

ინგლისური  
ენა

**B1 Plus**  
High Intermediate

# New Wave

## Book 3

მოსწავლის წიგნი

ლია გოქსაძე  
თამარ ფალავა

კონცეფციის ავტორი და რედაქტორი  
რუსუდან ტყემალაძე

კონსულტანტი ბრიტანეთის საბჭო

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კონსულტანტი ბარი უოტსონი, ბრიტანეთის საბჭო

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სიმბოლოების განმარტება:



კითხვის სავარჯიშოები



ლაპარაკის სავარჯიშოები



მოსმენის სავარჯიშოები



წერის სავარჯიშოები

➔ 👁 Reading

1. Read these extracts from travel agencies' brochures. Try to guess the underlined words and phrases from the context. Then decide which of the four agencies you would choose, and why?

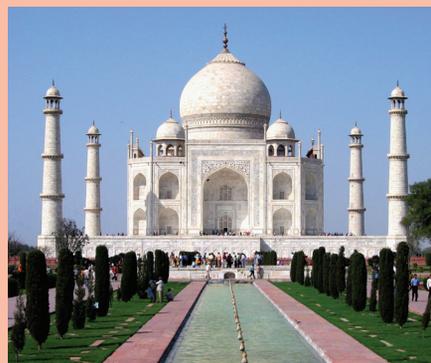


A.

With **Holiday Hypermarket** you will find flights, hotels and more - all at the lowest rates. We give special discounts for tours in Greece, so popular with tourists for its blend of ancient culture and fantastic holiday resorts. Ancient Greece was the centre of refined culture, science, mathematics and philosophy. Modern Greece promises warmth and hospitality from its people and a fascinating variety of interesting places to visit on its numerous beautiful islands. We also offer unique half-price guided tours for disabled. These trips, which we call On Wheels, attract thousands of travelers from all over the world. "After the standard of accommodation and travel arrangements that I experienced, I know that I can always trust you," one of our wheel-chair customers told us. Book your cheap Greek holiday online, or contact us via email for further information.

B.

If you need a travel agent to help you plan your trip to India, then **Eastern Travel** is at your service. This is a country full of glamour, where every day is full of adventure and discoveries. Indian women, with their richly-coloured clothes and the abundance of jewellery that they wear, help to make India a photographer's paradise. So, don't forget to take your camera – you'll need it for a lot more than the Taj Mahal! Booking your flight, choosing the right hotel, planning your stay to include a variety of tours, with the best guides available - leave it all to us. Our special discounted offer is honeymoon tours for newly-married couples. Use Eastern Travel service and feel the mystery and magic behind the people and the culture of India. Eastern Travel is a certified travel agency operating since 1955. We've served millions of people from all over the world and have always provided top quality services.



C.

**Caucasus-tour**, an international tour operator, was founded in 1997 and since then has been recognized as one of the best-quality travel agencies for those who want to visit the Caucasus and see the stunning beauty of the highest mountains in Europe and meet friendly and open-hearted people. We design unique group and individual trips and tours according to your interests. They include long mountain

walks and climbs, rafting down swift-flowing rivers, and camping tours at altitudes of 1,200 metres and higher. And whatever your choice of tour, you can be sure of experiencing the astonishing beauty of the landscape, the excellent cuisine and the famous Caucasian hospitality. Apart from adventure trips into the mountains of Georgia, we also offer tours in Azerbaijan, Armenia, and the southern parts of Russia. Student groups of more than six can take advantage of special discounted prices. For flights, accommodation and other travel details please contact the Caucasus-tour central office in Tbilisi. Book online.

**D.**

**Travel Land** invites you on a fascinating holiday trip to the French Disneyland. Disneyland Paris is a recreation resort in Marn-la-Vallee, a new town to the east of Paris and 32 kms from the centre. Opened in 1992, this was the second Disneyland – after the one in Tokyo - outside the United States. With over 13 million visitors every year, nowadays Disneyland Paris is one of Europe’s leading tourist attractions. Magic combined with fantasy, dreams combined with reality, world famous cartoon characters and fairy tale heroes in colourful costumes... you will find all this at Disneyland



Paris. We will reserve a hotel and rent a car for you. Our vacation package includes visits to two parks and an entertainment area with roller coasters, the Fairy Tale heroes Parade and much more. Entrance is half price for families with kids under 10! Don't think twice - make your and your family's holidays special! Book online.



**2. Go through the texts again. In which advertisements can you find answers to the questions below?**

Which travel agency...	A	B	C	D	all
1. is more than fifty years old?		V			
2. organizes tours for people with physical problems?					
3. organizes camping tours?					
4. Does not book your flight online?					
5. has tours for people who have just married?					
6. offers discounts to a particular group of people?					
7. offers tours to a country in Asia?					
8. has special rates for children?					



**3. Which agency from the texts above might use each of these phrases in their advertisements? Write the name of the agency next to each phrase. Two phrases are extra.**

1. Holidays at fantastic resorts! .....
2. Where reality meets fiction! .....
3. Free walking tours for kids under 10! .....
4. Special Caucasus tours for the disabled! .....
5. Adventure tours at great heights! .....
6. Every young couple's choice of holiday! .....

Vocabulary in Context

4. Read these words and the phrases. Then find their English equivalents among the underlined words in the texts above. Compare your answers with your friend's.

1. დასასვენებელ-გამაჯანსაღებელი კურორტი - recreation resort  
 2. დახვეწილი კულტურა  
 3. სასტუმროს დაჯავშნა  
 4. დიდებით სავსე  
 5. მგზავრობის ნიხრი (ფასები)  
 6. უნარშეზღუდული  
 7. სიმაღლე (ზღვის დონიდან)  
 8. მომხმარებელი, კლიენტი

5. Read the text and fill the gaps with the words or phrases given. Two words are extra.

- altitude    book    customer    design    disabilities    online    rafting    rates  
 resort    service    weekend

Need a travel agent to help you plan your vacation and weekend (1) getaway? Then Western Travel is at your ..... (2). We offer fascinating holidays in the Alps. We ..... (3) individual trips according to your interests. These include: long mountain walks, ..... (4) on speedy rivers, camping tours at an ..... (5) of 1,500 metres and many, many more. We can ..... (6) your hotel and we also guarantee the best travel..... (7). Special tours are organized for people with certain ..... (8). Don't think twice! Book ..... (9) now.

➔ Listening

6. Listen to an advertisement for a travel agency and fill in the missing information below. In each gap you should insert up to three words maximum.

- The name of the travel agency is Fun Travel (1).  
 Fun Travel organizes tours to ..... (2).  
 The length of the tours is ..... (3).  
 The most interesting sites visited are ..... (4) and ..... (5).  
 There are special offers for tours to ..... (6) and ..... (7).  
 The ..... (8) is free for the disabled .....  
 Fun Travel started operating in ..... (9).  
 Fun Travel has had more than ..... (10) customers.

Grammar: Expressing quantity

There are several ways of expressing quantity in English. Let's have a look at some of them.

**A lot of** or **lots of** are used in the affirmative with countables and uncountables:

*There are a lot of/lots of pine trees in Borjomi park.*

There is no difference in meaning or use between these phrases. But today the slightly more familiar **lots of** is tending to replace **a lot of** in all contexts.

**Many** (with countables) and **much** (with uncountables) are mostly used in questions and negations. They can also be used in the affirmative in formal English:

*How many travel agencies are there?*

*You don't need much money to go to Svaneti.*

*Many people can't afford to travel nowadays.*

**Many** and **much** are used after **so**: *There were so many people in the park that there was nowhere to sit.*

**A few** (with countables) and **a little** (with uncountables) mean 'some' (ცოტაოდენი).

**(Very) few** and **(very) little** mean 'not enough' (ცოტა, არასაკმარისი):

*I need a few eggs and a little matsoni to make khachapuri./ There are very few eggs and very little matsoni. We need to buy some more.*



7. Read the grammar rules again for the words expressing quantity and fill in the grid below.

	countables	uncountables
positive	a lot of / lots of	.....
interrogative	.....	much
negative	many	.....
positive	.....	(a) little



8. Underline the correct choice. One example is given.

1. It'll definitely rain. There are so a lot of / few / many clouds in the sky.
2. We are losing clients this year. So little / a few / few of them have asked for our service.
3. There is too little / a little / few snow here to ski. Let's go somewhere else.
4. Lots of / Many / Much travel agencies offer trips to the Mediterranean resorts nowadays.
5. There are many / a lot of / few cherry trees in the centre of Washington DC.
6. Many / Lots of / A few people can't find jobs nowadays.
7. Climbers had so a little / little / a few water left that they started to look for spring somewhere.
8. There are so lots of / a few / many stray dogs in the streets that they might cause trouble.



Speaking



9.

*From the next unit  
you will have to prepare and give small presentations during the lesson. Before doing so, let's learn what a presentation is and what makes a presentation good.*

**What is a presentation?**

A presentation is a speech on a certain topic made in front of public. It can last from 2 minutes to 1 hour and more. The number of people listening to a presentation can also vary from 3-4 people to one hundred and more.

**What are the tips for a good presentation?**

- Tip 1 Prepare your speech well and practise it beforehand.
- Tip 2 Be original from the start, so that you can hold your listeners' attention.
- Tip 3 Have notes prepared and use them occasionally when you speak.
- Tip 4 Be confident. Establish eye contact from the very beginning.
- Tip 5 Be specific. Speak to the point. Use facts and details.
- Tip 6 Don't panic! Relax! Use some humour!
- Tip 7 Keep to the time limit.
- Tip 8 Don't read. There is nothing more boring than reading a speech from a piece of paper.
- Tip 9 What else? Add one more tip which you think is important for a successful presentation. Compare your tip to your friends'.



Now get ready to write



10. Is it better to use the services of a travel agent or is it better to travel on your own? List the advantages and disadvantages of both kinds of travel. Then write a paragraph about your chosen kind of travel, giving reasons for your choice. Write between 110-120 words.

For example: Travelling on your own is cheaper, but if you go to a travel agent's they can deal with details such as booking your tickets and your accommodation .....

.....

.....

.....

.....



## Reading

1. Have you ever thought about the best place in Georgia for tourists to spend their holidays? Take 2-3 minutes to discuss this question in small groups.

2. We asked three young people the same question. Read their answers below. Try to understand the underlined words from the context.

*Which place do you think would be the biggest tourist attraction in Georgia in the future?*

### Nutsa, 17



I think that **Sighnaghi** in Kakheti is going to be the most attractive place. Last weekend my friend invited me to Sighnaghi. It took us only about an hour and a half to get there. What I saw there exceeded my expectations. The town, which is known for the typical architecture of its houses and buildings, is situated at the top of a hill looking over the Alazani Valley. So you get a wonderful view of the vineyards below. The sky was clear when we were there and the Greater Caucasus Mountains seemed so close that I had the impression that I could almost touch them. And I must mention the wall! The town is surrounded by a four kilometer-long wall which my friend told me is the second longest in the world after the well-known Great Wall of China. I think that another reason why Sighnaghi will be very popular in the future is because it is very close to the village of Bodbe, where you can see St Nino's church and grave. Sighnaghi is also not very far from Mirzaani, which is where Georgia's best-known painter Pirosmiani was born. Apparently I'm not the only one who sees an exciting future for Sighnaghi; I've heard that millions of laris are being invested in its development.

### Giorgi, 19

I think it is going to be **Shaori Lake**, which is in Racha in the west of Georgia. I was once at Shaori Lake in my childhood and I can clearly remember how I was impressed by its stunning beauty. I remember the crisp air and fresh clean water and the fantastic scenery, including the view of the snow-white Caucasus mountains. I also remember that there's the famous Nikortsminda church not far away. The other day I read an article in *The Georgian Times* which said that the Ministry of Economic Development is looking for national and international companies which are interested in investing money in the development of a Shaori Lake recreation zone. I understand that millions of laris are needed to turn Shaori Lake into an attractive tourist site, for which they will need good roads, hotels, and other kinds of infrastructure. But I think there will probably be plenty of companies which are keen to invest in this.



### Niko, 18

I am sure that **Svaneti** will soon be the number one attraction in Georgia for tourists. People who love mountains and living in the wild get an incredible feeling from activities like walking, hiking, sleeping in tents, horse riding and climbing. I've already had two holidays in Mestia and I can say that the views from there are magnificent. When you're there you can see the twin peaks of Mt. Ushba, the snow-covered pyramid of Mt. Tetnuldi and even Mt. Elbruz, which is

Europe's highest peak. A unique attraction of Svaneti is its superb house-towers, most of which date back to the 12th and 13th centuries. I spent a night in one of these towers and believe me it's a great feeling. And there's Ushguli, of course. It's the highest village in Europe and it gives a very special flavour to the region. If you have a look at the official government tourism site you'll see some magnificent photos of Svaneti and you will understand why it is my choice.



3. Read the texts again and answer the questions below.

1. Which place has a magnificent view of vineyards? Sighnaghi
2. Which newspaper published information about Shaori Lake? .....
3. What makes Svaneti specially attractive? .....
4. Which place is only one hour and a half drive from Tbilisi? .....
5. Who speaks about the birthplace of a well-known Georgian painter? .....
6. Who speaks about getting information from a website? .....
7. In which region is the highest village in Europe? .....



4. Which adverts could be used to promote these tourist places? Some ads may refer to more than one place.

	<i>Sighnaghi</i>	<i>Shaori Lake</i>	<i>Svaneti</i>
1. Spend a week in a 12th century tower!			V
2. A unique fortress and unique architecture!			
3. Enjoy a fantastic view of the Caucasus!			
4. Why not invest in this beautiful place in western Georgia?			
5. The most adventurous walking tours!			
6. See where the best Georgian wines are produced!			
7. The best tour for lovers of horse riding!			

Vocabulary in Context



5. Read the sentences and match the underlined phrases with their Georgian equivalents.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. This was really <u>an incredible feeling</u>.</li> <li>2. What I saw <u>exceeded my expectations</u>.</li> <li>3. <u>My choice</u> is a seaside resort.</li> <li>4. This hotel should <u>invest money</u> in better service.</li> <li>5. The <u>scenery</u> in Racha is fantastic.</li> <li>6. A <u>recreation zone</u> has been created in Borjomi.</li> <li>7. It's important to <u>develop the infrastructure</u> here.</li> </ol> | <ol style="list-style-type: none"> <li>a. ფულის ინვესტირება</li> <li>b. დასასვენებელი ზონა</li> <li>c. არაჩვეულებრივი გრძნობა</li> <li>d. ინფრასტრუქტურის განვითარება</li> <li>e. ჩემს მოლოდინს გადააჭარბა</li> <li>f. ხედი, არე-მარე</li> <li>g. ჩემი არჩევანია</li> </ol> |
|---|---|



6. Read the letter and fill the gaps with the words or phrases given. Two words are extra.

developed    drive    expectations    ~~guest house~~    invested    incredible    off  
 recreation    resort    surrounded    surroundings    worth

Hello Levan,

I'm having a wonderful holiday in Kvvariati. Our g u e s t - h o u s e (1) is on a hill and we have to walk about 15 minutes to get there. But we don't mind the climb because when we reach the house we can see a view from our balcony which is ..... (2). It's like theatre scenery – the sea below stretching to the horizon and mountains on either side. Our house is ..... (3) by orange and tangerine orchards and several huge eucalyptus trees which are probably more than a hundred years old. So we can't complain about our natural ..... (4) – they're fantastic! I believe that in future when its infrastructure is more ..... (5), and when more money is ..... (6) in it, Kvvariati will become one of the best seaside ..... (7) places in Georgia. I know you're working, but if you could have a few days ..... (8), it would be wonderful if we could drive over into Turkey – perhaps as far as Trabzon. It's only two and a half hours' ..... (9) from here. They say there are lots of places ..... (10) seeing there.

Write back.

Sal



## Listening

7. You are going to hear two friends, Alex and Suzie, talking about a recent holiday. Read the questions, then listen and answer them.

1. Where did Suzie go on holiday? .....
2. What unusual weather problem did Suzie experience? .....
3. Did Suzie stay in the same hotel for the whole holiday? .....
4. What negative things does she say about the weather? .....
5. What was the weather like at home when she was away? .....

## Grammar: reflexive and emphatic pronouns

Reflexive and emphatic pronouns both have the same forms. They are: myself / yourself / himself / herself / ourselves / yourselves and themselves.

**Reflexive pronouns** are used after certain verbs (burn, enjoy, hurt, look at, cut, kill) when the subject and the object of the verbs are the same person. E.g. He looked at himself. (თავის თავს შეხედა).

**Emphatic Pronouns** are used at the end of the sentence or after the noun phrase they refer to, to emphasize the noun or the fact that one person and not another performs an action: He can fix the car himself. თვითონ შეაკეთებს მანქანას.

**Remember these expressions:** *Behave yourself* = Be good; *He lives by himself* = He lives alone; *Enjoy yourself* = Have a good time; *Help yourself to cake* = Have some cake.

8. Fill in the appropriate reflexive or emphatic pronouns.

1. We enjoyed o u r s e l v e s at the wedding on Saturday.
2. Mary and John, please help ..... to ice-cream.
3. They don't need any help. They can do it .....
4. My dad cut ..... when he was shaving this morning.
5. We drew all the pictures .....
6. Tamar wrote this story .....when she was only twelve.
7. I can repair the car .....
8. Take care of ..... You don't look well.

9. Read the text and fill in the appropriate reflexive pronouns.

Last Friday my cousin and I went to the shop to buy o u r s e l v e s (1) some food and mineral water for the week-end hike we were planning. On the way back, my cousin fell down and hurt ..... (2). He

dropped a bottle of mineral water too and cut ..... (3) on it. When we got home, my sister and her friends were enjoying ..... (4) playing badminton. My sister looked at my cousin and shouted: 'Look at ..... (5)! You've got some blood on your hand.' So my cousin went to the bathroom and washed .....(6). Next morning we went hiking and enjoyed ..... (7) immensely.



### Speaking



10.

**Think of a place in Georgia that you know: a place on the sea, in the mountains or just a nice place in the countryside. You want this place to become a popular tourist site. You are going to invite possible investors - national and international companies - and tell them about your plans. In small groups PREPARE A PRESENTATION: Invest in Georgia. Don't forget to prepare notes of the main points of your presentation. You can also prepare some visuals - pictures, drawings, or figures to show during the presentation.**

You want the investors to invest in some or all of these:

central boulevard	two hotels	petrol station
supermarket	a cinema	a disco
aqua park	a rope way *	food market

anything else you think appropriate (cafes? a parking lot? infrastructure?..)

\*rope way: საბაგირო გზა

**In your speech use some of the phrases below:**

*I welcome you to a presentation on .....*

*We are inviting companies to express their interest in the development of...*

*Our plan is to turn ..... into an attractive tourist site.*

*We are looking for companies to invest in....*

*We welcome any kind of investment in.....*



### GIVE A PRESENTATION

In your small group choose a presenter who will speak in front of the whole class. The time limit for the presentation should not be more than 3 minutes, and 2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.



### Now get ready to write



**11. Write one paragraph for a tourist guidebook in which you will describe the place you have made a presentation on. Write between 120-130 words. In your paragraph include the following information:**

The name of the place / its location / how far it is from Tbilisi / its main attractions / its history  
Anything else you think appropriate for a tourist guidebook.

Use the texts on Signaghi, Svaneti and Shaori Lake in ex. 2 as a model.

*Tourist Guidebook*

.....

.....

.....

 Reading


1. Do you know why Dmanisi is famous and important? Mark the answers which you think are correct. Then read the text below and see if you were right.

A. Dmanisi is famous for its: a. architecture b. archeological findings c. tourism

B. The most important discovery made in Dmanisi was: a. a golden crown b. a glass vase c. an old skull \*

\*skull: თავის ქალა



2. Now read the text and see if you guessed correctly. Match the titles (A-F) with the paragraphs (1-4). Two titles are extra.

A. The importance of the discovery

B. Dmanisi

C. Older than Africans

D. Europe's origins

E. Dato finds a skull

F. An old cathedral

1.

Dmanisi is a small town situated about 80 kilometres south-west of Tbilisi, and some distance from the original Dmanisi which was built at the top of a hill formed by the Mashavera and Pinezauri rivers which meet there. Old Dmanisi is uninhabited but it has long been a popular and picturesque place for visitors who come to see the early medieval church and the view of the two valleys below from the ruins of the old fortress. It has a number of historical sites, as once it was an important stopping point on the Silk Route between Byzantium and Persia. But nowadays Dmanisi has become more widely known as the place where our oldest European ancestors might have lived.



2.

Since the early nineties, there have been many important discoveries at the Dmanisi archeological site, but perhaps the most astonishing one was made, in 2003, by Dato Zhvania, an archeologist. One day, Dato was working at the site as usual, digging carefully with his hands in the dry dusty earth, when he suddenly felt something smooth and rounded under his fingers. He knew immediately that what he had found was made of bone, and when he lifted the object

out of the earth he saw that it was a skull – a well-preserved whole human skull. What Dato did not know was that it was the skull of the most ancient human being ever found in Europe. Scientists estimate that the skull is probably 1.8 million years old, almost as ancient as the world's oldest skull which was found in Africa.

3.

What made Dato's discovery so special was that it did not look like the skull of any human ever found outside Africa. In this skull, the space for the brain was much smaller



than in other skulls and the brain must have been only half as big as that of a modern human's. Moreover, it had huge teeth and its brow was narrow, like that of an ape. This human was not tall, he did not walk upright, and he almost certainly had long arms, so that when he walked his fingers touched the ground. Another strange thing was that the tools that were found around him in Dmanisi looked remarkably like the chopping and cutting tools usually found only with the remains of early, primitive Africans.

4.

From what we know at the moment, it seems that Dmanisi might have been the first place in Europe where African migrants settled 1.8 million years ago. If this proves to be true, Dmanisi will be confirmed as the place where European history began. However, for Georgians, Dmanisi is a reminder of something else too: it recalls our and Europe's common origins.



3. Go through the text again. Then read the statements, decide whether they are true or false, and indicate the paragraph which tells you.

	T	F	Paragraph
1. Dato Zhvania is the name of the person who discovered the skull.	V		2
2. No working tools were discovered at the site.			
3. Rivers meet where old Dmanisi is located.			
4. The skull was the first discovery made in Dmanisi.			
5. Georgians and Europeans probably have a common origin.			
6. Men who lived 1,800 million years ago had bigger brains than ours.			
7. The archeological site is the only place of interest in Dmanisi.			



4. Read the text again and find the nouns which the pronouns in bold refer to.

1. **Its** oldest part is set at the top of a hill (Paragraph 1)... Dmanisi
2. ... perhaps the most astonishing **one** was made ...(Paragraph 2) .....
3. ... when **he** lifted the object out of the earth **he** saw that it was a skull. (Paragraph 2) .....
4. ... **which** was found in Africa. (Paragraph 2) .....
5. ... **he** did not walk upright...(Paragraph 3) .....
6. **It** recalls our and Europe's common origins.(Paragraph 4) .....

Vocabulary in Context



5. Read the words in A and match them with their synonyms or explanations in B. Example 1-e.

A.

1. astonishing e    5. migrant  
 2. site                6. picturesque  
 3. ancestor        7. medieval  
 4. estimate        8. ape

B.

- a. someone related to you who lived a long time ago.
- b. someone who goes to another country to live.
- c. connected with the Middle Ages.
- d. big monkey with no tail.
- e. very surprising, hard to believe.
- f. place where building or digging is going on.
- g. think, calculate approximately.
- h. pretty and interesting (referring to a building or a place).



6. Read the text and fill the gaps with the words or phrases given. Two words are extra.

archeologist discovered excavated historically modernist  
northern painting site teams thousands useless wall

### World's oldest wall painting

French archeologists have discovered (1) an 11,000-year-old wall painting in .....(2) Syria which they believe is the oldest in the world. The 2-square meter ..... (3) in red, black and white was found underground at an old Neolithic settlement on the Euphrates river. "It looks like a ..... (4) painting and it dates back to 9,000 BC," said the chief ..... (5). "We found another painting next to it, but that won't be ..... (6) until next year. It's hard work," he said. The painting so far considered to be the oldest in the world, and dating back to 1,500 BC, was found in Turkey at a ..... (7) not far from Syria. There are 120 ..... (8) of French archeologists working in Syria, which ..... (9) was at the crossroads of the ancient world and where there are ..... (10) of archeological sites, most of which are unexcavated.



### Listening



7. Listen to a radio announcement about one of the latest archeological finds and fill in the missing information below. In each gap you should insert one or two words maximum. One example is given.

Thirty Roman graves have been discovered near Copenhagen (1).  
The graves are located ..... (2) of Copenhagen.  
The exact place of the discovery is being kept ..... (3) until the work has been completed.  
Archeologists have found necklaces and some ..... (4) belongings.  
They have also come across some pots, in which ..... (5) was probably kept.  
The valuable objects they have found show that some of the people living there were ..... (6).  
The archeologists think they will have finished excavating by ..... (7).  
Everything that has been found will be displayed from November at the ..... (8) Museum.

### Grammar: still / yet / already

**We use still to say that an action or a situation is continuing. It hasn't changed or stopped.**

She is not young, but still looks pretty.  
Sandro is still working for that company.

**We use yet mainly in negative sentences and in questions. Yet means 'until now'.**

It's 3 o'clock and the classes haven't finished yet.  
Have you been to that museum yet?

**We use already to say that something happened sooner than expected.**

I've already seen this exhibition.  
Shall I tell Mari the news or does she already know it?

**Remember: yet and already** are mainly used with the Perfect tenses.

Look at the sentences again. Can you say where still, yet and already go in a sentence? Do they go before the verb, after the verb, at the end or at the beginning of a sentence? Ask your teacher or your friend if you're not sure.



8. Rewrite these sentences, using the verb given with not...yet.

1. It's still snowing. **(stop)** It *hasn't stopped snowing yet*.
2. Nana and Gio are still here. **(leave)** They .....
3. Anna is still reading that book. **(finish)** She .....
4. Kakha is still asleep. **(wake up)** He .....
5. Anna is still looking for a job. **(find)** She .....
6. I'm still thinking what to do. **(decide)** I .....
7. The car is still waiting for us. **(go)** It .....



9. Complete these sentences with still, yet or already.

1. Dato is late. Perhaps he is s t i l l at the party.
2. I don't speak Italian ..... I only started learning it a month ago.
3. You don't have to tell me. I've ..... heard the news.
4. Sally arrived in Georgia two months ago and she is ..... here.
5. Is dinner ready ..... ? I'm starving!
6. I've only been learning English for 4 years and I can ..... speak it quite well.
7. It's the end of October but it's ..... quite hot.



### Speaking



10.

**Work in pairs. One of you is the director of the Georgian Museum, who wants the objects found at Dmanisi to be exhibited at the Metropolitan Museum in New York. The other is the chief archeologist who is against this, and thinks that transporting these objects might damage them. Act out a conversation. Then, choose two people who would debate on the same topic in front of the whole class and see who can give the best arguments.**

**Museum Director:** *If the things we've found in Dmanisi are shown at the Metropolitan Museum, Americans will get to know more about Georgian history and culture.*

**Chief archeologist:** *I agree, but they might get damaged when they are being transported.*

**Museum Director:** *Well,.....*

**Some phrases you could use are:**

*international experience / special arrangements for keeping things safe / take things seriously / security measures / share experience*



### Now get ready to write



11. Do you think that important archeological finds should be exhibited in other countries or do you think that transporting these things can be dangerous? State your personal opinion and try to support it with facts and arguments. Write a paragraph of no more than 130 words.

*Should important archeological finds be exhibited in museums abroad? Well, I think that*

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



## Reading

1. Have you ever tried to find a job? Do you know which website gives you information about job vacancies in Georgia? Read the job vacancy adverts below and try to guess the meaning of the underlined words and expressions from the context.

**Welcome to www.jobs.ge the largest and most popular listing in Georgia of job vacancies and education and funding opportunities. Apply online.**

An archeologist's assistant is required for a part-time job in Dmanisi. No special qualifications needed. Please send your CV\* to .....

Sunnytours travel agency is looking for an experienced guide to accompany foreign tourists on two-week riding tours in Khevsureti and Tusheti. Find out more at .....

Compsoft requires a highly qualified web designer for its USA-based project. Interested candidates should send their CVs to ....

International Accounting Company IAC is looking for a financial manager. Work experience is essential. Please email your resume\* to .....

The American Embassy announces two vacancies for security guards. For additional information and questions please visit our website...

Save the Children is looking for a part-time driver. Two letters of recommendation are required. Send your resume to..... Deadline for applications: 23 October.

\* CV /si:vi/: Curriculum Vitae/Resume: სამსახურებრივი გამოცდილების და პროფესიული მიღწევების ჩამონათვალი.

2. Now read the email and the CV which were sent to one of the email addresses above. Can you guess which job Giorgi is applying for?

Dear sir/madam,

I have read the advertisement for the job vacancy that you announced on www.jobs.ge.

I would like to apply for this job as I think that I am well qualified for it. I am attaching my CV. Should you have any further questions, please contact me at: gmdivani@yahoo.com

Yours faithfully,

Giorgi Mdivani

## Curriculum Vitae (CV)

**Giorgi Mdivani**  
 12 Kiacheli St. 0801, Tbilisi, Georgia  
 Tel. (995 32) 158447; e-mail: [gmdivani@yahoo.com](mailto:gmdivani@yahoo.com)

- Education:** Diploma in information technologies (IT), Tbilisi University of Information Technologies, 2010  
 High School Certificate, School No 24, Tbilisi, 2005
- Job experience:** Web designer, Department of Tourism, 2015-2018  
 Information technologies specialist, Agency for Financial Consultancies, 2012-2014  
 Technical Assistant, Swedish Embassy, 2010-2011
- Trainings/Certificates:** Certificate in web design, Prague, April 2013  
 Training in Modern Information Technologies, Tbilisi, October 2012  
 Certificate in computer literacy, May 2011
- Project experience:** Have designed websites for three governmental and four non-governmental organizations, including the Department of Tourism.
- Languages:** Georgian, English, Russian.
- Computer literacy:** Word, Excel, Corel Draw, Adobe Photoshop.



**3. Read the texts again. Then, read the sentences below and circle the right ending.**

- A curriculum vitae (CV) is                      a. an official letter                      **b. a list of professional experiences**                      c. an advert
- Giorgi is applying for a job of a                      a. financial manager                      b. web-designer                      c. security guard
- The style Giorgi uses in his letter is                      a. formal                      b. informal                      c. don't know
- Giorgi got his first job in                      a. 2010                      b. 2011                      c. 2012
- Giorgi has had                      a. secondary school education                      b. university education                      c. both
- The number of organizations Giorgi has designed websites for is                      a. seven                      b. four                      c. three
- Giorgi has had training in                      a. accounting                      b. languages                      c. computers

**Vocabulary in Context**



**4. Match the words in A with their Georgian equivalents in B. Example 1-g.**

A.

- requires g
- financial manager
- essential
- deadline
- application
- part-time
- security guards
- announce

B.

- მნიშვნელოვანი
- განაცხადი /მიმართვა
- გამოცხადება
- ბოლო ვადა
- ფინანსური მენეჯერი
- დაცვა (არს.)
- g მოითხოვს/ითხოვს
- არასრული განაკვეთი



5. Fill in the following sentences with the correct form of the words in capitals.

1. Every embassy, as a rule, has security guards.
2. Several world known ..... have worked in Dmanisi.
3. This job has several serious .....
4. Some newspapers specialize only on .....
5. Gio has worked as a ..... manager for 3 years.
6. The ..... of archeology is clear for every old nation.
7. You have to fill in this ..... form as soon as possible.

**SECURE**  
**ARCHEOLOGY**  
**REQUIRE**  
**ADVERTISE**  
**FINANCIES**  
**IMPORTANT**  
**APPLY**



**Listening**

6. You are going to listen to a song by a Georgian pop group SOFT EJECT. While listening follow the text and fill in the missing words given below. Two words are extra.

asleep ask carry cold hot fine night side outside know trust

**Please Just Carry On**

Chilly cold weather  
 It's winter outside (1)  
 We are together  
 in this long ..... (2).

We're holding each other  
 Warm against ..... (3)  
 Maybe you already sleep  
 But I don't ..... (4).

You're by my side  
 And I know everything will be  
 ..... (5)  
 And all I can ask please just carry on.  
 (repeated)

It's late and dark and our daughter's ..... (6)  
 Close your eyes, put your head on my knees  
 Don't worry and ..... (7) me  
 We can get through this time  
 And all I can ask please just ..... (8) on.

You're by my side  
 And I know everything will be fine  
 And all I can ..... (9) please just carry  
 on. (repeated)



**Grammar: both / neither / all / none**

**Both** refers to two people or things. It has a **positive** meaning and takes a verb in the **plural**  
*Both of them are rich. Or: They are both rich.*

**Neither** refers to two people or things. It has a **negative** meaning and takes a verb either in the **singular** or the **plural**:  
*Neither of them is/are rich.*

**All** refers to more than two people or things. It has a **positive** meaning and takes a verb in the **plural**:  
*Sal, Jim and Ann are first year students. All of them are students. Or: They are all students.*

**None** refers to more than two people or things. It has a **negative** meaning and takes a verb either in the **singular** or the **plural**:  
*Sal, Jim and Ann don't like fish. None of them like/likes fish.*



7. Rewrite each sentence using **both**, **neither**, **none** or **all**, and replacing names with pronouns.

1. I often give short presentations. My classmates often give short presentations too.  
*We all give short presentations. Or: All of us give short presentations.*
2. Kate often reads the job adverts on jobs.ge. Sasha reads them too. ....
3. Rusudan isn't outgoing. Maya isn't outgoing either. ....
4. Tim, David and Alex drive sports cars. ....
5. Mary, Anna and Nutsa don't speak any foreign languages. ....
6. My two brothers and I like winter more than summer. ....
7. I want to be an actor and so does my friend Lasha. ....
8. Saba, Mari and Gigi have never eaten pizza. ....



**Speaking**

8.

**There are some professions where mainly women are employed. For example, in our country most nurses are women. On the other hand, there are professions which employ only men, such as pilots. Do you think such a distinction should exist? In small groups PREPARE A PRESENTATION: Should there be different jobs for men and women? Agree on ONE opinion.**

In the presentation include some of these phrases:

- We discussed this issue and we think that... / Our group is for the idea that...*
- We live in a world where... / You are welcome to ask questions...*
- Thank you for your attention.*

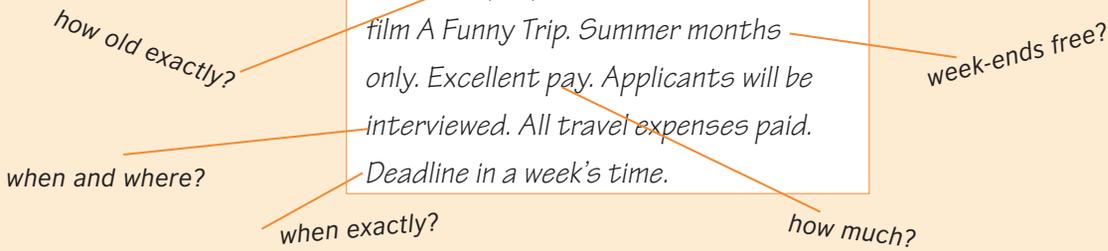


**Now get ready to write**

9.

You saw this advert in the newspaper and would like to apply. There are some details you'd like to know. Read the advert carefully, then write a letter to the newspaper. In your letter request for the information you need and which is indicated below. Write 120 words maximum.

50 young people needed to act in a film A Funny Trip. Summer months only. Excellent pay. Applicants will be interviewed. All travel expenses paid. Deadline in a week's time.



Dear sir/madam,

I read your advert in the newspaper. I would like to apply, but there are some things I would like to know. Will you please tell me .....

.....

.....

1. Rewrite each sentence using **both, neither, none or all**, and replacing names with pronouns.

1. I like to go to football matches. My classmates like to go to a football matches too.  
We all like to go to football matches. OR: All of us like to go to football matches.
2. Mike often travels to India. Nick often travels to India too.  
.....
3. Lena doesn't speak Spanish. Maia doesn't speak Spanish either.  
.....
4. Nutsa, Mari and Tamuna are applying for this job.  
.....
5. Liliana, Lena and Alex haven't seen the Dmanisi archeological finds.  
.....
6. My two friends and I want to see Pirosmanni's paintings at the Arts Museum.  
.....
7. I want to take a short course in economics and so does my neighbour.  
.....
8. My mom, my dad and my little sister have never been to a Chinese restaurant.  
.....
9. I like to take photos. My friends like to take photos too.  
.....
10. I bought a lap-top computer last year. Vano bought a lap-top computer last year too.  
.....
11. Kote hasn't been to Svaneti. Ninia hasn't been to Svaneti either.  
.....
12. Every member of our sports club can climb this mountain.  
.....

2. Read the sentences and underline the correct choice.

1. There is a lot of / many / few useful information in this on-line magazine.
2. Much / A little / Few agencies offer trips to Syria in our country.
3. Lots of / Much / A little school graduates want to go to university nowadays.
4. The tourists had so much / a little / little food left that they decided to go back.
5. There are such a lot of / little / a little good tourist agencies in Georgia.
6. A little / Much / A few good archeologists have been working at Dmanisi.
7. There are a little / much / many fantastic seaside resorts in Italy.
8. John and Jane, please help ourselves / yourselves to khachapuri.
9. They agreed to repair the office themselves / ourselves.
10. Be a good boy. Behave yourself / yourselves please.
11. Lali and Erik are only a young couple but they prefer to live by themselves / himself.
12. It's our responsibility so we will take care of this problem yourselves / ourselves.

3. Complete these sentences with **still, yet or already**.

1. Eka sent a message to her mom that she was still at the party and would be late.
2. I haven't used the services of any travel agent .....
3. You don't have to worry. The worst is .....v. behind you.
4. The office advertised the job a month ago but nobody has applied .....
5. We are all ..... looking forward to their final decision.
6. Is the café open .....? We are all so hungry.
7. Shall I tell Irakli and Nino the news or do they ..... know about it?
8. Mary is thirty and Vano is thirty-two and they ..... live with their parents.
9. Exactly where the first human being lived is not known .....
10. He is very young, but he ..... earns enough money to live on.
11. Is the bank looking for companies to invest in it or have they ..... found an investor?
12. Ben started to work for that company twenty years ago and he ..... works there.



4. Complete each sentence with the appropriate phrase. Two phrases are extra.

an astonishing site    apply for    deadline for    first of all    get rid  
 give a presentation    job vacancies    make an investment    make an announcement    make a  
 reservation    medieval centuries    recreation zone    security guards    wall paintings

1. South America is rich in mysterious wall paintings.
2. When you're going to travel abroad, it's best to ..... a month before you fly.
3. Dmanisi and its surroundings are ..... for visitors.
4. I hope they will ..... about what happened in their office last night.
5. Search their website for vacancies and ..... one of them.
6. We have worked on the project for two weeks and now we're going to .....
7. There are some well known foreign companies who want to ..... in Georgia.
8. Archeologists say that a lot of interesting finds date back to .....
9. A lot of Hollywood actors and actresses hire ..... nowadays.
10. Do you know when the ..... filling in university entrance forms is?
11. An excellent ..... has been created in Borjomi.
12. If you go to the *jobs.ge* site, you will find many ..... there.



5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 1-4.

Out of 30 words I know \_\_\_\_\_.

- |                            |                         |                          |
|----------------------------|-------------------------|--------------------------|
| 1. resort - <u>კურორტი</u> | 2. disabled _____       | 3. customer _____        |
| 4. altitude _____          | 5. reserve _____        | 6. glamour _____         |
| 7. essential _____         | 8. exceed _____         | 9. expectations _____    |
| 10. impression _____       | 11. scenery _____       | 12. infrastructure _____ |
| 13. incredible _____       | 14. choice _____        | 15. skull _____          |
| 16. medieval _____         | 17. astonishing _____   | 18. ancestors _____      |
| 19. estimate _____         | 20. ape _____           | 21. migrant _____        |
| 22. site _____             | 23. picturesque _____   | 24. accounting _____     |
| 25. deadline _____         | 26. qualification _____ | 27. announce _____       |
| 28. security _____         | 29. to book _____       | 30. guard _____          |

 Reading


1. If you had to spend some time on a desert island with just one book, which book would you take? When you have decided, read what five other teenagers said in answer to the question:

**If you had to spend some time on a desert island, which book would you take?**



**Gigi**

On a desert island I would have a lot of spare time, so I need a book which wouldn't be boring and wouldn't make me feel lonely or sad. My favourite books are adventure stories; when I find one, I can read them over and over again. For my stay on a desert island, I think I would take Rider Haggard's *Daughter of Montezuma*. The book is about the main character's exciting adventures and while you read it you can't help feeling as if you are part of his story. It's a book I can read a hundred times. If I had this book with me, I would have a wonderful time, even on a desert island.

**Masho**

No hesitation - it's *The Catcher in the Rye* by J.D. Salinger. My mother gave it to me for my birthday last year and since then I've already read it twice. The main character is a boy of my age and the book is about him and his school, his family and all the things that bother him. Although it was written some time ago – when people of my parents' generation were children in fact – I have the feeling that he, and his problems, seem so familiar to me. I read somewhere that this book has always been the number one book among American teenagers. It's my favourite one too.



**Irakli**

I think I'd take O'Henry's *Red Skin Chief* with me. This book gives you lots of ideas for surviving on a desert island. When you're a long way from civilization, it tells you how to find the best hiding places, and how to find food that you can eat and even how to cook delicious meals when you've found it. It also teaches you how to avoid danger and how to find a good shelter. The book is full of practical advice and fun. I'm a fun-loving person and I know I wouldn't survive on a desert island without an occasional good laugh, so I think this book is just right for me.

**Alissa**

If I was going to live on a desert island I would take a book that I really love - one that makes me laugh even when I am in a very bad mood, one that has the characters that I love. So it has to be *Three Men in a Boat* by Jerome K. Jerome. I know it would be hard living on a desert island, and this book would make my life easier. I wouldn't feel lonely because its characters and their adventures would be perfect company for me and I wouldn't feel lonely.





**Dato**

I'm not much of a novel reader to be honest, but what I do enjoy reading is poetry. The book I have of Galaktioni's poetry is almost worn out, because I read his poems again and again. I've even learned some of them by heart. Last month our teacher read us Georgian translations of some of Shakespeare's sonnets, and since then they've also been among my favourite poems. Believe it or not, I keep a book of Shakespeare's sonnets next to my bed and I read a few of them every night before I go to sleep.



2. Read the text again and answer the questions below.

Who ....

1. is the author of Three Men in a Boat? .....
2. is a poetry lover? .....
3. wrote Red Skin Chief? .....
4. would take an adventure story with him? .....
5. is the author of Daughter of Montesuma? .....
6. wrote The Catcher in the Rye? .....
7. is a fun-loving person? .....



3. Read the texts again and match the names with the appropriate sentences. In some cases two answers are possible.

- |           |  |
|-----------|--|
| 1. Gigi   | a. wouldn't feel comfortable on a desert island. |
| 2. Masho  | b. prefers poetry to prose.                      |
| 3. Irakli | c. can read his favourite book 100 times.        |
| 4. Alissa | d. learns how to survive on a desert island.     |
| 5. Dato   | e. loves stories full of adventures.             |
|           | f. was given a book for her birthday.            |
|           | g. likes to read in bed.                         |

**Vocabulary in Context**



4. Read the Georgian words and phrases. Then find their English equivalents in the texts above.

1. მთავარი პერსონაჟი	5. გინდ დაიჯერეთ, გინდ არა
2. გაცვეთილი	6. უკაცრიელი კუნძული
3. სათავგადასავლო მოთხრობა	7. თავმესაფარი
4. ჩემი მშობლების თაობა	8. მოსაწყენი, მოსაბეზრებელი



5. On the next page read what Kakha and Kira say about their favourite book and fill the gaps with the words given below. One word is extra.

about brilliantly characters ~~discovered~~ descriptions enjoyable several

**Kakha**

My favourite book is a collection of Rezo Inanishvili's stories. I first *discov-  
ered* (1) it when I was about twelve and I've loved it ever since. They are  
..... (2) written and have such a natural atmosphere. This is perhaps  
because the ..... (3) in his stories are real people whom he personally  
knew. Most of all I like the stories ..... (4) his teenage years. They sound  
so true that sometimes I have the feeling that he's writing about me. These stories  
are so ..... (5) to read and you can read several of them in one day. I  
hate novels with lots of detailed ..... (6) and dozens of characters.



able confident desert exploring island necessary survive

**Kira**

Spending some time on a desert *island* (1) would be great fun for me. I love the  
idea of being in the wild ..... (2) new places and seeing rare animals and  
plants. The book I would take to a ..... (3) island would be my father's  
encyclopedia. I think it could help to ..... (4) in such a strange environment  
because I would be able to find any ..... (5) information in it. It would  
be the best kind of guide for me. In addition, I would be able to learn more about the  
island and feel more ..... (6).



**Listening**

6. *John Brown, a writer, is speaking about his life and his career. Listen to the recording and put the sentences below in the right order.*

- a. He and his family moved to Paris. ....
- b. He taught foreign languages. ....
- c. He bought a nice house in California. ....
- d. He won a prize for writing. ....
- e. He was born in an English town. ....1...
- f. He studied at Munich University. ....
- g. He moved to Austria. ....

**Grammar: Past Continuous / used to / was going to**

We use **Past Continuous** for an action that was in progress at a particular time in the past.

*I was writing an essay when my father came in.*

*Were they dancing when the light went out?*

We use **used to** when we're talking about past habits. We make its negative and interrogative forms with **did**. In Georgian **used to** means ხოლმე.

*I used to write poems but I don't any more. (ვწერდი ხოლმე)*

*They used to send us letters but they don't any more. (აგზავნიდნენ ხოლმე)*

*Did Jack and Jane use to be friends?*

We use **was going to** if we want to express an intention in the past. In Georgian it means ვაპირებდი

*Helen was going to eat lunch when the phone rang.*

*Were you going to take part in that competition then?*

In small groups discuss the difference between these three structures. Then think of more examples.



7. Complete the dialogue with used to or didn't use to.

- Do you want to go to the cinema, Ann?
- Not really. Can't we go to the theatre instead?
- But you didn't use to (1) like the theatre before.
- Yes, but I like it now. Could you buy tickets for Hamlet?
- You surprise me even more! You ..... (2) like tragedies. You ..... (3) say they made you sad.
- Yes, they did, but I suppose I've changed. I ..... (4) like comedies but I don't any more.
- I've changed too. I ..... (5) watch TV a lot, but I think it's a waste of time now.
- Yes, I remember. And I also remember that you ..... (6) like going out in the evenings, but you do now.



8. Read the sentences and fill in the gaps with Past Continuous, used to or was going to. Use the verbs in the brackets.

1. My mother used to take (take) me to the theatre once a month when I was small.
2. She ..... (travel) around Europe but her plans changed.
3. They ..... (have) a party when the light went out.
4. In London Shakespeare ..... (perform) in The Globe, but that theatre doesn't exist now.
5. When they were younger, Mary and Alec ..... (dance) non-stop, but they can't nowadays.
6. When I was in England I ..... (see) Shakespeare's birthplace but I didn't have time.
7. Helen ..... (be) fat, but she isn't any more.



Speaking



9.

**Some people think that English literature shouldn't be taught in schools. Others disagree and think that, as well as the English language, English and American literature should also be taught at schools. What do YOU think? Work in small groups, try to come to a common agreement and then present your opinion to the whole group.**

Use some of the following phrases given below:

*We think that... / In my opinion... / To my mind... / get educated ... / acquire knowledge ... / reading for pleasure... / get information ... / times change ...*



Now get ready to write



10. Write a paragraph of about 120-130 words under the title: If you had to spend some time on a desert island with just one book, which book would you take? Use the reading texts in ex. 1 as a model.

Use some of the words and phrases given below:

*my favourite characters / believe it or not / worn out / boring / full of adventures / I used to / my parents' generation / modern fiction ...*

*If I had to spend some time on a desert island I would take .....*

.....

.....

 Reading

1. What do you know about William Shakespeare? Work in pairs. You have one minute to gather as much information about him as possible. Compare your notes with your friends'.

2. Now read the text and check what you guessed correctly. Try to understand the underlined words from the context.

*'All the world's a stage,  
and all the men and women merely players:  
they have their exits and their entrances;  
and one man in his time plays many parts...'*

As You Like It. Act II, Scene 7.



### William Shakespeare – The Bard of Avon

**William Shakespeare** born on 23 April 1564 was an English poet and playwright, now widely regarded as the greatest writer in the English language and the world's most famous dramatist. He is often called England's national poet and the "Bard\* of Avon". His works consist of 38 plays, 154 sonnets and several poems. Shakespeare's plays have been translated into every major living language and are performed more often than those of any other playwright. Shakespeare was born and raised in Stratford-upon-Avon, in the south of England. Around 1585 Shakespeare left Stratford and moved to London where he began his successful career in the theatre. Little is known about this period in his life, but by 1595 he was certainly well established both as an actor and a popular playwright. In London his plays were staged mainly at *The Globe* theatre, which he partly owned himself. Documents from that time show that Shakespeare often performed in his own plays in *The Globe*. These were the most successful years of Shakespeare's life, and when he returned to Stratford around 1613, he was a rich and famous man. He died in his home town three years later.

Shakespeare produced most of his known work between 1590 and 1613. His early plays were mainly histories and comedies such as *A Midsummer Night's Dream* or *As You Like It*. After that he wrote mainly tragedies such as *Hamlet*, *King Lear*, *Romeo and Juliet*, *Othello* and *Macbeth*, which are considered to be the finest plays in the English language. Shakespeare was a respected poet and playwright when he was alive, but his reputation did not rise to its present heights until the nineteenth century. His plays are still highly popular today and are regularly performed and reinterpreted in many culturally and politically diverse countries.

Shakespeare is a respected poet and playwright in Georgia as well. His plays were first translated in the 19th century by Ivane Machabeli and today all of Shakespeare's major plays and sonnets have been translated into Georgian. Theatres in our country have a long and interesting history of staging Shakespeare's plays in Georgian and some of these productions have been successfully performed abroad, including in England and Scotland.

\* bard: a poet (literary)



3. Complete the fact file about William Shakespeare using information from the text.

**FACT FILE:**

Full name: (1) *William Shakespeare*

Birth date: (2) .....

Birthplace: (3) .....

Wrote: (4) .....

In his lifetime, his plays were staged at: (5) .....

Comedies include: (6) .....

Tragedies include: (7) .....

Died: (8) .....

First translated into Georgian by: (9) .....



4. Only three of these statements are true according to the information given in the text. Tick the sentences which are true.

	True	False
1. Shakespeare wrote more plays than sonnets.		V
2. Shakespeare is the most staged writer in the world.		
3. The Globe was originally built in Stratford-upon-Avon.		
4. His years in London were the least successful of his life.		
5. Shakespeare was not really famous until the 19th century.		
6. Machabeli was the first to translate Shakespeare's sonnets into Georgian.		
7. Shakespeare was one of the owners of The Globe Theatre.		

**Vocabulary in Context**



5. Read the words and phrases below and find their English equivalents in the text. The first one has been done for you.

1. დრამატურგი playwright
2. იგი ალიზარდა
3. პიესა დაიდგა
4. პატივსაცემი პიროვნება

5. მრავალფეროვანი კულტურა
6. უმთავრესი ცოცხალი ენები
7. ითამაშა პიესაში
8. ნაწილობრივ



6. Read the text on the next page and fill the gaps with the words given below. Two words are extra.

about agree birth date died farmer half married successful prove

### Early life



William Shakespeare was the son of John Shakespeare, a successful (1) glover and Mary Arden, the daughter of a rich ..... (2). He was the third child of eight. He was born in Stratford-upon-Avon in April 1564. His exact date of ..... (3) is not known but his birthday is traditionally observed on 23 April, St. George's day. This ..... (4), which is probably a mistake, has proved attractive because Shakespeare ..... (5) on 23 April 1616. Most of those who have written about Shakespeare ..... (6) that he was educated at King's New School in Stratford about a ..... (7) a kilometre from his home. At the age of 18, Shakespeare ..... (8) 26-year-old Anne Hathaway. They had three children: Susanna and the twins Hamnet and Judith.

➔ | **Listening**

7. **Read and remember the meanings of the phrases given below. Then listen to the theatre announcement and fill in the missing information.**

a matinee performance: დღის წარმოდგენა      gallery seats: ადგილები ქანდარაზე  
 royal circle seats: ადგილები იარუსზე      box office: სალარო

This week, the Royal Shakespeare Company presents *A Midsummer Night's Dream* by William Shakespeare, from Tuesday (1) to Saturday. Matinee performances at 2.30 pm on Thursday and ..... (2). Evening performances start at ..... (3). Prices from ..... (4) to 22 pounds. Next week, for three nights only, the New London Theatre presents *Romeo and Juliet*, starting at 8 pm on ..... (5), Thursday and Saturday. Prices from 7 to 18 pounds. To book tickets, press ..... (6) on your phone and have your ..... (7) card ready, or ring the ..... (8) office on 0145672.

**Tonight: A Midsummer Night's Dream by William Shakespeare**

**Grammar: Expressing purpose and contrast**

**Look at the sentences:**

*Shakespeare moved to London so that he could act in plays.*

*We read newspapers in order to receive information.*

so that and in order to express purpose and mean: იმ მიზნით, რომ.

**Now look at the sentences below:**

*Although he didn't have a good education, he wrote excellent poems.*

*Despite being ill, she acted in a play.*

*In spite of the rain, we walked a long way.*

Although, despite and in spite of express contrast and mean: მიუხედავად იმისა, რომ

Look at the sentences again. What are the contexts these words are used in? Are they followed by a clause, a noun, a gerund or a verb? Discuss this in small groups or with your teacher.

8. **Read the sentences and decide whether the underlined words express purpose or contrast.**

	purpose	contrast
1. <u>Although</u> she was well-prepared, she failed the exam.		✓
2. He moved to London <u>so that</u> he could live a more interesting life.		
3. <u>Despite</u> being short, he played basketball well.		
4. I switched all the lights off <u>in order to</u> save electricity.		
5. <u>In spite of</u> its low price, the car was in good condition.		
6. <u>Although</u> I invited him, he decided not to come.		
7. We read literature <u>so that</u> we can forget our daily problems.		

9. Read the sentences and fill the gaps with the appropriate words or phrases. Some of them can be used twice.

although / in order to / in spite of / despite / so that

1. I went to Stratford *in order to* see Shakespeare's birthplace.
2. .... being blind, she participated in the reading project.
3. .... I wasn't a keen reader, I always enjoyed reading detective stories.
4. I stood on my toes ..... I could reach the shelf.
5. .... the late hour, I watched the literature programme to the end.
6. I worked hard ..... get a university place.
7. .... losing the competition they felt as if they had won it.



### Speaking

10.

#### On the Internet

there is a lot of information about William Shakespeare. Go to: [http://en.wikipedia.org/wiki/William\\_Shakespeare](http://en.wikipedia.org/wiki/William_Shakespeare) and choose one of the topics: William Shakespeare, Early years, London and theatrical career or Later years and death. Then, in small groups, PREPARE A PRESENTATION for the next lesson on one of these topics. Use some of the phrases below:

*I welcome you to a presentation on / We think this is the most interesting topic because / The presentation will last / You are welcome to ask questions / Thank you for your attention.*

Choose a presenter from your mini-group to speak in front of the whole class. The time limit for the presentation is 3 minutes. After the presentation, allow 1-2 minutes for questions from other mini-groups. Remember the tips given in Unit 1.



### Now get ready to write

11. You saw this advert in the newspaper and would like to apply. There are some details you'd like to know. Read the advert carefully, then write a letter to the newspaper. In your letter request for the information you need and which is indicated below. Write between 110-120 words.

how old exactly?

#### Be This Year's Young Writer!

ABC Television announces a competition for young writers. There will also be a number of training workshops. Further details available from our web site.

The winner will be awarded a special prize!

Deadline for applications the end of next week.

what kind and how long?

when exactly?

what exactly?

what is the address?

Dear sir/madam,

I read your advertisement in the newspaper. I would like to apply, but I have some questions.

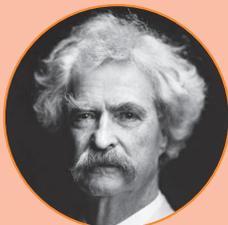
Could you please tell me .....

Yours sincerely,

..... (write your name here)

 Reading

1. What do you know about the writers Mark Twain, Robert Louis Stevenson and J. D. Salinger? Put the information you have on the board. Then read the texts and see how much of your information was correct.

**Mark Twain**

Mark Twain, who lived from 1835 to 1910, is one of America's most famous authors. He wrote many books, including *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. Twain was born in the state of Missouri near the Mississippi River. While he was still a boy, he worked on a riverboat, and later got a job steering boats up and down the long Mississippi River. The Civil War, which started in 1861, made travelling on the Mississippi impossible. So, in 1864, Twain went to California to find gold. But he didn't have much luck as a gold miner, so then he left California to travel in Europe. Later he wrote a book about his trips around Europe. However, the most important influence on Twain and his books was the Mississippi River. When Twain finally stopped travelling he lived in a house with an outside veranda that looked like the deck of a riverboat. *Huckleberry Finn*, Twain's greatest book, is about the adventures of a boy on the Mississippi river. Another of Twain's books is called *Life on the Mississippi*.

**Robert Louis Stevenson**

Every country has its writer. Shakespeare is associated with England, and Mark Twain with America. Robert Louis Stevenson is always associated with Scotland. Stevenson was born in Edinburgh in 1850. He started writing when he was still a teenager. Later, when he was a young man, his father gave him money to travel around Europe. Stevenson spent most of his time travelling and living in other countries. On a cold September morning in 1881 he started writing *Treasure Island*, the book that made him famous. Millions of people read this book. The book is popular with Georgian children too. Some people say it is the most exciting children's story ever written. Stevenson's great ability to describe places made his stories easy to illustrate and many artists have illustrated the adventures of the book's heroes Jim Hawkins and Long John Silver. The idea for *The Strange Case of Dr Jekyll and Mr Hyde* came to Stevenson in a dream. The story is about a doctor who conducts some experiments that give him a double personality. It's about the good and bad in all of us, and the conflicts that exist inside people.

**J.D. Salinger**

Jerome David Salinger, an American author, was born in 1919 and raised in Manhattan, New York. Salinger began writing short stories while still in secondary school. But he is best known for his novel *The Catcher in the Rye*, published in 1951. Within two months of its publication, *The Catcher in the Rye* became so popular that it was reprinted eight times. For thirty weeks the novel was on *The New York Times* Bestseller list and the newspaper called it 'an unusually brilliant first novel'. It was also the second most frequently taught novel

in American public schools (after John Steinbeck's *Of Mice and Men*). The book is still widely read today and in 2004, half a century after it was first published, 10 million copies of *The Catcher in the Rye* were sold worldwide. The novel's plot is simple. It tells the story of Holborn, a sixteen-year-old boy, and his experiences in New York City after he has been expelled from an expensive elite school. In an interview for a high school newspaper, Salinger admitted that the novel was 'sort of autobiographical'. He explained: 'My boyhood was very much the same as that of the boy in the book... It was a great relief for me to tell people about this.'



2. Who are the sentences about? Tick the appropriate box. In some cases more than one answer is possible.

	Mark Twain	Stevenson	Salinger
1. He grew up in Scotland.		V	
2. His novel describes his own life.			
3. He is the author of <i>Life on the Mississippi</i> .			
4. He started writing when he was a teenager.			
5. He was born in the first half of the twentieth century.			
6. His novel is considered to be the best ever adventure story.			
7. He travelled in Europe.			
8. His novel was on a famous newspaper's bestsellers' list.			



3. Three out of the statements given below are not true according to the information given in the texts. Which are they?

- Huckleberry Finn* is an autobiographical story. ....
- Stevenson's most popular novel is *Treasure Island*. ....
- The Catcher in the Rye* was published in 1951. ....
- Long John Silver is a character in Mark Twain's novel. ....
- Salinger's novel is taught in American schools. ....
- Mark Twain worked as a gold miner in California. ....
- Holborn is the main character in Stevenson's novel. ....

### Vocabulary in Context



4. Read the words in A and try to match them with their translation in B. Example 1-b.

A.

- |                             |                          |
|-----------------------------|--------------------------|
| 1. steer a boat <u>b</u>    | 5. great ability         |
| 2. plot of a novel          | 6. conduct an experiment |
| 3. gold miner               | 7. illustrate a story    |
| 4. was expelled from school | 8. a great relief        |

B.

- |                  |                         |
|------------------|-------------------------|
| a. დიდი შვევა    | e. რომანის შინაარსი     |
| b. ნავის მართვა  | f. მოთხრობის დასურათება |
| c. ცდის ჩატარება | g. ოქროს მომპოვებელი    |
| d. უდიდესი უნარი | h. სკოლიდან გაირიცხა    |

5. Read the text and fill the gaps with the words or phrases given. Two words are extra.

- activity   average   audio   author   blind   driving  
 long   need   ~~sold~~   story   play   work

### Talking books

Talking books, or audio books, have been on the market since the 1950s when Shakespeare's plays were first sold (1) on records. They were first made for ..... (2) people, but today they are very popular with everybody. A talking book is a recorded ..... (3) version of a book which is sold on CD, on cassette or MP3 format. The recording is usually made by an actor, but sometimes by the .....(4) himself. Many people listen to 'talking books' in their cars while they are ..... (5). Others listen to them on personal stereos while they are going to ..... (6) or relaxing. While people are listening to a talking book, they are usually doing another ..... (7) at the same time, so a successful talking book needs to have a clear ..... (8), easy to follow, and three or four clearly defined characters. So a talking book mustn't be too complicated. It mustn't be too ..... (9) either – the ..... (10) talking book has only 100,000 words.

➔  | Listening

6. Three teenagers Ted, Sophie and Lauren are answering the question: How do you think the teaching of literature in schools could be improved? Listen to what they say and match the names with the ideas. One idea is extra.

- |                    |   |
|--------------------|---|
| Ted thinks that    | a. literature should be taught through watching plays in theatres.                |
| Sophie thinks that | b. a course on Literature on Film and TV will improve the teaching of literature. |
| Lauren thinks that | c. famous writers and poets should conduct literature classes.                    |
|                    | d. fewer exams on literature will make studying literature more interesting.      |

### Grammar: Expressing result

Look at the sentences and their translations below:

Bob was so tall that they ordered a special bed for him. = იმდენად მაღალი იყო, რომ .....

Jim is such a busy man that he never has time. = იმდენად დაკავებული კაცია, რომ .....

There were so few of us that nobody noticed us. = იმდენად ცოტანი ვიყავით, რომ .....

The box was too heavy to lift. = იმდენად მძიმე იყო, რომ .....

so tall+ that; such a busy + that; so few + that; too heavy to **all express result**. As you see, they are commonly translated into Georgian as: იმდენად, რომ

Think of 4-5 sentences which express result. Use the structures given. Compare the sentences with your friends'.

7. Rewrite the two sentences as one sentence with the same meaning, using the word given in brackets.

1. I couldn't buy the book. It was very expensive. (**too**)  
 The book was too expensive for me to buy.

2. It was snowing hard. The cars couldn't move. **(so)**  
It was snowing .....
3. Mary is a beautiful girl. Everybody looks at her in the street. **(such a)**  
Mary is .....
4. We had so little money. We couldn't buy anything except bread. **(so)**  
We had .....
5. I wanted to call Anna, but it was very late. **(too)**  
It was .....
6. It was very cold outside. We couldn't go out. **(so)**  
It was .....
7. John was a very talented man. He won every competition he entered. **(such a)**  
John was .....



**8. Read the sentences and translate them into English.**

- |   |   |
|---|---|
| 1. ნიკო ძალიან პატარაა იმისათვის, რომ იმუშაოს.                  | 6. ჯექ ლონდონი ინგლისურად ძნელი წასაკითხია. |
| 2. სკოლა იმდენად ახლოსაა, რომ ფეხით დავდივარ.                   | 7. ეს მოთხრობა ადვილი სათარგმნელია.         |
| 3. იმდენად კარგი პიესაა, რომ ორჯერ ვნახე.                       |   |
| 4. სოფიკო ჭიაურელი იმდენ ფილმში თამაშობს, რომ მას ყველა იცნობს. |   |
| 5. ეს იმდენად კარგი გაზეთია, რომ ყველა ყიდულობს.                |   |



**Speaking**



9.

**Do you think people will read literature in the future? Read the two opinions given below. Do you agree with them? And, most importantly, what do YOU think? Work in pairs and state your opinion. Listen to your friend's opinion.**

**Literature in the future**

**Opinion one:**

*Thanks to science and technology, people will probably have more time, so they'll read much more than they do now. Also, I think that more and more books will be read on computer screens...*

**Opinion two:**

*I don't think people will read books in the future. They won't have time for this. They will prefer to relax and watch TV or go to the cinema or the theatre more often instead.*

My opinion is that .....



**Now get ready to write**



**10. Some people think that computers will replace teachers in the future. Do you agree? What are your arguments? Write a paragraph of about 130 words.**

I think that .....

.....

.....

.....

.....

 Reading

1. In J.D. Salinger's novel *The Catcher in the Rye*\*, 16-year-old Holden Caulfield tells his story. Read the beginning of the novel. Try to understand the underlined words from the context.



If you really want to hear about it, the first thing you'll probably want to know is where I was born and what my awful childhood was like, and how my parents were occupied before I was born, and all that sort of thing, but I don't feel like talking about it, if you want to know the truth. In the first place, that stuff bores me, and in the second place, my parents would have been very angry if I said anything too personal about them. They're quite touchy about anything like that, especially my father. They're nice of course – I'm not

saying that – but they are also very touchy. Besides, I'm not going to tell you everything that has happened to me. I'll just tell you about what happened last Christmas-time, just before I got really depressed and had to come out here and take it easy. I mean that's all I told D.B. about, and I only told him about it because he's my brother. He's in Hollywood. That's not too far from here, and he comes over and visits me practically every week-end. He's going to drive me home when I go home next month maybe. He just bought a Jaguar. One of those little English cars that can do two hundred miles\* an hour. It cost him almost four thousand dollars. He's got a lot of money, now. He didn't use to. He used to be just a poorly-paid writer when he was at home. He wrote this terrific book of short stories, called *The Secret Goldfish*, in case you never heard about it. The best story in it was *The Secret Goldfish*. It was about this little kid that wouldn't let anybody look at his goldfish because he'd bought it with his own money. It killed me. I thought it was brilliant. Now he's out in Hollywood selling his stories to film makers. Horrible! If there's one thing I hate, it's the movies. Don't even mention them to me.

Where I want to start is the day I left Pencey Prep. Pencey Prep is a school in Aregona, Pennsylvania. You've probably heard of it. You've probably seen the ads, anyway. They advertise in about a thousand magazines, always showing some guy on a horse jumping over a fence. You'd think that all the kids ever did at Pencey was play polo all the time. I never even once saw a horse anywhere near the place. And under the picture of the guy on the horse, it always says: 'Since 1888 we have been transforming our boys into splendid, clear-thinking young men.' Strictly for the birds.\* They don't do any more 'transforming' at Pencey than they do at any other school. And I didn't know anybody there that was splendid and clear-thinking. Maybe two guys. Maybe not even two. And they were probably like that even before they came to Pencey anyway.

(adapted)

\* The Catcher in the Rye - თამაში ჭვავის ყანაში

\* 1 mile: 1.6 km

\* strictly for the birds: მხოლოდ მიამიტები თუ დაიჯერებენ



2. Read the text again. Then read the statements and say whether they are true or false. Tick the correct answer.

	True	False
1 The story is told by Holden.	V	
2. Holden's parents like to speak about themselves.		
3. Holden is keen to speak about his childhood.		
4. D.B. will drive the author home next week.		
5. Holden's brother has always had a lot of money.		
6. Holden's brother used to write short stories.		
7. Pencey Prep is the author's school.		
8. Pencey Prep never advertises itself.		



3. Read the beginning of the sentences and try to complete them with the words from the text.

- The author's childhood was pretty awful.
- The author's parents are quite .....
- D.B. lives and works in .....
- The Secret Goldfish* is the name of .....
- The author ..... movies.
- Pencey Prep school is in .....
- Pencey Prep school's ad shows a boy on a .....

### Vocabulary in Context



4. Read the phrases below and find their English equivalents in the text.

- საშინელი ბავშვობა მქონდა I had an awful childhood
- ასეთი რალაცეები თავს მამბებებს. ....
- ჩემი მშობლები მეტად მგრძობიარენი არიან. ....
- საოცარი წიგნია .....
- მარტივად შეხედე, ნუ ინერვიულებ. ....
- მოსამზადებელი სკოლა. ....



5. Fill in the following sentences with the correct form of the words in capitals.

- That's probably the most interesting story I've ever read. PROBABLE
- Jim and Sally ..... attend literature classes. REGULAR
- He has ..... no chance of winning. PRACTICAL
- Their ..... is always very impressive. PRESENT
- Have you seen the latest ..... for Pepsi? ADVERTISE
- What's your father's .....? OCCUPY
- This is the best exams ..... book. PREPARE



6. You are going to listen to a song by a Georgian pop group **SOFT EJECT**. While listening follow the text and fill in the missing words given below. Two words are extra.

air ~~night~~ ear(2) feel new outside happy hair hear year(2)

**Happy New Year**

I like this window in the night (1)  
 When it's snowing ..... (2)  
 And I feel your rustling words by my ..... (3)  
 Happy New .....! (4)  
 ..... (5) New Year!

I like to whisper in your ..... (6)  
 And your breathing that I ..... (7)  
 Now I see the shooting star through your  
 ..... (8)  
 So, Happy New .....! (9)  
 Happy ..... (10) Year!

**Grammar: Phrasal verbs**

Look at the sentences below:

- Can you fill in this form please?
- He wants to find out what happened.
- I've decided to give up eating meat.
- Katie asked me not to give the secret away.
- I always leave out some exercises.

*fill in, find out, give up, give away, leave out* are **phrasal verbs**.

The phrasal verbs in the sentences above mean: *fill in* = complete; *find out* = learn about; *give up* = stop; *give away* = make something known; *leave out* = not include.

Think of more examples using the phrasal verbs given above.

**Reminder:** A phrasal verb consists of a verb and a preposition which changes the meaning of the verb.

7. Read the sentences below and choose the correct answer. Write the Georgian translation of the phrasal verbs in your notebooks.

- |  |       |        |        |
|--|-------|--------|--------|
| 1. I will soon find ..... all the details about this fact. | a.up  | b.out  | c.away |
| 2. It's so difficult to fill ..... this form.              | a.up  | b.away | c.in   |
| 3. My father gave ..... smoking when he was thirty five.   | a.up  | b.out  | c.away |
| 4. Sally is a person who easily gives secrets .....        | a.in  | b.away | c.up   |
| 5. Don't leave me ..... for your wedding.                  | a.out | b.up   | c.away |
| 6. Can you find ..... when the train for London leaves?    | a.up  | b.in   | c.out  |

8. Complete the second sentence, replacing the words underlined with a phrasal verb.

1. If you want to learn more about this writer search for more info in the Internet.

If you want to find out more about this writer, search for more info on the Internet.

2. You have to complete a special form if you want to apply for this job.

You have to.....

3. I will never stop thinking about this idea.

I will .....4

4. Mary asked me not to make her secret known to anybody.  
Mary asked me .....
5. I'm afraid Peter's name was not included in our guest list.  
I'm afraid.....
6. Learn more about global warming from this website.  
..... from this website.

➔  **Speaking**

9.

**You have decided to start a literary magazine at your school. You need to discuss the idea and work out all the details. Work in small groups and try to answer the questions below. Then get ready to GIVE A PRESENTATION: Our Literary Magazine.**

**In your presentation include the answers to the questions below. You may also think of other useful ideas for setting up a good Literary Magazine:**

- How big will your literary magazine be? How many pages will it have?
- What exactly do you want to put in your magazine: short stories, poems, book reviews, articles, TV programmes, or...?
- Will it have pictures and photos in it?
- How often will you publish it? Once a week? Once a month?
- How much will you need for each issue and where will you find the money?
- Any other relevant information?

**GIVE A PRESENTATION**

**Choose a presenter from your group to speak in front of the whole class. Time limit for the presentation shouldn't be more than 3 minutes. 1-2 minutes are allowed for questions from other groups. Remember the tips given in Unit 1.**



➔  **Now get ready to write**

10.

**Your school's literary magazine has announced a competition for the best story. They have given you the beginning of the story that participants in the competition have to complete. Read the beginning of the story below and try to complete it. Write between 120-130 words. Then read the story to your friends. Listen to theirs.**

*I remember this as the strangest day in my life. It was Sunday morning. The day seemed sunny and quiet. I got up late and I looked out of the window .....*

.....

.....

.....

.....

.....

1. Rewrite each sentence using the words in brackets?

1. I went to London. I wanted to see Shakespeare's birthplace. **(in order to)**  
I went to London in order to see Shakespeare's birthplace.

2. Lydia knows English well. She failed her English test. **(although)**  
 .....

3. It was very late. I was speaking to my brother with Skype. **(in spite of)**  
 .....

4. I learnt Chinese. I wanted to speak Chinese while I was in China. **(so that)**  
 .....

5. Nancy uses a wheel chair. She managed to take part in the sports competition. **(despite)**  
 .....

6. Andrew wants to become an actor. His dream is to act in Shakespeare's plays. **(in order to)**  
 .....

7. I sent my article to the newspaper on time. They didn't publish it. **(although)**  
 .....

8. It was snowing hard. The traffic couldn't move. **(so... that)**  
 .....

9. Niko is a highly respected scientist. He is often invited to international conferences. **(such a)**  
 .....

10. There are very few interesting programmes on this TV channel. Nobody watches it. **(so...that)**  
 .....

11. The music in the restaurant was very loud. I didn't enjoy it. **(too)**  
 .....

12. I had very little money. I couldn't buy the shoes I wanted. **(so...that)**  
 .....

2. Read the sentences and fill in the gaps with Past Continuous, used to or was going to. Use the verbs in the brackets.

- My father used to play (play) football with me when I was small.
- Anna ..... (apply) to the University of Cinematography but her plans changed.
- When I was small I ..... (watch) horror films but I don't any more.
- ..... you ..... (like) Indian food when you lived in India?
- We ..... (have) a party in a literary café when that incident happened.
- When I was a student I ..... (read) novels a lot, but I don't any more.
- Hemingway ..... (be) my brother's favourite writer when he was at school.
- Jack met Jane just as they .....(have) a tour of Shakespeare's house.
- Everybody thought that the film *Shakespeare in Love* ..... (be) a success.
- ..... you and Martha ..... (be) close friends when you were at school?
- The actors ..... (perform) the third part of the play when something strange happened.
- The play ..... (finish) but nobody could predict what the end would be.

3. Read the sentences and choose and underline the correct preposition for each phrasal verb.

- My mother can't do without / out / up a cup of strong coffee.
- I spent almost two hours filling on / in / up this application form.
- Have they found in / out / up who did it?
- My cousin gave out / up / in eating meat several years ago.
- You can trust him. He is a person who never gives secrets away / out / up.
- The list is not complete. Several names have been left on / in / out.
- The awards ceremony was carried up / out / without in spite of the rain.
- This company was set out / in / up about ten years ago.
- When we reached our destination all the petrol had been used up / in / out.
- I've run with / out / without of money. What can I do now?
- He admitted that he can't do without / away / out her.
- I always look in / out / up the new words in the dictionary.



4. Complete each sentence with the appropriate phrase. Two phrases are extra.

adventure stories    believe it or not    bores me    conduct experiments  
 diverse culture    expelled from school    great relief  
 look up    preparation course    save the time    staged...plays  
 take it easy    quite touchy    were raised

1. I've enjoyed reading adventure stories since my childhood.
2. Sanda hates criticism. She is ....., you know.
3. ...., they have won a million dollars in the lottery.
4. Giorgi was ..... but we do not know the reason.
5. Don't be so nervous. .... and you will feel better.
6. The United States of America is a country with a very .....
7. Some well known writers and poets were born and ..... in small villages.
8. Before taking the university entrance exams I had a ..... in three subjects.
9. In our science classes we often .....
10. Robert Sturua has ..... several of Shakespeare's ..... at the Rustaveli theatre.
11. This kind of music always ....., I hate it.
12. Nina was seriously ill and when she recovered it was a ..... for all of us.



5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 5-8.

Out of 30 words I know \_\_\_\_\_.

- |                               |                      |                       |
|-------------------------------|----------------------|-----------------------|
| 1. island - <u>კუნძული</u>    | 2. generation _____  | 3. shelter _____      |
| 4. character _____            | 5. enjoyable _____   | 6. playwright _____   |
| 7. perform _____              | 8. performance _____ | 9. produce _____      |
| 10. production _____          | 11. play _____       | 12. respected _____   |
| 13. matinee performance _____ | 14. box-office _____ | 15. gold-miner _____  |
| 16. reprint _____             | 17. relief _____     | 18. plot _____        |
| 19. admit _____               | 20. deck _____       | 21. preparation _____ |
| 22. guy _____                 | 23. polo _____       | 24. stuff _____       |
| 25. touchy _____              | 26. terrific _____   | 27. boring _____      |
| 28. occupation _____          | 29. kid _____        | 30. ability _____     |

 Reading


1. Who is your role model? Read the texts below to find out what some teenagers say about the people they admire most. Is there anyone that you yourself would like to be?

It's quite common for famous actors and sportsmen to be considered as role models\* just because they are who they are. However, in real life, a role model may be the old man who lives next door, or a teacher at your primary school. Teenagers were recently invited to post messages on a website about who their personal role models are, and what kind of person they think makes a good role model. Here is what some of them wrote.

## Who is your role model?



1. I haven't seen my maths teacher since I left school two years ago, but he has been my inspiration since I first went into his class. He really influenced me. He taught me not to set limits on what I could do. I wasn't very good at most school subjects and I was also quite rebellious, but this was probably because I lacked confidence. He made me feel that I could do things and I guess this completely changed my life - not only while I was at school but ever since then. *Simon*

2. I think role models have changed over the generations. The role models that people used to have were people they didn't know; they were famous movie stars and athletes. Nowadays, people tend to find role models that are in some way directly involved in their lives. For me, a role model is somebody who not only treats me as an equal but who is honest and trusting and, most of all, open-minded and can see things from many angles. A good role model dares to be different, and he dares you to be different too. I don't have just one role model, I admire different people for different qualities. *Nikki*

3. I have to say that my beautiful mother is my personal hero. Every time I have a problem and start to feel sorry for myself, I think of all the difficulties she's been through. She's always taught us that, if you have a plan or something that you want to do, you should make sure that you concentrate on it until you've managed to do it. When you look at how my mother lives and what she does, you can really see that the sky's the limit. I love her so much and every day I try to show her this. *Mary*

4. My biggest role model is my best friend. She really proves that sometimes you can be a role model by just being a good friend. I can always go to her, and I know she'll be there to listen and help. I feel I'm becoming a better person when I'm with her. I think that what makes her special is her positive attitude. It's so catching and you can't help being affected by it. *Ann*

5. Ever since I was a kid, my Dad has been someone I can really look up to. He tries to help me learn to respect other people. He often says, 'Be straight up with everybody. Don't make false promises or tell lies. And every day just try and be a better person than the day before.' What I love about him most is that he always has time to listen to what I have to say. If I could be half the man he is, then I know I will do something good with my life. *David*

\* a role model: მისაბაძი ადამიანი

2. Read the postings again and match the names with what they write. In some cases two answers are possible.

- |          |  |
|----------|--|
| 1. SIMON | a. says she has learnt from her role model how to achieve her goals.                       |
| 2. NIKKI | b. wants to become at least half as good as his role model is.                             |
| 3. MARY  | c. thinks his role model helped him to gain self-confidence.                               |
| 4. ANN   | d. says his role model encourages him to be an honest and reliable person.                 |
| 5. DAVID | e. thinks a real role model allows you to show your originality.                           |
|          | f. thinks her role model inspires her not by what she says but by what she does.           |
|          | g. feels her role model makes her see what is good in a situation rather than what is bad. |

3. Read the postings again and decide if the following sentences are true or false. Tick the appropriate box.

	T	F
1. Simon wasn't very obedient at school until he met his maths teacher.	V	
2. According to Nikki people usually admire celebrities who they don't even know.		
3. Mary's mother makes her believe that she can achieve anything she wants.		
4. Ann's best friend is a very sympathetic and reliable person.		
5. David's father is so busy helping others that he can hardly find time for him.		
6. Nikky admires people who are honest and tolerant.		
7. Simon still keeps in touch with his maths teacher.		

### Vocabulary in Context

4. Match the words and phrases with their Georgian equivalents. Example 1-c.

- |                            |   |
|----------------------------|---|
| 1. inspiration             | a. თავდაჯერებულობა მაკლია               |
| 2. rebellious              | b. ეს ისეთი გადამდებია                  |
| 3. I lack confidence       | c. შთაგონება                            |
| 4. he dares you            | d. მეამბოხე, დაუმორჩილებელი             |
| 5. open-minded             | e. ადამიანის შესაძლებლობები შეუზღუდავია |
| 6. I feel sorry for myself | f. გაბედინებს, გიბიძგებს                |
| 7. the sky is the limit    | g. გახსნილი გონების, ფართოდ მოაზროვნე   |
| 8. it's so catching        | h. მეცოდება საკუთარი თავი               |

5. Read this text about the American actor Christopher Reeve, who once played the role of a man who could fly. Fill in the gaps with the phrases below. There is one extra phrase.

courageous action      from the neck down      horse-show event      ordinary individual  
 over the world      public appearances      the sky's the limit      sorry for himself  
 suffering and pain      well-known individuals

### Christopher Reeve as a role model

Christopher Reeve, known *all over the world* (1) as Superman, was a symbol of strength and the power of good. So everyone was shocked when one day he fell from his horse in an accident while competing in a ..... (2) and landed on his head. The result of the fall was that his spinal cord was broken and he was paralyzed ..... (3). But even after this accident he continued to travel and make ..... (4) in order to speak on behalf of all paralyzed people in the United States. The former Superman once said, 'Each morning I needed to cry for twenty minutes, to deal with the reality of being in a wheelchair.' But after this long, hard cry each day, he would tell himself, 'And now, forward.' So he stopped feeling ..... (5) and went on to be an example to others. 'When the first Superman movie came out I was frequently asked 'What is a hero?' My answer used to be that a hero is someone who performs a ..... (6). And I talked about ..... (7) like John F. Kennedy. Now my defini-

tion is completely different. I think a hero is an ..... (8) who finds the strength to preserve life and endure ..... (9), in spite of overwhelming difficulties,' says Christopher Reeve.

➔ ? | Listening



6. **How can one become a teenage role model? Go through the list below and tick the ones which you think are important for becoming a teenage role model. Then listen to the recording and tick those that are mentioned.**

1. Choose your own role model. \_\_\_\_
2. Believe in yourself. Be confident. \_\_\_\_
3. Try to be unique and independent. \_\_\_\_
4. Let your friends and peers influence your decisions. \_\_\_\_
5. Don't become over-confident and arrogant. Be humble. \_\_\_\_
6. Make others become exactly like you. \_\_\_\_
7. Be yourself. \_\_\_\_



**Grammar: Infinitive and Gerund**

Look at the sentences: *I need to talk to you. I love skiing.*  
*To talk* is an **Infinitive** and *skiing* is a **Gerund**

The Infinitive is used:

- 1. to express purpose:**  
*He went to the shop to buy some food.*
- 2. after certain verbs:** *promise, refuse, threaten, offer, decide, hope, appear*  
*We decided to go to the mountains this summer.*
- 3. after too / enough constructions:**  
*She's old enough to have her own car.  
 He's too young to leave home.*
- 4. after I would like / would love / would prefer:**  
*I'd like to talk to you.*

The Gerund is used:

- 1. as a noun:**  
*Swimming is a great exercise to keep fit.*
- 2. after certain verbs:** *suggest, deny, avoid, recommend, love, like, hate, enjoy, prefer, mind.*  
*I prefer skiing to skating.*
- 3. after certain fixed phrases:** *I'm busy, it's no use, there's no point in, it's worth, can't stand, look forward to, be/get used to*  
*I'm looking forward to going to the concert.*
- 4. after prepositions:** *He apologized for being late.*



7. **There are mistakes in some of the sentences below. Find and correct them. Put a tick (✓) next to the sentences which are correct.**

1. I recommend to buy tickets early for the concert. *I recommend buying tickets early for the concert.*
2. I avoid to take the underground because it's so overcrowded. ....
3. Nick denied breaking the photocopier. ....
4. The neighbours threatened calling the police. ....
5. Teona suggested to go out for a pizza. ....
6. The detective refused to answer any questions about the investigation. ....
7. I'd prefer staying in and watching a video. ....
8. Levan prefers walking to driving. ....



8. Put the verbs in brackets into the **...ing form (gerund) or infinitive**.

1. I'm busy studying (study) for my school exams.
2. You're clever enough ..... (do) this crossword.
3. Saba was accused of ..... (lie).
4. I'm looking forward to ..... (hear) from you soon.
5. We would all like to congratulate you on ..... (win) the championship.
6. Is this book really worth ..... (read)?
7. Eka went to university ..... (become) a lawyer.
8. He hoped ..... (achieve) much in his career.



**Speaking**



9.

**Work with your partner and tell each other who your personal role model is and what makes him/her so special to you. Do you and your partner admire the same qualities in your role models? What are the qualities which can make people role models? Think of as many adjectives as possible.**

For example:

- My role model is .....
- He/she is brave/ honest/ intelligent / reliable .....
- I really look up to him/her because .....
- He/she sets a good example by.....



**Now get ready to write**



10. You are invited to post a message on a website about who your role model is and why you admire this person. Write a paragraph of 130-140 words. Use ideas from the speaking activity. You might use reading texts in ex. 1 as a model.

*My Role Model*

*My role model is..... One reason why I admire..... is that.....*

.....

.....

.....

.....

When you finish writing, complete this checklist:

**Self-editing checklist**

- The paragraph has a topic sentence.
- In the sentences I used the correct word order.
- I used several facts and arguments.
- I checked for spelling and punctuation.
- I rewrote the paragraph.

 Reading


1. This is an extract from the diary of a 17-year-old schoolgirl, Katie. Read Katie's diary entries and decide which four of these six things she writes about? Tick the ones that are mentioned.

Her favourite pastime  
A maths class

Monday morning  
Her boyfriend

An embarrassing moment  
Her achievements



### Monday, March 17

Once again the day began with that dreaded sound of my alarm clock. I turned it off and went back to sleep for another 15 minutes. Then I heard mum calling, "Get up! You're going to be late for school! It's quarter past!" Already? It couldn't be. But it was. So I jumped out of bed, rushed to the bathroom and had a quick shower. Then again mum's voice echoed through the house, "Hurry up or you'll miss the bus!" I gobbled down my breakfast in about 2 minutes, grabbed my school things and hurried to the bus stop. And of course when I got there I saw the bus disappearing round the corner. 'Oh no, not again!' I thought. As usual in this situation, I went back home and asked dad to give me a lift to school in his car. And as usual he said he would. But my punishment, for the whole of the journey, was a long sermon from him on how important it is to be always punctual, while I just repeated, "Yes, dad. No, dad. I'm sorry, dad. It won't happen again, dad. Yes, dad. No, dad." As I entered the classroom the teacher was saying, "Class, today we're going to start studying trigonometry," and this was followed by a loud chorus of groans, mostly from the boys sitting at the back. Pretty obviously, it wasn't a great start to the day, but luckily the rest of the day went by without any other problems or disappointments.

### Wednesday, March 30

Today has been an ok day for me. I got home from school at about 2:30. After lunch I spent an hour or two watching TV and finishing my English, History, German and Science homework. Then, with a 'Do Not Disturb' expression on my face, I went on the Internet. I call it 'blog and chat therapy.' It's a great way to relax and I sometimes chat with 3 or 4 people at a time. Then, while I was in the middle of a very interesting conversation with one of my oldest chat-friends from Brazil, I suddenly heard my mum shouting, 'Haven't you got anything better to do with your time than waste it all in idle chat? Can't you do something more useful?' She went on like this for several minutes. But I didn't answer her and stayed calm and patient. So after a while she stopped talking and left me to settle down again undisturbed in front of the computer. But sometimes she really surprises me with her sudden outbursts of anger!

### Saturday, April 11

Today dad and I went to the music shop to have a look at the latest albums. When we entered the store, they were playing a track from the hit parade of the 90s which dad recognized. So, all of a sudden he started dancing about like a madman and playing an imaginary guitar in front of all the people in the store. He didn't care that I was standing next to him! It was so embarrassing! Later he told me that when he was in his teens he'd played in a band for a few weeks. I was really surprised to hear that because as far as I know he has absolutely no sense of rhythm. That wouldn't be a problem of course if he didn't insist, even at his advanced age, on dancing at parties and weddings. However, although he's a hopeless dancer, I have to admit that he does know a lot about jazz and rock and his songs collection is not bad at all.



2. Read the diary again and decide whether the following sentences are true or false. Tick the appropriate box.

	T	F
1. Katie is never late for school.		V
2. Katie usually goes to school by bus.		
3. Katie's class is very interested in trigonometry.		
4. Katie spends a lot of time on chat websites.		
5. Katie's mother thinks the Internet chat is a waste of time.		
6. Katie thinks her father is very good at dancing.		
7. Katie approves of her father's taste in music.		



3. Read the diary again and write answers to the following questions.

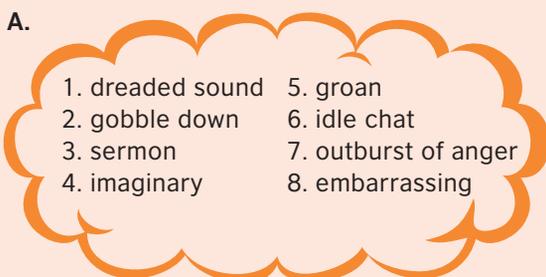
1. Why was Katie late for school on Monday? .....
2. What's Katie's first lesson on Monday? .....
3. What time does Katie usually get home from school on Wednesday? .....
4. Where's Katie's oldest chat-friend from? .....
5. Why did Katie and her father go to the music shop on Saturday? .....
6. Why did Katie feel embarrassed in the music shop? .....
7. Why was Katie surprised to hear that her dad used to play in a band? .....

### Vocabulary in Context

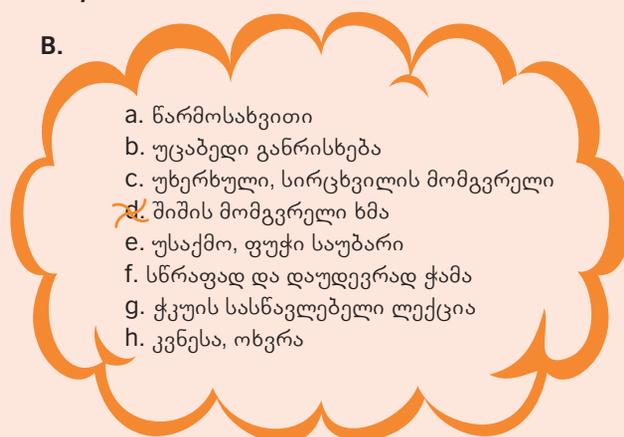


4. Match the words and phrases in A with their English translations in B. The context in which the words and phrases are used in the text will help you. Example 1-d.

A.



B.



5. Match the sentence halves to make complete sentences. Example 1-c.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Their loud shouts             | a. checking everything himself.      |
| 2. We moved to Russia            | b. to call the ambulance.            |
| 3. Despite his advanced age      | c. echoed through the forest.        |
| 4. The thief just grabbed        | d. at ball games                     |
| 5. I rushed to the telephone     | e. when I was in my early teens.     |
| 6. He insisted on                | f. he often travels abroad alone.    |
| 7. My brother is pretty hopeless | g. the bag from my hand and ran off. |



6. Match the English words with their Georgian equivalents. Then listen to an interview with Rose Miller, a child psychologist, who talks about the parent-children relationship and decide whether the statements are true or false.

- |                  |                             |
|------------------|-----------------------------|
| 1. rebellious    | a. სევდიანი, უხასიათო       |
| 2. secretive     | b. რწმენა                   |
| 3. moody         | c. მეამბოხე, დაუმორჩილებელი |
| 4. self-centered | d. გულჩათხრობილი            |
| 5. faith         | e. ეგოისტი                  |

	T	F
1. Parents cannot possibly avoid conflicts with their teenage children.		V
2. Teenagers' behaviour is sometimes unreasonable because they try to show their individuality.		
3. Parents should be patient with their children and their bad behaviour.		
4. Parents should always try to win arguments with their children.		
5. Parents shouldn't disturb their children when they want to be alone.		
6. Parents should try to catch their children doing something wrong so they can criticize them.		
7. Teenagers need to feel that they can always rely on their parents.		

**Grammar: Future forms**

Many forms are used to talk about the future in English.

- We use **will** to talk about predictions based on our feelings and expectations as well as decisions made at the moment of speaking.
  - I hope you will be able to come to my party this weekend. I think I'll go home now.
- We use **be going to** to talk about our plans and intentions for the future and for predictions based on some present evidence.
  - I'm going to learn French. The sky's very dark; it's going to rain.
- We use the **Present Continuous** to talk about something we have arranged for the future.
  - What are you doing this evening? I'm going to the cinema with a group of friends.
- We use the **Present Simple** to talk about future events that are timetabled. The Present Simple is also used to express the future after the words like *if, unless, in case, before, after, when, as soon as*.
  - The bus for Rustavi leaves in an hour. I'll buy a new watch when I save enough money.



7. Read the sentences and underline the correct choice.

- Who are you going to vote / will you vote for in the Eurovision contest?
- The show will begin / begins at 8 o'clock.
- Did I tell you? We're moving / We move to our new flat on April 23rd.
- This traffic is terrible. We'll be / We're going to be really late.
- What time are we leaving / do we leave for the airport?
- 'You look awful.' 'I know. I'm going to see / I'll see the doctor tomorrow.'
- 'Did you remember to send an email to Ann?' 'Oh no, I forgot. I'm going to send / I'll send it now.'
- I'm sure you're going to have / you'll have a wonderful holiday.



8. Read the sentences and use the Future Simple, Present Simple or be going to fill in the gaps.

1. As soon as I ..... (get) home, I promise I ..... (phone) you.
2. You ..... (break) the vase if you ..... (not/be) careful.
3. What ..... (your Granny / do) when she ..... (retire)?
4. .... (you / be) there to meet me when I ..... (get) to the airport?
5. I ..... (buy) some more vegetables in case Ghio and Nana ..... (stay) for dinner.
6. We ..... (not/get) into the office until Misha ..... (arrive) with the key.
7. I ..... (have) a big party when I ..... (pass) all my exams.



Speaking



9.

**Work in groups**  
of 5 or 6. Within your groups choose a person who will ask questions and carry out a survey to find out what similarities you share with your parents and what are the differences. Note down the answers. In your groups PREPARE A PRESENTATION: Parents and us: similarities and differences. In your speech use some of the phrases given below:

According to the survey.../ Tika and her mom have the same taste in food, but they have a different taste in music and clothes. / Nika and his dad both love cars, but Nika loves sports cars, and his dad - ordinary ones....

**GIVE A PRESENTATION**

In your groups choose a presenter to speak in front of the whole class to give the group's opinion. The time limit for the presentation should not be more than 3 minutes, and 2 minutes should be allowed for questions from the other groups. Remember the tips given in Unit 1.



Now get ready to write



10. Write a paragraph under the heading: My parents and myself: similarities and differences. Use the ideas from the speaking activity. Write between 140 words.

My parents and I do have some common interests and tastes, but we also differ in many things. For example, .....

.....

.....

.....

.....

.....

.....

➔  Reading



1. Read the words below relating to different ages and put the words in order from youngest to oldest. What do you think the best age to be is?

- a. adult ..... b. baby ....1..... c. teenager ..... d. child ..... e. elderly .....



2. A youth magazine asked people what they thought would be the best age. What do you think the majority of people said? Read the text and check your answers.

Many young teenagers wish they were older. But how much older do teenagers want to be? And would adults like to turn the clock back? How much younger would they like to be? Youngsters, the youth magazine, interviewed people of different ages and asked them one question:

*What do you think is the best age to be?*

**Natia, 17**

I never want to forget what it is like to be a teenager, mainly because one day I might have teenagers myself. But also, there are great things about being a teenager. Sure, you are still trying to understand yourself and who you want to be, but you don't feel obliged to be an adult yet. I think that when you're in your teens, you have more fun and you laugh more. Teenagers are always exploring, trying to figure things out, and they don't mind being silly sometimes. I like all these things.



**Giorgi, 28**

I really don't wish I were a teenager again. I remember how I was and how I tried to act as if I was an adult and look cool. Twenty-five is probably the best age in my view. When I was twenty five, I had a well-paid job and I had the rest of my life to look forward to.



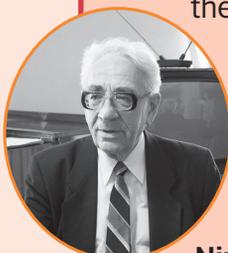
**Anna, 20**

I think being 20 is wonderful. When you're a teenager people still treat you like a kid. Now I am at university and it's great. I am pretty free to do what I like and I still have some time to think about what I want to do in the future.



**Kote, 65**

I don't think there's a perfect age at all. I'm 65 now but I feel happy with my family and I believe the best is yet to come. I look forward with just as much pleasure as I look back. There are wonderful things for me to remember, but I hope I've also got lovely things to look forward to.



**Nini, 14**

It amazes me that people think it's so great to be a teenager. There is so much you can't do. I love being with my family but I also want to be independent and start thinking for myself. And I want to travel alone with my friends. At the same time I have some big decisions to make about my future now and I find it really difficult to make my own mind up. It's so hard to find your own way in the world, and my opinions are often very different from my parents'. I don't think that's ever going to change.





3. Read the text again and match the statements below with the people interviewed. Tick the appropriate box.

Who ...	Natia	Giorgi	Anna	Kote	Nini
1. says that teenagers can do silly things sometimes?	V				
2. doesn't believe there's a perfect age?					
3. thinks 25 is the best age?					
4. says that teenagers are treated like kids?					
5. finds it difficult to take decisions?					
6. thinks that teenagers enjoy life more than others?					
7. wants to be more independent?					



4. Read the sentences below. Find them in the text, in the paragraphs indicated, and decide what words the words in bold refer to.

- I like all **these** things. (Natia) *Exploring, trying to figure things out.*
- They** don't mind being silly sometimes. (Natia) .....
- I don't think **that's** ever going to change. (Nini) .....
- How much younger would **they** like to be? (paragraph 1) .....
- and **it's** great. (Anna) .....
- ...asked **them** one question. (paragraph 1) .....
- ...and **you** laugh more. (Natia) .....

### Vocabulary in Context



5. Read the sentences and match the underlined phrases with their Georgian equivalents. Example 1-e.

- |  |                                    |
|--|------------------------------------|
| 1. You don't feel <u>obliged</u> to be an adult yet.     | a. კარგად ანაზღაურებადი სამსახური. |
| 2. They are trying to <u>figure things out</u> .         | b. ცხოვრების დარჩენილი ნაწილი      |
| 3. It's quiet a <u>well-paid job</u>                     | c. გააზრება                        |
| 4. After the age of 17 you are an <u>adult</u> .         | d. საკმაოდ დაკავებული              |
| 5. I have the <u>rest of my life</u> to look forward to. | e. ვალდებული                       |
| 6. I am <u>pretty busy</u> at this moment.               | f. მოზრდილი ადამიანი               |
| 7. It <u>amazes me</u> .                                 | g. საკუთარ თავზე ზრუნვა            |
| 8. I have to start <u>thinking for myself</u> .          | h. მაოცებს                         |



6. On the next page there is a part of an article in a young people's magazine. While you read it, put the words below into the gaps. Two words are extra and the first one has been done for you.

amaze    geometry    obliged    rebellious    ~~reckon~~  
 teenager    think    well-paid    younger

I'm 62 years old, so I reckon (1) I've been a 17-year-old three and a half times. As a first-time teenager, I worried about ..... (2) tests, and whether my shoes matched my skirt. Now, I have a ..... (3) job and I am ..... (4) to think about lots of things which didn't bother me when I was a teenager. I have to worry about petrol prices, for instance, and if I turned off the lights at home.

**UNIT 11**

I used to measure success by how many friends I had, but now I know that one close friend is better than money and fame. Like most people in their teens, I was ..... (5) and wanted to be independent. At the same time I sometimes found it really hard to ..... (6) for myself and take important decisions. It was great fun to be a ..... (7) during the 1950s, when this word started to be used. But I like being an old experienced teenager even more.

**Listening**

7. You are going to listen to an interview with a teenager from Britain. Listen and decide if the statements below are true (T) or false (F).

	T	F
1. Teenagers in England are different from teenagers in Georgia.		V
2. At the weekend Ann has fish and chips for lunch.		
3. Sainsbury's is an American supermarket.		
4. In the evening Ann usually surfs the Internet.		
5. 12 to 16 year-olds do not get pocket money in England.		
6. Ann goes swimming twice a week.		
7. Ann thinks Brad Pitt is a fantastic actor.		

**Grammar: Word order**

Look at the sentences below:

- Ann goes swimming.
- They watched *Pirates of the Caribbean*.

These statements have correct word order.

The following statements do **not** follow normal English word order:

- *Swimming Ann goes.*
- *Pirates of the Caribbean they watched.*

Word order is very important in English, because words do not have endings to show which parts of speech they represent. A normal sentence in English usually contains at least three elements:

**subject + verb + object**

They + watched + *Pirates of the Caribbean*

OR more:

**Subject + Verb + Indirect object + Direct object + Place + Time**

Sally + will tell + you + the story + at school + tomorrow.



8. Read the sentences below and circle the correct choice.

- 1. a. Do you play every week football?  
 b. Do you play football every week?
- 2. a. I'm going on Monday to see him.  
 b. I'm going to see him on Monday.
- 3. a. She has worked here for a very long time.  
 b. Here she has worked for a very long time.
- 4. a. I really want to speak English fluently.  
 b. I want really to speak English fluently.
- 5. a. In this form please fill in your details.  
 b. Please fill in this form with your details.
- 6. a. I always have to remind her to clean her room.  
 b. Always I have to remind her to clean her room.
- 7. a. I've read about our school some interesting information.  
 b. I've read some interesting information about our school.
- 8. a. What I want to say it is a secret.  
 b. What I want to say is a secret.



9. Arrange the words below to make a sentence.

- 1. has / Nick / to / 6 o'clock / get up / every / day at. Nick has to get up at 6 o'clock every day.
- 2. don't / I / there / think / is / age / a / perfect. ....
- 3. I / could / be / 25 / If / any / age / I / be / would / probably.....
- 4. at / Ann / is / university / and / flat / friends / with / shares/ a. ....
- 5. spends / two / Sandro / hours /every / day / homework / doing / his / maths. ....
- 6. has / to / Salome / big / make / choices / future / about / her. ....
- 7. a / that / teenager / think / great / being / is / I .....



Speaking



10.

Work with your partner.

What do you think the right age is to do these things? Try to give as many arguments as possible. When you have finished, share your answers with the whole class. You might find some of the phrases in ex. 2 useful for your discussion.

- learn a foreign language
- get married
- find a job
- go to university
- travel abroad
- retire
- have your first baby



Now get ready to write



11. What do YOU think is the best age to be? Write your opinion. Try to give as many arguments as you can in order to defend your choice. Write at least 140 words.

To my mind, the best age to be is .....

.....

.....

.....



## Reading

1. Do you think we should have rules about how people should behave in schools? Should there be a written 'Code of Conduct'\* for all schools? Read what five young people think about this question and see if you agree with any of them.

### Should there be any written rules in Georgian schools?



#### Giorgi

If we want to make the world perfect, we have to learn to be helpful and treat one another with respect. This means, for example, avoiding any behaviour which might lead to conflicts. We ought to be able to disagree without ending up fighting! Although we are all different, we all need to be valued and understood. In fact, this is what we are required to do by the set of rules. Having to obey rules is simply a part of life. One problem is that in many schools they don't seem to realise that rules should be obeyed by teachers as well as by students. How can you set a good example if you think that school rules are only for students?

#### Lasha

Rules, what rules? I study well, and I behave well, not because of a set of school rules but because of my own principles. I'm good and obedient not because I'm told to be, but because I think it's right. In my opinion, rules in general often have exactly the opposite effect since most people tend to do just those things they are not allowed to do. For example if, according to the rules, teachers have to write reports about disobedient students, this will build a kind of barrier, or wall, between students and teachers. It may even destroy the teacher-student relationship, which in my view should be based on mutual trust and understanding.



#### Maya

Some of my friends say that, by accepting school rules, we are giving up our freedom. But I think that, in a good Code of Conduct, there can be nothing that threatens our freedom. The idea that students are not allowed to do what they like at school doesn't mean that they are losing their rights. The most obvious issue is mobile phones. The rules might state that students are not allowed to use mobile phones at school except in emergencies. I see no problem here. This rule is quite logical. We all know how hard it is to concentrate in class when the lesson is constantly interrupted by the sound of ring tones. But the rule is useless if teachers don't accept that it also applies to them.



#### Irakli

I think the biggest advantage of having rules is that they help to prevent crime and violence at schools, and this helps to maintain discipline in class. However, I can't agree with the idea of having different schools for teenage students who misbehave. Sending them to special schools cannot solve the problem. I think that such schools will only encourage them to be even more aggressive. Sometimes teachers - and parents too - find it very easy to blame and to criticise, and very hard to give praise, or congratulate you when you've done something good. With the help of good teachers and friends it's possible to put all your troubles behind you, and to change for the better.



**Nino**

I can't see what all the fuss is about. All of us have certain rules which we obey at home, so why can't we obey rules at school? Of course we all like wearing smart clothes and jewellery, but I think school is not the right place to show those things off. And it seems obvious to me that students shouldn't be allowed to bring cigarettes or drugs or weapons to school. One thing that does bother some people is the idea that we should report anybody for bullying or for vandalism and other kinds of serious offence. Some people say that, if you do this, you might be telling on your friends, but I don't agree. Covering these things up, and not reporting serious offences, might be more harmful and even dangerous.



\*Code of Conduct – ქცევის კოდექსი



2. Read the texts again and match the names with their opinions. In some cases two answers are possible.

- |           |   |
|-----------|---|
| 1. Giorgi | a. is against sending disobedient students to special schools.        |
| 2. Lasha  | b. doesn't think the Code of Conduct affects students' rights.        |
| 3. Maya   | c. thinks covering things up for others might do more harm than good. |
| 4. Irakli | d. thinks teachers should act as role models.                         |
| 5. Nino   | e. behaves according to his own set of high moral principles.         |
|           | f. is against the use of mobile phones at school.                     |
|           | g. thinks the new rules will make students more disciplined.          |



3. Read the texts again and decide if the following statements are true or false.

According to the proposed Code of Conduct...	T	F
1. students should show respect towards each other.	V	
2. students should accept differences in people and opinions.		
3. teachers should record students' bad behaviour.		
4. the use of mobile phones in class is banned.		
5. students are not allowed to smoke or take drugs.		
6. the incidents of bullying and vandalism should be covered up.		
7. students are not allowed to bring weapons to school except in emergencies.		

**Vocabulary in Context**



4. Read the sentences and match the underlined words and expressions with their Georgian equivalents.

- |   |                            |
|---|----------------------------|
| 1. He <u>treats</u> his grandparents <u>with great respect</u> .              | a. კრიტიკული სიტუაცია      |
| 2. He <u>refuses to obey school rules</u> .                                   | b. არ დამაბეზლო            |
| 3. You should only use this door in an <u>emergency</u> .                     | c. პატივისცემით ეპყრობა    |
| 4. He is driving his new car to <u>show it off</u> to everybody.              | d. დაჩაგვრა, დაშინება      |
| 5. The government is trying to <u>cover up</u> the scandal.                   | e. დანაშაული               |
| 6. Please <u>don't tell on</u> me – my parents will kill me if they find out. | f. დემორჩილოს წესებს       |
| 7. Because it was his first <u>offence</u> the punishment wasn't very strict. | g. თავს იწონებს, ტრაბახობს |
| 8. We try hard to prevent <u>bullying</u> at our school.                      | h. დამალვა, ხელის დაფარება |



5. Read the Code of Conduct of one British school and fill in the gaps with the words below. There is one extra word.

- |           |           |          |             |                 |
|-----------|-----------|----------|-------------|-----------------|
| allowed   | banned    | bullying | confiscated | <del>high</del> |
| interrupt | jewellery | reported | respect     | prohibited      |
|           | time      | treated  | uniform     |                 |

We aim to create an environment in which every child feels happy, safe and important. The school therefore expects a high (1) standard of behaviour from students at all times.

- Students should show ..... (2) for themselves and other members of the school.
- Students should come to school prepared, on ..... (3) and ready to learn.
- All school property must be ..... (4) with respect.
- Smoking and all forms of gum are totally ..... (5) in school.
- Cigarettes, matches and lighters will be..... (6).
- Students found with dangerous or illegal items in school will be ..... (7) to the police.
- The use of mobile phones and personal stereos is not ..... (8).
- Fighting, ..... (9), swearing or answering back will not be tolerated.
- Students should wear school ..... (10).
- Wearing ..... (11) is not allowed.
- Confiscated jewellery and other ..... (12) items should be collected from school by parents.

➔  | **Listening**

6. You are going to listen to a song by a Georgian pop group **SOFT EJECT**. While listening, follow the text below and fill in the missing words given below. One word is extra.

air after behind catch could gone need mind  
minds right way why winds windstorm wrong

**Windstorm**

After heavy windstorm (1)  
flowers spring again  
Many cares and fears ..... (2)  
Just memories remain floating by  
Yes time is all we ..... (3)  
To find ourselves reborn.  
And again go running after ..... (4)  
As if one heard their call  
As if one could ..... (5) them all-all-all  
CORUS: They were always on my ..... (6)  
Cause I know-ow-ow  
Time is left ..... (7)  
Yes I know-ow-ow

They're blowing our ..... (8)  
Blow, blow windstorm  
So much comes to light  
I don't know ..... (9).  
Things can take the ..... (10) way  
Things can seem so worn  
At the end of the long ..... (11)  
All will shine with warm, alien light.  
Yes the ..... (12) is full of hints  
And if it's time to call  
Find me there running ..... (13) winds  
As if I ever....  
As if one ..... (14) catch them all-all-all.

CORUS: (repeated)

**Grammar: Prepositions of place / movement / time**

**We can use the following prepositions to talk about where things or people are:**

*in / on / above / below / under / outside / over / opposite / in front of / behind*

*There's somebody in the telephone box.*

*Our office is above the hairdresser's.*

*There were few passengers on the plane.*

*There was a long queue outside the cinema.*

**We can use the following prepositions to describe movement:**

*to / out of / into / over / under / through / across / along / up / down / between*

*I'm flying to Italy tomorrow.*

*George jumped over the wall.*

*She walked out of the house.*

*He ran up the steps and knocked on the door.*

**In / on / at are the prepositions of time.**

**In** is used with months, seasons, years, parts of the day: *in June, in winter, in 2007, in the afternoon*

**On** is used with days of the week, dates, special days: *on Wednesday, on June 20th, on New Year's Day*

**At** is used with times of the day, holiday periods: *at six o'clock, at 11:30, at midnight, at noon, at Christmas*



7. Fill in the gaps with the correct preposition. Use each preposition once. There are two extra prepositions.

1. From the mountain, I could see the lake below.
2. Sophie smiled at David as he walked ..... the door.
3. Ronaldinho ran ..... two players and scored a goal.
4. There's no bridge, so we'll have to swim ..... the river.
5. I turned round and spoke to the person standing ..... me.
6. The sign ..... the door said 'Mind your head'.
7. We live just ..... the Opera House.
8. I went ..... the shops and bought some food.

- across
- behind
- ~~below~~
- between
- opposite
- outside
- over
- through
- to
- under



Speaking



8.

**Work in two groups.**  
**Group A is for the Code of Conduct and approves the rules suggested by the Code. Group B is against the Code and tries to prove that the rules will not help to improve the situation at school. In your groups PREPARE A PRESENTATION: Should there be any written rules in Georgian schools? Try to think of good arguments for or against the code in order to express your point of view clearly.**

We think the biggest advantage/disadvantage of the Code is that...

**GIVE A PRESENTATION**

In your groups choose a presenter who will speak in front of the whole class to give the group's opinion. The time limit for the presentation should not be more than 3 minutes, and 2 minutes should be allowed for questions from the other group. Remember the tips given in Unit 1.



Now get ready to write



9. Should there be written rules in schools which pupils have to follow? What should be done in order to create a happy and safe environment in schools? Write a 130-140 word article for your school newsletter in which you will state your opinion about this. Use the reading texts in ex. 1 as a model.

You might find some of the ideas below helpful:

Teachers should help their students work to their full potential. / Good behaviour is learnt by example. / I don't think imposing rules on students is the right approach. / A certain amount of bad behaviour should be expected as we are just learning to control ourselves.

**SCHOOL NEWSLETTER**

Should there be any written rules in schools?

I think that .....

.....

.....

.....

.....

1. Complete the second sentence so that it means the same as the first, using the correct form of the words given in brackets.

1. Sophie wants to invite all her relatives to the party. **(insist on)**  
Sophie insists on inviting all her relatives to the party.
2. I can't wait to see you all. **(look forward to)**  
I am .....
3. Let's hire a car and travel round Europe. **(suggest)**  
I .....
4. I will not take part in anything illegal. **(refuse)**  
I absolutely .....
5. Kate is only ten. She can't look after her baby sister. **(too)**  
Kate is .....
6. George is quite tall. He can join a basketball team. **(enough)**  
George is .....
7. You won't make things better by feeling sorry for yourself. **(use)**  
It's .....
8. I wanted to buy some aspirin, so I went to the chemist's. **(to)**  
I went .....
9. I'm so sorry I didn't tell you about the problem before. **(apologize for)**  
I .....
10. I wouldn't get upset about it if I were you. **(point)**  
There's .....
11. Nick doesn't ride his bike any more because there's too much traffic. **(give up)**  
Nick has .....
12. It's not a good idea to buy those skis if you don't go skiing. **(worth)**  
It's .....

2. Rewrite the sentences using a) the correct word order and b) an appropriate preposition.

1. I met yesterday Sandro in the bus. I met Sandro on the bus yesterday.
2. Have you been ever in Italy? .....
3. What film in the cinema are they showing? .....
4. I have an exam important in June 7th. ....
5. I very much like surfing in the Internet. ....
6. When she was six Nata went in school. ....
7. Usually I sit next Nino at the English class. ....
8. What time does open the bank in Monday? .....
9. Marie's flat is in the floor third .....
10. Gio always is late for school in Monday mornings .....
11. I want really to travel in Europe. ....
12. He very hard works on summer. ....

3. Read the sentences and underline the more logical future form of the verb from the two choices given.

1. Hurry up! I saw on the programme that the film starts / is starting at 8.30, and it's 8.20 already!
2. It is going to be / will be a lovely day! Look at the clear blue sky!
3. If we go to Greece this summer, we visit / will visit the islands.
4. I think Maka is going to like / will like her new job when she gets used to it.
5. Lika will be late for dinner. She is going to work / works in the library until it closes.
6. What are you doing / are you going to do when your exams are over?
7. 'Are you doing' / 'Will you do' anything this evening?' 'Yes, I'm meeting Ann at 8 o'clock.'
8. Tomorrow we go / are going camping, so I hope the weather will be fine.
9. There aren't enough chairs for everyone. I am getting / will get some more from next door.

10. Shall we have some pizza before we *shall go / go home*?  
 11. Today mum is taking my sister to a skating competition which *is beginning / begins* at 2:00.  
 12. I *will probably find / am probably finding* the photos when I tidy the room.



**4. Complete each sentence with the appropriate phrase. Two phrases are extra.**

code of conduct    feel obliged    feeling rather sorry for himself    gobbled down  
 idle chat    lacks confidence    looked up to    obey rules    outburst of anger    rest of his life  
 sky's the limit    showing off    tell on your friends    think for themselves

1. Anna is a good student, but she lacks confidence.
2. He's got flu and he's .....
3. Nino believes the ..... for her son. He's such a talented young footballer.
4. He likes ..... his fantastic English accent.
5. Dato knew he had behaved badly and said how sorry he was for his sudden .....
6. Many parents ..... to pay for at least part of their children's wedding.
7. I've always ..... George for his courage and determination.
8. That's enough ..... - get back to work!
9. She ..... her lunch in a hurry.
10. Soldiers are trained to .....and orders without questioning them.
11. Parents should teach their children to .....
12. The fact that he has acted in one of the Hollywood films is a fantastic experience for the .....



**5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 9-12.**

**Out of 30 words I know \_\_\_\_\_.**

- |                           |                       |                      |
|---------------------------|-----------------------|----------------------|
| 1. dare- <u>გაბეგებვა</u> | 2. open-minded _____  | 3. inspiration _____ |
| 4. catching _____         | 5. sermon _____       | 6. groan _____       |
| 7. imaginary _____        | 8. embarrassing _____ | 9. insist _____      |
| 10. hopeless _____        | 11. dreaded _____     | 12. rebellious _____ |
| 13. adult _____           | 14. amaze _____       | 15. treat _____      |
| 16. respect _____         | 17. emergency _____   | 18. prevent _____    |
| 19. praise _____          | 20. bullying _____    | 21. offence _____    |
| 22. threaten _____        | 23. mutual _____      | 24. trust _____      |
| 25. violence _____        | 26. weapon _____      | 27. punctual _____   |
| 28. expression _____      | 29. patient _____     | 30. admit _____      |



## Reading



1. Read the text below and find out how Britain and the language spoken there developed. While you read, use the context to decide what the underlined words might mean.

The history of Britain and the English language are very closely linked. How did the history of Britain influence the English language and its development? The story below highlights some important dates and facts in the history of Britain and the English language.



Nearly two thousand years ago the Romans invaded Britain and brought their language, Latin, with them. However, what is known as 'Old English' did not develop mainly from Latin. The history of English really started with the arrival of Germanic tribes, the Angles and Saxons, who invaded Britain in the 5th century AD. These tribes spoke Germanic languages which later developed into Old English. It didn't sound or look like the English we speak today. However, about half of the most commonly used words in Modern English, such as *be*, *water* and *strong*, are Old English words. At the end of the 6th century, Saint Augustine introduced Christianity into Britain and this is when hundreds of Latin and Greek words entered Old English. Then, in 878 AD, the Vikings invaded Britain from Scandinavia, bringing with them the Norse language. Some of their words, such as *get*, *wrong* and *want* are among the most common English words today.

Another very important date in British history is 1066. That's when the French duke, William the Conqueror, brought his army from Normandy in France and beat the English king Harold in a famous battle. After that, French words started to become an important part of English. Many words, such as *fiancée*, *perfume*, *garage*, came to English from French. In the next 200 years Old English, with all its Norse, Latin, Greek and French vocabulary, changed and became Middle English. This was the language of the poet Chaucer, who is the greatest English poet before Shakespeare. Around 1480, a man called William Caxton invented a new machine, called a printing press. An important result of this invention was that the grammar and spelling of English became fixed so that, from that time, English changed more slowly. Then came the 'Renaissance.' This was a period of great progress in learning and culture in Europe. By this time, English was not very different from the English we use today. This was also the time when William Shakespeare, the most famous English poet and writer of that time lived. The next major event was the arrival of the first British emigrants in America in 1670. This led to the beginnings of the creation of a new variety of English called *American English*. Some of the words and expressions that are now called 'Americanisms' are in fact original British words which were preserved in America, although they disappeared for a time from British English. For example, Americans use *trash* for *rubbish*, *loan* for *lend* and *fall* for *autumn*. Between 1800 and 1900, sixteen million Europeans left their home countries and immigrated to the USA. Many of them came from Italy, Germany, Ireland, Scandinavia and Central Europe and they all brought new words and expressions to American English. But the English language didn't just travel to America. Emigrants from Britain sailed across the world to live in Australia, New Zealand, India, Asia and Africa.



Wherever they settled, the language they spoke changed and expanded by borrowing words from other local languages. With the increase in communication and travel and through radio and television, all these different types of English have mixed. The result is Modern English, which continues to develop even today, with hundreds of new words entering the language every year. Another even more recent result is that English has become a *Lingua Franca*, a global language, regularly used and understood by many nations for whom English is not their first language.



2. Read the text again and put the important events from the history of Britain in the right order.

- |  |   |
|--|---|
| a. The first British immigrants arrived in America. .... | f. The printing press was invented. ....                            |
| b. The Normans conquered Britain. ....                   | g. The Vikings attacked Britain. ....                               |
| c. Anglo-Saxons settled in Britain. ....                 | h. English spread to Australia, New Zealand, India and Africa. .... |
| d. English became a Lingua Franca. ....                  | i. The Britons became Christians.....                               |
| e. The Romans invaded Britain. <u>1</u>                  |   |



3. Read the text again and write short answers to these questions. Compare your answers with your friend's.

1. What language did the Romans speak? .....
2. Who brought Christianity to Britain? .....
3. Where did the Vikings come from? .....
4. Which variety of English did Chaucer use? .....
5. Who was the first to build a printing press? .....
6. Who brought English to America? .....

### Vocabulary in Context



4. Match the words in A with their translations in B. Example 1-c.

A.

- |                       |              |
|-----------------------|--------------|
| 1. highlight <u>c</u> | 5. settle    |
| 2. tribe              | 6. spelling  |
| 3. beat               | 7. preserved |
| 4. Duke               | 8. recent    |

B.

- |                               |                       |
|-------------------------------|-----------------------|
| a. დამარცხება                 | e. ტომი               |
| b. მართლწერა                  | f. ცოტახნის წინანდელი |
| <del>c. განსაკუთრებულად</del> | g. ჰერცოგი            |
| აღნიშვნა                      | h. დასახლება          |
| d. შენახული                   |                       |



5. Read the text about the British monarch and fill in the gaps. There are two extra words.

- |       |           |           |         |                  |         |
|-------|-----------|-----------|---------|------------------|---------|
| beat  | decisions | including | invaded | laws             | opening |
| power | reality   | signature | speech  | <del>State</del> | symbol  |

### Queen Elizabeth II



The United Kingdom doesn't have a president. The Head of State (1) is either a king or a queen, and the present monarch is Queen Elizabeth. The Queen has many duties. For example, she must put her ..... (2) on any new law, and each year she makes a ..... (3) to officially open the Parliament. She is also Head of State of many of those countries which today are in the Commonwealth (a kind of international club for English-speaking countries), ..... (4) Canada, New Zealand and Jamaica. But in ..... (5) the Queen has very little ..... (6). She may sign her name on all new ..... (7), but this doesn't mean she likes them. In fact, it's the Prime Minister who makes the most important ..... (8) in the country. And who do you think writes the Queen's speech for the ..... (9) of Parliament? The Prime Minister again. But, although the Queen isn't a political force, she is an important ..... (10) of Britain's long history and tradition.

➔ | Listening

6. Which are the most important facts in the history of Britain? Find and tick four statements below. Then listen to the recording and see if you were right.

1. Stonehenge was built in the Bronze Age. ....
2. The Romans conquered Britain in 54 BC. ....
3. In the 9th and 10th centuries, most of Britain was controlled by Vikings. ....
4. French-speaking Normans invaded Britain in the 10th century. ....
5. The Magna Carta was a political document. ....
6. The Hundred Years War was a war between the English and the Dutch. ....
7. The English Church was separated from the Roman Catholic Church in 1534. ....

#### Grammar: Passive voice

Look at the sentences and pay attention to the verbs which are in the passive voice:

- |  |   |   |
|--|---|---|
| <i>Dinner <u>was being served</u>.</i> | <i>Dinner <u>is served</u> at 6.00.</i>   | <i>Dinner <u>will be served</u>.</i>                  |
| <i>Dinner <u>has been served</u>.</i>  | <i>Dinner <u>is being served</u> now.</i> | <i>Dinner <u>should / must / might be served</u>.</i> |
| <i>Dinner <u>had been served</u>.</i>  | <i>Dinner <u>was served</u>.</i>          |   |

The **passive voice** is formed by using the appropriate tense of the verb *to be* + *past participle* (*is done*) or a *modal verb* + *be* + *past participle* (*must be done*).

The passive is used when the agent (the person who does the action) is unknown, unimportant or obvious from the context: *The prisoners are being taken to prison. (by the police - obvious agent)*  
 The passive is also used to put emphasis on the agent: *The Pyramids were built by the ancient Egyptians.*

In formal contexts, passive phrases are often introduced with *It*: *It is said that the Loch Ness monster exists.* There are some other phrases like this: *It is thought that .... / It is believed that .... / It is expected that....*

7. Rewrite the following sentences in the passive voice as in the example. Note to use *by+agent* whenever the agent is important only.

1. Police use trained dogs to find drugs. *Trained dogs are used by the police to find drugs.*
2. A lifeguard rescued the drowning dog. ....
3. The workers are repairing our leaking roof. ....
4. A bodyguard will protect the President 24 hours a day. ....
5. Bank robbers were holding more than 30 people hostage. ....

- 6. Archaeologists have found dinosaur remains. ....
- 7. Bad weather conditions might delay our flight. ....
- 8. A petrol leak had caused the explosion. ....



8. Read the text about Britain's national flowers and put the verbs in brackets in the correct passive form. Make sure that you use the correct tense.



**What are Britain's national flowers?**

The national flower of England is the rose. The flower (1)..... (adopt) as the emblem of England since the time of the Wars of the Roses between 1455 – 1485. This was the war between the duke of Lancaster, whose emblem was a red rose, and the duke of York, whose emblem was a white rose. The national flower of Northern Ireland is the shamrock, a three-leaved plant similar to clover\*. It (2) ..... (say) that the shamrock (3) ..... (use) by St. Patrick to illustrate the idea of the Holy Trinity\*. The Scottish national flower is the thistle, a prickly-leaved purple flower which (4) ..... first ..... (use) in the 15th century as a symbol of defence. It (5) ..... (consider) that the national flower of Wales is the daffodil. It (6) ..... traditionally ..... (wear) on St. David's Day which (7) ..... (celebrate) on 1 March every year.



\*clover: სამყურა    \*Holy Trinity: წმინდა სამება



**Speaking**



9.

**Work in pairs. Try to answer the following questions: How many nationalities live in Georgia and what languages do they speak? How many languages do you and your parents speak? Is the language you use very different from what your parents use? Do you use any words (slang, for instance) that your parents don't? If yes, what are they?**

Use some of the words and phrases given below:

*various cultures and nationalities / different languages / mother tongue / my parents' generation / use slang*



**Now get ready to write**



10. Write about some important facts from the history of Georgia or from the history of the Georgian language. You can find information on the Internet or in your history books. You should write at least 140 words. Use some of the words and phrases in ex. 1 of this unit.

*This is what the history says .....*

.....

.....

.....

➔  Reading

- ↓
1. How will English have changed in fifty years' time? Will fewer or more people speak it? Will it remain the number one international language? Read some facts about the English language and then read what five British and American teenagers say in answer to this question.

Millions of people are learning English. Why? Because it's the most important international language in the world. Here are some amazing facts about English today.

- One billion people speak English. That's 20% of the world's population.
- 400 million people speak English as their first language. For the other 600 million it's either a second language or a foreign language.
- 85% of information in the world's computers is in English.
- Nearly 60% of all the companies in Europe communicate with each other in English.
- 80% of international letters, emails and faxes are in English.
- English is the language of the sky and the sea. Every pilot and ship's captain has to speak it.

*How will English have changed in fifty years' time?*



**Adam:** English is changing very quickly, but languages have to change, don't they? I mean, my parents don't understand some of my vocabulary because I often use slang.\* But that's OK. No doubt in twenty years my own children will also use words that I don't understand. It's normal.



**Tina:** I think the future of English is all about money. If America remains the world leader, English will still be the most important language in fifty years. If not, English will become less important. Perhaps another language, Spanish or Chinese for instance, will take its place.



**Maria:** The world needs lots of languages, not just one. Look at Los Angeles, for example. It's an American city, but more people there speak Spanish than English. And even in Britain English isn't the only language. If people don't speak small languages they will disappear and this will be very, very bad.

**Jake:** I'm glad that English is my first language. I feel sorry for kids abroad who are learning it as a foreign language. It must be really difficult for them. And the future? That's easy – English will become even more important.



**Max:** Everybody will speak English soon – I'm sure of it. Why? Because of TV, movies, the Internet, pop music ..., and all forms of mass communication. The world is very small. We all need to understand each other. To do that, we need an international language, and it's English. That's not going to change.

\*slang: very informal words or expressions that are more common in spoken language.



2. Read the text again and answer the questions below. Tick the appropriate box.

Who ...	Adam	Tina	Maria	Jake	Max
1. is happy his/her language is English?				V	
2. thinks that there should be many languages in the world?					
3. believes that mass communication makes English popular?					
4. thinks that its normal when young people use slang?					
5. thinks that the future of English is connected with wealth?					
6. says that small languages are as important as big ones?					
7. is sure that English will become even more important.					

Vocabulary in Context



3. Read the sentences and match the underlined words and expressions with their Georgian translation.

- |   |                                       |
|---|---------------------------------------|
| 1. <u>Nearly</u> 7 percent of the population of Georgia are Armenian.       | a. მეზრალეზა                          |
| 2. I <u>feel sorry</u> for children who have no parents.                    | b. ეჭვგარეშეა                         |
| 3. The means of <u>mass communication</u> are TV, the Internet, etc.        | c. ჩანაცვლეზა                         |
| 4. The Internet may soon <u>take the place</u> of a telephone.              | d. თითქმის                            |
| 5. They say that over 1 million Georgians live <u>abroad</u> nowadays.      | e. რჩეზა, ინარჩუნეზს                  |
| 6. The rating of this pop group <u>remains</u> very high.                   | f. მასობრივი კომუნიკაციის საშუალებეზი |
| 7. There is <u>no doubt</u> that English is the most spoken language today. | g. საზღვარგარეთ                       |



4. Read some facts about English as an international language and fill the gaps with the words given. Two words are extra.

The world is a very small place

The modern world is a very small place. Travel and communication are quicker (1) and easier than ever before. Because of this, more and more people need a ..... (2) second language. For millions of people that language is now English.

**Politics** – English is the language of international ..... (3) meetings and the United Nations. Also, many political leaders speak in English to international journalists.

**Pop music** – Rock and roll began in America in the 1950s. Ever ..... (4) those days, English has been the language of rock and pop. In Japan, for example, many of the most popular stars are British or American.

**TV and Film** – America .....(5) thousands of films and TV programmes to other countries every year. They appear on ..... (6) all over the world. Some countries show these films and programmes with sub-titles in their language. In other countries, the films are dubbed and local actors speak the ..... (7) dialogues.

**Science and Medicine** – Both of these subjects are now ..... (8) international. That’s because doctors and ..... (9) everywhere are trying to answer the same questions. The latest ideas in medicine and science .....(10) in special international magazines, of which more than 60% are in English.

- appear
- common
- characters’
- completely
- exports
- films
- quicker
- political
- since
- screens
- scientists
- show



5. Listen to four people speaking about the future of English and match the names to their opinions. Only one name corresponds to each opinion. One opinion is extra.

- |                      |  |
|----------------------|--|
| Diana thinks that    | a. present-day English will soon sound old-fashioned.  |
| Bob thinks that      | b. English will be the first language of every nation. |
| Caroline thinks that | c. English will be full of incorrect language.         |
| Tom thinks that      | d. English will have another name.                     |
|                      | e. does not have a definite opinion.                   |

**Grammar: Certainty and uncertainty**

Certainty and uncertainty are often expressed by modals *must*, *can't*, *may*, *might* and *could*.

**Must** and **can't** express certainty. We use them when we are more or less certain about something, especially with the verb to be.

- You *must* be tired after your journey. (I suppose you are)
- That *can't* be Jane. She is in France. (I'm sure it's impossible)

**May**, **might** and **could** express uncertainty or possibility. They are usually stressed in speech.

- It *may* snow.
- I *might* see him, I don't know.
- I *could* get wet.



6. Read the sentences. What do they express: certainty or uncertainty?

1. You must be an actress, not an economist. certainty
2. This can't be a Picasso painting, I'm sure! .....
3. I might take part in this event, but I am not sure. ....
4. You must know Italian well as you lived in Italy. ....
5. I might go to Bakuriani, I don't know. ....
6. Anna can't solve this problem alone. She is too small. ....
7. This party may win. Who knows? .....



7. Read the sentences and fill the gaps with the words given below. In some gaps more than one word can be inserted.

may can't (2) might must (3) could

1. Diana looks terrible. She must be feeling unhappy and lonely.
2. Sasha ..... be only twenty. He has grey hair already.
3. Don't drive your car over that old bridge. You ..... fall into the river.
4. He's the only one who's got all correct answers, so he ..... get first prize.
5. This ..... be a Pirosmeni's painting. It's in a completely different style.
6. The clouds are dark and it's very cold so I think it ..... snow.
7. You're learning to fly? You ..... be joking.

➔  **Speaking**

8.

*Work in small groups.  
Make a list of English words which are used in Georgian, such as supermarket, shaping, sport, football. How many of these words do you know and use? Do you think it's ok to use these words in Georgian?*

*Make an International English poster for your classroom where you would put the English words used in Georgian.*



➔  **Now get ready to write**

9. *Write a paragraph of about 130-140 words under the title: How will Georgian language have changed in fifty years' time? Use the reading texts in ex. 1 as a model.*

**Use some of the words and phrases given below:**

*mass communication / no doubt / disappear / international links / borrowed words/ International language / new words will enter Georgian...*

*How will Georgian language have changed in fifty years' time?*

*I think that.....*  
 .....  
 .....  
 .....

When you finish writing, complete this checklist:

**Self-editing checklist**

- The paragraph has a topic sentence.
- In the sentences I used the correct word order.
- I used several facts and arguments.
- I checked for spelling and punctuation.
- I rewrote the paragraph.

## AMERICA THE BEAUTIFUL

Grammar focus: Conditional one and two



## Reading



1. *My friend Irakli has just travelled in the USA. He shares his impressions with you. Read what he says about America and try to understand the underlined words from the context.*

A. America is one of those countries that you have seen so many times on television that you feel as though you know it quite well. I went there for the first time in April and, although I already knew many things about it, I realised that there was actually a lot more to discover about this amazing country. I only went to New York and Chicago and it's difficult of course to judge the whole of America on what you see in two towns, but it's a start. The stereotypes\* of pizzas as big as Manhattan, buildings so high they look like they are never going to end, waitresses with fixed smiles holding a pot of coffee and saying

'Have a nice day' – all these are true. The streets of New York were full of yellow cabs and blue-uniformed cops. Time Square was even more crowded and flashy than I'd expected it to be. In the windy city of Chicago it was the start of the baseball season and so everywhere people were wearing 'Chicago Bulls' t-shirts. On our first morning there we went into a diner\* and asked for an American breakfast. Considering that our usual breakfast at home is just one cup of tea or coffee, we were shocked by the enormous size of the plate that arrived at our table, full of bacon, scrambled egg, pancakes and maple syrup. But it was good!



B. 33% of America's population are overweight. But, apart from noticing how important food is, it is also difficult not to see that this country has an ever-growing sense of history. One of the biggest celebrations in the USA takes place on July 4, Independence Day. This is when, in 1776, Americans declared their independence from England. Since Thomas Jefferson, at that time a member of congress, drafted the Declaration of Independence, this has been the most significant date on every American's calendar. Today, if you go to America on July 4, you are sure to see wonderful firework displays and enormous banners, bands playing as they parade along the streets and music coming from people's houses as they celebrate this momentous occasion with their families and friends.

C. Americans like having fun, and their parties are not restricted to July 4. Halloween is another huge festival that the whole family gets involved in. Children and adults alike dress up in extraordinary ghost costumes and, while the adults have a party, the children go from house to house saying 'trick or treat'. If they don't get the chocolate or sweets they're looking for then they'll play a harmless trick on the innocent homeowner.

D. Maybe it's because I have American friends that I feel so at home in this country and its people. When we went there in April we were met with open arms, not just by my friends, but by their friends and their friends' friends. When you walk into a shop you don't just have a welcoming smiling shop assistant, you also have immediate helpers and friends in the shoppers themselves. Conversations arise all the time with everybody, everywhere. They want to talk and they want to listen too. My trip has

shown me that to know America and its people you have to go there. It's not enough to sit at home watching endless American series and listening to news on local TV about what's happening over there. Don't be fooled by what you think you know about this country; go there and find out for yourself!

\*stereotype: სტერეოტიპი      \*diner: პატარა რესტორანი



**2. Read the sentences and decide which paragraph has the similar information.**

1. Children go trick or treating from door to door at Halloween. C
2. You don't know America and its people until you go there. ....
3. July is the time for one of the biggest celebrations in the USA. ....
4. What Irakli knew about America was nothing compared to what he actually saw there. ....
5. Americans are friendly and they like meeting new people. ....
6. Eating an American breakfast for the first time was a memorable experience. ....
7. In summer Americans celebrate their most important holiday. ....



**3. Read the text again and decide if the following statements are true or false according to the information given in the text.**

	T	F
1. Irakli travelled all over America .		<b>V</b>
2. Americans eat big plates of food.		
3. The Declaration of Independence was first written by the President.		
4. Americans have a quiet celebration to mark Independence Day.		
5. Americans have very little time for entertainment.		
6. At Hallowing people wear fancy dress.		
7. You can't learn much about America from TV.		

**Vocabulary in Context**



**4. Match the underlined words with their Georgian equivalents. The context will help you.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. He showed me his badge and said he was a <u>cop</u>.</li> <li>2. Kate was wearing some <u>flashy</u> jewellery at the party.</li> <li>3. They celebrate this momentous <u>occasion</u> with their friends.</li> <li>4. When I've <u>drafted</u> the contract, my boss will check it.</li> <li>5. What do you think is your most <u>significant</u> achievement?</li> <li>6. You should never <u>judge</u> people by their appearance.</li> <li>7. The President <u>declared</u> there would be elections soon.</li> </ol> | <ol style="list-style-type: none"> <li>a. პირველი ვერსია დავუნერე</li> <li>b. განსაჯო</li> <li>c. პოლიციელი</li> <li>d. მოვლენა</li> <li>e. გამოაცხადა</li> <li>f. ბრჭყვიალა</li> <li>g. მნიშვნელოვანი</li> </ol> |
|---|---|



5. Read this text about the Statue of Liberty and fill in the gaps with the words and phrases below. One word is extra.

### The Statue of Liberty



Travelers to New York City harbour see a marvelous *sight* (1). Standing on a small island in the harbour is the ..... (2) statue of a woman wearing a long robe and a crown, holding a book and lifting a ..... (3) to the sky. The statue measures almost forty metres from foot to ..... (4). It is sometimes referred to as the 'Modern Colossus,' but it is usually called the Statue of ..... (5). This fascinating statue was a ..... (6) from the French to America and is easily recognized by people around the ..... (7). What many ..... (8) to this monument to freedom don't know is that the statue closely resembles one of the Ancient Seven Wonders of the World, the Colossus of Rhodes that stood over two thousand years ago in another busy ..... (9) on the Island of Rhodes. The Colossus of Rhodes ..... (10) long ago, but the Statue of Liberty is still standing proud. It became a symbol of hope and freedom for millions of people who, during the 20th century, ..... (11) to the United States to find a new life of ..... (12) and prosperity.

- crown
- disappeared
- gift
- harbour
- huge
- immigrated
- Liberty
- peace
- amazing
- sight
- torch
- visitors
- world



### Listening

6. How many questions can you answer in this American history quiz? Compare your answers with your friend's, then listen and check. Did you learn anything new?

- |  |                    |                      |                 |
|--|--------------------|----------------------|-----------------|
| 1. What nationality was Christopher Columbus?          | a. British         | b. Italian           | c. Spanish      |
| 2. Which US President was Thomas Jefferson?            | a. the first       | b. the second        | c. the third    |
| 3. When did the American War of Independence begin?    | a. 1776            | b. 1766              | c. 1782         |
| 4. When did English people start to arrive in America? | a. From 1670       | b. From 1707         | c. From 1607    |
| 5. How many soldiers died in the Civil War?            | a. 500.000         | b. 50.000            | c. 15.000       |
| 6. Who was the first president of the USA?             | a. Abraham Lincoln | b. George Washington | c. John Kennedy |

### Grammar: Conditional one and two

Look at the sentences:

- *If I see Maia, I will give her your message.*
- *If David was taller, he would play basketball.*

In the first sentence we use Conditional One because we talk about a possible real situation in the future. We use **if + Present Simple + will / can / could / may / might** when something is true or likely to happen in the future.

In the second sentence we use Conditional Two because we talk about an unreal situation in the present. We use **if + Past Simple + would / could** to talk about something that is untrue in the present and unlikely to happen in the future. Note that **was** and **were** are equally correct in Conditional Two. *If Jane was here... / If Jane were here...*

**Conditional One can also be introduced by unless, which means if not.**

- *Unless you hurry, you'll miss the bus. = If you don't hurry, you'll miss the bus.*

**Conditional Two can be used to give advice.**

- *If I were you, I wouldn't tell anyone about it.*



7. Fill in the gaps with the correct forms of the verbs in brackets. Use Conditional One.

1. If we *find* (find) a bank, we *can change* (change) some money.
2. If you ..... (have) any problems, you ..... (call) me.
3. You ..... (not/feel) better unless you ..... (take) some medicine.
4. George ..... (wash) his car if it ..... (not/rain).
5. Annie ..... (not/go) to sleep, unless you ..... (tell) her a story.
6. What ..... (you/do) if there ..... (be) an earthquake?
7. If you ..... (send) me an e-mail tomorrow, I ..... (reply) immediately.
8. If we ..... (not/save) enough money, we ..... (not/go) on holiday this year.



8. Match the sentence halves to make conditional sentences. Then write the verbs in the correct form. Example 1-d.

- |   |   |
|---|---|
| 1. If I saw a strange object in the sky, <i>d</i> | a. they ..... (win ) the cup.                 |
| 2. If you have time, .....                        | b. if Martha ..... (fail) her exam.           |
| 3. What would you do .....                        | c. if you ..... (not/phone) them soon.        |
| 4. If your team plays well, .....                 | d. I would <i>photograph</i> (photograph) it. |
| 5. I'd tell a doctor about that cough .....       | e. if you ..... (find) a bag full of money?   |
| 6. I wouldn't be surprised .....                  | f. .... (you/help) me tidy my room?           |
| 7. Your parents will be worried about you         | g. if I ..... (be) you.                       |



Speaking



9.

**Work in pairs and make notes of similarities and differences between America and Georgia and their people. Then get into small groups to compare your notes. PREPARE A PRESENTATION: What similarities and differences are there between America and Georgia? In the presentation include some of the phrases given below.**

We have discussed the similarities and differences between the two countries and think that ..... / The most striking similarity / difference is that ..... / One thing that America and Georgia have in common is ..... / Our group thinks that the two countries differ a lot. However, .....

**GIVE A PRESENTATION**

In your small group choose a presenter to speak in front of the whole class. The presentation should not be longer than 3 minutes, and 1 or 2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.



Now get ready to write



10. Write a paragraph and say what America and its people have in common with Georgia and Georgians and what makes the two countries so different. State which national characteristics of Americans and Georgians you like most / least and why. Write at least 140 words.

America and Georgia are very different. However, you can still find some similarities between the two countries. The first and the most striking similarity is .....

.....

.....

.....



1. Read the short story below. It is written in American English. The text has 15 words typical of American English and 4 words with American spellings. Can you find them? Compare the lists with your friends'.



### The Woman in Shades

It was a cool fall afternoon in Manhattan. The woman switched on the lights and looked at her face in the bathroom mirror. 'I'm going to go to the movies this evening', she thought, and smiled. Ten minutes later she took the elevator to the first floor and left the building. She was wearing a long, black coat, a hat and a pair of shades.

Outside the building she stopped for a moment and looked at all the noisy automobiles in the street. Next, she looked at the people on the sidewalk. There were so many of them. "Is this a good idea?" she asked herself. Then she put her pocketbook under one arm and called a cab. 'Of course, it is.'

The journey to the movie theater took five minutes. In those five minutes the woman realized that she still loved New York. OK, her apartment was cold in the winter. Yes, there were a lot of crazy, dangerous people in the streets. Everything in the stores was expensive. There was garbage everywhere. It was all true, but... well, New York

was her home.

At the movie theater there were only thirty or forty people in the audience. The woman sat in the back row and ate a candy bar. Two minutes later the movie began. Then, and only then, she took off her shades. It was a good story. She remembered it well. She even remembered some of the dialog. And then, of course, there was the actor with the black hair. 'He was my favorite,' she thought. 'I really loved him in those years.'

She left quietly a few minutes before the end. Another cab? 'No,' she thought. 'I'll take the subway.'

At ten to nine she was nearly home. She felt happy. 'That was fun,' she said to herself. The front door of her building was just three feet\* away. She took off her shades and looked up at the stars for a moment. It was only for a moment, but that was long enough. A man on the sidewalk stopped. He came towards her. 'Excuse me,' he said, 'but aren't you...?'

'No!' said the woman. Her voice was cold and hard. 'No, I'm not!' Then she put on her shades again and walked quickly into the apartment building.



2. Read the text again. Then read the statements and decide whether they are true or false. Tick the correct answer.

	T	F
1. The story takes place in New York.	V	
2. The woman went to the movies with her friends.		
3. The woman wore shades because it was a sunny day.		
4. It didn't take the woman long to reach the movie theatre.		
5. There were a lot of people at the movie.		
6. It was the first time the woman had seen this movie.		
7. The woman used to love the main character.		
8. The woman was a famous actress herself.		

Vocabulary in Context



3. Read the words below and find their English equivalents in the text. Some words are underlined, some – are not.

1. სათვალე <u>shades</u>	5. ლიფტი
2. ტროტუარი	6. ტაქსი / ეტლი
3. საფულე	7. ბინა
4. რიგი	8. წყვილი
	9. გიჟი / გადარეული



4. Read the sentences and fill in the gaps with the correct form of the words in capitals.

- The USA and its language both grew very quickly.
- ..... English is very popular among teenagers.
- The second most important language in US is .....
- In 1776 United States had the War for .....
- Many nationalities brought new ..... into American English.
- It's sometimes ..... to walk in the streets at night.
- Between 1800 and 1900, 16 million ..... moved to America.
- There are some ..... between British and American English.

- QUICK
- AMERICA
- SPAIN
- INDEPENDENT
- EXPRESS
- DANGER
- EUROPE
- DIFFERENT



5. Read the text and fill in the missing words below. Two words are extra.

adult   aimed   appeared   average   best-selling   central  
 characters   fiction   produced   recognized   mysteries   teen

Teen fiction

In recent years, publishers have produced (1) thousands of novels for teenage readers. 'Teen Fiction' has grown, in fact, and now it's a ..... (2) literary form, just like 'science fiction', 'historical romances' or 'murder ..... (3). But what makes a successful teenage novel? To find out, some of today's ..... (4) titles in the 13-16 age group were analysed. The length and the character types ..... (5) to be important factors in their success. On ..... (6), novels for teenagers are between 30,000 and 50,000 words long. That's quite a lot shorter than most ..... (7) novels. The main ..... (8) in teen fiction are usually a few years older than the reader. For example, if a book is ..... (9) at 12-13 year olds, the characters will normally be 15-16. Also, novels for teens don't have a large number of ..... (10) characters – between four and seven is the average.



6. You are going to listen to a song by a Georgian pop group **SOFT EJECT**. While listening, follow the text and fill in the missing words below. One word is extra.

flights house love (2) life nights minds light live time  
 strange ~~still~~ surprise

**Down by the Stream**

Down by the stream  
 Was a man living lonely and still (1)  
 Every time we passed by his little ..... (2)  
 We kids tried to glance in.

He seemed so ..... (3)  
 And we wondered at his quiet ways  
 Once he spoke to us to our big ..... (4)  
 And here's what he said:

CHORUS: 'I'm short of ..... (5)  
 I'm short of steam  
 I'm short of ..... (6)  
 I'm short of dreams  
 I'm short of ..... (7)  
 I can't be free.'

Now oh my ..... (8)  
 When those golden days fade into night  
 And I think about some other ..... (9)  
 Another world, another light  
 And other wings, and other ..... (10)

CHORUS: (repeated)  
 Down in our ..... (11)  
 There are places we can't ever find  
 Just a twinkling of a ..... (12)  
 Sometimes gets into our eyes.

**Grammar: Obligation**

Obligation is often expressed by modals: **must**, **have to**, **should** and **had better**.

**Must** is used to describe a personal obligation. **Have to** describes obligations made by someone else:

- You must prepare for your exam harder. (I say so)
- You have to park the car here. (It's the law)

**mustn't** describes something which is not allowed. **Don't have to** describes something which is not necessary.

- You mustn't cross the street here. (It's against the rules)
- You don't have to stay so late. (It's not necessary)

**should** and **had better** have the same meaning. They describe what is good and they can be used to give advice, or polite instructions.

- I think you should see a doctor.
- You had better (You'd better) stop smoking.

7. Choose and underline the most suitable word or phrase.

1. Sorry, I can't stay any longer. I have to / should go.
2. I think you had better / must take dark shades with you. The sun is strong.
3. Don't worry. You mustn't / don't have to pay now.
4. You have to / must stop the car when the lights are red.
5. I think you must / should see your grandparents more often.
6. You mustn't / shouldn't walk across this main street. It's the law.
7. You have to / must look for information on the Internet.

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the words given in brackets.

1. I think you will get there by 7 o'clock, if the roads are free. (should)

- You should get there by 7 o'clock, if the roads are free.
- Is it necessary for me to dress formally? (**have**)  
Do ..... formally?
  - I think she should start medical treatment immediately. (**had**)  
I think she ..... immediately.
  - I thought that you would know about the local rules better. (**should**)  
You ..... better.
  - I advise you to drive slower. (**had**)  
You ..... slower.
  - It's forbidden for people to enter this building. (**mustn't**)  
People ..... building.



**Speaking**



9. **You have decided to start a radio programme for teenagers. You need to discuss the idea and work out all the details. Work in small groups and try to answer the questions below. Then get ready to GIVE A PRESENTATION – A Radio Programme for Teenagers.**

In your presentation include your answers to the questions below. You may also think of other useful ideas for starting a good radio programme.

- What will you call your radio programme?
- What will be its main theme: music? literature? sport? or...
- How many minutes will it last?
- How often will it be broadcast? Once a week? Twice a week?
- How many people will you need to prepare the programme and what will each of them do?
- How much will you need for this project and where will you find the money?

**GIVE A PRESENTATION**

Choose a presenter from your group to speak in front of the whole class. The time limit for the presentation shouldn't be more than 3 minutes, and 2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.



**Now get ready to write**



10. **Your school's literary magazine has announced a competition for the best story. They have given you the beginning of the story that participants in the competition have to complete. Read the beginning of the story below and try to complete it. Write at least 140 words. Then read the story to your friends. Listen to theirs.**

*That was the moment when I realized that I was standing in front of a famous celebrity.....*  
 .....  
 .....  
 .....

**Self-editing checklist**

- The paragraph has a topic sentence.
- In the sentences I used the correct word order.
- I checked for spelling and punctuation.
- I rewrote the paragraph.

1. Complete the second sentence so that it means the same as the first, using the correct form of the word given in brackets. You should use *by + agent* only where the agent is important for the meaning.

1. The government spends a huge amount of money on education. **(is)**  
*A huge amount of money is spent by the government on education.*
2. Bad weather delayed our flight to New York. **(was)**  
.....
3. The studio will release Avril Lavigne's new album soon. **(released)**  
.....
4. How do you pronounce the word 'thorough'? **(is)**  
.....
5. People often say that drinking green tea reduces stress. **(it)**  
.....
6. The government should reward Zura for handing in all the money to the police. **(be)**  
.....
7. They have nominated Steven Spielberg for the Best Director prize. **(has)**  
.....
8. You have to take exams almost every year at our school. **(be)**  
.....
9. People believe that there will soon be a cure for this disease. **(it)**  
.....
10. Alex was unhappy because the coach hadn't chosen him for the team. **(been)**  
.....
11. They are planning an arts festival for this summer. **(being)**  
.....
12. Can I take old Beatles' records from the central library? **(borrowed)**  
.....



2. Match the sentence halves to make conditional sentences and write the verbs in the correct form. Example 1-d.

- |   |  |
|---|--|
| 1. I'll tell you all the secret. <u>d</u>           | a. if you ..... (not/work) so hard.                |
| 2. If you water your plant every day, .....         | b. I ..... (accept) their invitation.              |
| 3. If you could make yourself look different,.....  | c. you ..... (not/break) the record.               |
| 4. You wouldn't feel so stressed .....              | d. if you <u>promise</u> (promise) to keep it.     |
| 5. If our flat was bigger, .....                    | e. if you ..... (not/use) a flash.                 |
| 6. I will pay for the tickets .....                 | f. if I ..... (tell) him the truth?                |
| 7. If I were you, .....                             | g. it ..... (live) for years.                      |
| 8. You can take photos in the theatre, .....        | h. we ..... (have) a party here.                   |
| 9. I could see his computer files .....             | i. unless my boss ..... (say) I have to work late. |
| 10. If you don't practice a lot harder .....        | j. if they ..... (not/be) too expensive.           |
| 11. Do you think he would believe me .....          | k. what ..... (you/change)?                        |
| 12. I'll drive you to the airport this evening..... | l. if I ..... (know) the password.                 |



3. Choose the correct alternative.

1. This is a very popular restaurant. You *could* / have to book a table here in advance.
2. Don't forget that you *have to* / *should* take your medicine at 8 o'clock.
3. *Do you have to* / *Must you* go to football practice this afternoon?
4. The boy next to David looks a lot like him, doesn't he? He *must* / *can* be his brother.
5. You *shouldn't* / *don't have to* eat so much late at night.
6. Nutsa has been studying English for ages. She *has to* / *must* speak it really well.
7. You *mustn't* / *don't have to* smoke here. It's a no-smoking area.
8. You *don't have to* / *shouldn't* buy any expensive equipment to go jogging.
9. What's the time? It *mustn't* / *can't* be very late because it's still light outside.
10. I really think you'd *better* / *might* apologize to her.

11. The exam starts at 9am. You *don't have to* / *mustn't* be late.  
 12. You *could* / *must* be really excited about your new job in Rome. You've always wanted to live in Italy.



**4. Complete each sentence with the appropriate phrase. Two phrases are extra.**

apartment building    back row    declared independence    dressed up  
 extraordinary costumes    for instance    foreign language    momentous occasion    movie theatre  
 pair of shades    significant date    there's no doubt  
 took the place    varieties of English

1. There's no doubt that one day a cure for cancer will be found.
2. He went to the party ..... as a cowboy.
3. I couldn't see the actors very well because we were sitting in the .....
4. I can't believe you spent so much money on this silly .....
5. They're showing a week of British films at our local ..... in Batumi.
6. Do you speak any other ..... apart from English?
7. My graduation day was a .....for the whole family.
8. 9th September 1999 is a very ..... in my life.
9. The article was about the different ..... spoken all over the world.
10. There are too many rules. At our school, ....., we aren't allowed to use mobile phones.
11. Would you be happy if computers ..... of teachers one day?
12. Georgia ..... from the Soviet Union in 1991.



**5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 13-16.**

Out of 30 words I know \_\_\_\_\_.

- |                           |                      |                       |
|---------------------------|----------------------|-----------------------|
| 1. invade <u>აღმოსვლა</u> | 2. tribe _____       | 3. highlight _____    |
| 4. duke _____             | 5. beat _____        | 6. spelling _____     |
| 7. preserve _____         | 8. recent _____      | 9. cop _____          |
| 10. flashy _____          | 11. occasion _____   | 12. significant _____ |
| 13. draft _____           | 14. judge _____      | 15. declare _____     |
| 16. nearly _____          | 17. abroad _____     | 18. remain _____      |
| 19. elevator _____        | 20. sidewalk _____   | 21. pocketbook _____  |
| 22. cab _____             | 23. subway _____     | 24. garbage _____     |
| 25. apartment _____       | 26. overweight _____ | 27. harmless _____    |
| 28. innocent _____        | 29. homeowner _____  | 30. audience _____    |



1. *What do you know about the original Seven Wonders of the World? Go through the texts below and check your knowledge. Try to understand the underlined words from the context.*

The traditional Seven Wonders of the Ancient World was a list of architectural marvels, compiled in 200 BC by a Greek philosopher. Today, of the original seven, only the Great Pyramid in Egypt is left. The other six have been slowly destroyed by time.



### The Great Pyramid of Giza, Egypt

The Egyptian pharaoh Cheops built the Great Pyramid in about 2560 BC to serve as his tomb. The pyramid is the oldest structure among the seven ancient wonders but it still stands tall just outside Cairo. To build the Great Pyramid required 100,000 slaves and 20 years of hard work. With a height of 138 metres, it is thought to have been the world's tallest man-made structure for more than four thousand years, until 1889 when the Eiffel Tower was built.

### The Hanging Gardens of Babylon, Iraq

The Babylonian king Nebuchadnezzar created these terraced gardens around 600 BC at his royal palace in the Mesopotamian desert. The king's wife was missing her homeland, so he decided to design a man-made paradise in the hope of making her happier. The gardens had a truly magical environment: artificial hills covered with brilliantly-coloured trees, fountains, plants and flowers – all imported from other countries. For the love of a woman, Nebuchadnezzar broke the laws of nature by creating a botanical wonder in the middle of a desert.

### The Lighthouse of Alexandria, Egypt

The lighthouse was the only ancient wonder that had a practical use. It guided ships safely into the harbour of Alexandria. Constructed between 285 and 247 BC, it was the first lighthouse in the world. Its height was 117 metres - as high as a modern 40-storey building. The lighthouse used fire at night and polished bronze mirrors that reflected the sun during the day. The light could be seen for more than 50 kilometres out to sea. The huge structure towered over the Mediterranean coast for more than 1,500 years before being seriously damaged by earthquakes in 1303 and 1323 AD.

### The Temple of Artemis, Turkey

This great marble temple, named after the goddess of fertility Artemis, was completed around 550 BC at Ephesus, near the modern-day town of Selçuk in Turkey. The temple was the pride of Ephesus for two hundred years until, in 356 BC, it was burned to the ground by a young local man called Herostratus, who committed this crime in order in attempt to immortalize his name. After being restored, the temple was destroyed for the second time by the Goths in 262 AD and again by the Christians in 401 AD.

### The Statue of Zeus at Olympia, Greece

The massive gold statue of the king of the Greek gods, Zeus, was built in honour of the original Olympic games, which began in the ancient city of Olympia. The statue, completed around 432 BC, sat on a wooden throne covered in jewels inside a temple overlooking the city. The 12-metre-tall figure held a royal sceptre and a small statue of the goddess of victory, Nike - both made from ivory and precious metals. The temple was closed when the Olympics were banned in 391 AD and the statue was eventually destroyed.

**The Mausoleum of Halicarnassus, Turkey**

The famous tomb at Halicarnassus - now the city of Bodrum in Turkey- was built between 370 and 350 BC for King Mausolus. Legend says that the king's wife Artemisia II had the enormous white marble tomb built as a memorial to their love. The mausoleum overlooked the city for 16 centuries until a violent earthquake in 1304 AD. Some sculptures from the mausoleum can now be seen in the British Museum in London. The king's famous tomb became the source of the word 'mausoleum'.

**The Colossus\* of Rhodes, Greece**

Placed upon a marble pedestal, this 33-metre-tall statue was visible to ships approaching the Mediterranean island of Rhodes from many miles away. The gigantic bronze figure represented the Greek sun god Helios. The Colossus was completed in 282 BC and stood at the harbour entrance for 56 years before it collapsed in an earthquake. In 654 AD Arabs invaded Rhodes and broke the remains of the Colossus to sell it as scrap metal. It is said that it took 900 camels to carry the statue away.

\*colossus: very big and very important



2. **Decide if the statements below are true or false according to the information given in the text.**

	T	F
1. Three Ancient Wonders were connected to Mediterranean harbours.		V
2. Nothing is left of the Mausoleum of Halicarnassus today.		
3. The Lighthouse of Alexandria was the only wonder built for a useful purpose.		
4. The Great Pyramid can be seen in the suburbs of Cairo.		
5. The Colossus of Rhodes was made of marble.		
6. Three of the Seven Ancient Wonders collapsed in earthquakes.		
7. All the Ancient Seven Wonders were in only four countries.		



3. **Read the texts again and answer the questions below. Write the names of the appropriate wonders after the questions.**

**Which of the Seven Wonders ....**

1. was decorated with valuable stones and metals and elephants' tusks? .....
2. was destroyed by someone who wanted everybody to know about him? .....
3. was built to help boats sail into a port without any accidents? .....
4. is the only one still standing today? .....
5. was built by a broken-hearted queen in memory of her dead husband? .....
6. was a bronze sculpture of a god? .....
7. was made to please a homesick queen? .....

**Vocabulary in Context**



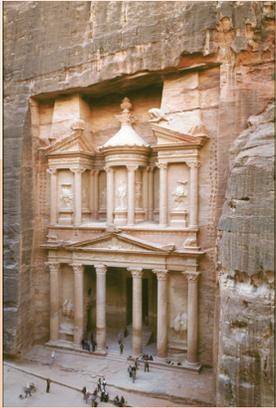
4. **Read the words. Then find their English equivalents in the text above. Compare your answers with your friends.**

1. აკლამა - tomb  
 2. სასნაული .....  
 3. უკვდავეყოფა .....  
 4. სმელთამუა (ზღვა).....  
 5. შუქურა .....  
 6. დანგრევა/ ჩამონგრევა .....

7. სპილოს ძვალი .....  
 8. აკრძალვა .....  
 9. ნავსადგური .....  
 10. ჯართი .....  
 11. ხელოვნური .....  
 12. ნაყოფიერება .....  
 13. მცდელობა .....



5. In 2007 over 100 million people nominated the New Seven Wonders of the World. Read about this event and fill in the gaps with the words below. Two words are extra.



announced    artificial    harbour    list    marvels    part    raised  
 represent    restoration    sites    ~~worldwide~~

### New Seven Wonders of the World

The results of a worldwide (1) vote to choose the New Seven Wonders of the World were ..... (2) on July 7, 2007 at a ceremony in Lisbon, Portugal. More than 100 million people from every country in the world took ..... (3) by phone and by the Internet to update the old ..... (4) with seven new wonders. Now we can forget about the Great Pyramid and the Hanging Gardens because the top New Seven Wonders of the World are now

the Great Wall of China, the Colosseum in Rome, India's Taj Mahal, Petra in Jordan and three architectural ..... (5) from Latin America: Peru's Machu Picchu, Brazil's Statue of Christ and Mexico's Chichen Itza pyramid. The New Seven Wonders ..... (6) some of the most important civilizations of the past two thousand years – Arab, Chinese, Incan, Indian, Mayan and Roman. The money ..... (7) by the global selection operation will be used to fund the ..... (8) of important historical ..... (9) around the world.



### Listening



6. Read the list of the New Seven Wonders below. Then listen to the descriptions of five of them. Put the new wonders in the order you hear them being described.



- a. The Taj Mahal
- b. The Statue of Christ
- c. The Great Wall of China
- d. Jordan's Petra
- e. The Colosseum
- f. Chichen Itza Pyramid
- g. Machu Picchu, an Incan City

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

### Grammar: Asking for and giving advice

We use **should**, **shouldn't**, **ought to**, **oughtn't to** to give or ask for advice.

**Should** is more common than **ought**, which is a little more formal and, in its negative form, hardly ever used.

- I think you should go to bed earlier.
- Do you think I should tell them the truth?
- He ought to listen to his father's advice.

We can also use **had better** for stronger opinions.

**Should** and **had better** are often used with **I think / I don't think / Do you think?**

- I think you'd better talk to your teacher about it.
- You'd better not forget to take an umbrella.

The forms below are also used for giving advice:

- Why don't you ask somebody for help?
- If I were you, I would call the police.



7. Rewrite each sentence so that it has a similar meaning and contains the word in brackets.

1. I wouldn't go skiing if I were you. **(think)**  
*I don't think you should go skiing.*

2. You ought to wear a warm coat today. **(had)**  
 .....

3. Do you think it's a good idea for me to go to Ann's party? **(should)**  
 .....

4. I advise you not to miss the Allstars concert on Saturday night. **(shouldn't)**  
 .....

5. It's not a good idea to take Dad's car without asking him. **(were)**  
 .....

6. It would be a good idea for you to see a dentist. **(ought)**  
 .....



**Speaking**



8.

**Work in small groups.**

**Read these short descriptions of five famous monuments and decide which of them should be the eighth New Wonder of the World. Give reasons for your choice. Share your choice with other groups. You can find more information about these sites on the Internet.**



The Acropolis in Greece is a great symbol of civilization & democracy. Built at the top of a rock, the Acropolis was to radiate power and protection for its people.



The Eiffel Tower in Paris is a symbol of challenge & progress. This magnificent tower is recognized all over the world.



The Statue of Liberty in New York is a great symbol of generosity & hope. It was a gift of France to the USA to honour the ideals of freedom and independence.



The Aya Sophia in Istanbul stands for faith & respect. Today this monument is a museum for both Christians and Muslims.



The Sydney Opera House in Australia reflects abstraction & creativity. It is very different from what we generally imagine an opera house might look like.



**Now get ready to write**



9. Write a short article for a newspaper about an architectural marvel situated either in your country or in another country. Write between 140-150 words. Include the following information:

- The name and the location of the site/monument
- What makes it so special
- Why you recommend people should go and see it

➔  Reading



1. Find out from your neighbour what he/she knows about these award ceremonies and whether he/she has seen them on TV.

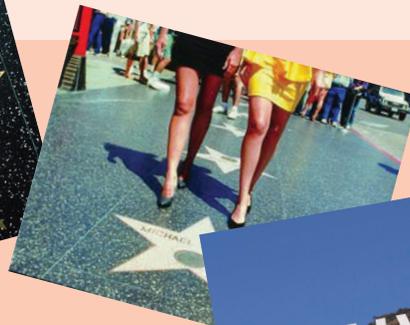
Oscar Awards

The Grammy Awards

Music TV awards



2. Have you ever heard of the sidewalk 'stars' that were first designed in Hollywood in honor of show business celebrities? Here is the story behind the stars. Read the text and match the titles with the paragraphs. One title is extra.



- a. How it started
- b. Hollywood Boulevard stars
- c. Georgian stars
- d. Star of the year
- e. Want to get a star?

Hollywood Stars

1. ....

'You can see all the stars as you walk down Hollywood Boulevard.' This line from a famous song refers to famous actors. In fact, most days you are unlikely to see any real movie stars here on the Hollywood Boulevard. But if you look down as you walk along, you'll see bronze stars on the world's most famous sidewalk, which they call the *Hollywood Walk of Fame*. On these sidewalk stars you can read the names of celebrities who made Hollywood great – from the silent film stars to the modern action heroes of today's blockbusters. Just below the name of each celebrity on the five-pointed stars is a small, round emblem which illustrates the celebrity's category, with one of five symbols: a motion picture camera for movie stars and directors, a television set for those in the television industry, a phonograph record for singers, songwriters, and recording artists, a radio microphone for radio and the twin theatrical masks of comedy for comedy stars.

2. ....

The Walk of Fame was created in 1958 by southern Californian artist Oliver Weismuller, who was hired by the city to create something new and interesting for Hollywood. The Walk of Fame began with 2,500 blank stars but sixteen months later 1,558 of them had entertainers' names on them and since then one or two stars have been awarded every month. By 1994 only 2,000 of the original stars had names on them, so more had to be added.

3. ....

In order for a person to have their name on a Walk of Fame star, he or she must agree to attend a presentation ceremony within five years, and pay a \$25,000 fee to the Hollywood Historic Trust. The fee is usually paid by sponsors such as film studios and record companies.

4. ....

However, Hollywood is not the only place where you can see the celebrities' stars. There is an Avenue of Stars in London and Hong Kong, and there is a Walk of Fame in Canada and in St. Louis. Paul Allan and Bill Gates have their own stars in Seattle, their birthplace. But perhaps you didn't know that in Tbilisi too you can see the same kind of stars in honour of popular personalities. The first one was inaugurated in front of the Tbilisi Philharmonia to commemorate Nino Ramishvili, the famous Georgian choreographer and a legendary figure of the Georgian National dance. Several stars in honour of famous Georgian actors and actresses can also be seen in front of the entrances to the Rustaveli and Marjanishvili theatres. And there is now a star which shines in front of the Rustaveli cinema to commemorate the Georgian movie actress Nato Vachnadze.



3. **Read the text again and write short answers to the questions below.**

1. What does the small symbol on each star illustrate? The celebrity's category
2. Which symbol appears on the stars of movie celebrities? .....
3. At first, how many stars were placed on the Walk of Fame? .....
4. How much do those who are awarded a star have to pay? .....
5. Who is this money usually paid by? .....
6. When was the first star in Tbilisi shown to the public? .....

### Vocabulary in Context



4. **Look through the text again. Then match the definitions below with one of the underlined words in the text.**

- |  |                 |
|--|-----------------|
| 1. Part of a street where people walk      | <u>sidewalk</u> |
| 2. Place where someone was born            | .....           |
| 3. Money paid for doing a professional job | .....           |
| 4. Open, or start, with a ceremony         | .....           |
| 5. Employ someone to do a job              | .....           |
| 6. Very successful film                    | .....           |
| 7. Empty, not written on                   | .....           |
| 8. Give honor to the memory of             | .....           |



5. **Read the text below and fill the gaps with the words given below. Two words are extra.**

accept    awarded to    blockbuster    ~~commemorates~~    fee  
 fictional    silent film    star    youngest

**Did you know that:**

- In Hollywood , a moon on each of the four corners of a star commemorates (1) the Apollo 11 astronauts. Each astronaut - Neil Armstrong, Michael Collins, and Edwin Aldrin - has a star and there is a joint ..... (2) for all the team members of NASA's Apollo 11 mission.
- In 2003, Britney Spears became the ..... (3) singer to ..... (4) a star on the Walk of Fame when she was only 21 years old.
- There are two film actors named Harrison Ford with stars. The first Harrison Ford was a ..... (5) actor in the early 1900s. The second is the present-day Harrison Ford, well-known for his roles in Star Wars and Indiana Jones.
- ..... (6) characters that have stars include Mickey Mouse, Godzilla and Winnie the Pooh.
- Stars have also been ..... (7) three fictional dogs: Lassie, Rin-Tin-Tin and Strong-heart.

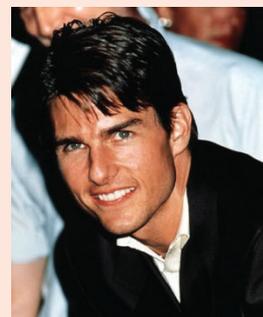


**Listening**

6. You are going to listen to a part of a radio programme about the celebrities who have been awarded 'stars'. This extract is about the Hollywood superstar Tom Cruise. Listen to the recording and underline the correct choice.

**Tom Cruise**

1. knows that his power and opportunities will disappear some day / will last forever.
2. wants to make films that make a lot of money / interest him.
3. performed stunts himself / had a stuntman to perform stunts for him in one of his films.
4. was excited / felt nervous when climbing a cliff in the movie opening shot.
5. was seriously injured / never got seriously injured when working on films.
6. hurt his finger / his leg while he was filming.
7. thinks that the best time when you are acting is when you feel proud / when you surprise yourself.



**Grammar: Asking for permission**

There are different ways of asking for permission.

1. You can use modal verbs such as **can, could** and **may**.
  - Can I leave early today? (less formal)
  - May/Could I leave early today? (more formal)
2. You can use phrases like **Is it allowed? Is it OK?**
  - Is it allowed to take photos here?
  - Is it OK if I take your dictionary?

7. Natia has just moved to a new school and has some questions to ask the teacher. Read the statements below and write Natia's questions using the words in brackets.

**Natia would like to know if it's possible to:**

1. use a calculator at the exam. (allow)  
Am I allowed to use a calculator at the exams?
2. wear whatever she wants at school. (can)  
.....?
3. speak in the corridors with other students. (OK)  
.....?
4. use her mobile phone during the break. (may)  
.....?

- 5. call the teachers by their first names. (can) .....
- 6. take drinks into classes. (allow) .....
- 7. stay in the classroom after the lesson today? (could) .....



**Speaking**

8.

*Work in small groups.*  
**Read the announcement below and think of a person you would like to nominate for the Walk of Fame Star. Why is your group nominating this person? What is special about him/her? Fill in the application form below for your nominee and PREPARE A PRESENTATION: Our Nominee for the Walk of Fame.**

WALK OF FAME COMMITTEE ACCEPTS NOMINATIONS FOR THE COMING YEAR

**Nomination Form**

**Name of the Nominee:** .....

**Category** (select one only): Motion pictures ..... Live theatre .....  
 Television ..... Recording ..... Radio .....

**Professional achievements (name three):** 1..... 2 ..... 3 .....

**GIVE A PRESENTATION**

In your small group choose a presenter who will speak in front of the whole class. The time limit for the presentation should not be more than 3 minutes. 1-2 minutes are allowed for questions from other groups. Remember the presentation tips given in unit 1.



**Now get ready to write**

9.

**Write a paragraph of 140-150 words about the Georgian celebrity who in your opinion should be awarded a 'star'. Include the following information:**

- who the person is.
- which nomination category he/she belongs to.
- why you think he/she must be awarded / what are her professional achievements?
- where the star should be placed.

*In my opinion, the Georgian celebrity who should be awarded a star should be .....*

When you finish writing, complete this checklist:

**Self-editing checklist**

- The paragraph has a topic sentence.
- In the sentences I used the correct word order.
- I used several facts and arguments.
- I checked for spelling and punctuation.
- I rewrote the paragraph.

 Reading


1. **Work with your partner. Make a list of as many words as possible which are associated with weddings. Then read the text below and see if there are any words in it from your list.**

*a wedding party, celebration, a wedding ring....*



2. **Do you know where the tradition of a wedding cake and engagement ring comes from? In the text below you are going to find answers to this question and learn more about wedding traditions in Asia and Europe.**

### Love makes the world go round

The word 'wedding' comes from an old-English word which meant 'serious promise' and that's exactly what a wedding is, no matter what country it takes place in, no matter what culture it's part of. One of the ancient traditions of Western Europe which is still strong today is the idea of the engagement ring. It was in 860 AD when Pope Nicholas I ordered that an engagement ring was required

when a couple had agreed to be married. He also said that the engagement ring had to be made of gold. By giving a gold ring to his future bride, the groom showed that he was ready and able to financially support her. It was in Italy, the land of love, that gold wedding rings first became popular, and it was also in Italy that the tradition of the wedding cake first began when, in the first century BC, a cake or bread was broken over the bride's head so that she would be able to have children.

It was in ancient Germany that the Western European tradition of having a Best Man began. In the old days, a man would sometimes kidnap his bride-to-be from a neighbouring village and he needed his strongest friend (his Best Man) to help him with the kidnapping. He also needed him to be present at the wedding ceremony, in order to fight off any relatives who wanted to take her back to her village! A wedding today would not be complete without a white wedding dress for the bride. Before the 16th century, however, this most important Western European wedding tradition was not common. It was only in 1499 that the white dress started to become popular and the tradition became part of Western European wedding culture. In China the groom's family give a roasted pig to the bride's family as an engagement gift. The traditional wedding dress worn by Chinese brides is bright red and the groom wears a black silk coat over a long robe decorated with a dragon. At Chinese weddings, you can also expect to hear loud firecrackers, which are intended to keep evil spirits away so they will not spoil the happy ceremony.

In Indonesia more than 1,000 guests may be invited to the reception which follows the wedding ceremony and, before the reception begins, it is usual for the bride and the groom to greet each guest one by one in a long receiving line. In India, and other countries with a Hindu culture, it is considered bad luck for the



bride and groom to see each other for several days before the wedding. As part of the marriage ceremony, the bride's parents wash the couple's feet with milk and water. By having their feet washed, the young couple are being symbolically purified before starting on the long journey of their new life together.



3. Read the sentences below. Then look through the text again and decide if they are true or false.

	T	F
1. The word 'wedding' comes from ancient Greece.		V
2. In China a common engagement gift is a roast pig.		
3. In Indonesia the bride and groom are not allowed to greet the guests.		
4. In India the bride's parents wash the couple's feet with milk and water.		
5. The tradition of the engagement ring comes from Asia.		
6. The tradition of the best man comes from Germany.		
7. In China the groom's coat has a dragon in it.		



4. Match the beginnings of the sentences with their endings according to the text.

- The tradition of a wedding cake started in Italy.
- The bride wears a red wedding dress in .....
- Gold wedding rings first became popular in .....
- In ..... a friend used to make sure the groom did not lose his wife.
- It's bad luck for the bride and groom to see each other several days before the wedding in .....
- White wedding dresses first became popular in .....

- Germany
- ~~Italy~~
- China
- India
- Western Europe

Vocabulary in Context



5. Read the statements and match the underlined phrases with their Georgian equivalents.

- |  |                       |
|--|-----------------------|
| 1. The <u>engagement ring</u> had to be made of gold.            | a. საქმრო/ნეფე        |
| 2. Many countries have a tradition of <u>Best Man</u> .          | b. გაიტაცეს, მოიტაცეს |
| 3. They <u>kidnapped</u> the bride from a neighbouring village.  | c. ნიშნობის ბეჭედი    |
| 4. His <u>bride</u> was from a neighbouring village.             | d. პატარძალი          |
| 5. The <u>groom</u> in China wears a black silk coat.            | e. შუშხუნა            |
| 6. At weddings you can hear loud <u>firecrackers</u> .           | f. ბოროტი სულელები    |
| 7. They say a diamond keeps <u>evil spirits</u> away.            | g. ინმინდებიან        |
| 8. They are <u>purified</u> before starting their life together. | h. ნეფის მეჯვარე      |



6. Below is the text about how people celebrate their wedding anniversaries. Read the text and fill the gaps with the words given below. Two words are extra.

congratulate couple diamonds ring events greetings groom ~~wedding~~ wood

A wedding anniversary falls on the month and day the wedding (1) took place. In large families, grandchildren or even great-grandchildren often visit the married ..... (2) to celebrate ..... (3) such as the 40th, 50th, and 60th anniversaries. In the United Kingdom, it is usual for the King or Queen to send a message to ..... (4) couples who celebrate their 60th, 65th and 70th wedding anniversaries, and any anniversary after that. In the United States married couples receive ..... (5) from the President for any wedding anniversary after the 50th. Traditionally, different materials are associated with certain numbers of years of marriage. For example, the fifth year is associated with ..... (6), the 25th with silver, the 50th with gold and the 75th with ..... (7).



7. You are going to listen to Ann talking about her grandparents' diamond wedding anniversary party. Read the statements below and as you listen, number (1-8) the statements in the order they appear in the story. Then listen to the recording again and check your answers.

**A Diamond Anniversary Party**

- a. They got together in the big room to put up the decorations. ....
- b. They ordered the flowers . ....
- c. They made a list of all the guests we wanted to invite. 1
- d. They had a big family dinner. ....
- e. My grandparents welcomed the guests. ....
- f. They packed up the gifts, washed the dishes, and cleaned the room. ....
- g. A local newspaper reporter took a photo ....
- h. They opened their gifts. ....

**Grammar: Inviting / asking for direction / offering to do something**

Look at the sentences:

- Would you like to join us for a cup of coffee?
- Could you tell me the way to Tbilisi State University?
- Shall I open the window?

The first sentence invites, the second asks for directions and the third offers to do something. In all three sentences certain structures are used to express these functions. They are: *Would you ...? Could you...? Shall I...?*

**Note that whether we invite, ask for directions or offer to do something, what we say depends on whether we want to be polite or not, or whether we are speaking to a friend or a stranger. Therefore we may use a formal or informal style. For example:**

**Asking for directions - formal:**

- *Could you tell me how to get to the post office?*

**Asking for direction - informal**

- *How can I get to the post office?*



8. What do the sentences below express: Do they invite, ask for direction or offer to do something? Tick the appropriate box.

	invite	ask for direction	offer to do smth.
1. How about going to the cinema?	✓		
2. Shall I carry your bag for you?			
3. Would you like to join us in the evening?			
4. Excuse me, how can I get to the Rustaveli Avenue?			
5. Would you like one more cup of tea?			
6. Please come with us to the cinema.			
7. What's the way to Trafalgar Square?			



9. Rewrite these informal questions to make them formal, using could you or would you or shall I.

1. Can I read the poem for you? **(like)**  
*Would you like me to read the poem for you?*
2. Am I going the right way to the Marjanishvili theatre? **(this)**  
Is .....?
3. Is this the right way to the city centre? **(tell)**  
Could .....?
4. I would like to use your telephone. **(all right)**  
Is .....?
5. Let's go to the park later. **(like)**  
Would .....?
6. Let's watch the film. **(watching)**  
How .....?
7. Can I answer the phone for you? **(like)**  
Would you .....?



**Speaking**



10.

**Work with your partner.**  
**Invite your friend to the cinema, agree on the time and place to meet. When you have finished, role play the conversation in front of the class.**  
**Use the prompts below:**

- |                              |                                      |                 |
|------------------------------|--------------------------------------|-----------------|
| • How about?                 | • Would it be all right if we met... | • Fine.         |
| • Would you like to join us? | • Is it far from ....                | • See you then. |
| • Do you feel like going...  | • Where exactly?                     |                 |



**Now get ready to write**



11. You have seen the advertisement below on your school notice board and have decided to enter the competition. Before doing so you need to have some more information.

Read the advert below. Then write a letter to the author of the advert and ask him the information you need. The notes below will help you.

**Competition in Composition Writing**

Think of a special day for your family and write a composition about it.  
Maximum number of pages - 2.

Best compositions to be published in a regional youth magazine.

Deadline in a week's time. Send by post.

GOOD LUCK!

- which exactly?
- when exactly?
- is there e-mail?
- how many words?
- in which one?

➔  Reading



1. In this list of famous festivals and contests, decide with your partner which cultural themes they are about. Match each event with one of the three themes given below. Then read the advertisements below and check your answers.

- a. theatre                      b. songs and singers                      c. cinema

1. The Eurovision Song Contest    ...b....
2. Cannes Film Festival    .....
3. New Wave .....
4. Venice Film Festival .....
5. Gift Festival .....

A Cultural Calendar

**A. The Eurovision Song Contest**

Hello Europe! In May the Eurovision Song Contest will be hosting participants from 43 countries. The contest has been televised every year since 1956 and is one of the world's longest-running TV programmes. It is also one of the biggest non-sporting events and attracts about 600 million viewers across the world. Information about ticket sales will soon be available, so keep an eye on Eurovision TV.



**B. Cannes Film Festival**

The Cannes Film Festival in France, founded in 1939, is one of the world's oldest and most influential film festivals. The festival is held annually, usually in May, in the Mediterranean French resort of Cannes. The most prestigious award given out at Cannes is the Palme d'Or (Golden Palm), a prize which was created in 1955.



**C. New Wave, Jurmala**

The international New Wave competition for young pop singers has become a mega event in the global music arena. These live concerts attract millions of spectators, as well as top music writers and reporters from all the media, who absolutely can't miss the event and support the competitors with all their hearts. New Wave is held once a year in Jurmala, Latvia in July.



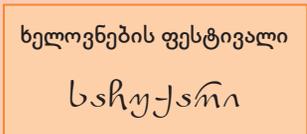
**D. Venice Film Festival**

The Venice Film Festival is the oldest film festival in the world. It began in 1932 and since then has taken place every year in late August or early September on the Lido, one of the islands of this romantic Italian city. It is one of the world's most prestigious film gatherings and the top awards are the Golden Lion, for the best film screened at the festival, and the Volpi Cup, which is awarded to the best actor and actress.



**E. Gift Festival**

Many art festivals are organized in Georgia but, in the field of theatre, there is only one 'Gift Festival' and this festival is indeed a wonderful present for all theatre goers. In October this year the Gift Festival will be opened at the Tumanishvili Theatre.





2. Now read about what these young people are interested in. Then decide which of the five cultural events advertised (A-E) they would like to attend. There is one extra advertisement.

1. Irakli is 18 years old and his sister Mari is 15. They are both pop music fans. They have plenty of spare time in summer. They think it would be fun to see a song competition. ....

2. Nino is an art student. She is keen on cinema and knows a lot about the history of film-making. In late spring she will be visiting France. She would really enjoy learning more about new films and movie celebrities. ....

3. Kote is 17. In his free time he loves listening to pop music and reading all about it in magazines. He particularly likes watching song contests and concerts on T.V. He wants to find out about the biggest-selling world hits of the year. ....

4. Salome and her friends are specially interested in theatre. The new drama season has already started and these days they go to the theatre almost every weekend. They would love to watch productions by contemporary theatre groups from abroad. ....



3. Read the advertisements again and complete the table below with the information given. Some information is not given.

events	place	dates/time of year	main award
Eurovision Song Contest	.....		.....
Cannes Film Festival			
New Wave			.....
Venice Film Festival			
Gift Festival			.....

Vocabulary in Context



4. Read the phrases. Then try to find their English equivalents in the texts above.

1. საჩუქარი: gift  
 2. თვალყურის დევნება  
 3. გრანდიოზული ღონისძიება  
 4. პრესტიჟული ჯილდო  
 5. მხარდაჭერა, გულშემატკივრობა  
 6. სიმღერის კონკურსი, შეჯიბრი  
 7. თეატრის მოყვარულები



5. Fill in the following sentences with the correct form of the words in capitals.

- Nino decided to enter a competition for young singers.
- The Eurovision Song Contest is an ..... well-known event.
- Go to [www.festival-cannes.org](http://www.festival-cannes.org) for the ..... about this festival.
- Sorry, there are no tickets left for the evening .....
- This programme is for young .....
- Nicole Kidman, the famous ....., is from Australia.
- The Cannes Film Festival is one of the most .....

- COMPETE  
 INTERNATIONAL  
 INFORM  
 PERFORM  
 VIEW  
 ACT  
 PRESTIGE

↓  
**6. What are the cultural activities in Tbilisi this week? While you read about the week's programme, put the words below into the gaps. Two words are extra.**

**This week's cultural calendar**

- chance
- classic
- contemporary
- hit
- live
- ~~performed~~
- performances
- prestigious
- stage

The Tbilisi State Academic Theatre of Opera and Ballet will be opening its new season. Traditionally, each season opens with the Zakaria Paliashvili opera *Abesalom and Eteri*. This year is no exception and on September 2 this Georgian classic will be performed (1) on the Tbilisi Opera ..... (2). Although the season has only just begun, almost the whole year's ..... (3) have already been planned. Other welcome news is that a..... (4) concert will soon be held in the Opera House. On show at the Georgian Art and Culture Centre is a permanent exhibition of Georgian folk handicrafts and works of ..... (5) Georgian artists. At the Rustaveli Cinema you have another ..... (6) to see the international ..... (7) movie *Pirates of the Caribbean*. It's showing nightly at 21:30.

↓ →  | **Listening**

**7. You are going to listen to a song by a Georgian pop group SOFT EJECT. While listening, follow the text and fill in the missing words. Two words are extra.**

- ~~day~~
- delight
- eyes
- cloud
- light
- mind
- road
- sight
- smiles
- sky
- kind
- summer

**A Dozing Day**

It's a blooming day (1) in an old town  
 There's a Sunday call up in the ..... (2)  
 (As The End - ah!)

I am standing at the ..... (3) side  
 I wonder why she's not in ..... (4)

Strangers and strangers  
 Thoughtful expressions and ..... (5)

Sunlight and shades are reflected  
 In my eyes, in my eyes, in my ..... (6).

Worries and worries  
 Wonder and peaceful ..... (7)  
 Over and over and over and over again  
 Fill my ..... (8).

It's a dozing day of the ..... (9)  
 When the eyes can catch another ..... (10).

**Grammar: Complex sentence**

Look at the sentences below:

- I will tell you when the concert starts.
- I like this festival because it invites young singers.

These are the examples of **complex sentences**. As you already know, a complex sentence consists of an independent clause (დამოუკიდებელი წინადადება) and one or more dependent clauses (დამოკიდებული წინადადება). A dependent clause always begins with a subordinator (მაქვემდებარებელი კავშირი) such as, for example, *because, since, before, although, unless, as soon as* or a relative pronoun such as, for example *that, who, which, when, how*. Please note that *that* replaces *which* in many cases.

More examples are:

- All the tickets will be sold before the festival starts.
- You will not see your favourite celebrity unless you visit the festival.
- Natia bought a dress that surprised everyone.
- Since he was tall, he was invited to join a basketball team.



8. Complete the gaps with the words below.

unless that (2) although so as soon as who despite

1. As soon as you've taken your exams, we'll go to the mountains for a holiday.
2. .... Nino was not hungry, she had to eat her dinner.
3. Isn't that the man ..... used to teach us Spanish?
4. Lasha is going to watch the film ..... is on at the Rustaveli cinema.
5. Salome went to the party ..... having a high temperature.
6. My room was ..... messy it took me the whole day to tidy it up.
7. Everyone was annoyed with the heavy snow ..... fell last night.



Speaking



9.

**Work in groups. Think of a concert / song or film festival you have recently attended or seen on TV. In small groups PREPARE A PRESENTATION: The festival I remember best. You can also prepare some visuals (pictures or drawings) to show while presenting. The questions below will help you.**

- Where and when did you see it?
- Were any famous people participating?
- What kind of festival was it?
- What adjectives would you use to describe it?
- Would you recommend your classmates to watch it?

In your presentation use the phrases given below:

*It's called / it lasted / the best/the worst thing about it is.../... another thing I liked was.../ One weak point was.../ I'd recommend it to anyone who likes.../ I wouldn't recommend it to those who...*



GIVE A PRESENTATION

In your small group choose a presenter to speak in front of the whole class. The presentation should not be more than 3 minutes long, and 1-2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.



Now get ready to write



10. Imagine you and your friends want to organize a song festival in your school. It can be a pop song festival, a jazz festival, a folk song festival, or any other kind. You have decided on all the details and you would like to let people know about it. Write an advert for the festival to include all the useful information. Use adverts in ex.1 as a model.

*My school song festival*

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



1. Complete the second sentence so that it means the same as the first one using the words in brackets.

1. Shall I make some coffee for you? **(like)**  
Would you like me to make some coffee for you?
2. I would like to borrow your book. **(all right)**  
Is .....
3. Let's meet tomorrow at 6. **(meeting)**  
How .....
4. I would like to know the way to Rustaveli Avenue. **(tell)**  
Could .....
5. Am I going the right way to the stadium? **(this)**  
Is .....
6. I would like to look the word up in a dictionary. **(can)**  
Can .....
7. Can you drive a car at the age of 16? **(allow)**  
Are you.....
8. You are not allowed to smoke here. **(can't)**  
You .....
9. Can I leave the lesson early today? **(OK)**  
Is it .....
10. May I turn the volume down? **(mind)**  
Do you .....
11. Could we start the lesson earlier tomorrow? **(possible)**  
Is it .....
12. Let's go to the disco. **(going)**  
How about .....



2. Join the sentences into one complex sentence using the words in brackets.

1. I don't often eat ice cream. I really like it. **(although)**  
I don't often eat ice cream although I really like it.
2. There was a traffic jam. But Irakli wasn't late for work. **(In spite of)**  
.....
3. We waited with our friends. Their bus arrived. **(until)**  
.....
4. We'll arrive at the airport. We'll take a taxi into town. **(when)**  
.....
5. Nick doesn't play any instrument. He sings very well. **(but)**  
.....
6. Natia phoned her parents. The exam results arrived. **(as soon as)**  
.....
7. Have you seen the book? I bought it yesterday. **(that)**  
.....
8. Kote fell asleep on the train. He missed his station. **(because)**  
.....
9. Mari enjoys sports. She has joined the tennis club. **(so)**  
.....
10. Mrs. Brown opened the parcel. She believed it was for her. **(since)**  
.....
11. I will get upset. You won't let me use your computer. **(if)**  
.....
12. It was a surprise. I didn't know what to say. **(such/that)**  
.....



3. Make sentences using the words in brackets. Each sentence should ask for or give advice.

1. Nick/help his friends. **(ought to)** Nick ought to help his friends
2. We/not invite too many people. **(should)** .....
3. Mari/study harder before the exams. **(ought to)** .....

4. You/buy a new sweater. **(why don't)** .....
5. You/take a taxi. **(had better)** .....
6. You/not watch TV up to so late. **(should)** .....
7. You/not spend all weekend chatting and shopping. **(should)** .....
8. You/take the medicine with you when you go on holiday. **(ought)** .....
9. You/ fasten the seat belts while on the plane. **(ought to)** .....
10. You/do the washing up now. **(why don't)** .....
11. Tell Nino the truth. **(had better)** .....
12. You/ take driving lessons before you buy a car. **(should)** .....



**4. Complete each sentence with the appropriate phrase. Two phrases are extra.**

completely restored    blank stars    contemporary theatre    engagement ring    evil spirits  
 eventually destroyed    famous sidewalk    keep an eye    long-running    loud firecrackers  
 pay a fee    practical use    song contest    violent earthquake

1. The Statue of Zeus was eventually destroyed in 391 AD.
2. A ..... destroyed the city.
3. After it was ....., a lot of tourists visited the museum.
4. This soap opera is a ..... TV series.
5. The semi-finals will be televised next month. So ..... on our programmes.
6. Salome and her friends never miss a new play. They love .....
7. The Walk of Fame began with 2,500 .....
8. The course is not free so if you want to do it you have to .....
9. The most ..... in the world is in Hollywood.
10. As soon as Anna agreed to marry him, Sandro gave her an .....
11. At weddings, you can often hear .....
12. A lot of objects in Nino's house have no .....



**5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 17-20.**

Out of 30 words I know \_\_\_\_\_.

- |                            |                       |                         |
|----------------------------|-----------------------|-------------------------|
| 1. annually – ყოველწლიურად | 2. contest _____      | 3. restore _____        |
| 4. support _____           | 5. ban _____          | 6. kidnap _____         |
| 7. groom _____             | 8. purify _____       | 9. firecrackers _____   |
| 10. award _____            | 11. marvel _____      | 12. ivory _____         |
| 13. spectator _____        | 14. tomb _____        | 15. inaugurate _____    |
| 16. commemorate _____      | 17. fee _____         | 18. hire _____          |
| 19. prestigious _____      | 20. birthplace _____  | 21. blank _____         |
| 22. bride _____            | 23. immortalize _____ | 24. Mediterranean _____ |
| 25. lighthouse _____       | 26. evil _____        | 27. engagement _____    |
| 28. collapse _____         | 29. colossus _____    | 30. import _____        |

➔  Reading



1. Read the texts about two different types of protests and try to guess the underlined words and phrases from the context. Then do the tasks which follow.



Guy Fawkes Night

November 5th 1605 was going to be a special and happy day in London. King James I of England was due to go to Parliament for an important ceremony and the building was going to be crowded with people. But they were not aware that all of their lives were in danger; they did not know that a gang of men intended to kill them all in a huge explosion, nor that these men had been secretly planning this attack for more than a year. But why did these men want

so much to kill the King? Sadly, the reasons why they were so desperate were connected to religion and power. These people were angry about the way Catholic people were being treated in England. However, their plan to blow up the Parliament failed because one of the gang had a friend who he did not want to be killed. So, despite his anger with the government and his desire to kill the king, he wrote an anonymous letter to his friend in which he told him about the plan and warned him not to go into the Parliament building. The friend, Lord Monteaagle, showed the letter to King James and at the last minute the ceremony was cancelled.

Guy Fawkes, the man whose job was to explode thirty-six barrels of gunpowder, was caught in the cellars under the Parliament just a few hours before the explosion was due to happen. He was taken to the Tower of London and later he and the rest of his gang were executed. By evening on that same day, the news had spread round London that a man called Guy Fawkes had been caught. Londoners were so happy that the King and the parliament building had survived that they lit bonfires in the streets and burned Guy Fawkes dummies\* on them to celebrate the event. These bonfire parties quickly became a tradition and, four hundred years later, a 'guy' is still burnt on fires, and fireworks are lit, at November 5th 'bonfire nights'.

The Boston Tea Party



Did you know that during the 18th century drinking tea was as popular in Britain's North American colonies as it has always been in Britain itself? Not only was tea a popular American drink 250 years ago, it also became the focus of an important political event which was going to change history forever. This famous event became known as the Boston Tea Party and it was a protest by American colonists against their government in Britain. The reason for the protest was a law which the British government had passed. This law allowed the East India Company, which brought tea from China,

to sell it very cheaply in the American colonies. The prices they asked for tea were much cheaper than prices offered by the American merchants, with the result that the merchants were soon unable to find anyone who wanted to buy their tea.

\*dummy: ფიტული

The merchants were very angry. They didn't want to lose control over a business that had been very successful and profitable. There were also many others who thought that the British government should not be making any decisions for people in America. Americans wanted to govern themselves, and to live in a free nation. So, when they protested in Boston against the new tea law, this was an early warning of the start of the fight for independence which took place a few years later. The Boston Tea Party took place in December, 1773, when about 150 Americans, dressed as Native American Indians, went to Boston Harbour and secretly boarded three British ships. The ships were carrying 45 tons of tea in wooden boxes. The men emptied all the boxes and threw all the tea into the sea. The British government were so angry that they closed Boston Harbour and announced that the city had to pay for the 45 tons of tea that had been lost. But it was also a remarkable day for American history, because after that day, the American colonies began to unite in their fight for freedom and this fight eventually led to American independence.



2. Match the sentence halves to make one sentence.

- |                                  |  |
|----------------------------------|--|
| 1. Guy Fawkes' plan <u>c</u>     | a. is celebrated in Autumn.                    |
| 2. The Boston Tea Party .....    | b. wanted to defend Catholics' rights.         |
| 3. Guy Fawkes night .....        | c. was discovered just in time.                |
| 4. Americans protested .....     | d. closed the port as a punishment.            |
| 5. Guy Fawkes and his gang ..... | e. was an important event in American history. |
| 6. The British government .....  | f. against the new law.                        |



3. Read the statements and decide whether they are true or false according to the texts.

	T	F
1. King James I of England was a Catholic.		V
2. The plan to blow up the Parliament failed.		
3. The members of Guy Fawkes' gang were put to death.		
4. In the 18th century North America was an independent country.		
5. Tea was Americans' favourite drink before the Boston Tea Party.		
6. The 45 tons of tea was destroyed by the Native American Indians.		
7. Tea was popular in America more than 200 years ago.		

Vocabulary in Context



4. Match the underlined words with their English equivalents. The context will help you. Example 1-c.

- |  |                      |
|--|----------------------|
| 1. The robbery was carried out by an armed <u>gang</u> .                 | a. სარდაფი           |
| 2. <u>Gunpowder</u> is used in bombs and fireworks.                      | b. მოვლენები         |
| 3. We went down into the <u>cellar</u> for more wine.                    | c. ჯგუფი, ბანდა      |
| 4. He <u>was executed</u> for a political crime.                         | d. ვაჭარი            |
| 5. George is a nice <u>guy</u> when you get to know him.                 | e. მომგებიანი        |
| 6. Tonight's programme looks back at the main <u>events</u> of the year. | f. დენთი             |
| 7. He is a son of a wealthy import-export <u>merchant</u> .              | g. სიკვდილით დასაჯეს |
| 8. What can be done to make the business more <u>profitable</u> ?        | h. ყმანკილი, ბიჭი    |

5. Read the text about Guy Fawkes and fill in the gaps with the words below. There are two extra words.

appears    blow    cellars    common    event    execute  
 gang    government    gunpowder    'guy'    profitable    ~~time~~

Guy Fawkes could have changed the appearance of London if he had not been caught in time (1). It has been calculated that Guy Fawkes used 25 times more explosive than he really needed to .....(2) up Parliament; the 2,500 kg of ..... (3) that he had placed in the building could have destroyed everything less than 500 metres away. Today, he and the other members of his .....(4) would be called terrorists. But, surprising as it may seem, Guy Fawkes's name .....(5) in the 2002 list of '100 Great Britons', alongside such great names as William Shakespeare, Charles Dickens, Winston Churchill and John Lennon. Guy Fawkes is also remembered by one of the most ..... (6) words in the English language; some say that the English word ..... (7) actually comes from Guy Fawkes's name. In addition, some of the activities of the British ..... (8) still remind us of the gunpowder ..... (9). For example, the monarch only visits Parliament once a year, to carry out the 'State Opening of Parliament' and this is to protect him, or her, from possible attacks. In addition, the ..... (10) are always thoroughly searched before the monarch arrives at the Parliament for the State Opening.

➔  | **Listening**

6. You are going to listen to a person who took part in the 1978 protest in Tbilisi organised to protect the Georgian language. Listen to the recording and decide if the statements below are true or false.

	T	F
1. People were protesting against a Soviet government decision.		
2. The Kremlin wanted to make Georgian less important than it had been.		
3. The Soviet army was trying to stop the march.		
4. About 20 000 people managed to get to the government building.		
5. In spite of the danger, the demonstrators were not going to give in.		
6. After this event people began to think about fighting for the independence of Georgia.		

**Grammar: another/other/ the other**

**Another** is used to refer to one more person or thing apart from those already mentioned.

**Another** can also be used with expressions of time, money and distance.

- Can I have another piece of cake?
- It will take another half an hour to reach the town.

**Other** is used to refer to additional people or things of the same kind.

- There are two other problems I'd like to discuss.

**Others** is used to refer to several more people or things apart from those already mentioned.

- Some of these magazines are about science, others are about art.

**The other(s)** means the rest. It is used to refer to all the people or things in a group apart from the one you have already mentioned.

- This book is yours, the other is mine.

7. Choose and underline the correct choice.

1. I can't do the fifth and the sixth questions but I've done all the others / others.
2. I chose this coat in the end because the other / another ones were all too expensive.
3. Some people liked the film while other / others were shocked by it.

4. I went swimming while *another / the others* played tennis.
5. Would you like to have *another / other* cup of tea?
6. Have you got any *other / another* questions?
7. *Other / Another* people may disagree but I think we have to apologize.



8. Fill in the gaps with **another, others, the other(s)**. Sometimes more than one answer is possible.

1. I'm busy right now. Can you come back another time?
2. I don't like this dress. Can I try ..... one , please?
3. We finally moved to ..... apartment.
4. Some people came by car, ..... came on foot.
5. In ..... five years I'll be earning a salary, I hope.
6. Only five students passed the exam. All ..... failed.
7. Mrs. Jones and three ..... teachers were at our school leaving party.



**Speaking**



9.

**Read these names of famous people from Georgian and world history. In small groups, talk about why these names are still remembered - what these people fought for, or protested against. Then choose one hero from the list and PREPARE A PRESENTATION: The story of a hero. Don't forget to make notes beforehand.**

David the Builder  
Giorgi Saakadze  
Kakutsa Cholokashvili

Martin Luther King  
Mahatma Gandhi  
Jeanne d'Arc

In the presentation include at least four of these phrases:

..... was one of the greatest heroes of all times. / He/She died in the fight for..... / He/She stood up for his/her country's rights. / ..... was very determined to ..... / He/she refused to give in. / He/She protested against...../ He/She became a national hero when .....

**GIVE A PRESENTATION**

In your small group choose a presenter to speak in front of the class. Time limit for the presentation shouldn't be more than 3 minutes. 1-2 minutes are allowed for questions from other groups. Remember the tips given in Unit 1.



**Now get ready to write**



10. Write an article about the famous person your group gave the presentation on. Write between 130-140 words. In your article include the following information:

- A description of the hero
- The heroic things he / she did. What he / she became famous for
- Your personal attitude towards the hero. Why you admire him / her

*The story of a hero*

.....

.....

.....



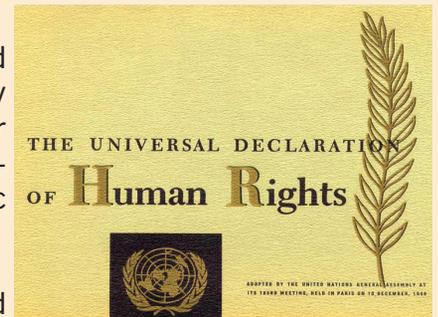
1. Take two minutes to discuss the following with your partner:

- In Georgia at what age are young people no longer considered to be children?
- Think of a time when you were not allowed to do something that you think you had the right to do.



2. Read this text about children's rights and, while you read, choose those that you think are most important to you personally. Why are they important?

What do you think all people should be allowed to do? Should they be free to believe in God or not? Should they be able to say what they think? Should they be given the chance to vote for members of their government? If you think the answer to questions like these is yes, then you believe that people have basic human rights.



But it is not only adults who have rights. Children too can demand rights of their own. The idea that children should have rights – the children's rights movement - started in the 1800s in the USA. The movement grew because more and more people realised just how hard the lives of some children were. In those days, for example, children who lost their parents often had to find jobs to support themselves. Boys, as young as 10 or 12, went to work in factories or coal mines, while girls would work in restaurants or in workshops making clothes. And of course the children received very low wages for these jobs. These were one of the reasons why the children's rights movement started.

This is what the United Nations '*Declaration of Human Rights*' says about children's rights. A 'child' is defined as a person below the age of 18. All children have rights, irrespective of their race, colour, sex, language, religion, political opinion, place where they were born or who their parents are. Here are some of the rights that you have if you are a child:

- You have the right to grow up and to develop physically and spiritually in a healthy and normal way.
- You have a right to a name.
- You have the right to be a member of a country.
- You have a right to protection, good food, housing and medical care.
- You have a right to special care if you are handicapped in any way.
- You have a right to love and understanding from parents and family and from the government where parents and family cannot give this.
- You have the right to go to school for free, to play, and to have an equal chance to develop your abilities and to learn to be responsible and useful. Your parents have special responsibilities for your education.
- You have the right always to be among the first to get help when needed.
- You have the right not to work for money before reaching a minimum age and never when that would be harmful for your health, and your moral and physical development.
- You have the right to be taught peace, understanding, tolerance and friendship among all people.

For more information about the *Declaration of Human Rights* go to: [www.un.org](http://www.un.org)  
 For more than sixty years, UNICEF has been the world's leading children's organization, protecting children and their rights in the world. You can find out about UNICEF on: [www.unicef.org](http://www.unicef.org)  
*Save the Children* is another leading independent organization which helps children who are in need. For more information go to: [www.savethechildren.org.uk](http://www.savethechildren.org.uk).

3. Look through the children's rights again and match the beginnings of the sentences with their endings.

- |   |  |
|---|--|
| 1. You have the right always to be among the first... | a. for money.                          |
| 2. You have the right not to work ...                 | b. to get help when needed.            |
| 3. You have the right to grow up and to develop ...   | c. for free.                           |
| 4. You have the right to go to school ...             | d. handicapped in any way.             |
| 5. You have the right to learn about ...              | e. from your family or the government. |
| 6. You have a right to love and understanding ...     | f. peace and friendship.               |
| 7. You have a right to special care if you are ...    | g. in a healthy way.                   |

4. Read the sentences below and decide if they are true or false according to the text.

	T	F
1. The children's rights movement started in USA.	V	
2. The children's rights movement did not start until the 20th century.		
3. In the 1800s some children had to work to be able to live.		
4. In the 1800s children in the USA were very well paid.		
5. A person over 16 is no longer a child according to the 'Declaration of Human Rights'.		
6. UNICEF is the world's leading children's organization.		
7. The document says that children in every country should have the same rights.		

Vocabulary in Context

5. Match the words in A with their English equivalents in B. Example 1-i.

A	B
<p>1. mine <u>i</u></p> <p>2. wages</p> <p>3. irrespective of</p> <p>4. spiritually</p> <p>5. protection</p> <p>6. housing</p> <p>7. equal</p> <p>8. harmful</p>	<p>a. სულიერად</p> <p>b. საცხოვრებელი</p> <p>d. ხელფასი</p> <p>e. მავნე, საზიანო</p> <p>f. თანაბარი</p> <p>g. მიუხედავად</p> <p>h. დაცვა</p> <p>ჰ. მალარო</p>

6. Fill in the following sentences with the correct form of the words in capitals.

- Parents must teach their children tolerance and friendship.
- Lado is unbelievably strong .....
- Too much work can be ..... for children.

FRIEND  
 PHYSICAL  
 HARM

4. Parents have special ..... to give education to the child.
5. Children need care and ..... from their family.
6. Children's rights ..... started in the 1800s.
7. The hospital gave the child free ..... care.

**RESPONSIBLE  
PROTECT  
MOVE  
MEDICINE**



7. Read this advertisement produced by the charity organization *Save the Children* and complete the gaps with the words in the list. Two words are extra.

developing    ~~equal~~    harmful    healthcare    mine  
participate    physically    support    wages

### We save the children. Will you?

The history of *Save the Children* is a story of positive change and of millions of people in different countries of the world working together to create an equal (1) chance for the world's children to develop ..... (2) and spiritually in a healthy way. *Save the Children* works in ..... (3) countries where many people, when they are sick, don't get ..... (4) because they can't afford to pay for it and children have to do jobs which are ..... (5) for them. You can also make a difference and ..... (6) in the global campaign to save the children. Here are three things you can do. Donate - Become a regular life-saver. Just £3 a month can help more children reach their fifth birthday. Give your time – This is a great way to ..... (7) us and have fun at the same time. Take part in an event - Join us at one of our regular events. Want to know more? Go to: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)



### Listening

8. You are going to listen to a radio interview with a UNICEF representative. Before you listen, check the meanings and the pronunciations of the following words in the wordlist in the end of the book. Then listen to the interview and answer these questions.

pneumonia    malaria    hygiene    AIDS\*

1. When was UNICEF created? *In 1946.*
2. What was the purpose of UNICEF when it started? .....
3. Which important UNICEF goal does Jane talk about? .....
4. When did the campaign 'Unite for Children, Unite against AIDS' start? .....
5. When was UNICEF awarded the Nobel Peace Prize? .....
6. What do children do when they 'Trick-Or-Treat for UNICEF'?"? .....
7. In how many countries does UNICEF have representatives? .....

\*AIDS: ʔoʔɪz



### Grammar: Articles

Look at the sentences below:

1. Save the Children is **an** independent organization.
2. UNICEF helps **the** children in Africa.
3. Children have rights.
4. UNICEF is **the** biggest children's organization.
5. There are hot spring baths near **the** Mtkvari.

The sentences show different uses of articles (**the - a - zero**). They are:

- a. The Indefinite article (**a/an**) is used when something is mentioned for the first time. (sentence 1).
- b. The Definite article (**the**) is used when we talk about a specific group.(sentence 2).
- c. The **zero** article is used when we talk about things in general. (sentence 3).
- d. The Definite article (**the**) is used with superlatives. (sentence 4)
- e. The Definite article (**the**) is used with the names of rivers, oceans and mountain ranges. (Sentence 5).



9. Complete the gaps in the sentences below with a/an, the or zero articles.

1. World Wide Fund (WWF) is ..... independent organization.
2. Bill Gates and his fund helps ..... people who suffer from pneumonia.
3. .... Mobile phones can connect people worldwide.
4. United Nations is one of ..... biggest international organizations.
5. To my knowledge ..... Dunai is the longest river in Europe.
6. They say there are a lot of fashionable skiing resorts in ..... Alps.
7. I wanted to give him 200 laris for his guitar but he said he needed more time to think about ..... offer.



Speaking



10.

**There are children who are homeless and live in orphanages or in the street. Most of these children are not taken care of by their parents, or they don't get education, or they are not fed well. What can we do to protect the rights of homeless and needy children? In small groups PREPARE A PRESENTATION: Help the homeless. In your presentation you should include practical ideas for helping homeless and needy children.**

For example:

- We could invite street children to take part in our school sports competitions.
- They should be given free medical care by the Government.

GIVE A PRESENTATION

Choose a presenter to speak in front of the whole class. The time limit for the presentation shouldn't be more than 3 minutes and 1-2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.



Now get ready to write



11. In small groups prepare a poster: **Be an Activist - Help the Homeless.** Your poster should have specific and practical ideas and recommendations on how to help homeless children and protect their rights. Use the ideas from the speaking activity.

Display your posters on the classroom walls. Discuss the ideas. Whose ideas do you like most and why? Use the poster below as a model.

**Be an activist - help the homeless!**

INVITETHEMTOSSCHOOLEVENTS

smile to them

take them to school trips with you

**COLLECT SOME MONEY TO HELP THEM**

INVITE THEM HOME

organize homeless children's club at schools

➔  **Reading**

- ↓
1. How many rare or endangered animals can you name? Make a list. Compare your list with your partner. Where do these animals live? Why are they endangered?
  2. Now read the information below about rare animals and match the animals with the continents where they live.

- Asia - snow leopard
- Africa - .....
- Europe - .....
- South America - .....
- North America - .....
- Australia - .....

*Nobody knows how many different animal species there are, but we do know that many of them might become extinct before we even learn about their existence. In the modern world there are special laws which protect animals' rights and help them to survive. Here is a list of some rare animals and some information about them.*

**Koala**

There are fewer than 100,000 koalas in the world. They prefer to live in forests. They live in trees and eat leaves. They do not live in big groups, but prefer to be alone. The baby koala is very small when it is born, and lives in its mother's pouch for five to seven months. During the 1920s koalas were hunted for their fur and their population went down.



Today, about 4,000 koalas are killed every year. Australian national laws protect koalas.

**Jaguar**

The jaguar is the largest cat on the American continent. According to one Indian myth, the jaguar got its spotted coat by putting mud on its body with its paws. The total number of jaguars is unknown. Jaguars can be found in the United States and they are an endangered species.

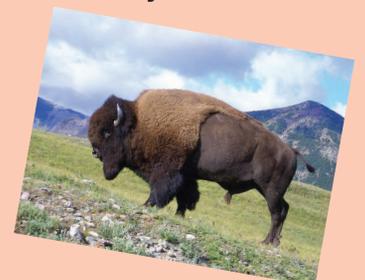


They eat deer, crocodiles, snakes, monkeys, turtles, eggs, frogs, fish and anything else they can catch.

The jaguar makes its home in rainforests and swamps. Jaguars have from 1 to 4 kittens which stay with their mother until they are about 18 months old.

**Bison**

The bison is the largest land mammal in North America. Bisons once roamed across the continent in great herds. A bison lives about 18 to 22 years in the wild. It eats grass. Historically, there were 20-30 million bison. The hunting of bison reduced their population to 1,091 in 1889.



Today, approximately 500,000 bison live across North America. A bison has one baby, called a calf, which is normally born in April or May.

**Snow leopard**

Snow leopards live for up to 21 years. They eat wild sheep and goats. 3,500 to 7,000 snow leopards are left in the wild, with 600-700 in zoos around the world. Snow leopards are found in the mountains of Central Asia. Unlike other big cats, snow leopards are unable to roar. A snow leopard has 2-3 babies. They are called cubs. Due to the high demand for their coats, snow leopards are illegally hunted for the fur trade.



**Giraffe**

Giraffes are one of the world’s tallest mammals. Giraffes have knobs, like small ‘horns,’ which they use to protect their heads in fights. Male giraffes are larger than females. Healthy giraffes live about 25 years in the wild. Giraffes can be found in central, eastern and southern Africa. Giraffes roam freely among the tall trees in forests and open plains. Giraffes are hunted for their meat, coat and tails.

**Grey wolf**

The grey wolf is the ancestor of the dog and resembles a German shepherd dog. Around the world there are about 200,000 grey wolves in 57 countries, compared to up to 2 million in earlier times. Quite a lot of them live in Europe. A mother wolf has 4-7 pups, which are born blind and defenseless. The most common cause of death among wolves is conflict with people whose sheep they have attacked. In fact, the greatest threat to wolves is people’s fear of them. Many fairy tales and myths describe wolves as cruel, dangerous creatures.



↓  
3. Read the texts again and complete the table.

	description	population	habitat*	food	lifespan*	dangers
<b>Giraffe</b>	tallest animal, has small horns	—		—		
<b>Grey wolf</b>				—	—	conflict with people
<b>Jaguar</b>					—	—
<b>Bison</b>			—			
<b>Koala</b>			forests			
<b>Snow leopard</b>						

\* lifespan: ცხოვრების ხანგრძლივობა

\* habitat: ბუნებრივი საარსებო გარემო

\* (—) means that the answers to these questions are not given in the texts.

4. Read the texts again and answer the questions below.  
Which animal.....

1. keeps its baby in a pouch? Koala.
2. is described as a cruel creature in some fairy tales? .....
3. has kittens which stay with their mother for a year and a half? .....
4. has pups which are born blind and defenceless? .....
5. attacks sheep? .....
6. is born in spring? .....

Vocabulary in Context

5. Read the sentences and match the underlined words with their Georgian equivalents. The context will help you. Example 1-e.

- |   |                    |
|---|--------------------|
| 1. Australian laws <u>protect</u> koalas.         | a. ჰგავს           |
| 2. Hunting <u>reduced</u> their population.       | b. დიდი მოთხოვნა   |
| 3. It makes its home in <u>swamps</u> .           | c. ხეტიალი         |
| 4. There are <u>approximately</u> 500,000 bison.  | d. ჭაობი           |
| 5. There is a <u>high demand</u> for their coats. | e. იცავს           |
| 6. Giraffes <u>roam</u> where they want.          | f. საფრთხეში მყოფი |
| 7. A grey wolf <u>resembles</u> German shepherds. | g. შეამცირა        |
| 8. The jaguar is an <u>endangered</u> species.    | h. დაახლოებით      |

6. Answer these questions with the words from the texts above.

What do you call...

- |                                 |   |
|---------------------------------|---|
| 1. baby jaguars? <u>kittens</u> | 4. baby bison? .....                                  |
| 2. baby wolves? .....           | 5. a kind of pocket for carrying babies? .....        |
| 3. baby leopards? .....         | 6. an animal which is fed on its mother's milk? ..... |
|                                 | 7. an animal's foot? .....                            |

➔  Listening

7. How many sea animals can you remember? Do you know any endangered sea animals? You are going to listen to an extract from a radio programme called Life in the Sea. Listen to the recording and circle the correct answer.

- |   |             |             |            |
|---|-------------|-------------|------------|
| 1. There are over ...b.... different species of whale.                  | a. 70       | b. 80       | c. 18      |
| 2. Blue whales weigh ..... tons.  | a. 150      | b. 50       | c. 160     |
| 3. A blue whale's heart is ..... meters long.                           | a. 5        | b. 12       | c. 2       |
| 4. Before ..... hunters killed thousands of whales every year.          | a. 1986     | b. 1886     | c. 1918    |
| 5. A blue whale's songs can travel ..... kilometers.                    | a. 8500     | b. 815      | c. 850     |
| 6. Dolphins can swim up to ..... km per hour.                           | a. 45       | b. 49       | c. 55      |
| 7. Scientists think that ..... dolphins die in fishing nets every year. | a. 300. 000 | b. 225. 000 | c. 125.000 |

Grammar: Making comparisons

There are different ways of expressing degrees of comparison. Read the sentences below and pay attention to the words in bold.

- A whale is **much** bigger than a dolphin.
- A giraffe is **a lot** taller than a leopard.
- A grey wolf is **slightly** bigger than a dog.
- Male giraffes are **a little bit** taller than female ones.
- Snow leopards are **very similar to** big cats.

All the words above express comparison but to different degrees. **Much bigger** and **a lot taller** express strong/big difference, **slightly bigger** and **a little bit taller** express weak/small difference, and **very similar to** means almost the same.

These phrases can be arranged this way - from 'strong' to 'weak' differences:

**Much bigger/a lot taller**    **slightly bigger/a little bit taller**    **very similar to**



8. Look at the information about polar bears and elephants below. Then read the sentences below and circle the correct answer in each sentence.

**Polar bear**

Height: 3 meters  
 Weight: males 770 kg; females 300 kg.  
 Lifespan: 20 - 25 years  
 Population: 20,000-25,000 in the wild

**Elephant**

Height: 4 meters males; females smaller than males  
 Weight: 2700 - 6800 kilograms  
 Lifespan: Up to 70 years  
 Population: 450,000 - 700,000 African elephants,  
 35,000 - 40,000 wild Asian elephants

1. Elephants live *slightly* / *much* longer than polar bears.
2. Elephants are *much* / *a little bit* heavier than polar bears.
3. There are *much* / *slightly* fewer polar bears than elephants.
4. An elephant is a *little bit* / *much* taller than a polar bear.
5. Male polar bears are *much heavier* / *a little lighter* than female polar bears.
6. There are *a lot more* / *a lot less* African elephants than Asian elephants.
7. Baby elephants are a lot *smaller* / *bigger* than their parents.



**Speaking**

9.

**Work with your partner. List at least three things which you think we should do to keep animals safe and protected. Compare your list to others'. Agree on a common list.**

E.g.: We should stop destroying forests.



**Now get ready to write**

10.

Read the following message from the Animal Protection website. Then write a reply of 140-150 words. Try to answer the questions given in the message.

Hi there,

I am a student currently working on a project about endangered animals. I really need your views on this. Do give answers to the questions below. Thanks for all your help!

1. Which do you think is the most endangered animal?
2. Why do you think so?
3. How can we protect the animal?

You can always reply by email. My email address: shotiko93@aol.com

Thanks again.

Shotiko

Hi Shotiko,

I read your message on the Animal Protection website. I think that .....

.....

All the best,  
 ..... (write your name here)



## Reading



## 1. Working with a partner, tell each other about:

- some good news that you received.
- the time when you got good test or exam results.
- the time when you won some kind of competition.

Say how you felt when these things happened.



## 2. Here's the beginning of a novel for teenagers by American writer Lois Duncan. Read the extract and find what was the news that Julie got.

The note from Nick was there, lying beside Julie's plate when she came down to breakfast. Small. Plain. Her name and address hand-lettered in black print across the front of the envelope. At the time, however, she had eyes only for the other letter, long and white and official, which lay beside it. Hurriedly, she picked this up and paused, glancing across the table at her mother who had just come from the kitchen.

'It has come,' Julie said.

'Well, aren't you going to open it?' Mrs. James set the coffee pot down on its hot plate. 'You've been waiting for this long enough. I thought you would open it before sitting down.'

'I guess I'm scared,' Julie admitted. 'Okay. Here goes.'

Running her finger the length of the envelope, she took out the folded sheet and smoothed it on the table.

'Dear Miss James,' she read aloud. 'I am pleased to inform you that you have been accepted .....

'Oh, honey!' her mother exclaimed. 'How wonderful!'

'Accepted!' Julie repeated. 'Mom, can you believe it? I'm accepted! I'm going to Harvard!' \*

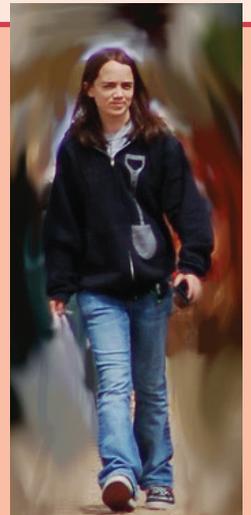
Mrs James came around the table and gave her daughter a warm hug. 'I'm proud of you, Julie, and your dad certainly would be too. If only he could have lived to have known about it, but – oh, there's no sense in looking back. Maybe he knows. I like to think so. And if not, I'm proud enough for the both of us.'

'I can't believe it,' Julie said. 'I honestly can't. When I took those tests, I felt as though I was missing so many questions. I guess I knew more than I thought I did.'

'It's your senior year\* that's made this possible,' her mother said. 'I've never seen such a change in anybody as in you this past year. The way you've studied – you've been a completely different person. And, I'll admit now, it has worried me a little.'

'Worried you?' Julie exclaimed in surprise. 'Why, I thought you always dreamed of my going to the same university you did. Last year you said I was out too much.'

'I know it's just that I never expected that you would change so much. I even remember the day it happened. It was just about the time you broke up with Nick.'



\* Harvard University: One of the oldest and best universities in the USA

\* senior year: The final year of high school (in the USA).



3. Read the text again and give answers to the questions given below.

1. What did Julie find on the table when she came down to breakfast? A note and a letter.
2. Why didn't Julie open the envelope immediately?
3. What did Julie's mother do when she heard the news?
4. How did Julie's mother feel?
5. Why was Julie surprised she had passed the entrance tests and was accepted at Harvard?
6. Why did Julie's mother always hope that she would go to Harvard?
7. What made Julie's mother worry?
8. What did Julie learn from the letter?



4. Read the sentences below. Are they true or false according to the extract?

	T	F
1. Julie was sure she would pass the tests.		V
2. Julie's father is not alive.		
3. She is doing her last year at school.		
4. She wasted a lot of time during her final year at school.		
5. She changed a lot during her final year.		
6. Her former boyfriend's name is George.		
7. Julie will have to prepare for the entrance tests next year.		

**Vocabulary in Context**



5. Find words in the text that match these meanings.

1. make something flat - smooth
2. look at quickly .....
3. end a relationship .....
4. tell the truth .....
5. say something suddenly because of surprise .....
6. happy with what you have achieved .....



6. Find the words in A and B which can be used together. For example: folded + sheet.

**A**

1. folded
2. warm
3. look
4. take
5. miss
6. completely
7. exclaim
8. entrance

**B**

- a. a test
- b. sheet
- c. some questions
- d. hug
- e. back
- f. in surprise
- g. different
- h. exams



7. Tamuna is a second-year student at Tbilisi State University. She recalls the day when she found out that she had passed the entrance test. Read the text and put the words into the gaps. Two words are extra.

accepted   admit   completely   dreamed   exclaimed   folded  
~~forget~~   proud   scared   sense

**UNIT 24**

I will never forget (1) the day when I read my name on the list of students who had been ..... (2) at Tbilisi State University. I immediately phoned my parents to tell them the news. My mother ..... (3) 'You mean you've got the place?' She said she had always ..... (4) of my going to university and studying History. My father said he was very ..... (5) of me. It was unbelievable. I must ..... (6) I had been really ..... (7) of failing. But there was no ..... (8) in looking back. I was already a university student and there was so much to look forward to.



**Listening**



8. You are going to listen to a song by the Georgian pop group Soft Eject. While listening, follow the text of the song below and fill in the missing words. Two words are extra. Note that only the beginning of the song is given.

again    around    days    feelings    ~~flowers~~    full  
 high    life    nights    over    reasons

**Beautiful**

Beautiful, beautiful  
 Beautiful flowers (1)  
 Rivers of sounds  
 Streaming all ..... (2)  
 High tide.

Everywhere everyone  
 Looking for ..... (6)  
 Empty windy place  
 Gray and ugly ..... (7)  
 Low tide

The lifelong days the lifelong ..... (3)  
 Full time for ..... (4)  
 Truly mystified, fully satisfied  
 Fly ..... (5)

Over and over and ...  
 Daybreak is ..... (8)  
 Secrets of life  
 A source of ..... (9)

**Grammar: Prefixes and suffixes**

Look at the words below:

empower, mislead, beautiful, windy. Some of these words have prefixes and some have suffixes.

**Prefixes** are added to the beginning of a word to change its meaning and make a new word, such as *un-* in *unknown* or *mis-* in *misunderstand*. Other examples are (with prefixes underlined): inexperienced, rewrite, impatient, ex-minister, disintegrate, misspell.

**Suffixes** are added to the end of a word to form a new word, such as *-ness* in *kindness* or *-less* in *helpless*: Other examples are (with suffixes underlined): political, social, Georgian, civilization, charismatic, liberalism.

Look at the examples again. What meanings do they have? Can you think of other examples with the same or some other prefixes and suffixes? Look them up in the dictionary or ask your friends or your teacher. How many words with suffixes and prefixes can you collect? Compare your answers with your friends'.



9. Match two halves to make one sentence. Pay attention to the meaning of the words with prefixes. Example 1-b.

1. I feel **impatient**
2. He often **misspells**
3. I prefer **bilingual**
4. My father feels **self-confident**
5. "violent" is the word
6. One American **ex-president**
7. America is one of the biggest

- a. I often **mispronounce**.
- b. to become a student.
- c. **multinational** countries.
- d. dictionaries to monolingual.
- e. when he speaks about engineering.
- f. words with French origin.
- g. is Hilary Clinton's husband.



10. Read the sentences below and put the words into the gaps.

imagination    incredible    multinational    overcooked  
stressful    unbelievable    underpaid

1. 'I have passed my exams.' 'That's incredible!'
2. The vegetables are ..... , and it tastes awful.
3. Microsoft is a ..... company.
4. There are some professions in which people are.....
5. You have to use your ..... to write a good story.
6. It's ..... , but Tina's dog understands everything she says to him.
7. Nino decided to relax after a very ..... day at work.



### Speaking



11.

**Work in small groups**

**of 4 or 5. Read the questions given below and ask them to as many classmates as you can. Then, based on the answers they have given you, PREPARE A PRESENTATION: Our groups' reading habits. You can also prepare some visuals to show while presenting. To the questions given below you can add your own questions as well.**

- How interested are you in reading?
- Do you borrow books from the library?
- When did you last buy / borrow a book? Was it a novel or a textbook?
- How much time do you spend on reading the material for your university entrance exams?



### GIVE A PRESENTATION

In your small group choose the presenter to speak in front of the whole class. The presentation should not be more than 3 minutes long, and 1-2 minutes should be allowed for questions from other groups. Remember the tips given in Unit 1.

In your presentation use some of these phrases:

*We have interviewed ..... people / The majority of them said that... / expressed their opinion... / Only a few of them said... / almost all of them said that...*



### Now get ready to write



12. At school you have been asked to write a report about what you found out about the reading habits of your classmates. Write your report based on the information you used in your presentation. Write between 130-140 words.

Follow the plan below:

**Introduction:** What is the aim of the report and how did you collect your information?

**Your classmates' answers:** How many classmates you interviewed and what did you find out?

**Conclusion:** Say what you have found out. State numbers and facts.

1. Read the sentences below and choose the best alternative. The first one has been done for you.

1. How about another/other cup of tea?
2. Snow Leopards are very similar to / different from big cats.
3. Giraffes are slightly taller / much taller than tigers.
4. I went swimming the other day / another day.
5. Did you make any other / another mistakes in your composition?
6. Giorgi was surfing the Internet while another / others were doing tests.
7. New York is a lot smaller / bigger than Tbilisi.
8. The line is busy at the moment. I'll call other / another time.
9. This notebook is not mine. Please give me the other / other one.
10. Nino and two another / other girls went to the park.
11. Some people found the book interesting while others / another said it was boring
12. Elephants are much / a little bit heavier than koalas.

2. Complete the gaps with a, the or 0 article. The first one has been done for you.

1. You can go climbing in the Alps.
2. You can watch ..... sun over the Sahara desert.
3. UNICEF helps ..... children who are most in need.
4. .... nearest bank is next to the City Hall.
5. Last week ..... group of tourists visited Mtskheta.
6. If I send you some money, will you buy me ..... earrings we saw last week?
7. They were sailing across ..... Atlantic.
8. This is ..... fastest way to travel from Tbilisi to Batumi.
9. Nick has ..... lunch at 1.30 PM.
10. If you want to listen to ..... music please remember to keep the volume down.
11. Microsoft is ..... multinational company.
12. .... cats are wise animals.

3. Complete the gaps with the words in the correct form using the prefixes and suffixes given below.

mono - un- over- dis- -ful -tion -al mis- im-

1. I am sorry, I misunderstood her email completely. (**understand**)
2. We ..... as soon as we got to the hotel, and then went out for a walk. (**pack**)
3. Salome was here a minute ago but now she has ..... (**appear**)
4. The alarm clock didn't ring and Sandro ..... (**sleep**)
5. We finally managed to ..... the door and got inside. (**lock**)
6. Nino won a ..... last month. (**complete**)
7. For further ..... see our website. (**inform**)
8. They talked about ..... problems. (**society**)
9. You must be very ..... when you drive in wet weather. (**care**)
10. She can never wait for five minutes. She is very ..... (**patient**)
11. Natia bought a new ..... dictionary for her sister. (**language**)
12. His handwriting is so bad it is ..... to read. (**possible**)



4. Complete each sentence with an appropriate phrase from this list. Two phrases are extra.

blow up    endangered species    equal chance    glanced across    govern themselves  
 harmful for their health    illegally hunted    in surprise    natural habitat    proud of her  
 population went down    right to protection    warm hug    were executed

1. Americans wanted to govern themselves.
2. Snow leopards are ..... for their fur.
3. Guy Fawkes and his gang were taken to the Tower of London and later they .....
4. When Salome was accepted at the college, her mother was very .....
5. Children have a ....., good food, housing and medical care.
6. During the last few years the ..... of koalas .....
7. Children have the right not to work for money if it is .....
8. The Snow Leopard is an .....
9. 'Oh really?' Mary exclaimed .....
10. All our students have an ..... to develop their abilities.
11. The terrorists were planning to ..... the building.
12. On hearing a crash, she .....the room and saw that a picture had fallen on the floor.



5. How many words do you know? Write the Georgian translation next to each word. Then check the meaning in the Wordlist at the end of the book. Count the correct answers and write the number below. All the words are from units 21-24.

Out of 30 words I know \_\_\_\_\_.

- |                                |                      |                        |
|--------------------------------|----------------------|------------------------|
| 1. guy - <u>ბიჭი, ყმაწვილი</u> | 2. housing _____     | 3. merchant _____      |
| 4. exclaim _____               | 5. proud _____       | 6. gang _____          |
| 7. gunpowder _____             | 8. cellar _____      | 9. approximately _____ |
| 10. glance _____               | 11. events _____     | 12. admit _____        |
| 13. profitable _____           | 14. mine (n) _____   | 15. roam _____         |
| 16. habitat _____              | 17. protection _____ | 18. unite _____        |
| 19. govern _____               | 20. equal _____      | 21. harmful _____      |
| 22. spiritually _____          | 23. protect _____    | 24. reduce _____       |
| 25. swamp _____                | 26. execute _____    | 27. demand _____       |
| 28. wages _____                | 29. resemble _____   | 30. endangered _____   |

# IRREGULAR VERBS

Base form	Past simple	Past participle
be	was	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	(be able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drown
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt/kneeled	knelt/kneeled
knit	knitted/knit	knitted/knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned/leant	leaned/leant
leap	leapt/leaped	leapt/leaped
learn	learned/learnt	learned/learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spin	spun/span	spun
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	stuck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

# WORDLIST

ability [ə'biləti] უნარი  
abroad [ə'brɔ:d] საზღვარგარეთ  
abundance [ə'bʌndəns] სიუხვე  
accept [æk'sept] მიღება  
accommodation [ə,kɒmə'deɪʃn] საცხოვრებელი  
accounting [ə'kaʊntɪŋ] ბუღალტერია  
additional [ə'dɪʃənl] დამატებითი  
adult ['ædʌlt] სრულწლოვანი, ზრდასრული ადამიანი  
adventure [əd'ventʃə(r)] თავგადასავალი  
AIDS [eɪdz] შიდსი  
almost ['ɔ:lməʊst] თითქმის  
altitude ['æltɪtju:d] სიმაღლე ზღვის დონიდან  
amaze [ə'meɪz] (v) გაოცება, განცვიფრება  
ancestor ['ænsɛstə(r)] წინაპარი  
anger ['æŋɡə(r)] სიბრაზე, რისხვა  
angle ['æŋɡl] კუთხე  
announce [ə'naʊns] (v) გამოცხადება  
annually ['ænjʊəli] ყოველწლიურად  
apartment [ə'pɑ:tmənt] ბინა  
ape [eɪp] ადამიანის მგავსი მაიმუნი  
application [ˌæplɪ'keɪʃn] განაცხადი, მიმართვა  
approach [ə'prəʊtʃ] (v) მიახლოება  
approximately [ə'prɒksɪmətli] დაახლოებით  
artificial [ˌɑ:ti'fiʃl] ხელოვნური  
astounding [ə'staʊndɪŋ] გასაოცარი  
attempt [ə'tempt] მცდელობა  
audience ['ɔ:diəns] აუდიტორია (მსმენელთა ან მაყურებელთა)  
author ['ɔ:θə(r)] ავტორი  
autobiographical [ˌɔ:taɪ'baɪə'græfɪkl] ავტობიოგრაფიული  
available [ə'veɪləbl] ხელმისაწვდომი  
average ['ævərɪdʒ] საშუალო  
avoid [ə'vɔɪd] (v) თავის არიდება, გვერდის აქცევა  
award [ə'wɔ:d] ჯილდო  
awful ['ɔ:fl] საშინელი  
ban [bæn] (v) აკრძალვა  
battle ['bætl] ბრძოლა  
beat [bi:t] (v) დამარცხება  
behaviour [bi'heɪvjə(r)] ქცევა, მოქცევა  
birthplace ['bɜ:θpleɪs] დაბადების ადგილი  
blame [bleɪm] (v) დადანაშაულება  
blank [blæŋk] ცარიელი, სუფთა  
blockbuster ['blɒkɒstə(r)] წარმატებული ფილმი  
blow up [ˌblɒʊ 'ʌp] აფეთქება  
book [bʊk] (v) შეკვეთა, დაჯავშნა  
boring ['bɔ:riŋ] მოსაწყენი, მოსაბეზრებელი  
borrow ['bɒrəʊ] (v) სესხება, თხოვნა  
bride [braɪd] პატარძალი  
bronze [brɒnz] ბრინჯაო  
bullying ['bʊliŋ] დაჩაგვრა, დაშინება  
cab [kæb] ტაქსი; ეტლი  
cancel ['kænsəl] (v) გაუქმება, მოხსნა  
catching ['kæʃɪŋ] გადაამღები  
cellar ['selə(r)] სარდაფი

challenge ['tʃæləndʒ] გამოწვევა  
 character ['kærəktə(r)] პერსონაჟი  
 childhood ['tʃaɪldhʊd] ბავშვობა  
 choice [tʃɔɪs] არჩევანი  
 collapse [kə'leɪps] (v) დანგრევა, ჩამონგრევა  
 colossus [kə'lɒsəs] ბუმბერაზი, კოლოსი  
 commemorate [kə'meməreɪt] (v) აღნიშვნა  
 commit [kə'mɪt] (v) დანაშაულის ჩადენა  
 common ['kɒmən] გავრცელებული, ჩვეულებრივი  
 compile [kəm'paɪl] (v) შედგენა  
 conduct [kən'dʌkt] (v) ჩატარება  
 confidence ['kɒnfɪdəns] თავდაჯერებულობა  
 confirm [kən'fɜ:m] (v) დადასტურება  
 conqueror ['kɒŋkərə(r)] დამპყრობელი  
 consider [kən'sɪdə(r)] (v) მიხივება  
 consist [kən'sɪst] (v) შედგება  
 contemporary [kən'tempərəri] თანამედროვე  
 contest ['kɒntest] კონკურსი, შეჯიბრი  
 cop [kɒp] პოლიციელი  
 courage ['kʌrɪdʒ] სიმამაცე  
 cover up [ˌkʌvər 'ʌp] დამალვა, დაფარვა  
 crisp [krɪsp] გამაცოცხლებელი, გრილი, სუფთა (ჰაერი)  
 crown [kraʊn] გვირგვინი  
 cuisine [kwi'zi:n] სამზარეულო  
 customer ['kʌstəmə(r)] მომხმარებელი, კლიენტი  
 damage ['dæmɪdʒ] (v) დაზიანება, დაზიანება  
 dare [deə(r)] (v) გაბედვა  
 deadline ['dedlaɪn] ბოლო ვადა  
 deck [dek] გემბანი  
 declare [dɪ'kleə(r)] (v) გამოცხადება  
 demand [dɪ'mɑ:nd] (v) მოთხოვნა  
 desert (island) ['dezət ('aɪlənd)] უკაცრიელი, უდაბური (კუნძული)  
 desire [dɪ'zaɪə(r)] სურვილი  
 desperate ['despəət] სასოწარკვეთილი; თავგანწირული  
 determination [dɪ,tʒ:mɪ'neɪʃn] სიმტკიცე, მიზანდასახულობა  
 develop [dɪ'veləp] (v) განვითარება  
 disabled [dɪ'seɪbld] უნარშეზღუდული  
 disappear [ˌdɪsə'pɪə(r)] (v) გაუჩინარება  
 disappointment [ˌdɪsə'pɔɪntmənt] იმედგაცრუება  
 discount ['dɪskaʊnt] ფასდაკლება  
 discovery [dɪ'skʌvəri] აღმოჩენა  
 disobedient [ˌdɪsə'bi:diənt] დაუმორჩილებელი  
 diverse [daɪ'vɜ:s] მრავალფეროვანი  
 doubt [daʊt] ეჭვი  
 draft [dra:ft] (v) პირველი ვერსიის დაწერა  
 dreaded ['dredɪd] შიშის მომგვრელი  
 duke [dju:k] ჰერცოგი  
 dummy ['dʌmɪ] ფიტული; მანეკენი  
 earthquake ['ɜ:kweɪk] მიწისძვრა  
 elevator ['elɪveɪtə(r)] ლიფტი  
 embarrassing [ɪm'bærəʃɪŋ] უხერხული, სირცხვილის მომგვრელი  
 emergency [ɪ'mɜ:dʒənsɪ] საგანგებო, კრიტიკული მდგომარეობა  
 endangered [ɪn'deɪndʒəd] საფრთხეში მყოფი

engagement [in'geɪdʒmənt] ნიშნობა  
 enormous [ɪ'nɔːməs] უზარმაზარი  
 environment [ɪn'vaɪrənmənt] გარემო  
 equal [ɪ'kwəl] თანაბარი, თანასწორი  
 essential [ɪ'senʃl] მნიშვნელოვანი  
 estimate ['estɪmeɪt] (v) შეფასება, ვარაუდი  
 event [ɪ'vent] ღონისძიება, მოვლენა  
 evil ['ɪvl] ბოროტი  
 exactly [ɪg'zæktli] ზუსტად  
 exceed [ɪk'siːd] (v) გადაჭარბება  
 exclaim [ɪk'skleɪm] (v) წამოძახება  
 execute ['eksɪkjʊːt] (v) სიკვდილით დასჯა  
 exist [ɪg'zɪst] (v) არსებობა, ყოფნა  
 expect [ɪk'spekt] ლოდინი, მოლოდინი  
 expectation [ˌekspek'teɪʃn] მოლოდინი  
 expel [ɪk'spel] (v) გარიცხვა (სკოლიდან)  
 experience [ɪk'spɪəriəns] გამოცდილება  
 expression [ɪk'spreʃn] გამოხატვა; სახის გამომეტყველება  
 faith [feɪθ] რწმენა  
 fascinating [ˌfæsɪneɪtɪŋ] მომხიბვლელი, მომაჯადოებელი  
 fee [fiː] ჰონორარი, გასამრჯელო; გადასახადი  
 fiction ['fɪkʃn] მხატვრული ლიტერატურა  
 figure out [ˌfɪɡər 'aʊt] გაგება, მოსაზრება  
 firecracker ['faɪəkrækə(r)] შუშუნა  
 flashy ['flæʃɪ] გადამეტებული, მყვირალა  
 flu [fluː] გრიპი  
 fold [fəʊld] (v) დაკეცვა, გაკეცვა  
 form [fɔːm] (v) შექმნა, ჩამოყალიბება  
 fortress ['fɔːtrəs] ციხესიმაგრე  
 gang [gæŋ] ჯგუფი, ბანდა  
 garbage ['gɑːbɪdʒ] ნაგავი  
 generation [ˌdʒenə'reɪʃn] თაობა  
 generosity [ˌdʒenə'rɒsəti] დიდსულოვნება, სულგრძელობა; გულუხვობა  
 gift [ɡɪft] საჩუქარი  
 glamour ['glæmə(r)] დიდება  
 glance [glɑːns] (v) თვალის შევლენა  
 gobble down [ˌɡɒbl 'daʊn] (v) სწრაფად ჭამა  
 gold miner [gəʊld 'maɪnə(r)] ოქროს მომპოვებელი  
 govern ['gʌvən] (v) მართვა  
 groan [grəʊn] (v) ოხერა, კენესა  
 groom [gruːm] ნეფე, სიზე  
 gunpowder ['ɡʌnpaʊdə(r)] დენთი  
 guy [ɡaɪ] ბიჭი, ემაწვილი  
 habitat ['hæbɪtæt] ბუნებრივი საარსებო გარემო (მცენარის, ცხოველის)  
 handicapped ['hændɪkæpt] ინვალიდი, უნარშეზღუდული  
 harbour ['hɑːbə(r)] ნავსადგური  
 harmful ['hɑːml] მავნე, საზიანო  
 harmless ['hɑːmləs] უვნებელი, უწყინარი  
 height [haɪt] სიმაღლე  
 highlight ['haɪlaɪt] (v) განსაკუთრებით აღნიშვნა, გამოყოფა  
 hire [haɪə(r)] (v) დაქირავება  
 homeowner ['həʊməʊnə(r)] სახლის მესაკრთველი  
 honest ['ɒnɪst] პატიოსანი

honeymoon ['hʌnɪmu:n] თაფლობის თვე  
 hopeless ['həʊpləs] უიმედო, უიმედოდ ცუდი  
 hospitality [ˌhɒspɪ'tæləti] სტუმართმოყვარეობა  
 host [hɒst] მასპინძელი; მასპინძლობა  
 housing ['haʊzɪŋ] საცხოვრებელი  
 hug [hʌg] (v) ჩახუტება, გულში ჩაკვრა  
 idle ['aɪdl] უსაქმო  
 illustrate ['ɪləstreɪt] (v) დასურათება  
 imaginary [ɪ'mædʒɪnəri] წარმოსახვითი, გამოგონილი  
 immortalize [ɪ'mɔ:təlaɪz] (v) უკვდავყოფა  
 impression [ɪm'preʃn] შთაბეჭდილება  
 inaugurate [ɪ'no:ɡjəreɪt] (v) ოფიციალურად გახსნა  
 increase [ɪn'kri:z] (v) ზრდა, მატება  
 incredible [ɪn'kredəbl] დაუჯერებელი, არაჩვეულებრივი  
 independent [ˌɪndɪ'pendənt] დამოუკიდებელი  
 influence ['ɪnflʊəns] გავლენა  
 infrastructure ['ɪnfɹəstrʌktʃə(r)] ინფრასტრუქტურა  
 inhabit [ɪn'hæbɪt] (v) დასახლება  
 innocent ['ɪnəsnt] უდანაშაულო, უწყინარი  
 insist [ɪn'sɪst] (v) დაჟინებით მოთხოვნა  
 inspiration [ˌɪnspə'reɪʃn] შთაგონება  
 interrupt [ˌɪntə'rʌpt] (v) შეწყვეტა  
 invade [ɪn'veɪd] (v) შემოსევა  
 invest [ɪn'vest] (v) ფულის ინვესტირება  
 ivory ['aɪvəri] სპილოს ძვალი  
 jewelry ['dʒu:ələri] სამკაული, ძვირფასეულობა  
 judge [dʒʌdʒ] (v) განსჯა  
 kid [kɪd] ბავშვი  
 kidnap ['kɪdnæp] (v) აღამიანის გატაცება  
 lack [læk] არასაკმარისად ქონა  
 lend [lend] (v) ფულის გასესხება  
 lighthouse ['laɪthaʊs] შუქურა  
 link [lɪŋk] (v) დაკავშირება; გადაბმა  
 list [lɪst] სია  
 magnificent [mæɡ'nɪfɪsnt] ბრწყინვალე, მშვენიერი  
 major ['meɪdʒə(r)] უმთავრესი  
 mammal ['mæml] ძუძუმწოვარი ცხოველი  
 marvel ['mɑ:vəl] საოცრება, სასწაული  
 mausoleum [ˌmɔ:sə'li:əm] მავზოლეუმი  
 matinee performance [ˌmætɪneɪ pə'fɔ:məns] დღის წარმოდგენა  
 medieval [ˌmedi'ɪvəl] შუა საუკუნეების  
 Mediterranean [ˌmedɪtə'reɪniən] ხმელთაშუა (ზღვა)  
 merchant ['mɜ:tʃənt] ვაჭარი  
 mine [maɪn] მადარო  
 momentous [mə'mentəs] მნიშვნელოვანი  
 movie ['mu:vi] კინოფილმი  
 mutual ['mjʊ:tʃʊəl] საერთო, ორმხრივი  
 nearly ['ni:əli] თითქმის  
 novel ['nɒvl] რომანი  
 nowadays ['naʊədeɪz] ჩვენს დროში  
 obey [ə'beɪ] (v) დამორჩილება  
 oblige [ə'blaɪdʒ] დავალებულია  
 obliged [ə'blaɪdʒd] ვალებული

obviously ['ɒbvɪəslɪ] აშკარად  
 occasion [ə'keɪʒn] მოვლენა, შემთხვევა  
 occupation [ˌɒkjʊ'peɪʃn] საქმიანობა, პროფესია  
 offence [ə'fens] კანონის დარღვევა, დანაშაული  
 open-minded [ˌɒpən'maɪndɪd] გახსნილი გონების, ფართოდ მოაზროვნე  
 opportunity [ˌɒpə'tjuːnəti] შესაძლებლობა, შანსი  
 outburst ['aʊtbʊːst] ამოხეთქვა, აფეთქება  
 overweight [ˌəʊvə'weɪt] ჭარბწონიანი  
 pair [peə(r)] წყვილი  
 paradise ['pærədəɪs] სამოთხე  
 participant [pɑː'tɪsɪpənt] მონაწილე  
 partly ['pɑːtlɪ] ნაწილობრივ  
 part-time [ˌpɑːt'taɪm] (adj) არასრული (განაკვეთი)  
 pastime ['pɑːstaɪm] დროსტარება  
 patient ['peɪʃnt] მომთმენი; პაციენტი  
 peace [piːs] მშვიდობა  
 peak [piːk] მწვერვალი  
 perform [pə'fɔːm] (v) წარმოდგენა  
 picturesque [ˌpɪktʃə'resk] თვალწარმტაცო  
 plain [pleɪn] (adj) უბრალო, არაფრით გამორჩეული  
 play [pleɪ] (n) პიესა  
 plot [plɒt] შინაარსი  
 playwright ['pleɪraɪt] დრამატურგი  
 pocketbook ['pɒkɪtbʊk] საფულე  
 poetry ['pəʊətri] პოეზია  
 population [ˌpɒpjʊ'leɪʃn] მოსახლეობა  
 power ['paʊə(r)] ძალა, ძალაუფლება  
 praise [preɪz] (v) ქება  
 precious ['preʃəs] ძვირფასი  
 preparatory [prɪ'pærətɪ] მოსამზადებელი  
 preserve [prɪ'zɜːv] (v) შენახვა  
 prestigious [pre'stɪdʒəs] პრესტიჟული  
 pretty ['prɪti] (adj) საკმაოდ (e.g. pretty well)  
 prevent [prɪ'vent] თავიდან აცილება, არიდება  
 profitable ['prɒfɪtəbl] მომგებიანი  
 prosperity [prɒ'sperəti] კეთილდღეობა  
 protect [prə'tekt] (v) დაცვა  
 protection [prə'tekʃn] დაცვა  
 proud [praʊd] ამაყი  
 punctual ['pʌŋktʃʊəl] პუნქტუალური  
 purify ['pjʊəraɪfai] განწმენდა  
 qualification [ˌkwɒlɪfɪ'keɪʃn] კვალიფიკაცია  
 qualified ['kwɒlɪfaɪd] კვალიფიცირებული  
 quality ['kwɒləti] თვისება  
 radiate ['reɪdiət] გამოსხივება  
 raise [reɪz] (v) აღზრდა  
 realize ['riːəlaɪz] (v) გაგება, მიხედვრა  
 rebellious [rɪ'beljəs] მეამბოხე, დაუმორჩილებელი  
 recent ['riːsnt] ცოტახნის წინანდელი  
 recognize ['rekəɡnaɪz] ცნობა  
 reduce [rɪ'djuːs] შემცირება  
 refined [rɪ'faɪnd] დახვეწილი  
 reflect [rɪ'flekt] არეკვლა

relationship [rɪ'leɪʃnʃɪp] ურთიერთობა  
 relief [rɪ'li:f] შეგება  
 remain [rɪ'meɪn] (v) დარჩენა  
 reputation [,repjʊ'teɪʃn] რეპუტაცია  
 require [rɪ'kwaɪə(r)] (v) მოითხოვს  
 resemble [rɪ'zembəl] (v) ჰგავს  
 reserve [rɪ'zɜ:v] (v) დაჯავშნა  
 resort [rɪ'zɔ:t] კურორტი  
 respect [rɪ'spekt] პატივისცემა  
 respected [rɪ'spektɪd] პატივსაცემი  
 responsible [rɪ'spɒnsəbəl] პასუხისმგებელი  
 restore [rɪ'stɔ:(r)] აღდგენა, რესტავრირება  
 roam [rəʊm] ხეტიალი  
 robe [rəʊb] მანტია, სამოსი  
 row [rəʊ] (სკამების) რიგი თეატრში  
 rubbish ['rʌbɪʃ] ნაგავი  
 rule [ru:l] წესი  
 scenery ['si:nəri] ხედი  
 science fiction [saɪəns 'fɪkʃn] სამეცნიერო ფანტასტიკა  
 secretive ['si:kri:tɪv] გულჩათხრობილი  
 security guard [sɪ'kjʊərətɪ ɡɑ:d] დაცვა  
 sense [sens] გრძნობა  
 sermon ['sɜ:mən] ჭკუის სასწავლებელი ლექცია  
 settle ['setl] (v) დასახლება; მოგვარება  
 shades [ʃeɪdz] სათვალე  
 shelter ['ʃeltə(r)] თავშესაფარი  
 show off [,ʃəʊ 'ɒf] ტრაბახი  
 shower ['ʃaʊə(r)] შხაპი  
 sidewalk ['saɪdwɑ:k] ტროტუარი  
 signature ['sɪɡnətʃə(r)] ხელმოწერა  
 significant [sɪɡ'nɪfɪkənt] დიდმნიშვნელოვანი  
 site [saɪt] ადგილი, ადგილმდებარეობა  
 situate ['sɪtʃeɪt] (v) მდებარეობს  
 skull [skʌl] თავის ქალა  
 slave [sleɪv] მონა  
 smooth [smu:ð] (v) გასწორება, ხელის გადასმა  
 solve [sɒlv] (v) გადაწყვეტა, ამოხსნა  
 sonnet ['sɒnɪt] სონეტი  
 sound [saʊnd] ხმა  
 spectator [spek'teɪtə(r)] მაყურებელი  
 speech [spi:tʃ] სიტყვა (სიტყვით გამოსვლა)  
 spelling ['speliŋ] მართლწერა  
 spirit ['spɪrɪt] სული  
 spiritually ['spɪrɪtʃʊəli] სულიერად  
 splendid ['splendɪd] მშვენიერი, საუცხოო  
 stage [steɪdʒ] (v) დადგმა (პიესის)  
 steer (a boat) [stiə(r) (ə bəʊt)] (v) (ნავის) მართვა  
 stunning ['stʌnɪŋ] თვალისმომჭრელი  
 subway ['sʌbweɪ] მეტრო  
 superb [su:'pɜ:b] დიდებული, საუცხოო  
 support [sə'pɔ:t] მხარდაჭერა, გულშემატკივრობა  
 survive [sə'vaɪv] (v) გადარჩენა  
 swamp [swɒmp] ჭაობი

televise ['telɪvaɪz] (v) ტელევიზიით გადაცემა  
 temple ['templ] ტაძარი  
 terrific [tə'rifɪk] საოცარი  
 threaten ['θreɪn] დამუქრება  
 throne [θrəʊn] მეფის ტახტი  
 tomb [tu:m] აკლდამა  
 torch [tɔ:tʃ] ჩირადღანი; ჯიბის ფარანი  
 touchy ['tʌtʃɪ] მგრძობიარე  
 trash [træʃ] ნაგავი  
 treat [tri:t] (v) მოპყრობა  
 tribe [traɪb] ტომი  
 trip [trɪp] მგზავრობა  
 trust [trʌst] ნდობა  
 uninhabited [ˌʌnɪn'hæbɪtɪd] დაუსახლებელი  
 unite [jʊ'naɪt] (v) გაერთიანება  
 vacation [və'keɪʃn] არდადეგები, შვებულება  
 value ['vælju:] (v) დაფასება, შეფასება  
 variety [və'raɪəti] სახესხვაობა, სახეობა  
 victory ['vɪktəri] გამარჯვება  
 viewer ['vjʊə(r)] მაყურებელი  
 vineyard ['vaɪnjəd] ვენახი  
 violence ['vaɪələns] ძალადობა  
 visible ['vɪzəbl] ხილვადი, ხილული  
 wages [weɪdʒɪz] ხელფასი  
 warn [wɔ:n] (v) გაფრთხილება  
 weapon ['wepən] იარაღი  
 well paid [,wel 'peɪd] კარგად ანაზღაურებადი  
 well preserved [,wel prɪ'zɜ:vɪd] კარგად შენარჩუნებული  
 wonder ['wʌndə(r)] საოცრება  
 worn out [ˌwɔ:n 'aʊt] გაცვეთილი

# ANSWER KEY TO THE STUDENT'S BOOK AND THE TAPESCRIPTS

## UNIT 1 DREAM HOLIDAYS

- Ex. 2** 2.A 3.C 4.B 5.B 6.All 7.B 8.D  
**Ex. 3** 1.A/Holiday Hypermarket 2.D/ Travel Land 3.extra 4.extra 5.Caucasus Tour 6.B/Eastern Travel  
**Ex. 4** 2.refined culture 3.reserve a hotel 4.full of glamour 5.travel rates 6.disabled 7.altitude  
 8.customer  
**Ex. 5** 2.service 3.design 4.rafting 5.altitude 6.book 7.rates 8.disabilities 9.online  
 (extra: resort, customer)  
**Ex. 6** 2.London 3.one week 4. the Tower 5.Westminster Abbey 6.the Planetarium 7.Conan Doyle's house  
 8.guide service 9.1997 10.two million

### Tapescript (Keys to ex. 6 are underlined)

With Fun Travel, come on a fascinating one week holiday in London, the capital of the United Kingdom and one of Europe's leading tourist destinations. We offer you a wide variety of interesting London tourist sites of which the Tower and Westminster Abbey are the most famous. Our special offers include tours to the Planetarium and – for those who are Sherlock Holmes fans – Conan Doyle's house. Our vacation package also includes visits to famous London parks, the Victoria and Albert Museum, the National Gallery and many more. Special transport facilities and a free guide service are available for the disabled.

Fun Travel can make hotel reservations for you. Best rates and top quality service guaranteed!

Since opening in 1997, Fun Travel has helped over two million tourists from all five continents. Don't think twice! Make your family holiday special! Book online.

### Ex. 7

	countables	uncountables
<b>Positive</b>	a lot of / lots of	a lot of / lots of
<b>interrogative</b>	many	much
<b>Negative</b>	many	much
<b>Positive</b>	(a) few	(a) Little

- Ex. 8** 2.few 3.little 4.Lots of (informal usage)/ Many (formal usage) 5.a lot of /many 6.Many /Lots of  
 7.little 8.many

## UNIT 2 DISCOVER GEORGIA

- Ex. 3** 2.The Georgian Times. 3.(house) towers 4.Sighnaghi 5.Nutsa 6.Niko 7.Svaneti  
**Ex. 4** 2.Sighnaghi 3.all the three 4.Shaori Lake 5.Svaneti 6.Sighnaghi 7.Svaneti  
**Ex. 5** 2.e 3.g 4.a 5.f 6.b 7.d  
**Ex. 6** 2.incredible 3.surrounded 4.surroundings 5.developed 6.invested 7.recreation 8.off 9.drive  
 10.worth (extra: resort, expectations)  
**Task 7** 1.Florida 2.A tornado 3. No 4.It was windy, cold and rainy 5.There was a little rain, but it was pretty dry and very cold.

### Tapescript (Keys to ex. 7 are underlined)

**Alex:** Hello, Suzie, did you have a good holiday?

**Suzie:** Oh hello, Alex. Yes thanks, it was lovely – at least for the first week. But after that of course the weather was simply terrible.

**Alex:** Oh dear. What a pity! It was cold here too while you were away you know.

**Suzie:** Was it? Well, in Florida – did you hear about it? We had that terrible tornado!

**Alex:** Oh, yes, I saw it on the news! And was there much damage? Your hotel was all right, was it?

**Suzie:** Well, no, we had to move out actually, to another hotel. I mean, it wasn't too bad, and nobody was hurt, and they were doing their best, but it was still very windy, and really quite cold, and there didn't seem to be any heating or anything.

**Alex:** Oh, I never realized. Poor you! Did it rain as well?

**Suzie:** Oh yes – so of course we couldn't swim, or walk on the beach, or any of the things we wanted to do. Such a pity! Anyway, it's a relief to get home and get back to normal, I can tell you.

**Alex:** Well, we did have a little rain here last week, but on the whole it's been pretty dry, just very cold, you know...

Ex. 8 2.yourselves 3.themselves 4.himself 5.ourselves 6. herself 7.myself 8.yourself

Ex. 9 2.himself 3.himself 4.themselves 5.yourself 6.himself 7.ourselves

### UNIT 3 THE FIRST EUROPEAN?

Ex. 1 A.b B.c

Ex. 2 1.B 2.E 3.A 4.D (extra: C, F)

Ex. 3 2.F/ Para.3 3.T/Para 1 4.F/Para 2 5.T/ Para 4 6.F/Para 3 7. F/Para 1

Ex. 4 2.discovery 3.Dato Zhvania 4.skull 5.this human 6.Dmanisi

Ex. 5 2.f 3.a 4.g 5.b 6.h 7.c 8.d

Ex. 6 2.northern 3.painting 4.modernist 5.archeologist 6.excavated 7.site 8.teams 9.historically  
10.thousands (extra: useless, wall)

Ex. 7 2.south-west 3.secret 4.personal 5.food 6.wealthy/rich 7.(early)November 8. Copenhagen National

#### Tapescript (Keys to ex. 7 are underlined)

...And here's some news about a recent astonishing discovery in Denmark.

In the suburbs of Copenhagen, Danish archeologists have discovered thirty ancient Roman graves, at a location south-west of the town. The graves are from about the third century and it is something special and rare in Denmark to have so many ancient graves in one place. According to a local newspaper, this is probably the reason why the exact location is being kept secret until the archeologists from the nearby museum have completed their work. Archeologists found necklaces and other personal belongings, but they also discovered a large number of ceramic objects which they predict were used for storing food. "The objects we have found show the social status of the people buried there. It's obvious that we're dealing with the wealthy segment of that population," the chief archeologist said.

Excavations are due to be completed in early November, and all the discoveries are expected to be going on display at the Copenhagen National Museum as from December.

And now the weather forecast for the week-end...

Ex. 8 2.haven't left yet. 3.hasn't finished reading that book yet. 4.hasn't woken up yet. 5.hasn't found a job yet. 6.haven't decided what to do yet. 7.hasn't gone yet.

Ex. 9 2.yet 3.already 4.still 5.yet 6.already 7.still

### UNIT 4 FINDING A JOB

Ex. 3 2.b. 3.a 4.a 5.c 6.a 7.c

Ex. 4 2.e. 3.a 4.d 5.b 6.h 7.f 8.c

Ex. 5 2.archeologists 3.requirements 4.advertising 5.financial 6.importance 7.application

Ex. 6 Please Just Carry On: 2.night 3.cold 4.know 5.fine 6.asleep 7.trust 8.carry 9.ask (extra: hot, warm)

Ex. 7 2.Both of them read job adverts on jobs.ge / They both read job adverts... 3.Neither of them is /are

outgoing. 4.All of them drive sports cars. / They all drive sports cars 5.None of them speaks/speak any foreign languages. 6.We all like winter more than summer / All of us like winter more than summer. 7.Both of us want to be actors./ We both want to be actors. 8.None of them has/have (ever) eaten pizza.

## REVISION ONE UNITS 1-4

- Ex. 1** 2.Both of them often travel to India. / They both often travel to India. 3.Neither of them speaks/speak Spanish 4.All of them are applying for this job./ They are all applying for this job. 5.None of them have /has seen the Dmanisi archeological finds. 6.We all want to see Pirosmeni's paintings at the Arts Museum./ All of us want to see Pirosmeni's paintings at the Arts Museum. 7.Both of us want to take a short course in economics / We both want to take a short course in economics. 8.None of us (them) has/have (ever) been to a Chinese restaurant. 9.We all like to take photos./All of us like to take photos. 10.Both of us bought a lap-top computer last year. / We both bought a lap-top computer last year. 11.Neither of them has/have been to Svaneti. 12.All of us (them) can climb this mountain. We(They) can all climb this mountain
- Ex. 2** 2.Few 3.Lots of 4.little 5.a lot of 6.A few 7.many 8.yourselves 9.themselves 10.yourself 11.themselves 12.ourselves
- Ex. 3** 2.yet 3.already 4.yet 5.still 6.yet 7.already 8.still 9.yet 10.already 11.already 12.still
- Ex. 4** 2.make a reservation 3.an astonishing site 4.make an announcement 5.apply for 6.give a presentation 7.make an investment 8.medieval centuries 9.security guards 10.deadline for 11.recreation zone 12.job vacancies (extra: first of all, get rid)
- Ex. 5** 2.უნარშებლუდული 3.კლიენტი, მომხმარებელი 4.სიმაღლე (ზღვის დონიდან) 5.დაჯავშნა 6.დიდება, მომხიბვლელობა 7.აუცილებელი, მნიშვნელოვანი 8.გადაჭარბება 9.მოლოდინი 10.შთაბეჭდილება 11.ხედი, არემარე 12.ინფრასტრუქტურა 13.დაუფერებელი 14.არწევანი 15.თავის ქალა 16.შუა საუკუნეების 17.განსაცვიფრებელი 18.წინაპრები 19.ვარაუდი 20.მაიმუნი (დიდი ზომის) 21.მიგრანტი 22.ადგილმდე ბარეობა 23.თვალწარმტაცი 24.ანგარიში, ბუღალტერია 25.ბოლო ვადა 26.კვალიფიკაცია 27.გამოცხადება 28.უშიშროება 29.დაჯავშნა 30.დაცვა, დარაჯი

## UNIT 5 MY FAVOURITE BOOK

- Ex. 2** 1.Jerome K. Jerome 2.Dato 3.O'Henry 4.Gigi 5.Raider Haggard 6.Salinger 7.Irakli
- Ex. 3** 1.c/e 2.f 3.d/e 4.a/e 5.b/g
- Ex. 4** 1.the main character 2.worn out 3.adventure story 4.my parents' generation 5.believe it or not 6.desert island 7.shelter 8.boring
- Ex. 5** Kakha: 2.brilliantly 3.characters 4.about 5.enjoyable 6.descriptions (extra: several) Eka: 2.exploring 3.desert 4.survive 5.necessary 6.confident (extra: able)
- Ex. 6** 1.e 2.a 3.g 4.f 5.b 6.d 7.c

### Tapescript (Keys to ex. 6 are underlined)

People often ask me "How did you learn all those languages?" but the thing is I lived in several different countries when I was growing up, and wherever I was it just seemed natural to speak the language. I was actually born in Brighton, in the UK, but my family moved very soon after that, and we lived in Paris for a while. My mother came from there, and she always spoke to me in French, from an early age. Later on we moved to Austria, (3) for my father's work, and I spent long holidays in Italy with my sister, so my Italian is pretty good. Later on, I became a student at Munich University. Munich is a great city! – and then after graduating from there, I became a teacher. So for a while I was teaching private students French and German and Italian, as well as English. I really enjoyed it, and I think I was quite good at it, too. I remember my star pupil was a famous American writer! Anyway, after a bit I realized that being a teacher would never make me rich, and for some reason I thought that being a writer would! Crazy, eh? But I was right, as it turned out. I decided to write detective stories, thrillers, that sort of thing, and I just seemed to have a talent for it. I write a new one every year, and so far they've all sold very well. In 2003 I won the Silver Pen award for the best detective stories writer of the year. Not so long ago I bought a fantastic house in California, and that's where I live now. I work at home – I don't need an office or anything. It's all very

simple really...

**Ex. 7** 2.didn't use to 3.used to 4.used to 5.used to 6.didn't use to

**Ex. 8** 2.was going to travel 3.were having 4.used to perform 5.used to dance 6.was going to see  
7.used to be

## UNIT 6 WILLIAM SHAKESPEARE - THE BARD OF AVON

**Ex. 3** 2.23 April, 1564 3. Stratford-upon-Avon, England 4.comedies, histories, tragedies / plays, sonnets, poems. 5.The Globe (Theatre) (in London) 6.Midsummer Night's dream, As you like it 7.Hamlet, King Lear, Romeo and Juliet, Othello, Macbeth 8.1616 9.Ivane Machabeli

**Ex. 4** 2, 5 and 7 are true

**Ex. 5** 2.(he)was raised 3.the play was staged 4.a respected person 5.diverse culture 6.major living languages 7.(he) performed in a play 8.partly/partially

**Ex. 6** 2.farmer 3.birth 4.date 5.died 6.agree 7.half 8.married (extra: prove, about)

**Ex. 7** 2.Saturday 3.7.45 4.8 pounds 5.Wednesday 6.one 7.credit 8.box

### Tapescript (Keys to ex. 7 are underlined)

Hello, this is the Grand Theatre in Edinburgh. This week we are delighted to present the Royal Shakespeare Company in William Shakespeare's well-known play, *A Midsummer Night's Dream*. The play will run from Tuesday to Saturday. On Thursday and Saturday afternoons there will be matinee performances starting at 2.30, while evening shows start at 7.45 every night. Prices range from 8 pounds for gallery seats to our top price of 22 pounds for the royal circle seats. Next week, for three nights only, we are proud to present *Romeo and Juliet*, another Shakespeare play, performed by the New London Theatre. This will start at 8 p.m. on Wednesday, Thursday and Saturday. Prices are from 7 pounds to 18 pounds. If you'd like to book tickets for either of these plays, please press one on your phone, and have your credit card ready. Or you can ring the box office on 0145672. Thank you for calling the Grand Theatre, Edinburgh.

**Ex. 8** 2.purpose 3.contrast 4.purpose 5.contrast 6.contrast 7.purpose

**Ex. 9** 2.Despite 3. Although 4.so that 5.In spite of 6.in order to 7.Despite

## UNIT 7 HAVE YOU READ THIS BOOK?

**Ex. 2** 2.Salinger 3.Mark Twain 4.Stevenson and Salinger 5.Salinger 6.Stevenson 7.Mark Twain and Stevenson. 8.Salinger's.

**Ex. 3** 1,4, 7 are not true.

**Ex. 4** 2.e 3.g 4.h 5.d 6.c 7.f 8.a

**Ex. 5** 2.blind 3.audio 4.author 5.driving 6.work 7.activity 8.story 9.long 10.average (extra: play, need)

**Ex. 6** Ted -b Sophie-d Lauren-a (extra:c)

### Tapescript (Keys to ex. 6 are underlined)

**I am Ted.** Films and television have had an enormous influence on literature in the twentieth century. It would really be interesting, for example, to study four or five books and compare them with their film and TV versions. That would stimulate all kinds of ideas and really bring the books to life... So, what I'd really like to see in schools is a "Literature on Film and TV" course. Don't you think it would be great?

**I am Sophie.** What really kills literature for me is exams. They make everything dry and formal. OK, I understand it's important to test students on what they know, but students get marks for classroom discussions as well. I mean, after you leave school nobody's going to lock you in a room and tell you to 'Write about Mark Twain for

two hours'. They might ask you to talk about his stories though – to give your opinion. So, it's important to be able to discuss books, not just write about them.

**I am Lauren.** Recently in my literature class we did a big project on Shakespeare's "Midsummer Night's Dream". We went to see the play in London, wrote essays, made posters, designed costumes, performed scenes in class and videoed them. It was a really excellent way to study the play and I think more literature could be taught like that. We are lucky in my class because we've got a terrific teacher. That's very important I think. Having someone who really loves literature, and enjoys teaching it, can make all the difference.

**Ex. 7** 2.so hard (that) the cars couldn't move. 3.such a beautiful girl that everybody looks at her in the street.  
4.so little money that we couldn't buy anything except bread/ we could only buy bread/ all we could buy was bread. 5.too late (for me) to call Anna. 6.so cold outside (that) we couldn't go out.  
7.such a talented man (that) he won every competition he entered.

**Ex. 8** 1.Niko is too young to work./have a job. 2.The school is so close that I (can) walk there. 3. The play is so good that I have seen it twice. 4.Sopiko Chiaureli plays in so many films that everybody knows her.  
5.This is such a good newspaper that everybody buys it. 6.Jack London is difficult to read in English.  
7.This story is easy to translate.

## Unit 8 Time to read

**Ex. 2** 2.F 3.F 4.T 5.F 6.T 7.T 8.F

**Ex. 3** 2.touchy 3.Hollywood 4. a short story / a book of short stories 5.doesn't like/hates/dislikes  
6.Aregona (Pennsylvania) 7.horse

**Ex. 4** 2.That/This stuff bores me 3.My parents are quite touchy 4.This is a terrific book 5.Take it easy  
6.Prep/Preparatory school

**Ex. 5** 2.regularly 3.practically 4.presentation 5.advertisement(s) 6.occupation 7. preparation /preparatory

**Ex. 6** Happy New Year: 2.outside 3.ear 4.Year 5.Happy 6.ear 7.feel 8.hair 9.Year 10.New (extra: air, hear)

**Ex. 7** 1.b 2.c 3.a 4.b 5.a 6.c

**Ex. 8** 2.fill in a special form if you want to apply for this job. 3.never give up this idea 4.not to give her secret away. 5.was left out in our guest list. 6.Find out more about global warming...

## REVISION TWO UNITS 5-8

**Ex. 1** 2. Although Lydia knows English well, she failed her English test. 3.In spite of (it)being very late, I was speaking to my brother with Skype. 4.I learnt Chinese so that I could speak Chinese while I was in China. 5.Despite using a wheel chair, Nancy managed to take part in the sports competition. 6.Andrew wants to become an actor in order to act in Shakespeare's plays. 7.Although I sent my article to the newspaper on time, they didn't publish it. 8.It was snowing so hard that the traffic couldn't move. 9.Niko is such a respected scientist that he is often invited to international conferences. 10.There are so few interesting programmes on this TV channel that nobody watches it. 11.The music in the restaurant was too loud for me to enjoy it. 12.I had so little money that I couldn't buy the shoes I wanted.

**Ex. 2** 2.was going to apply 3.used to watch 4.Did ... use to like 5.were having 6.used to read 7.used to be 8.were having 9.was going to be 10.Did...use to be 11.were performing 12.was going to finish

**Ex. 3** 2.(filling) in 3.(found) out 4.(gave) up 5.(gives) away 6.(left) out 7.(carried) out 8.(set) up 9.(used) up 10.(run) out 11.(do) without 12.(look) up

**Ex. 4** 2.quite touchy 3.Believe it or not 4.expelled from school 5.Take it easy 6.diverse culture 7.were raised 8.preparation course 9.conduct experiments 10.staged...plays 11.bores me 12.great relief (extra: look up, save the time)

**Ex. 5** 2.თაობა 3.თაემესაფარი 4.მოქმედი პირი, პერსონაჟი 5.სიამოვნების მომტანი 6.დრამატურგი 7.დადგმა, შესრულება 8.წარმოდგენა, სპექტაკლი 9.შექმნა 10.პროდუქცია, წარმოება 11.პიესა 12.პატივსაცემი 13.დღის წარმოდგენა 14.სალარო 15.ოქროს მომპოვებელი 16.ხელახლა დაბეჭდვა 17.შეება 18.შინაარსი,

სიუჟეტი 19. აღიარება 20. გემბანი 21. მომზადება 22. ბიჭი (სლენგი) 23. ცხენბურთი, პოლო 24. რალაცეები  
25. მგრძობიარე 26. საოცარი, გასაგიჟებელი 27. მოსაწყენი, მოსაბეზრებელი 28. საქმიანობა 29. ბავშვი  
30. უნარი

## UNIT 9 MY ROLE MODEL

Ex. 2 1.c 2.e 3.a / f 4.g 5.b / d

Ex. 3 2.F 3.T 4.T 5.F 6.T 7.F

Ex. 4 2.d 3.a 4.f 5.g 6.h 7.e 8.b

Ex. 5 2.horse-show event 3.from the neck down 4.public appearances 5.sorry for himself 6.courageous action 7.well-known individuals 8.ordinary individual 9.suffering and pain (extra: the sky's the limit)

Ex. 6 The suggestions are: 1, 2, 3, 5, 7

### Tapescript (Keys to ex. 6 are underlined)

You don't have to be a famous celebrity or a great historical figure to be a role model. Every one of us, in every-day life, has the chance to set an example for others. Even when you're a teenager, you have the ability to inspire your friends and those younger than you. Just follow this advice and you too could become a Teenage Role Model.

**Step number one.** Select a role model for yourself. If you want to be an inspirational person, think about the people who inspire you. Do a little brainstorming and ask yourself a few questions. Why do you admire them so much? What is the message they send through their actions? And how can you have a similar effect on others?

**Step number two.** Build your confidence. As you start to consider how you can be a role model, try to develop confidence in yourself as a person. What are your strengths? What do you really do well? Remember that even simple personal qualities can have a big effect on others.

**Step number three.** Develop your own style. Of course, there's nothing wrong with being part of a group, with friends who share your interests. But at the same time, try to be your own person. You don't always have to go along with what the group thinks. You'll inspire others if you are the one who initiates ideas rather than being a follower. People admire someone who makes decisions for themselves.

**Step number four.** Stay humble. Good role models are silent figures. They don't make much noise and, through being quietly respectful of others, their personal style – their personality – is made stronger. Nor should you think that being a role model means placing yourself on a pedestal, and being admired at a distance. You can't force someone to see you as a role model or follow in your steps if they don't want to. A role model does not seek fans or popularity, they simply try to be a nice person.

**And finally step number five.** Once you have a good positive image of yourself and your relationship with others, stick to it! And remember to make sure it's real! It shouldn't be an act, in which you pretend to be someone you're not. It must be a way of living. Your desire to be a role model must guide you in everything you do, whether it's making decisions about drugs and alcohol, or working hard to succeed in sports or studies. There's no aspect of your life that can't be inspirational!

Ex. 7 2.I avoid taking the underground because it's so overcrowded. 3. ✓ 4.The neighbours threatened to call the police. 5.Teona suggested going out for a pizza. 6. ✓ 7.I'd prefer to stay in and watch a video. 8. ✓

Ex. 8 2.to do 3.lying 4.hearing 5.winning 6.reading 7.to become 8.to achieve

## UNIT 10 PARENTS AND CHILDREN

Ex. 1 Points mentioned: Her favourite pastime; Monday morning; a maths class, an embarrassing moment.

Ex. 2 2.T 3.F 4.T 5.T 6.F 7.T

Ex. 3 1.Because she missed the school bus. / Because she overslept. 2.Maths 3.At about 2:30 4.Brazil 5.To have a look at the latest albums. 6.Because her father started dancing and playing an imaginary guitar. 7.Because she thinks her father has no sense of rhythm.

Ex. 4 2.f 3.g 4.a 5.h 6.e 7.b 8.c

Ex. 5 2.e 3.f 4.g 5.b 6.a 7.d

**Ex. 6** Matching: 1.c 2.d 3.a 4.e 5.b True/False: 1.F 2.T 3.T 4.F 5.T 6.F 7.T

**Tapescript (Keys to ex. 6 are underlined)**

**Interviewer:** Our studio guest today is Dr Rose Miller. She is here to answer our questions about the relationship between parents and their teenage children. Dr Miller, almost anything written or said about teenagers is likely to include words like 'rebellious,' 'secretive,' 'moody' or 'self-centered'. But do these words give a fair description of the typical teenager? Do they mean trouble for teenagers and their families?

**Dr Miller:** Not necessarily. Many studies have been done on teenagers and their families and they do indeed show that many parents have serious conflicts with their teenage children. However, some of the research also shows that parents can live peacefully with their teenage kids, so long as they keep communication open and positive – so long as they encourage their kids to become independent while at the same time insisting that they respect rules – rules which of course must be reasonable.

**Interviewer:** So why are teenagers so difficult?

**Dr Miller:** It's true that teenagers like to do the strangest things. But we have to remember that this is all part of growing up. Some behaviour that adults may consider negative may also be considered quite normal for teenagers. Extravagant hair styles and clothing, messy rooms, listening to loud music, or sleeping late..... These are common ways that teenagers use to express their individuality. That's why it is important for parents to ignore any behaviour that they can reasonably tolerate for the sake of their children's growth and development.

**Interviewer:** Teenagers like arguing. Why is this?

**Dr Miller:** Young people are developing intellectually. This is the reason why their parents often find themselves in arguments with them. Teenage children may simply be arguing because they like arguing and that's all. When this happens, it's probably best for the parent to just listen rather than try to win the argument. After all, listening doesn't necessarily mean agreeing.

**Interviewer:** And what should parents do to ease tension between themselves and their teenage children?

**Dr Miller:** First of all, parents should always be interested in what their kids are doing. And they shouldn't be hurt when their kids refuse to talk with them – or when they prefer to spend hours on the telephone sharing secrets with their friends. Their teenage children need privacy and parents should respect this need. Another important thing you can do if you are a parent is to look for reasons for giving praise – to catch them when they are doing something right and tell them you think what they are doing is great. Teenagers do want their parents to be with them when they have a problem. Teenage kids need to hear from their parents that they are loved. They need to feel that their parents will stand by them, whatever they do.

**Interviewer:** Thank you, Dr Miller. It's been very interesting talking to you.

**Ex. 7** 2.begins 3. We're moving 4.We're going to be 5.are we leaving 6.I'm going to see 7. I'll send  
8.you'll have

**Ex. 8** 1.get / will phone 2.will break / are not 3.is your Granny going to do / retires 4.Will you be / get  
5.will buy / stay 6.will not get / arrives 7.will have / pass

**Unit 11 The best age to be**

**Ex. 1** d.2 c.3 a.4 e.5

**Ex. 3** 2.Kote 3.Giorgi 4.Anna 5.Nini 6.Natia 7.Nini

**Ex. 4** 2.teenagers 3.finding your own way in the world, and having different opinions from parents  
4.adults 5.being at university 6.people of different ages 7.teenagers

**Ex. 5** 2.c 3.a 4.f 5.b 6.d 7.h 8.g

**Ex. 6** 2.geometry 3.well-paid 4.obliged 5.rebellious 6.think 7.teenager (extra: amaze, younger)

**Ex. 7** 2.T 3.F 4.T 5.F 6.T 7.F

## Tapescript (Keys to ex. 7 are underlined)

**Interviewer:** Today in our programme 'Teenagers' Lives' we have a young guest from England. Ann is here to give her answers to some questions that have been sent in by Georgian teenagers. Let's start with this one, from Ketik in Akhaltsikhe. She wants to know what it's like being a teenager in England. Ann?

**Ann:** I think teenagers in England do much the same as kids in Georgia do. They enjoy chatting and texting friends on their mobiles, hanging out with their mates, listening to the latest music on their MP3 players, shopping, just watching movies on TV or at the cinema.

**Interviewer:** Thanks. And Tornike in Kutaisi sent me this one. Ann, how do you usually spend your weekends?

**Ann:** Sometimes mum and I go into town and do some shopping. After shopping we always have fish and chips for lunch. Then we might pop into Sainsbury's on our way back home. Sainsbury's is one of the best-known British supermarkets, by the way. After that, I'll probably sit around watching telly or doing my homework - English, History or Science. I usually spend the evenings surfing the Internet and chatting with my friends or reading teenage magazines.

**Interviewer:** I see. The next one is from Natia who is in Gori. She'd like to know how much pocket money the average British teenager gets.

**Ann:** The average pocket money for 12 to 16 year-olds is probably about £10 – 15 a week.

**Interviewer:** OK. Now Kakha in Zugdidi wants to know if you like sports. What sports do you do?

**Ann:** Only swimming. But I do go swimming twice a week and I love it!

**Interviewer:** And the last question, from Salome who's in Kobuleti. What's your favourite film, or book?

**Ann:** I suppose my favourite film has to be Pirates of the Caribbean. I think Johnny Depp is a really fantastic actor.

**Interviewer:** Thank you Ann.

**Ex. 8** 2.b 3.a 4.a 5.b 6.a 7.b 8.b

**Ex. 9** 2.I don't think there is a perfect age. 3.If I could be any age I would probably be 25. 4.Ann is at univer sity and shares a flat with friends. 5.Sandro spends two hours every day doing his math homework. 6.Salome has to make big choices about her future. 7.I think that being a teenager is great.

## UNIT 12 RULES ARE RULES

**Ex. 2** 1.d 2.e 3.b / f 4.a / g 5.c

**Ex. 3** 2.T 3.T 4.T 5.T 6.F 7.F

**Ex. 4** 2.f 3.a 4.g 5.h 6.b 7.e 8.d

**Ex. 5** 2.respect 3.time 4.treated 5.banned 6.confiscated 7.reported 8.allowed 9.bullying  
10.uniform 11.jewellery 12.prohibited (extra: interrupt)

**Ex. 6** Windstorm: 2.gone 3.need 4.winds 5.catch 6.mind 7.behind 8.minds 9.why 10.wrong  
11.way 12.air 13.after 14.could (extra: right)

**Ex. 7** 2.through 3.between 4.across 5.behind 6.over 7.opposite 8.to (extra: outside, under)

## REVISION THREE UNITS 9-12

**Ex. 1** 2.looking forward to seeing you all. 3.suggest hiring a car and traveling/we hire a car and travel round Europe. 4. refuse to take part in anything illegal. 5.too young to look after her baby sister. 6.tall enough to join a basketball team. 7. no use feeling sorry for yourself. 8.to the chemist's to buy some aspirin. 9.apologize for not telling you about the problem before. 10.no point in getting upset about it. 11.given up riding his bike because there's too much traffic. 12.not worth buying those skis if you don't go skiing.

**Ex. 2** 2.Have you ever been to Italy? 3.What film are they showing at the cinema? 4.I have an important exam on June 7th. 5.I like surfing on the Internet very much. 6.Nata went to school when she was six. 7.I usually sit next to Nino at the English class. 8.What time does the bank open on Monday? 9.Marie's flat is on the third floor. 10.Gio is always late for school on Monday mornings. 11.I really want to travel to/round Europe. 12.He works very hard in summer.

- Ex. 3** 2.is going to be 3.will visit 4.will like 5.is going to work 6.are you going to do 7.Are you doing  
8.are going 9.will get 10.go 11.begins 12.will probably find
- Ex. 4** 2.feeling rather sorry for himself 3.sky's the limit 4.showing off 5.outburst of anger 6.feel obliged  
7.looked up to 8.idle chat 9.gobbled down 10.obey rules 11.think for themselves 12.rest of his life  
(extra: code of conduct, tell on your friends)
- Ex. 5** 2.ფართოდ მოაზროვნე 3.შთაგონების, მაგალითის მიმცემი ადამიანი 4.გადამდები 5.ჭკუის  
სასწავლებელი ლექცია 6.კენესა, ოხვრა 7.წარმოსახვითი 8.უხერხული, სირცხვილის მომგვრელი  
9.დაჟინება 10.უიმედო 11.შიშის მომგვრელი 12.მეამბოხე, დაუმორჩილებელი 13.მოზრდილი  
ადამიანი 14.გაოცება 15. მოპყრობა 16.პატივისცემა 17.კრიტიკული, საგანგებო მდგომარეობა  
18. თავიდან აცილება 19.შექება 20.დაჩაგვრა, დაშინება 21. დანაშაული, კანონის დარღვევა  
22.დამუქრება 23.ორმხრივი 24.ნდობა 25.ძალადობა 26. იარაღი 27.პუნქტუალური  
28.სახის გამომეტყველება 29.მომთმენი/პაციენტი 30.ალიარება

### UNIT 13 THE STORY OF BRITAIN AND ITS LANGUAGE

- Ex. 2** a.7 b.5 c.2 d.9 e.1 f.6 g.4 h.8 i.3
- Ex. 3** 1.Latin 2.Saint Augustine 3.Scandinavia 4.Middle English 5.William Caxton 6. The first British immi grants
- Ex. 4** 2.e 3.a 4.g 5.h 6.b 7.d 8.f
- Ex. 5** 2.signature 3.speech 4.including 5.reality 6.power 7.laws 8.decisions 9.opening 10.symbol (ex tras: beat, invaded)
- Ex. 6** 1,3, 5 and 7 are true.

#### Tapescript (Keys to ex. 6 are underlined)

I'd like to talk today about some of the most important features of the history of Britain.

Most people would agree that Stonehenge is the most important prehistoric monument in Britain. It dates back to the Bronze Age - between 3,000 and 1,500 BC – so it's 4 or 5 thousand years old. It consists of a double ring of enormous stones, about 10 metres high, and we think that it was probably built so that religious festivals could be held there. Julius Caesar, who later became the Roman Emperor, first attacked the Britons in 54 BC. The Romans invaded Britain again in 43 AD and stayed in Britain for 400 years.

The Vikings were warriors and pirates who came across the North Sea from Norway and Denmark and they settled in parts of Northern and Western Europe, including Britain. In fact, Vikings occupied almost all of Britain during the 9th and 10th centuries. Another invader was William the Conqueror, who came from Normandy in France. He invaded Britain in 1066 and his army defeated the Anglo-Saxons at the Battle of Hastings, on the south coast. 1215 is a date to remember in British history. That was when the Church and the nobles forced the king - King John - to sign a political document called the 'Magna Carta'. The Magna Carta imposed limits on the power of the king. So it was, in a sense, a very small first step towards democracy in Britain.

A century later, the longest war in history started. It was between France and England and, since it lasted from the 1340s to the 1450s, it is known as the Hundred Years War. The reason for the war was that the English wanted to make France part of their kingdom; they wanted to rule France. So, for more than a century, each new English king sent an army to France, where they won, or lost, a little territory. Henry VIII was king of England in the 16th century, when all the English were Catholics, under the Pope in Rome. A problem arose because Henry VIII wanted to divorce his wife, but when he asked the Pope for permission to do this, the Pope refused to give him a divorce. This disagreement between the Pope and the King eventually led to the Church in England breaking away from the Roman Catholic Church. And the English Church became a Protestant Church in 1534. Later, Henry had five more wives – two of whom he actually executed!

- Ex. 7** 2.The drowning boy was rescued (by a lifeguard). 3.Our leaking roof is being repaired (by the workers)  
4.The president will be protected (by a bodyguard) 24 hours a day. 5.More than 30 people were being held hostage (by bank robbers). 6.Dinosaur remains have been found (by archaeologists).  
7. Our flight might be delayed (by bad weather conditions). 8.The explosion had been caused (by a petrol leak).

Ex. 8 1.has been adopted 2.is said 3.was used 4.was ... used 5.is considered 6.is ... worn 7.is celebrated

## Unit 14 The future of English

Ex. 2 2.Maria 3.Max 4.Adam 5.Tina 6.Maria 7.Jake

Ex. 3 2.a 3.f 4.c 5.g 6.e 7.b

Ex. 4 2.common 3.political 4.since 5.exports 6.screens 7.characters' 8.completely 9.scientists  
10.appear (extra: films, show)

Ex. 5 Diana - c ; Bob-d; Caroline-a; Tom-e (b-extra)

### Tapescript (Keys to ex. 5 are underlined)

**I am Diana:** I'm very worried about the future of English. Some teenagers today can hardly read or write it at all. Even on the radio or TV you can hear slang and grammatical mistakes every day. A language is like a garden – you have to control it. English is becoming a jungle...

**I am Bob:** I think the name of the language will change. Soon, people won't call it English, they will call it 'American'. Don't you agree? I mean, these days the capital of the English language is Washington, not London.

**I am Caroline:** English grammar will change more and more quickly in the future. It's already happening, in fact. Soon nobody will speak the English people speak today. In future English will sound strange, as other languages will influence it and change it. It will sound like the nineteenth century English does to us now.

**I am Tom:** What's going to happen to English? I don't know. I've never thought about it – I just speak it.

Ex. 6 2.certainty 3.uncertainty 4.certainty 5.uncertainty 6.certainty 7.uncertainty

Ex.7: 2.can't 3.may/might/could 4.must 5.can't 6.may/might/could 7.must

## UNIT 15 AMERICA THE BEAUTIFUL

Ex. 2 2.D 3.B 4.A 5.D 6.A 7.B

Ex. 3 2.True 3.False 4.False 5.False 6.True 7. True

Ex. 4 2.f 3.d 4.a 5.g 6.b 7.e

Ex. 5 2.huge 3.torch 4.crown 5.Liberty 6.gift 7.world 8.visitors 9.harbour 10.disappeared  
11.immigrated 12.peace (extra: amazing)

Ex. 6 1.b 2.c 3.a 4.c 5.a 6.b

### Tapescript (Keys to ex. 5 are underlined)

In 1492 the Italian Christopher Columbus was the first European to sail across the Atlantic. He arrived at the island of Guanahani just off the coast from Florida. The problem was that he thought he'd arrived in India, and this is why he called the Native Americans 'Indians'. Thomas Jefferson, who would later become the third American President, drafted the Declaration of Independence in 1776. Jefferson was a man of wide learning – today we would call him an intellectual - and he had very liberal ideas about power and authority. He was against placing too much power in the hands of the president. From 1776 to 1782, the American army fought and won the War of American Independence against the British. The American army was led by George Washington and, in 1789, he was elected first president of the USA. He served two terms as President and is rightly called the father of his country.

English people started to settle in America from 1607, and these first settlers were followed, in the next thirty years, by more than 250.000 more immigrants from all over Britain. Some years later, great numbers of Germans and Italians also arrived. They left their homes in Europe to seek a better life in America. First because they were

poor but also because in their own countries they were being badly treated on account of their religious beliefs. Black slaves were common in the southern American states but not in the northern states. President Abraham Lincoln said that the government would not be divided between those who encouraged slavery and those who were against it. So he decided to end slavery in the whole USA. In the resulting terrible Civil War between the North and South, half a million soldiers lost their lives between 1861 and 1865.

**Ex. 7** 2.have / can call 3.will not (won't) feel / take 4.will wash / does not rain 5.will not (won't) go / tell  
6.will you do / is 7. send / will reply 8. do not (don't) save / will not (won't) go

**Ex. 8** 2.f / will you help 3.e / found 4.a / will win 5.g / were you 6.b / failed 7.c / don't phone

## UNIT 16 TIME TO READ

**Ex. 1** American English: fall, movie, elevator, first floor, shades, automobiles, sidewalk, pocketbook, cab, apartment, store, garbage, candy (bar), subway, movie theatre; American spelling: dialog, favorite, realized, theater.

**Ex. 2** 2.F 3.F 4.T 5.F 6.F 7.T 8.T

**Ex. 3** 1. (a pair of) shades 2.sidewalk 3.pocketbook 4.row 5.elevator 6.cab 7.apartment 8.pair 9.crazy

**Ex. 4** 1.quickly 2.American 3.Spanish 4.independence 5.expressions 6.dangerous 7.Europeans 8.differences

**Ex. 5** 2.recognized 3.mysteries 4.best-selling 5.appeared 6.average 7.adult 8.characters  
9.aimed 10.central (extra: fiction, teen)

**Ex. 6** Down by the Stream: 2.house 3.strange 4.surprise 5.time 6.love 7.life 8.love 9.nights  
10.flights 11.minds 12.light (extra: live)

**Ex. 7** 2.had better 3.don't have to 4.have to 5.should 6.mustn't 7.must

**Ex. 8** 2.I have to dress 3.had better start medical treatment 4.should know about the local rules 5.had better drive 6.mustn't enter this

## REVISION FOUR UNITS 13-16

**Ex. 1** 2.Our flight to New York was delayed by bad weather. 3.Avril Lavigne's new album will be released soon.  
4.How is the word 'thorough' pronounced? 5.It is often said that drinking green tea reduces stress.  
6.Zura should be rewarded for handing in all the money to the police. 7.Steven Spielberg has been nominated for the best director prize. 8.Exams have to be taken almost every year at our school. 9.It is believed that there will soon be a cure for this disease. 10.Alex was unhappy because he hadn't been chosen for the team. 11.An arts festival is being planned for this summer. 12. Can old Beatles' records be borrowed from the central library?

**Ex. 2** 2.g / will live 3.k / would you change 4.a / didn't work 5.h / would have 6.j / are not 7.b / would accept 8.e / don't use 9.l / knew 10.c / will not break 11.f / told 12.i / have to

**Ex. 3** 2.have to 3.Do you have to 4.must 5.shouldn't 6.must 7.mustn't 8.don't have to 9.can't 10.'d better 11.mustn't 12. must

**Ex. 4** 2.dressed up 3.back row 4.pair of shades 5.movie theatre 6.foreign language 7.momentous occasion 8.significant date 9.varieties of English 10.for instance 11.took the place 12.declared independence (extra: apartment building, extraordinary costumes)

**Ex. 5** 2.ტომი 3.განსაკუთრებულად აღნიშვნა 4.პერცოგი 5.დამარცხება 6.მართლწერა 7.შენახვა 8.ცოტახნის ნინანდელი 9.პოლიციელი 10.პრჭყვიალა 11.მოვლენა 12.დიდმნიშვნელოვანი 13.პირველი ვერსიის დაწერა 14.განსჯა 15.გამოცხადება 16.თითქმის 17.საზღვარგარეთ 18.დარწმუნა 19.ლიფტი 20.ტროტუარი 21.საფულე 22.ტაქსი/ეტლი 23.მეტრო 24.ნაგავი 25.ბინა 26.ჭარბწონიანი 27.უვნებელი, უწყინარი 28.უდანაშაულო, უწყინარი 29.სახლის მესაკუთრე 30.მაყურებელი

## UNIT 17 THE SEVEN WONDERS OF THE WORLD

- Ex. 2** 2.F 3.T 4.T 5.F 6.T 7.T
- Ex. 3** 1.The Statue of Zeus 2.The Temple of Artemis 3.The Lighthouse of Alexandria 4.The Great Pyramid of Giza 5.The Mausoleum of Halicarnassus 6.The Colossus of Rhodes 7.The Hanging Gardens of Babylon
- Ex. 4** 2.marvel / wonder 3.immortalize 4.Mediterranean 5.lighthouse 6.collapse 7.ivory 8.ban  
9.harbour 10.scrap metal 11.artificial 12.fertility 13.attempt
- Ex. 5** 2.announced 3.part 4.list 5.marvels 6.represent 7.raised 8.restoration 9. sites  
(extra: artificial, harbour)
- Ex. 6** 1.c 2.e 3.a 4.g 5.b

### Tapescript

**Number 1:** This newly-elected world wonder was built between the 5th century BC and the 16th century. It is the world's longest man-made structure ever built and stretches more than 6400 kilometres. It is said to be the only monument visible from space. Its original purpose was to provide a defence system, to keep out invading Mongol tribes. Many thousands of workers must have given their lives to build this colossal construction.

**Number 2:** This marvel of classical architecture, built around 70 AD, is the only finalist from Europe to be included in the top seven. The design of almost every modern sports stadium is based on this famous amphitheatre. It was built to celebrate the glory of the Roman Empire and could hold up to 50,000 spectators – spectators who came to watch bloody, and often fatal, sports involving gladiators, wild animals and prisoners.

**Number 3:** This white marble mausoleum is a monument to true love. It was built by Emperor Shah Jahan to honour the memory of his beloved late wife. Construction began in 1632 and took 12 years to complete. This monument is regarded as the most perfect example of Muslim art and architecture in India and is one of the world's most recognizable buildings.

**Number 4:** This archaeological wonder is often called 'The Lost City'. The ancient ruins of what was once a busy Incan city lie high up on the Andes Plateau, deep in the Amazon jungle and above the Urubamba River. Built in the 15th century by Incas, this magnificent city was 'lost' for three centuries, before being rediscovered in 1911 by the American archaeologist Hiram Bingham.

**Number 5:** This 38-metre-tall statue, an enormous monument to Christianity, stands at the top of the Corcovado mountain overlooking Rio de Janeiro. It symbolizes the warmth and hospitable nature of the Brazilian people, who receive visitors with open arms. The statue took five years to construct and was inaugurated on October 12, 1931.

- Ex. 7** 2.You had/You'd better wear a warm coat today. 3.Do you think I should go to Ann's party? / Should I go to Ann's party? 4.You shouldn't miss the Allstars concert on Saturday night. 5.I wouldn't take Dad's car without asking him if I were you. / If I were you, I wouldn't take Dad's car without asking him. 6.You ought to see a dentist.

## UNIT 18 STARS

- Ex. 2** 1.b 2.a 3.e 4.c (extra: d)
- Ex. 3** 2.A (motion picture/film) camera 3.2,500 4.\$ 25,000 5.Sponsors 6.In 2000
- Ex. 4** 2.birthplace 3.fee 4.inaugurate 5.hire 6.blockbuster 7.blank 8.commemorate
- Ex. 5** 2.star 3.youngest 4.accept 5.silent film 6.Fictional 7. awarded to (extra: blockbuster, fee)
- Ex. 6** 2.interest him 3.performed stunts himself 4.was excited 5.never got seriously injured  
6.hurt his finger 7.when you surprise yourself

**Tapescript (Keys to ex. 6 are underlined)**

**Tom Cruise achieves the impossible**

Hollywood superstar Tom Cruise has received numerous awards and holds a star on the *Walk of Fame*. He has everything: good looks, talent, intelligence, and charm. He is considered to be one of the most powerful and influential actors in Hollywood and no other actor is as good as he is at persuading studios to make difficult films. Here's what he says about power and making money:

'I didn't become an actor to have power but it just happens that I have it and so I have a lot of opportunities. I also realise that power doesn't last forever in this career, so I want to make the most of it. I want to make the kinds of pictures that interest me, that's all. I've never done work for money.

It must be said that Tom Cruise is a really ambitious actor and he has been able to star in so many different films. He has been outstanding, whether playing in *The Last Samurai* or dramas or blockbusters. When he was working on one of his films Cruise insisted on doing his own stunts on motorbikes and in cars. He also climbed a 1500-foot cliff in the movie's opening shots. I asked him why he did it. 'I do it because it's fun. I'm not a great mountain climber, but things like that excite me. I'm really on that mountain. It's not done with special effects. And, during the fight scenes for instance, when things come dangerously close, that's all real.' Cruise insists he has never really been in danger. 'I just hurt my finger once and that was it. I never really got injured. The exciting part of acting - I don't know how else to explain it - is those moments when you surprise yourself. For me, the thing about film-making is that I give it everything, that's why I work so hard.'

**Ex. 7.:** 2.Can I wear whatever I want at school? 3.Is it OK if I speak in the corridors with other students?/Is it OK to speak... 4.May I use my mobile phone during the break ? 5.Can I call the teachers by their first names? 6.Is it allowed to take drinks into classes? /Am I allowed to take drinks into classes? 7.Could I stay in the classroom after the lesson today?

**UNIT 19 WEDDING TRADITIONS**

**Ex. 3** 2.T 3.F 4.T 5.F 6.T 7.T

**Ex. 4** 2.China 3.Italy 4.Germany 5.India 6.Western Europe

**Ex. 5** 2.h 3.b 4.d 5.a 6.e 7.f 8.g

**Ex. 6** 2.couple 3.events 4.congratulate 5.greetings 6.wood 7.diamonds (extra: ring, groom)

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

**Tapescript (Keys to ex. 7 are underlined)**

I'll never forget my grandparents' 60th wedding anniversary. We started planning it well in advance. The first thing we did was to make a list of all the guests we wanted to invite. Next, we ordered the flowers. My aunt was in charge of decorating all the tables with the flowers. They really looked magnificent! The night before the big celebration day, we all got together in the big room to put up the decorations. Then, we arranged all the tables and chairs and covered the tables with white tablecloths. The big room turned into a truly magical place. And there was even a huge banner, with 'Happy 60th Anniversary' written on it in big white letters. We divided the actual celebration into two parts. In the first part my grandparents welcomed the guests and then, a reporter from a local paper took a photo of them - which appeared in the paper next day, by the way.

The second part was a big family dinner with all the relatives we'd invited from all over the country.

We sat down for the meal but before we started to eat, Grandpa said how thankful he was to God for giving him such a wonderful life with such a wonderful wife, and such wonderful children and grandchildren. Then he went on to recall a whole list of special events and happy memories from his life. Before he'd finished speaking, Grandma stopped him - as she often had to do - and told him the food was getting cold! But, by the time Grandpa sat down, almost everyone had tears in their eyes. The next thing was the opening of the gifts and we all stood round Grandpa laughing and chatting at the same time. Finally, it was time to pack up the gifts, wash the dishes, and clean the room. So that, when we left, everything was back to normal. For my grandparents, the day of their 60th

wedding anniversary was a very special memory for the rest of their years together. And today, every time I step into that particular room in our house, I can still see my grandparents standing in the receiving line welcoming all their friends and loved ones.

**Ex. 8** 2.offers 3.invites 4.asks for direction 5.offer 6.invites 7.asks for direction

**Ex. 9** 2.this the right way to the Marjanishvili theatre? 3.you tell me the way to the city centre? 4.it all right if I use your telephone? 5.you like to go to the park later? 6.about watching the film? 7.like me to answer the phone for you?

## UNIT 20 A CULTURAL CALENDAR

**Ex. 1** 2.c 3.b 4.c 5.a

**Ex. 2** 1.C 2.B 3.A 4.E (extra: D)

**Ex. 3**

Events	Place	Dates/Time of year	Main award
The Eurovision Song Contest	–	May	–
Cannes Film Festival	Cannes	May	Palme d'Or (Golden Palm)
New Wave	Jurmala, Latvia	July	–
Venice Film Festival	Venice, Italy	Late August or early September	Golden Lion, Volpi Cup
Gift Festival	Georgia	October	–

**Ex. 4** 2. keep an eye on 3.mega event 4.prestigious award 5. support 6.song contest 7.theatre-goers

**Ex. 5** 2.internationally 3.information 4.performance 5.viewers 6.actress 7.prestigious

**Ex. 6** 2.stage 3.performances 4.live 5.contemporary 6.chance 7.hit (extra: prestigious, classic)

**Ex. 7** A Dozing Day: 2.sky 3.road 4.sight 5.smiles 6.eyes 7.delight 8.mind 9.summer 10.light (extra: cloud, kind)

**Ex. 8** 2.Although 3.who 4.that 5.despite 6.so 7.that

## REVISION FIVE UNITS 17-20

**Ex. 1** 2.it all right if I borrow your book? 3.about (a) meeting tomorrow at 6? 4.you tell me the way to Rustaveli Avenue? 5.this the right way to the stadium? 6.I look the word up in a dictionary? 7.allowed to drive a car at the age of 16? 8.can't smoke here. 9.OK if I leave/for me to leave the lesson early today? 10.mind if I turn the volume down? 11.possible to start the lesson earlier tomorrow? 12.going to the disco?

**Ex. 2** 2.In spite of the traffic jam, Irakli wasn't late. 3.We waited with our friends until their bus arrived. 4.We'll take a taxi when we arrive at the airport. 5.Nick doesn't play any instrument but he sings very well./ Nick sings very well, but he doesn't play any instrument. 6.Natia phoned her parents as soon as the exam results arrived. 7.It is the book that I bought yesterday./ That's the book I bought yesterday. / Have you seen the book which I bought yesterday? 8.Kote missed his station because he fell asleep on the train. 9.Mari enjoys sports so she has joined the tennis club. 10.Mrs. Brown opened the parcel since she believed it was for her. 11.I will get upset if you don't let me use your computer. 12.It was such a surprise that I didn't know what to say.

**Ex. 3** 2.We should not invite too many people. 3.Mari ought to study harder before the exams. 4.Why don't you buy a new sweater? 5.You had better/'d better take a taxi. 6.You shouldn't watch the TV up to so late. 7.You should not spend all weekend chatting and shopping. 8.You ought to take the medicine with you when you go on holiday. 9.You ought to fasten the seat belts

while on the plane. 10. Why don't you do the washing up now? 11. You had better/'d better tell Nino the truth. 12. You should take driving lessons before you buy a car.

Ex. 4 2. violent earthquake 3. completely restored 4. long-running 5. keep an eye 6. contemporary theatre  
7. blank stars 8. pay a fee 9. famous sidewalk 10. engagement ring 11. loud firecrackers  
12. practical use (extra: evil spirits, song contest)

Ex. 5 2. კონკურსი, შეჯიბრი 3. აღდგენა 4. მხარის დაჭერა, გულშემატკივრობა 5. აკრძალვა  
6. გატაცება 7. საქმრო, ნეფე 8. განწმენდა 9. შუშუნა 10. ჯილდო 11. სასწაული 12. სპილოს  
ძვალი 13. მაცურებელი 14. აკლდამა 15. ოფიციალურად, საჯაროდ გახსნა  
16. აღნიშვნა (აღნიშნავს) 17. გადასახადი 18. დაქირავება 19. პრესტიჟული 20. დაბადების ადგილი 21. ცარიელი  
22. პატარძალი 23. უკვდავყოფა 24. ხმელთაშუა (ზღვა) 25. შუქურა 26. ბოროტი 27. ნიშნობა  
28. დანგრევა, ჩამონგრევა 29. ძალიან დიდი, ბუმბერაზი 30. იმპორტირება, შემოტანა.

## UNIT 21 ANGRY PROTESTS

Ex. 2 2.e 3.a 4.f 5.b 6.d

Ex. 3 2. T 3.T 4.F 5.T 6.F 7. T

Ex. 4 2.f 3.a 4.g 5.h 6.b 7.d 8.e

Ex. 5 2. blow 3. gunpowder 4. gang 5. appears 6. common 7. 'guy' 8. government 9. event 10. cellars  
(extras: execute, profitable)

Ex. 6 1.T 2.T 3.F 4.F 5.T 6.T

### Tapescript (Keys to ex. 6 are underlined)

In 1978 I was a student at Tbilisi State University. Of course at that time our country was part of the Soviet Union and there were lots of angry protests, especially by students, against the Soviet style of ruling. We felt that we had to stand up for our country's rights. It was important for us to maintain our cultural identity. So we were always looking for opportunities to speak out against Soviet rule – to show that we were angry. One such opportunity was on April 14, 1978. On that day there were thousands of Georgians in the streets. They were there to protest against the Soviet government's decision to remove Georgian as the official state language of the republic and declare Russian as the state language. They wanted to replace Georgian as the official state language! About 20,000 people, mainly university students, marched to the government building in downtown Tbilisi. The Soviet police managed to stop many of the marchers, but there were still around 5000 people who managed to reach the government building. Then the building was surrounded by soldiers. Those protesters who weren't in front of the government building gathered at Tbilisi State University, some inside and some outside. That's where me and my friends were.

Today, after all these years, I still think that this demonstration was one of the most important events I have ever been present at. We all believed we could do something to change the ideas of the politicians. What I felt most I think was pride - I was proud of myself and proud of everybody else who was there. At one point, the situation looked as if it was getting really dangerous. We thought that the Soviet troops might start beating us up. But we were very determined – it made me realize just how powerful the Georgian spirit of rebellion really is. Anyway, in the end, after this mass protest, the Kremlin decided to give in – to drop the idea of Russian as a state language, and to recognize the existing status of the Georgian language. I think this incredible event was probably the beginning of Georgia's national movement - which, as we all know, eventually led to the declaration of Georgian independence on April 9, 1991.

Ex. 7 2.the other 3.others 4.the others 5.another 6.other 7.Other

Ex. 8 2.the other /another 3.another / the other 4.others / the others 5.another 6.the others 7.other

## UNIT 22 WHAT ARE CHILDREN'S RIGHTS?

**Ex. 3** 2.a 3.g 4.c 5.f 6.e 7.d

**Ex. 4** 2.F 3.T 4.F 5.F 6.T 7.T

**Ex. 5** 2.d 3.g 4.a 5.h 6.b 7.f 8.e

**Ex. 6** 2.physically 3.harmful 4.responsibilities 5.protection 6.movement 7.medical

**Ex. 7** 2.physically 3.developing 4.healthcare 5.harmful 6.participate 7.support (extra: mine, wages)

**Ex. 8** 2. To help children in different countries / who were affected by World War II. 3.To help the children with AIDS 4.In 2005 5.in 1965 6.Collect money for UNICEF 7.190

### Tapescript (Keys to ex. 8 are underlined)

**Interviewer:** In today's program we have a special guest. Jane Brown is a UNICEF representative and she will speak about the organisation and what they do to help children around the world. First of all Jane, how did UNICEF start?

**Jane:** UNICEF, the usual name for the United Nations Children's Fund, was created by the United Nations General Assembly in 1946. When it started, it was called the United Nations International Children's Emergency Fund -UNICEF for short - and its purpose at that time was to help children in different countries who were affected by World War II, which of course had just ended. Its main job was to provide these children with food and healthcare. In 1953, the name of the organisation was shortened to United Nations Children's Fund, but it has continued to be known by its old name UNICEF.

**Interviewer:** What are your main goals?

**Jane:** Our goals are to help the children wherever they are. Every year about 9 million children under the age of five die from pneumonia, malaria, starvation, poor hygiene and unsafe water. One of our priorities is to help children who are affected by AIDS. These children often experience poverty, homelessness, and early death. In 2005 UNICEF and other partners started a campaign Unite for Children, Unite against AIDS. Children should not be dying if there is a chance of saving them.

**Interviewer:** There is so much you have done for children and their families and I know you have received many awards for your work.

**Jane:** Yes, that's right. UNICEF was awarded the Nobel Peace Prize in 1965.

**Interviewer:** Do children participate in any of your events? I mean do you have any programmes in which children help children?

**Jane:** That's a good question. In the United States, Canada and some other countries, UNICEF is known for its "Trick-Or-Treat for UNICEF" program in which children collect money for UNICEF from the houses they trick-or-treat at on Halloween night.

**Interviewer:** In how many countries do you have your representatives?

**Jane:** UNICEF is present in 190 countries around the world.

**Interviewer:** Thank you Jane. And our next guest is...

**Ex. 9** 1.an 2. the 3. zero article 4.the 5.the 6.the 7.the

**Ex. 10** 1.the 2.the 3.a 4.the 5.zero article 6.the 7.the

## UNIT 23 RARE ANIMALS

**Ex. 2** Africa - giraffe; Europe - wolf; North America and South America - jaguar; North America - bison; Australia - koala

**Ex. 3**

	<b>description</b>	<b>population</b>	<b>Habitat</b>	<b>Food</b>	<b>lifespan</b>	<b>dangers</b>
Giraffe	Tallest animal, has small horns	–	Forests/plains	–	25 years	Hunting for their meat, coat and tails.
Grey wolf	Resembles German shepherds	200,000	–	–	–	Conflict with people
Jaguar	Largest cat on the American continent. Has a spotted fur.	unknown	Rainforests, swamps.	Deer, crocodiles, snakes, monkeys, turtles, eggs, frogs, fish and anything else they can catch.	–	–
Bison	Largest land mammal	500,000	–	Grass	18-22 years	Hunting
Koala	Has a pouch	100,000	Forests	Leaves	–	Hunting for their fur
Snow leopard	Looks like a big cat, but doesn't roar	3,500 to 7,000 in the wild, 600-700 in zoos	Mountains	Wild sheep and goats	21 years	Illegal hunting for the fur trade

**Ex. 4** 2.Grey wolf 3.Jaguars 4.Grey wolf 5.Grey wolf 6.Bison

**Ex. 5** 2.g 3.d 4.h 5.b 6.c 7.a 8.f

**Ex. 6** 2.pups 3.cubs 4.calfs 5.a pouch 6. a mammal 7. a paw

**Ex. 7** 2. a 3.c 4.a 5.c 6.a 7.c

**Tapescript (Keys to ex. 7 are underlined)**

**Life in the sea**

Today in our programme 'life in the sea' we'll be talking about whales and dolphins.

There are over 80 different species of whale, the biggest of which is the blue whale. These can be over 30 meters long and weigh up to 150 tons. This means that a blue whale's heart is 2 meters long and it weighs half a ton! Its tongue is three meters thick and it's heavier than an elephant.

Whales are mammals, not fish, which means that they have warm blood and they feed their young on milk. They are very intelligent and enjoy playing. In fact, they spend three times longer playing than looking for food. One more interesting thing about whales is that they 'sing' to each other underwater, and these songs can travel a long way, as much as 850 kilometers.

Before 1986 hunters were killing thousands of whales every year. But today many countries have stopped this cruel industry, so that now, for the first time since the 20th century, the whale population is starting to grow again.

Turning to dolphins now.... There are over 28 different species of dolphin. On average they are about two meters long and they can swim as fast as 45 kph. A dolphin's brain is actually bigger than a human being's and this may explain why dolphins can understand each other, and they can even copy human speech. Dolphins live in groups, not alone, and if one member of the group becomes ill, or old, the others look after it. As you know, fishermen catch fish in enormous nets. Unfortunately these nets also, accidentally, catch a lot of dolphins and scientists calculate that about 125,000 dolphins die like this every year. That's 300 dolphins every day.

**Ex. 8** 2.much 3.much 4.much 5.much heavier 6.a lot more 7.smaller

**UNIT 24 TIME TO READ**

- Ex. 3** 2.She was scared. 3.She exclaimed and gave Julie a warm hug. 4.Proud/ Happy/ Glad 5.Because she felt/thought as though she was missing many questions. 6.Because Julie's mother also went to Harvard. 7.The way Julie studied. 8.That she was accepted at the university.
- Ex. 4** 2.T 3.T 4.F 5.T 6.F 7.F
- Ex. 5** 2.glance 3.break up 4.admit 5.exclaim 6.proud
- Ex. 6** 2.d 3.e 4.a 5.c 6.g 7.f 8.h
- Ex. 7** 2.accepted 3.exclaimed 4.dreamed 5.proud 6.admit 7.scared 8.sense (extra: completely, folded).
- Ex. 8** Beautiful: 2.around 3.nights 4.feelings 5.high 6.reasons 7.days 8.over 9.life (extra: full, again)
- Ex. 9** 2.f 3.d 4.e 5.a 6.g 7.c
- Ex. 10** 2.undercooked 3.multinational 4.underpaid 5.imagination 6.unbelievable. 7.stressful

**REVISION SIX UNITS 21-24**

- Ex. 1** 2.very similar to 3.much taller 4.the other day 5.other 6.others 7. bigger 8.another 9.the other 10.other 11.others 12.much
- Ex. 2** 2.the 3.the 4.The 5.a 6.the 7.the 8.the 9.0 10.0 11.a 12.0
- Ex. 3** 2.unpacked 3.has disappeared 4.overslept 5.unlock 6.competition 7.information 8.social 9.careful 10.impatient 11.monolingual 12.impossible
- Ex. 4** 2.illegally hunted 3.were executed 4.proud of her 5.right to protection 6.population ... went down 7.harmful for their health 8.endangered species 9.in surprise 10.equal chance 11.blow up 12.glanced across (extra: warm hug, natural habitat)
- Ex. 5** 2.საცხოვრებელი 3.ვაჭარი 4.წამოძახება 5.ამაყი 6.ჯგუფი, ბანდა 7.დენთი 8.სარდაფი 9.დაახლოებით 10.წამიერი შეხედვა 11.მოვლენები 12.ალიარება 13.მომგებიანი 14.მალარო 15.ხეტიალი 16.ბუნებრივი საარსებო გარემო 17.დაცვა 18.გაერთიანება 19.მართვა 20.თანაბარი 21.მავნე, საზიანო 22.სულიერად 23.დაცვა 24.შემცირება 25.ჭაობი 26.სიკვდილით დასჯა 27.მოთხოვნა 28.ხელფასი 29.ჰგავს 30.საფრთხეში მყოფი