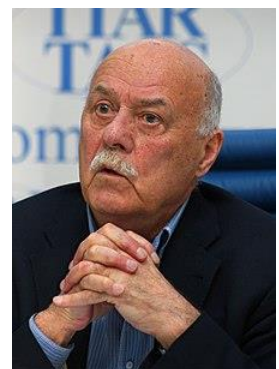
5.....



6.....



7.....



8.....

b) What films have they made?

'Avatar', 'Titanic', 'Jaws', 'A Space Odyssey', 'Midnight in Paris', 'The Abyss',
'Aliens', 'Indiana Jones', 'The Terminator', 'Lolita', 'Dark Shadows'.

Example:

George Lucas is known/famous for his Star Wars films.

Task 2. *Make a dialogue with your partner. Ask each other these questions.*

1. Who is your favourite film director?
2. What other famous foreign and Russian film directors do you know?
2. Have you seen their films?

Vocabulary

Task 3. a) *Learn the new words. Check the pronunciation of the words in the dictionary.*

motion picture, screening, depiction, monochrome, lighting

b) *Match these words with their definitions.*

1. _____ is the act of showing what somebody/something is like in words or pictures, especially in a work of art.
2. _____ is the arrangement or type of light in a place.
3. _____ is using only black, white and shades of grey.
4. _____ is a film that is made for the cinema.
5. _____ is the act of showing a film or television program.

c) *Make sentences or word combinations of your own with these words.*

Task 4. Work in pairs. Ask each other the questions before reading the text.

1. Are you a movie goer?
2. How often do you go to the cinema?
3. Do you prefer watching films at home or going to the cinema?
4. What genres of movies do you know?
5. What is your favourite genre?
6. Are you a fan of action movies?
8. Have you watched any of them?

Reading

Task 5. Read the text and put these sentences into the correct place in the text.

- a) For example, “Frankenstein” (filmed in 1931) is about a scientist who tries to make a human body from the body parts of corpses.
- b) For example, slapsticks are actions like slapping, slipping and falling over, that was often used in early silent movies like Charlie Chaplin's “The Kid”.
- c) In such films, characters can say or do witty, embarrassing or stupid things.
- d) These movies use sound effects like banging doors, sudden screams and spooky music to scare the audience.
- e) To create these special effects and scenes, directors use computer-generated images or CGI.

TYPES OF FILMS

Movies can be divided into several different genres, such as actions, horror movies, comedies, dramas, sci-fi movies, historical films and documentaries.

Part I

Action movies have a lot of exciting gun fights, high-speed car chases, martial arts fights, gun battles and big explosions. This genre includes superhero movies like “the Batman” and “X-Men” movies, spy movies like the “James Bond” and “Mission Impossible” movies, martial arts movies like Japanese samurai films and Chinese kung fu movies, and action-packed thrillers like the “Fast and Furious” films and the “Mad Max” movies. These films have the biggest budgets, the most famous actors, the most expensive special effects and the most spectacular action scenes. 1) Most of the special effects and stunts (like real explosions, collapsing and burning, swinging from building to building, jumping from moving trains or falling off speeding motorbikes) are created with CGI.



Action movies are usually about a conflict between a hero or a group of heroes and one or more villains. Action movies always reach a climax in which the hero and the villain meet for a final battle near the end of the film. Big-budget action movies are often followed by a sequel, in which the same hero faces new enemies, or an archenemy, he has been in conflict with for a long time. If a movie has many sequels, they form a series.

Part II. Horror movies

Many early horror movies were based on old stories about scary creatures like vampires, flesh-eating corpses called zombies and scary monsters. 2) Since the early 80s most monster movies have featured CGI monsters in sci-fi horror movies like John Carpenter's "The Thing", David Cronenberg's "The Fly" and James Cameron's "Aliens". Horror movies about nature's scary creatures can also be terrifying, like Steven Spielberg's "Jaws" about sharks, "Arachnophobia" about spiders, or Alfred Hitchcock's "The Birds".

There are films about supernatural beings like ghosts and spirits living in spooky places like haunted houses. 3) In paranormal horror movies we see powers that can't be explained by science, for example, objects being moved by invisible forces like in David Cronenberg's "The Dead Zone" or M. Night Shyamalan's "The Sixth Sense".

Part III. Comedy movies



Since the early days of cinema, comedy has been one of its most popular and successful genres. A good comedy has a lot of scenes with funny characters or situations that make people laugh. 4) The greatest comedy

film-makers are Charlie Chaplin, Buster Keaton, Jacques Tati and Woody Allen, who directed and starred in their own films.

There are a lot of different types of comedies, such as slapstick, screwball, black comedies, spoofs and many others. 5) Many later film-makers have also used visual comedy like M. Hulot's "Holiday", "Mon Oncle" and "Playtime" which are now regarded as some of the best comedies ever made. American film-maker Woody Allen also used visual comedy in films like "Bananas" and "Sleeper", although in later films he focused on spoken comedy more than visual one.

After the sound films appeared in the early 1930s, American screwball comedies became very popular. In this type of comedies we can see the "battle of the sexes" full of gags and witty banter. A farce is a comedy about a ridiculous or improbable situation. One of the darkest and funniest capers is "Fargo" by the Coen Brothers in which a car salesman plans the kidnapping of his wife. Films that find humor in these and other serious topics like war, illness and death are often called black comedies. One of the most famous black comedy is "Dr Strangelove", in which a crazy general causes a nuclear war.

Task 6. *Answer the questions to the text.*

1. What is an actions film?
2. What is the difference between an action film and a thriller?
3. What are horror films about?
4. What are special effects in horror films?
5. What kind of comedy films can you name? Give examples of comedy films.

Speaking

Task 7. *Work in pairs. Talk about your favourite genre. List some of your favourite genres and movies. Describe the genres of the films using degrees of comparison.*

Example:

I think, the most successful action movies are usually from major Hollywood studios like 'Universal Pictures', '20th Century Fox' and 'Sony Pictures'.

In my opinion, horror movies are the most exciting of all genres.

As for me, I prefer love stories because they are more romantic and kind than the other types.

Task 8. Discuss the questions.

1. Can you give an example of a sequel, a series?
2. Can you analyze the Batman movie?
3. Who is a hero, a villain in this movie?
4. Describe the scene that presents the climax of the plot.
5. What types of comedies do you like?

Task 9. Talk about your favourite movie. After watching a movie, you might want to ask questions like:

1. Which character did you like the best?
2. What did you think of the plot?
3. Did you like the cast? What famous actors starred in this film?
4. What was your favourite scene? Describe it.

Vocabulary

Task 10. Match the words with their definitions.

- | | |
|-------------------|---|
| 1) hero - heroine | a) the most important bad or evil character in a story. |
| 2) anti-hero | b) a serious disagreement between people or groups. |
| 3) climax | c) a hero in comic books, movies, etc with special powers who does good in the world. |
| 4) conflict | d) a central character without the qualities of a typical hero. |
| 5) stunt | e) a main character with good qualities. |
| 6) superhero | f) the moment when something reaches its greatest intensity. |

- 7) villain g) a dangerous act performed by a highly-trained stuntman or stuntwoman.

Task 11. Match the types of films with their definitions. What's your favourite?

- | | |
|-----------------|---|
| 1) sci-fi | a) a comedy about a crime that goes wrong. |
| 2) drama | b) a film based on a real person's life. |
| 3) documentary | c) a film about a very violent psychopath. |
| 4) thriller | d) an event that changes a story's meaning. |
| 5) slasher film | e) a movie about realistic characters in dramatic situations. |
| 6) caper | f) an exciting story with lots of action and suspense. |
| 7) biopic | g) a genre with stories set in the future or in outer space |
| 8) twist | h) a film that's about real people, events or issues. |

Task 12. Use the words from the box to describe a place/scene of the film/plot/things/people.

spooky, popular, improbable, spectacular, witty, stupid, successful, haunted, terrifying, exciting, funny, embarrassing, annoying, boring, entertaining, gripping, inspiring, unrealistic, unwatchable

Example: This film was exciting. The main scene was inspiring. Ben and Ann's dialogue was stupid.

Grammar practice

Task 13. Complete the sentences with the words from the box. Put the words into the correct form.

witches, terrify, terrorize, vampire, spirits, spooky, supernatural, zombie

1. In Thailand they build little houses for to live in.
2. He told us a scary story about a old house.
3. They think he has powers.
4. The thought of being buried alive me.

5. The kidnapper his victims, so they didn't try to escape.
6. It's about a who lives in an old castle.
7. There was a coven of living in the apartment building.
8. After a week of studying for exams with no sleep, we all looked like

Task 14. Put the words in brackets into the **Present Perfect** positive or negative.

1. We (talk) on the phone for ages!
2. I never (have) such a wonderful birthday present in my life!
3. He (make) enough money yet.
4. I (lose) my keys so I can't get into the house.
5. He (break) his leg so he can't play football for two months.
6. She (tidy) her room for a week, so everything is still a mess.
7. Ijust..... (have) lunch so I'm not hungry now.
8. She (finish) her homework so she can't go out.

Task 15. Choose the correct word from the following:

for, since, might not, time, yet, shouldn't, never, gone, already.

1. I'd like to borrow this book. Has Anna read it
2. Ben writes very quickly. He's finished his essay.
3. Bob and Alice have been married 20 years.
4. Everyone is asleep. You make a noise.
5. I haven't seen my parents last Christmas.
6. This program must be new. I've seen it before.
7. I wonder if this is the right way. It be.
8. This is the first I've ever lived away from home.
9. The girls have already to the cinema.

Task 16. Complete the sentences with **for** or **since**.

1. There has been a cathedral here hundreds of years.
2. I haven't seen Meg three weeks.

3. I've studied English less than three months.
4. My father hasn't ridden a bicycle he was little.
5. England hasn't won the soccer World Cup 1966.

Speaking

Task 17. *Tell the things that you have done or have been doing in your life. Use Present Perfect or Present Perfect Continuous, the phrases from the box and your own ideas.*

Examples:

I have read all the poems of Byron, I like all of them.

I have never watched Tarantino's films.

I have been reading Charles Dicken's novel for two days, I'm so impressed by his style.

travel to Europe/America, climb the mountains, hike in the mountains, swim/ dive in the ocean/Red Sea/Mediterranean Sea, go camping in the forest, sail on the boat/yacht, compose poems/short stories, film a movie, try Chinese/ Italian cuisine

Task 18. *Describe any types of the films, for example, si-fi film, love-story, historical movies etc. Tell the following:*

- the theme of this type of films
- main characters
- special effects
- general plot
- the best examples of science fiction movies

Task 19. *Tell about this film "Lord of the Rings: Fellowship of the Ring".*

Have you watched it? Tell about the plot, main



characters, the director, the star actors etc. Use Active or Passive Voice to make sentences.

Directed by	Peter Jackson	
Produced by	Barrie M. Osborne	
	Peter Jackson	
	Fran Walsh	
Written by	J. R. R. Tolkien (novel)	
Script	Peter Jackson	
	Fran Walsh	
	Philippa Boyens	
	Stephen Sinclair	Characters
Starring	Elijah Wood	Frodo Baggins
	Ian McKellen	the wizard Gandalf
	Viggo Mortensen	Aragorn
	Sean Astin	the Hobbit Samwise
	Cate Blanchett	the Elf lady Galadriel
	Christopher Lee	Saruman
	Orlando Bloom	Legolas
	Hugo Weaving	the Elf-lord Elrond
Music by	Howard Shore	
Cinematography	Andrew Lesnie	
Editing by	John Gilbert	
	Michael J. Horton	
Filmed	8 years, in New Zealand	
Release	New Line Cinema, 2001 – 2003	
Running time	681 minutes (Extended Edition)	
Country	United Kingdom/New Zealand/United States	
Budget	\$280 million	
Won	17 Academy Awards	

Task 20. a) Read the text and fill in the gaps with the words and phrases from the list: *ghost, pursued, embark, disastrous, recovered, wizard, revealed, refuge, live action, forged, guardian.*

The Lord of the Rings film trilogy is comprised of three 1)..... fantasy epic films; The Fellowship of the Ring (2001), The Two Towers (2002) and The Return of the King (2003).



The plot of the film tells about the young Hobbit Frodo Baggins as he and the Fellowship 2) on a quest to destroy the One Ring, the dark realm of the Lord Sauron. After the Fellowship has broken, Frodo and Sam continue the quest together. Meanwhile the Wizard Gandalf and Aragorn, heir to the throne of Gondor, are uniting the Free Peoples of Middle-earth for the battles against the evil. They all have been struggling a lot of difficulties and dangers for so long before they achieve the goal.

The narrative starts with the scenes from the Shire, where hobbits live, mixed with the story in which the hobbit Bilbo Baggins finds the Ring possessed by the creature Gollum. Bilbo passes the ring to Frodo Baggins, his cousin, who becomes the 3) of the ring. The hobbits are unaware of the Ring's nature, but Gandalf the Grey, a 4) and an old friend of Bilbo, tells Frodo the history of the Ring and advises him to take it away from the Shire. Soon, Frodo and some of his friends Samwise "Sam", Meriadoc "Merry" and Peregrin "Pippin" set out for the long journey. They have 5) adventures in the Old Forest.

After the hobbits have reaches the town of Bree, they find Strider, who becomes their guide and protector. They are attacked several times by the Nazgûl, 6) horsemen of Sauron. After one of the attack Frodo falls deathly ill from the wound. Strider fights them off and leads the hobbits towards the Elven 7) of Rivendell. When the Nazgûl nearly capture them

again, Elrond, master of Rivendell summons and rises up flood waters and overwhelm the horsemen.

Strider is **8)** to be Aragorn at the Council of Elrond, which decides that the Ring must be destroyed. To fulfill this difficult task, somebody has to take it to the fire of Mount Doom in Mordor, where it has been **9)** Frodo takes this task upon himself and the company of nine joins him. After Frodo has **10)** under Elrond's care in Rivendell, they set out to the Misty Mountains over the Redhorn Pass.

The Company has been crossing the Mountains for several days, but fails. Then it decides to take the perilous path through the Mines of Moria. After surviving an attack of Dwarves, they are **11)** by Orcs and by a Balrog, an ancient fire demon. Gandalf fights the Balrog, and both of them fall into the abyss. The Company in the Elven forest of Lothlórien, and then travels down the River Anduin to the hill of Amon Hen. Frodo decides to go alone to Mordor, but loyal Sam intends to accompany him.

b) Read the text again and find the examples of Present Perfect and Present Perfect Continuous.

Task 21. Answer the questions to the text.

1. Why does Frodo set for the Mordor?
2. Who helps the hobbits during their journey?
3. What dangers do they face?
4. Who has attacked the Company?
5. How do they escape from the Nazgûl?
6. How do they lose Gandalf?

Writing

Task 22. Write an essay (200-230words) about your favourite film according to the plan from Task 18.

UNIT 11. MUSIC

Grammar reference

✓ *Past Perfect Simple*

✓ *Past Perfect Continuous*

See Grammar reference



Vocabulary

*Task 1. Label the pictures of musical instruments with the words from the list:
violin, electric keyboard, piano, cello, accordion, clarinet, trumpet, flute,
electric guitar.*

a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____



i) _____



Task 2. a) Form a word denoting a person from the words denoting a musical instrument. Choose from the list: **pianist, drummer, violinist, keyboard player, cellist**. Make sentences as in the example: A bass player/ bass guitarist is someone who plays the guitar.

a) the drums b) the violin c) the keyboard d) the cello e) the piano

b) Answer the questions.

1. What instruments are played in an orchestra?
2. What instruments are played in rock or jazz band?
3. What is your favorite instrument?

Task 3. a) Match the words (1- 6) with their definitions (a-f).

- | | |
|--------------|--|
| 1. conductor | a) a large group of musicians who play many different instruments together |
| 2. vocalist | b) a group of singers singing together |
| 3. orchestra | c) a performance of a band |
| 4. band | d) the person who leads the orchestra |
| 5. a gig | e) someone who sings |
| 6. choir | f) a group of people who sing together and also play instruments |

b) Match the phrases (1 - 7) with their meaning (a - h).

- | | |
|--------------------------------------|---------------------|
| 1. easy listening | 5. to be tone deaf |
| 2. to play by ear | 6. background music |
| 3. to take up (a musical instrument) | 7. a catchy tune |
| 4. to read music | 8. a massive hit |

- a) a song that is easy to remember and makes you want to sing it
- b) to play without reading the musical notes
- c) a record that sells lots of copies

- d) to begin learning a musical instrument
- e) music that is played while something else is happening
- f) to understand and follow written musical notes
- g) a type of music that is not complicated, is pleasant to listen
- h) to be unable to distinguish the different notes in music

Speaking

Task 4. Make sentences true for you or your relatives with the phrases in the Past Perfect or Past Perfect Continuous positive or negative. Use the time expressions from the list and your own ideas.

by 10 o'clock yesterday before /after I finished school for two years
by the end of the last month since the last meeting/year

study at the university learn English play a musical instrument
go to a concert work in a company/bank drive a car

Task 5. a) Read the dialogue between a radio program conductor and a student. What genres of music are they speaking about?

Edward: Hello, Katherine! Today, our program is about music, especially that teenagers and young people listen to. What kind of music do you listen to?

Katherine: I'm a **big fan of** classical music, I like this genre more than any other, but it doesn't **make me very popular with** my friends, their taste in music is completely different, they always want to listen to their favorite rock bands.

Edward: Are there any kinds of music that you dislike?

Katherine: I don't know. I love all kinds of music: country, jazz, rock-n-roll, disco. Maybe I'm not very fond of heavy metal or hard rock, **it's just not my taste in music.**

Edward: Do you play any instruments?

Katherine: No, I don't. I wish I could *take up a musical instrument*. I'd love to be able to play the guitar, it's a bit hard for me. But I can play different tunes on the piano, as *I'm not tone deaf*.

Edward: So, you haven't ever been in a music group or a band, have you?

Katherine: Unfortunately, not. It has always been my dream, but I enjoyed singing in the choir, especially when they performed at concerts.

Edward: Do you ever go to *music gigs*?

Katherine: Of course, I often go to a live music performance. *I'm really into* live jazz music, it's so exciting. I go to a lot of music festivals and concerts.

b) Act out the dialogue with your partner.

c) Make up a similar conversation with your partner and in a pair ask and answer Edward's questions.

Task 6. a) *Do you know these genres of music? Can you describe them?*

1. opera
2. heavy metal
3. folk
4. reggae
5. classical music
6. rap
7. jazz
8. pop
9. country music
10. rock

b) Match the name of the genre with their descriptions.

- a) a form of popular music originating in the rural southern America.
- b) a style of music that is generally complicated in tune and rhythmic
- c) a form of music with a distinct beat that originated in Jamaica
- d) traditional music or songs written a long time ago
- e) music liked by a broad range of the population
- f) music played on the electric guitars and characterized by a strong bass line
- g) harsh-sounding rock music with a strong beat, using violent or fantasy imagery
- h) a type of music in which the words are spoken in a rapid, rhythmic way
- i) a form of music developed in Europe by highly skilled musicians in 17-20th c.
- j) a musical play, very dramatic, in which most of the words are sung

c) *What genre of music do these performers represent? Do you know them? Have you listened to their music?*

The Rolling Stones

Louis Armstrong

Denis Matsuev

Bob Marley

Luciano Pavarotti



d) *Can you name any musicians who perform in this or that genre of music?*

Task 7. In pairs, ask and answer the questions. Use the phrases from Task 3.

Invent your own questions on this topic?

- 1) What types of music do you like to listen to?
- 2) Are there any kinds of music that you dislike?
- 3) Do you ever go to music gigs?
- 4) Do you think that music should be a compulsory subject in schools?
- 5) Is it important to listen to music with other people?
- 6) Is it important to listen to music with other people?

Reading

Task 8. Read the blog about music. Find the use of the Past Perfect and Past Perfect Continuous.

My blog about music

Hi! I am Harry. I am a big fan of music of different styles and genres, such as rock songs and ballads, instrumental compositions of Spanish or Latino music, classical and rock operas and musicals, country music and even jazz. I choose a piece of music according to my mood and I can listen it walking along the streets, or sitting in an armchair, admiring the view of nature, or while I am cooking or cleaning the house.

I like many different music groups, but on the top of my list there is "the Queen" and its vocalist Freddy Mercury. I first heard their music when I was a child as my parents often listened to them. I had one of their albums and I have been their fan from the first track I heard. I've been listening to them ever since. The song that really hooked me was "The River". It's still one of my favourite song of all time. It has a slow, haunting melody and beautiful lyrics.

This band was often on tour here in my country and they play sellout concerts around the world. They gathered thousands of people on their concerts, it showed how much people respected them and their great music. Although the Queen is essentially a rock band, there are strong influences of folk, rock and roll and even opera in their music, which helps them appeal to a wide audience. The Queen performed in great venues. Once I bought tickets to their concert and I took my girlfriend along with me. It's the only time I've seen them at a live gig but it's an event I shall never forget. We sang along to all their songs. Before they broke up they had been working together for many years. After Freddy Mercury had died, the band continued playing music.

I tried to copy their style that had started me as a fan all those years before. I think it's the best group, as their lyrics is so real, while most of the songs have a strong melody that touches my soul.

Task 9. Answer the questions to the text.

1. What genres of music does the author of the blog like?
2. How did Harry get to know his favourite group?
3. How long has he been listening to The Queen?
4. What style of music did the group perform?
5. Why was it so popular?
6. What impressed Harry most of all?

Writing

Task 10. Write a small article about your favorite music for your internet blog. Describe your favorite music group/band or a singer (150-180 words). Tell about the following:

- the name of the group and its members.
- the type of music they play
- how long you have been listening to their music
- why you like this music group/band or a singer.

Speaking

Task 11. Answer the following questions using a music encyclopedia or your background knowledge.

1. Who is the most famous /your favourite composer in your country?
2. What do you know about him/her?
3. When did he/she live?
4. Where was he/she born?
4. What is his famous work?
5. Was he/she famous and successful in his/her own life?

Grammar practice

Task 12. a) Read the text about a famous composer. Name the paragraphs with the headings (a-d).

- a) A hidden instrument
- b) Health problems
- c) A strange accident
- d) London calling

Task 12. b) Read the text again and put the verbs from the box below into the Past Simple, Past Perfect Simple or Past Perfect Continuous into the gaps (a-k).

*become, continue, have, live, die, impress,
not /approve, have, stand, suffer, take*

Handel: Life and Music



George Frideric Handel (1685–1759) was a German-British composer of the Baroque Era. He composed operas, oratorios, anthems and organ concertos. One of the greatest composers led a passionate, eventful, but sometimes tragic life.

1 _____

Handel was born in the German city of Halle on February 23, the same year as Ioghann Sebastian Bach. As a child he was taught music by an organist of the church, and for a time he thought he

was destined for a career as a church organist. Handel's father *a)* of his son's passion to music. His mother had to hide a small clavichord in the attic of their house, and the young boy would play the instrument up there, in secret on his own, when his father was not around.

2 _____

After he *b)* a post as violinist in the Hamburg opera orchestra in 1703, he had a bizarre incident, which might have caused Handel's composing career cut tragically. He fought a duel with the fellow composer Johann Mattheson who almost killed Handel with his sword, but fortunately struck a button on Handel's chest. Before that, the two *c)* a fierce quarrel over the accompaniment to one of Mattheson's operas.

3 _____

Before moving to England permanently in 1712, he *d)* popular among the English audiences with his opera Rinaldo. Handel received a very generous salary of £200 from Queen Anne. He also *e)* King George with his music written as entertainment for a royal boat outing. After

King George II *f)*..... up during the first London performance of Handel's Messiah as soon as the chorus sang the Hallelujah, it became traditional for audiences to stand up for this chorus. Handel's success in London *g)*..... for some years before he eventually became the musical director



of The Royal Academy of Music. He had his home in 25 Brook Street, London, and he *h)*..... there from 1723 until he died in 1759.

4 _____

In 1737 Handel *i)* a stroke, he was involved in a coach crash in 1750, after which he had cataracts. He went blind after he *j)* an operation on his eye in 1751. He was going rapidly blind as he was writing his final oratorio, Jephtha. Some of Handel's biggest and best works were composed during that period. When he *k)*, his funeral became a huge state affair and was attended by 3,000 people.

For Handel's melodic gift and the sense of timing the other great composer Ludwig Van Beethoven praised him by saying "Go to him to learn how to achieve great effects, by such simple means."

Task 13. Answer the questions to the text.

1. When and where was Handel born?
2. What instruments did he play?
3. What was the reason for a duel with Mattheson?
4. When did Handel become Musical director of RAM?
5. What brought his first success in London?
6. Where did Handel live in London?
7. What caused his health problems?
8. What was Beethoven's tribute to Handel?

UNIT 12. FUTURE

Grammar focus

✓ *Future Tenses: Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous*

✓ *Passive Voice for all tenses*

See Grammar Reference

Vocabulary

Task 1. Match the zodiac signs with their names and dates. Check the pronunciation in the dictionary.



Aquarius

January 20 - February 18

Pisces

February 19 - March 20

Aries

March 21 - April 19

Taurus

April 20 - May 20

Gemini

May 21 - June 20

Cancer

June 21 - July 22

leo

July 23 - August 22

Virgo

August 23 - September 22





Libra

September 23 - October 22

Scorpio

October 23 - November 21

Sagittarius

November 22 - December 21

Capricorn

December 22 - January 19



Speaking

Task 2. *In pairs, discuss these questions.*

1. What is your zodiac sign?
2. Do you know the characteristics of your sign?
3. Can you describe your sign traits? Does the description of your sign coincide to your character?
4. What zodiac signs are your friends or relatives?
5. Do they have the traits according to their signs?

Reading

Task 3. *Read the text. What tense is used in the text to make predictions?*

Predictions for zodiac signs

- ❖ On Sunday, **Aquarius** will have a fine workout at home.
- ❖ **Pisces** will find a new way or a new image to pursue. You will have to be a deeply rooted to the situation around you. Take your time before acting out.
- ❖ **Aries** will meet the circumstances not as disturbing as you thought they would be. You will have a plan to follow and enough time to rest and keep yourself away from some negative influences. Your position will differ from the one you've been in before.

- ❖ **Taurus** should really consider taking a moment to cook something sweet. Enjoy yourself with good food and rest that you haven't had a chance to commit to for a while.
- ❖ **Gemini** need to keep in mind that parallel romances won't make you happy in the long run. Give your heart a chance to choose one partner.
- ❖ **Cancer** will be a bit lonely and stressed out, as you will not be able to move over your personal limits of perfection. People will probably take away a lot of your energy.
- ❖ **Leo** representatives will have a chance to see their true relationship with authorities of any kind. Some Leos will take initiative and make specific steps forwards.
- ❖ **Virgo** will show your talents as you truly will feel the need to. Other people will inspire you to practice something. But you should use your state of mind to move in your own personal direction.
- ❖ **Libra** will have their thoughts dispersed. This is a good time to focus on the best possible attitude. There will be a destructive energy to the relationship.
- ❖ **Scorpio** will be much more sensitive than you might think. Try to be rational and calm. Emotions won't be controlled in healthy ways.
- ❖ **Sagittarius** could start believing stories that make very little sense, and you need your common grounds intact. You should lift your spirits and improve the strength of your body.
- ❖ **Capricorn** will be as stable as you choose to be for as long as you are in contact with your body and ready to relax the spasm whenever it comes your way. There is no point in defending yourself from certain interactions when the connection has already been made. Learn from them with an open heart instead.

Task 4. Answer the questions to the text.

1. Which of the zodiac sign/signs will experience the new situation in their life?
2. Which sign/signs have had a difficult situation in their life before now?

3. Which sign/signs will have problems with other people on Sunday?
4. Which sign/signs will act actively in life?
5. Which sign/signs will have to act individually in their own way?
6. Which sign/signs will feel distracted in a situation?
7. Which sign/signs will have to become strong?

Grammar practice

Task 5. Match the sentences (a-g) and the uses of the Future Simple (1-5).

- a) *Shall we go to the cinema tonight.*
- b) *He will take a book, open it and begin to read it.*
- c) *We will return in a few days.*
- d) *I hope, the weather will be fine tomorrow.*
- e) *You will get wet. It's raining outside.*
- f) *He will take English lessons twice a week.*
- g) *I believe, you will be happy one day.*

1. a single action in the future
2. a repeated action in the future
3. a sequence of actions in the future
4. an offer, a request, a warning, a threat, etc.
5. a prediction about the Future based on what we think.

Speaking

Task 6. Tell about future events and actions in your life using Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous. Use the phrases from the box and your own ideas and the speech patterns.

- ***I think/believe/hope I will do ...***
- ***By the next summer/winter/Sunday, etc. I will have done ...***
- ***During next week/month/weekend/ year I will be doing ...***
- ***By April/next Friday, etc. I will have been doing ... for three month/ten years/ six days.***

learn English, play computer games/ the piano/football, live in this city/Moscow, study at this university, write a report, read a book

Task 7. Define the tenses and the use of the tenses (1-) in the following sentences (a-).

- a) She'll have visited the doctor by five o'clock.
 - b) This time tomorrow, I'll be copying my documents for work.
 - c) I'll send a message for you by mail when I'm free.
 - d) In September my mom will have been working in hospital for 20 years.
 - e) I think they'll have been waiting for us. We'd better go.
 - f) There will be strong winds tomorrow.
 - g) The year 2025 will be the four-hundredth anniversary of the founding of the university.
 - h) While we will be writing our report, they will be making a presentation.
 - i) I'll be studying all day tomorrow.
 - j) We shall need an extra bedroom when the new baby arrives.
1. a future action which will be over by the time in the future
 2. an action that will be finished by the time of another future action
 3. a prediction about the Future based on what we think.
 4. a long action that will be in progress with another parallel action
 5. a long action which will be in progress at a definite time or period of time in the future
 6. a long action that can be defined by the context or situation.
 7. an action that is in progress for some time before another action or time in the future
 8. a promise

Reading

Task 8. Read the article.

- a) Choose the appropriate heading to this text.

1. Future of our society

2. Future life with robots

3. Impacts of Robots in Future

b) Read the text again. Put the words from the list into the gaps. What parts of speech are these words?

**disabled obesity convinced monitoring
emerge ubiquitous maintenance remote
affect adverse**



c) What tenses are used in the text to describe the future events?

Robots will become 1) soon in our future society. People argue that robots might have negative impacts on the future society. *On the one hand*, robots may have 2) effects as they substitute the human workforce. People will be replaced by robots, and this might increase the unemployment rate. *That is to say*, many other problems may 3) such as poverty and crimes. *On the other hand*, people will become more dependent on robots in their daily life and this may harmfully 4) their skill development such as cooking and driving. *So*, people become less active and this may result in some physical and psychological problems like 5) or depression.

There is an opinion that robots will play important positive roles in the future society. *First of all*, robots will operate in 6) places that humans cannot reach such as the outer space or excavating fossil fuels deep under the earth. Robots will be used inside the human bodies for 7) their health and undertaking surgery. *One more important role* that will be played by robots is the helping elderly or 8) people with their daily life activities like cooking and cleaning. *The next point is* that robots could do some jobs more

quickly than humans, as they do not get tired. They can work twenty-four hours a day without rest and require minimal 9)

In conclusion, despite the fact that there are some advantages and disadvantages of using robots in our future world, but we can be 10) that the robots will add many benefits to the future society.

Task 9. a) Read the text and find the expressions in italics that help to organize thoughts in the essay. What function do they have? Put these expressions into the categories (a-)

a) *general explaining*

b) *adding information to support a point*

c) *demonstrating contrast*

d) *adding a proviso*

e) *summarizing*

b) Learn the other expressions with these functions. You can use these phrases when writing your own essay.

Functions	Phrases for essays
General explaining	<i>In order to, In other words, To put it another way</i>
Adding information to support a point	<i>Moreover, Furthermore, Similarly, As well as</i>
Demonstrating contrast	<i>However, By contrast/in comparison</i>
Giving examples	<i>For instance, for example</i>
Adding a proviso	<i>Nevertheless</i>
Summarizing	<i>Above all</i>

Task 10. Read the text. Pay attention to the phrases in italics.

Future of the World

Some scientists *make speculations* about the future of the world, its evolution or extinction of some forms of life in 100 years, but their points of view are very different concerning the climate change and its consequences.

There are predictions about the coming global ice age. The ice from the poles will reach as far as the southern Europe, and as a result, the climate will change. Due to the cold climate, the earth will **become much more arid** than it is today, so most rivers and lakes will **be scarce**. In fifty years times, because of the greenhouse effect, most of the world's rainforests will have disappeared. Due to the loss of major habitats, a lot of wild animals will **go extinct**. Some species **adapted to** the warm climate will have to adapt to the much colder climate.

The other scientists predict the temperature rising, which will **cause an increase of** sea levels and the volcanic activity. As the humidity will be higher, many onshore and dry land places will have turned underwater. This will **cause the diversity** of lifeforms, especially, amphibians that will be recovering rapidly. During that period, fishes will **be thriving**, and will **be evolving into** new species. The new reptiles will have appeared by the beginning of the 22nd century.

Many countries are actively developing new technology and science, therefore, in future, all of us will have gadgets that will **make our work and study easier**. By the end of the 21st century people will have invented newer methods and devices, that will **improve** our health and life.

In the sphere of the environment, due to the vast use of fossil fuels, pollution levels will have **increased at alarming rate**. To cope with this problem people must take positive steps to cooperate for the benefit of mankind.

In science, the newer generations will **explore the far boundaries** of space and depths of oceans. Future will be wonderful that each of us will live for a hundred years and even more.

Task 11. *Work in pairs. Discuss these questions with your partner. Give your own example and ideas. Use information and phrases from the text.*

1. What resources will be scarce?
2. What will become much more arid?
3. What animals, in your opinion, will go extinct?
4. What will increase and what will decrease?

5. What boundaries will people explore in the future?

Here are some phrases to express your opinion:

In my opinion / view, ...

To my mind, ...

I guess / feel/ think / suppose / believe ...

From my point of view / perspective ...

It seems to me that ...

What I mean is ...

Writing

Task 12 . Write an essay about the predictions of the future society in 100 years.

Use the underlined phrases and words and some ideas from the texts and write about following spheres (230 words):

Climate Nature Science Social / political / family life

Grammar Practice

Task 13. Make these sentences Passive.

1. Our boss cancelled the meeting.
2. Ben usually buys meat from the market.
3. I will take the medicine tomorrow morning.
4. The police interviewed the suspects after the accident.
5. This canteen is serving lunch from 11 till 12.
6. His grandfather has brought him.
7. They will have finished the project by the end of the month.
8. You can put butter instead of oil into the pastry.
9. While we were painting the room we spoiled the paint on the floor.

Task 14. Put the verbs in brackets into Future Tense: Simple, Continuous, Perfect, Perfect Continuous.

1. Next month my parents together for thirty years. (be)
2. Next year I for the company for six years. (work)
3. At the end of this month, they in their house for one year. (live)
4. This time next week, I photographs with my new camera. (take)
5. I think, they there by six o'clock. (get)
6. She by the end of the year. (not/retire)
7. Next Friday they to Australia from Saudi Arabia. (fly)
8. Unfortunately we the wedding. (attend)
9. I English for three years by the end of this course. (study)
10. She this time on Tuesday. (work)

Task 15. Put the verbs from the list into the correct tense Active or Passive.

write, play, open, start, read, compose, broadcast, live, involve, play, give

1. My favourite band their gig next weekend.
2. Let's stay and watch a film on TV. It at 7 this evening.
3. They his concert on radio last Sunday after he it in the new concert hall.
4. By 1856 Edouard Manet his own studio and visited Germany, Italy, and the Netherlands.
5. Mozart his first opera and several symphonies by the age of 11.
6. The sound track to this film before it was produced.
7. She in France for three years next summer.
8. Many talented musicians music easily and by ear.
9. A lot of people into the new project after the previous one is finished.

GRAMMAR REFERENCE

UNIT 1

Pronouns

We use pronouns in place of nouns and noun phrases.

	Personal pronouns	Possessive adjectives
1 st person singular	I	my
1 st person plural	We	our
2 nd person singular and plural	You	your
3 ^d person singular	He	his
	She	her
	It	Its
3 ^d person plural	They	their

Verbs

Verbs are one of the four major word classes. A verb refers to an action, event or state. The verb *to be* is a state verb.

The Verb *to be* in the Present Simple

Утвердительная			Вопросительная			Отрицательная		
I	am (I'm)	a student.	Am	I	a director?	I	am not (I'm not)	...
He	is	intelligent	Is	he	skillful?	He	is not	...
She	(...)'s	.		she		She	(isn't)	
It				it		It		
We	are	actors.	Are	we	actors?	We	are not	...
You	(...)'re			you		You	(aren't)	

They	)			they		The		
						y		

Nouns

Nouns are one of the four major word classes. A noun identifies a person, animal or thing. Nouns can be countable and uncountable. Countable nouns can be singular and plural. Countable singular nouns are used with indefinite articles before them.

Indefinite articles a/an

a	an
Before countable singular nouns beginning with a consonant	Before countable singular nouns beginning with a vowel
a cat a lemon a mother a doctor	an apple an owl an uncle an engineer

Before plural countable nouns and before uncountable nouns there is no indefinite article.

My friends are students.

There is sand on my shoes.

Plural Nouns

Plurals are formed by adding –s/–es to the noun.

-s		-es		-s/–es
after voiceless consonants	after voiced consonants	consonant + y	after -x, -ss, -sh, -ch, -o	fe – ve (s) f – v (es)
it is pronounced [s]	and vowels [z]	drop -y + ies	[iz]	[z]

		[z]		
cats	dogs	a baby - babies	boxes	wife – wives leaf – leaves

- Irregular nouns in plural: man – men, woman – women, child – children, goose – geese, tooth – teeth, ox – oxen, mouse - mice
- Similar in singular and plural: fish – fish, deer – deer, sheep – sheep, means – means, series – series, salmon - salmon
- Always plural nouns: trousers, jeans

Possessive Case of nouns

1. *a proper noun – Jack's friend*
2. *a singular noun – a cat's tail*
3. *a plural noun – boys' books*
4. *an irregular plural noun – children's note-book*
5. *a day – yesterday's newspaper*
6. *a noun phrase with preposition of - the name of my country is ...*

UNIT 2

Countable/uncountable nouns

Countable nouns refer to separate items, which can be counted. They can be singular or plural.

Uncountable nouns denote things that are seen as a whole or mass, they cannot be separated or counted. These nouns are not used with a/an or numbers and they do not have the plural form.

Countable nouns	Uncountable nouns
------------------------	--------------------------

<p>a car – three cars a city – big cities</p>	<p>Ideas and experiences: advice, information, progress, news, luck, fun, work</p> <p>Materials and substances: water, rice, oil, gold, milk</p> <p>Weather: weather, thunder, lightning, rain, snow</p> <p>Names for groups of things: furniture, equipment, rubbish,</p> <p>Other: accommodation, baggage, luggage, homework, knowledge, money, permission, research, traffic, travel.</p>
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There is/There are

We use the construction *there is/there are* to say that something exists or does not exist.

- 1) There is (not)/isn't + countable noun singular
- 2) There is (not)/isn't + uncountable noun
- 3) There are (not)/aren't + countable noun plural

We use *some /any, much/many, a few/ a little* to denote quantity.

- 4) **Some** for countable nouns plural and uncountable nouns in positive sentences.
- 5) **Any** for countable nouns plural and uncountable nouns in negative and questions sentences.
- 6) **Some** is used in questions when you ask for something or offer.
- 7) **Many/ a few** with countable nouns plural. **Many** can be used in negative sentences and questions.
- 8) **Much/ a little** with uncountable nouns. **Much** can be used in negative sentences and questions.
- 9) **A lot of** is used with both countable nouns plural and uncountable nouns

Numerals

A numeral is a word representing a number. It denotes the number of objects, and also their order. We use *cardinal numbers* to count or to say how many of something there are (example, five plums, forty cars). We use *ordinal numerals* to express position when counting, (example, the first dress was beautiful).

Cardinal numerals	Ordinal numerals
1 one	1st first
2 two	2nd second
3 three	3rd third
4 four	4th fourth
5 five	5th fifth
6 six	6th sixth
7 seven	7 th seventh
8 eight	8 th eighth
9 nine	9 th ninth
10 ten	10 th tenth
11 eleven	11 th eleventh
12 twelve	12 th twelfth
13 thirteen	13 th thirteenth
14 fourteen	14 th fourteenth
15 fifteen	15 th fifteenth
16 sixteen	16 th sixteenth
17 seventeen	17 th seventeenth
18 eighteen	18 th eighteenth
19 nineteen	19 th nineteenth
20 twenty	20 th twentieth
21 twenty-one	21st twenty-first
30 thirty	30 th thirtieth

40 forty	40 th fortieth
50 fifty	50 th fiftieth
60 sixty	60 th sixtieth
70 seventy	70 th seventieth
80 eighty	80 th eightieth
90 ninety	90 th ninetieth
100 one hundred	100 th one-hundredth
1,000 one thousand	1,000 th one-thousandth
1,000,000 one million	1,000,000 th one-millionth
1,000,000,000 one billion	1,000,000,000 th one billionth

Compound numerals, (numbers consisting of two words), from 21-99 should be hyphenated.

Example: We invited twenty-five people to the dinner.

There are three hundred and nine (309) pupils in our school.

There are five thousand eight hundred and thirty (5,830) kilometers between New-York and Paris.

UNIT 3

Have got/has got

Affirmative		Interrogative	Negative
I	have got a	Have I got a car?	I have not got a house.
We	son.	we	We (haven't got)
You		you	You
They		they	They
He	has got a flat.	Has he got a phone?	He has not got a job.
She		she	She (hasn't got)
It		it	It

Adjectives

Adjectives are one of the four major word classes, along with nouns, verbs and adverbs. Adjectives describe the qualities of people and things.

Order of adjectives

We put adjectives into the particular order before nouns to make phrases.

Opinion: *beautiful, ugly, well-designed, stylish, contemporary, unusual, typical, comfortable, cozy,*

Size: *big, small, tiny, spacious,*

Physical quality: *thin, rough, soft, hard, untidy*

Shape: *round, square, rectangular, triangular*

Age: *new, old, ancient, modern, 50-year-old*

Colour: *black, white, blue, green, red, orange, yellow, pink, purple, violet, grey*

Origin: *British, Dutch, French, Russian, Japanese, Turkish*

Material: *stone, brick, wood, concrete, glass, steel, cotton, silk*

Prepositions of place

above – над; выше	by – у, около, рядом с
among – между, среди	in front of – впереди, напротив
at – у, возле, около; в, на	near – возле, у, около, вблизи
before – перед	on – на
behind – за, позади	outside – вне, за пределами
below – под, ниже	over – над; свыше; на той стороне
beside – рядом с, около, возле	round/(around амер.) – вокруг, кругом
between – между, среди	under – под, ниже
beyond – за, по ту сторону	in – в, на

Example: *The picture is on the wall.*

UNIT 4

Gradable/Ungradable Adjectives

Gradable adjectives have different degrees of the same feature. They have the degrees of comparison.

This suitcase is extremely/ very/ quite small.

Some adjectives are absolute in meaning, such as *dead, unique*, they are ungradable adjectives. We do not usually use *very* before them:

The king was dead.

Not: The king was very dead.

He is married.

Not: He is very married.

Adjectives which describe an extreme quality can be modified such with adverbs as *absolutely, completely, really and totally* but not with *very*. Examples:

amazing excellent horrible awful terrible huge
brilliant fantastic perfect delighted furious stunning

Degrees of comparison of adjectives

Adjectives usually form their comparative and superlative degrees:

- 1) by addition of '-er' and '-est' to the positive degree
- 2) by addition of '-r' and '-st' to the positive degree ending in 'e'
- 3) an adjective ends in 'y' with a consonant before it, we change 'y' into 'i' before 'er' and 'est'
- 4) an adjective ends in a consonant with a vowel before it, we double the consonant before '-er' and '-est'
- 5) by addition of '-er' and '-est' to the positive degree when it ends in '-y'
- 6) by placing 'more' and 'most' before the positive form

<i>Adjective</i> <i>positive degree</i>	<i>Comparative</i>	<i>Superlative</i>
<i>1) small</i>	<i>smaller</i>	<i>the smallest</i>

2) <i>large</i>	<i>larger</i>	<i>the largest</i>
3) <i>busy</i>	<i>busier</i>	<i>the busiest</i>
4) <i>big</i>	<i>bigger</i>	<i>the biggest</i>
5) <i>gay</i>	<i>gayer</i>	<i>the gayest</i>
6) <i>difficult</i> <i>expensive</i>	<i>more difficult</i> <i>more expensive</i>	<i>the most difficult</i> <i>the most expensive</i>
<i>Irregular adjectives</i>		
<i>good</i>	<i>better</i>	<i>the best</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>much /many</i>	<i>more</i>	<i>the most</i>

Adverbs of degree

Adverbs are one of the four major word classes. We use adverbs to add more information about a verb, an adjective, another adverb, a clause.

Adverbs of degree denotes the intensity of something and are usually placed before the adjective, adverb, or verb that they modify.

There are some exceptions : "too", "enough", "very", and "extremely".

Adverb of degree	Modifying	Example
Extremely	adjective	The water was extremely cold.
extremely	adjective	The water was extremely cold.
quite	adjective	The movie is quite interesting.
very	adverb	She is running very fast.
too	adverb	You are walking too slowly.
enough	adjective	This box isn't big enough.

UNIT 5

Tenses

Tenses refer to different forms of a verb. We use different tenses to talk about different times. We usually use present tense verb forms to talk about states, events or actions that happen in the present time.

Present Simple

We form the Present Simple Tense:

Affirmative		Interrogative			Negative		
I	V(I) go	Do	I	V(I) speak	I	do not (don't)	V(I) speak
We	watch		we	go	We		go
You	speak		you	watch	You		watch
They			they		They		
He	V+ s/ es speaks	Does	he	V(I) speak	He	does not doesn't	V(I) speak
She	goes		she	go	She		go
It	watches		it	watch	It		watch

Adverbs of frequency and time expressions

We put adverbs of frequency consisting of one adverb between the subject and the main action verb, but after the verb *to be*.

I often get up early.

He is rarely late for work.

We do not usually eat meat.

We sometimes can put an adverb of frequency at the beginning of a sentence.

Sometimes/Usually I have lunch at home.

We always put expressions of frequency (in the evening/morning/afternoon, at night, etc.) at the end of a sentence.

He usually goes for a walk in the evening/ at weekends.

Types of questions

<i>Type of question</i>	<i>The structure of the question</i>
<i>General question/ Yes or No question</i>	<i>Auxiliary verb + subject + main verb...? Do you take a shower in the morning?</i>
<i>Special question</i>	<i>Question word + auxiliary verb + subject + main verb...? What time do you usually get up?</i>
<i>Alternative question</i>	<i>Auxiliary verb + subject + main verb...or...? Do you read a book or watch TV in the evening?</i>
<i>Disjunctive or tag question</i>	<i>Subject + main verb..., auxiliary verb + not + pronoun? You go to the swimming pool, don't you? He doesn't do morning exercises, does he?</i>

UNIT 6

Gerund or Infinitive

<i>Gerund (Verb+ing)</i> <i>reading, writing, going</i>	<i>Infinitive (to+Verb), (Verb)</i> <i>to read, to write, to go</i>
After the verbs: <i>love, like, dislike, hate, enjoy, don't mind, can't stand + V+ing</i>	After the verbs: <i>want, wish, prefer, would like + to-Infinitive</i>

Examples:

*I like/ love/ enjoy/ prefer/ don't mind **doing** smth.*

*I don't like/ dislike/ hate/ can't stand **doing** smth.*

*I want, wish, prefer, would like **to do** smth.*

The Gerund

The Gerund can have a direct object without a preposition:

reading books, preparing food

The gerund can have an attribute that is expressed by an adverb:

reading loudly, driving quickly

The Gerund can be defined by a possessive pronoun and a noun in the possessive and common case:

their singing, my friend's playing

The Gerund can be preceded by a preposition:

by reading, before leaving

The Gerund can't have an article before it.

Smoking is bad for health. Reading gives you knowledge.

The Gerund goes after the constructions: it is no use, it is no good, it is worth / while, we use the Gerund:

It's no use waiting any more. It is worth while doing it.

The Gerund is used in Imperative sentences with **no**:

No talking! No smoking! No littering!

The Infinitive

The Infinitive can be a subject of the sentence and is put before the main verb. It can be translated as a noun and an infinitive.

To smoke is harmful. To learn English is not difficult.

The Infinitive is used as a part of the complex predicate after the verb **to be** (*am, is, are, was, were,...*).

Our task is to do the work well. The point is to achieve the aim.

The Infinitive is used after the modal verbs **can, must, may, might, could, would, should** without the particle **to**.

We can go there tomorrow. We must stay at home. You ought to call him.

Types of pronouns

Possessive adjectives and possessive pronouns

<i>Possessive adjectives</i> <i>my, our, your, his, her, its, their</i>	<i>Possessive pronouns</i> <i>mine, ours, yours, his, hers, theirs</i>
This is my book.	This book is mine.

Personal pronouns	Objective pronouns	Examples
I	me	<i>Give me this book.</i>
We	us	<i>Tell us the story.</i>
You	you	<i>I'll phone you.</i>
He	him	<i>Bring him a tool.</i>
She	her	<i>He loves her.</i>
It	it	<i>Feed it (the cat).</i>
They	them	<i>Find them (things).</i>

UNIT 7

Present Continuous

We form Present Continuous: *to be + Present Participle (V+ing)*:

Affirmative			Interrogative			Negative		
I	am (I'm)	V+ing playing	Am	I	playing?	I	am not (I'm not)	V+ing Playing.
He	is	V+ing playing	Is	he	V+ing playing?	He	is not (isn't)	V+ing playing
She	(... 's)			she		She		
It				it		It		
We	are	V+ing playing	Are	we	V+ing playing?	We	are not (aren't)	V+ing playing
You	(... 're)			you		You		
They				they		They		

We use the Present Continuous:

1. for actions that are going on at the moment of speaking with the adverbs of time: at the moment, now.
2. for an action that is going on around the moment of speaking with the adverbs of time: today, this week/month/summer, etc.:
3. for future plans with the adverbs of time: tomorrow, next week/ month/ Monday/ winter, in a week, etc.

The Participle I

Participle I or Present Participle Simple:

reading – читающий, читая, resting – отдыхающий, отдыхая;

The Participle has the traits of an adjective, an adverb and a verb. As an adjective the Participle has the function of an attribute to the noun.

As an adverb the Participle has the function of the adverbial modifier:

*They passed me **talking** loudly. Они прошли мимо меня, громко **разговаривая**.*

*He sat at the table **thinking**. – Он сидел у стола, **задумавшись**.*

Modal verbs

Modal verbs denote not the action itself but the attitude of the speaker to the action. We use the Infinitive without *to* after the verbs **can, may, must, need, should**, etc.

The verb **can** has the past form **could**, and its equivalent **to be able (to)** can be used in different tenses. The verb **can** is used to denote the physical ability.

1. The verb **can** refers to the Present and to the Future:

*He **can** speak English.*

*I **can** give you the book tomorrow.*

2. The verb **could** refers to the Past:

*He **could** help me, but **did** nothing.*

3. The verb **can (could)** is used in polite questions, requests:

Can/Could I take your dictionary?

4. In the negative sentences the verb **can** is used in the meaning of forbidding something and translated as "нельзя".

I'm sorry you can't park here.

1. The verbs **may (might)** are used in requests in questions.

May I open the window?

2. In the negative sentences they can be used for forbidding something.

You may not enter the room until I say so.

You may not smoke in here.

3. **May/ Might** are used in permissions:

I may go there today.

You may order a taxi by telephone.

Should is used when giving advice.

You should eat healthy food. You should not go there now, it's too late.

1. The verb **must** expresses the necessity according to circumstances and moral principles.

You must phone home at once.

2. The necessity in the past is expressed by the equivalent **to have (to)**.

They had to buy this book yesterday.

3. In the negative sentences with the infinitive the verb **must** has the meaning of forbidding the actions.

You mustn't miss your lectures.

4. The verb **must** expresses the supposition

They must be waiting for you at the station.

UNIT 8

Past Simple

We usually use past tense verb forms to talk about past time, to describe finished events, states or actions.

The verb *to be* in the Past Simple

<i>Affirmative</i>			<i>Interrogative</i>			<i>Negative</i>		
I		a student.		I	a student?	I	was	...
He	was	beautiful	Was	he	beautiful	he	not	...
She		intelligent		she	intelligent?	she	wasn	...
It		red.		It	red?	It	't	...
We		intelligent		we	intelligent?	We	were	...
You	were	teachers.	Were	you	teachers?	You	not	...
They		dogs.		they	dogs?	They	were	...
							n't	

We use the Past Simple with the adverbs of time

yesterday, the day before yesterday, last week/month/year/ etc., in 1995, on the 23rd of June 1987, a week ago/two months ago/ *long ago* etc.

We use the Past Simple to denote:

1. *a single action at a certain time in the past*
2. *repeated actions in the past*
3. *sequential actions*

<i>Affirmative</i>		<i>Interrogative</i>			<i>Negative</i>		
I	V (II)		I	V (I)	I		V (I)
We	spoke		we	speak?	We	did not	speak.
You	went		you	go?	You	(didn't)	go.
They	watched	Did	they	watch?	They		watch.
He			he		He		
She			she		She		
It			it		It		

We form the verb in the second form by adding **-ed** to regular verbs or taking the second form of irregular verbs from the table.

For regular verbs, there are three possible pronunciations of -ed endings.

/d/	after all vowel sounds and after voiced consonants (except /d/) /m/ /n/ /ŋ/ /l/ /g/ /dʒ/ /z/ /b/ /v/	cried, tried, hurried, smiled, planned
/t/	after all voiceless consonants (except /t/)/k/ /p/ /f/ /s/ /ʃ/ /tʃ/	picked, hopped, laughed, crossed, pushed, watched
/ɪd/	after /d/ and /t/	decided, ended, landed, started, visited, waited

used to do smth

We use **used to** when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation:

He used to play football for the local team, but he's too old now.

The construction **used to + verb** refers to habitual events:

I did a lot of travelling when I was younger. = I used to travel a lot when I was younger.

He used to be your boss, did he?

We used to love going to the museum, didn't we?

Used to + verb describes a state or situation which is no longer true:

We used to live in Manchester. (Now we do not live there).

UNIT 9

Passive Voice

In the passive, the person or thing that the action was done to becomes the topic or theme. We can leave out the 'doer' or agent, or we can place the 'doer' in a prepositional phrase (by + 'doer'):

These houses were designed in the 1880s. (passive without agent)

These houses were designed in the 1880s by Edward Barnes. (passive + by + agent)

We use the passive when we want to change the focus of a clause, or if the doer of the verb is not important or not known or if we do not want to say who the doer is.

<i>Present Simple Passive</i> <i>am/is/are + Past Participle</i>	<i>Past Simple Passive</i> <i>was/were + Past Participle</i>
I + am + told	I / He/ She/ It + was + asked
He/She/ It + is + told	We/You/ They were +asked
We/You/ They + are told	

The Participle II

Participle II or Past Participle: *opened –открытый, dressed –одетый, made –сделанный.*

The Participle has the traits of an adjective, an adverb and a verb. As an adjective the Participle has the function of an attribute to the noun.

*A **broken** cup lay on the floor*

Adverbs ending in -ly

Adverbs have a strong connection with adjectives. Adjectives and adverbs are usually based on the same word. Adverbs often have the form of an adjective + -ly.

adjective	adverb
1. adjectives ending in -l have double l:	
beautiful	beautifully
careful	carefully
historical	historically
2. adjectives ending in -y change the y to i:	
easy	easily

lucky	luckily
angry	angrily
3. ending in a consonant +e keep the e:	
definite	definitely
fortunate	fortunately
extreme.	extremely

UNIT 10

Present Perfect Simple

We form the Present Perfect:

Affirmative			Interrogative			Negative		
I	have	V(III)	Have	I We	V(III)?	I	have not	V(III).
We		worked		You	worked	We	haven't	worked
You		kept		They	kept	You		kept
They						They		
He	has	V(III)	Has	he	V(III)?	He	has not	V(III).
She		worked		she	worked	She	hasn't	worked
It		kept		it	kept	It		kept

We use the present perfect simple to refer to events in the past but which have connections to the present.

We use the present perfect simple to talk about our experiences up to now. The time is not important, so we do not give a specific time.

She's broken her bike in two places. (Her bike is still broken now.)

I've been to London a couple of times before.

We use general time expressions like *ever*, *never*, *before*, *in my life*, *so far*, *up until now* with this use of the present perfect simple:

We haven't met before.

They've sold their flat.

We use **ever**, **never** when we talk about experiences:

It was the worst performance we have ever seen.

We usually use the present perfect simple with the first time when we're talking about an immediate, continuing or recent event:

That's the first (second, third, etc.) time I've seen you get angry.

We use the present perfect simple to talk about a finished event or state in the very recent past. We do not give a specific time. We often use words like just or recently for events taking place a very short time before now:

What's just happened?

The company has recently opened an office in the UK.

They have just come back from a week in Spain.

We use the present perfect simple with **for** and **since** to talk about a present situation that began at a specific point in the past and is still going on in the present. We use the How long ...? question to ask about the duration of a state or activity:

A: How long have you worked there?

B: Since August. So for about four months.

We use yet in questions and negatives:

I haven't finished my report yet.

I've already booked my flight home.

She still hasn't said sorry to me.

Present Perfect Continuous

We form the Present Perfect Continuous:

Affirmative			Interrogative			Negative		
I	have	V+ing	Have	I We	been	I	have not	been
We	been	playing		You	V+ing	We	haven't	V+ing
You				They	playing	You		playing

They						They		
He	has	V+ing	Has	he	been	He	has not	been
She	been	playing		she	V+ing	She	hasn't	V+ing
It				it	playing	It		playing

The Present Perfect Continuous defines:

1. Recent past activities

We use the present perfect continuous to talk about a finished activity in the recent past focusing on the activity. We don't give a specific time, and we can see the result in the present:

- *Why the car is wet? - I've just been cleaning the car for two hours. (and clean.)*
- *Look at the ground, everything is white. - It's been snowing all night.*

2. We use the present perfect continuous for a single activity that began in the past and is still continuing:

- *Have you read my book?- No, I've been reading it – it's great. (I'm still reading it.)*
- *My parents have been living in the village since 1995. (They are still living there.)*

3. We use the present perfect continuous to talk about repeated continuing events, which started at a particular time in the past and are still continuing up until now:

I've been going to Spain on holiday every year since 1987.

I haven't been eating much lunch lately. I've been going to the gym at lunchtimes.

4. We use the present perfect continuous to ask and answer questions about the duration of an activity "How long ...+ present perfect continuous":

- *How long have you been waiting for me?*
- *Not too long. I've been waiting for about ten minutes.*

UNIT 11

The Past Perfect Simple Tense

We use the Past Perfect to denote:

1. an action that was finished by the definite moment in the past with the adverbs of time:

by two o'clock – к двум часам	by the 15th of September
by noon	by the end of the week
by Saturday	by that time
by then	

By six o'clock on Sunday I had already learned all the words.

She had left by the 1st of June.

2. an action that finished (Past Perfect) by the beginning of another action in the past (Past Indefinite).

When we came to the station the train had already gone.

She had just made coffee when I arrived.

The Past Perfect Continuous Tense

We use the Past Perfect Continuous to denote:

1. a long action that began before another past action (Past Indefinite/Simple) and was going on up to that moment. We denote the period of time:

She had been sleeping for three hours when we returned.

for two hours	for a month
for some time	since five o'clock
since I came	all his life / all day long

2. We can use the Past Perfect continuous to talk about events which started before a time in the past and which finished, but where the effects or results were still important at a point in the past:

It had been raining and the ground was still wet.

Future Tenses

We form the Future Tenses:

Future Simple	Future Continuous	Future Perfect Simple	Future Perfect Continuous
I+ will V(I)	I + will be Ving	I+ will have + V(III)	I will+have+been
He	He	He	He / She + Ving
She	She	She	It
It will ask	It will be asking	It will have asked	We will have been
We	We	We	You + asking
You	You	You	They
They	They	They	

The Future Simple Tense

We use the Future Indefinite (Future Simple) to denote:

1. a single action which will happen in the Future with adverbs of time:

tomorrow	some day
next week/ month	one of these days
next year/ semester	in a few days / in a week

2. a repeated action in the future;
3. a sequence of actions in the future
4. an offer, a request, a warning, a threat, etc.
5. a prediction about the Future based on what we think.

The Future Continuous Tense

We use the Future Continuous to define:

1. a long action which will be taking place at a definite time or period of time in the future that is defined by the adverbs of time:

I'll be waiting for you at 9 o'clock tomorrow.

at five o'clock	all summer
at 5 o'clock	the day after tomorrow
from five till eight	next Friday
at this time	on the 23 rd of December
at noon	the whole evening
at midnight	all day (long)

2. a long action that can be defined by another parallel action.

While we will be writing our report, they will be making a presentation.

3. a long action that can be defined by the context or situation.

I'll be studying all day tomorrow.

The Future Perfect Simple

We use the Future Perfect to define:

1. a future action which will have finished by the time in the future:

We will have translated the article by five o'clock.

I will have finished the report by tonight.

2. The Future Perfect is used with the words:

by five o'clock, by that time, by the end of the year, by noon,
by Saturday, by then, before.

Before I return home tomorrow, he will have arrived. (first – he will arrive, then I will return)

3. an action that will be finished by another future action (another action is expressed in the Present Simple)

We'll have learnt all the topics by time the exam comes.

Future Perfect Continuous

We use the Future Perfect Continuous to emphasise the duration of an action in the future. We are looking back to the past from a point in the future.

Next month, she will have been living in Britain for three years.

The forms of Passive Voice

Tense	Simple	Continuous	Perfect
Present	I + am+V(III) He +is+V(III) She It We +are + V(III) You + asked they	I + am being + He + is being + She +V(III) It We+ are being + You + V(III) They + asked	I+ have been+V(III) We You They He+ has been+V(III) She + asked It
Past	I+ was + V(III) He She It We were +V(III) You asked They	I+ was being+V(III) He She It We +were + being You + V(III) They + asked	I + had been+V(III) He asked She It We You They
Future	I+ will be V(III) He She will be asked It We You They		I+ will have been He V(III) asked She It We You They

Example:

Present Simple: *I am invited.*

Present Continuous: *The problem is **being discussed** now.*

Present Perfect: *The work **has been finished**.*

Past Simple: *The mail **was delivered** by Tom.*

Past Continuous: *A new school **was being built** in our town when I arrived.*

Past Perfect: *The letter **had been written** by me before you came.*

Future Simple: *The suitcases **will be packed** in ten minutes.*

Future Perfect: *The article **will have been translated** by 6 o'clock.*

TESTS

Test 1 (Units 1-4)

1. Put the adjectives into the correct form.

1. Jenny is than Mary. (*beautiful*)
2. This is hotel of all. (*expensive*)
3. This street is in Rome. (*noisy*)
4. Sam's motorbike is than Tom's. (*big*)
5. The black shoes are than the blue ones. (*cheap*)
6. This sofa is I have ever had. (*comfortable*)
7. This is a very question. (*difficult*)
8. I like small towns because they are (*quiet*)
9. Anna is girl in the class. (*clever*)
10. Paris is Sydney. (*romantic*)
11. Lake Superior is Lake Ontario. (*deep*)
12. The way to see the countryside is to go trekking. (*good*)
13. The pollution in Bangkok is London. (*bad*)
14. Kevin is boy in our group. (*tall*)

2. Choose the correct words from the list: a few, a little, much, many, a lot of.

1. I'm hungry. I'd like soup.
2. How butter is there in the fridge?
3. Do we have salt?
4. I want sugar in my tea.
5. How eggs are there in the box?
6. I haven't biscuits.
7. There isn't milk left in the fridge.
8. I need carrots for the soup.
9. We have a big family, so we need apples for children.
10. Don't eat fat products.
11. animals are in danger of extinction.

12. We don't have hope for these animals.
13. There is snow in this part of the country.
14. We haven't got time to save the planet.
15. There aren't species of animals on this island.
16. There are tigers left in the world.

Total 20/___

Test 2 (Units 5-7)

1. Put the correct form of the verb.

1. Listen! The phone (*ring*)
2. We usually (*watch*) TV at weekends.
3. They (*not/play*) my favourite song at the concert last Sunday.
4. My mother (*cook*) dinner at the moment.
5. He never (*clean*) his room.

2. Choose the correct form of the verb.

1. I *sit* / *am sitting* in a small boat on a river in South America.
2. I *2) don't know* / *am not knowing* the name of the river in English.
3. Now we *travel* / *are travelling* through the rainforest.
4. It's really hot, and water *drips* / *is dripping* from my face.
5. It *rains* / *is raining* nearly every day in the rainforest.
6. I *suppose* / *am supposing*, it *won't rain* / *it isn't raining* tomorrow.
7. It's very noisy here, because the birds and animals *19) seem* / *are seeming* to sing all night.
8. The trees here *grow* / *are growing* to 60 meters and *make* / *are making* it very dark all the time in the forest.
9. There aren't really any paths, and people *15) travel* / *are travelling* everywhere by water, or by plane.
10. Ecotourists *want* / *are wanting* to take this trip for fun.

Total 25/___

Test 3 (Units 8-9)

1. Put the words from the list into the gaps in the correct form.

Education, famous, born, help, study, love, work, become, marry, die.

Winston Churchill was a 1) British politician. He was 2) in Oxfordshire, England, in 1874. He 3) at the Royal Military College in Sandhurst. After he completed his 4) in 1896, he 5) a journalist and 6) for a newspaper. Then he became a politician and after that Prime Minister in 1940. He was very popular. The people 7) him for his strength and wisdom. He 8) his country very much during the second World War. He 9) his wife, Clementine, in 1908. Churchill 10) at home in 1965, he was 91 years old.

2. Put the correct form of the verb.

1. Some days ago we (take) a camera with us to take photos of the nature.
2. Sally (visit) her grandparents last Christmas.
3. you (have) a friend when you were at school.
4. Yesterday we (wash) a car.
5. They (go) to Malta a month ago.

Total 15/___

Test 4 (Units 10-12)

1. Put the correct form of the verb.

1. I War and Peace. It's really long, and I'm only halfway. (*to read*)
2. I Maria all day, but there's never a reply. (*to phone*)
3. He to the library and back, so he a bit tired. (*to walk/to feel*)
4. I a sore throat since last Tuesday. (*to have*)
5. She French for three years, but she still can't say a thing! (*to learn*)
6. My father in Brazil in 2002. (*to work*)
7. We the work we had to do, so now we can go out. (*to do*)

8. I the vegetables, so you can start cooking them. (*to wash*)
9. He all the ice-cream, and now he feels sick! (*to eat*)
10. They three letters so far, but they still have to write two more. (*to write*)
11. By the time you home Imy work. (*get/finish*)
12. She was tired because she all day. (*work*)

2. Fill in the gaps with the Passive forms of the verbs.

1. Hyundai cars in South Korea. (*make*)
2. When I got to the garage, my caralready (repaired).
3. The winner should very soon. (*choose*)
4. The criminals by the police last week. (*catch*)
5. I was late because I in traffic. (*stick*)
6. My suit for the wedding. (*sew*)

3. Put the correct form of the word.

1. A trophy to the winning team. (*give*)
2. The cars have to to the USA. (*ship*)
3. Kate loves to expensive restaurants. (*take*)
4. The students promised their homework. (*do*)
5. I to break the mirror! (*not/mean*)
6. Can you remember your keys in your bag? (*Put*)
7. I asked my manager me the day off. (*give*)
8. We couldn't decide where for lunch. (*go*)
9. Are you in favour of smoking in public places? (*Ban*)
10. I think I in tonight. (*stay*)

Total 28/___

KEYS

Unit 1

Task 5b

- | | |
|------------|-------------|
| 1. Belgium | 7. Russia |
| 2. Greece | 8. Sweden |
| 3. Denmark | 9. the USA |
| 4. Spain | 10. China |
| 5. France | 11. Germany |
| 6. Brazil | 12. India |

Task 8

1 countries, 2 addresses, 3 girls, 4 nationalities, 5 jobs, 6 policemen, 7 wives, 8 cities, 9 boys, 10 journalists, 11 knives, 12 aunts

Task 12

1 is, 2 are, 3 is, 4 is, 5 is, 6 are, 7 is, 8 are, 9 are, 10 are

Task 13

- 1 This dog is Jack's.
- 2 Those roller blades are Ela's.
- 3 These sunglasses are Nick's.
- 4 This bike is my brother's.
- 5 That skateboard is our children's.

Task 14

1 c, 2 e, 3 a, 4 b, 5 d

Unit 2

Task 1

1. is, 2 are, 3 is, 4 are, 5 is, 6 is, 7 is

Task 2

1 f, 2 e, d; 3 c, a, 4 d, 5 a, g, 6 h, 7 b, 8 e.

Task 6

1 i, 2 d, 3 j, 4 g, 5 k, 6 e, 7 l, 8 c, 9 f, 10 h, 11 a, 12 b.

Task 8.

2. There are royal palaces, castles, museums and world heritage sites in Edinburgh.
3. There is a large theme park with Europe's largest rollercoaster in Blackpool.
4. There are a lot of music, film and comedy festivals in Birmingham.
5. There are several modern shopping malls in Cardiff.
6. There is a 500 year old house where William Shakespeare was born and lived in Stratford-upon-Avon.
7. There is one of the oldest universities in Europe in Oxford.
8. There are ancient and medieval heritage sites, dating back to Roman and Viking times in Bath, Chester and York.
9. There is St. Patrick's Day, the patron saint of Ireland, in Britain, in March.
10. There are many different people and cultures from all over the world in the society of Great Britain.

Unit 3

Task 1

1 has got, 2 have got, 3 has got, 4 have got, 5 has got, 6 have got, 7 has got, 8 has got

Task 9

1 a, a, the; 2 an, the; 3 an, a, a, the; 4 a, the; 5 a, the; 6 a, the.

Unit 4

Task 5

1 h, 2 f, 3 i, 4 g, 5 j, 6 a, 7 d, 8 l, 9 k, 10 c, 11 b, 12 e.

Task 6

2) impatient, 3) dishonest, 4) unselfish, 5) unfriendly, 6) uncaring, 7) insensitive, 8) impossible, 9) independent, 10) unzip, 11) disagree, 12) immoral, 13) disbelieve, 14) inhuman.

Task 8

1) sweet, 2) polite , 3) co-operative, 4) upset, 5) careful, 6) reserved, 7) generous.

Task 14

1. faster, 2 cheaper, 3 larger, 4 the longest, 5 more comfortable

Task 15

1 more expensive/crowded/polluted or bigger than

2 the fastest ... of

3 better /bigger/ prettier than

4 the driest ... in

5 bigger/prettier/better or more expensive than

6 more polluted/crowded than

7 the best/the biggest or the most crowded/expensive ... in

8 the best/ the prettiest ... in

Unit 5

Task 1

2 usually, 3 often / frequently, 4 sometimes, 5 rarely / seldom, 6 never

Task 2

1 c, 2 a, f; 3 d, 4 b, 5 e.

Task 10

1 i/g, 2 i/g, 3 k, 4 l, 5 j, 6 b, 7 d, 8 e, 9 a/c, 10 c/h, 11 h, 12f

Task 11

1) lives, 2) rings, 3) gets, 4) has, 5) puts, 6) spends, 7) takes, 8) vary, 9) decides
10) takes, 11) goes, 12) likes, 13) cooks, 14) watch, 15) chat.

Task 12

1e, 2 d, 3 a, 4 b, 5 c.

Task 13

1) is, 2) works, 3) gets, 4) cleans, 5) washes, 6) dresses, 7) leaves, 8) takes, 9)
goes, 10) comes, 11) cooks, 12) feeds, 13) has, 14) takes, 15) watches, 16) reads,
17) writes, 18) goes.

Task 14

1. How often does Mr. Smith get up at 6 o'clock?
2. When do we usually have meat and vegetables?
3. How many people go to work by metro in a big city?
4. What does a postman deliver to people every day?
5. What doesn't Ann drink much during the day?
6. What does Martin learn at the university?
7. What do I/you at weekend?
8. How does she get to work every morning?

Task 15

1. with, in, in, for
2. in, with, in
3. in, for, in

Unit 6

Task 1

1 paint a picture, 2 sing songs, 3 listen to music, 4 play the guitar/piano, 5 take photos, 6 hang out with friends, 7 talk to people\friends 8 climb the mountains.

Task 2

1 painting, 2 singing, 3 listening, 4 playing, 5 taking, 6 phoning, 7 climbing, 8 talking, 9 skating, 10 skiing, 11 hiking, 12 windsurfing .

Task 5a

1 to take, 2 to relax, 3 to visit, 4 to do, 5 to hang around, 6 to take, 7 to go back, 8 to satisfy, 9 to go out, 10 to do.

Task 5b

1g, 2b, 3c, 4f, 5a, 6h, 7j, 8i, 9d, 10e.

Task 9

1 us, 2 you, 3 them, 4 our, 5 its, 6 his, 7 Her, 8 their

Task 10

1 yours, 2 our, yours, 3 their, ours, 4 my, hers, 5 mine, 6 his, 7 hers, 8 mine, 9 theirs

Unit 7

Task 2

1 h, g; 2 b, f; 3 c, d; 4 a.

Task 4

2 journalist, 3 scientist, 4 musician, 5 psychologist, 6 theorist, 7 biologist, 8 worker 9 teacher, 10 builder, 11 driver, 12, interpreter, 13 dancer, 14 seller.

Task 8

1 Can, 2 need, 3 may, 4 appoint, 5 arrive, 6 take, 7 call.

Task 14

1 are becoming, 2 enjoys, 3 are increasing, 4 'm playing, 5 are working, 6 live, 7 'm cooing, 8 is making, 9 catches, 10 goes.

Unit 8

Task 1

1 a, g, e, d, 2 f, c, 3 b.

Task 8

1 didn't use to, 2 used to, 3 didn't use to, 4 used to, 5 used to, 6 used to, 7 didn't use to, 8 didn't use to, 9 used to.

Task 9

1 got, 2 heard, 3 went, bought, 4 was, needed, 5 didn't understand, 6 did you wear.

Task 10

1. owned; 2.got; 3. had; 4. led; 5. worked; 6. grew; 7. loved; 8. married; 9. lived; 10. have; 11.became; 12. fought; 13. ended; 14. gave; 15. started; 16. lived; 17. returned; 18. died.

Task 11

1 f, 2 g, 3 d, 4 a, 5 c, 6 e, 7 b

Unit 9

Task 7

1. earned, 2. occupied, 3. had, 4. described, 5. refused, 6. executed, 7. canonized, 8. declared, 9. celebrated, 10. added.

Unit 10

Task 1

1 George Lucas, 2 Woody Allen, 3 Steven Spielberg, 4 Martin Scorsese, 5 Tim Burton, 6 Vasily Shukshin, 7 Alexander Sokurov, 8 Stanislav Govorukhin.

Task 3

1 depiction, 2 lighting, 3 monochrome, 4 motion picture, 5 screening.

Task 5

1 e, 2 a, 3 d, 4 c, 5 b.

Task 10

1 e, 2 d, 3 f, 4 b, 5 g, 6 c, 7 a.

Task 11

1. g, 2. e, 3. h, 4. f, 5. c, 6. a, 7. b, 8. d.

Task 13

1. spirits, 2. spooky, 3. supernatural, 4. terrifies, 5. terrorized 6. vampire, 7. witches, 8. zombies.

Task 14

1 haven't talked, 2 have never had, 3 hasn't made, 4 have lost, 5 has broken, 6 hasn't tidied, 7 have just had, 8 hasn't finished.

Task 15

1 yet, 2 already, 3 for, 4 shouldn't, 5 since, 6 never, 7 might not, 8 time, 9 gone

Task 16

1 for, 2 for, 3 for, 4 since, 5 since.

Task 20

1. live action 6. ghost 11. pursued
2. embark 7. refuge

- | | |
|---------------|---------------|
| 3. guardian | 8. revealed |
| 4. wizard | 9. forged |
| 5. disastrous | 10. Recovered |

Unit 11

Task 1

a) cello, b) piano, c) flute, d) violin, e) electric guitar, f) clarinet, g) accordion, h) trumpet, i) electric keyboard.

Task 3a

1 d, 2 e, 3 a, 4 f, 5 c, 6 b

Task 3b

1 g, 2 b, 3 d, 4 f, 5 h, 6 e, 7 a, 8 c.

Task 6b

1 j, 2 g, 3 d, 4 c, 5 i, 6 h, 7 b, 8 e, 9 a, 10 f.

Task 12

b) a) did not approve, b) had taken, c) had had, d) had become, e) impressed, f) had stood, g) had been continuing, h) had been living, i) suffered, j) had had, k) died

Unit 12

Task 5

1. c, 2.f , 3.b , 4.a, e, 5.d, g.

Task 8

1) ubiquitous, 2) adverse, 3) emerge, 4) affect, 5) obesity, 6) remote, 7) monitoring, 8) disabled, 9) maintenance, 10) convinced.

Task 9

b) a) That is to say; b) First of all, c) On the one hand, On the other hand, One more important role, The next point is, d) despite the fact that, e) So, In conclusion

Task 14

1. will have been, 2. will have been working, 3. will have been living, 4. 'll be taking, 5. 'll have got, 6. won't have retired, 7. will be flying, 8. won't attend, 9. will have been studying, 10. will not be working.

Task 15

1. is playing, 2. starts, 3. broadcast / had given, 4. had opened, 5. had composed, 6. had been written, 7. will have been living, 8. read / play, 9. will be involved

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THE ENGLISH LANGUAGE AS A SECOND FOREIGN LANGUAGE

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