

ინგლისური  
ენა

B1  
Intermediate

# New Wave

## Book 2

მოსწავლის წიგნი

ლია გოქსაძე  
თამარ ფალავა

კონცეფციის ავტორი და რედაქტორი  
რუსუდან ტყემალაძე

კონსულტანტი ბრიტანეთის საბჭო

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Book 2 Level B1

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კონსულტანტი ბარი უოტსონი, ბრიტანეთის საბჭო

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## CONTENTS

Unit 1	A memorable day	4
Unit 2	Problems I want to solve	8
Unit 3	A letter to myself	12
Unit 4	Which language school?	16
<b>Revision One</b>		<b>21</b>
<b>Progress Test One</b>	<i>See the test booklet</i>	
Unit 5	And the greatest achievement is	22
Unit 6	The big names	26
Unit 7	In some parts of Georgia	30
Unit 8	All about being Santa	34
<b>Revision Two</b>		<b>38</b>
<b>Progress Test Two</b>	<i>See the test booklet</i>	
Unit 9	The Wardrops	40
Unit 10	News in brief	44
Unit 11	In the mountains of poetry	48
Unit 12	This is the festival when	52
<b>Revision Three</b>		<b>56</b>
<b>Progress Test Three</b>	<i>See the test booklet</i>	
<b>Test Three</b>		
Unit 13	Britain and America	58
Unit 14	She was an exchange student	62
Unit 15	My town: a special look	66
Unit 16	Have a nice trip	70
<b>Revision Four</b>		<b>74</b>
<b>Progress Test Four</b>	<i>See the test booklet</i>	
Unit 17	Which profession?	76
Unit 18	School systems: similarities	80
Unit 19	School systems: differences	84
Unit 20	Find a partner school	88
<b>Revision Five</b>		<b>92</b>
<b>Progress Test Five</b>	<i>See the test booklet</i>	
Unit 21	Georgia on her mind	94
Unit 22	He is a Nobel Prize winner	98
Unit 23	What makes a genius?	102
Unit 24	The king of software	106
<b>Revision Six</b>		<b>110</b>
<b>Final Test</b>	<i>See the test booklet</i>	
Irregular verbs		112
Wordlist		113
Answer Key		116

სიმბოლოების განმარტება:



კითხვის სავარჯიშოები



ლაპარაკის სავარჯიშოები



მოსმენის სავარჯიშოები



წერის სავარჯიშოები

## A MEMORABLE DAY

Grammar focus: Past Simple and Present Perfect



## Reading



## 1. Ask your partner...

- where they spent their summer holidays.
- if they had a day which was special in any way.



2. Now read what Dato, Tamuna and Rezo remember as the most memorable day of their summer holiday. Try to guess the meaning of the underlined words and expressions from the context.

## Dato

My friend Vato is a guide and often accompanies foreign tourists to different parts of Georgia. This summer he had to accompany a group of ten middle-aged Dutch tourists. They wanted to see some high mountains and go on a walking tour from Tusheti to Khevsureti. Vato asked me to go along with him. I gladly agreed because I thought this was a good chance for me to see more of the country and also to practise my English. The tour started in Tusheti, in the north-east. We hired some horses and packed everything we needed – tents, sleeping bags and food - for the long walk over the pass. This is usually a five-day trek at about 2,500 metres above sea level and the scenery is stunningly beautiful. Our memorable event happened on the third day. We were walking along a narrow path – one behind the other – when we suddenly discovered that one of the tourists was missing. We spent almost all day looking for him. At last, just before nightfall, we found him, quite a long distance from our path. He had left the path to take a few photos and had lost his way. I think it was quite a 'memorable' day for him as well!



## Tamuna

I spent two weeks in Sarpi on the Black Sea coast. I was there with my parents and a younger brother, but I spent most of my time with some friends. We went to cafes, discos, concerts... that kind of thing. Near where we were, there was a cliff, about 12 metres high. Children jump off this cliff into the sea and some of them even dive into the sea from the cliff! I told my friends I wanted to jump from the cliff as well. I swam regularly for about six years so I'm a pretty strong swimmer. My friends said they would watch how I did it. So one morning about six of us walked along the beach near the cliff. My friends stayed on the beach while I climbed up the cliff. Then I stood on the cliff-top and proudly looked down at



my 'fans.' I was a bit scared at first, but when I jumped off I felt an extraordinary sensation of flying. I don't know how long I spent under the water, but it was probably quite a long time because, when I swam up to the surface, my friends looked quite worried. They all clapped when they saw me appear and they told me I was a courageous person. I felt proud. This was something I will never forget.

## Rezo

I spent summer in my village in west Georgia. The most interesting thing about my village is that there are several natural caves nearby. Most of them are small, but one is really very big. In fact the villagers call it the Big Cave. They say that the Big Cave stretches for several kilometers under the ground and that it has extraordinary sights and views inside. They even say that you can see some ancient wall paintings in it. I had never been to the cave before and decided to take the opportunity of visiting it. We made all the necessary preparations for the trip – we packed some food and filled up some water bottles – and we started out very early in the morning and walked downhill for about three hours. Finally we saw the entrance to the cave, which was unusually low. When we went inside the view was really extraordinary. We were in a kind of very high and very spacious hall. Water was dripping down the stone walls, which were of unusual shapes and colours. I could never have imagined that it would be so cold and wet in the cave. We couldn't go very far inside as the cave got darker, narrower and colder as we walked. But it was a truly memorable day.





3. Read the text again and answer the questions below. Tick the right box.

Who...	Dato	Tamuna	Rezo
1. spent summer in the village?			V
2. felt a bit scared?			
3. walked for several days?			
4. walked for three hours to reach the place?			
5. made their friends worry?			
6. saw something which surprised them?			
7. felt proud?			
8. spent the summer in the north-east of Georgia?			

4. Out of the eight statements given below, two are false. Find and underline them.

1. Dato wanted to practise his English. True
2. The tourist was lost because he wanted to take some photos.
3. Tamuna spent most of her time with her friends.
4. The entrance to the cave was lower than they had expected.
5. The first story is told by a tourist guide.
6. There are several other caves near the village where the Big Cave is.
7. Tamuna felt disappointed.
8. The Dutch tourists had to walk for five days.

### Vocabulary in Context

5. Read the phrases. Then find their English equivalents in the texts above. Phrases are arranged according to the paragraphs. Note that some phrases are not underlined in the text. Compare your answers with your friend's.

1. დაუვინყარი დღე a memorable day
2. საშუალო ასაკის .....
3. სიხარულით დავეთანხმე .....
4. თვალისმომჭრელად ლამაზი .....
5. საოცარი განცდა .....
6. საოცარი ადგილები .....
7. აუცილებელი მოსამზადებელი სამუშაოები .....

6. Match the underlined words with their Georgian equivalents. The contexts in which they are used will help you. One example has been done for you. Example: 1-c

1. It takes about five days to cross this pass. a. მამაცი
2. The cliff was not high but it was unsafe. b. მონვეთავდა
3. The sportsman dived deep into the water. c. უღელტეხილი
4. The audience clapped for half an hour. d. გადაჭიმულია
5. My new house is quite spacious. e. ტაში დაუკრა
6. Broadway stretches for several kilometers. f. გაშლილი, ფართო
7. Water dripped from his forehead. g. ფრიალო კლდე
8. He was really courageous to swim across the river. h. თავით გადმოხტა, ჩაყვინთა

7. Read the text and fill the gaps with the words. Two words are extra.

### In a tourist camp

My friend Lynn and I arrived in a tourist camp on Friday evening. We wanted to spend the weekend out of the city and in the fresh (1) air. On Saturday morning we met the other ten members of our group,

cliffs  
climb  
dive  
dripped  
foreign  
fresh  
memorable  
pass  
stretches  
stunning  
trek

who were all ..... (2) tourists. The plan was to ..... (3) the mountain, cross a ..... (4), see a big waterfall there, spend the night in tents and then get back to the camp by Saturday evening. We all knew that it would not be an easy trek as the pass ..... (5) for fifteen kilometers through small hills and ..... (6). In the camp there was another group of tourists who wanted to spend the weekend at the nearby lake. They wanted to fish and ..... (7) there. The lake was surrounded by mountains, and everybody said the beauty of the scenery was ..... (8). I am glad I joined the first group. We spent two ..... (9) days together and we had an unforgettable time.



8. **Betty, a 16-year-old girl from Liverpool, is interviewed by Teen, the teenagers' magazine, about her summer holidays. Listen to the interview and underline the phrases you hear. Out of six phrases given below you will hear only three.**

just two weeks	the south coast	sit somewhere
covered in rubbish	address of a hotel	a whole week

9. **Listen to the interview again and tick the right answer.**

	Yes	No
1. Betty went to Brighton with her family.	V	
2. She enjoyed the hotel.		
3. The beach was clean and nice.		
4. The food in the hotel was awful.		
5. She had lunch in a restaurant.		
6. She stayed in Brighton less than a week.		
7. She enjoyed her summer holidays.		

### Grammar: Past Simple and Present Perfect

Look at the sentences:

- Tamuna went to Sarpi in August. She spent two weeks there.
- She has just returned from Sarpi. She hasn't started school again yet.

went and spent are Past simple of the verbs go and spend. has returned and hasn't started are Present Perfect of the verbs return and start.

**Past Simple is used for actions and events which happened in the past and have no connection to now.**

The following time indicators are used with the Past simple: last century/year/month/week, yesterday, a year/month ago, in June/September/autumn... Questions which start with When are always asked in the Past simple.

**Present Perfect is used for actions and events which happened in the past but have certain connection to now.** The following time indicators are used with the Present Perfect: just, already, never, for, since, this year/month/week, yet (in questions and negative forms only), ever (in questions only).

Here are some more examples. Pay special attention to the time indicators:

- I met him exactly one year ago. When did you last see him? Did you go out last night? (**Past Simple**)
- I've just had lunch. Have you ever met him? We haven't seen him yet. (**Present Perfect**)

Make these sentences affirmative, negative and interrogative. What are the rules? How many forms does an English verb have? How do regular and irregular verbs differ? What's special about the verb to be? Discuss these questions in small groups and then, share your answers with the whole class.

10. **Read the situations and put the verbs either in the Past Simple or the Present Perfect.**

- I went (1) to the seaside last summer, but I (2) ..... (not/enjoy) it at all. The weather was terrible and I (3) ..... (fall) ill. But the worst thing of all was that I (4) ..... (lose) my passport and all the money I (5) ..... (have). I (6) ..... (not/be) back to that place since then.
- Peter (7) ..... (spend) the first few years of his life in the USA. His family (8) ..... (move) to Canada when he (9) ..... (be) five years old. Peter is fifteen now and he (10) ..... (already/live) in Canada for ten years.



11. Read the letter and put the verbs in brackets in the Past Simple or Present Perfect. In some cases both are possible.



Dear Martha,

So many things (1) have happened since I last wrote to you.  
 Last weekend I (2) ..... (go) to the Lakes with Sara and Margo. We (3)  
 ..... (not/bathe) but we had a very nice time. We (4) .....  
 (meet) some school friends of ours. I met Chris! Do you remember him? When we were at school  
 we (5) ..... (go) to the tennis club together. He promised to call ... There is  
 some other news too. I (6) ..... (buy) a sports car. It's red, the colour I (7)  
 ..... (always/want) to have. And another thing - Sarah called me this morning and  
 said her sister (8) ..... (have) a second baby. They (9) .....  
 (already/give) her a name. It's Liza.

Will write more soon.  
 Suzie



## Speaking



12.

Work with a partner.

Tell your partner about the most memorable day in your life. Say when and where it happened and why it was a special time for you. Give your partner as much information as possible. Speak for about 2 minutes. Then listen to your friend and remember what he/she says.

Use the phrases below:

*This happened in... / felt happy/excited... / it was an extraordinary sensation... / gladly agreed... / I will remember it ... / this made it special and memorable...*



## Now get ready to write



13. You are going to write a paragraph about the most memorable day in your life. Use some of the words and phrases from the speaking exercise. Do not write more than 80 words.

Start with:

*I want to tell you about the most memorable day in my life. This happened.....*

Before writing your paragraph read the information given below carefully:

### What is a paragraph?

- A **paragraph** is a group of sentences about one main idea. This main idea is called a **topic** and the first sentence of a paragraph is called a **topic sentence**. *I want to tell you about the most memorable day in my life...* is the topic sentence of your paragraph.

### What are the rules of paragraph writing?

- Start with a clear topic sentence.
- Begin each sentence with a capital letter.
- End each sentence with a full stop.
- Do not start each new sentence on a new line.

**Be an editor:** When you finish writing your paragraph, check if you have followed the paragraph writing rules given above. If you have, put a tick after each rule. If you haven't, rewrite your paragraph so that you follow the FOUR paragraph writing rules.

## PROBLEMS I WANT TO SOLVE

Grammar focus: Infinitive and Gerund



## Reading



1. Have you ever thought about your strengths and weaknesses? Have you ever thought what your problems are and how to solve them? Take three minutes to discuss these questions in small groups of three or four.

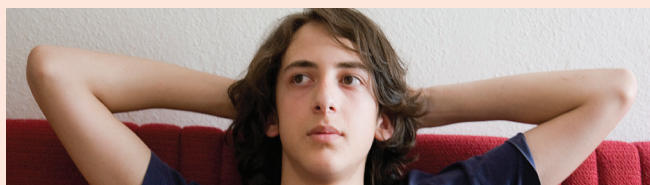
my weaknesses... my strengths... my problems... How do I solve them???



2. Now read what Sandro, a 16-year-old boy, writes about his problems, weaknesses, skills he wants to gain.... Then do the tasks which follow.

**Problems I want to solve**

I need to get along better with my parents.  
I want to learn how to be more confident.  
I need to get better results in maths.

**Skills I want to gain**

I hope to learn main computer programmes.  
I wish I knew how to drive.  
I want to learn how to play the guitar.

**Weaknesses I want to get rid of**

I wish I were more patient.  
I need to be more outgoing.  
I wish I spent less time in the street.

**Things I hate to do**

Getting up early.  
Watching soap operas\*.  
Standing in queues.

**Things I want to do**

I want to become a student of economics.  
I want to earn enough money to buy a small car.  
I'd love to go to England.

**My strengths**

I know what I want to achieve.  
I have a good sense of humour.  
I can make khinkali.

**Things I like to do**

Watching TV night shows.  
Reading sports magazines.  
Chatting on the Internet.

soap opera\*: ტელესერიალი



3. Read the texts again. Then write down short answers to the questions below.

- What is the first problem Sandro wants to solve? To get along better with his parents.
- What is the second thing Sandro hates doing? .....
- What is the last problem Sandro wants to solve? .....
- What is the first skill Sandro wants to gain? .....
- What is the second thing Sandro wants to do?.....
- What is the last weakness Sandro wants to get rid of?.....
- What is the third thing Sandro likes doing?.....
- What is Sandro's third strength? .....

4. Read the words and phrases below. Then try to find their exact English equivalents in the text above.

1. კომპიუტერული პროგრამები – computer programmes.

2. თავიდან მოშორება .....

3. უნარ-ჩვევა .....

4. თავდაჯერებული .....

5. სისუსტე .....

6. რიგში დგომა .....

7. ძირითადი .....

8. გადაჭრა (პრობლემის) .....

9. ლაყბობა .....

10. შეძენა (ცოდნის) .....

11. სიძლიერე .....

5. Read what Mike and Ketí say about themselves and fill the gaps with the words given below. There is one extra word in each box.



**Mike:** I like going to evening classes. At the m o m e n t (1) I am learning how to use Excel, one of the ..... (2) Microsoft programmes. The programme is especially useful for putting statistical information in a graph or for making ..... (3) calculations. I feel much more ..... (4) now as I have certainly gained some computer ..... (5), but there is one thing I can't get rid of: I spend too much time ..... (6) on the Internet.

chatting  
confident  
learn  
main  
moment  
mathematical  
skills

company  
computer  
design  
gain  
get  
solve  
weaknesses

**Ketí:** At the moment I am learning Indesign – an up-to-date c o m p u t e r (1) programme for designing books and magazines. When I know how to use the programme well, I hope I will be able to ..... (2) the problem of finding a job. I know one publishing ..... (3) which is looking for a designer, and I hope to ..... (4) this job after my course. I think that not knowing how to use Indesign is one of my ..... (5) but I am determined to ..... (6) this skill soon.



## Listening

6. Dima, a 16-year-old boy, is speaking about how he got his first job. Listen to his story and underline the phrases you hear. You will hear only five of the seven phrases given below.

a part-time job      was pretty nervous      gain a skill      in the end  
took it seriously      solve a problem      my own money

7. Listen to Dima's story again. Then read the sentences and tick Yes or No. Correct the wrong statements.

	Yes	No
1. Dima wanted to get a job in a car wash place.	✓	
2. He was the only teenager at the car wash.		
3. He wanted to be financially independent.		
4. He does not have practical skills.		
5. He spoke about his job to his father first.		
6. He got a full time job.		
7. For one hour of his work he will get four laris.		
8. His father liked the idea.		

Look at the sentences:

- I want to study economics.
- I enjoy watching night shows.

In the first sentence *want* is followed by the Infinitive (to + verb): want to become.

In the second sentence *enjoy* is followed by the Gerund (verb+ing): enjoy watching.

**There are verbs which are always followed by the Infinitive (to+verb). Some of them are:**

**agree / decide / forget / hope / learn / offer / promise / plan / need / want / would love**

- I agreed to lend him my book.
- I always forget to switch off the light.

**There are verbs which are always followed by the Gerund (verb+ing). Some of them are:**

**enjoy / consider / imagine / stop / practise / finish / suggest**

- I can't imagine living without him. Suddenly she stopped playing the piano.

The verbs: **begin / hate / like / love / prefer / start** can take both forms.

- He likes to water/watering the plants;
- He hates to wake up/waking up early.

Look at the negative forms. How are they formed?

- I agreed not to go there. She enjoyed not staying at home.



**8. Read the sentences and underline the correct choice.**

1. I agreed to play/playing her part in the play.
2. Have you ever considered to live/living in another country?
3. He forgot to lock/locking the door for the night.
4. I can't imagine anybody to be/being so stupid.
5. I hope to become/becoming a famous writer in 10 years' time.
6. Have you finished to paint/painting the walls of my room?
7. My sister needs to be/being more organized.
8. He can't imagine himself to dance/dancing tango.
9. She decided to study/studying Chinese or Japanese.



**9. Read the situations and put the verbs in the correct form: Infinitive or Gerund.**

- I wanted (1) t o s p e a k (speak) to her about her plans for the future, so we agreed (2) ..... (meet) in the park and she promised (3) ..... (be) there on time. We hadn't seen each other for five years and I imagined not (4) ..... (recognize) her. She came exactly on time. We enjoyed (5) ..... (talk) and (6) ..... (tell) each other about our lives.
- Stop (7) ..... (interrupt) me please. You can ask me questions when I finish (8) ..... (speak). If there is anything you want (9) ..... (know) please write it down and ask at the end.  
I promise (10) ..... (answer) all your questions.





## Speaking

2

UNIT



10.

Work in pairs.

Ask your friend the five questions given below. Let your friend speak on each question for about half a minute. Don't interrupt. Write down his/her answers. Then YOU answer the same questions. Is there anything you have in common?

1. What are the things you like to do?
2. What are the skills you want to gain?
3. What are the things you hate to do?
4. What are the weaknesses you want to get rid of?
5. What are your strengths?



## Now get ready to write



11. Write a paragraph: The skill I want to gain most. Remember a skill is something you can do. Examples of useful skills might be: speaking a foreign language, driving a car or a motorcycle, swimming, skiing, repairing a car, playing a musical instrument, taking good photos, speaking clearly and with confidence. Write between 80-100 words.

Start with:

I want to gain several skills, but the main skill I want to gain is .....

When you finish writing, complete this checklist:

### Self-editing checklist



- The paragraph has a topic sentence. ☐
- I started each sentence with a capital letter. ☐
- I put a full stop at the end of each sentence. ☐
- Each new sentence begins immediately after the one before it. ☐

**Reminder:** A **topic sentence** says what the entire paragraph is about. A good topic sentence should be a general sentence which clearly states the main idea of the paragraph. *I want to gain several skills, but the main skill I want to gain is.....* is the **topic sentence** of your paragraph.

# A LETTER TO MYSELF

## Grammar: Text organizers



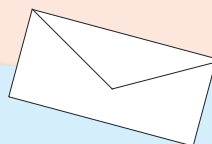
### Reading

1. Before reading the text, take two minutes to discuss this question with your partner:

- What is your biggest goal in life?
- What important thing do you want to achieve?

2. Now read the letter Sophie writes to herself about her goals. Try to guess the underlined words from the context. Then do the tasks below.

Dear me,



This is a letter that I am writing to myself. It's about my three goals for the next five years. I will open the letter in five years' time and then I will decide whether or not I have reached these goals. The goals I have set myself are to become a TV journalist, to learn English well, and to become more organized. I will explain why I have chosen these goals and what I have to do to achieve them.

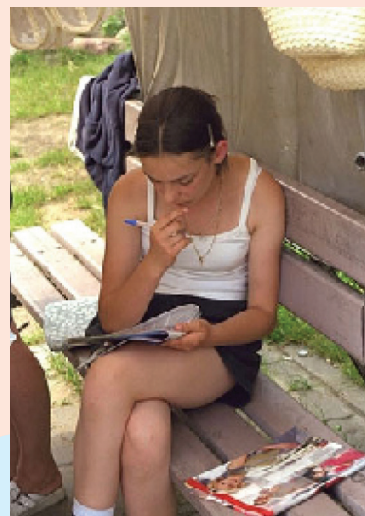
First, I want to become a TV journalist. For this I have to work hard all this year so that I pass the national exams and get a place at university. Then, I have to work hard at university so I can learn all the skills necessary to be a successful journalist. For example, I need to read many books to get a good education, and I need to improve my writing and speaking skills too. Only if I do all this, I will get a job in a TV company.

Next, I want to learn English very well. Georgia is becoming a more developed country and in the future it will probably have more links with other countries. In order to do well as a journalist, I need to be able to communicate with foreigners and conduct interviews with them. For this I need to learn how to speak English fluently and also to be able to write in English without making mistakes. I will find a part-time job while I am a student so I can save up enough money to go to England and learn English there.

Finally, I seem to lose something or forget something almost every day. I also spend a lot of time doing nothing. I waste too much time! I want to become more organized. To help me do this I will buy a special notebook and keep it with me all the time. When I need to do or remember something I will write it down. The notebook will also help me to manage my time better. Every morning, just after I get up, I will read through my notes. My goal is to be an organized person by the time I open this letter.

In conclusion, I have set three goals for myself. The first is the most difficult but it's also the most important. The other two goals will help me to reach my most important goal.

I will open this letter on my 22nd birthday.



3. Read the text again. Then read these statements and mark the correct endings to them.

- In her letter Sophie is setting for herself...
  - two goals
  - ☒ three goals
  - four goals
- Sophie is going to open this letter...
  - in five years' time
  - in three years' time
  - in five months' time



3. Sophie's main goal is to...  
a. learn a foreign language    b. become a successful professional    c. buy a notebook
4. In order to achieve her first goal Sophie has to...  
a. prepare for the national exams    b. work hard at the university    c. do both
5. Sophie wants to learn English because it will help her to...  
a. go abroad    b. write personal letters    c. be a successful journalist
6. Sophie wants to go to England in order to achieve her...  
a. first goal    b. second goal    c. third goal
7. Sophie wants to buy a notebook because she wants to.....  
a. become more organized    b. write exercises in it    c. remember things after 5 years.



4. Read the text again. Then read the sentences and fill in only one or two words in each gap.

1. The letter consists of five paragraphs.
2. The second paragraph starts with the word.....
3. The third paragraph starts with the word .....
4. The fourth paragraph starts with the word .....
5. The last paragraph starts with the words .....

### Vocabulary in Context



5. Match the underlined words with their Georgian equivalents. The contexts in which they are used will help you.  
Note that some words are not underlined in the text.

- |  |                           |
|--|---------------------------|
| 1. This is her <u>weakness</u> .                       | a. წარმართავს (ინტერვიუს) |
| 2. He set several <u>goals</u> for himself.            | b. გაუმჯობესება           |
| 3. She wasn't able to <u>reach</u> her goal.           | c. მოწესრიგებული          |
| 4. She <u>manages her time</u> very well.              | d. სისუსტე                |
| 5. We will establish good international <u>links</u> . | e. მიზნები                |
| 6. I hope to <u>improve</u> my writing skills.         | f. კავშირები              |
| 7. Sophie hopes to become more <u>organized</u> .      | g. მიღწევა                |
| 8. She usually <u>conducts</u> good interviews.        | h. დროს ანაწილებს         |

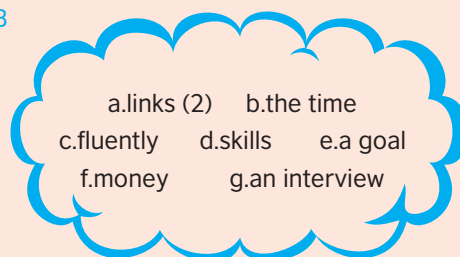


6. Find the words in A and B which can be used together. For example: speak + fluently.

A



B



7. Read the text and fill the gaps with the words. Two words are extra.

achieved    age    expert    full    goals    international    job  
 married    ourselves    person    successful    world

### By the age of forty...

By the a g e (1) of forty I will have reached many of my ..... (2) because I will have spent so many years working towards them. I will be a leading ..... (3) in banking and a consultant for developing countries. As an

..... (4) expert I will be travelling a lot, attending various conferences and giving .....  
 (5) presentations. I will be married to a ..... (6) I love. We will have three children: two boys and  
 a girl. My wife will also have a good ..... (7). She will be a children's doctor. We will live in a nice  
 house ..... (8) of interesting books. We will be able to travel around the ..... (9) with  
 our children and sometimes by ..... (10) too. When I am forty I think I will be a happy person.



## Listening

8. You are going to listen to Tim, Mari, and Nick speaking about their goals. First, read the text below and try to fill in the missing words. Then listen to the recording and find out how many words you guessed correctly. You should write only one word in each gap.



**Tim:** I want to start training as a p i l o t (1), and I hope I'll find a job with a major airline ..... (2) in about three years. I know it's a very dangerous ..... (3), but right now my number one goal is to become a pilot on ..... (4) flights, and I'm definitely not going to change my mind.

**Mari:** My mother says it's a strange ..... (5) but I know it's what I really want. My goal is to become an ..... (6) and to find something which has never been found before. Something like Queen Tamar's grave, or her ..... (7) crown, for instance. I know I have to work hard towards this ..... (8), but I'm ready for that.



**Nick:** I've ..... (9) two goals for myself. One is to become a professional ..... (10) and the other is to have my own band. We could ..... (11) and perform in Georgia and with any luck around ..... (12) too. I know it won't be easy to achieve this, but I'm quite a ..... (13) person, so I think I'll be able to learn all the ..... (14) skills to achieve my goals.

## Grammar: Text organizers

Look at the sentences:

- First, we will read the text twice. Next, we will look at the new words and speak about them. Finally, we will go through the exercises.

First, next and finally are called **text organizers** or linkers. Text organizers are words and phrases which make clear the organization of what we want to say or write. They help us to follow the organization of the text. They are mostly used in formal speech and in writing. And they show the reader/listener how **sentences are connected to each other**.

Here are three kinds of text organizers:

**a. Sequencing:** *first (of all)...* / *secondly...* / *next...* / *then ...* / *after that...*

**b. Summing up:** *in conclusion...* / *to sum up...* / *finally...*

**c. Giving opinions:** *personally...* / *in my (own) opinion...* / *In my (own) view...* / *To my mind...* / *I think that...*

Read Sophie's letter to herself again. How many and what kind of text organizers (linkers) can you find in it? Compare your answer to your friend's.



9. Fill the gaps with one suitable word.

1. Finally, we made up our minds to take a taxi.
2. .... conclusion, I would like to thank you all for your attention.
3. In .....opinion there are too many cars in Tbilisi.
4. ....of all, I would like to welcome you all.
5. .... my mind this is an interesting initiative.
6. To sum ....., the conference has been a real success.
7. First, I want to enter the university and, ....., I want to find some job.



10. Read the text and fill the gaps with the words and phrases from the box. One phrase is extra.

After that      And finally      First of all      personally  
In my view      In conclusion      Then      near

### What are the advantages?

Going to school which is n e a r (1) your house has several advantages. .... (2), you don't have to use a transport and can always walk there. ...., (3) you acquire more friends and come to know more people from your neighbourhood. ...., (4) you save money and time! I ..... (5) feel more independent when I walk to school myself and parents don't have to drive me there. .... (6), school should not take those who live far from the school. .... (7), I want to repeat again that going to school which is near your house is much better than going to school which is far away.



11.



### Speaking

**Have you got any lifetime goals? What are they? How are you going to achieve them? What will you do first to work towards that goal or goals? What will you do next? Have you got any plan to achieve what you want to achieve? Work in pairs. Ask these questions to your partner. Make notes. Then, YOU answer the same questions.**

You may use some of the phrases given below.

*first... / second... / finally... / set/achieve/accomplish my goal(s)... / be successful in.... / develop the skill of... / work towards my goal... / speak fluently... / establish the links... / in order to... / develop myself... / be more organized...*



### Now get ready to write

12. Write a letter to yourself about what you want to achieve in five years' time. Think of your three goals. For each goal write a topic sentence first. Use ex. 2 as a model. You are going to write 5 small paragraphs. Do not forget to follow the paragraph writing rules.

Use this as a guide:

Dear me,  
This is a letter I am writing to myself with three goals in it.  
First, .....  
Next, .....  
Finally, .....  
In conclusion, .....

When you finish writing, complete this checklist:

#### Self-editing checklist ☒

- Each paragraph has a topic sentence. ☐
- Each paragraph starts with a text organizer. ☐
- I started each sentence with a capital letter. ☐
- I put a full stop at the end of each sentence. ☐

## WHICH LANGUAGE SCHOOL?

Grammar focus: Fixed phrases with Infinitive and Gerund



## Reading



1. Your friend Giorgi has won the first prize in a school competition. The prize is a free one-month course at an international language school. Read the advertisements for two schools below. Which school do you think Giorgi will choose? Try to guess the meanings of the underlined words from the context.

**Columbia School of English  
New York**

CSE is centrally located not far from the central park. Our qualified and experienced teachers provide top quality tuition and we offer a flexible timetable. The school has an ultra-modern multimedia center\* with 30 personal computers and a language laboratory. The school has its own cafeteria and an exciting social programme. Fee: \$370 a month. Accommodation costs not included. End-of-course certificates will be awarded. Find out more from our website: [www.columbia.us](http://www.columbia.us)

**St. Martin's Language School  
Oxford**

St Martin's language school is located in the heart of Oxford within walking distance from our famous University Colleges. We offer high quality English language summer courses from beginner level to advanced level. Top quality tutors. Cost for a one-month course is £540\* including accommodation in a students' hostel. Special tuition fees for international students. Successful students will receive certificates. More from our website: [www.stmartin.uk](http://www.stmartin.uk)

\*multimedia center: თანამედროვე ტექნოლოგიებზე აგებული კომპიუტერული ცენტრი

\*St.: saint: წმინდა

\*£: Pound / ფუნტი სტერლინგი (ფულის ერთეული დიდ ბრიტანეთში)



2. Now read the letter and the application form which Giorgi sent to one of these schools by email. Can you guess which school he chose?

Dear sir/madam,

I am writing this letter to apply for a one-month course in your language school. I read the information on your website and think that the course you offer is suitable for me. I especially like your offer of special tuition fees for international students. The idea of living in a students' hostel sounds very exciting. I hope I will have a chance to meet people from other countries there.

Please find my completed application form attached. I am looking forward to your reply.

Yours sincerely,\*

Giorgi Shengelia

**English Language Summer School  
Application Form**

Please complete the form, underlining your choices where relevant.

Full name: Giorgi Shengelia

Address: 21 Tabidze St, Tbilisi, 0801 Georgia

\* Yours sincerely: გულწრფელად თქვენი (საქმიანი წერილის ტიპიური დამამთავრებელი ფრაზა).

Date of birth: 5/06/1990

Citizenship: Georgian

Sex: male/female

What class size do you prefer? 5/10/15 students per class

What level do you want to attend? Beginner / Intermediate / Advanced

Course length: 4/8/10/12 weeks

When would you like to start the course? 1 August

How would you like to pay? cash / credit card / bank transfer

Date: 17 June, 2006

3. Read the texts in ex. 1 again and give short answers to the questions below.

1. Which school offers summer courses? St. Martin's language school.
2. Which school uses a lot of modern technology? .....
3. How did Giorgi learn about St Martin's Language School? .....
4. In which month will Giorgi be in Oxford? .....
5. How many students will there be in Giorgi's class? .....
6. How did Giorgi send the letter and the application form? .....
7. What is the second reason Giorgi chose St Martin's school? .....
8. What words does Giorgi use to end his letter? .....

4. Read the phrases. Then find their English equivalents in the texts above. Note that some phrases are not underlined in the text. Compare your answers with your friend's.

1. მულტიმედია ცენტრი multimedia centre
2. უმაღლესი ხარისხის სწავლება .....
3. მოქნილი (შეცვლა შესაძლებელია) ცხრილი .....
4. ცხოვრების ღირებულება .....
5. უმაღლესი კვალიფიკაციის მასწავლებელი/ტიუტორი .....
6. უმაღლესი დონე .....
7. სწავლების საფასური .....
8. სტუდენტური საერთო საცხოვრებელი .....
9. თან დართულია .....
10. მოუთმენლად ველოდები .....

## Vocabulary in Context

5. Read what Anna writes about summer course and fill in the gaps with the words. Two words are extra.

accommodation advanced certificate centre course college  
fee hostel intermediate multimedia tutors tuition

I attended a two-month English language c o u r s e (1) in Scotland last summer. I was living in a students' ..... (2) which was located less than ten minutes' walk from the college. The ..... (3) were of top quality and so was the course itself.

My English wasn't very good. So, I took an ..... (4) course first. In a month's time I was able to move to an ..... (5) level, which I enjoyed much more. .... (6) costs were reasonable, but the tuition ..... (7) was quite high. I had to pay fifteen pounds for each hour of ..... (8). My parents helped a lot with this. The college had an excellent ..... (9) centre. At the end of the course they gave me a nice ..... (10). I hope I can go back to the same college one day. I'd love to see my Scottish tutors again. I miss them sometimes.





6. You are going to listen to a man asking for information about a course in an Italian language school. Listen to the conversation and underline the correct information.

Class size:	8 / 12 / 20 students per class
Level:	Beginner / Intermediate / Advanced
Timetable:	Mon & Thurs / Tues & Frid./ Tues. & Thurs.
Course length:	4 / 6 / 8 weeks
Fan club:	Football / Tennis / Rugby
Fees:	€ 150 / € 220 / € 320*

€: Euro / ევრო (ფულის ერთეული ევროკავშირის ქვეყნებში)

### Grammar: Fixed phrases with Infinitive and Gerund

There are some fixed phrases which always take either the Infinitive or the Gerund verb forms.

#### The Infinitive is used in the following fixed phrases:

- I would like/love/prefer to go to Spain.
- He is too young to drive a car. - ზედმეტად ახალგაზრდაა იმისათვის, რომ მანქანას მართავდეს. (მნიშვნელობა უარყოფითია)
- He's old enough to live independently. - საკმარისად დიდია იმისათვის, რომ დამოუკიდებლად იცხოვროს. (მნიშვნელობა დადებითია).

#### The Gerund is used in the following fixed phrases:

- It's worth seeing this film. - ამ ფილმის ნახვა ღირს.
- I look forward to meeting you. - შენთან შეხვედრას მოუთმენლად ველოდები.
- He is used to getting up early. - ადრე ადგომას არის მიჩვეული.
- I don't mind speaking to him. - მასთან ლაპარაკის წინააღმდეგი არა ვარ.



7. Read the sentences and underline the correct choice.

1. My father gave up to smoke/smoking when he was forty.
2. I'd love to be/being more independent financially.
3. I am looking forward to meet/ meeting my American uncle.
4. It's evident that she would prefer/preferring to stay with us.
5. Alex is too young to speak/speaking about his goals.
6. This book is worth to read/reading.
7. He is clever enough to make/making decisions independently.
8. My friend Paata is used to smoke/smoking in the room.



8. Read these sentences and translate them into English.

1. ძალიან მინდა, რომ მსახიობი გამოვიდე. I'd love to become an actor/actress.
2. ლამით მუშაობას ვარ მიჩვეული. ....
3. მოუთმენლად ველოდები მათ ნახვას. ....
4. სანდრო ძალიან დაბალია იმისთვის, რომ კალათბურთი ითამაშოს. ....
5. ამ პროექტზე მუშაობა ღირს. ....
6. მე საკმარისად დიდი ვარ იმისთვის, რომ დამოუკიდებელი გადაწყვეტილებები მივიღო. ....



## Speaking

9.

*An international language school runs courses in several languages during the summer months. You are going to apply for one of the courses. Choose one of the five courses below. Tell your partner which course you have chosen, why and when you want to start it. Tell the whole class about your choice. Count the number of students who chose the same course as you.*

Multilingual School: summer language courses 1 June to 31 August					
Course name	Length of the course	Hours per week	Price of the course	Certificate	Accommodation
Advanced English	6 weeks	12	€480	Yes	hostel*
Intermediate English	8 weeks	14	€720	Yes	home-stay*
Intermediate French	5 weeks	10	€400	No	hostel
Beginner Spanish	7 weeks	16	€750	Yes	hostel
Beginner Chinese	9 weeks	25	€900	No	home-stay

\*hostel: საერთო საცხოვრებელი

\*home-stay: ოჯახში ცხოვრება

## Now get ready to write

10.

*When you have decided which of these courses you want to attend, write a short letter to the courses director to ask for a place on the course.*

Tell him:

- What course you want to attend.
- Why you chose this course.
- What class size you prefer (small group? big group?)
- When you would like to start the course.
- How do you prefer to pay (cash? bank transfer? credit card?)

You may want to use some of the ideas from ex-es.1 and 2.

Dear sir,

I am writing to apply for a place on the .....

I am looking forward to your reply.

Yours sincerely,

..... (write your full name here)



1. Complete the second sentence so that it means the same as the first. The first one has been done for you.

1. I haven't been to a football match for ages.  
It's ages since I was to a football match.
2. Larry hasn't been to Tbilisi for five years.  
Larry..... five years ago.
3. I spoke French when I lived in France, but stopped then.  
I ..... I lived in France.
4. This is my first time in Khevsureti.  
I ..... to Khevsureti before.
5. I first met Liliana when I was in the 9th grade.  
I ..... Liliana since we were in the 9th grade.
6. My sister last wore this jacket last year.  
My sister ..... this jacket for one year.
7. I haven't had the chance to speak English since last year.  
I last..... one year ago.
8. I was last in the theatre two years ago.  
I ..... to the theatre for two years.
9. We haven't spoken to each other for a month.  
We last..... a month ago.
10. I bought this watch ten years ago and still have it.  
I ..... this watch for ten years.
11. They have displayed George's pictures on the website for one month.  
They ..... last month.
12. I haven't watched this TV programme for ages.  
It's ages since ..... this programme.



2. Infinitive or gerund? Underline the correct choice. In two cases both forms are possible. One example has been done for you.

1. My brother wants to become/becoming an architect.
2. I agreed to spend/spending summer with her.
3. I can't imagine to live/living alone.
4. My sister enjoyed not to go/not going to school.
5. I hate to walk/walking in the strong wind.
6. Stop to make/making fool of me.
7. Dad promised to buy/buying me a motorbike when I am 17.
8. We agreed not to speak/not speaking loudly.
9. She suggested to spend/spending the evening together.
10. He always forgets to switch off/switching off the electricity.
11. I love to walk/walking in the rain.
12. She is practicing to play/playing the electric guitar.



3. Read the sentences and put the verbs in brackets in the correct form: infinitive or gerund. One example has been done for you.

1. I would like to go (go) to America.
2. He is too young ..... (go) to school alone.
3. I would ..... (prefer) to swim in my spare time.
4. This book is worth ..... (read).
5. I am looking forward to ..... (receiving) your reply.
6. I don't mind ..... (get) up very early.
7. He is used to ..... (speak) loudly.
8. She is clever enough ..... (win) this competition.
9. I would prefer ..... (live) in a small town.
10. You are too young ..... (earn) money yourself.
11. He is rich enough ..... (pay) this sum.
12. I look forward to ..... (meet) them both.





4. Complete each sentence with the appropriate phrase. Two phrases are extra. One example is given.

R

first of all    gained an experience    get rid    gladly agreed    good chance  
In my opinion    in conclusion    looked worried    manage his time    reach my goal    speaks... fluently  
stunningly beautiful    summed up    take it seriously

1. It's a good chance for me and I don't want to lose it.
2. Everybody noticed that she ..... as she had tears in her eyes.
3. I ..... to stay with them for one more week as I liked the place.
4. High mountains of the Caucasus look ..... in every season.
5. She dislikes him but still can't ..... of him.
6. Last year was useful for me. I ..... in many useful things.
7. I think you don't ..... as you laugh at every word I say.
8. It's clear he can't ..... effectively. He is almost always late.
9. My mother ..... French ..... I enjoy listening to her.
10. At the end of the presentation he ..... main points of his speech.
11. I will do my best to .....
12. ...., this is the best way to solve this problem.



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. memorable დასუვიწყარი, საძახსოვრო
2. trek .....
3. event .....
4. stretches .....
5. middle-aged .....
6. drip .....
7. cliff .....
8. solve .....
9. gain .....
10. soap opera .....
11. result .....
12. chat .....
13. confident .....
14. skill .....
15. get rid of .....
16. organized .....
17. weakness .....
18. goal, aim .....
19. link .....
20. improve .....
21. reach .....
22. time-table .....
23. fee .....
24. hostel .....
25. tutor .....
26. accommodation .....
27. flexible .....
28. attach .....
29. top quality .....
30. cost .....

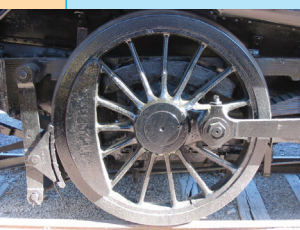
## AND THE GREATEST ACHIEVEMENT IS...

## Grammar focus: Present Simple and Present Continuous

1. What do you think is the greatest achievement of the modern world? We asked five Georgian teenagers this question. Go through their answers and try to understand the meaning of the underlined words. Then do the tasks below.

**Lasha, 17**

I believe that of all the new technological wonders, it's personal computers that have had the greatest influence on us. The invention of the computer was important because it was followed by many other exciting developments, such as hundreds of computer programmes, email, and the Internet. When I was writing my last History assignment, I found everything I needed on the Internet sites. All the facts and figures and maps and photos I needed were there. I've also started an on-line romance with a girl in Italy. Every day I send her virtual flowers, e-cards and pieces of music. I think it's great!

**Giorgi, 15**

My father reckons that the invention of the wheel is the biggest achievement ever. When I think about the enormous number of uses that the wheel has, I have to agree with him. Can you imagine how a bicycle, a bus or a train could move without wheels? And could a plane land safely if it had no wheels? We can definitely say that the wheel is one of those inventions which completely changed people's lives. I personally associate wheels with cars and, for me, a car means speed, and freedom to travel where you like. I can't wait to reach the age when I'll be allowed to have a driving licence. Life must be much more fun when you have a car.

**Mariam, 17**

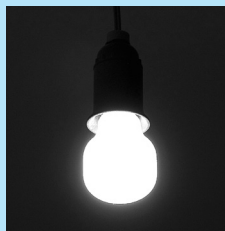
I couldn't live without my mobile phone so this is the invention that I believe is the greatest of all. I'd really be lost without it. My mobile is everything for me. It's my address book, my alarm clock, my calendar, my walkman, my camera and even my photo album. I often contact people by sending messages rather than calling them, because it's cheaper and it saves time. And lastly, my mobile is my protection; I always feel safe with my mobile when I'm out at night. You have to agree that, just like computers, mobile phones have changed the way we communicate with each other.

**Levan, 16**

The world is full of important achievements and discoveries, but I think that the greatest achievement ever is space flight. I find it exciting to remember what was achieved by the first space pioneers Yuri Gagarin and Neil Armstrong. I think that what they did will one day lead to the discovery of life on other planets. That's why I think that flying in space is the greatest achievement. I hope that in the future we'll be able to buy tickets to fly to the moon. You never know, I might buy one myself.

**Ani, 15**

Do you realise that none of those activities you're so busy with in your daily life would be possible without electricity? No light, heating, no computer, no mobile would work without electric power. What's the first thing you do when you get up or go to bed? You just switch on and switch off the light, don't you? I remember power cuts and know what it's like to be without electricity. Electric power is essential for the modern world. So, if you ask me what the greatest achievement is, I say without any hesitation - it's electricity.





2. Now write the name of the correct person next to each sentence.

Who speaks about .....

- |  |  |
|--|--|
| 1. the invention of the wheel? <u>Giorgi</u> | 4. the importance of electric light? ..... |
| 2. space flight? .....                       | 5. mobile phones?.....                     |
| 3. personal computers? .....                 | 6. the invention of the Internet?.....     |



3. Read the texts again and match the names with the appropriate sentences.

In some cases two answers are possible.

- |           |   |
|-----------|---|
| 1. Lasha  | a. thinks that life is more enjoyable with a car.           |
| 2. Giorgi | b. enjoys chatting with an Italian girl.                    |
| 3. Mariam | c. hopes to travel to the moon one day.                     |
| 4. Levan  | d. thinks it's faster to send messages.                     |
| 5. Ani    | e. thinks the world would be different without electricity. |
|           | f. admires astronauts.                                      |
|           | g. did some research for a home task.                       |

### Vocabulary in Context



4. Read the Georgian phrases. Then find their English equivalents in the texts above. They are all underlined in the texts above.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. დროს ზოგავს <u>saves time</u>    | 2. ტექნოლოგიური საოცრებანი .....   |
| 3. საშინაო დავალება .....           | 4. შეგვიძლია გადაჭრით ვთქვათ ..... |
| 5. და ბოლოს .....                   | 6. შუქის წასვლა .....              |
| 7. ყოველგვარი ყოყმანის გარეშე ..... | 8. ელექტროენერგია .....            |



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

- |   |                       |
|---|-----------------------|
| 1. What do you think is your biggest personal <u>achievement</u> ?            | a. ვფიქრობ, ვვარაუდობ |
| 2. Parents have a big <u>influence</u> on how children behave.                | b. აღმოჩენა           |
| 3. I <u>reckon</u> we'll be travelling to other planets in fifty years' time. | c. მიღწევა            |
| 4. A tricycle has one <u>wheel</u> at the front and two at the back.          | d. დავალება           |
| 5. A cure for cancer will be a big <u>discovery</u> one day.                  | e. გავლენა            |
| 6. I set myself a difficult <u>assignment</u> .                               | f. ბორბალი            |
| 7. It is a very <u>exciting</u> story.  | g. ამაღელვებელი       |



6. Read the text about Thomas Alva Edison, one of the world's greatest inventors, and fill in the gaps with the words below. Two words are extra.

achievement  
best-known  
definitely  
influence  
invention  
~~inventor~~  
hesitation  
light  
virtual

**Thomas Alva Edison** was born on February 11, 1847. He didn't go to school but he loved reading and his mom taught him at home. Thomas was a born inventor (1) and during his lifetime he invented more than a thousand things. However, his most famous ..... (2) is the electric light bulb. Today we can ..... (3) say that this invention is the biggest ..... (4) ever. The electric light has had such a big ..... (5) on people's everyday lives that it has completely changed the world. By the time he was seventy Edison's achievements had made him one of the ..... (6) men in America. He died in New Jersey on October 18, 1931. But he is still remembered for having been the inventor of the electric ..... (7).



7. You are going to listen to a radio programme which is about the latest technological achievements. Put the following technological wonders in the order you hear them being described.

1. ...b..... 2. .... 3. .... 4. .... a. Smart Cars b. Interactive TV c. Videophone d. Virtual Reality



8. Listen to the recording again and tick the statements which are true.

	T	F
1. People will be able to watch a film and change the plot.	V	
2. TVs will be interactive.		
3. Driving will become less dangerous.		
4. Drivers will have to follow their cars' instructions.		
5. Cars will recognize their drivers by their fingerprints.		
6. We will be able to play in our favourite pop group by using special equipment.		
7. People will always see a phone caller.		

### Grammar: Present Simple and Present Continuous

Look at the sentences:

- I usually have chips for lunch.
- Look! Nino is dancing.

The verb in the first sentence is in the **Present Simple** and in the second \_ in the **Present Continuous**. We use Present Simple for repeated or habitual actions; We use Present continuous for actions happening at the moment of speaking.

Now look at the sentences:

- He works for a big company.
- Water freezes at 0 ° C.
- This week I am feeding the dog.
- She is always speaking loudly.

In these sentences **Present Simple** is used for permanent situations or states, also for laws of nature. **Present Continuous** is used for temporary situations or repeated actions with 'always' expressing criticism. Some verbs, such as: *know, want, need, hate, love, like*, etc. are never used in continuous tenses:

**Can you complete the following statements?** a. Time expressions: *every week, usually, often, always, rarely, never, sometimes, in the evening* are used with .....tense;

b. Time expressions: *now, at the moment, at present, today, tonight* are used with ..... tense.



9. Read the sentences and underline the correct choice.

1. I am learning/learn to drive at the moment.
2. I am speaking/speak more than two languages.
3. George is going/goes to the gym every day.
4. Ann is never reading/never reads fashion magazines.
5. Nino is always losing/always loses her things. It's so annoying.
6. Natia is usually spending/usually spends her weekends with her family.
7. At the moment I am reading/read a very interesting book.
8. It is getting/gets dark about six o'clock in winter.



10. Put the verbs in the correct form. Use Present Simple or Present Continuous.

1. What are you thinking (think) about? You ..... (look) rather worried.
2. The girl who ..... (talk) to Maya at the moment ..... (speak) five languages.
3. In southern countries the sun usually ..... (set) by nine o'clock in summer.
4. Ann always ..... (go) abroad for her holidays, but this year she ..... (stay) at home.
5. I ..... (work) hard at the moment because I have exams next week.
6. 'What ..... he ..... (do) for a living?' 'He ..... (buy) and ..... (sell) old furniture.'
7. This office ..... (coordinate) educational projects.

11. Complete the paragraph with Present Simple or Present Continuous.

Denis (1) *is spending* (spend) this weekend with his family. His family (2) ..... (live) a long way away, so he (3) ..... (not/see) them very often. But today is a special day because they (4) ..... (celebrate) his mother's birthday. They (5) ..... (not/expect) a lot of guests to come, just a couple of close friends. Denis (6) ..... (feel) very happy today and he (7) ..... (want) to make everybody feel happy. He (8) ..... (have) a very special present for his mother. He (9) ..... (know) she will like it.



Speaking

12.

Work in pairs.

Read the list of some inventions below. Choose only the two most important inventions with your partner and jot down 2 reasons why you think they are most important. Share your list with the whole class and tell others why you think they are the most important inventions. Defend your choice with facts and arguments.

washing machine  
air conditioner  
electric toothbrush  
electric razor

tin opener  
hair dryer  
camera  
dishwasher

remote control\*  
alarm clock  
fridge  
radio

\*remote control: დისტანციური მართვის პულტი



Now get ready to write



13. Write a short paragraph about one particular invention which you feel is very important to you personally and which you would find it difficult to live without. Use the paragraphs in ex. 1 as a model.

These questions will help you:

- What invention is it? What are its advantages? Are there any disadvantages?
- Why is it important to you? What would your life be like without it?

You can use the following phrases:

*I can't imagine my life without a ..... / It is the best invention of all..... / My life would be really boring/difficult without it. ....*  
*/ The biggest advantage of a ..... is that..... / But one of its disadvantages is that....*

When you finish writing, complete this checklist:

Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I used some of the phrases given. ☐
- I started each sentence with a capital letter. ☐
- I put a full stop at the end of each sentence. ☐



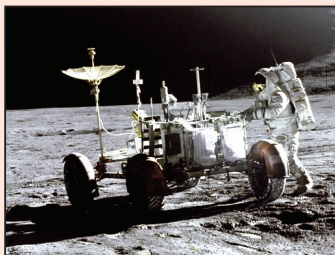


## Reading



1. Read the names and try to match them with the photos. Then jot down with your partner two things you know about each of these famous people.

Henry Ford  
Cousteau  
Neil Armstrong



2. Now read the texts below and see how many of your predictions were correct. Do not pay attention to the gaps.

**Jacques Cousteau** was a well-known French sea explorer, who brought the wonders of the ocean, through television, into millions of homes around the world. Cousteau's fascination for the world under the sea began in a strange way. When he was 25 he was in a serious car crash in which both his arms were badly injured. To get back the strength in his arms, he had to swim several hours a day in the Mediterranean. One day a friend of Cousteau's gave him a pair of swimming goggles to wear and this gift changed his life. When he dived he saw an unknown and beautiful world and he decided there and then to spend his life sharing this world with others. To explore life below the sea's surface, Cousteau needed to be able to dive for longer periods. He solved this problem when, in 1943, he and a French engineer Emile Gagnan designed and built the first aqualung. This apparatus consists of two oxygen cylinders which the diver carries on his back and which allow him to stay underwater for several hours. Cousteau's first aim was simply to be a sea explorer; But later he became concerned with the pollution in the sea. He often said: (1) .....

**Neil Armstrong** was the first person to walk on the moon. What he said when he stepped onto the moon's surface is probably better known than his own name! His words were: (2)..... The event was televised to earth and seen by millions. The spacecraft Apollo 11 left Cape Canaveral, Florida, USA on July 16, 1969. Four days later, it was already getting ready for landing on the moon. Armstrong, who was piloting the spacecraft, had to use up most of its fuel to be sure of safe landing. The touch-down was

successful and Armstrong was able to report to the control centre with the words (3)..... Several hours later Armstrong became the first man ever to walk on the surface of the moon. His co-pilot Aldrin followed him about fifteen minutes later. On the moon they planted an American flag in the ground, collected some rock samples, and did several scientific experiments to find out more about the moon's surface. The two astronauts spent about two and a half hours on the moon, but this was enough to become heroes for ever.


**Henry Ford**, a famous automobile manufacturer, was born in Michigan, USA in 1863. While still a child, Ford enjoyed working with the machines on his father's farm. Later, he experimented with machines when he worked in a Detroit machine workshop\* and in the Westinghouse Engine Company. By 1896, Ford had built his first car, which was called a 'horseless carriage.' He sold this car and, with the money from the sale, he was able to work on the design of a better model. In 1903, when he started the famous Ford Motor Company, Ford said: (4)..... Five years later, in October 1908, he started to sell the Model T car for 950 US dollars. However, this was a high price for most people to pay for a car and Ford wanted to make 'a car for everyone.' His dream came true only 15 years later, when the cost of a new Model T car had dropped to only \$280. More than 15 million of these cheap cars were sold in the US. The Model T was the beginning of the modern 'Motor Age,' when the car was no longer a luxury item and became a means of transport for ordinary people.

\* Jacques Couesto /jak kustou/: ჟაკ კუსტო

\* workshop: სახელოსნო

3. Read the texts again and put the quotations below into the right places in the texts.

There is one extra quotation.

- "That's one small step for a man, one giant leap for mankind."
- "I will build a car for everybody."
-  "If the oceans die, that will mean the end, not only for underwater life, but for all the other animals and plants on this earth, including man."
- "Failure is only an opportunity to begin again more intelligently."
- "The Eagle has landed."

4. Read the texts again and answer the questions below. Tick the right box.

Who....	Cousteau	Armstrong	Ford
1. was hurt in an accident?	V		
2. enjoyed working with machines?			
3. was trained to fly?			
4. was concerned about the environment?			
5. had a certain interest from childhood?			
6. designed the first aqualung?			
7. participated in the television series?			

### Vocabulary in Context

5. Match the underlined words with their Georgian equivalents. The context will help you. Example: 1-d.

- |   |                        |
|---|------------------------|
| 1. Two-thirds of the earth's <u>surface</u> is covered by water.      | a. შენუხეზულია         |
| 2. It was a long way and we <u>used up</u> most of the petrol.        | b. ფუფუნების საგანი    |
| 3. His lifetime goal was to be an air <u>explorer</u> .               | c. დაგზარჯეთ/ამოვწურეთ |
| 4. Many people <u>are concerned with</u> cancer.                      | d. აღმოვაჩინე          |
| 5. I <u>found out</u> that Smith was not his real name.               | e. ზედაპირი            |
| 6. This lamp is so expensive that it surely is a <u>luxury item</u> . | f. მკვლევარი           |
| 7. Where are my swimming <u>goggles</u> ?                             | g. სათვალე             |

6. Find a word in the text that has the same or similar meaning to the following.

- |                                      |   |
|--------------------------------------|---|
| 1. great interest <u>fascination</u> | 4. large round glasses for swimmers ..... |
| 2. apparatus used by divers .....    | 5. landing of a plane or spacecraft. .... |
| 3. without a horse .....             | 6. a road accident .....                  |
|                                      | 7. hurt .....                             |

7. Read this text about Reinhold Messner, a famous climber, and fill in the gaps with the words below. Two words are extra.

achievement climbers cross employee  
expedition explorer fascination goggles legend

### Messner – the great climber

Reinhold Messner's fascination (1) for climbing began when he was five years old. His most important ..... (2) is to have climbed Mount Everest alone and without any oxygen. Messner was the first man to do this and it made him a living ..... (3) among climbers. Messner's climbing achievements have had a great influence on many other ..... (4). By then he was the only person who had climbed the extremely danger-



ous side of Mount Everest. Messner has become a wealthy man but he is not going to live a quiet life. He says that he was born to be a climber and ..... (5) and he is too old to learn anything else. It is true that Messner is indeed not only a great climber, but also a famous explorer. In 1990 he achieved another 'first' by being the first person to ..... (6) the Antarctic continent on foot. Later he also tried to travel across the Arctic on foot but this ..... (7) was not successful.



8. **Do you know what scuba-diving is? What do you know about the history of diving in general?**  
Try to answer the questions below.

- Did people use special equipment for diving in old times?
- Does scuba-diving need special equipment?
- Does scuba-diving need special clothes?



9. **Now listen to an interview with an explorer and scuba-diver Emily Soarse and decide if the sentences below are true or false.**

	T	F
1. Ancient Greeks never used diving equipment.		V
2. Before the apparatus was invented divers used a rope and a stone.		
3. The first diving apparatus was made in the 15th century.		
4. Augustus Siebe invented the first serious diving equipment.		
5. The first diving equipment had a helmet* and a jacket.		
6. The diving suit made by Siebe was absolutely safe.		
7. Later Siebe improved his diving suit.		
8. Scuba apparatus was made in the 19th century.		

\*helmet: მუზარადი

### Grammar: Phrasal verbs

Look at the sentences below:

- They carried out several scientific experiments.
- The astronauts set up an American flag on the moon.
- Neil Armstrong had to use up most of the fuel.

*carried out / set up / use up* are phrasal verbs.

A phrasal verb consists of a verb and a preposition or adverb, which changes the meaning of the verb. For example, carry means ტარება, carry out means განხორციელება. Use means გამოყენება, use up means - ამოწურვა.

Now read more examples of phrasal verbs below and find out with your partner how prepositions change the meaning of the verbs. You may ask your teacher for advice.

- We drove so long that we ran out of petrol.
- I can't do without strong coffee in the morning.
- I looked up the word in the dictionary.



10. **Read the joke below and put the phrasal verbs from the box into the gaps. The first one has been done for you.**

carried on lie down woke...up (3) took out wrote down

A tramp\* was sitting on a park bench, feeling very tired. So he decided to (1) lie down and go to sleep. He had been sleeping for about five minutes when a man stopped, ..... the tramp ..... (2) and asked him, "Excuse me. Do you know what the time is?" The tramp replied, "I'm sorry, I don't have a watch." The man walked away. The tramp ..... (3) sleeping. Then a woman, who was walking her dog, shook the tramp's shoulder until he ..... (4) again. The woman said, "I'm sorry to trouble



you, but I'm afraid I've lost my watch. Do you know the time?" The tramp was angry but he politely told the woman that he didn't know the time. After the woman had gone, the tramp had an idea. He opened his bag and .....(5) a pen and a piece of paper. On the paper, he ..... (6): "I do not have a watch. I do not know the time." Then he hung the paper round his neck and fell asleep again. A few minutes later, a policeman noticed the tramp asleep on the bench and the sign around his neck. He ..... the tramp ..... (7) again and said, "I read your sign and I thought you'd like to know that it's half past two."

\*a tramp: მანანალა



**11. Read the sentences below and choose the correct answer. Write the Georgian meanings of the phrasal verbs in your notebooks. Compare what you have written with your partner.**

- |  |         |          |           |
|--|---------|----------|-----------|
| 1. They never found ...b.... the truth.                                  | a. on   | ⓑ out    | c. off    |
| 2. I'm going to take her to the airport to see her .....                 | a. to   | b. up    | c. off    |
| 3. You ought to put a jumper ..... It's cold outside.                    | a. away | b. on    | c. out    |
| 4. Henry Ford grew .....on his family's farm in Michigan.                | a. on   | b. up    | c. off    |
| 5. I didn't know the words and had to look them ..... in the dictionary. | a. up   | b. about | c. around |
| 6. The shop was doing badly so the owner closed it .....                 | a. up   | b. down  | c. away   |
| 7. We worked hard and used .....all our energy.                          | a. up   | b. on    | c. off    |

12.



## Speaking

**Look at the two pictures given below and take turns to describe them. What can you see in the pictures? What are the people doing? What do the two people have in common? How do you think they feel? Would you like to be in their place? Why? Why not?**

B

These words and phrases will help you:

### Picture A

astronaut / lunar surface / lunar vehicle / landing site /  
be excited / be scared / helmet / suit:

### Picture B

reach / peak / use up / helmet / backpack (ზურგბანთა) /  
stunning beauty / excitement:

A



## Now get ready to write

**13. You are going to write a paragraph about Gia Tortladze - a famous Georgian mountaineer. The fact file given below has some facts from his life. Arrange the words to make sentences and then, arrange the sentences to make one paragraph. Write about 80-100 words.**

### Fact File:

- interested / mountaineering / childhood.
- 1991 / given / title / 'Snow Leopard'.
- 1997 / leader / first Georgian expedition / Africa - Kilimanjaro / 5895m.
- 1999 / leader / first Georgian expedition / Everest - the world's highest peak / 8848m.
- leader / first Georgian expeditions / highest American peaks.
- in all / reached / 128 summits\* / Caucasus, Pamir, the Tian-Shan range, Alaska, Africa, the Himalayas.
- led 17 expeditions.
- author / TV series / 'Chronicles of Georgian mountaineering'.

\*summit: მწვერვალი

## IN SOME PARTS OF GEORGIA...

## Grammar focus: Word order in simple sentences



## Reading



1. Spend two minutes to discuss these questions with your partner. Then compare the results with the whole group. Who did best?

- Can you find on the map of Georgia Khevsureti, Pshavi and Racha?
- How many towns or villages located in these regions can you name?



2. Now read about how Christmas and New Year are celebrated in these parts of Georgia. Try to understand the underlined words from the context.

Christmas traditions are similar in all Christian countries. In Georgia we have our equivalent of Santa Claus, though we call him Snow Grandfather, and he has the same function – to give presents to children from a big sack he carries on his shoulder. But New Year traditions differ from country to country and from region to region.

### Khevsureti

Khevsurians make special preparations to celebrate New Year. They usually clean their houses and yards thoroughly on New Year's Eve and everyone in the family wears new clothes. In some families they brew beer in readiness for the New Year and the woman of the house usually makes one big cake for the mekvlé - the first person to enter the house on New Year's day. The cake has the figures of a cross, a man, a bull, a cow, a horse and an ear of wheat. When the cake is baked, everybody comes to see which of the figures has risen most. Khevsurians believe that the most visible figure on the cake shows what the family will have plenty of in the coming year. Then the woman of the house bakes separate cakes for the whole family and the person whose cake bakes first is believed to be the luckiest.

The mekvlé enters the house and stays with the family all night. At dawn the head of the family goes outside and brings in some snow which he scatters on all the family. Then he leaves the house again to ring a bell after which the mekvlé has to go outside again and reenter the house. After this ceremony the door is open to relatives and the family are now allowed to go outside. However, it is a strict rule that they must not go to their neighbours' houses until the third day of the new year. They can only visit other friends in this time, and for these visits they all have to wear new clothes, while the men usually have a dagger in their belt.



### Pshavi

The mekvlé brings luck and happiness to the family. So when this person comes in, the woman of the house meets him and offers him food and drink and he proposes a toast to the New Year. In the afternoon Pshavian families traditionally have three toasts. The first toast is in memory of the family's ancestors, then they toast all those who died a long time ago and have been forgotten, and finally, they raise their glasses in memory of the dead who have no relatives. Pshavians believe that what they do, and the way they behave on the first day of the New Year, will decide how they behave for the rest of the year. For this reason they try to be kind and generous on this important day.

### Racha

For Rachvelians, who live in the Caucasus mountains, north Georgia, the New Year is the time to look forward to a better life, to make plans and to hope that all your dreams will come true. On New Year's eve the men take their sledge and go and fetch some wood and some hay. They must not forget to bring a branch of a walnut tree to make a Christmas tree, or chichilaki. On Christmas Eve they kill a young pig and bake a big loaf of bread. Early in the morning the person who is going to be the family's mekvlé gets up and makes a fire. Then



he goes outside, takes some candies and the chichilaki from the sledge, and goes back into the house. On entering the house he will say: "I have stepped into your house. May God bless you. I wish you prosperity and plenty of wine, wheat, happiness and good luck. May God grant this family many thousands of New Years." Then he goes into the stable to give the animals his Christmas greetings, and to feed them with some hay.

3. In which part of Georgia? Read the texts again and tick the right answer.

Where....	In Khevsureti	In Pshavi	In Racha
1. do they make a chichilaki?			✓
2. do they have three toasts?			
3. is special bread baked for the mekvlé?			
4. do family heads ring a bell?			
5. does the mekvlé make a fire?			
6. do men wear a dagger?			
7. is there a toast for the dead?			
8. do they believe New Year will bring good luck?			

4. Two out of the statements given below are not true according to the information given in the texts.

- All the three texts are about New Year traditions in Georgia. True
- Three traditional toasts are proposed in Pshavi. ....
- They bake a big loaf of bread in Racha. ....
- A cake is made only for the mekvlé in Khevsureti. ....
- In Racha animals are specially treated on New Year. ....
- Cakes with special figures are baked in Khevsureti. ....
- It's a tradition to ring a bell on the New Year day in Pshavi. ....
- Specially for the New Year day they brew beer in Khevsureti. ....

### Vocabulary in Context

5. Find the words in A and B which can be used together. For example: nut + tree.

**A**

- a nut
- look
- get
- make
- brew
- special
- ear of
- dreams

**B**

- a toast
- beer
- preparations
- dressed
- wheat
- tree
- come true
- forward

6. Among the underlined words in the texts, find the English equivalents for these words and expressions.

- ჯვარი CROSS
- განთიადი, რიჟრაჟი .....
- ხანჯალი .....
- წინაპრები .....
- ციგა .....
- თიგა .....
- ტკბილეულობა .....
- თავლა, საჯინიზო .....
- მიმოზნევა .....

7. Read the text about Christmas shopping on the next page and fill each gap with the best word from the list. One word is extra.



celebration Christmas charity childhood festival fun hope  
life presents real religious spend stay time

In many countries of the world, the *celebration* (1) of Christmas on December 25th is a high point of the year. But why? Does Christmas have any ..... (2) meaning? Today in the West, very few people know that Christmas has a ..... (3) meaning and that it marks the birth of Christ. Christmas has become nothing more than a busy time when we ..... (4) a lot of money on presents and food. In UK shops ..... (5) open till very late on Christmas Eve and some even open on Christmas Day. A visitor from another world would think that Christmas was a ..... (6), not for the god of Christians, but for the gods of money and shopping. In shopping centres you will hear the traditional ..... (7) songs called carols, and groups of people will often sing carols on the streets to collect money for ..... (8). So fortunately many people do not think only of ..... (9) at Christmas. We want to somehow return to a time in our ..... (10) when life was simpler and happier. We like to think that, in addition to the ..... (11) and the decorations, there is something else: perhaps a way of finding ..... (12) and happiness.



8. You are going to listen to *Silent Night*, a popular Christmas carol. Before you listen, look at the words below. Then read the carol and try to put the words in the right place. Then listen to the song and see if you were right. Look up the unknown words in the Wordlist at the end of the book. Note that two words are extra.

Alleluya birth born ~~bright~~ child grace light mild night peace sight



Silent night! Holy night!  
All is calm, all is (1) bright.  
Round yon\* Virgin Mother and Child!  
Holy infant, so tender and (2) .....

\*yon: that      \*thy: your      \*saviour: მხსნელი

Sleep in heavenly peace!  
Sleep in heavenly (3) .....!

Silent night! Holy night!  
Shepherds quake at the (4) .....!  
Glories stream from heaven afar,  
Heavenly hosts sing, (5) ".....!"  
Christ the saviour\* is born!  
Christ the saviour is (6) ... ..!

Silent night! Holy night!  
Son of God, love's pure (7) .....!  
Radiant beams from thy holy face  
With the dawn of redeeming (8) .....,  
Jesus, Lord, at thy\* birth!  
Jesus, Lord, at thy (9) .....!

### Grammar: Word order in a simple sentences

Look at the sentences below. Then look carefully at the order of the words in each sentence.

- David laughed. (**subject + predicate**)
- He needs a rest. (**subject + predicate + object**)
- Nino bought me a present. (**subject + predicate + indirect object + direct object**)
- She bought a present for me. (**subject + predicate + direct object + indirect/prepositional object**)

As you see the subject starts each sentence, then comes the predicate, which is followed by an object or objects. This is a common word order for an English simple affirmative sentence.

**Adjectives** go before nouns: David needs a good rest; Nino bought me an expensive present;  
**Adverbs** go **at the beginning or at the end of a sentence**: Then he left; It was raining outside.

*always, often, usually, never, just* go before the verb, except when the verb is 'be'. He usually speaks fast.  
She has just arrived. He is never late. We are always in time.

**Remember:** Never start an English sentence with an object; always start it with a subject.

9. Chris is on holiday. He has written a postcard to his friend. Look at each underlined word or phrase and say what part of the sentence it is: subject, predicate, direct object, indirect (prepositional) object, adjective or adverb.

1. I'm having a great time. *Direct object*
2. The weather is cold and wet. ....
3. I really enjoy the snow. ....
4. Skiing is great fun. ....

5. I met Tiko and Dima. ....
6. We all like it here. ....
7. It's never very cold. ....
8. I've sent a long email to Nini. ....

10. Put the words in the correct order and write the statements. One example is given.

1. is / Ketí / nice / very *Ketí is very nice.*
2. a / man / is / Mario. ....
3. showed / the / I / my / to / photos / father ....
4. was / everyone / loudly / laughing ....
5. gave / help / Mike's / some / him / friends ....
6. years / two / this / in / Africa / happened / ago ....
7. your / dress / to / show / new / me.....



### Speaking

11.

Some people think that a Christmas tree should be real and natural. Others disagree. They think that fir trees should not be cut down for Christmas or New Year and that we should use artificial trees. Work in groups of three: A, B and C. A is for a real fir tree, B is against cutting down fir trees, and C is the Mayor\* of the city who listens to both sides and takes a decision.

\* The Mayor: ქალაქის მერი

You may use some of these words and expressions:

*It's always good to have... / it's bad for the environment... / You shouldn't... / It's a special holiday/time of year... / cut and plant more... / damage... / make money... / should be controlled by the government... / illegal sales ...*

When your group is ready, tell another group what you have said. How much do you have in common? What did the Mayor decide?



### Now get ready to write

12. Describe what happened last New Year in your family. Did you have a New Year tree? Was it real? Did you buy it in the market or did somebody in the family cut it down in a forest? How long did you keep it? What happened to it when the holiday time was over? Write a paragraph of about 80-90 words. Start with a topic sentence:

*Last year we had a nice / small / big / real / artificial tree at home .....*

When you finish writing, complete this checklist:

#### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I answered all the 5 questions given in the task. ☐
- In the sentences I used correct word order. ☐
- I started each sentence with a capital letter. ☐
- I put a full stop at the end of each sentence. ☐





## ALL ABOUT BEING SANTA...

## Grammar focus: Relative clauses



## Reading



1. You are going to read about Santa Claus. Before reading, share your answers to these questions with your partner.

- Do you think that people who work as Santa Clauses during Christmas and New Year should be specially trained?
- What kind of person should Santa Claus be? In your opinion what are the two most important qualities of a good Santa?



2. Now read about how Santa Clauses are trained, and where they are trained, for their annual Christmas job.

You may think that being Santa Claus is the easiest job in the world. If so, you're wrong; it is vital to have training, and to get a diploma in Santa studies, to find a job as Santa Claus. Believe it or not, the Santa Claus who distributes presents to young children at your local supermarket does not live at the North Pole, and he definitely hasn't arrived on a flying sleigh pulled by a reindeer. Really, he hasn't. In fact, it's more likely that he is a graduate of one of the Santa training schools that are now opening in many countries across the world. Canada's top Santa, and the owner of the Santa Claus School Victor Nevada, explains: "It's a business now. A really good Santa can earn \$ 40,000 every year during the Christmas season. We show our trainee Santas how to wear the beard, how to control difficult kids, and of course we teach them how to say *Ho ho ho!* perfectly." If you are interested in becoming a Santa Claus, all you have to do is enroll at one of these schools.



### *Santa Claus School Michigan*

Established in 1937, this is the world's oldest Santa school. Students are shown how to put the beard on, and they learn about the story of Santa. They are also given advice on what to say if they are asked to do interviews for radio or for TV. 2408 Pinehurst Court, Midland, Michigan. [www.santaclauschool.com](http://www.santaclauschool.com)

### *The Ministry of Fun, London*

At this school in south London they will teach you how to say Merry Christmas in several languages and you'll be able to learn all the skills you need to entertain kids. 127-129 Great Suffolk Street, London. [www.ministryoffun.net](http://www.ministryoffun.net)

### *Santa School, Alberta*

At this Canadian school, you'll receive a 445-page textbook which tells you how to set up your own business and explains everything you need to know about how Santas should behave, how they should deal with people who don't believe in Santas as well as the best way to wear your Santa Claus wig\*. 606-23 Avenue, South West Calgary, Alberta. [www.santaqsschool.com](http://www.santaqsschool.com)

### *The International School of Santa Studies*

The [realsantas.com](http://realsantas.com) website gives the world's most complete list of 'real' bearded Santas that you can hire for your Christmas event. This organization also holds one-day training seminars for wannabe\* Santas.

\*wig: 366030

\*wannabe: (those who) want to be

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

Which school...

1. prepares students for radio and TV interviews? Santa Claus School, Michigan.
2. teaches its students how to say Merry Christmas in different languages? .....
3. teaches students how to make people believe in Santa? .....
4. is the oldest? .....
5. gives future Santas a one-day seminar? .....
6. is in England? .....
7. trains students to make children feel happy?.....

4. Read the sentences below. Which of them are true, which are false?

	T	F
1. All Santa Clauses can earn up to \$40,000 every year.		V
2. In Santa Claus School Michigan you can learn three basic Santa skills.		
3. You cannot get online information about the Ministry of Fun, London.		
4. In Santa School, Alberta they give advice on how to start your own business.		
5. The International School of Santa Studies offers the best recipes of Christmas puddings.		
6. The seminars at International School of Santa Studies last one week.		

Vocabulary in Context

5. Match the underlined words with their Georgian equivalents. The contexts will help you. Example: 1-c.

- |  |                                 |
|--|---------------------------------|
| 1. Can you <u>deal with</u> problems?                        | a. დაიქირავო                    |
| 2. It's <u>vital</u> that Santa makes children happy.        | b. უნარები, ცოდნა               |
| 3. You can <u>hire</u> Father Christmas as long as you like. | c. თავს ართმევ, უმკლავდება      |
| 4. He <u>definitely</u> doesn't arrive on a flying sleigh.   | d. დაარსდა                      |
| 5. This training school was <u>established</u> in 1973.      | e. იქცევა (მოქცევა)             |
| 6. This child doesn't <u>behave</u> well.                    | f. ნამდვილად                    |
| 7. Learn all the <u>skills</u> you need to entertain kids.   | g. უმნიშვნელოვანესი, სასიცოცხლო |

6. Find a word in the text that has the same or similar meaning to the following. Then, translate the words into your own language.

1. to get money by working to earn
2. person who has completed a university course .....
3. to become a member of a course or college .....
4. to start, establish, open .....
5. to give or sell things to a number of people .....
6. very well, without any mistake.....

7. Read the advertisement about Santa School and fill in the gaps with the words below. Two words are extra.

## Join Santa school

Santa School welcomes wannabe Santas, those who want to (1) try to be Santas themselves. We'll teach you how to entertain kids and (2) ..... presents in the streets and commercial centres. You will also learn how to say Merry Christmas in 10 different languages and master the (3) ..... of saying 'Ho ho ho!' (4) ..... , without a mistake. All successful (5) ..... of the school will receive a special (6) ..... You can (7) ..... for one of our courses any time of the year. Just send an email and give us your details.

diploma  
distribute  
enroll  
graduates  
hire  
perfectly  
skill  
try  
vital



8. You are going to hear a song on Christmas performed by **John Lennon** and **Yoko Ono**. Read the words below and try to guess which word might go where. Then, listen and check. Note that two words are extra.

begun done fun fight happy ~~over~~ strong  
merry wrong Year young Xmas

### Happy Xmas (War is Over)

So this is Xmas	And so this is Xmas	And what have we (8) .....
And what have you done	For weak and for (5) .....	Another year over
Another year (1) <u>over</u>	For rich and the poor ones	A new one just (9) .....
And a new one just begun.	The world is so (6) .....	And so happy Xmas.
And so this is (2) .....	And so happy Xmas.	We hope you have (10) .....
I hope you have fun	For black and for white	The near and the dear one
The near and the dear one	For yellow and red ones	The old and the young.
The old and the (3) .....	Let's stop all the (7) .....	(the second verse repeated)
A very Merry Xmas	(the second verse repeated)	War is over, if you want it
And a happy New (4) .....	And so this is Xmas	War is over now.
Let's hope it's a good one		Happy Xmas.
Without any fear.		



### Grammar: Relative clauses

Look at the sentences:

- The man, who is dressed as Father Christmas, is my neighbour.
- This is a 445-page textbook which tells you how to start a business.

These sentences have relative clauses starting with *who* and *which*. Relative clauses give extra information about the noun (subject or object) in the main clause: *The man, who is dressed as.../ ... a 445-page textbook which tells you...* **Relative clauses start with relative pronouns:** *which, who(m), that and whose* are relative pronouns. More examples are:

- This is the man who/that is going to marry my sister.
- This is the man who(m)/that my sister is going to marry.
- That is the school that/which trains Santas.
- That's the dog that/which lives next door.
- He is the man whose car was stolen.

Think of and write down 2-3 sentences which have relative pronouns. Compare them with your friends'. Can you decide which pronouns refer to people and which refer to objects? What about the pronoun that?



9. Read the first sentence. Then complete the second using the relative pronouns who or which (that is possible in every sentence).

1. We took these photos yesterday. These are the photos which we took yesterday.
2. These teachers work at our school. These are .....
3. I like this Christmas song most. This is .....
4. Nick likes to read this magazine. This is .....
5. This actress lives in Australia. This is .....
6. John sent these postcards from Manchester. These are .....
7. I'll remember this day for ever. This is .....



10. Fill in the gaps with who, which or whose.

1. This is the boy who won the prize.
2. Yesterday we saw a car ..... was fifty years old.
3. This is the man ..... house was on fire.
4. Can I talk to the man ..... works for Imedi TV?
5. This is the book ..... cover you saw in the bookshop.
6. The fashion magazine ..... you gave me is great.
7. This is the journalist ..... articles are read by many people.



## Speaking

11.

**You want to buy a Christmas present for your close friend. Go through the list of possible presents given below and say to your partner which one you will buy and why. Tell the whole class what you have chosen. How many of you have chosen the same present?**

### A list of possible presents:

Christmas toys  
a photo album  
skates  
a T- shirt

a singing clock  
a money-box  
a poster on football  
a French perfume

an album for keeping CDs  
a fashionable scarf  
a DVD on modern art  
a book on great discoveries



### When you speak use this model:

*I have decided to give a present to ....., who is ..... I'm going to buy him/her a ..... because .....*



## Now get ready to write

12. It's New Year and you have received a present from an old friend. Write a thank you letter to your friend saying why you like the present. In your letter don't mention what the present is. When you have written your letter, give it to your partner and ask them to guess what present your friend has sent you.

Use some of the phrases given below. Also, try to use relative pronouns: who, what, whose, which.

*I am writing to thank you for... / Thank you so much for... / It was very thoughtful/kind/generous of you to... / It will be very useful / It's beautiful/lovely / What a lovely surprise it was...*

Before you give your final version of the letter to your partner, look through it again and answer the questions below. Then complete this self-editing checklist.

When you finish writing, complete this checklist:

### Self-editing checklist ☒

- Did you start your letter appropriately? ☐  
(For example with: Dear / Hello / Hi)
- Did you finish your letter appropriately? ☐  
(For example with: Best wishes / Love / See you soon).
- Did you include a topic sentence? ☐
- Did you check your writing for spelling? ☐
- Did you use relative pronouns whenever appropriate? ☐



1. Read the sentences below and underline the correct choice. The first one is done for you.

1. I can't talk now. I cook /am cooking a meal.
2. How do people spend/are people spending their free time in your city?
3. Do you wait/Are you waiting for the bus for Rustaveli Avenue?
4. Katie has gone on holiday and I am looking after/look after her dog while she is away.
5. Her husband never remembers/is never remembering her birthday.
6. We watch/are watching a new TV show at the moment. It finishes in 10 minutes.
7. Nick is always losing/always loses his key. It makes me so angry!
8. She works/is working in an office next to our school.
9. Ann's father has lost his job so now he looks for/is looking for a new job.
10. Be careful. You make/are making the same mistake again.
11. I know that she always washes/is washing her hair with a French shampoo.
12. I don't understand/am not understanding his English.



2. Join the sentences below using who, which, whose, where. The first one is given as an example.

1. I am taking the bus. It leaves at 7.30.  
I am taking the bus which leaves at 7.30.
2. This is the house. It was built by our company.  
.....
3. This is the place. I met my husband here twenty years ago.  
.....
4. That's the film. We saw it yesterday.  
.....
5. This is the girl. Her bag was stolen at the market.  
.....
6. The man was very tired. He fell asleep.  
.....
7. This is the table. It's broken.  
.....
8. The book was published last year. It became a bestseller.  
.....
9. I don't believe the story. Nino told it to us.  
.....
10. We didn't enjoy the film. We saw it yesterday.  
.....
11. Giorgi is the boy. His father works in the US.  
.....
12. My neighbour never leaves his house. He is a writer.  
.....



3. Complete each sentence with one of the phrasal verbs from the list below. The first one has been done for you.

carry on   closed down   drank up   find out   grew up   is carrying out  
lie down   saw off   set up   used up   wakes up   write down

1. The city council closed down the furniture shop near the centre.
2. The Coca-cola corporation was ..... in 1888.
3. Levan always ..... late in summer.
4. Henry Ford ..... on his father's farm.
5. He ..... his friend ..... at the bus station.
6. By the time they reached the village, they had ..... all the petrol.
7. We can ..... our discussion after lunch.
8. The doctor told Nino to ..... and stay in bed for two days.
9. Ann's father ..... research on Japanese art.
10. John ..... his coffee and left the room.
11. How did you ..... my new address?
12. I'd like you to ..... your ideas on a piece of paper please.



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

R

archeological discovery    brew beer    deal with    driving license    family's ancestors  
first climber    graduated from    greatest influence    have fun    learn all the skills  
~~luxury item~~    saves time    wear wigs    without any hesitation

1. After the Model T was produced, cars were no longer considered to be a luxury item.
2. In Georgia you can get a ..... when you are 18.
3. He liked the offer so much that he agreed .....
4. Most of the Santa Clauses in the world .....
5. In Pshavi the first toast is in memory of the .....
6. Reinhold Messner was the ..... to climb Mount Everest without oxygen.
7. In some families in Khevsureti, people ..... for the New Year celebration.
8. Having a washing machine ..... and energy.
9. This astronaut ..... Harvard university.
10. At this school you can ..... you need for computer programming.
11. Some people find it difficult to ..... their problems.
12. They have made a very important ..... in Dmanisi.



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. influence - <u>ზეგავლენა</u> | 2. wig .....          | 3. deal with .....   |
| 4. I reckon .....               | 5. achievement .....  | 6. dawn .....        |
| 7. definitely .....             | 8. vital .....        | 9. established ..... |
| 10. cross .....                 | 11. hey .....         | 12. hire .....       |
| 13. perfectly .....             | 14. luxury .....      | 15. stable .....     |
| 16. distribute .....            | 17. power .....       | 18. surface .....    |
| 19. skills .....                | 20. discovery .....   | 21. ancestors .....  |
| 22. wheel .....                 | 23. celebration ..... | 24. assignment ..... |
| 25. wonder .....                | 26. graduate .....    | 27. enroll .....     |
| 28. set up .....                | 29. dagger .....      | 30. candies .....    |



## Reading



1. Read the text about Oliver and Marjory Wardrop and match the headings (A-F) with the paragraphs (1-4). There are two extra headings which you do not need to use.

- |   |  |
|---|--|
| A. The Wardrops' best-known publications. | <del>B.</del> The Wardrops discover Georgia. |
| B. The Wardrops become famous in Georgia. | E. The Wardrops' children.                   |
| C. The Wardrops receive no welcome.       | F. Things reminding of the Wardrops.         |

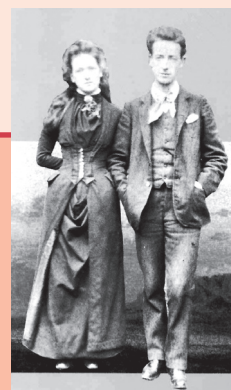
1. D Georgia has attracted the attention of many foreigners, but Oliver and Marjory Wardrop are two of the most distinguished of these. What this English brother and sister did was specially important for Georgia. Oliver Wardrop (1864-1948) was a British diplomat who first visited Georgia in 1887 when he was 23. He became very interested in Georgia and quickly fell in love with its culture and its people. Later, he shared his deep affection for Georgia with his sister, Marjory Wardrop (1869-1909). They spent all their adult lives trying to make Georgia's unique civilization known to the British public as well as to the rest of the world.

2.    During their childhood, spent in Scotland and southern England, the brother and sister used to love reading the stories of travellers, particularly those who had visited the Caucasus and Georgia. Their fascination grew for this distant mountainous country which Jason and his Argonauts had been so keen to know. They spent a long time studying the Georgian language and literature, and soon began translating Georgia's folk tales and poetry into English. They travelled to Georgia several times and made friends with many well-known Georgians. Marjory Wardrop's friendship with Ilia Chavchavadze, and their correspondence, is one of the best examples of Georgian-English literary contacts. In her first letter to him, Marjory asked Ilia Chavchavadze, in almost perfect Georgian, for permission to publish his poem *The Hermit*\* in English. The poet was so impressed by the quality of Marjory's Georgian that he published the letter on the front page of his newspaper *Iveria*. Because of this letter, Marjory's fame in Georgia quickly spread, and her brother Oliver wrote back to her: 'The reading of your letter to Ilia Chavchavadze, which everybody here knows by heart, caused applause

which must have been heard on the other side of the river.'

3.    In 1888 Oliver Wardrop published his book, *The Kingdom of Georgia*, in London. This publication was important in bringing knowledge about Georgia to Britain. In his book he wrote: "Georgia's chief attraction lies in its people. The Georgians are not only fair to look upon, but they are essentially loveable people." He talked of Georgians as "gay, open-hearted, open-handed, honest and innocent folk." Oliver also translated and published several Georgian literary works in London and Marjory Wardrop soon followed in her brother's footsteps. After her two visits to Georgia, Marjory's translation of *The Knight in the Panther's Skin*\* became the main focus of her life. She worked continually on this for the next fifteen years, changing and revising her text many times. Finally the first English translation of Shota Rustaveli's 12th century masterpiece, was published in London in 1912. Many English translations of this story have been published but Marjory's translation is still considered to be the closest to the original Georgian text.

4.    Today, Georgia is not the only country where Oliver and Marjory Wardrop continue to be remembered. At Oxford University there still exists the Marjory Wardrop fund, created by Oliver after Marjory's death in 1909. The university library's Wardrop collection of books and Georgian manuscripts is one of the best collections about Georgia outside its borders. During her lifetime Oliver Wardrop's daughter, Nino Wardrop, also kept very close relations with Georgia and made sure that the friendship between the two countries stayed strong.



\* The Hermit: განდგეგლი

\* knight: რაინდი

\* Originally the poem was translated as *The Man in the Panther's Skin*. Later, in Venera Urushadze's translation the poem was called *The Knight in the Panther's Skin*.

2. Read the text again. Then mark the correct endings to these statements.

- Oliver Wardrop ...b... in Russia.  
a. travelled several times    b. worked as a diplomat    c. translated books
- The brother and sister first learned about Georgia from .....  
a. newspapers    b. travellers' books    c. their parents
- When they were young the Wardrops lived in .....  
a. Scotland and southern England    b. Wales and northern England    c. Ireland and eastern England
- The Kingdom of Georgia was published in .....  
a. Georgia    b. Britain    c. both
- It took Marjory ..... to translate 'The Knight in the Panther's Skin'.  
a. 5 years    b. 10 years    c. 15 years
- You can find interesting material about Georgia at .....  
a. Oxford University library    b. Oxford University museum    c. Tbilisi Museums

### Vocabulary in Context

3. Read the phrases below. Then try to find their exact English equivalents in the text above.

- დიდი სიყვარული deep affection
- უნიკალური ცივილიზაცია .....
- შორეული მთიანი ქვეყანა .....
- ქართული ხალხური ზღაპრები და პოეზია .....
- მიამიტი /უდანაშაულო ხალხი .....
- თავისი ძმის ნაკვალევს გაჰყვა .....
- ქართული ხელნაწერები .....

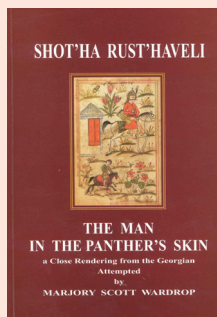
4. Match the underlined words with their Georgian equivalents. The contexts in which they are used will help you. Example: 1-f

- Listening to Georgian folk songs has a certain fascination for me.
  - Ilia Chavchavadze was a distinguished writer.
  - Our correspondence is usually by email nowadays.
  - I can't publish this book without the writer's permission.
  - He lives completely alone and talks to nobody. He's a hermit.
  - Do you like my dress? Please be honest!
  - What do you know about King Arthur and his knights?
- a. გულწრფელი, პატიოსანი  
b. მიმონერა  
c. გამოჩენილი, ცნობილი  
d. რაინდები  
e. ნებართვა  
f. მიმზიდველობა  
g. განდევნილი

5. Read the text about Shota Rustaveli's famous poem. Then fill in the gaps. There are two extra words.

death    distant    distinguished    enjoyable    fascination  
masterpieces    permission    poem    poets    published    translation

The Knight in the Tiger's Skin, also known as The Man in the Panther's Skin, is a poem (1) which was written in the 12th century. It is considered to be one of the ..... (2) of Georgian literature. The author, Shota Rustaveli, was a ..... (3) Georgian noble in the court of Queen Tamar. He was the queen's treasurer and he paid for the frescoes in the ..... (4) Georgian monastery of the Holy Cross in Jerusalem. On one of the walls of this monastery there is a portrait which is believed to be the portrait of the ..... (5) himself. Not much is known about Rustaveli's life. Even the dates of his birth and ..... (6) are unknown. The Knight in the Panther's Skin was first ..... (7) in Tbilisi in 1712. Marjory Wardrop's ..... (8) of the poem, which she modestly called 'an attempt,' is very ..... (9) to read.



### Listening

6. You will hear an interview with Alan Gassar, the founder of a Georgian folk song choir in Toronto, Canada. Before you listen, discuss the meaning of the words below in small groups or look them up in the wordlist at the end of the book.

choir    polyphonic    spread    perform    appropriate    baritone    flavour    folk    repertoire

7. Now listen to the interview and complete the gaps. Insert only one word in each gap.

- The choir was founded in Toronto in 1995.
- The singers met in Alan Gassar's ..... to practise.
- The group was called .....
- Darbazi performed 12 times in the concert halls of .....
- The choir first visited Georgia in .....
- The members of the group were impressed by the ..... of the Georgian people.
- They sing songs in Georgian but with a 'Canadian .....

Georgian folk songs performed by the Canadians!  
Do not lose the chance to attend!

Only today!

Toronto Main Concert Hall  
Start time 20:00.

8. Listen to the interview again and decide if the statements below are true or false.

	T	F
1. Some of the members of Darbazi are Georgian.		V
2. The choir members met every other Saturday to practise.		
3. The Darbazi first performed in Georgia in 1998.		
4. In Tbilisi the Canadian singers performed with two other choirs.		
5. None of the Darbazi members grew up in Georgia.		
6. The Darbazi choir is still very active.		
7. At the moment the group is looking for tenors.		

### Grammar: Past Simple and Past Perfect

Look at these sentences:

- My father always took me to school when I was young.
- I suddenly remembered that I had forgotten my keys.

took and was are the Past Simple forms of the verbs take and be. Had forgotten is the Past Perfect form of the verb forget.

**We use Past Simple to talk about a finished action or a state in the past. And we often say when it happened. We use Past Perfect for an action that happened before another action in the past – for an action that happened before the other action started. We use Past Perfect for the earlier action.**

Now look at these sentences:

- He woke up when the telephone rang. (Two actions happened almost at the same time)
- Dato came home late and straight went to bed. (The sequence of actions is clear)
- I felt ill because I had eaten too much. (One past action happened before another in the past)

Can you complete the following statements? a. Time expressions: last year/month/week, yesterday, a year/month ago, in 2002/September are used with ..... tense; b. Time expressions: already, just, never, before are used with ..... tense.

Can you complete the following statements?

- Time expressions: last week, yesterday, a year ago, in 2005 are used with ..... tense;
- Time expressions: already, just, never, before are used with ..... tense.

9. Read the sentences and underline the correct choice. One example is given.

- When I had got/got downstairs the phone had stopped/stopped ringing.
- I had been/was sorry to leave because I enjoyed/had enjoyed the party very much.
- Natia had been/was very upset because she had lost/lost her purse.
- It had been/was a very hard day, so I had gone/went to bed early.
- I didn't know/hadn't known you bought/had bought a new car.
- Dato missed/had missed the party because no one told/had told him about it.
- When I saw/had seen him I realized that I met/had met him many times before.



10. Complete the sentences with the Past Simple and the Past Perfect forms of the verbs in brackets. One example is given.

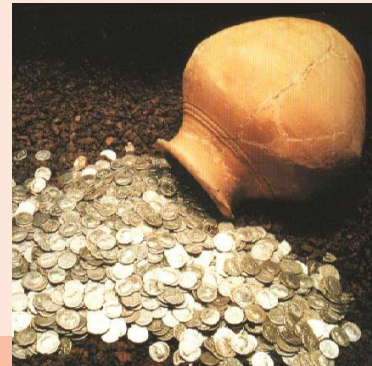
- As soon as the film s t a r t e d (start) Nino knew she h a d s e e n (see) it.
- The rain ..... (stop) by the time we ..... (get) to the beach.
- Tamta ..... (be) angry because her brother ..... (eat) all the chocolates.
- The X-rays ..... (show) that Levan ..... (break) his leg.
- Dato ..... (buy) a camera with the money that he ..... (win) in a competition.
- The children ..... (be) very excited because they ..... (not/see) a tiger before.
- Tako ..... (not/fly) before and she ..... (feel) very nervous on the plane.

11. Complete the text with the Past Simple or the Past Perfect forms of the verbs in brackets. One example is given.

### Where do the million dollars go?

When an American millionaire, Carl Stuart, (1) d i e d (die) in his New York apartment at the age of eighty-six, most of his family (2) ..... (come) to hear the details of his will, hoping the old man (3) ..... (remember) them. Instead they (4) ..... (get) a real shock. Carl (5) ..... (live) alone for many years, and most of his family (6) ..... (not/see) him for several years. His relatives (7) ..... (be) amazed when they (8) ..... (hear) that the old man (9) ..... (leave) all his money to his pet dog, Richie, who (10) ..... (live) with him for the last 10 years of his life.

will: ანდერძი



### Speaking



12.

Work in small

groups of 4 or 5. Think of and write down three good things and three bad things about living in Georgia. Compare a list with other small groups' lists. How many common things have you got? Try to agree on a common list. Use some of the phrases given below.

A good thing about my country is that...../ Georgia is famous for its..../ People are very friendly, what's more ..../ The thing I don't like about this country is that ..../ It's true that many people are unemployed ... / Georgia is probably the only place in the world which has/where you can/where there are..../ There are so many problems in this country but the worst problem of all is .....



### Now get ready to write



13. Write a description of your country with its advantages and disadvantages. Say what are the things you like and don't like about your country. Use the ideas and phrases from the speaking activity. Write a paragraph. Do not write more than 100 words.

There are so many reasons I love my country for. First of all,

.....

When you finish writing, complete this checklist:

#### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I used phrases from the speaking activity. ☐
- I used the correct word order. ☐
- I checked my writing for spelling and punctuation. ☐



## Reading



1. Read these adverts (A-F). Then match the two extracts from newspaper articles below (1-2) with two of the corresponding adverts.

A.

Cinema House presents the Italian movie *General Delarover* directed by Roberto Rosellini. Starring Vitorio Jessica. Show starts: 17:00. Ticket 4 Lari.

B.

Journalists Club presents the number one issue of Boom, the first bilingual international visual arts magazine in the South Caucasus. Published with the support of the Media Arts Foundation. Entrance to the Club is free.

C.

Literary Cafe celebrates the newest edition of the Wardrop translation of *The Knight in the Panther's Skin*. Rare photos from the Wardrops' family album will be on show. By invitation only.

D.

Metropolitan Concert Hall presents Kelis Rogers' new CD *Generation*. Latest Posters of U2, Britney Spears and other contemporary show business stars are on display. Start time: 20:00

E.

Rustaveli Theatre presents *Is he Human this Man?* based on a novel by the classical Georgian author Ilia Chavchavadze. For the first time with English translation. Ticket price: 10 GEL. Starts at 20:00.

F.

Presentation of the third edition of Peter Nasmyth's book *In the Mountains of Poetry*. Saturday, October 15. Prospero's Bookshop. Time: 18:00 – 20:00. Place: 34 Rustaveli Ave. Tbilisi

1. .... The current issue of the magazine focuses on contemporary developments in British-Georgian joint art projects. Through its informative and analytical articles the magazine aims to inform the public about the world art scene and helps to promote the arts in the South Caucasus region. Cooperation in the arts between Georgia and the UK started in 1992 when a group of Georgian artists exhibited their works at the Bristol Art Gallery in the UK. Since then dozens of projects in architecture, sculpture, and other visual arts have been successfully implemented. The best of these projects are presented on the pages of the first issue. Guests from Turkey, France, Italy, Armenia, Russia, the USA and UK attended the presentation.

2. .... Non-Georgian speakers can understand and appreciate Georgian plays now that they can listen to live English translations of performances in the theatre. The project started with the first live translation on October 21 of a comedy adapted from the novel by Georgian classical writer Ilia Chavchavadze. The play is directed by Robert Sturua and Anzor Enukidze and stars contemporary Georgian actors and actresses. For many foreigners it was the first time they had been able to enjoy a Georgian play. With the support of the Arts Foundation, three more plays will soon be open to English-speaking audiences. Tickets are available at the theatre box-office on Rustaveli Avenue, and performances start at 20:00.

2. Now read the situations given below and try to find answers to them in the adverts in the adverts on p.44. Write your answers next to the questions. One example is given.

1. Your friend is a big cinema-goer. He asks you to recommend a place where he can see a good film. Where would you advise him to go? To the Cinema House.
2. Your brother wants to see pictures of pop stars. Which place would you recommend to him? .....
3. Your English teacher is very interested in the English version of Rustaveli's classic poem. Where should she go to see it?.....
4. Your sister says there's a new play on at the theatre and she wants to buy a ticket. Where does she have to go? .....
5. A friend of yours in Armenia wants to read about contemporary art. What magazine can you recommend to him?.....
6. Your neighbour loves going to the movies and the theatre but he does not like staying out late. Where would you suggest he goes?
7. Which organization is giving help with the translations of plays? .....
8. What does Boom promote? .....

### Vocabulary in Context

3. Match the expressions with their Georgian equivalents. The context in which they are used in the text will help you. Example: 1-c.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. Artists' Club presents...        | a. ხელმეწილობით                 |
| 2. are on display...                | b. იშვიათი ფოტოები              |
| 3. number 1 issue ....              | c. მხატვართა კლუბი წარმოგიდგენთ |
| 4. a bilingual magazine ....        | d. წარმატებით განხორციელდა      |
| 5. with the support of.. .          | e. გამოფენილია                  |
| 6. rare photos ....                 | f. პირველი გამოცემა             |
| 7. are available....                | g. ხელმისაწვდომია               |
| 8. was successfully implemented.... | h. ორენოვანი ჟურნალი            |

4. Read the sentences and fill the gaps with the words given below. If you don't understand the words, ask your teacher for their meanings, or find them in the Wordlist. One word is extra and one example is given.

appreciates anniversary attended box-office contemporary  
director presented presentation promotes

1. The musicians celebrated the one hundredth anniversary of the composer's birth.
2. This is a publication that ..... new documentary films.
3. Several interesting prizes were ..... at the documentary film festival.
4. A film ..... is a person who tells the actors and the cameramen what to do.
5. The ..... of the journal Kids Today was held in the Sheraton hotel.
6. I go to see my grandma every Sunday and she really ..... my visits.
7. A ..... is the place in the theatre where you buy your ticket.
8. Zurab Tsereteli is a ..... Georgian artist and sculptor.

5. Fill in the gaps with the correct form of the words in capitals.

English speakers can now enjoy a Georgian (1) play through a live English ..... (2) of William Shakespeare's King Lear. The play will be shown on November 21. For many ..... (3) it will be their first experience of Georgian theatre. Old as well as new generation ..... (4) participate. Premier - no tickets sold. By ..... (5) only.

GEORGIA  
TRANSLATE  
FOREIGN  
ACT  
INVITE



6. Listen to this interview with Kelis Rogers, a famous American singer, and fill in the missing words in the fact file below. Note that in each gap you can fill in only one word.

**FACT FILE**

**Full name:** Kelis Rogers.

**Birthday:** 21 August, ..... (1).

**Birth place:** Harlem, ..... (2), USA.

**Family:** Her Puerto Rican and Chinese mother Evelis is a ..... (3). Her black father died two days before she signed her first record deal. She has ..... (4) sisters.

**CDs:** First CD came out in 1999 and was called ..... (5).

**Career:** She changes her music ..... (6) with each new CD and she tours with many different types of ..... (7) from U2 to Britney.

**Her childhood interest:** When she was a child she sang in the ..... (8).

**Instruments:** the piano, the violin and the ..... (9).

**Her biggest mistake as a teenager:** She dyed\* her hair ..... (10) once and that was horrible.

\*dyed: შეიღება (თმა)

7. Listen to the last questions again and circle the right answer.

- |   |     |    |
|---|-----|----|
| 1. Kelis has some advice for teenagers who want to get into the music business. | Yes | No |
| 2. Kelis usually plans her life and knows what to do well beforehand.           | Yes | No |

**Grammar: Word formation**

Look at the words: *unnecessary* / *irregular*. These words have prefixes **un-** (as in *unnecessary*) and **ir-** (as in *irregular*). Both prefixes **un-** and **ir-** have negative meaning. e.g. This is an *unbreakable* glass = *This glass does not break*; This is an *irregular* verb = *This verb is not regular*.

**Remember: a prefix goes at the front of a word to make a new word.**

**Now look at these words:** *pronunciation* / *government* / *lovable*. These words have suffixes: **-ion** (as in *pronunciation*), **-ment**, (as in *government*), and **-able** (as in *lovable*).

**Remember: a suffix goes at the end of a word to make a new word.**

List as many words as you can with *un-* and *ir-* prefixes and *-ion*, *-ment* and *-able* suffixes. Ask your teacher or look for more words in the Wordlist or in a dictionary. Compare your list with your friends.

8. Put these words into two groups: A. words with a prefix; B. words with a suffix. Then check their meanings in the Wordlist at the end of the book.

unblock   presentation   irrelevant   management   unchanged  
suitable   eatable   unbalanced   civilization   forgettable

A. words with a prefix: *unblock* .....

B. words with a suffix: .....

9. Add a prefix or a suffix from the list to the underlined words. Then translate the word into your native language. One example is given.

un-   ir-   -ion   -ment   -able

1. I don't believe it. All this is so un believable.
2. She speaks good English and her pronunciat ..... is wonderful.
3. This business is easy to manage. It is quite manage.....
4. The thief was not carrying a gun. He was ..... armed.
5. The Georgian govern ..... is making many changes in the country.
6. If we work with each other there will be better cooperat ..... between our schools.
7. You didn't read the question carefully, and your answer is ..... relevant.



## Speaking



10.

**Work in groups of 3 or 4. Your group has decided to spend the evening together. Look at the four adverts below and decide which is the best place for you to go. Then tell the whole class why you made this choice.**

Rustavi 2 TV company presents **Geo-star competition** final show. Join in and nominate the best singer. Rustavi 2 Studio. Saturday, 22 October 18:00 - 20:00.

## Where to go

Avtandili Studio presents a winter clothes **fashion show**. Some French designers are invited. 32 Kazbegi St. Sunday, 30 November. Starts at 17:00

**Arts Studio** presents a new website [www.artsstudio.ge](http://www.artsstudio.ge) for those who are interested in contemporary trends in graphic design. Join us at 12 Tabidze St. at 7:00 pm and find out all about it.

The most beautiful girl will be chosen in the Batumi theatre on Friday, December 12 at the annual **beauty contest**. Join in! Your vote\* is important!

\*vote: ხმა (ხაზრჩეგნო)



## Now get ready to write



**11. Imagine that you went to the event that your group chose. Write an article for the school newsletter where you would describe the event. Don't forget to mention.**

- The name of the event and who organized it.
- Where and when it was held.
- Why it was interesting / enjoyable / boring.
- Any other information about it.

When you finish writing, complete this checklist:

### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I included all the 5 points given above. ☐
- In the sentences I used the correct word order. ☐
- I started each sentence with a capital letter. ☐
- I put a full stop at the end of each sentence. ☐



## IN THE MOUNTAINS OF POETRY

## Grammar focus: Passive forms with continuous tenses

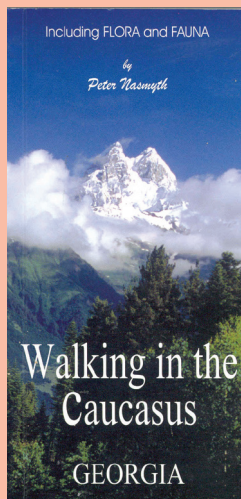


## Reading



1. Read the text about Peter Nasmyth, a British writer and photographer. What title would you give it? Choose the most appropriate title from the list below.

- a. History and culture  
b. Climbing in Georgia  
c. Georgian impressions  
d. A dog is a man's best friend



They say that a dog is a man's best friend. But all dogs are not the best friends of all men. As Peter Nasmyth discovered, when he was walking in the Caucasus mountains, it is best to be very careful when you meet a large Caucasian dog, especially one whose job is to defend a flock of sheep.

Walking in the Caucasus is Peter's latest book about Georgia and was published in 2006. It follows his popular book Georgia: In the Mountains of Poetry, now in a revised third edition, about which the UK Independent newspaper says: "It confirms Peter Nasmyth's position as author of the best book on post-Soviet Georgia." Peter, who for almost 20 years has spent as much time in Georgia as in his London home, explains why he decided to write a book about walking in Georgia, rather than a more general book about Georgian culture: "It has always surprised me that so many people come to Georgia and admire the churches, the cave towns, the polyphonic singing, the traditional dancing, and the typical cuisine, but never visit the mountains. This is like touring Switzerland without visiting the Alps."

Peter Nasmyth has visited and photographed many parts of Georgia. He has written three

books and numerous articles on the country. "I watched the country change unbelievably. When I first came here, Georgia was quite extraordinary. It was a very, very different country then," he says. Walking is Peter's most recent interest. "I have started walking in Georgia, because I see whole new side of this country. I did not know until I started walking in Kazbegi and Tusheti what was up there and I included a new chapter in my book about Tusheti," Nasmyth explains.

In the introduction to his latest book Walking in the Caucasus, Peter draws the reader's attention to several possible problems that walkers might have when they are walking in the high mountains. You might, for example, suffer from altitude sickness if you are walking at a height of more than 2500 metres. So if you feel out of breath and you have a headache it may be a good idea to have a rest, or even go down to a lower altitude. He recommends also that you should carry the right equipment and wear the right clothing. These include a water-proof jacket of some kind in case of rain, sun-glasses to protect your eyes, and sun-cream to protect your skin. In addition, a water-bottle is essential and a mobile phone and binoculars can be a great help.



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

	T	F
1. Mountain dogs are never dangerous.		V
2. Peter Nasmyth is an American writer and photographer.		
3. Some of Nasmyth's books have been published more than once.		
4. The text has some useful tips for mountain walkers.		
5. It's clear for Nasmyth why so few foreigners go to mountains.		
6. Nasmyth's book was praised in the British press.		
7. The text has useful information for both foreigners and Georgians.		



3. Match the words in A with their Georgian translations in B. Example: 1-c.

A.

1. binoculars
2. water-proof
3. acclaimed
4. draw attention
5. polyphonic
6. altitude
7. it confirms
8. cuisine
9. defend

B.

- a. აღიარებული
- b. დაცვა
- c. ბინოკლი
- d. ადასტურებს
- e. მრავალხმიანი
- f. სამზარეულო/კერძები
- g. ყურადღების მიპყრობა
- h. სიმაღლე (ზღვის დონიდან)
- i. წყალგაუმტარი

4. Fill in the gaps with the correct form of the words in capitals.

1. Nikoloz is a very careful driver.
2. Certain ..... is needed for walkers and divers.
3. What has been the biggest ..... ever made?
4. Sun glasses are the best ..... for your eyes.
5. Misha's ..... were brief and clear.
6. Very few people suffer from .....
7. Daniel looked at Mary with .....

CARE  
EQUIP  
DISCOVER  
PROTECT  
EXPLAIN  
SEA-SICK  
ADMIRE

5. Read this extract from a climber's diary and fill in the gaps with the words and phrases on the left. Two words are extra.

beauty breath clothing  
dazzling hand peaks reached  
sun-cream touch water-proof

Monday, 16 August

This afternoon we reached (1) 2000 metres. I feel a little out of ..... (2) (I must stop smoking!!!) but that's nothing in comparison to the fantastic sensation I have when I see the ..... (3) beauty of the mountains around me. I feel as if I only have to reach out my hand to ..... (4) the snowy ..... (5) of the Caucasus. It's very cold at nights but thank God I have the right ..... (6). It would have been hard without my ..... (7) jacket and sunglasses. But I forgot to pack any ..... (8) for my hands and face. I wish I hadn't!



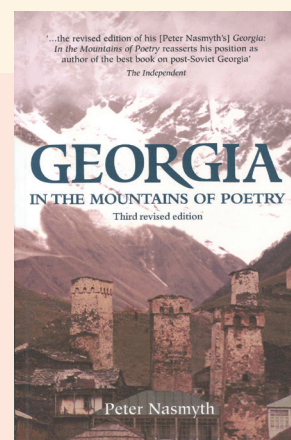
Listening

6. You are going to listen to an interview given by Peter Nasmyth to a Georgian journalist. Listen to the interview and count how many questions the journalist asks Peter.

The journalist asks Peter ..... questions.

7. Listen to the interview again and circle the right choice. One example is given.

- |   |            |                     |                 |
|---|------------|---------------------|-----------------|
| 1. Nasmyth first came to Georgia as             | a. a guest | <b>b. a tourist</b> | c. a journalist |
| 2. Nasmyth first came to Georgia in             | a. 1987    | b. 1978             | c. 1997         |
| 3. Nasmyth wrote his first book on Georgia in   | a. 1990    | b. 1991             | c. 1999         |
| 4. In Georgia a civil war began in              | a. 1993    | b. 1990             | c. 1992         |
| 5. Nasmyth's second book appeared in            | a. 1998    | b. 1999             | c. 1989         |
| 6. Britain's highest mountain is... meters high | a. 799     | b. 979              | c. 997          |
| 7. In his book Nasmyth describes .... walks.    | a. 42      | b. 44               | c. 22           |
| 8. Nasmyth's favourite mountain is              | a. Ushba   | b. Kazbegi          | c. Elbrus       |



### Grammar: Passive forms for continuous tenses

Look at the sentences:

- Peter is being interviewed now.
- Peter was being interviewed when I entered the room.

In the first sentence, the verb is in the Present Continuous passive form: is being interviewed. The second sentence has the verb in the Past Continuous passive form - was being interviewed.

**We use the Passive form of the verb when the agent (the person who does the action) is unknown, or obvious from the context, and when the action is more important than the person who is doing it.**

Look at more examples of active and passive forms of the Present and Past Continuous tenses:

A writer *is making* a presentation now.- A presentation is being made by a writer now.

The photographer *was taking* photos. - The photos were being taken by the photographer.

Can you write the rule for forming the Present and Past continuous passive forms of the verbs? Can you write the rule for interrogative and negative forms too? Ask your friend or your teacher for advice.



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

- This company is supplying our office with the furniture.  
Our office is being supplied with the furniture by this company.
- They are building a big church in Sarpi.  
A big church ..... in Sarpi.
- The police were following the murderers.  
The murderers ..... by the police.
- Cambridge Publications are publishing Helen's second book.  
Helen's second book ..... by Cambridge Publications.
- I saw that the car was being stolen.  
I saw that they .....
- Ten houses are being rebuilt in old Tbilisi right now.  
They ..... in old Tbilisi right now.
- They were serving Chinese food in that restaurant  
Chinese food ..... in that restaurant.



**9. Rewrite the newspaper headlines as complete sentences using verbs in Present Simple active.**

Air being polluted by gas  
Animals being used for medical products  
Teachers being trained by a machine  
Children being brainwashed by computer games  
Global warming results being revealed  
Picasso's painting being sold by the museum

They are polluting the air by gas.

.....

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

## Speaking

10.

You are preparing questions to ask a young Frenchman who is travelling on a bicycle through Georgia on his round-the-world trip. He has only 10 minutes to answer your questions. Work in pairs and prepare 5-7 questions to ask the traveller. Then, in pairs, act out the dialogue.

In your dialogue try to include some of the words and phrases given below:

in India / in Africa / draw your attention / altitude / frightening experience /  
stunning beauty / it does not compare with / water-proof jacket / binoculars /  
appropriate clothing / typical cuisine / a flock of sheep



## Now get ready to write

11. A cyclist travelling through Georgia was interviewed. Read the answers that he gave below, and then decide what the questions were and write them down. Then, use the information in his answers to write a short article (max. 110 words) for the school newsletter under the title: A French cyclist in Georgia.

1. Q. ....  
A. No, never. I hadn't even heard about it until I started to study the map, to decide which route I was going to take.
2. Q. ....  
A. 19 so far. Georgia is the 19th country I've passed through. Most of them are in Asia but, after Georgia and Turkey, I will be counting European countries.
3. Q. ....  
A. To Africa first and then to South America. From there I will go to Central America. In about one year's time I am planning to finish my journey in Alaska, in North America.
4. Q. ....  
A. I think this one is the 20th bike I've had since I started. So on average each bike has done about 1000 kilometres. It depends on many things: the weather, the roads, the quality of the bike itself.
5. Q. ....  
A. My daughter was born after 6 months I left home, so I miss her most and Melinda - my wife, of course. Though I get their photos on my mobile, which is fantastic.

12. Now, using the information given above, write a short article (max. 110 words) for the school newsletter under the title: A French cyclist in Georgia.

### School newsletter

#### A French Cyclist in Georgia

A French cyclist is travelling through Georgia. He .....

.....

.....

.....

.....



1. Read these descriptions of British and American festivals and match them with their names from the list below. Two names are extra.



- |                     |                          |
|---------------------|--------------------------|
| a. Pancake Day      | e. Notting Hill Carnival |
| b. April Fool's Day | f. Halloween             |
| c. Father's day     | g. Independence Day      |
| d. Mother's Day     | h. Thanksgiving Day      |

1. ... g... is celebrated on July 4th in the Unites States. In every town and village across the country you can hear the explosions of fireworks and fire crackers. They are a reminder of the sound of the guns fired during the American revolution. Politicians make patriotic speeches about America 'the land of the free.' Planes of the American Air Force fly overhead and perform acrobatics in the air. For most families, the most popular activities on this day are picnics and barbecues.

2. .... is always on the fourth Thursday in November. It is celebrated in the United States by people of all religions, who give thanks for the many good things in their lives. It was first celebrated in 1621 by the Pilgrims, a very religious group of people who left England to go and live in America. The first winter after their arrival was a terrible time. Many of them were sick and many of them starved. Native Indians taught the Pilgrims how to plant, to fish, to hunt and how to survive in America. The crops that they had planted grew well and in the fall of 1621 the Pilgrims had a great harvest. They were so thankful for their harvest that they decided to celebrate with a feast. And they didn't forget to invite their Indian friends to share their Thanksgiving feast!

3. .... is a big Caribbean festival which takes place every year in Notting Hill in London. The carnival is always on the last Sunday and Monday of August. The first carnival took place in August 1964 and it was organized by some Notting Hill residents from the island of Trinidad. Since then the carnival has grown and now it attracts nearly two million visitors every year. Most of them come to watch the colourful carnival procession with its hundreds of dancers and bands.



4. .... is the day when children play tricks and practical jokes on their friends - and often on their teachers! If the friends fall for the joke - if they don't understand that it is a joke - then they are 'April fools'. But you have to remember that the tricks must be played before midday; if someone plays an April Fool's trick after midday, it is he who is the 'April fool.'

5. In Britain .... is celebrated on the Sunday three weeks before Easter\* and so it usually comes in March. It is the modern name for what used to be called 'Mothering Sunday,' the day when Christians used to return to the church in the place they were born. Later, when many young girls and boys left home to work as servants for rich families, the festival became a holiday for young people to come back home to visit their mothers, and to give them flowers and presents.

6. In Britain and in the USA ..... is the third Sunday in June. This is not an old traditional festival; it did not exist fifty years ago. It began so that fathers could enjoy the same kind of occasion as Mother's Day. After all, if mothers can have their day, why should fathers not have their day too? So on this day, children give their fathers cards and presents. Some charity organizations organize fund-raising events for the children of poor families on that day.

\*Easter: აღდგომა



2. Read the texts again. What do the pronouns in bold refer to? The number of the paragraph is given in brackets.

1. **They** are a reminder of the sound of guns..... (paragraph 1) explosions.
2. The first winter after **their** arrival was a terrible time. (paragraph 2) .....
3. And **they** didn't forget to invite their Indian friends. (paragraph 2) .....
4. Most of **them** come to watch the colourful carnival procession (paragraph 3) .....
5. **It** was organized by some Notting Hill residents (paragraph 3) .....
6. ... if **they** don't understand that it is a joke (paragraph 4) .....
7. ...give **them** flowers and gifts. (paragraph 5) .....



3. Answer the following questions and find the answers to them in the text.

1. What do the Independence Day fire crackers make Americans remember?  
The sound of the guns fired during the American revolution.
2. What are Americans' most popular activities on the Independence Day? .....
3. Who were the Pilgrims? .....
4. Where does the Notting Hill festival take place? .....
5. At what time must you stop playing tricks on April fool's day? .....
6. Is Father's Day an old celebration? .....
7. From which island did the people who started the Notting Hill festival come from? .....

### Vocabulary in Context



4. Match the underlined words with their Georgian equivalents. The context will help you. Example. 1-d

- |  |                       |
|--|-----------------------|
| 1. Planes from the <u>Air Force</u> .                    | a. ლხინი, ნადიმი      |
| 2. We had a hard life but we <u>survived</u> .           | b. საქველმოქმედო      |
| 3. He often <u>plays tricks</u> on his friends.          | c. აღდგომა            |
| 4. They decided to celebrate with a <u>feast</u> .       | d. საპაერო ძალები     |
| 5. <u>Charity</u> events should be more often organized. | e. გადავრჩით          |
| 6. <u>Easter</u> is a big Christian holiday.             | f. მცხოვრები          |
| 7. John is a Notting Hill <u>resident</u> .              | g. ემშაკობს, ოხუნჯობს |



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

1. At my last birthday party, the celebrations went on all night.
2. The dancers were wearing ..... Georgian costumes.
3. Easter is a ..... festival.
4. People always wear ..... clothes during carnivals.
5. The Pilgrims were ..... for the wonderful harvest.
6. Some parents are strict and don't give their children any .....

CELEBRATE  
TRADITION  
RELIGION  
COLOUR  
THANK  
FREE

6. Read the letter that Nata sent to Kate and fill in the gaps with the words below. Two words are extra and the first one has been done for you. And can you guess which event she is describing?

celebration charity dressed up feast  
fund-raising hand-made home-baked  
originated resident

Dear Katie,

How are you? We had a lovely celebration (1) at our school on 31 October. First of all, the head teacher spoke about the day itself - where it ..... (2) from and why it is still popular today. After that the 2nd and 3rd graders sang a few songs and the 10th and 11th graders appeared, ..... (3) as ghosts and witches in really scary costumes. Then we played some games, like 'find a free seat', and 'eating cakes with your eyes closed.' We also held a ..... (4) concert to make some money to give to ..... (5) organizations. There were stalls where you could buy (6) ..... cakes and ..... (7) things. I have some photos in my computer. Why not pop in and have a look some time?

All the best,  
Nata



## Listening



7. You are going to listen to a TV reporter talking about Tbilisoba from The Rike in Tbilisi. Out of the 9 words given you will hear only 5. Which of these words you think you might hear? Then listen and see if you were right.

tourists  
cheerful  
restaurants  
souvenirs  
kids  
restaurants  
Mayor  
churchkhelas  
concert



8. Listen to the Tbilisoba report again, and write answers to the questions below.

1. What season is it? Autumn.
2. What is the weather like? .....
3. What are the actors on the Rike wearing? .....
4. What are the children in the street doing? .....
5. What can people buy on the Rike? .....
6. Where is everybody invited in the evening? .....

## Grammar focus: Impersonal It

Look at the sentences:

- It's snowing again.
- It's half past nine.

In both cases **it** is used as the subject in sentences which do not have a 'real' grammatical subject. In these cases **it** does not have a meaning - it cannot be translated. **It** is placed at the beginning of the sentence only because,

**in English, every sentence must have a grammatical subject.**

**It** can also be followed by an infinitive or -ing form. In informal spoken English **it** and the verb to be can be left out.

- It's good to talk to you. - Good to talk to you.
- It was nice meeting you. - Nice meeting you.



9. Match the first half of the sentence with its continuation. Example: 1-f

- |                                  |   |
|----------------------------------|---|
| 1. You look tired. It's time ... | a. from the station to my house.          |
| 2. It's too late ...             | b. to do the homework?                    |
| 3. It was nice ....              | c. and they canceled the match.           |
| 4. It's rainy today ...          | d. you'd better take your umbrella..      |
| 5. It's five miles ...           | e. to have met you.                       |
| 6. It was snowing ...            | f. to have a break now.                   |
| 7. How long did it take you ...  | g. to start to prepare for the exams now. |
| 8. It's crazy! It's June ...     | h. and the weather is still cold.         |
| 9. Who is that actor? It's ...   | i. the movie star, Tom Hanks.             |

10. Read the first sentence. Then complete the second sentence so that it means the same as the first.

- Learning Chinese is not easy. *It is not easy to learn Chinese.*
- Speaking English in class is always useful. *It is .....*
- Living abroad is difficult. *It is .....*
- Travelling in Africa would be great fun. *It would be .....*
- Studying in this language school is expensive. *It is .....*
- Jogging every day is healthy. *It is .....*
- Watching TV can be harmful for children. *It can be .....*



Work in pairs.

Imagine that one of you is a presenter in a TV studio and the other is a reporter who is answering the presenter's questions live from one of the national or international festivals. The TV presenter has to ask four questions about the event and the reporter has to answer them live from the event. Before acting out an interview, prepare the questions and the answers to them.

Example:

TV presenter: Tell us please are there many people around?

Reporter: The place is all crowded, lots of kids around.....

Now get ready to write

12. Write a brief description of some festival but don't mention the name. Read your description to your partner and ask them to guess which festival you are describing. Then read the description to the whole class. How many of you have described the same festival?

While writing, follow the questions below. Use texts in ex. 1 as a model.

- Where is the day celebrated?
- Is this day celebrated only in your country or is it an international festival?
- Does it happen indoors or outdoors?
- Is it a new or old, traditional festival?
- Is it a religious or a public one?
- Is it an official holiday? Do people go to work on this day?

When you finish writing, complete this checklist:

Self-editing checklist ☒

- |   |                          |
|---|--------------------------|
| • The paragraph has a topic sentence.             | <input type="checkbox"/> |
| • I followed the questions given above.           | <input type="checkbox"/> |
| • In the sentences I used the correct word order. | <input type="checkbox"/> |
| • I started each sentence with a capital letter.  | <input type="checkbox"/> |
| • I checked and rewrote the paragraph.            | <input type="checkbox"/> |



1. Read the sentences and put the verbs in brackets in Past Simple or Past Perfect. The first one has been done for you.

- Giorgi knew (know) that he had made (make) lots of mistakes in his maths exam.
- He ..... (study) English for a year before he ..... (go) to England.
- He was afraid so he ..... (not/tell) anybody what he ..... (do).
- He ..... (start) as an office boy and years later ..... (end) up as managing director.
- When he left the company, the boss ..... (thank) him for the good work he ..... (do).
- I ..... (not/know) that Maia ..... (work) as a secretary before.
- Nick ..... (get) on his motorbike and ..... (ride) off at great speed.
- Everyone ..... (be) in shock when they ..... (hear) that the President ..... (die).
- As soon as our guests ..... (leave), we ..... (go) to bed.
- Zura ..... (put) on his coat and ..... (leave) without saying a word.
- It ..... (be) the first time our football team ..... (lose) a match.
- When I first ..... (meet) Sandro he ..... (speak) very little English.



2. Rewrite each sentence so that it has a similar meaning to the first sentence using impersonal *it* and add prefixes to the adjectives where necessary. Two examples are given.

- This journey has been tiring.  
It has been a tiring journey.
- Treating children like that is not fair.  
It's completely unfair to treat children like that.
- New York is a long way from here.  
..... to New York.
- He wasn't invited to the party, which is strange.  
..... to the party.
- It's clear that Nino has no sense of responsibility.  
It's clear that Nino is totally.....
- Today is really hot.  
..... today.
- We seem to be lost again.  
..... are lost again.
- I'm not surprised that your boss isn't satisfied with your work.  
It's not surprising that your boss is ..... your work.
- Keeping fit is very important.  
..... fit.
- I enjoyed seeing you.  
..... you.
- Focusing on details which are not relevant is silly.  
It's silly ..... details.
- It is not known why this murder was committed.  
The motive for this murder is .....



3. Change from active into passive. Omit the agent where it can be omitted. One example is given.

- They are rebuilding the damaged stadium. The damaged stadium is being rebuilt.
- They are redecorating our school during the summer holidays. ....
- I saw that the ambulance was taking the injured man to hospital. ....
- They are building a new skating rink in the city centre. ....
- When I came back the police were searching the house. ....
- A famous actress is presenting the award. ....

7. An electrician was repairing our water heater. ....
8. When I arrived they were serving dinner. ....
9. The police are questioning him in connection with the robbery. ....
10. We are interviewing six candidates for the job. ....
11. The builders are repairing our leaking roof. ....
12. The rescue team is continuing the search for the missing boy. ....



**4. Complete each sentence with the appropriate phrase. Two phrases are extra. One example is given.**

Air Force    bilingual arts magazine    carnival procession    deep ~~affection~~    draw attention  
 follow in his footsteps    fund-raising events    high altitudes    on display    play tricks  
 polyphonic singing    rare photos    successfully implement    unique civilization

1. A collection of photographs was on display in the hall.
2. He is a successful doctor and he wants his son to .....
3. April 1st is the day when people are expected to ..... on each other.
4. From my window I could watch the ..... moving down the avenue.
5. He became a British ..... officer at the age of 20.
6. She's the editor of a popular .....
7. His most valuable possessions are the ..... in his family album.
8. This book is the detailed story of the ..... of China.
9. The aim of the article was to ..... to the problem of homeless people.
10. If you climb mountains you will find it difficult to breath at .....
11. Georgia is famous for its .....
12. The teacher showed ..... towards all her students.



**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. innocent - მიამიტვი, უდანაშაულო    2. waterproof    3. honest
4. Easter    5. distinguished    6. resident
7. permission    8. fascination    9. promote
10. binoculars    11. defend    12. confirm
13. cuisine    14. manuscripts    15. issue
16. available    17. charity    18. appreciate
19. box-office    20. support    21. survive
22. feast    23. correspondence    24. contemporary
25. knight    26. present    27. hermit
28. latest    29. poetry    30. distant



## Reading



1. What do you know about British and American people? What similarities and differences are there between them? Take two minutes to write down at least two things you know about them, then compare your list with your friends'. What do you have in common?



2. Now read the text about British and American people and match the headings (A-F) with the paragraphs (1-4). There are two extra headings which you do not need to use.

A. Children  
B. Television  
C. Hobbies

D. Taste  
E. Goals  
F. Food

### Let's take a humorous look at the differences between British and American people

1. E

Americans aim to do three things in life: 1. look after themselves; 2. live forever and look beautiful and young for as long as possible; 3. make lots of money and/or become famous. They will do anything to achieve these three goals. The British are very different. They would like to be quite rich, but are happy to accept their life as it is. They would never dream of putting themselves before others and this is why they like to queue so much and allow people to go in front of them in all kinds of races.

2. \_\_\_\_\_

Americans love food in large quantities and endless varieties. American plates are very big, but many American meals don't even fit on them. Americans buy food that is already prepared and ready to be cooked in the microwave. This is true unless of course they are Californians, in which case they eat what they call 'raw energy food,' and which the rest of the world calls salad. The British only eat food to survive and would never dream of enjoying it. They prefer to cook their food for twice as long as necessary just to make sure it's done, and they don't like to have too many choices on menus as they find it difficult to make up their minds about which ones to choose.

3. \_\_\_\_\_

Both British and American parents are proud of their children, but here the similarity ends. American parents publicly admire their children and they like to tell everyone about their successes because they assume that everyone else is interested. If they don't like them the way they are, they change their children by, for example, straightening their teeth or boosting their self-confidence by organising extra activities for them. British parents think that, if they gave their children too much praise, this would make them overconfident. British parents are happy to accept their children as nature wanted them to be, even if it means their teeth look terrible.

4. \_\_\_\_\_

America has thousands of TV channels because most Americans have a very short attention span. TV and film companies won't film anyone who isn't blonde and beautiful, who is slightly overweight or who does not have perfect teeth, unless they are appearing on a talk show. Britain is well known for its comedy, drama and award-winning commercials and the fact that it has only five TV channels. However, as most British people would never want to appear on TV, they don't need more than five channels.



### 3. Read the text again and complete each sentence with the right word.

- According to the text Americans are more b than the British.  
a. hard-working      (b) selfish      c. polite
- The British are not very .....  
a. patriotic      b. competitive      c. open
- The British eat food .....  
a. to live      b. for pleasure      c. in large quantities
- American parents try to make their children more .....  
a. beautiful and obedient      b. intelligent and honest      c. attractive and confident
- British parents are ..... with their children.  
a. stricter      b. more liberal      c. more patient
- There are many more ..... in America than in Britain.  
a. internet cafés      b. radio stations      c. TV channels
- Most British people would never want to .....  
a. live abroad      b. become popular      c. work hard

### Vocabulary in Context



#### 4. Match the underlined words with their Georgian equivalents. The context will help you. Example 1-b.

- |  |                        |
|--|------------------------|
| 1. I <u>admire</u> him for his success in business.            | a. გადარჩენა           |
| 2. We had to <u>queue</u> for over an hour to get the tickets. | b. აღფრთოვანებული ვარ  |
| 3. The money he earns is hardly enough to <u>survive</u> .     | c. სატელევიზიო რეკლამა |
| 4. I didn't see your car, so I <u>assumed</u> you'd gone out.  | d. რიგში დგომა         |
| 5. He is slightly <u>overweight</u> . He eats too much.        | e. შეაქეს              |
| 6. Have you seen that new Coca Cola <u>commercial</u> yet?     | f. ჩავთვალე            |
| 7. Nini was <u>praised</u> by her teacher for her essay.       | g. ჭარბწონიანია        |



#### 5. Read the phrases and find their English translations in the text. All the phrases have been underlined in the text.

- |  |                                 |
|--|---------------------------------|
| 1. თავის თავზე ზრუნვა <u>look after yourself</u> | 5. ამით მსგავსება მთავრდება     |
| 2. დიდი რაოდენობით                               | 6. თავდაჯერებულობის გაზრდა      |
| 3. უსაზღვრო მრავალფეროვნება, ნაირსახეობა         | 7. ხანმოკლე კონცენტრაციის უნარი |
| 4. გადანეწყვტილების მიღება                       |                                 |



#### 6. Read the text and fill in the gaps with the words. Two words are extra.

assume    attention    commercials    ~~common~~    confidence    mind  
overweight    quantities    similarity    survive    variety

### My older brother

My older brother is very important to me because he knows me so well. When I'm feeling down or when I need to talk to somebody he's always there to help me. However, we don't have much in c o m m o n (1). We're both blonde but here the ..... (2) ends. He never does any exercise and is crazy about McDonald's because it offers a wide ..... (3) of all his favourite food. He also believes he can't ..... (4) without chocolate and eats it in large ..... (5) every day. As a result he is quite ..... (6). What's more he spends a lot of time watching TV. He watches all the programmes and even the ..... (7). He often switches from one channel to another because he's got a very short ..... (8) span and sometimes finds it hard to make up his ..... (9) about which channel to watch. He's not perfect, but nobody's perfect, are they? We're still good friends in spite of the differences between us.

7. Listen to the five people talking about the differences between Americans and the British and tick the correct box.

Who speaks about.....	Teona	Mary	Giorgi	Justin	Sophie
1. different ways of spending holidays?				✓	
2. Americans being very noisy?					
3. differences between British and American accents?					
4. British and American teenagers?					
5. the British and Americans making fun of each other?					
6. Americans' great passion for shopping?					



8. Listen to the tape again and decide if the statements below are true or false.

1. There are more shopping malls in America than in Britain. True
2. There are some differences between American and British English. ....
3. American shop assistants are friendlier. ....
4. Americans love shopping and spend a lot of money on it. ....
5. People have more holidays in Britain than in America. ....
6. Going abroad for holidays is very common in America. ....
7. British teenagers are not very different from American teenagers. ....

### Grammar: Present Perfect and Present Perfect Continuous

Look at the sentences:

- Sandro has sent ten text messages today.
- Gio has been chatting for two hours already.

*has sent* is Present Perfect of the verb *send*; *has been chatting* is Present Perfect Continuous of the verb *chat*. **We use Present Perfect for actions which began in the past but have a result NOW** (Up to now Sandro has sent ten text messages). **We use Present perfect Continuous to talk about something that began in the past and is still going on NOW** (Gio started chatting some time ago and he is still chatting at this moment). In questions Present perfect is more usual with *How many* or *How many times* (completed actions); Present Perfect Continuous is more usual with *How long* (not completed actions).

Some verbs, such as *know/like/believe* are normally not used in the continuous form. Present Perfect is used instead: *I've liked him for years* (not *I've been liking him for years*).

Can you write examples of these two tenses in affirmative, negative and interrogative sentences? Can you find the rules about how to form them?



9. Underline the correct phrase in each sentence.

1. I have done / have been doing everything you asked. What should I do now?
2. It has rained / has been raining all day! Why can't it stop?
3. Sorry, could you say it again? I haven't been listening / haven't listened to you.
4. Have you met / Have you been meeting anyone interesting at the party?
5. I have always been wanting / have always wanted to have a sister.
6. How many times have I told / have I been telling you not to leave your books here?
7. I have been knowing / have known Anna for a very long time.
8. Aka has written / has been writing his novel for the last two years.



10. Complete each mini-dialogue by putting the verbs in brackets into Present Perfect or Present Perfect Continuous.

A: Star Wars is on at the Rustaveli Cinema. (1) Have you seen (you/see) it?

B: No, not yet. Shall we go? I (2) ..... (look forward) to seeing it.

A: What's the matter? You look really tired!

B: I am! I (3) ..... (study) all day, and I (4) ..... (not/finish) yet.

A: Oh well, it's time for a break then.

A: I (5) ..... (phone) Carol all day, but there's no reply.

B: Perhaps she (6) ..... (go) swimming with her friends.

A: (7) ..... (you/hear) the news?

B: What news?

A: Someone (8) ..... (rob) the bank at the end of the road.



## Speaking

11.

**Work in small groups of three or four. Read the statements below and with your friends decide which sentences are true about Georgia and which are not. Then discuss how Georgian people normally behave in these situations.**

We like to be late at parties. T r u e.

We take off our shoes in other people's homes.

Friends shake hands when they meet.

We always leave a tip in restaurants.

People often kiss each other when they meet.

People can't refuse food that is offered.

Young people call old people by their first names.

We like asking people how much they earn.

**Start your sentences with:**

*It's common for Georgians to .... / It's normal to .... / It's (not) usual to .... / It's rude/polite to ....*

*/ It's (not) important to .... / I think it depends on the situation ....*



## Now get ready to write

12. Write a paragraph about social behaviour in Georgia. In your paragraph include the information which you think is important for foreign visitors while they are in Georgia. Write between 90 - 110 words.

**The phrases below might help you:**

*Generally Georgian people .... / Most Georgian young people .... / Always remember to .... / It's polite/usual/important/ common to .... / Don't be surprised if .... / You should .... /*

*You should never .... / These days, nobody .... / It might seem strange if you .... /*

*It's rude/not acceptable to .... / You shouldn't*

**Start with:** *When visiting Georgia it's important to know that .....*

When you finish writing, complete this checklist:

### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I included several pieces of advice for visitors. ☐
- In every sentence I used the correct word order. ☐
- I checked for spelling and punctuation. ☐

# SHE WAS AN EXCHANGE STUDENT

## Grammar focus: Wh-questions in indirect speech



### Reading



1. Do you know who an exchange student is? Circle the answer. Then check with your teacher.

An exchange student is...

- a. Someone who has studied in several schools.
- b. Someone usually from high school or university who goes abroad and lives with a host family in a foreign country, and attends school there.



2. Anuki was one of the first Georgian students to spend a year in the US as an exchange student. She was interviewed by a teenagers' magazine about her life in the US. Read the journalist's questions and match them with Anuki's answers below.

Journalist's questions:

- A. How much does it differ from your and your parents' relationships here in Georgia?
- B. What do you think is the main thing you gained from your stay in the US?
- C. How do American teenagers spend their free time? What do they do at weekends, for example?
- D. Tell about your host family. Did you have good relationships?
- E. You probably made friends there. How do American and Georgian teenagers differ?
- F. Which grade were you in? What subjects did you study and which was your favourite?
- G. What do schools look like in the States? Are there any similarities with Georgian schools?
- H. Can you tell us how you went to the States? Was it an exchange programme?
- I. Where did you live and how long did you stay?



Anuki's answers:

1. H

First of all thanks for interviewing me. Yes, I am an alumna of the Project Harmony exchange programme. I was lucky to be one of the fifteen Georgian students who were selected that year.

2. ....

Again I was very lucky to be sent to Rhode Island, the smallest state in the US. The capital of Rhode Island is Providence, which is an amazing place. But I lived in Lincoln City, only about an hour's drive from Boston and three hours from New York. I stayed in the States for one school semester, about six months in all.

3. ....

I was a Senior at Lincoln High School. To be a Senior is a great opportunity as you have a prom, which is a school-leaving party at the end of the year. I think the prom is the most emotional event in American schools. Students\* are waiting for this fantastic day for years. Interesting subjects that I can remember now were European History and English Literature. Also I took Spanish as a second language; and I went to a keyboarding class, where I learnt blind typing.

4. ....

All public schools in the States look like the private schools we have in Georgia now: you have a school bus to take kids to school, you have a nice building with a great garden and a lot of computers. In America there are some mandatory subjects and some elective; Students do lots of sport and organise different kinds of competitions.

5. ....

I think the main difference between American and Georgian teenagers is that American teenagers are more independent.

6. ....

They are often involved in sports clubs. Also they like watching the latest movies in the cinema or they rent films and watch them at home. And they spend a lot of time with their families and do their homework.

7. ....

I lived with a lovely family. My host father was an Orthodox priest and my host mother was a French-Canadian nurse. I also had a host brother who was a college student in Boston and a host sister who was an artist and lived in New York. I got

on really well with all of them. Actually, I can't say that I was absolutely free to do what I liked. For example, I had friends in Bryant College, where I used to go, and I remember I had to agree this beforehand with my family. I could not just leave the house without telling them.

8 .....

When it comes to relations between parents and children, I don't think that there is a huge difference. I mean they love their children and take care of them in the same way as parents do here. I think the main difference is that parents in the States respect the opinions of their children more.

9 .....

That's not an easy question. The whole experience was really invaluable. But if I have to say just one thing, I guess that the most important skill I learned was how to be an independent decision-maker.

\*In America schoolchildren are often called 'students'.

3. Read the interview again. Choose the correct alternative according to the interview.

1. Rhode Island is ..b.. in the US.  
a. the biggest state      **b. the smallest state**      c. the most famous US state
2. A prom is....  
a. a birthday party      b. an award-giving party      c. a school-leaving party
3. Being a Senior student means you are...  
a. in your fifth grade      b. in your final year      c. have already left school
4. In the keyboarding class Anuki learnt...  
a. computer programmes      b. blind typing      c. Spanish
5. In the US Anuki lived...  
a. in a dormitory\*      b. with a local family      c. in her own apartment
6. Anuki's host brother and sister lived...  
a. in the same city as Anuki      b. abroad      c. in different cities

\*dormitory (dorm): საერთო საცხოვრებელი

4. Match the underlined words with their Georgian equivalents. The contexts will help you. Example: 1-b.

- |   |                                |
|---|--------------------------------|
| 1. I was <u>selected</u> for this programme.          | a. შესაძლებლობა, შანსი         |
| 2. To be a Senior is a great <u>opportunity</u> .     | b. ამირჩიეს                    |
| 3. You have a <u>prom</u> for school leavers.         | c. არჩევითი                    |
| 4. I had a <u>keyboarding</u> class.                  | d. სავალდებულო                 |
| 5. In US schools some subjects are <u>mandatory</u> . | e. ბეჭდვის გაკვეთილი           |
| 6. I agree <u>beforehand</u> .                        | f. წინასწარ                    |
| 7. Some subjects are <u>elective</u> .                | g. გამოსაშვები საღამო (სკოლის) |

5. Find the words in A and B which can be used together. For example: exchange + programme.

A.

1. exchange	5. absolutely
2. an hour	6. huge
3. blind	7. invaluable
4. rent	8. decision-making

B.

a. free	e. programme
b. typing	f. skill
c. distance	g. the film
d. experience	h. difference

6. Read an email that a Georgian exchange student Mari sent to her friend Salome. Fill in the gaps with words from the list. Two words are extra.

blind    class    electives    exchange    event    gained    mandatory    opportunity    relationship

Dear Salome,

Here I am in the US. The school is great. I study very interesting subjects here. Some of them are (1) mandatory and we all take them. Some are (2) ..... and you can choose them yourself. Keyboarding is my favourite class. They teach us (3) ..... typing there. I have fantastic (4) ..... with my group-mates. In fact, I have (5) ..... a lot of good friends here. Being selected as an (6) ..... student is a great (7) .....

Best wishes,  
Mari



## Listening

7. You are going to listen to an interview with two exchange students, Mako and David. They both studied in the US and lived with American families. Out of the words given below make the questions that the reporter asks Levan and Mako. Then listen and check if you were right.

- You / take part / exchange programme?  
Did you take part in an exchange programme?
- Where/ you live and how long / you stay?
- What subjects / you study / which / your favourite?
- What / think /main difference between / American and Georgian schools?
- How /American teenagers/ differ from Georgian ones? there /similarities?
- How /American teenagers spend / free time?
- How much freedom / an American teenager/ have?
- What / you think / the main thing / gained / your stay in the US?



8. Listen to the tape again and match the speakers with the statements.

Who	David	Mako	Both
1. participated in Future Leaders Exchange Program?			
2. lived in the State of Georgia with an American family?			✓
3. was really interested in US history and culture?			
4. says pupils in the US are allowed to study the subjects they like?			
5. thinks that Georgian and American teenagers like to spend their free time with friends?			
6. became a more independent person?			
7. learned a lot about American people?			

## Grammar: Wh-questions in indirect speech

Look at the sentences:

- What subjects did you study?
- Which was your favourite subject?

The questions above are Wh- questions. They are called so because they begin with question words which mostly start with "Wh-". These are **who, where, when, what, why, how, which, whose**.

Now look at these examples of Wh-questions in direct and indirect speech:

**Direct speech:** What subjects did you study?

**Indirect Speech:** The interviewer asked Anuki what subjects she had studied.

**Direct speech:** Who is she?

**Indirect Speech:** He asked who she was.

As you can see, in indirect speech: 1. The word order is that of a statement, not of a question: ...what subjects she had studied / ... who she was. 2. The verb is put in the past tense when the verb in the main clause is in the past tense: He asked her what subject she had studied / He asked who she was.

Think of other examples of Wh- questions in direct and indirect speech. Share them with your friends and your teacher.

9. Turn the following questions into indirect speech. Pay attention to the word order and the tense used in the indirect speech.

1. 'Who did it?' - *Giorgi asked who had done it.*
2. 'How much money do you need to buy new trainers?' - Father asked Tom .....
3. 'When does the film start?' - Salome asked Mari .....
4. 'Where is your house?' - David asked Nick .....
5. 'Why were you so upset the last time I saw you?' - Sandro asked Nini .....
6. 'Which of you is Misha?' - The policeman asked .....
7. 'What time does the English class finish?' - Kate asked .....

10. A journalist is interviewing an exchange student. Read the questions and turn them into indirect speech.

"How is your stay in the USA?" (1) *The interviewer asked how his stay in the USA was.*

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| "What subjects do you study?"     | (2) The interviewer asked ..... |
| "Who are you staying with?"       | (3) The interviewer asked ..... |
| "What's the school like?"         | (4) .....                       |
| "What do you do at the weekends?" | (5) .....                       |
| "When are you going back home?"   | (6) .....                       |
| "And what are your plans?"        | (7) .....                       |



## Speaking

11.

**Work in pairs. Imagine that you and your partner are planning to enroll on a training course. Look at the list of courses below and discuss which one you would both like to take and why. Discuss the advantages and disadvantages of each course and in the end come to an agreement.**

Courses suggested:

photography  
drama/theatre

tourist guide  
football

blind typing  
computer design

Georgian folk dance  
European dances

*Want to learn  
European  
dances?*

As you discuss the possibilities, use the phrases below:

*What about...?/Shall we? /I think we should .../why don't we?/I agree with you /That's probably right /You could be right/  
My opinion isn't the same as yours/I don't really agree with you about that*



## Now get ready to write

12. When you have agreed on a course with your partner, write in list-form at least 6 things that were said and, at the end, write the decision you took. Use indirect speech for what you and your friend said while you were talking.

*I said that....,*

*Giorgi said that...*

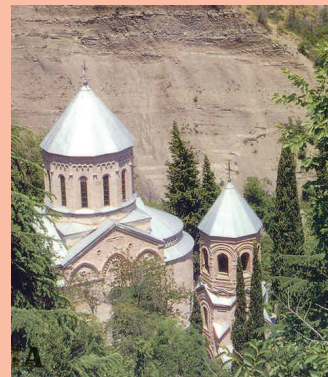
*We decided that.....*





1. Read the texts about three capital cities. Try to understand the underlined words from the context. Then fill in the information in the table on the next page.

“**Tbilisi** has an irresistible charm of its own, neither European nor Asiatic, but a happy blend of the two”, wrote Arthur Koestler, who travelled in the Caucasus in the 1930s. Tbilisi is located in the east of Georgia and stretches for 20 km along the river Mtkvari. Its population is about one million and a half and its average temperature is 12<sup>o</sup> C. The city’s name derives from tbili meaning warm. The name is connected to the hot sulphur springs, which King Vakhtang Gorgasali found there in the 5th



century. After this discovery, Vakhtang Gorgasali gave the order to move the capital from Mtsketa, which had been the capital city up to that time. There are many sights of interest in Tbilisi: beautiful old churches, for example, and hot natural baths, and houses with verandas hanging like swallow’s nests from the side of the hill. But what gives Tbilisi its special flavour, and look, is Mtatsminda, the Holy Mountain, overlooking the town on its southern side.



**London** - “When a man is tired of London, he is tired of life,” said Dr Samuel Johnson in 1777 and this is true today as well. Rich with splendid cathedrals and palaces as well as modern art and culture London is still the biggest attraction for tourists. It is situated in the south-east of England and historically the City of London was an important crossing point for the Romans over the river Thames. It became the capital of the province Britannia in the 2nd century, and it is now the capital of the United Kingdom (UK), which consists of England, Scotland, Wales and Northern

Ireland. London is a very big city and more than seven million people live there. It is also exceptionally rich in tourist attractions, of which the Tower of London and St Paul’s Cathedral are two of the best-known. But probably the most famous tourist attraction in London is Big Ben, an enormous clock on the tower of the Houses of Parliament.



“**Washington** is a capital magnificent enough to grace a great nation,” says a Washington guidebook. The city is named after George Washington, the first President of the USA. The site for the city was carefully chosen by President Washington himself who officially founded the capital in 1791. The first building to be built in Washington was the Capitol, which is the seat of government, where the Congress and Senate of the USA sit. However the biggest attraction for tourists is the White House. This is where the president of the USA lives and works. Washington is situated on the east coast of the USA in the District Columbia (DC). This is why the city is usually called Washington DC, so that the name of the city is not confused with the state of Washington. Washington lies along the banks of the river Potomac. Rich in galleries, museums, monuments and universities, Washington has a population of only six hundred thousand people.



	Tbilisi	London	Washington
Name of the country	Georgia		
Location			
Population			
The most popular site			
Name of the river			
Became the capital in			



2. Which cities do these sentences describe? Find the information in the texts and tick the appropriate box.

	Tbilisi	London	Washington
1. Its population is less than one million.			<b>V</b>
2. It is famous for its modern art and culture.			
3. It is only two centuries old.			
4. It looks neither European nor Asian.			
5. It has baths which are naturally hot.			
6. It is the capital of four countries.			
7. It has the same name as a state.			

### Vocabulary in Context



3. Read the words and expressions below. Then in the texts above find their English equivalents. They are given in the same order as in the texts.

1. უზომო მიმზიდველობა/შარმი *irresistible charm*
2. ნარევი, შეზავება .....
3. საშუალო ტემპერატურა .....
4. ცხელი გოგირდის წყარო .....
5. დასათვალიერებლად საინტერესო ადგილები .....
6. მერცხლის ბუდე .....
7. განსაკუთრებული სურნელება, ელფერი .....
8. უდიდესი სანახაობა .....
9. გზაჯვარედინი .....
10. აღმოსავლეთი სანაპირო .....



4. Fill in the gaps with the correct form of the words in capitals.

1. London is the capital of the United Kingdom.
2. There are many ..... springs in our country.
3. London has many tourist .....
4. .... Tbilisi was an important crossing point.
5. Georgia is ..... rich in historical monuments.
6. Capitals are usually official seats of .....
7. The site for this gallery was..... chosen.

UNITE  
NATURE  
ATTRACT  
HISTORY  
EXCEPTION  
GOVERN  
CARE



5. Read the text and fill the gaps with the words from the box. One word is extra.

attracts attraction average ~~coast~~ half population sights stretches visit western

## San Francisco

San Francisco is an important city on the west c o a s t (1) of the United States of America. It is a medium-sized city, with a ..... (2) of only 679 000. San Francisco is the financial center of ..... (3) America. It is also a center for music and art and ..... (4) great numbers of tourists. Three and a ..... (5) million people visit the city every year. San Francisco has many.....(6) of interest, but its biggest ..... (7) is the Golden Gate Bridge which ..... (8) across the channel between the Pacific Ocean and San Francisco Bay. The climate of San Francisco is rather special, since it is never very hot and never very cold. In December, the .....(9) temperature is 11.4 ° C and in the summer months it is only 15° C.





6. You are going to listen to a tourist guide speaking about an American city. Listen to the text carefully and underline the phrases you hear. The phrases are in the order you will hear them, but out of 9 phrases you will hear only 7.

west coast      in the middle of      average temperature      third largest      city center  
top-class universities      popular resorts      the most famous      along the coast



7. Listen to the text again and fill in the missing information.

Name of the city: .....  
Name of the state: .....  
Name of the sea or ocean close to the city: .....  
Population: .....  
Number of airports: .....  
The most famous movie studio: .....  
The biggest tourist attraction: .....

### Grammar: The definite article

Look at the sentences:

- Los Angeles is on **the** Pacific Ocean.
- Washington DC lies on **the** river Potomac.
- Tbilisi is located in **the** south-east of Georgia.
- Georgia is situated in **the** south of **the** Caucasus Mountains.
- **The** United Kingdom; **The** United States of America

All these sentences have the definite article **the**. The rule is that **the** is used before names of oceans, seas, rivers, points of the compass (north, south, east and west), mountain ranges and states or kingdoms.

**The** is also used when the name is followed by the preposition **of**: **The** Tower **of** London; **The** Museum **of** Art; **The** University of Tbilisi.

**The** article is not used before the names of countries, cities, towns, villages or individual mountains. Examples: France, London, Telavi, Mount Kazbegi.



8. Read the texts about Tbilisi, London and Washington again and find the words given below. Is the used before them? Put the names into two groups: with and without the.

Mtkvari    Mtatsminda    east    Thames    City of London    Wales    Houses of Parliament  
Scotland    Washington DC    north-west    Senate of the US

Group A (names with **the**): *The Mtkvari* .....

Group B (names without **the**): .....



9. Read the sentences and fill in the wherever necessary. Where no article is needed put 0 (zero).

1. They visited \_0\_ Brazil and ..... United States.
2. .... United Kingdom consists of four countries.
3. Of which country is ..... Kiev the capital?
4. Which river flows through ..... London?
5. .... Tower is the biggest attraction of London.
6. .... River Mtkvari flows into ..... Caspian Sea.
7. .... Sicily is an island in ..... Mediterranean Sea.

10. Read the text about geography and fill in the wherever necessary. If no article is needed fill in 0 (zero).

Geography is about countries, seas and oceans. When you read about the geography of ..0...(1) Georgia, you learn where the country is and how big ..... (2) Black Sea is. It also teaches you about the different rivers in the country. For example, you will learn that ..... (3) Rioni is a river in ..... (4) west of Georgia and that it goes through ..... (5) Kutaisi. Geography also gives you information about mountains. For example, it teaches you that ..... (6) Elbrus is the highest mountain in ..... (7) Caucasus and ..... (8) Everest, which is in ..... (9) Nepal, is the highest mountain in the world.

## Speaking

11. *Imagine that you have enough money to design and build a new town. Call it: MY DREAM TOWN. Describe your dream town to your friend. In your description include answers to the questions given below.*



- In which country is it?
- What name are you giving it?
- How big is its population?
- Does a river flow through it?
- If so, what is its name?
- What is your dream city famous for?
- Does it have any tourist attractions?
- If so, which is the biggest?
- Is it near the sea, in the mountains or in a valley?

## Now get ready to write

12. Write a paragraph of about 100 words under the title: My dream town. These questions might help you: Why is it your dream town? What's special about it? How does it differ from the town you live in?

While describing your dream town try to use text organizers: *First, Second, Then, Finally, and, but, however, also, in addition, another.....*,

Also, use some of these phrases: *in the east/south of... / the biggest tourist attraction is... / sites of interest are... / is special because.... / has an irresistible charm... /*

My dream town .....

When you finish writing, complete this checklist.

### Self-editing checklist

- The paragraph has a topic sentence.
- I used some of phrases given.
- In every sentence I used the correct word order.
- I checked for spelling and punctuation.

☐  
☐  
☐  
☐



1. Read the conversation between Giorgi and a travel agent and fill in the missing information in the chart below.



**Travel agent:** Hello, Wings travel agency. Can I help you?

**Giorgi:** We are thinking of spending a week in Italy. Could you help us with this?

**Travel agent:** Certainly. I can suggest several places in Italy, Venice, for instance - the Queen of the Adriatic, the city of canals and palaces.

**Giorgi:** Venice sounds just the right place. But is February a good time to go to Venice?

**Travel agent:** Well, it's nearly always high season in Venice. One advantage

of visiting Venice in February is the annual 'Carnavale' festival. And February is definitely much better than July or August, which is the worst time to be there because of the crowds and the heat.

**Giorgi:** So let's say February then. And where do you suggest we stay in Venice?

**Travel agent:** Well, because of the carnival, accommodation can be hard to find. But we can offer you a nice 3-star hotel within ten minutes' walk from Piazza San Marco. This is one of the most beautiful squares in the world, with its 500-year-old buildings and St Mark's Basilica, one of the most famous churches in the world.



**Giorgi:** Great! And how can we get around in Venice?

**Travel agent:** Since there are no roads or vehicles in Venice, probably the best ways of getting around are walking and riding in gondolas. Going down a Venetian canal in a gondola is an unforgettable experience! You can also get on a vaporetto, a kind of water bus that goes along the main canals and is a cheap and fast way to travel round Venice.

**Giorgi:** Thanks a lot. You've been really helpful. Venice really seems to be a place worth seeing. And how much will a one week holiday cost?

**Travel agent:** Just a moment. I'll check the prices for you here on the computer.

**Giorgi:** Excellent. And can I make the reservation for a double room? And can I book return flights too?

**Travel agent:** No problem. Will you be paying cash or by credit card?

**Giorgi:** I prefer to pay by credit card as soon as I receive from you the final calculation of all the costs.

**Travel agent:** OK. We will make final calculations and all the other necessary arrangements and let you know as soon as possible.

**Giorgi:** Thank you very much for all your help.

**Travel agent:** My pleasure.

Travelling when?	Travelling Where?	Staying for how long?	Staying where?	Travelling how?	Paying how?
February					

2. Read the statements about Venice and decide whether they are true or false. Correct the false ones. Find the clues for your answers in the conversation between the travel agent and Giorgi.

- Venice is on the Mediterranean. False
- The best time to visit Venice is summer. ....
- The Venice carnival attracts visitors every year in February. ....
- It's very easy to find a place to stay in Venice in February. ....
- Piazza San Marco is the main attraction of the city. ....
- Visitors to Venice should take a gondola ride along the canals. ....
- A trip by vaporetto is more expensive than a gondola ride. ....

3. Match the underlined words with their Georgian equivalents. The context will help you. Example: 1-c.

- |   |                             |
|---|-----------------------------|
| 1. There are 150 <u>canals</u> in Venice.                         | a. ყოველწლიური              |
| 2. The school trip has become an <u>annual</u> event.             | b. სიცხე                    |
| 3. Never go out in <u>the heat</u> of the day without a hat.      | c. წყლის არხი               |
| 4. I <u>suggest</u> Paris as a good place for your holiday.       | d. მოედანი                  |
| 5. The price for the holiday includes <u>accommodation</u> .      | e. სატრანსპორტო საშუალებები |
| 6. The hotel is situated on the main <u>square</u> of Florence.   | f. ანგარიში                 |
| 7. The road is closed to <u>vehicles</u> .                        | g. ბინა, საცხოვრებელი       |
| 8. He looked at <u>the bill</u> and made some quick calculations. | h. გადაფასობა, გირჩევთ      |

4. For each expression below find the phrase in the dialogue which has a similar meaning. All the phrases have been underlined in the text.

- |  |   |                             |
|--|---|-----------------------------|
| 1. the busiest time of the year <u>high season</u> | 2. interesting to see .....                       | 3. make a reservation ..... |
| 4. a hotel room for two people .....               | 5. difficult to forget .....                      |                             |
| 6. a ticket there and back .....                   | 7. you're welcome (as a reply to Thank you) ..... |                             |

5. Read this information from a tourist agency brochure and fill in the gaps with the words below. Two words are extra.

accommodation annual bookings canals guides heat legends  
season sights tours vehicles visit worth

### Visit Rome

If you're planning to visit (1) Rome, you'll probably need a place to stay. We can provide you with comfortable ..... (2) in the city centre. And once you've found a place to stay, you'll want to see the city. So why not experience Rome on one of our walking ..... (3)? English-speaking ..... (4) will show you the most spectacular Roman ..... (5), ancient ruins, medieval squares and delightful fountains. We'll tell you the history, the ..... (6) and the secrets of Rome. The main tourist ..... (7) starts in spring and runs until autumn. Romans leave the city for beaches and mountains, which means fewer ..... (8) and a less crowded city centre. This makes Rome ..... (9) visiting even during the summer ..... (10). For more information or ..... (11) email at: [tours@rome.com](mailto:tours@rome.com)



6. Listen to the recording and mark the phrases that you hear. Out of nine phrases you will hear only five.

How can I help you?  
May I pay by credit card?



# UNIT 16

Can you try the 14th instead?  
 Can you reserve those flights for me please?  
 You may pay in cash as well.  
 Can I have your surname?  
 You may not change the date of your flight.  
 You may not cancel your flight.  
 Could you spell that please?



7. Listen to the tape again and fill in the missing information or tick the correct box in the chart below.

International flight	Tbilisi –
Type of flight	Direct flight <input type="checkbox"/> Connecting flight <input type="checkbox"/>
Type of ticket	Single <input type="checkbox"/> Return <input type="checkbox"/>
Number of tickets	
Departure date	14th February
Flight change place	
Departure time	
Arrival time in Venice	11:50
Return date	
Return time	10:15
Arrival time in Tbilisi	
Deadline for the payment	
Tickets reserved for	Surname: Name: Nikoloz
Passenger's contact details	Tel:

## Grammar: Modals: Can/Could /May

We use **can** and **can't** to say that someone has or hasn't got **the ability** to do something.

- Kate can dance but she can't sing = Kate is able to dance / she isn't able to sing

We can also use **can** when we give or ask for **permission**.

- You can use a dictionary in this exam. = You are allowed to use a dictionary (giving permission)
- Can I go home now? I don't feel well. = Will you let me go home? (asking for permission)

**can** is also used for **making a request**: Can you help me, please?

**could** is the past form of **can** and expresses ability in the past. It can also be used as more **formal or polite form** of **can** when asking for permission or when making a polite request.

- She could ride a bike when she was three. (ability in the past.)
- Could I borrow your pencil? (asking for permission politely)
- Could you call back later? (making a polite request)

**may** is also used to give/ask for permission but it sounds **very formal**.

- May I ask you a question? You may use the phone.



8. Rewrite the sentences replacing the words in bold with can, could or may. Sometimes more than one answer is possible.

1. My sister **is able to** speak three foreign languages. ....
2. **Is it ok if** I use your calculator? .....
3. On Saturdays the children **are allowed to** stay up until 12am .....
4. Children under five **aren't allowed to** use the swimming pool. ....
5. **Do you mind** if I open the window? .....
6. At the age of four Tina **knew how to** say hello in English. ....



9. Divide the sentences into three groups: A. Expressing ability; B. Giving/Asking for permission; C. Making a request.

1. I can drive a motorbike.
2. You may leave now.
3. Could you be quiet, please?
4. Could you pass me the bread, please?
5. He can walk on his hands.
6. You can borrow my shoes if you like.
7. May I use your cell phone?
8. Can I stay with you?
9. Can you do me a favour?
10. Could you lend me 30 Laris, please.
11. I could speak three languages when I was five.

A. Expressing ability: *I can drive a motorbike*.....

B. Giving/Asking for permission: .....

C. Making a request: .....



## Speaking

10.

Read the adverts below  
and with your friend choose a place to visit. Talk together about what you can  
do and what you can see at different places and decide which will be the best place  
to visit and why.

### Athens

This is a huge modern city, but one with old roots and many monuments dating back to the dawn of civilization. The main monument to visit is of course the Acropolis, the hill upon which the Parthenon and other important sites are located. The climb can be hot, but it is well worth it.

### Rio De Janeiro

You can enjoy a day on Copacabana Beach and then take a tram up to the beautiful mountain called Corcovado and see the famous statue of Christ. For any true football fan, a visit to the Maracana Stadium is a must. Here you can lay your feet in the imprints of those belonging to the great Pele and many other legends.

### Los Angeles

You can visit the world-famous Universal Film Studios, take a walk down the streets of Hollywood, do a tour of the Stars' homes in Beverly Hills, visit Disneyland or relax on beautiful beaches such as Santa Monica, Venice or Marina del Rey.



## Now get ready to write

11.

- In the postcard below some information is missing. Fill in the gaps with appropriate phrases chosen from the list. Note that Tornike and Liza are very close friends.

1. Hi Liza / Dear Ms Evans
2. I am pleased to inform you ... / I want to tell you...
3. I'll probably get a sun-tan. / The temperature is 27°C.
4. I'd love to stay a bit longer. / I would like to prolong my stay.
5. Please give my kind regards to everybody. / Give my love to everyone.
6. Take care / Yours sincerely

Hi Liza. (1)

Here I am in Venice! I am staying in a three-star hotel a few minutes' walk from St. Mark's Square. .... (2)

how much I'm enjoying it here. The Venice Carnival is fantastic! The weather is fantastic too. .... (3)

although we're in February!!! I'm never bored and ..... (4).

I'll tell you more about it when I'm back. .... (5).

..... (6),

Love,  
Tornike

Circle the right choice:

The style of the letter is    a. formal    b. informal



1. Put the verbs in the correct form: Present Perfect, Present Perfect Continuous or Past Simple. One example is given.

- This is the first time I have eaten (eat) Chinese food.
- I'm tired. We ..... (work) for seven hours already. Let's have a rest.
- I ..... (never/wear) the shoes which you ..... (give) me for my last birthday.
- How long ..... (you/be) here? When ..... (you/arrive)?
- Suzie ..... (learn) to play the violin for three months. She ..... (start) in September.
- This is the worst pizza I ..... (ever/taste). I'm not going to eat it.
- I have an idea! Let's go and see Roger. I ..... (not/hear) from him for two years.
- This is my first game of golf. I ..... (never/play) before.
- How long ..... (you/work) as an English teacher?
- How many people ..... (you/invite) to your birthday party? I hope there won't be too many.
- Look what ..... (happen) to the forest since they ..... (cut) the trees down.
- James ..... (look for) a new house for ages and he still can't find one.



2. Complete the second sentence so that it means the same as the first and changing direct speech to Indirect speech and vice versa. One example is given.

- "Where were you born?" Josef asked me.  
Josef asked me where I was born
- "How many subjects do you have to take in the National exams?"  
Tim asked Lucy .....
- "What time does the next boat leave?"  
He wanted to know .....
- "How much longer can you wait?" Lena asked me.  
Lena asked me .....
- "Which computer programme do you know best?" Lucy asked George.  
Lucy asked George .....
- The journalist asked what kind of machines the factory sold.  
The journalist's question was: ".....?"
- Everybody wanted to know how many roles the actor had in his life.  
Everybody was asking the actor: "....."
- Students asked the professor which had been the biggest invention of all times.  
Students asked the professor ".....?"
- I asked Levan how much a kilo of oranges cost.  
I asked Levan: ".....?"
- I asked July: "Which is the coldest state in the USA?"  
I wanted to know ".....?"
- "How many of you want to see Jvari?" Gio asked the tourists.  
Gio wanted to know .....
- "How long does it take to go to Kobuleti by mini-bus? Anna asked.  
Anna was interested in knowing .....



3. Put these sentences into three groups: A. Expressing ability, B. Giving/Asking for permission, and C. Making a request. One example is given.

- I can cook spaghetti
- You may have a break now
- Can you move the desks, please?
- Could you pass me the salt, please?
- Maria can speak Mandarin.
- You can paint it white if you like.
- Can I have this last piece of cake?
- Can you lift this, or is it too heavy?
- Can you do something for me?
- Could you lend me your sweater, please?
- I can dance African dances.
- Can you ask Barrie to call me please
- You may stay here as long as you wish.

A. Expressing ability: Jovanni can cook spaghetti.

B. Giving/Asking for permission: .....

C. Making a request: .....



4. Complete the sentences with the appropriate phrase. There are two extra phrases which you do not need to use. One example is given.

average temperature   biggest attraction   double room   crossing point   exchange student  
 elective subject   great opportunity   high season   keen on   large quantities   look after  
 make a reservation   special flavour   worth seeing

1. Salome was the first exchange student in that university.
2. Borjomi Park and its surroundings are .....
3. A .....at the Sheraton costs 150 US dollars a night.
4. Citizenship is an ..... in many British and American schools.
5. To have his film shown in this film festival is a ..... for him.
6. Do you know what the ..... in Bakuriani is?
7. Georgia has always been a .....between Asia and Europe.
8. Everybody says that Paris is a city with a very .....
9. What is the ..... for tourists in your town?
10. Autumn is the ..... for making wine in Kakheti.
11. I'd like to ..... for a single room at the Marriott hotel.
12. They have eight children so they need to buy food in .....



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. taste - გემოვნება, გემო .....
2. queue .....
3. similarity .....
4. assume .....
5. attention .....
6. vehicle .....
7. commercial .....
8. beforehand .....
9. elective (subject) .....
10. mandatory .....
11. relationships .....
12. prom .....
13. opportunity .....
14. exchange .....
15. site .....
16. canal .....
17. flavour .....
18. average .....
19. coast .....
20. blend .....
21. sulphur .....
22. swallow .....
23. to book .....
24. suggest .....
25. variety .....
26. unforgettable .....
27. square .....
28. spring .....
29. alculation .....
30. accomodation .....



## Reading



1. Have you decided which profession you will choose after you leave school? Take two minutes to find out from your friend:

- What profession they think they will choose.
- Which university they would like to go to, and why.



2. Four school-leavers speak about their interests and the professions they would like to have in the future. Read what they say and match their names with the corresponding university faculties. Two faculties are extra.

- |                              |                                      |
|------------------------------|--------------------------------------|
| a. Faculty of languages      | d. Faculty of business and economics |
| b. Faculty of law            | e. Faculty of computer sciences      |
| c. Faculty of film directing | f. Faculty of political sciences     |

## Which profession are you going to choose?



## Saba

Ever since I was a child I've known that there's only one kind of job for me; I've always wanted to be a politician. Frankly speaking, what I would like most would be to become an ambassador. I can imagine myself becoming Georgian ambassador in a northern European country like Finland or Denmark, for example. One of my father's friends is our ambassador in Poland and he says it's a very interesting job which carries a lot of responsibility. He has to deal with relations between the two countries, but these may be of different kinds: commercial, cultural, sporting..... He also says that, to become an ambassador, you need to speak at least two foreign languages fluently. That should be ok; my English is fairly good, I'm quite comfortable with Russian, and in any case I plan to work harder from now on. My immediate aim is to get high scores in the coming national exams.

## Nini

When I was small I wanted to be an actress. I was crazy about films and film stars. There were periods when I used to watch two, and sometimes three, videos a day. My favourite actor was, and still is, Mel Gibson. When I first saw him in Braveheart I thought he was the best actor of all time. But as I grew up I changed my mind. Nowadays I'm thinking of becoming a lawyer. I think this is a very important profession. Lawyers have a great responsibility since, by the quality of their work, they can have an influence on the lives of people who are in trouble. They may also be responsible for changing the country's laws, or creating new laws. When I become a lawyer in a few years' time, I hope I won't regret my choice.



## Dato

I've never been good at learning foreign languages. English has never been my favourite subject. What I enjoy most is using mathematical formulas to solve mathematical problems. I am very keen on computers as well. I only have to look at any kind of computer operation once, and I remember it for ever. "You were lucky to be born in the computer age," says my mother. "Otherwise what would have happened to you?" Nevertheless, I don't want to earn my living just by working with computers. I want to study economics and work in business. I see myself as a leading marketing specialist one day, in a big private company – perhaps my own company, you never know. I agree with the idea that marketing specialists are people who form opinions – who influence what we think - and I definitely want to be one.



## Nata

I've never felt any attraction, or indeed any talent, for any specific profession. I've always been an average pupil and I've always had average grades. My mum says that I have to be more ambitious and I should have more definite goals in my life. Now the time is coming when I have to make a choice because I'll be leaving school soon. I have to decide what kind of job I'm interested in so that I do the right university course. Then I'll have to fill in a university application form and indicate the name of the faculty where I want to enroll. It's not going to be easy to do this. I think that my choice will probably be foreign languages. Then if I'm lucky I'll be able to get a job in one of the international organizations.



3. Read the text again and answer the questions below. Tick the right box.

Who says that he/she	Saba	Nini	Dato	Nata
1. hopes his/her choice of profession is right?	V			
2. finds it difficult to choose a profession?				
3. has always wanted to be involved in politics?				
4. does not enjoy learning a foreign language?				
5. wanted to be an actor/actress as a child?				
6. hopes to work in an international organization in the future?				
7. needs to learn two foreign languages?				
8. hopes to own a company one day.				

## Vocabulary in Context

4. Match the words in A with their English equivalents in B. Example: 1-d.

- A.
1. ნიშანი (შეფასება)
  2. საპასუხისმგებლო
  3. სულ ცოტა
  4. ელჩი
  5. ქულა
  6. იურისტი / ადვოკატი
  7. არჩევანი
  8. მიუხედავად ამისა
  9. მითითება

- B.
- a. ambassador
  - b. lawyer
  - c. indicate
  - d. grade
  - e. nevertheless
  - f. choice
  - g. responsible
  - h. score
  - i. at least

5. Complete the sentences using the phrases given. There is one extra phrase.

1. You can't trust him. He often changes his mind.
2. The enrolments secretary ..... students from four continents.
3. My father has been a children's doctor for twenty years and he never .....
4. I find it strange when people say that they have one ..... in their lives.
5. Have you already filled in an ..... for the national exams?
6. My brother is so smart. He only has to see a computer operation once to remember it .....
7. ...., I didn't find that film as interesting as I thought it would be.

at least  
application form  
changes his mind  
deals with  
definite goal  
frankly speaking  
for ever  
regrets his choice

6. Read the advertisements for two places in England where you can learn English and fill in the gaps with suitable words from the list. One word is extra.

accommodation around college founded  
intensive occupies programmes subjects walk welcoming well-equipped

**St. Clare's, Oxford** is an independent, residential college founded (1) in 1953. Here, you will be one of over 300 students from ..... (2) forty countries, including native speakers on our academia..... (3) . We offer general and ..... (4) English courses of 4-38 weeks, as well as English plus other ..... (5) for advanced students.

**The Folkstone School of English Studies** ..... (6) three elegant and spacious villas set in beautiful gardens and a short ..... (7) from the sea and town centre. The school has a ..... (8), multi-national atmosphere, ..... (9) study centres and varied leisure-time programmes. Host family ..... (10) is very highly recommended.

7. What are the problems facing first-year university students? Too much work? Too little money? Going out too often? Listen to Martha, Ben and Olivia to find out. Match the names with the corresponding sentences. One sentence is extra. Example: Martha – d.

Martha  
Ben  
Olivia

- a. has to work during the night.
- b. can't afford to live in a university students' hostel.
- c. thinks students have to work to earn some extra money.
- d. has to travel a long distance every day.
- e. finds it difficult to make new friends.
- f. used to spend too much time on social life.
- g. thinks grant is not enough for the expenses.

### Grammar: Future Simple and Future Continuous

Look at the sentences:

- *I will work as a lawyer in ten years' time.*
- *I will be taking the National exams in July.*

*Will work* is the Future Simple form of the verb *work*; *will be taking* is the Future Continuous form of the verb *take*.

**Future Simple is mostly used to express future predictions.** It is often preceded by *I think* or by opinion words, like *perhaps* or *probably*. Time expressions - *tomorrow*, *next week/month/year*. - can also be used.

- *I think I will get high scores in maths.*
- *Perhaps I will do better in biology than in chemistry.*

**Future Continuous is used to describe a situation in the future at a particular time.** There is nearly always a time expression such as: *this time next week*, *at 6 o'clock tomorrow*, *this time next summer*, etc.

- *This time next Sunday we will be asking in Gudauri.*
- *At six o'clock tomorrow I'll be doing my Georgian.*

Future simple can sometimes be used instead of Future continuous with no significant difference in meaning: *I will be taking the exams by the end of June* = *I will take the exams by the end of June*.

Note that **in informal speech** *will* is always contracted to 'll: *I'll*; *We'll*; *He'll*; Note also that *will not* is contracted to *won't*. Do you remember the rules for forming negative and interrogative forms of Future simple and Future continuous? Discuss this in small groups or ask your teacher for advice.

8. Read the sentences and choose the most suitable tense. Underline the correct choice.

1. Don't call me at five o'clock because *I'll have/I'll be having* an interview then.
2. Have you ever wondered what the world *will look lik /will be looking like* in 50 years' time?
3. When you get to the station, Nick *will wait/will be waiting* for you there.
4. Don't worry. The plane *will be landing/has landed* in a minute.
5. Come round between six and seven. We *will watch/will be watching* TV at that time.
6. I think the rain *will stop/will be stopping* before we get home.
7. In the 23rd century, a lot of people *will be living /live* on other planets.
8. Soon computers *will be making/are making* decisions for us.

9. Arrange the words to make sentences.

1. this / spending / Where / be / will / you / night?  
*Where will you be spending this night?*
2. the hotel / of you /will be / How many / staying / in?
3. new / be / items / How many / will / selling / this shop?
4. until / Sarah / arrive / won't / Peter / Thursday / and / next.
5. they / telling / I hope / this secret / to others / won't be.
6. her / What / birthday / you / will / buy / Alice / for / birthday?
7. says / most of the time / it / forecast / will / next week / be raining / The weather
8. you and Jane / will / in Paris / How long / be staying?





## Speaking

17

UNIT

10.

Look at the completed National Exams application form on the left. You have all the information about the person who has filled it in: where he is from, when and where he was born, what subjects he wants to take, what faculties he has chosen. Then use it as an example and fill in the empty application form on the right yourself. Tell your friend what choice have you made and why.

**To the National Examinations Centre**

Surname: *Kandelaki*      Name: *Alexandre*  
 Date of birth (year/month/date): *1992 / 01 / 15*      Citizenship: *Georgia*  
 Address: *21 Bagrat Mepe st. Kutaisi.*      ID\* number: *3344221*  
 Sex: (male/female)      Telephone: *3 43 26*      email: *alex@yahoo.com*

**Application No 223456**

I graduated from school No: *3*

List of the subjects (please tick the ones you want to take):

<input checked="" type="checkbox"/> Georgian language and literature	<input type="checkbox"/> Literature
<input checked="" type="checkbox"/> General ability	<input type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> History and social sciences
<input type="checkbox"/> German	<input type="checkbox"/> Natural sciences
<input type="checkbox"/> French	
<input type="checkbox"/> Russian	

<b>List of desired universities</b>	<b>List of desired faculties</b>
1. <i>Tbilisi State University</i>	<i>Faculty of business and economics</i>
2. <i>Tbilisi Ak. Tsereteli University</i>	<i>Faculty of business and management</i>
3. <i>Georgian - American University</i>	<i>Faculty of business administration</i>
4. <i>Kutaisi University of Economics</i>	<i>Faculty of social sciences</i>
5. <i>Telavi State University</i>	<i>Faculty of business and law</i>

Date: *23 March 07*      Signature: *A. Kandelaki*

**To the National Examinations Centre**

Surname: .....      Name: .....  
 Date of birth (year/month/date): .....      Citizenship: .....  
 Address: .....      ID number: .....  
 Sex: (male/female)      Telephone: .....      email: .....

**Application No 223456**

I graduated from school No: .....

List of subjects (Please tick the ones you want to take.):

<input type="checkbox"/> Georgian language and literature	<input type="checkbox"/> Literature
<input type="checkbox"/> General ability	<input type="checkbox"/> Mathematics
<input type="checkbox"/> English	<input type="checkbox"/> History and social sciences
<input type="checkbox"/> German	<input type="checkbox"/> Natural sciences
<input type="checkbox"/> French	
<input type="checkbox"/> Russian	

<b>List of desired universities</b>	<b>List of desired faculties</b>
1. ....	.....
2. ....	.....
3. ....	.....
4. ....	.....
5. ....	.....

Date: .....      Signature: .....

ID: Identification card: პირადობის დამადასტურებელი მოწმობა



## Now get ready to write

11. Write a paragraph about your field of interest and what you would like to be in the future. Use what Saba, Nini, Dato and Nata say in ex. 2 as a model. Try to use some of the underlined words from the texts. You should write 100-110 words.

From my childhood I've always wanted to/dreamed /thought of .....

When you finish writing, complete this checklist:

### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I gave 2-3 arguments to defend my choice. ☐
- I used words and phrases from ex.2. ☐
- I put a full stop at the end of each sentence. ☐



## Reading

1. Read about the school systems in Europe and the USA and with your partner decide what these schools have in common with the school you study at.

## Schools in Europe and the United States: similarities

Every country in the world has developed its own system of education, which is based on the country's needs, its economic resources and its traditions. But most industrial societies, such as the United States and the countries of Europe, have quite similar systems for educating their children.



The educational systems of Europe and the United States resemble each other in many different ways. To begin with, elementary school classes (age 6-11) look the same everywhere and there are about twenty to twenty-five pupils in most classes. In each class, you will find a single teacher teaching all subjects (except in Scandinavian countries, such as Denmark, Norway and Sweden), and the majority of elementary school teachers are women. In addition, the subjects taught at elementary level are basically the same everywhere: reading and writing, mathematics, basic science, music, sports and art. The only major difference in the elementary curriculum is that most Europeans study a foreign language in elementary school while most American children do not.

Secondly, there are noticeable similarities in the length of time that children spend at school. Whether in Europe or in the US, students\* spend approximately the same number of years at school. In all these countries, children are obliged to attend school for at least nine or ten years. Germany and Belgium have the highest requirement, which is twelve years of compulsory education. As for the starting age, children in most countries have to go to school, and may leave school, at similar ages; they usually go into first grade at the age of six and they may leave school after the 10th or 11th grade, or when they are sixteen.

A third kind of similarity between European and American schools is the organising of extra-curricular activities. It is usually the teachers who are responsible for organising a wide range of lunchtime or after-school activities for children. These activities include playing outdoors and indoors, different kinds of art projects and games and competitions, as well as choir singing and drama classes. Children may also have opportunities to work on computers, to do their homework, to socialise with friends or simply read or rest in a quiet area.

Finally, schools throughout Europe and America have more or less similar goals. They all aim to help children to succeed in what they are good at, and to develop in them a love of learning and a desire to continue learning all their lives. Children are encouraged to become independent people who are able to recognise and accept the differences between people around them. Their well-qualified teachers are usually dedicated and enthusiastic. They do all they can to give their pupils the best possible start to life in a happy and safe learning environment.

\*Schoolchildren are often called students, especially in US.



2. Read the text again and decide if the statements below are true or false according to the text. One example is given.

	T	F
1. In Europe and USA there is about the same number of students in each class.	V	
2. In Scandinavian countries there are different teachers for different subjects.		
3. There are more women than men teachers at elementary school.		
4. Students at elementary level learn basically the same subjects everywhere.		
5. All European and American students spend twelve years at school.		
6. Children in most countries begin school at the age of six.		
7. American and European schools have different aims.		



3. Look at the text again and complete the sentences.

- Majority of elementary school teachers are w o m e n.
- Approximate number of students per class is .....

3. Except in Scandinavian countries, all subjects in elementary schools are taught by .....
4. Most European children finish school at the age of at least .....
5. In the USA elementary school pupils do not study .....
6. Teachers organize different kinds of ..... activities.
7. After-school activities include ..... classes.

### Vocabulary in Context



4. Match the expressions with their Georgian equivalents. The context in which they are used in the text will help you.  
Example: 1-d

- |  |                             |
|--|-----------------------------|
| 1. It's amazing how closely my two sisters <u>resemble</u> each other.               | a. დაახლოებით               |
| 2. Languages are an essential part of the school <u>curriculum</u> .                 | b. ურთიერთობის დამყარება    |
| 3. Students in Europe leave school at <u>approximately</u> the same age.             | c. თავდადებული              |
| 4. What are the entry <u>requirements</u> for students at this college?              | d. გვანან                   |
| 5. There's plenty of time after lunch to <u>socialise</u> with friends.              | e. სასწავლო გეგმა, პროგრამა |
| 6. She is very <u>dedicated</u> to her work. She does nothing else.                  | f. ჯერ ერთი და მეორეც...    |
| 7. <u>Firstly</u> he's clever, <u>secondly</u> he's friendly. That's why I like him. | g. ვალდებული ხარ            |
| 8. You have no choice. You're <u>obliged</u> to do it.                               | h. მოთხოვნები, პირობები     |



5. Read the definitions below and match them with the phrases from the text.

- |   |   |
|---|---|
| 1. უპირველეს ყოვლისა <u>to begin with</u> | 2. კლასგარეშე აქტივობები .....          |
| 3. მრავალფეროვანი აქტივობები .....        | 4. შესამჩნევი მსგავსება .....           |
| 5. მთელს ევროპასა და ამერიკაში .....      | 6. სავალდებულო განათლება .....          |
| 7. მაღალკვალიფიციური მასწავლებლები .....  | 8. განსხვავებების ცნობა და მიღება ..... |



6. Read about Marie's ideal school and fill in the gaps with the words below. One word is extra.

curriculum dedication drama enthusiasm extra-curricular  
ideal range recognise relax requirement secondly subjects throughout

### Marie's ideal school

I'm in the eleventh grade and I go to a big school in the centre of town. It's not a bad school, but it's very different from my i d e a l (1) school. The school of my dreams would be in the city centre, but near a big park so that students could go there after lunch to..... (2). Students would study all the usual ..... (3) such as maths, science and foreign languages. However, the ..... (4) would include driving lessons, cookery and photography. As well as the subjects on the timetable, there would be many ..... (5) activities, such as chess, ..... (6) and sports. The school would organise regular trips to places of interest ..... (7) the country. The main ..... (8) for teachers would be their ..... (9) to their work. They would be full of ..... (10) and they would ..... (11) their students' strengths. To sum up, my dream school would have a wide ..... (12) of activities and there would be something for everyone. It's certainly a place I would like to go to!



7. You are going to listen to an extract from a 19th century novel 'Nicholas Nickleby' by the famous British writer Charles Dickens. Nicholas and his family are left with nothing when his father dies, and Nicholas hopes that his Uncle Ralph can help them. He is friends with Mr. Squeers, who owns a boys' boarding school called Dotheboys Hall, and Nicholas gets a job as a teacher there. Listen to the extract and match the characters with the appropriate statements. Example: 1-b

- |                |   |
|----------------|---|
| 1. Mrs Squeers | a. was as nasty as his father.                      |
| 2. Mr Squeers  | b. fed the boys with thick horrible soup every day. |

3. Nicholas Nickleby
4. Young Wackford
5. The boys
6. Smike

- c. hit the boys with a big stick.
- d. had been left at the school by his parents who didn't want him.
- e. was powerless to do anything.
- f. were always hungry.

Charles Dickens

Nicholas  
Nickleby

8. Listen to the story again and complete the sentences with the appropriate words. You have to fill in only one word in each case.

1. Living conditions at the boarding school were very hard.
2. The classroom was ..... and ....., with broken windows.
3. During the lessons the boys sat quietly, shaking with the.....
4. Mr Squeers stole ..... and ..... from the boys.
5. Young Wackford was the only boy who was never ..... or.....
6. What he liked doing most was ..... the other boys and making them .....
7. Nicholas's heart was filled with ..... for these poor children.
8. Smike was made to do all the ..... and ..... jobs around the school.

### Grammar: Conditional One

Look at the sentence:

- *If Giorgi studies hard, he'll pass his exams.*

This sentence describes a situation which is very likely to happen in the future. It means that we have no doubt that Giorgi will pass his exams. **This structure is called Conditional One. We use will + verb to talk about a real possibility in the future. Present Simple is used after if, but the time referred to is the future.**

More examples are:

- *If I have time, I'll help you* – დრო თუ მექნება, დაგეხმარები.
- *If it doesn't rain tomorrow, we'll go swimming* – ხვალ თუ არ იწვიმებს, საცურაოდ წავალთ.

Now try to complete the formula for Conditional One: **If + ... Simple + .....**  
**Conditional One can also be introduced by unless, which means if not.**

- *Unless you leave now, I'll call the police.* = *If you don't leave now, I'll call the police.*

Work in small groups. Think about some possible future situations and try to make your own sentences using Conditional One. Can you think of interrogative and negative forms as well? Ask your teacher for help.



9. Fill in the gaps with the correct form of the verbs in brackets. Use Conditional One.

1. If Sandro e n t e r s (enter) this competition, he'll w i n (win).
2. If you ..... (drink) too much coffee, you ..... (not/be able) to sleep.
3. I ..... (not/go) to his party unless he ..... (ask) me personally.
4. If you ..... (help) me with this exercise, I ..... (do) the same for you one day.
5. If the train ..... (leave) on time, we ..... (arrive) at 6.30.
6. Unless you ..... (phone) me tonight, I ..... (never/ phone) you again.
7. If we ..... (take) a taxi, we ..... (get) there before the play starts.



10. Rephrase the following sentences using unless.

1. If the neighbours don't stop shouting, I'll call the police.  
Unless the neighbours stop shouting, I'll call the police.
2. If he doesn't pay the fine, he'll go to prison.  
.....
3. If the traffic isn't heavy, we'll arrive on time.  
.....
4. If the Chinese restaurant isn't open, we'll go to an Italian restaurant.  
.....

5. She won't do well at English if she doesn't study harder.

6. If you don't reserve a ticket, you won't get a seat.

7. I won't go if you don't come with me.



11. Look at the phrases below. Write two or three results for each action.

1. If I do well in the interview, I'll get the job.

2. If you save your money, .....

3. If I go to the States to study, .....

4. If we pass our exams, .....

5. If the weather is good tomorrow, .....

6. If you don't book the tickets in advance, .....



## Speaking



12.

**Imagine that the Ministry of Education has decided that from next year students will not have teachers. Teachers will be replaced by computers and videos and students will learn subjects on their own, without the help of teachers. What do you think will happen then? Discuss this decision in small groups of three or four. Use Conditional One.**

For example:

*If computers take place of teachers, we won't have to go to school. If we don't have to go to school....*

You might use some of the phrases below:

*Personally, I think/I don't think .... / Firstly... and secondly..../ Not going to school has one big advantage/disadvantage..../ If we don't go to school, we won't/will..../ It'll be great if we ..../ There will be no fun if ../ If there are no teachers...*



## Now get ready to write



13. Write two short paragraphs, one - with three advantages, and one - with three disadvantages of the 'no-teachers' decision. Use the ideas from the speaking task.

*The advantage of having no teachers is that we will become more independent learners .....*

Try to link your ideas with the following linking words:

- **Addition:** also, another thing, as well as, in addition, firstly....secondly
- **Contrast:** but, however
- **Example:** for example, such as
- **Purpose:** in order to, so that
- **Conclusion:** finally, to sum up, in conclusion

When you finish writing, complete this checklist:

### Self-editing checklist ☒

- The paragraph has a topic sentence. ☐
- I gave 2-3 arguments to defend the topic sentence. ☐
- I used several linkers. ☐
- In the end I checked the spelling. ☐
- I rewrote the paragraph. ☐







## Reading



1. What differences are there in education systems in Europe and the USA? Read the text below to find out. Try to understand the underlined words from the context.



## Schools in Europe and the United States: differences

Despite the similarities mentioned in the previous unit, educational systems in Europe and USA greatly differ in several ways. For example, the length of the school-day, and the length of the school-year, vary a lot between different countries. The number of hours that high-school students spend in school ranges from a low of five in Belgium to a high of eight in parts of Hungary and Turkey. In some countries, children stay at school for a half day and finish each day before lunch, whereas in others children do a full day at school. In addition, the number of days a year that students have to be in school differs. In Austria 237 days of school a year are required, while in Spain and Hungary schools are open only 170 days a year. This is a difference of more than two months!

Other major differences can be seen in the ways that schooling is organized, and in the types of schools that exist. In the countries of Northern Europe, there is no division between elementary and secondary school; students stay in one school from the first day of first grade until the end of compulsory schooling at sixteen. In the United States on the other hand, school is divided into nine years of elementary, and four years of secondary education. Furthermore, in some countries students are asked to make a choice between going to an 'academic' school, to prepare for future university studies, or a 'vocational training' school, which will help them find a job. In Germany pupils must make this decision as early as age ten. In contrast, any American student who graduates from high school can enroll at a college or university.

In addition to the differences in academic and vocational schools\*, there are also differences in private schools. In France, Spain, Belgium and Austria, most private schools are religious, and accept only children, for example, from catholic families. However, this is not the case in most other countries. Also, in most of Europe, the government pays a large part of the cost of private schools: 70 percent in Hungary, 80 percent in Denmark and Austria, and 85 percent in Norway. In contrast, in Britain, Greece, Turkey, and the United States, it is the parents who have to pay the full cost if they want their children to attend a private school.

A final major difference between Europe and the United States is in the number of students who go on to higher education. In the United States, over 50 percent of high school graduates enter a college or university. In contrast, fewer than 15 percent of British students do so. The average figure for all European countries is about 30 to 40 percent. It is clear that the experience of schoolchildren varies from country to country. Even though the United States and the countries of Europe seem very similar in many ways, their educational systems are actually quite different. No one can say if one system is better than another system, for each system has been developed as a result of the country's needs, economy and traditions.

\* vocational school: პროფესიული სასწავლებელი





2. Below are the names of different schools mentioned in the text. Match the schools with their definitions.

Example: 1-f.

1. private school
2. higher education institution
3. academic preparatory school
4. vocational training school
5. elementary school
6. secondary school

- a. school that prepares students for college or university studies.
- b. school or college that prepares students for work.
- c. college or university
- d. school for the first six years of a child's education
- e. school for children between the ages of 11 and 16 or 18
- f. school where education must be paid for



3. Read the text again and match the countries with the statements below.

Britain Austria Countries of Northern Europe Belgium The United States Spain and Hungary Norway

1. Over 50 percent of high school graduates enter a college or university. The United States
2. Fewer than 15 percent of students enter a college or university. ....
3. Children go to school 237 days per year. ....
4. There is no division between elementary and secondary school. ....
5. Students spend five hours a day at school. ....
6. Children go to school 170 days a year. ....
7. The government pays 85 per cent of the cost of private schools. ....

### Vocabulary in Context



4. Match the words in A with their English equivalents in B. Example: 1-b.

A.

1. ძირითადი განსხვავება
2. საჭიროება, მოთხოვნები
3. მთლიანი ღირებულება
4. საშუალო
5. მერყეობს
6. ამას გარდა
7. დაყოფა
8. განსხვავდება

B.

- a. varies
- b. major difference
- c. full cost
- d. average
- e. the needs
- f. in addition
- g. division
- h. ranges



5. Fill in the gaps with the appropriate forms of the words in capitals.

1. United States and the countries of Europe seem very similar in many ways.
2. A lot of programmes on the Discovery Channel are .....
3. Norway is a country in ..... Europe.
4. Education systems in Europe are ..... from the American system.
5. In some ..... countries the government pays a part of the cost of private schools.
6. In the US there is a clear ..... between elementary and secondary school.
7. Nelly needed more than three weeks for her wedding .....

SIMILARITY  
EDUCATE  
NORTH  
DIFFER  
EUROPE  
DIVIDE  
PREPARE



6. Below is an extract from an email that a Georgian teenager wrote to his pen friend. Read the extract and complete the gaps with the words. Two words are extra.

college ~~essay~~ continue division needs  
full cost private ranges students studies

# UNIT 19

Dear Jane,

In your email you said that you are writing an e s s a y (1) on schools in Georgia. Well, these facts might help you. We start schooling at the age of six and study for twelve years. As well as state schools, which are public and are paid for by the government, there are ..... (2) schools, where parents pay the ..... (3) of their children's ..... (4). The cost varies from school to school. In most schools ..... (5) have classes five days a week and the number of hours we spend at school ..... (6) from three to six, sometimes more. After finishing school we can ..... (7) our studies either at a ..... (8) or at a university, and for this we need to take national exams.

Let me know if you need any more information.

All the best,

Giorgi

## Listening

7. You are going to listen to two teenagers, Jessica and Daniel. Jessica has just started her studies at university and Daniel has just returned to Spain after a summer school. Listen to what they say and fill in the grid below.

	City/University	Country
Jessica studies in		
Daniel studied in		

8. Listen to the recording again fill in one word in each gap.

### Jessica

- goes to a university which was built in .....
- lives in a room with girls who are from..... and .....
- spends most of her time in.....
- is looking forward to seeing glass ..... in the zoology museum.

### Daniel

- has many wonderful ..... of his summer course.
- lived in a house with a beautiful .....
- had ..... other boys living in the same house.
- rode his bike on the ..... side of the street.

## Grammar: Conditional Two

Look at the sentence:

- If Jessica had a computer in her room, she would send emails to her family.

This structure is called Conditional Two and it describes an imaginary or unreal situation. Although the Past Simple tense is used after *if*, the time referred to is not past but imaginary. This means that I am imagining the situation and its result.

More examples are:

- If I wanted to live in China I would learn Chinese - ჩინეთში ცხოვრება რომ მინდოდა ჩინურს ვისწავლიდი
- If you knew another foreign language you would get a better job - მეორე უცხო ენა რომ იცოდე, უკეთეს სამსახურს იშოვიდი.

As you see, in both cases Past Simple form of the verbs - *wanted*, *knew* - do not show the past time. They simply tell us that the statements are not true, they are imaginary: რომ მინდოდა (ე.ი. არ მინდა), რომ ვიცოდე (ე.ი. არ ვიცი).

**Remember:** *Were* is often used instead of *was* in **formal language**. If it were summer, we'd go swimming; If I were you, I'd have my hair cut.

Now try to complete the formula for Conditional Two: **If + ..... Simple +.....**

Can you say how interrogative and negative forms are formed? Ask your teacher or friend for advice.



9. Read the sentences below. What would you do in these situations? Write Conditional Two using the phrases in the box.

1. Imagine you win 100 laris in a lottery.

*If I won 100 Laris, I would buy some new CDs.*

2. Imagine you get the best exam results in your group.

If I....., I .....

3. Imagine you see a burglar breaking into your house.

.....

4. Imagine you meet your favourite film star.

.....

5. Imagine you see a mouse in your kitchen.

.....

6. Imagine you travel to the country of your dream.

.....

7. Imagine you get lost in a big city.

.....

try to catch it  
call the police  
buy some new CDs  
ask for an autograph  
send postcards to my friends  
use a map  
win this competition



10. Match the sentence halves. Example: 1-d.

1. If it rained,
2. If I invited her,
3. If he smoked less,
4. If you told me the truth,
5. If Nino's friends lived closer,
6. If I were taller,
7. If I had a bicycle,

- a. I would help you.
- b. I'd join the basketball team.
- c. he wouldn't feel so tired.
- d. we'd stay at home.
- e. I'd get more exercise.
- f. do you think she would come?
- g. she'd visit them more often.



## Speaking



11.

Work with your partner.

Look at the statements below. Do you agree or disagree with these ideas? If so, why? If not, why not? As you discuss, use Conditional Two.

- Children should start schooling at the age of five.
- Students should spend more than six hours at school every day.
- Three months' summer holiday is too long.
- All students should have exams, even those who are in Elementary school.

Example: If children started school at the age of five, .....



## Now get ready to write



12. Now choose one of the statements from exercise 11 and express your opinion in writing. Use Conditional two. Write a paragraph of 100-110 words. Then, in class find the people who have chosen the same statements. See if your opinions are the same or different.

Use the linking words from this and the previous units:

In my opinion / To my mind / First...second / Even though / Despite / It is clear that / However



## Reading



1. Take two minutes to discuss these questions with your partner:

- Why is it good for a school to have a national or international partner school?
- In what kind of joint schools project would you personally like to participate?



2. Merani School in Tbilisi wants to find a partner school abroad, so they have placed their school profile on the Internet. Read about Merani School, then read the school profiles of three other schools. Which school would make the best partner for the Georgian school and why?

### Merani School, Tbilisi - Georgia

Recently established on the outskirts of the Georgian capital Tbilisi, our school has approximately 350 students aged between 12 and 17. Merani is a friendly school which has among its facilities a small but very busy Internet room and a football stadium. Last year the school took part in a project related to the protection of our natural environment and under this project ten trees were planted in our school yard. This was a wonderful experience for all our students, who are also actively engaged in a number of extra-curricular activities which range from sports to drama and photography. An exhibition of Merani students' photos was held recently and we are keen to find a partner school which has students interested in photography. We are offering to exchange pictures with a partner school and we think that a joint virtual photo exhibition would be a great idea. To view a selection of our photos, you can visit our school web site – designed by the way by one of our students - at [www.merani.ge](http://www.merani.ge)

**Westhill School, Lake district – England**  
We are a medium-sized (900+) secondary school on the north-west coast of England and on the edge of the Lake District. We would like to establish links with one or more schools outside England with the aim of helping our students get a wider knowledge of the world and different cultures. We are a specialized sports college with indoor and outdoor sports facilities which include a well-equipped gymnasium, a swimming pool and three football pitches. Our school team recently won the North-West Schools Football Cup. It would be great to link up and exchange ideas with a partner school which is interested in sports, especially football.

**Szkoła Podstawa, Lodz – Poland**  
Our school is Number 180 and it is situated in Lodz, the second largest city in Poland. There are 500 students in our school, with ages ranging from 7 to 12. In our school we try to put the emphasis on logical thinking and practical skills. Pupils in our school regularly take part in sports competitions as well as in science projects. Most of these projects are local - organized only in Lodz - but many are national and some are international and organised in all European countries. We have also carried out two environmental projects. One of these was a European project that we took part in last year. The project was called **Roses and Tulips** and, on one agreed day, all the schools participating in the project had to plant roses and tulips in their school yards. It was great!

**Sedenham School, Sydney – Australia**  
We are a forward-looking, dynamic and friendly secondary school in Sydney, South Australia, with over 2000 students enrolled. The school's special interests range from environmental issues and animal protection to water-polo and windsurfing. One of the new projects that we are planning to get involved in next year is called Snapshot and it is for beginner photographers. One idea for collaboration with other schools is to create a joint website and to display photos online, once we have agreed on common themes for this virtual photo exhibition. We already have one partner school in Wellington, New Zealand, and we thought it would be great to establish links with more schools.

3. Read the texts again and write a short answer after each question. In some cases more than one answer is possible.

Which school	Merani	Westhill	Szkola Podstawa	Sedenham
1. has more than 2000 students?				✓
2. participates in science projects?				
3. has extra-curriculum activities?				
4. is located in a coastal town?				
5. develops pupils' logical thinking skills?				
6. has been involved in environmental projects?				
7. is going to display photos on the web?				
8. doesn't want a partner school in UK?				

### Vocabulary in Context

4. Match the phrases in A with their English translations in B. Example: 1-c.

A.

- დაახლოებით
- ერთობლივი პროექტები
- სხვათა შორის
- ჩრდილოეთი სანაპირო
- ყურადღების გამახვილება
- საერთო თემები
- ვირტუალური (წარმოსახვითი) გამოფენა
- გარემოსთან დაკავშირებული საკითხები

B.

- joint projects
- north coast
- approximately
- common themes
- virtual exhibition
- by the way
- environmental issues
- put the emphasis on

5. Read the text about a painting project. Then fill the gaps with words from this list. One word is extra.

assisted draw east elements European includes peace project self-portraits Spain

### Bringing Europe closer together

Holding Hands is the name of a project in which many from all European (1) countries are participating. Through this ..... (2) children's paintings from around Europe will be collected in one space ..... (3) by their teachers in the classrooms, pupils are invited to draw or paint their ..... (4) on a sheet of paper. The portraits can include personal, local and national ..... (5), such as, for example, national costumes. The basic idea of the project is to connect children across the whole of Europe, from north to south and from ..... (6) to west. There are no age limits for participants. So all you have to do is to ..... (7) your portrait and put it on the project website. Our gallery ..... (8) art works by children from Bulgaria, the Czech Republic, Greece, Hungary, Poland, ..... (9), Sweden and the United Kingdom.



6. You are going to listen to Niko speaking about his school in ten years' time. Read the sentences below and guess three of Niko's predictions. Then listen and check if you were right.

- There will be special electronic cards to enter the school.
- Most school subjects will be learnt from the Internet.



- c. Pupils will be allowed to attend as many lessons as they like.
- d. The school will be involved in several virtual international projects.
- e. Students will get free lunches at school.
- f. Exam questions will be on the computer, not on paper.



7. Listen to Niko again. He mentions six changes in his school. As you listen read the sentences below and fill in the missing words. In each gap you should insert only one word.

**Change 1:** Pupils will have special e l e c t r o n i c cards.

**Change 2:** Laptop computers will ..... exercise books.

**Change 3:** Pupils will be finding information in a ..... library.

**Change 4:** There will be smart, single ..... that the teacher can move around.

**Change 5:** Pupils will take ..... on the computer.

**Change 6:** There ..... be good and bad students.

### Grammar: Commands and requests in indirect speech

Look at the sentences:

- "Please move the car," the guard said. – The guard asked me to move the car.
- "Hurry up," Mary said to me. – Mary told me to hurry up.

These are the examples of commands and requests in direct and indirect speech. As we see, in indirect speech we can use the structure **tell/ask someone to do something**. More examples are: He told me to keep silent (command); She always asks me to be careful (request).

The negative is **tell/ask someone not to do something**. Examples are:

- "You mustn't leave the computer on" – He told me not to leave the computer on.
- "Will you not dance with him?" – He asked me not to dance with him.

As the examples show, in indirect commands and requests we often use the verbs order, ask, tell, advise, beg, offer and warn.

- The teacher asked us to do some extra-curricular activities.
- The customs officer ordered me to take off the shoes.



8. Complete the second sentence to report what was said.

1. "Can you stay for lunch?" Nelly said to Magda.  
Nelly asked Magda to stay for lunch.
2. "Don't play computer games in the office," the boss said to Nick.  
The boss warned Nick .....
3. "Have a look at our school website," Katie said to me.  
Katie advised me .....
4. "Don't forget to post the letter for me" Mother asked me.  
Mother asked me .....
5. "Don't touch the electric wires," the teacher said to us.  
The teacher warned us .....
6. "Will you please finish the job by the end of the week?" I asked the workers.  
I asked the workers .....
7. "Don't forget to call me," David told me.  
David asked me .....
8. "Can you buy some vegetables for lunch?" Mother said to me.  
Mother asked me .....



9. Complete the email. Put the verbs in brackets in the correct form of say and tell.

Hi Steve,

I'm writing to t e l l (1) you about the talk I had with Mike yesterday. I ..... (2) him all about the plans we have for our new project. I ..... (3) him that we need his financial help for our idea of designing a website for our rock group. At first he ..... (4) he was not very interested. Then he sat down and asked me ..... (5) him all the details of our plan. I ..... (6) him that, with our own website, we would be better known, we'd attract more people to our concerts, and we'd earn more money. In the end he ..... (7), "OK, I'll put some money in it. But ..... (8) anyone what I ..... (9). I can't give money to everyone!" Honestly, I couldn't believe that he ..... (10) it! Isn't it great!

I'm really looking forward to seeing you next week so we can talk to him together and get things going.

All the best,  
Nick



### Speaking

10.

Work in groups of 4

or 5. Choose one of the project ideas below and try to answer the

questions: a. How many schools or people will be involved in the project? c. How much money will you need for it? d. How are you going to get the money? Tell other groups about your choice. See how many of you have chosen the same idea. Use the words and phrases from ex. 2

### Ideas for the projects:

A football tournament

Helping the old or orphanages\*

A karaoke competition

A photo or picture exhibition

More flower pots in the classroom

An open-air concert

\*orphanage: მზრუნველობამოკლებულ ბავშვთა სახლი



### Now get ready to write

11. Now, when you have discussed a project idea in your mini groups, write a short paragraph for a website to describe your school and also the project that you have planned to implement (განხორციელება). Write between 100-110 words. Use the texts in ex. 2 as a model, and use some of the following words and phrases:

exchange / experience / joint / get involved / common theme / virtual / activity / extra-curricular

Our school is number ..... and it is situated in ..... There are ..... students in our school, with ages ranging from ..... to .....  
.....



1. Complete the second sentence so that it means the same as the first. The first one has been done for you.

1. "Don't talk when I'm talking," the teacher told the students.  
The teacher told the students not to talk when she (or he) was talking.
2. "Water the flowers please," said Nelly.  
Nelly asked Nick.....
3. "Don't throw your rubbish on the floor," I asked the children.  
I told the children.....
4. "Please let me go with you," Natia said to her mother.  
Natia asked her mother.....
5. "Shut the door," said Nick.  
Nick ordered.....
6. "Can you turn your music down?" Ann asked her brother.  
Ann asked her brother .....
7. "Don't smoke here," said the manager.  
The manager told the man .....
8. "Don't eat in the classroom," said Mrs. Smith.  
Mrs. Smith told the students.....
9. "Open the window, please," said Nana.  
Nana asked Irakli.....
10. "Don't leave the room without permission," said the teacher.  
The teacher told the students.....
11. "Don't eat with your fingers," the mother said to her children.  
The mother told her children.....
12. "Take more exercise every day," said the doctor.  
The doctor advised David .....



2. Read the sentences below and underline the correct choice. The first one is done for you.

1. What will you be doing/will you do this time tomorrow?
2. This time next week I'll be lying /I'll lie on the beach in Kobuleti.
3. OK Mum. I'll do/ I'll be doing the washing up as soon as this film finishes.
4. At six o'clock tonight I will be working/ will work in the library.
5. I hope we'll arrive/ll be arriving on time.
6. Nick's family will probably buy/will probably be buying a new house soon.
7. I think Mari will get/will be getting angry when she sees this mess in her room.
8. David is sure he will pass/will be passing the test.
9. I'll have/I'll be having two cheeseburgers for lunch.
10. Giorgi will be working/will work when you arrive.
11. Perhaps they will phone/will be phoning you before they come.
12. The children will be watching/will watch a film from 8 o'clock to 9.30 tomorrow.



3. Open the brackets and put the verb in the correct form. The first one has been done for you.

1. You won't understand unless you listen (listen) carefully.
2. If Sally ..... (eat) so much, she will put on weight.
3. If the weather is good, the students ..... (go) on an excursion.
4. If Sandro ..... (climb) the ladder, he will see the top of the tree.
5. If we take a taxi, we ..... (not/be) late.
6. If you .....(go) to the gym more often, you'll be healthier.
7. If Natia studied more, she .....(be) a better student.
8. These plants will not grow if you ..... (not/water) them.
9. If Nino ..... (hear) the news, she would be really surprised.
10. If I ..... (be) you, I would buy those trainers.
11. If I lived in England, I ..... (speak) English much better than I do.
12. You will not be accepted unless you ..... (study) really hard.



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

R

at least    by the way    changed my mind    common themes    deals with  
environmental issues    extra-curricular activities    coastal town    full cost  
major difference    noticeable similarities    regret    my choice    throughout Europe and America  
wide range of activities

1. When I was a child I wanted to be a doctor but then I changed my mind.
2. Apart from her regular classes Nana is often busy with ..... such as photography and sport
3. There are ..... between British and American schools.
4. The ..... of the course is about 200 lares.
5. The partner schools agreed on ..... for the exhibitions.
6. The ..... between the European and American education systems is in the types of schools.
7. The conference participants discussed .....
8. I have decided to be an economist and I'm sure I will not .....
9. The company ..... the food that they import from Turkey.
10. .... thirty people were injured during the demonstration.
11. Schools ..... have more or less similar goals.
12. This book includes a ..... for those who want to improve their speaking skills.



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. approximately - <u>დაახლოებით</u> | 2. compulsory .....                   | 3. division .....          |
| 4. average .....                     | 5. joint .....                        | 6. ranges .....            |
| 7. accept .....                      | 8. in addition .....                  | 9. nevertheless .....      |
| 10. ambassador .....                 | 11. indicate .....                    | 12. to begin with .....    |
| 13. score .....                      | 14. lawyer .....                      | 15. choice .....           |
| 16. at least .....                   | 17. grade .....                       | 18. major difference ..... |
| 19. dedicated .....                  | 20. requirements .....                | 21. socialise .....        |
| 22. resembles .....                  | 23. extra-curricular activities ..... | 24. obliged .....          |
| 25. put an/the emphasis on .....     | 26. well-qualified .....              | 27. curriculum .....       |
| 28. exhibition .....                 | 29. varies .....                      | 30. coast .....            |



## Reading



1. What do you know about Katie Melua? With your partner make a list of questions you would like to ask about her. Then read this British newspaper article and see which of your questions are answered.



Although she is now a famous pop-star, Katie Melua still lives with her parents in south London, and she insists that 'ordinary' and 'boring' are the words she most often uses when describing herself. Yet the Queen is her number one fan, she is worth 2 million pounds, one of her songs was at the top of the musical charts and her voice – sweet, simple and melodic – has been compared to Ella Fitzgerald's!

If you saw her in the street you probably wouldn't look twice: she looks like an intellectual student who has put on some old clothes without thinking and is in a hurry to get to lectures on time. This is, however, her secret weapon: "I've never been followed by paparazzi and people rarely recognise me in the street," she says in an interview for *Night & Day* newspaper. "When I'm not working, I dress like a tramp. My hairdresser calls me the Romanian window cleaner! That's just the way I am. Some of my friends who aren't musicians are always saying, 'All you talk about is



music.' I like music that is passionate - that can move people. I got interested in music because Joni Mitchell makes me cry when she sings, Bob Dylan makes me angry and someone like Cat Stevens makes me want to change things in the world."

Katie Melua was discovered at the well-known Brit School, a performing arts college, by an English songwriter and producer, Mike Batt, who was looking for an artist capable of singing 'jazz and blues in an interesting way.' Success soon followed. By the end of 2003, Katie had a top-ten single and by 2004 she had the biggest-selling album of the year in the UK. Yet popularity and wealth hasn't changed Katie. "My life has remained quite similar to what

it used to be. I am still hanging out with the same friends. I still spend most of my time at home with my parents and I can still walk around without being recognised," she says.

Katie remembers the hardships of her childhood in Georgia. "We lived on the fourth floor of a block of flats. We didn't always have water at home so we went down to the tap outside. We had to drag buckets of water up the stairs to the flat. It was hard work but we got used to it. I also remember standing in queues to buy bread when things were bad in the country. We weren't starving of course, but there were many things we didn't have – things that you take for granted in England. When the lights went out we lit a few candles and started playing guitars and card games. There was always music and singing. The neighbours came round; they didn't wait for an invitation. We all knew each other."

Katie was born in Georgia on 16 September 1984, and grew up in the capital Tbilisi and later in the seaside town of Batumi. Her family left Georgia when Katie was nine and moved to Belfast, in Northern Ireland, where her father worked as a heart surgeon. Although she left Georgia many years ago, Katie is beginning to feel her Georgian character and background in her music. "I think a lot of my singing is influenced by my Georgian roots and I'd like to have a little bit more of that. There are a lot of similarities between Georgian folk songs and blues. It's very emotional and you feel that your voice comes from a deep place."

On 10 August 2005 the Meluas officially became British citizens and now they have British and Georgian passports. "People may think I'm English because I speak the language better than Georgian now. But Georgia will always be a second home for me and the rest of my family is still there," says Katie.

About Katie Melua read more at: [www.katiemelua.com](http://www.katiemelua.com)



2. Complete this fact file of Katie Melua using information from the text.

## Fact file:

date of birth: (1) .....  
citizenship: (2) .....  
lives in: (3) .....  
studied music at: (4) .....

types of music she sings: (5) .....  
released a best selling album in: (6) .....  
has earned: (7) .....

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

	T	F
1. The article is about Katie's successful singing career.		✓
2. Money and fame haven't changed Katie.		
3. Katie remembers her childhood quite clearly.		
4. She spent all her childhood in the Georgian capital.		
5. Katie has lived in South London since her family arrived in Britain.		
6. Katie's Georgian origins don't influence her music.		
7. Katie is more fluent in English than in Georgian.		
8. Katie still has strong ties with Georgia.		

### Vocabulary in Context

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

- საიდუმლო იარაღი secret weapon
- მანანალა .....
- მგზნებარე .....
- შეუძლია ხალხის გულის აჩუყება .....
- ათეულში საუკეთესო სიმღერა, სინგლი .....
- გაჭირვება .....
- შიმშილობა .....
- შეფერება, როგორც კუთვნილის მიღება .....
- გულის ქირურგი .....
- ქართული ხასიათი და წარმოშობა .....

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

- After a while I got bored and left.
- Misha is a very well-educated and ..... person.
- She is the kind of person who very ..... complains.
- The concert was a big .....
- Katie accepted my ..... to dinner.
- We have ..... tastes in music.
- She was very good at hiding her .....
- His parents no longer have any real ..... over him.

BORING  
INTELLIGENCE  
RARE  
SUCCESSFUL  
INVITE  
SIMILARITY  
EMOTIONAL  
INFLUENTIAL

6. Read about a very unusual world record and fill in the gaps with the words below. Two words are extra.

amazing anniversary audience depth experience hardships  
performed place reason starving survive worldwide

### World record holder

Katie Melua has sold more than five million albums worldwide (1) and she is the biggest-selling female artist in the UK. But now her name has entered the Guinness Book of Records for another ..... (2): she has played the world's deepest underwater concert ever! Katie and her five-member band ..... (3) two concerts of one hour each on 2 October 2006 at a ..... (4) of 303 metres below sea level in the North Sea. The concert was performed in front of an ..... (5) of international gas and oil company workers whose job is under the sea. The owner of the company hired the group to perform in celebration of the 10th year of the company's gas production. 'We are excited that Katie Melua will be performing a concert to celebrate our ..... (6). It will be certainly an occasion to remember,' said the director of the company just before the concert began. Georgian-born Melua, 22, and her band first travelled to Norway, where they had to have several medical tests and some training in how to ..... (7) underwater, before flying by helicopter to the place where the concert took ..... (8). Later, Katie described the ..... (9), and the new record, as the most ..... (10) concert she had ever done.





7. Listen to an interview that Katie Melua gave and tick the things in this list that she mentions. Out of the 9 things given she mentions only 7.

people in Northern Ireland    her singing teacher    her boyfriend    different childhood ambitions  
her first computer    her first concert    the Georgian language    her singing style    her relatives

8. Now listen to the interview again and answer the questions. One example is given.

- How did Katie manage to make herself understood at first? She used gestures, signs and mime.
- How old was Katie when she started composing music? .....
- When did she start playing the guitar? .....
- Who did she dedicate her first song to? .....
- Where did her first concert take place? .....
- What are Katie's favourite leisure activities? .....
- Why is Batumi a special place for Katie? .....

### Grammar: Future Simple and Future Perfect

Look at the sentences:

- The group will record their new album soon.
- I will have finished my final exams by the end of July.

*will record* is Future Simple of the verb *record*; *will have finished* is Future Perfect of the verb *finish*.

**We use Future Simple to talk generally about future beliefs, opinions, hopes and predictions.** With *will* we can use the phrases: *I think, I hope, I'm sure, I believe, I promise*. There is usually a time expression like *tomorrow, tonight, this evening, soon, next week/month/year*, etc. used with Future Simple. We also use Future Simple when we make a decision at the moment of speaking.

- I think our team will win today's match.
- It's started raining so I'll take an umbrella with me.

**We use Future Perfect to talk about an action which will be completed before a point of time in the near future. We often use *by* or *by the time* with Future Perfect.**

Think of the rules for affirmative, negative and interrogative forms of Future Simple and Future Perfect.

**Note that *Shall I/we...* is used for suggestions; *Will you....?* is used for requests.**

- *Shall I open the window?* (suggestion)
- *Will you close the door?* (request)

9. Choose the correct alternative.

- By the time we get there, the film will have started / *will start*.
- I think the rain will stop / *will have stopped* by the time we get home.
- I will pay / *will have paid* you what I owe you as soon as I get my salary.
- Sorry, it'll be too late to buy a ticket next Monday. They will be sold / *will have been sold* by then.
- By the end of this term, we will have read / *will read* two novels and six short stories.
- I'm sure he will have found / *will find* a job when he graduates from university.
- They will have made / *will be made* a decision by Monday morning.
- Wait for me. I will be / *will have been* ready in a moment.

10. Put the verbs in brackets into Future Simple or Future Perfect.

- By the time I leave London, I will have seen (see) all the important sights of the city.
- If we arrive late at the sales, the best things ..... (go).
- The party .....(finish) by midnight, so try to get there about 10 p.m.
- Sorry to keep you waiting. I ..... (not/be) long.
- ..... (we/go) for a coffee?
- By this time next week we ..... (collect) over £1000 for charity.
- .....(you/switch off) your mobile during the film please?
- I .....(send) thirty e-mails by the end of today.

11. Complete the second sentence so that it has a similar meaning to the first sentence.

- This job won't take us longer than an hour.  
We ll have finished this job by eight o'clock in the evening.
- Meet me outside the cinema at 7:30.  
I ..... outside the cinema at 7:30.
- Hurry up! Or we'll get to the theatre after the beginning of the play.  
By the time we get to the theatre, the play .....
- I'd like you to go to the shops for me.  
Will ..... for me?
- Would you like me to help you with those bags?  
Shall ..... with those bags?
- I promise to be home by midnight.  
I ..... by midnight.
- My parents' twenty-fifth wedding anniversary is in June next year.  
By June next year my parents ..... for twenty-five years.
- I'll wait here until it stops raining.  
When it stops raining .....leave.



## Speaking

12.

**You are going to give a short talk about a person you particularly admire - either somebody you know personally or a famous person. When you have decided who to talk about, spend a few minutes making notes about what you want to say. Then speak about this person to your partner or the whole class.**

These phrases might help you:

*The person I admire most is...../ The reason I admire him/her so much is that..../ He's the kind of person who always..... (e.g. does what she thinks is right) / He's someone who (e.g. has done a lot to help others)/ She's achieved so much / She's exceptionally talented/hardworking /brave/intelligent.*



## Now get ready to write

13. Now that you have spoken about the person you admire most, write a short paragraph to describe this person. Do not write more than 110 words. Use some of the phrases from the speaking exercise. You should include the following information:

- some biographical details
- the kind of person he/she is
- the good things that he/she has done
- why you admire him/her

Begin your description with:

*The person I admire most is .....*

When you finish use this self-editing checklist:

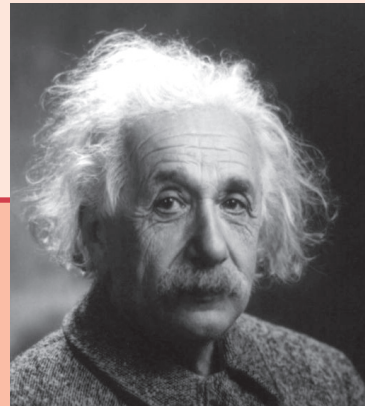
### Self-editing checklist ☒

- I included the topic sentence.
- I included all the information required.
- I checked for spelling and grammar.
- I rewrote the paragraph.

☐  
☐  
☐  
☐



## Reading



1. **Many people would say that the greatest scientific genius of all time was Albert Einstein. But Einstein was not at all a typical scientist. Read these facts about his life and tick the three that you find most surprising.**

- Einstein took a long time to learn to speak and even when he was nine years old he didn't speak very well. His parents were worried and they thought that perhaps he was not as intelligent as others.
- Einstein didn't like school because in class students were only expected to repeat and memorize information. He was much happier studying at home with books on mathematics, physics and philosophy. He left school as soon as he could, at the age of 15.
- When he was 17, he wanted to study at the Federal Institute of Technology in Zurich, but he failed the entrance exam and was not accepted.
- He was enrolled at university but he wasn't a good student. He didn't go to classes, preferring to work in the library or the science laboratory. To pass the exams, he studied a friend's class notes.
- He finished university in 1900 with poor results and he couldn't find a permanent full-time job. Instead, he did small jobs for the next few years.
- Einstein was not a professional physicist and he did his scientific research in his spare time. But in 1905 he published three scientific papers which were revolutionary.
- Einstein became a celebrity after he won the Nobel Prize in 1921.
- Einstein's other passion was music. His mother encouraged him to play the violin, and he played this instrument all his life.
- Einstein's famous formula  $E=mc^2$  demonstrated that it was possible to make an atomic bomb. But in the last years of his life, Einstein actively protested against the atomic bomb.
- Einstein was not only a theoretical scientist, he was also an inventor. In 1926 he invented a fridge that used alcohol instead of electricity.
- Einstein was also famous for his ability to make intelligent comments about life. One example is: "You don't really understand something unless you can explain it to your grandmother."
- Einstein's brain was smaller than normal because he was a small person. After he died, a doctor stole his brain to try to discover the secrets of his intelligence.

About Albert Einstein read more at: [www.en.wikipedia.org/wiki/Albert\\_Einstein](http://www.en.wikipedia.org/wiki/Albert_Einstein)



2. **Look through the text again and write short answers to the questions below.**

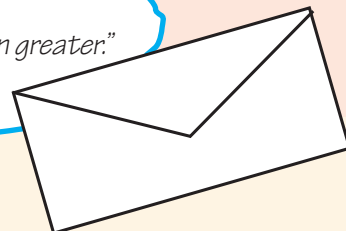
- For which mathematical formula is Einstein best known?  $E=mc^2$
- At what age did Einstein fail to study in Zurich? .....
- When did Einstein publish three scientific papers? .....
- When did he win the Nobel Prize? .....
- What musical instrument did he play? .....
- How big was Einstein's brain? .....
- What did he invent in 1926? .....



3. **Einstein received thousands of letters, among them were countless numbers of letters from children. Einstein loved responding to these letters. Read the extracts from both: the letters he received from children and his replies to them (a-e) and try to match them with the 1-5 statements below. Example: 1-c**

- In 1947 a nine-year-old girl, who liked to collect stamps, wrote: c
- In 1951 a six-year-old girl gave Einstein the following piece of advice: .....
- In 1953 a school pupil wrote to thank Einstein .....
- In 1920, in answer to a question about his appearance, Einstein wrote: .....
- In 1943 Einstein answered a schoolgirl who was finding it hard to understand maths: .....

- a. "Our class is studying the universe. I'm very interested in space. I would like to thank you for all you have done so we can learn."
  - b. "I saw your picture in the paper. I think you ought to have a haircut, so you can look better."
  - c. "Please send me your autograph. I already collect stamps but I want to start collecting signatures from famous people like you."
  - d. "Let me tell you what I look like. A pale face. Long hair. A cigar in the mouth and a pen in a pocket or in my hand. And crooked legs."
  - e. "Do not worry about your difficulties in mathematics. I can assure you that mine are even greater."
- Best regards, Professor Albert Einstein.



### Vocabulary in Context

#### 4. Find a word in the texts that has the same or similar meaning to the following.

1. To make officially a member of a group. enroll
2. A famous person .....
3. Lasting for a long time or forever .....
4. A strong love .....
5. A very large number of something .....
6. Strongly advise someone to do something .....
7. Express strong disagreement about something .....

#### 5. Match the words from column A with the words from column B to make logical pairs. Example: 1-f.

A.

1. enroll	4. famous
2. do	5. interested
3. protest	6. worry

B.

a. about	d. in
b. against	e. for
c. research	f. at

#### 6. Read the text about Marie Curie and complete the gaps with the words below. Two words are extra.

awarded    celebrity    correspondents    countless  
discovered    enrolled    experiments    famous    received    to win

### Marie Curie

Marie Curie, one of the most famous (1) scientists in the world, dedicated her life to physics and chemistry. Her original name was Maria Sklodovska and she was born on November 7, 1867, in Warsaw, the Polish capital. Marie became a ..... (2) after she discovered radioactivity. She was the first woman ..... (3) the Nobel Prize for physics and she was the first female lecturer and professor at the Sorbonne University in Paris. She also did ..... (4) numbers of ..... (5) in chemistry and ..... (6) another Nobel award, this time for chemistry. She was the first person ever to win two Nobel awards. Marie was married to Pierre Curie, a French scientist – also a Nobel Prize laureate. After Pierre's death, in 1906 Marie was ..... (7) her husband's post of professor at the Sorbonne University in France. It was then that her name was changed from Maria to the French name Marie. Marie Curie eventually died from radium, which she had ..... (8) and which had made her famous.





7. What is an IQ test? Circle the answer you think is correct. Then listen to the interview with Ann, a psychologist, and see if you guessed correctly.

An IQ test is...

- a. A test that measures human intelligence.
- b. A test that checks your level of English.



8. Listen to the interview again and decide if the following statements are true or false. One example is given.

	T	F
1. The first IQ test was used with school students.	✓	
2. There are no IQ tests for adults.		
3. There are different types of IQ tests.		
4. Many things affect your IQ.		
5. Poor health cannot lower your IQ.		
6. You can increase your IQ by doing puzzles.		
7. Women perform better than men on tests of mathematical ability.		

### Grammar: Linking words

Look at the sentences:

- Einstein didn't like school because in class students were only expected to repeat and memorize information.
- As he didn't work hard, he couldn't pass the test.
- He was enrolled at university but he was not a good student.
- Although IQ tests were first designed for school students, they are also used by adults now.
- Nick had some time to spare, so he visited his friends.

The words **because, as, but, although** and **so** are all linking words, also called conjunctions.

**There are several ways to link ideas in a sentence.**

- a. The words *because, as* answer the question **why?**
- b. The words *but, although* introduce **a contrasting idea**. ('Although' is usually the first word in a sentence)
- c. The word *so* introduces **a result**.

What other linking words do you remember? Can you write some more examples with the linking words?



9. Read the sentences below and choose the correct word for each space.

1. Amy doesn't have her own computer but she can use one in the university computer lab.  
 (a) but      b. because      c. so
2. .... the restaurant is very small, it serves a lot of people every day.  
 a. but      b. although      c. because
3. Most of the students are very busy ..... it's exam time.  
 a. because      b. although      c. so
4. Irakli is intelligent ..... he also works very hard.  
 a. so      b. and      c. but
5. On the university campus you can work in the library ..... you can't use computers there.  
 a. but      b. since      c. because
6. .... it is a beautiful place, very few people go there on week-ends.  
 a. although      b. as      c. but
7. The orchestra doesn't perform in the summer ..... the musicians are on holiday.  
 a. but      b. although      c. so





10. Join the sentences using linking words below.

but as because so although

1. You can park your car in the centre of Tbilisi. Sometimes it is difficult to find a space.

You can park your car in the centre of Tbilisi but sometimes it is difficult to find a space.

2. I can't go to the concert. I have to get ready for an exam.

.....

3. Nino loves reading books. She often visits the library.

.....

4. Tourists often visit this place. It has lovely views of the city.

.....

5. You can stay with this family in London. You won't have much practice in English.

.....

6. Jane worked hard. She had problems with the math test.

.....



11.



Speaking

Work with your

partner and give your opinion about the statements below. During the discussion your partner should either agree or disagree with you and say why. Use the phrases for giving opinions and agreeing/disagreeing. When you have finished, share your opinions with the class.

- Boys are better at math than girls.
- Intelligence can be developed through solving mathematical problems and reading much.

**Giving opinion:** I think that..../In my view / From my point of view / As far as I am concerned/I am sure

**Agreeing/disagreeing:** That's right / I don't agree at all / I completely agree / I don't really agree



Now get ready to write



12. The editor of your school newsletter has asked you to write an article with the title: "Are girls better language learners than boys?" In 6 or 7 sentences, give your opinion on this topic based on your and your friends' experience.

Use the phrases from ex. 11, also the following linking words: as / but / so / because / although / as well as / since / and

### School newsletter

Are girls better language learners than boys?

From my point of view .....

.....

.....



## 1. In pairs discuss these questions:

- How would you define a genius? What makes them so special?
- Do you think people are born geniuses or do you think they become geniuses through hard work?



## 2. Read the text and match headings to paragraphs. There are two headings that you do not need to use.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| a. Recommendations to parents      | d. The most popular theory today. |
| b. What Einstein's brain tells us. | e. Truth in an old theory?        |
| c. Nobody believes it.             | f. Questions not answered.        |

## 1. \_\_\_\_\_

Almost anyone can give you the names of a few geniuses. The list of people that might be mentioned would probably include such names as Leonardo da Vinci, Mozart, Shakespeare, Einstein and Galaktion since we all know that they were extremely talented people. But if you ask people to tell you where genius, or incredibly high ability, comes from, you'll find that nobody really knows. Thomas Alva Edison, who was responsible for several inventions including the light bulb and the moving picture, had a very simple answer; he said that genius was one per cent inspiration, or creative ability, and ninety-nine percent perspiration, or hard work. However one of the most popular theories is that it could be connected to the shape of our brains.

## 2. \_\_\_\_\_

The idea that intelligence might be related to the brain's shape became popular in the 19th century and is known as 'phrenology'. According to this theory, our behavior is dictated by the shape of certain parts of our brains. Many famous people, including the writer Charles Dickens, supported this theory, although it became less popular in the 20th century. However, recent research suggests that the theory may not have been completely wrong after all, and the reason for this view is in the brain of Albert Einstein.

## 3. \_\_\_\_\_

When Einstein died, he had left instructions that his brain should be used for medical research. As a result of this research, in 1999 three scientists published what they had found out about Einstein's brain. The weight of the brain was average for a man of his height and weight, but one part of his brain was very different; it was larger than average and it was not divided as it is in normal brains. Probably this was why Einstein was so good at mathematics and not so good at other things, such as speaking. It is well known that Einstein couldn't speak until he was three years old, and we also know that many people who don't speak very early become brilliant mathematicians and scientists.

## 4. \_\_\_\_\_

Although the size of certain parts of the brain may explain some kinds of intelligence, scientists believe that other factors, such as environment, are equally important. A child does not need to be surrounded by books to become a genius, but at an early age he must be surrounded by things which make him curious to learn, to explore, to question things, and to continue doing so for the rest of his life. And we must never forget that the greatest factor in being a genius is very, very hard work.

3. Look through the text again and answer the questions below.

Who...

1. invented the light bulb and the moving picture? Thomas Alva Edison
2. wanted his brain to be used for medical research? .....
3. agreed with the idea that what we do is decided by different parts of our brains? .....
4. couldn't speak until he was three years old? .....
5. are often considered to be geniuses? .....
6. wrote about research on Einstein's brain?.....

### Vocabulary in Context

4. Match the underlined words with their Georgian equivalents. The contexts in which they are used will help you.  
Example: 1-e

- |  |                               |
|--|-------------------------------|
| 1. He is a person of <u>incredibly</u> high ability. | a. გვთავაზობს                 |
| 2. Genius is one per cent <u>inspiration</u> .       | b. ქცევა                      |
| 3. Ninety-nine percent <u>perspiration</u> .         | c. ცნობისმოყვარე              |
| 4. He <u>supported</u> this theory.                  | d. შემოქმედებითი უნარი        |
| 5. Recent research <u>suggests</u> ...               | e. დაუფერებლად                |
| 6. His <u>behavior</u> is strange sometimes.         | f. შთაგონება                  |
| 7. These things make him <u>curious</u> to learn.    | g. დაუღალავი შრომა, ოფლისღვრა |
| 8. <u>Certain</u> parts of our brains.               | h. გარკვეული                  |
| 9. One per cent <u>creative ability</u> ...          | i. მხარი დაუჭირა              |

5. Read the text below about an unusual way of interviewing students at universities. Then fill in the gaps. There are two extra words.



### Why don't plants have brains?

The British government has set certain (1) goals for education and one of these goals allows greater numbers of students who are ..... (2) to learn to continue their ..... (3) at university. But nowadays there are more school-leavers with good ..... (4) than there are places. One consequence of this is that universities have to think of more original ways to decide which students to accept. For example, in their interviews for ..... (5) to Oxford and Cambridge universities, students used to be asked questions like: "And why do you feel you want to study philosophy at this University?" But now they might be asked: "Tell me about a banana." And a girl who wanted to study to be a vet was asked: "Why don't plants have ..... (6)?" One of the university professors said that, in his ..... (7), this kind of question was a good test of a student's ..... ability (8).

brains  
~~certain~~  
creative  
curious  
entrance  
incredibly  
inspiration  
qualifications  
studies  
view

### Listening

6. How much do you know about your brain? Listen to the recording. You will hear some interesting facts you might not know about. While listening read the sentences below and circle the right choice.

- |  |               |               |            |
|--|---------------|---------------|------------|
| 1. Our brain uses ..... of the calories that we eat. | a. 20%        | b. 30%        | c. 40%     |
| 2. A typical human brain weighs .....                | a. 1. 5 kilos | b. 1. 4 kilos | c. 2 kilos |
| 3. A dolphin's brain weighs .....                    | a. 1. 5 kilos | b. 1. 4 kilos | c. 2 kilos |
| 4. Brain uses ..... of its capacity for seeing.      | a. 15%        | b. 20%        | c. 25%     |
| 5. The brain has ..... sides.                        | a. 2          | b. 3          | c. 4       |

7. Listen to the text again. Which choice corresponds to the recording? Underline the correct word.

1. The less you eat the less/the more energy you have.
2. The less you study, the more/the less energy you use.
3. The blue whale has the smallest/the largest brain.
4. Men's and women's brain are very different/similar.
5. Women are better/worse at learning and speaking languages than men.
6. The left side of the brain controls language/intuition.
7. The right size of the brain controls logical/abstract thinking.

### Grammar: Complex sentences

Look at the sentences below:

- I hope to work as a vet after I finish my medical studies.
- Remember to turn off all the lights before you go to bed.
- Although Ana has a French mother, she can't speak French.

These are examples of **complex sentences** (რთული ქვეწყობილი წინადადება). A complex sentence has a main, independent, clause and one or more dependent clauses. The clauses are joined by conjunctions. In the above sentences the conjunctions are: after, before and although. Other conjunctions (or linking words) used in complex sentences are: *who, when, where, how, because, since, as soon as*.

More examples are:

- When you hand in your homework, don't forget to give the teacher the last page.
- The teacher will return the homework after she has marked it.
- As soon as they finish studying, Nino and Nick will go to the movies.

Notice that, although we are talking about the future in these sentences, we use a present verb form **after when, before, after and as soon as**. Notice also that when a complex sentence begins with a conjunction, a comma is required at the end of the dependent clause.

- After you attend this seminar, don't forget to share your experience with us.



8. Read the sentences and complete the gaps with the correct form of the verbs in brackets.

1. As soon as they arrive (arrive), they will come (come) to see us.
2. After he ..... (clean) the room, he ..... (start) writing the essay.
3. When they ..... (show) his latest film, he ..... (become) very popular.
4. They ..... (bring) the pizza as soon as you ..... (tell) them your address.
5. You ..... (find out) the truth when you ..... (speak) to him.
6. When we ..... (get) home, I ..... (show) you my new room.
7. Don't forget to take an umbrella before you ..... (go) out.

9. Mari is planning to travel across Europe. Her mother is worried about her and has some questions to ask. Read the prompts below and write questions.

1. phone me /as soon as / arrive Paris?

Will you phone me as soon as you arrive in Paris?

2. Where/ stay / when / get to Budapest?

3. phone me / after / get to London?

4. buy your sister a present / before / leave Italy?

5. take photos / when / find beautiful views?

6. send me a postcard / before / finish your tour?

7. make sure you have your passport / before you leave?



## Speaking

10.

Every person is a genius in their own way. We are all very very good at something. Some people are good at remembering what they have read, others are good at remembering things through listening. Some people are good at math, some at languages, some at sports and some at painting or music. Work in small groups and tell each other THREE things you are VERY good at. Are there any talents and abilities that some of you share?

While speaking try to use complex sentences with some of these linkers: *although, after, when, as soon as, before...*

**Example:** *I can remember the tune of a song after I listen to it only once.  
Although I can't solve math problems, I am very good at football.*



## Now get ready to write

11.

Write a paragraph to describe your **strongest** ability. You should include information about how you use this ability and give reasons why you think you are really good at it. The title of your paragraph is: *I am a genius.* Try to use complex sentences and the linkers given in the speaking exercise.

*I am a genius*

*I think my strongest ability is .....*

*I remember once.....*





## Reading



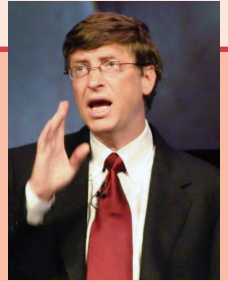
1. You've probably heard of Bill Gates, the founder of Microsoft, the biggest computer software\* company. Here are some things he has said. When you have read them, discuss with a partner what they tell you about Bill Gates's character.

- "I like my job because it involves learning. I like being around smart people who are trying to figure out new things."
- "I really had a lot of dreams when I was a kid, and I think this was probably because I was allowed to read a lot."
- "It's fine to celebrate success, but it is more important to learn from failure."



2. Now read some interesting facts and the text about Bill Gates and answer the questions below.

- Gates scored\* 1590 on his SAT (Scholastic Aptitude Test\*). The maximum score for this test is 1600.
- Bill Gates earns 50 USD every second. So he earns about \$20 million a day, or 7.8 billion a year!
- Even if he gave 15 USD to every person on earth, he would still have \$5 million left for his pocket money.



On October 28, 1955, shortly after 9:00 p.m., William Henry Gates III was born in Seattle, State of Washington, USA. The family he was born into had a long history in business and politics. His great-grandfather had been a mayor, his grandfather was the vice-president of a national bank, and his father was a well-known lawyer. Even when he was still a young boy, it was easy to see that Bill Gates had the ambition, the intelligence, and the desire to win, that had helped previous Gates rise to the top in their chosen professions. At elementary school he quickly established himself as the best student in nearly all subjects, especially math and science. His parents could see that he was exceptionally intelligent and so they decided to enrol him at Lakeside, a private school known for its high academic standards. This decision had a great effect on Bill Gates' life, for it was at Lakeside school that he first came into contact with computers. He soon discovered a keen interest in software and he began programming computers at the age of 13.

Bill Gates, together with Paul Allen, and a few other Lakeside students - many of whom later became the first programmers to be hired at Microsoft - would stay in the computer room all day, and sometimes all night. They would be busy writing programs, reading computer literature and learning all they possibly could about computing. After a while, however, Gates and the others started having problems with their studies. They were either handing in their homework assignments late or not doing them at all, and they were skipping classes and going to the computer room instead. In the fall\* of 1973, Bill Gates left home for Harvard University. He did well at university but, as in high school, he didn't take his studies seriously. Gates would spend many long nights in front of one of the university computers and many days asleep in class. Two years later he left Harvard in order to work full-time at Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. Convinced that the computer was soon going to be a valuable tool on every office desk and in every home, the two young men began developing software for personal computers.

Today Gates is a billionaire but he doesn't live the life of a rich man, even preferring until recently to fly economy class and eat in the Microsoft office cafeteria. In fact, he believes in the well-known saying: 'you can't take it with you,' and he intends to get rid of all his money before he dies. One way he has found to get rid of his money is to give it away!



To do this he has set up, with his wife, a charitable organization called the 'Bill & Melinda Gates Foundation.' Through this foundation, more than \$50 billion is being spent in poor countries on projects and programmes in the areas of health and learning.

Bill Gates, the software king, is still far from being an old man, but in his relatively short life, he has succeeded in changing the world. His wealth, which has reached astronomical proportions - 57 billion dollars!! - often makes it hard for us to realise that he has created one of the most powerful corporations in history and, in doing this, he has brought technology and people closer together than anyone could have imagined.

\* computer software: კომპიუტერული პროგრამები

\* scored: ქულები დააგროვა

\* Scholastic Aptitude Test (SAT): უნარების ტესტი, რომელსაც ამერიკელი ახალგაზრდები აბარებენ სკოლის დამთავრებისას.

\* fall: autumn (American)

### 3. Who do the sentences below refer to?

Who.....

1. was a famous lawyer? *Bill Gates' father*
2. managed to rise to the top of their professions? .....
3. decided to enrol Bill Gates in Lakeside high school? .....
4. would spend most of their time in the computer room? .....
5. began developing software for personal computers? .....
6. founded a charitable organisation? .....

### 4. Read the text again and decide if the sentences are true or false. Tick the appropriate box.

	T	F
1. Bill Gates had a good family background.	✓	
2. At Lakeside high school he got interested in computers.		
3. At the age of 13 Bill began designing websites.		
4. He used to read a lot to learn about computing.		
5. Bill Gates graduated from Harvard University.		
6. Gates founded Microsoft with his childhood friend.		
7. The king of software lives in luxury.		
8. Bill Gates spends a lot of money for charity purposes.		

### Vocabulary in Context

### 5. Read the words and phrases below and find their English equivalents in the text.

1. დაარსება *set up*
2. თავი დაიმკვიდრა .....
3. კომპიუტერული პროგრამები .....
4. დაქირავება, სამსახურში აყვანა .....
5. გაკვეთილების გაცდენა .....
6. საკუთარ აზრში მტკიცედ დარწმუნებული .....
7. ცნობილი ანდაზა .....
8. თავიდან მოშორება .....

### 6. Fill in the gaps with the correct form of the words in capitals.

1. The aim of the new curriculum is to raise *academic* standards in schools.
2. Some of these young musicians are .....talented.
3. This dictionary is a ..... reference tool for language learners.
4. All the money raised by the concert will go to .....
5. He was one of the most ..... men in the country.
6. Her biggest .....was to climb mount Everest.
7. This product will now become ..... in all the main supermarkets.
8. He won a lot of money in a lottery and became a .....man.

ACADEMY  
EXCEPTION  
VALUE  
CHARITABLE  
POWER  
AMBITIOUS  
AVAILABILITY  
WEALTH

### 7. Read this text about the future of computers and fill in the gaps with the words below. Two words are extra.

#### Thinking machines

The next *generation* (1) of computers will be very different from the ones we know today. In what ways? Well, they will be able to understand spoken ..... (2) and they'll have voices of their ..... (3). They will also be able to think for themselves. How will this be ..... (4)? Because tomorrow's computers will work just like the human ..... (5). Inside our brains there are millions of nerve cells or 'neurons'.\* These are ..... (6) together, like streets in a big city. Because of this very complex network of neurons, we can think, and we can do ..... (7) things at the same time. The computers of the future will also contain electronic 'neural networks.' They will still be much more simple than human brains, but this will be an ..... (8) step forward. In this century, we can confidently ..... (9), for example, that the new, more powerful, neural computers will be used by doctors to ..... (10) illness more accurately, that they will be able to understand and control the world's money markets, and to find ..... (11) under the ground.

brain  
connected  
convinced  
diagnose  
enormous  
generation  
instructions  
minerals  
own  
possible  
predict  
several  
software

\*neuron – ნერვული უჯრედი



8. Do you know the differences between chat rooms, websites and web logs? Look at these definitions to find out.

- **Chat room:** a place on the Internet where you can write messages to other people and receive messages back from them immediately, so that you can have a 'written conversation.'
- **Web log (or blog):** a web page containing information about a particular subject, in which the newest information is always at the top of the page. Blogs are often called online journals.
- **Website** is a place on the Internet where you can find information about something, especially a particular organisation. For example [www.bbc.com](http://www.bbc.com) is a web address.



9. Now listen to an interview with Mark Stevenson, a web designer, and decide if the following statements are true or false.

	T	F
1. A weblog or blog is a personal diary.	✓	
2. The first blogs were lists of links to web sites.		
3. There are now about ten thousand blogs on the Net.		
4. Most blogs are written by teenagers.		
5. People usually write about world events and what they think about them.		
6. More boys write blogs than girls.		
7. Boys tend to use more emotions, like smiles, than girls.		
8. The average blog is about 1000 words long.		



10. Listen to the recording again and complete the gaps with the suitable words.

- There are lots of different kinds of blogs.
- ..... people look at Andrew Sullivan's blog every day.
- Blogging is most popular with teenagers aged ..... to .....
- About 40 per cent of teenagers talk about ..... and .....
- Many teenagers use a weblog to discuss their .....
- Some bloggers comment on daily .....
- Educationists are thinking of putting blogging into .....
- Students use many more words when they write a weblog than in a normal .....

### Grammar: Passive for Perfect tenses

Look at the sentences:

- They have found the missing child.
- The missing child has been found.

The first sentence is in **the active voice** and the second sentence is in **the passive voice**. Both sentences are in the Present Perfect tense. Notice how the object in the active form the missing child moves to the front in the passive sentence and becomes the subject. A passive sentence makes it possible to put emphasis on the object of the active sentence. **We use the Passive form when we either don't know the agent or are not interested in the agent – the person who did something.** For example, the sentence *The missing child has been found* has no agent (by smbd.) because either we don't know who found the child or we are not interested in who found the child.

**The Passive voice can also be used with Past Perfect.**

Look at more examples of active and passive forms of the Present Perfect and Past Perfect tenses:

- Somebody has stolen my bicycle. – My bicycle has been stolen. (We don't know who has done this)
- They had served the dinner. – The dinner had been served. (It's not important who had done it)

Can you write the rule for forming the Present Perfect and Past Perfect Passive forms of the verb? Can you write the rule for interrogative and negative forms too? Ask your friend or your teacher for advice.



11. Put the verbs in brackets in the correct passive or active form.

1. An invitation *has been sent* (send) to every member. So I think they will all come.
2. The flat ..... (paint) since I was last here, hasn't it?
3. When we got to our room at the hotel, we saw that it still ..... (not/clean).
4. Computers ..... (change) our lives completely. Don't you agree?
5. Seventy anti-globalisation protesters ..... (arrest) in Paris in the last few hours.
6. She was upset because her car ..... (steal).
7. Nobody ..... (see) George for a long time. I wonder where he can be.



12. Fill in the gaps with the Present Simple passive, Present Perfect passive or Past Simple passive forms of the verbs in brackets.

Three climbers, who were missing for thirty hours, (1) .....  
(found) safe and well by a rescue team in the Swiss Alps. The three, two men  
and a woman, who are all from Italy, had been climbing in the Alps when they  
(2) ..... (force) to find a place to shelter from the bad weather.  
They (3) ..... (rescue) early this morning. At the moment  
they are recovering in hospital and (4) ..... (say) to be ok. Walkers  
and climber (5) ..... (warn) of the dangers of going out  
onto the mountains at this time of year.



Speaking



13.

Some people believe  
that everything that can be invented has already been invented. Do  
you agree with this? If you don't, tell your friends what else you think can be invented in the future.  
Discuss this in small groups. Then choose a team leader who will tell the whole class about your ideas.  
You may use some of the phrases given below.

Personally I think /I don't think that..... / I think it's wrong to believe that ..... / It seems to me that..... /

I completely agree/disagree with the idea that..... / There are so many things which haven't been invented, for example ..... /

So far scientists haven't invented a machine to ...../ This has changed/will change our lives completely.



Now get ready to write



14. You are going to write about a machine which hasn't been invented yet. Say what it is for, what it is like, why people would need it and how it would change our life. Use ideas from ex. 13. Write 90 – 110 words.

Start with:

One thing which hasn't yet been invented is .....  
.....  
.....



1. **Underline the correct Future Simple or Future Perfect form of the verb in each sentence. The first one has been done for you.**

1. The builders say they will have finished/will finish by the end of the month.
2. I will have written / will write the report by tonight.
3. When you grow older, you will have changed/will change your mind about this.
4. I will do / will have done all my work by this evening.
5. The plane leaves at 15.45, so we will leave/will have left the house at half past one.
6. When they finish this trip, they will drive/will have driven 10,000 kilometres.
7. We would like to spend Christmas at home, but we will not have got/will not get back to Georgia by then.
8. I won't have left/won't leave until you tell me the truth.
9. Do you think you will get/will have got this qualification five years from now?
10. We will have finished/will finish this book by the end of June.
11. Before we meet again, I will phone/will have phoned you.
12. Do you think your parents will retire/will have retired by the time they're sixty?



2. **Change from active into passive. Add the agent (by ..... ) only where this is necessary for the meaning of the sentence.**

1. The gardener has planted some trees.  
Some trees have been planted by the gardener.
2. Someone has broken the crystal vase.  
.....
3. When we arrived home, they had already delivered some new furniture.  
.....
4. His parents have brought him up to be polite.  
.....
5. The secretary has sent the invitation letters.  
.....
6. Someone has offered him a lot of money for his latest painting.  
.....
7. Someone had set the building on fire.  
.....
8. A traffic warden had already given him a ticket for illegal parking.  
.....
9. Someone had broken our door down.  
.....
10. The police have organised a search for the robber.  
.....
11. When they entered the cave they saw that somebody had painted the walls red.  
.....
12. They have offered the footballer a million pounds for the transfer.  
.....



3. **Join the sentences using the words in brackets. Note that linkers are sometimes put in the beginning and sometimes in the middle of a sentence. The first one has been done for you.**

1. I will see you tomorrow. I will tell you the news. (When)  
When I see you tomorrow, I'll tell you the news.
2. We will get there. We will phone for a taxi. (As soon as)  
.....
3. I will finish the book. I will lend it to you. (When)  
.....
4. I didn't have much time. I managed to visit lots of interesting sights. (But)  
.....
5. Katie will take the medicine. She will feel better. (After)  
.....

6. My suitcase was very heavy. I had to ask for help. (So)
7. Dato felt tired. He stayed up late to finish his homework. (Although)
8. I couldn't answer the question. It was very difficult. (Because)
9. We can't put that box in the car. There isn't much space. (As)
10. George will arrive. The match will be over. (By the time)
11. Nino will write the letter. She will show it to you. (When)
12. I will save enough money. I will get a new car. (As soon as)



4. Complete the sentences with the appropriate phrase. There are two extra phrases which you do not need to use. One example is given.

academic standards   charitable organisation   computer software   creative ability   establish herself  
 get rid of   heart surgeon   permanent full-time job   scientific research   skipped ... classes  
 take for granted   top-ten single   valuable tool   well-known saying

1. Children often take their parents' love for granted.
2. She had been working in a café in the evenings, but this was her first .....
3. It is important for the country's development to invest in .....
4. He was arrested for selling pirated .....
5. Nika ..... chemistry ..... three times last month.
6. Today the Internet is a ..... for teachers and students.
7. He set up a ..... to help sick children.
8. One ..... is: 'Practice makes perfect.'
9. I can't ..... this nasty cold.
10. The exhibition helped her to ..... as an artist.
11. He is determined to be a ..... after he gets his medical qualifications.
12. Our school has very high .....



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. weapon - იარაღი      | 2. curious .....     | 3. passionate .....   |
| 4. genius .....         | 5. starving .....    | 6. inspiration .....  |
| 7. behaviour .....      | 8. tramp .....       | 9. perspiration ..... |
| 10. celebrity .....     | 11. enrol .....      | 12. passion .....     |
| 13. encourage .....     | 14. mayor .....      | 15. protest ....      |
| 16. convinced .....     | 17. hire .....       | 18. physicist .....   |
| 19. intelligence .....  | 20. popularity ..... | 21. wealth .....      |
| 22. citizen .....       | 23. hardship .....   | 24. hairdresser ..... |
| 25. brilliant .....     | 26. memorize .....   | 27. inventor .....    |
| 28. revolutionary ..... | 29. against .....    | 30. politics .....    |



## IRREGULAR VERBS

Base form	Past simple	Past participle
be	was, were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
broadcast	broadcast	broadcast
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
dig	dug	dug
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
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned

Base form	Past simple	Past participle
leave	left	left
lend	lent	Lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
show	showed	shown/showed
sing	sang	sung
shut	shut	shut
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke/waked	woken/waked
wear	wore	worn
win	won	won
write	wrote	written

ability [ə'biləti] – უნარი, შესაძლებლობა  
 accept [ək'sept] (v) – მიღება  
 accommodation [ə'kɒmə'deɪʃn] – ბინა, საცხოვრებელი  
 achieve [ə'tʃi:v] (v) – მიღწევა  
 achievement [ə'tʃi:vmənt] – მიღწევა  
 acquire [ə'kwaiə(r)] (v) – შეძენა  
 admire [əd'maɪə(r)] (v) – მოხიბვლა, აღფრთოვანება  
 advantage [əd'vɑ:ntɪdʒ] – უპირატესობა  
 affection [ə'fekʃn] – სიყვარული, თბილი გრძნობა  
 allow [ə'laʊ] (v) – ნების დართვა  
 altitude ['æltɪtju:d] – სიმაღლე (ზღვის დონიდან)  
 ambassador [æm'bæsədə(r)] – ელჩი  
 ambitious [æm'bɪʃəs] – მიზანდასახული  
 ancestor ['ænsəstə(r)] – წინაპარი  
 ancient ['eɪnʃənt] – ძველი, ანტიკური  
 annual ['ænjʊəl] – ყოველწლიური  
 appear [ə'piə(r)] (v) – გამოჩენა  
 application form [ˌæplɪ'keɪʃn fɔ:m] – ანკეტა  
 apply [ə'plai] (v) – განაცხადის გაკეთება  
 appreciate [ə'pri:ʃieɪt] (v) – დაფასება  
 approximately [ə'prɒksɪmətli] – დაახლოებით  
 arrangement [ə'reɪndʒmənt] – მოგვარება, ორგანიზაცია  
 article ['ɑ:tɪkl] – სტატია  
 assignment [ə'saɪnmənt] – დავალება  
 assume [ə'sju:m] (v) – ჩათვლა, დაშვება  
 at least [ət 'li:st] – სულ ცოტა  
 attempt [ə'tempt] – მცდელობა  
 attend [ə'tend] (v) – დასწრება  
 attract [ə'trækt] (v) – მოზიდვა  
 attraction [ə'trækʃn] – სანახაობა  
 audience ['ɔ:diəns] – მაყურებელი  
 available [ə'veɪləbl] – ხელმისაწვდომი  
 average ['ævərɪdʒ] – საშუალო  
 award [ə'wɔ:d] – ჯილდო  
 background ['bækgraʊnd] – წარმოშობა  
 beforehand [br'fɔ:hænd] – წინასწარ  
 behave [br'heɪv] (v) – ქცევა  
 behaviour [br'heɪvjə(r)] – ქცევა  
 bilingual [baɪ'liŋgwəl] – ორენოვანი  
 blend [blend] – ნარევი; შეზავება  
 bless [bles] (v) – კურთხევა, დალოცვა  
 book [bʊk] (v) – დაჯავშნა  
 boost [bu:st] (v) – ზრდა  
 border ['bɔ:də(r)] – საზღვარი  
 box-office ['bɒks ɒfɪs] – თეატრალური საღარი  
 brew [bru:] (v) – დაყენება (ღუდის, ჩაის)  
 bucket ['bʌkɪt] – გედრო  
 bulb [bʌlb] – ელექტრონათურა  
 calculations [ˌkælkjʊ'leɪʃnz] – ანგარიში, დაანგარიშება  
 canal [kə'næl] – წყლის არხი  
 carry out [ˌkæri 'aʊt] (v) – შესრულება  
 celebrate ['selɪbreɪt] (v) – აღნიშვნა, ზეიმობა  
 celebrity [sə'lebrəti] – სახელგანთქმული პიროვნება  
 certain ['sɜ:tn] – გარკვეული

charity ['tʃærəti] – ქველმოქმედება  
 charm [tʃɑ:m] – მიმზიდველობა, შარმი  
 choice [tʃɔɪs] – არჩევანი  
 citizen ['sɪtɪzn] – მოქალაქე  
 clap [klæp] (v) – ტაშის დაკვრა  
 cliff [klɪf] – ფრიალო კლდე  
 coast [kəʊst] – სანაპირო  
 collaboration [kə'ləbeɪ'reɪʃn] – თანამშრომლობა  
 commercial [kə'mɜ:ʃl] – სატელევიზიო რეკლამა  
 common ['kɒmən] – საერთო  
 compulsory [kəm'pʌlsəri] – სავალდებულო  
 conduct [kən'dʌkt] (v) – წარმართვა, ჩატარება  
 confidence ['kɒnfɪdəns] – თავდაჯერებულობა  
 confident ['kɒnfɪdənt] – თავდაჯერებული  
 confirm [kən'fɜ:m] (v) – დადასტურება  
 consist (of) [kən'sɪst (əv)] (v) – შედგება  
 contemporary [kən'temprəri] – თანამედროვე  
 convinced [kən'vɪnst] – საკუთარ აზრში დარწმუნებული  
 correspondence [ˌkɒrə'spɒndəns] – მიმოწერა  
 cost [kɒst] – ღირებულება  
 courageous [kə'reɪdʒəs] – მამაცი  
 crash [kræʃ] – ავარია, კატასტროფა  
 creative [kri'eɪtɪv] – შემოქმედებითი  
 crop [krɒp] – მოსავალი  
 cross [krɒs] – ჯვარი  
 crossing point ['krɒsɪŋ pɔɪnt] – გზაჯვარედინი  
 cuisine [kwɪ'zi:n] – სამზარეულო, საჭმელები, კერძები  
 curious ['kjʊəriəs] – ცნობისმოყვარე  
 current ['kʌrənt] – მიმდინარე, ბოლო (ჯურნალის ნომერი)  
 curriculum [kə'rikjələm] – სასწავლო გეგმა, პროგრამა  
 dagger ['dægə(r)] – ხანჯალი  
 dawn [daʊn] – განთიადი, რიჟრაჟი  
 deal with ['di:l wɪð] (v) – თავის გართმევა, გამკლავება  
 dedicated ['dedɪkeɪtɪd] – თავდადებული  
 defend [dɪ'fend] (v) – დაცვა  
 definitely ['defɪnətli] – ნამდვილად  
 desire [dɪ'zaɪə(r)] – სურვილი  
 despite [dɪ'spaɪt] – მიუხედავად  
 determined [dɪ'tɜ:mɪnd] – მიზანდასახული  
 difference ['dɪfrəns] – განსხვავება  
 discovery [dɪ'skʌvəri] – აღმოჩენა  
 display [dɪ'spleɪ] (v) – გამოფენა, ჩვენება  
 distant ['dɪstənt] – შორეული  
 distinguished [dɪ'stɪŋɡwɪʃt] – გამოჩენილი, ცნობილი  
 distribute [dɪ'strɪbjʊ:t] (v) – დარიგება  
 dive [daɪv] (v) – წყალში თავით ჩასვლა, ჩაყვინთვა  
 division [dɪ'vɪʒn] – დაყოფა  
 dozen ['dɒzn] – თორმეტი ცალი  
 drag [dræg] (v) – თრევა  
 drip [drɪp] (v) – წვეთა  
 edition [ɪ'dɪʃn] – გამოცემა  
 elective [ɪ'lektɪv] – არჩევითი  
 emphasis ['emfəsɪs] – საზღასმა, ყურადღების გამახვილება  
 encourage [ɪn'kʌrɪdʒ] (v) – გამხნევება, წახალისება  
 enormous [ɪ'nɔ:məs] – უზარმაზარი  
 enroll [ɪn'rɔ:l] (v) – მიღება, ჩარიცხვა  
 entertain [ˌentə'teɪn] (v) – გართობა

entrance ['entrəns] – შესასვლელი;  
შესვლა  
environment [in'vaɪrənmənt] – გარემო  
equally ['i:kwəli] – თანაბრად  
equipment [i'kwɪpmənt] – აღჭურვილობა  
equipped [i'kwɪpt] – აღჭურვილი  
essential [ɪ'senʃl] – მნიშვნელოვანი,  
არსებითი  
establish [ɪ'stæblɪ] (v) – დაარსება, დაფუძნება,  
შექმნა  
excellent ['eksələnt] – ბრწყინვალე,  
შესანიშნავი  
exceptionally [ɪk'sepʃənəli] – არაჩვეულებრივად,  
განსაკუთრებით  
exchange [ɪks'tʃeɪndʒ] (v) – გაცვლა  
exhibition [ˌeksɪ'bɪʃn] – გამოფენა  
exist [ɪg'zɪst] (v) – არსებობა  
explorer [ɪk'splɔːrə(r)] – მკვლევარი  
explosion [ɪk'spləʊʒn] – აფეთქება  
extra-curricular activities [ˌekstrə'kɪkjələr æk'tɪvɪtɪz] –  
კლასგარეშე აქტივობები  
extraordinary [ɪk'strɔːdnəri] – საოცარი, უჩვეულო  
failure ['feɪljə(r)] – მარცხი, წარუმატებლობა  
fame [feɪm] – სახელი, სახელგანთქმულობა  
fascination [ˌfæsɪ'neɪʃn] – მიმზიდველობა,  
გატაცება  
fear [fiə(r)] – შიში  
feast [fiːst] – ნადიმი, ქეიფი  
fee [fi:] – საფასური  
fetch [fetʃ] (v) – წასვლა და მოტანა  
find out [ˌfaɪnd 'aʊt] (v) – აღმოჩენა, გაგება, გარკვევა  
firstly ['fɜːstli] – ჯერ ერთი, უპირველეს ყოვლისა  
flavour ['fleɪvə(r)] – სურნელება  
flexible ['fleksəbl] – მოქნილი  
flight [flaɪt] – ფრენა, რეისი  
flock [flɒk] – ფარა, გუნდი  
fluently ['fluːəntli] – თავისუფლად,  
შეუფერხებლად  
folk [fɒk] – ხალხური; ხალხი  
free [fri:] – უფასო  
freedom ['friːdəm] – თავისუფლება  
fund [fʌnd] – ფონდი  
generous ['dʒenərəs] – გულუხვი  
get along with [ˌget ə'loŋ wɪð] (v) – შეგუება,  
შეწყობა  
get rid of [ˌget 'rɪd əv] (v) – თავიდან მოშორება  
goal [ɡoʊl] – მიზანი  
goggles ['ɡɒɡlz] – სათვალე (წყლის, სათხილამურო)  
grade [ɡreɪd] – ნიშანი  
graduate ['ɡrædʒuət] – უმაღლესდამთავრებული  
gymnasium [dʒɪm'neɪzɪəm] – სპორტდარბაზი  
hand in ['hænd ɪn] (v) – ჩაბარება  
hardship ['hɑːdʃɪp] – გაჭირვება  
harvest ['hɑːvɪst] – მოსავალი  
hay [heɪ] – თივა  
headache ['hedɪk] – თავის ტკივილი  
heat [hiːt] – სიცხე  
hermit ['hɜːmɪt] – განდევნილი  
hesitation [ˌhezɪ'teɪʃn] – ყოყმანი  
hire [haɪə(r)] (v) – დაქირავება,  
სამსახურში აყვანა  
honest ['ɒnɪst] – გულწრფელი; პატიოსანი  
hostel ['hɒstl] – საერთო საცხოვრებელი  
however [haʊ'evə(r)] – ამისდა მიუხედავად,  
მაგრამ მაინც, თუმცა

implement ['ɪmplɪmənt] (v) – განხორციელება  
improve [ɪm'pruːv] (v) – გამოსწორება  
include [ɪn'kluːd] (v) – შეიცავს, მოიცავს  
including [ɪn'kluːdɪŋ] – ჩათვლით  
incredibly [ɪn'kredəblɪ] – დაუჯერებლად  
indicate ['ɪndɪkeɪt] (v) – მითითება  
influence ['ɪnfluəns] – გავლენა,  
ზეგავლენა  
injure ['ɪndʒə(r)] (v) – დაშავება, დაზიანება  
innocent ['ɪnəsnt] – მიაშიტი, უმანკო;  
უდანაშაულო  
insist [ɪn'sɪst] (v) – დაჟინებით მოთხოვნა,  
მტკიცება  
inspiration [ˌɪnspə'reɪʃn] – შთაგონება  
intend [ɪn'tend] (v) – დაპირება, განზრახვა  
invention [ɪn'venʃn] – გამოგონება  
inventor [ɪn'ventə(r)] – გამომგონებელი  
invitation [ˌɪnvɪ'teɪʃn] – დაპატიჟება, მოწვევა  
irresistible [ˌɪrɪ'zɪstəbl] – დაუძლეველი,  
უზომო  
issue ['ɪʃuː, 'ɪsjuː] – გამოშვება, ნომერი  
(ჟურნალის, გაზეთის); საკითხი  
joint [dʒɔɪnt] – ერთობლივი  
keyboarding class ['kiːbɔːdɪŋ klaːs] – ბეჭდვის  
გაკვეთილი  
keyhole ['kiːhəʊl] – კლიტის ჭუჭრუტანა  
knight [naɪt] – რაინდი  
latest ['leɪtɪst] – უახლესი  
law [lɔː] – კანონი  
lawyer ['lɔːjə(r)] – იურისტი, ადვოკატი  
light [laɪt] (v) – ანთება, განათება  
light bulb ['laɪt bʌlb] – ელექტრონათურა  
link [lɪŋk] – კავშირი  
luxury ['lʌkʃəri] – ფუფუნება,  
ფუფუნების საგანი  
majority [mə'dʒɔːrəti] – უმრავლესობა  
mandatory ['mændətəri] – სავალდებულო  
manuscript ['mænɪskrɪpt] – ხელნაწერი  
master ['mɑːstə(r)] (v) – სრულყოფილად  
დაუფლება  
mathematician [ˌmæθə'mætɪʃn] – მათემატიკოსი  
memorable ['memərəbl] – დაუვიწყარი  
memorize ['meməraɪz] (v) – დაზეპირება  
move [muːv] (v) – გულის აწევა  
nearly ['nɪəli] – დაახლოებით  
needs [niːdz] – მოთხოვნები  
nest [nest] – ბუდე  
nevertheless [ˌnevəðə'les] – მიუხედავად ამისა  
notice ['nɒtɪs] (v) – შემჩნევა  
noticeable ['nɒtɪsəbl] – შესამჩნევი  
numerous ['njuːmərəs] – ურიცხვი,  
მრავალრიცხოვანი  
obliged [ə'blaɪdʒd] – ვალდებული  
opportunity [ˌɒpə'tjuːnəti] – შესაძლებლობა,  
შანსი  
organized [ˌɔːɡənaɪzd] – მოწესრიგებული  
outgoing [ˌaʊtɡəɪŋ] – კონტაქტური,  
კომუნიკაბელური  
overweight [ˌəʊvə'weɪt] – ჭარბწონიანი  
oxygen ['ɒksɪdʒən] – ჟანგბადი  
pack [pæk] (v) – ბარგის ჩალაგება  
passion ['pæʃn] – ღტოლვა, გატაცება  
passionate ['pæʃənət] – მგზნებარე  
patient ['peɪʃnt] – მომთმენი  
perfectly ['pɜːfɪktli] – უნაკლოდ,

ჩინებულად  
 perform [pə'fɔ:m] (v) – შესრულება  
 performance [pə'fɔ:məns] – წარმოდგენა  
 permanent ['pɜ:mənənt] – მუდმივი  
 perspiration [pɜ:spə'reiʃn] – დაუღალავი შრომა, ოფლის ღვრა  
 physicist ['fɪzɪsɪst] – ფიზიკოსი  
 pitch [pɪtʃ] – სათამაშო მოედანი  
 play [pleɪ] – პიესა  
 polyphonic [ˌpɒli'fɒnɪk] – მრავალხმიანი (ხიმღერები)  
 population [ˌpɒpjə'leɪʃn] – მოსახლეობა  
 praise [preɪz] (v) – შექება  
 prefer [prɪ'fɜ:(r)] (v) – უპირატესობის მინიჭება  
 previous ['pri:vɪəs] – წინა, ადრინდელი  
 private ['praɪvət] – კერძო  
 project ['prɒdʒekt] – პროექტი  
 prom [prɒm] – გამოსაშვები საღამო  
 promote [prə'məʊt] (v) – ხელის შეწყობა, რეკლამირება  
 prosperity [prɒ'sperəti] – კეთილდღეობა  
 protect [prə'tekt] (v) – დაცვა  
 protection [prə'tekʃn] – დაცვა  
 public ['pʌblɪk] – საზოგადოება  
 queue [kju:] – რიგი  
 queue [kju:] (v) – რიგში დგომა  
 range [reɪndʒ] (v) – ცვლა, მერყეობა  
 rare [reə(r)] – იშვიათი  
 raw [rɔ:] – უმი  
 reach [ri:tʃ] (v) – მიღწევა  
 realize ['ri:əlaɪz] (v) – გაგება, მიხედვრა  
 reasonable ['ri:znəbl] – ხელმისაწვდომი  
 reckon ['rekn] (v) – მიხევა, ჩათვლა  
 recognize ['rekəɡnaɪz] (v) – ცნობა  
 reindeer ['reɪndɪə(r)] – ჩრდილოეთის ირემი  
 relationship [rɪ'leɪʃnʃɪp] – ურთიერთობა  
 rent [rent] (v) – დაქირავება, გაქირავება  
 reply [rɪ'plai] (v) – პასუხის გაცემა  
 requirements [rɪ'kwaɪəmənts] – მოთხოვნები, პირობები  
 research [rɪ'sɜ:tʃ, 'ri:sɜ:tʃ] – გამოკვლევა  
 resemble [rɪ'zembl] (v) – გვანება (კვანება)  
 resident ['rezɪdənt] – მცხოვრები  
 responsibility [rɪ'spɒnsə'bɪləti] – პასუხისმგებლობა  
 roots [ru:t] – ფესვები  
 save [seɪv] (v) – დაზოგვა  
 saying ['seɪɪŋ] – ანდაზა, გამონათქვამი  
 scatter ['skætə(r)] (v) – მიმოხევა  
 scenery ['si:nəri] – ხედი, ბუნება  
 score [skɔ:(r)] – ქულა  
 selection [sr'lekʃn] – ნაკრები, კომპლექტი, კრებული  
 self-portrait [ˌself'pɔ:treɪt] – ავტოპორტრეტი  
 sensation [sen'setʃn] – განცდა  
 servant ['sɜ:vənt] – მოსამსახურე  
 set up ['set 'ʌp] (v) – დაარსება, ჩამოყალიბება  
 shape [ʃeɪp] – ფორმა  
 share [ʃeə(r)] – გაზიარება; განაწილება  
 sights [saɪts] – ღირსშესანიშნავი ადგილები  
 similarity [ˌsɪmə'ləreɪti] – მსგავსება  
 skill [skɪl] – უნარ-ჩვევა  
 skip classes ['skɪp ˌkla:sɪz] (v) – გაკვეთილების გაცდენა

sledge [sledʒ] – ციგა  
 sleigh [sleɪ] – მარხილი  
 socialize ['səʊʃəlaɪz] (v) – ურთიერთობის დამყარება  
 software ['sɒftweə(r)] – კომპიუტერული პროგრამები  
 solve [sɒlv] (v) – გადაწყვეტა, გადაჭრა (პრობლემის)  
 spacious ['speɪʃəs] – გაშლილი, ფართო  
 spare time ['speə taɪm] – თავისუფალი დრო  
 speech [spi:tʃ] – სიტყვა (სიტყვით გამოსვლა)  
 square [skweə(r)] – მოედანი  
 star [stɑ:(r)] (v) – მთავარი როლის თამაში  
 starve [stɑ:v] (v) – შიმშილობა  
 straighten ['streɪtn] (v) – გასწორება  
 strength [streŋθ] – ძალა  
 stretch [stretʃ] (v) – გადაჭიმვა, გამწკრივება  
 strict [strikt] – მკაცრი  
 success [sək'ses] – წარმატება  
 suffer ['sʌfə(r)] (v) – ტანჯვა  
 suggest [sə'dʒest] (v) – შეთავაზება  
 suitable ['su:təbl] – შესაფერისი  
 support [sə'pɔ:t] (v) – მხარის დაჭერა  
 surface ['sɜ:fɪs] – ზედაპირი  
 surgeon ['sɜ:dʒən] – ქირურგი  
 survive [sə'vaɪv] (v) – გადარჩენა  
 swallow ['swɒləʊ] – მერცხალი  
 take for granted [teɪk fə 'grɑ:ntɪd] (v) – შეფერება, როგორც კუთვნილის მიღება  
 thankful ['θæŋkfl] – მადლიერი  
 theme [θi:m] – თემა  
 toast [təʊst] – საღებურად  
 top-ten single [ˌtɒp'ten 'sɪŋɡl] – ათეულის საუკეთესო სიმღერა, სინგლი  
 tramp [træmp] – მაწანწალა  
 trek [trek] – ხანგრძლივი მგზავრობა (ფეხით)  
 tuition [tju:'ɪʃn] – სწავლება  
 tutor ['tju:tə(r)] – რეპეტიტორი, მასწავლებელი  
 unforgettable [ˌʌnfə'getəbl] – დაუვიწყარი  
 unique [ju'ni:k] – უნიკალური  
 variety [və'raɪəti] – მრავალფეროვნება, ნაირსახეობა  
 various ['veəriəs] – სხვადასხვა, სხვადასხვაგვარი  
 vehicle ['vi:kl] – სატრანსპორტო საშუალება  
 view [vju:] – ხედი  
 view [vju:] (v) – დათვალიერება, ყურება  
 virtual ['vɜ:tʃʊəl] – ვირტუალური (წარმოსახვითი)  
 visible ['vɪzəbl] – ხილვადი  
 vital ['vaɪtəl] – უმნიშვნელოვანესი, სასიცოცხლო  
 walnut ['wɔ:lnʌt] – კაკალი, ნიგოზი  
 waste [weɪst] (v) – ფლანგვა, უაზროდ ხარჯვა  
 waterproof ['wɔ:təpru:f] – წყალგაუმტარი  
 weakness ['wi:knəs] – სისუსტე  
 wealthy ['welθɪ] – მდიდარი  
 weapon ['wepən] – იარაღი  
 weight [weɪt] – წონა  
 well-qualified [wel'kwɒlɪfaɪd] – მაღალკვალიფიციური  
 wheat [wi:t] – ხორბალი  
 wheel [wi:l] – ბორბალი  
 wonder ['wʌndə(r)] – საოცრება  
 worth [wɜ:θ] – ღირებულება, ღირსი

## ANSWER KEY TO THE STUDENT'S BOOK AND THE TAPESCRIPTS

### Unit 1 A memorable day

- Ex. 3 2.Tamuna 3.Dato 4.Rezo 5.Tamuna 6.Rezo 7.Tamuna 8.Dato  
Ex. 4 False: 5,7  
Ex. 5 2.middle-aged 3.(I) gladly agreed 4.stunningly beautiful 5.extraordinary sensation 6.extraordinary sights 7.necessary preparations  
Ex. 6 2.g 3.h 4.e 5.f 6.d 7.b 8.a  
Ex. 7 2.foreign 3.climb 4.pass 5.stretches 6.cliffs 7.dive 8.stunning 9.memorable (extras: dripped, trek)  
Ex. 8 Words heard: the south coast, covered in rubbish, a whole week  
Ex. 9 2.No 3.No 4.Yes 5.No 6.Yes 7.No

**Tapescript** (Keys to ex. 8 are underlined)

**Journalist:** Betty, can you tell us how you spent your summer holidays? Did you go somewhere or did you stay at home all summer?

**Betty:** We didn't have enough money for a long holiday and we - I mean the whole family- decided to have just a week in Brighton, on the south coast.

**Journalist:** I see. So tell us about the week in Brighton. Was it... special in any way?

**Betty:** Special? Yes, in a way, it was special really. The first day.... well, when we got to the hotel I was very tired and tried to sleep for a while. But I couldn't. The problem was the noise of the traffic. There was so much traffic going past. Then, next morning, I wanted to have a shower, but there was no hot water. It was cold! Then, we went down to the beach, it was covered in rubbish: Coke bottles, chocolate wrappers, everything you can imagine. Impossible to sit anywhere. Then lunch. The food was terrible. No taste. And we couldn't eat it. The chips were terrible and so was the fish. We were very hungry. Starving. So we talked to the hotel clerk and he gave us the address of a restaurant serving good food, and not too expensive. So we went there, but we couldn't get in because it was crowded. Not a single free table! Finally we had to eat some hamburgers in the street to survive. So, although we were going to spend a whole week there, in fact we left on the third day. Now you can see how 'special' my holidays were.

**Journalist:** Thank you, Betty. Sounds really special!

- Ex.10 2.didn't enjoy 3.fell 4.lost 5.had 6.haven't been 7.spent 8.moved 9.was 10.has already lived  
Ex.11 2.went 3.didn't bathe 4.met 5. went 6.have bought / bought 7.have always wanted/always wanted 8.has had 9.have already given

### Unit 2 Problems I want to solve

- Ex. 3 2.Watching soap operas 3.Get better results in maths. 4.Learn main computer programmes. 5.Earn enough money to buy a car. 6.Spend less time in the street. 7.Chatting on the Internet 8.He can make khinkali  
Ex. 4 2.get rid of 3.skill 4.confident 5.weakness 6.standing in queues/to queue 7.main 8.solve (a problem) 9.chatting /to chat 10.gain 11.strength  
Ex. 5 **Mike:** 2.main 3.mathematical 4.confident 5.skills 6.chatting (extra: learn)  
**Keti:** 2.solve 3.company 4.get 5.weaknesses 6.gain (extra: design)  
Ex. 6 phrases heard: a part-time job, was pretty nervous, in the end, took it seriously, my own money  
Ex. 7 2.No 3.Yes 4.Yes 5.Yes 6.No 7.No 8.Yes



### **Tapescript** (Keys to ex. 6 are underlined)

There is a new car wash near my house. One day I noticed that a boy about the same age as me was working there, washing cars. So I thought to myself: Why not try and get a part-time job there? My parents can't afford to give me money every day. So why not be more.... independent financially, so I can invite friends to the cinema, for example? So I went along to the car wash place. I was pretty nervous about asking for a job. I don't have any particular skills – I don't know how to do many things. I don't even know any simple computer programmes or anything. But it was ok actually. The car wash boss asked me how old I was and how I would manage to do my school work if I was working there. In the end he said he would give me the job for two evenings a week, and he would pay me 5 laris an hour. I thought this wasn't bad, but the next step was to tell my Dad about it. I was nervous again, but there was no problem this time either. Dad took it seriously, though he wanted to know a few things about it. Where the car wash was, how I was going to find time to do my lessons and work at the car wash at the same time, how much I would earn. Things like that. I think I gave him the right answers, because he listened carefully, especially when I said the pay was 5 laris an hour! And then he said he agreed. And of course he was happy I would be earning my own money. And that's how I got my first job.

**Ex. 8** 2.living 3.to lock 4.being 5.to become 6.painting 7.to be 8.dancing 9.to study

**Ex. 9** 2.to meet 3.to be 4.recognizing 5.talking 6.telling 7.interrupting 8.speaking 9.to know  
10.to answer

### **Unit 3 A letter to myself**

**Ex. 3** 2.a 3.b 4.c 5.c 6.b 7.a

**Ex. 4** 2.First 3.Next 4.Finally 5.In conclusion

**Ex. 5** 2.e 3.g 4.h 5.f 6.b 7.c 8.a

**Ex. 6** 2.g 3.d 4.a 5.b 6.e 7.a 8.f

**Ex. 7** 2.goals 3.expert 4.international 5.successful 6.person 7.job 8.full 9.world 10.ourselves  
(extras: achieved, married)

**Ex. 8** 2.company 3.profession 4.international 5.idea 6.archeologist 7.golden 8.goal 9.set 10.musician 11.travel 12.Europe 13.hard-working 14.necessary

**Ex. 9** 2.In 3.my 4.First 5.To 6.up 7.then

**Ex. 10** 2.First of all 3.Then 4.And finally 5.personally 6.In my view 7.In conclusion  
(extra: after that)

### **Unit 4 Which language school?**

**Ex. 2** Giorgi chose St Martin's Language school in Oxford.

**Ex. 3** 2.Columbia School of English 3.From the website 4.In August 5.10 students 6.by e-mail 7.He will live in a hostel/will meet international students 8.Yours sincerely

**Ex. 4** 2.top quality tuition 3.flexible timetable 4.accommodation costs 5.top quality tutors  
6.advanced level 7.tuition/course fee 8.students' hostel 9.is attached 10.I am looking forward to...

**Ex. 5** 2.hostel 3.tutors 4.intermediate 5.advanced 6.accommodation 7.fee 8.tuition  
9.multimedia 10.certificate (extra: centre, college)

**Ex. 6** Class size:12; Level: beginner; Timetable: Tues.&Thurs; Course length:6 weeks; Fan club:  
football; Fee: €320/320 Euros)

### **Tapescript** (Keys to ex. 6 are underlined)

**Receptionist:** Good afternoon. Can I help you?

**Man:** Good afternoon. Can I have some information about your school, please?

**Rec.:** Certainly sir. What would you like to know?



**Rec.:** Certainly sir. What would you like to know?

**Man:** Well, I'd like to know a few details on the courses you run. How big are the classes for example? How many students are there in each class?

**Rec.:** We have no more than twelve students in a class.

**Man:** OK. And what levels do you have? I don't know any Italian so do you have classes for beginners? And when are they? Which days?

**Rec.:** Beginners? Of course we have a beginners' class. Let me see the timetable...Mmm, yes that's an afternoon class, on Tuesdays and Thursdays, from 2 to 6.

**Man:** Tuesdays and Thursdays? In the afternoon?

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

**Man:** I see. And how long does the course last? I mean what's the duration of the course?

**Rec.:** It's a six-week course, and the next one starts next Tuesday.

**Man:** That's fine. And are there any social activities?

**Rec.:** Sure. There is a football fan club that you can join if you like.

**Man:** That's great. I've been a fan of Italian football for years. And one more question. How much is the course fee?

**Rec.:** Let me see. A six-week beginners' course will cost 320 Euros if it's in Italy!

**Man:** Thank you very much. Can I have an application form?

**Rec.:** Of course. Here you are. Can you complete it by tomorrow?

**Ex. 7** 2.to be 3.meeting 4.prefer 5.to speak 6.reading 7.to make 8.smoking

**Ex. 8** 2.I am used to working at night. 3.I am looking forward to seeing them. 4.Sandro is too short to play basketball. 5.It's worth working on this project. 6.I am old enough to make my own decisions./ to decide things myself.

## Revision One Units 1-4

- Ex. 1** 2.(last) was in Tbilisi 3.haven't spoken French since 4.haven't been 5.have known 6.hasn't worn 7.spoke English 8.haven't been 9.spoke to each other 10.have had 11.have displayed George's pictures on the website 12.I last watched
- Ex. 2** 2.to spend 3.living 4.not going 5.both are possible 6.making 7.to buy 8.not to speak 9.spending 10.to switch off 11.both are possible 12.playing
- Ex. 3** 2.to go 3.prefer 4.reading 5.receiveing 6.getting 7.speaking 8.to win 9.to live 10.to earn 11.to pay 12.meeting
- Ex. 4** 2.looked worried 3.gladly agreed 4.stunningly beautiful 5.get rid of 6.gained an experience 7.take it seriously 8.manage his time 9.speaks...fluently 10.summed up 11.reach my goal 12.in my opinion (extra:first of all, in conclusion)
- Ex. 5** 2.ლაშქრობა 3.მოვლენა 4.გადაჭიმულია 5.საშუალო ასაკის 6.წვეთ-წვეთად დენა 7.კლდე 8.გადაჭრა (პრობლემის) 9.შეძენა (ცოდნის) 10.სერიალი 11.შედეგი 12.ლაყბობა 13.თავდაჯერებული 14.უნარ-ჩვევა 15.თავიდან მოშორება 16.მონწესრიგებული (ადამიანი) 17.სისუსტე 18.მიზანი 19.კავშირი 20.გაუმჯობესება 21.მიღწევა 22.ცხრილი 23.საფასური 24.სტუდენტური საერთო საცხოვრებელი 25.ტიუტორი, მასწავლებელი 26.საცხოვრებელი ადგილი 27.მოქნილი 28.(თან) დართვა 29.უმაღლესი ხარისხის 30.ღირებულება

## Unit 5 And the greatest achievement is...

Ex. 2 2.Levan 3.Lasha 4.Ani 5.Mariam 6.Lasha

Ex. 3 1.b/g 2.a 3.d 4.c/f 5.e

Ex. 4 2.technological wonders 3.assignment 4.we can definitely say 5.and lastly 6.power cut 7.without any hesitation 8.electric power

Ex. 5 2.e 3.a 4.f 5.b 6.d 7.g

Ex. 6 2.invention 3.definitely 4.achievement 5.influence 6.best-known 7.light (extra: hesitation, virtual)

Ex. 7 1.b 2.a 3.d 4.c

Ex. 8 Sentences 1, 2, 3, 4, 6 are true

### Tapescript (keys to ex. 8 are underlined)

Our lives are changing in many ways. Here are four examples of technologies of the future.

#### N1

In the future we will have access to 500 television channels and in addition to this, homes will be connected to the local video library. We will be able to call up any movie or programme we want and whenever we want it. Watching films won't be a passive experience any more because we will be able to choose alternative story lines and create our own version of any film so *TVs will be fully interactive.*

#### N2

Cars of the future will soon make driving much easier and of course much safer. The intelligent navigation system in this 2010 model will choose the best possible route for you and keep a constant distance from the car in front. And if you drive over the speed limit, the speedometer will politely advise you to slow down. You won't have to worry about security either, because your car won't start unless the owner of the car tells him to do so. *The car will easily recognize the driver* behind the wheel by the irises of their eyes!

#### N3

With these goggles and gloves we will soon be able to see, and move, things which exist only on a computer programme. As a result, we'll be able to play tennis with World No 1 tennis player Roger Federer and, believe it or not, beat him. By means of *Virtual Reality* we'll also be able to travel in space, explore the world under the seas and oceans or even play, dance or sing in our favourite pop group alongside with our favourite performer. All in the comfort of our living room.

#### N4

These are already available in some countries of the world but the image isn't very good. Since technology is developing very fast, we'll soon be able to see a perfect image of the caller. Those who don't like to be seen unless they're looking their best shouldn't worry. By means of **videophones** the caller won't be able to see them unless they want to be seen.

Ex. 9 2.speak 3.goes 4.never reads 5.is always losing 6.usually spends 7. am reading 8.gets

Ex. 10 1.look 2.is talking/speaks 3.sets 4.goes/is staying 5.am working 6.does...do/buys/sells 7.coordi  
nates

Ex. 11 2. lives/live 3.doesn't see 4.are celebrating 5.are not expecting 6.feels/is feeling. 7.wants 8.has  
9.knows

## Unit 6 The big names

Ex. 3 1.c. 2.a 3.e 4.f 5.b (extra: d)

Ex. 4 2.Ford 3.Armstrong 4.Cousteau 5.Ford 6.Cousteau 7.Cousteau

- Ex. 5** 2.c 3.f 4.a 5.d 6.b 7.g  
**Ex. 6** 2.aqualang 3.horseless 4.goggles 5.touch-down 6.car crash 7.injured  
**Ex. 7** 2.achievement 3.legend 4.climbers 5.explorer 6.cross 7.expedition (extra: goggles, employee)  
**Ex. 9** 2.T 3.F 4.T 5.T 6.F 7.T 8.F

### Tapescript (Keys to ex. 9 are underlined)

**Interviewer:** Today in our studio we have Emily Soarse, the world famous sea explorer and expert in scuba-diving. Emily's going to tell us about scuba-diving. Emily, how did scuba-diving start?

**Emily:** In fact it goes back to ancient Greece. The ancient Greeks used to dive for treasure and they started to use equipment to help them dive deeper, and longer. Interviewer: So what equipment did they use exactly?

**Emily:** Oh, it was quite primitive in fact. Long before any modern equipment was invented, they used to dive with a rope and a stone weight. They held on to the rope so they would know where they were – so they knew their position. And the weight made it easier for them to go down faster. It wasn't until the 17th century that they started to make equipment for divers so they could stay underwater for longer periods. And they invented different types of diving dress, mainly to keep divers warm.

**Interviewer:** And do we know who invented the first real diving equipment?

**Emily:** Yes, it was Augustus Siebe. He made the first really practical diving equipment, and that was in the 19th century in England. His first diving suit consisted of a big helmet over the diver's head, and a jacket. But the suit was very heavy. And a bit dangerous in fact – some divers who accidentally fell into the water even drowned. So Siebe later developed a more effective diving suit - the closed type of diving suit that is still used. With this kind of suit the diver is completely covered, and no part of his body is in contact with the water.

**Interviewer:** I see. And how about the apparatus worn by scuba-divers?

**Emily:** Yes, well the scuba apparatus was made by Jacques Cousteau and Emil Gagnan in the middle of the 20th century.

**Interviewer:** Thank you Emily. Our next guest is...

- Ex. 10** 2.woke...up 3.carried on 4.woke up 5. took out 6.wrote down 7.woke.... up  
**Ex. 11** 2.c: გაცილება 3.b: ჩაცმა 4.b: გაზრდა 5.a: მოძებნა (ლექსიკონში) 6.b: დახურვა 7.a: ბოლომდე ამოწურვა

### Unit 7 In some parts of Georgia

- Ex. 3** 2.In Pshavi 3.In Khevsureti 4.In Khevsureti 5.In Racha 6.In Khevsureti 7.In Pshavi 8.In Racha  
**Ex. 4** 4,7 are not true  
**Ex. 5** 1.f 2.h 3.d 4.a 5.b 6.c 7.e 8.g  
**Ex. 6** 2.dawn 3.dagger 4.ancestors 5.sledge 6.hay 7.candies 8.stable 9.scatter  
**Ex. 7** 2.real 3.religious 4.spend 5.stay 6.festival 7.Christmas 8.charity 9.presents 10.child hood 11.fun 12.hope (extra: life, time)  
**Ex. 8** 2.mild 3.peace 4.sight 5.Alleluya 6.born 7.light 8.grace 9.birth (extra: child, night)  
**Ex. 9** 2.subject 3.predicate 4.adjective 5.direct object 6.adverb 7.adverb 8.indirect (prepositional) object  
**Ex. 10** 2.Mario is a man. 3.I showed the photos to my father. 4.Everyone was laughing loudly. 5.Mike's friends gave him some help. 6.This happened in Africa two years ago. 7.Show your new dress to me.

## Unit 8 All about being Santa

- Ex. 3** 2.The Ministry of Fun, London 3.Santa School Alberta 4.Santa Claus School Michigan 5.The International School of Santa Studies 6.The Ministry of Fun, London 7.The Ministry of Fun, London
- Ex. 4** 2.True 3.False 4.True 5.False 6.False
- Ex. 5** 2.g 3.a 4.f 5.d 6.e 7.b
- Ex. 6** 2.a graduate: კურსდამთავრებული 3.enroll: ჩარიცხვა 4.set up: დაარსება 5.distribute: გავრცელება, დისტრიბუცია 6.perfectly: შესანიშნავად, სრულყოფილად
- Ex. 7** 2.distribute 3.skill 4.perfectly 5.graduates 6.diploma 7.enroll (extra: hire, vital)
- Ex. 8** 2.Xmas 3.young 4.Year 5.strong 6.wrong 7.fight 8.done 9.begun 10.fun (extra: happy, merry)
- Ex. 9** 2.... the teachers who work at our school. 3.... the Christmas song which I like most. 4.... the magazine which Nick likes to read. 5.... the actress who lives in Australia. 6.... the postcards which John sent from Manchester. 7.... the day which I will remember for ever.
- Ex. 10** 2.which 3.whose 4.who 5.whose 6.which 7.whose

## Revision Two Units 5-8

- Ex. 1** 2.do people spend 3.Are you waiting 4.am looking after 5.remembers 6.are watching 7.always loses (also possible: is always losing) 8.works 9.is looking for 10.are making 11.washes 12.don't understand
- Ex. 2** 2.That is the house which was built by our company. 3.This is the place where I met my husband 20 years ago. 4.This is the film which we saw yesterday. 5.This is the girl whose bag was stolen. 6.The man, who was very tired, fell asleep. 7.This is the table which is broken. 8.The book, which was published last year, became a bestseller. 9.I don't believe the story which Nino told us. 10.We didn't enjoy the film which we saw yesterday. 11.Giorgi is the boy whose father works in the US. 12.My neighbour, who never leaves his house, is a writer.
- Ex. 3** 2.set up 3.wakes up 4.grew up 5.saw off 6.used up 7.carry on 8.lie down 9.is carrying out 10.drunk up 11.find out 12.write down
- Ex. 4** 2.driving license 3.without any hesitation 4.wear wigs 5.family's ancestors 6.first climber' 7.brew beer 8.saves time 9.graduated from 10.learn all the skills 11.deal with 12.archeological discovery (extra: have fun, greatest influence)
- Ex. 5** 2.პარიკი 3.თავს ართმევ, უმკლავდება 4.ვფიქრობ, ვვარაუდობ 5.მიღწევა 6.განთიადი 7.ნამდვილად 8.უმნიშვნელოვანესი, სასიცოცხლო 9.დაარსდა 10.ჯვარი 11.თივა 12.დაქორწინება 13.შესანიშნავად, სრულყოფილად 14.ფუფუნება 15.საჯინიბო, თავლა 16.გავრცელება, დისტრიბუცია 17.ძალა 18.ზედაპირი 19.უნარები 20.აღმოჩენა 21.წინაპრები 22.ბორბალი 23.ზეიმი 24.საშინაო დავალება 25.საოცრება 26.კურსდამთავრებული 27.ჩარიცხვა 28.დაარსება 29.ხანჯალი 30.ტკბილეულობა

## Unit 9 The Wardrops

- Ex. 1** 2.B 3.A 4.F (extra: C, E)
- Ex. 2** 2.b 3.a 4.b 5.c 6.a
- Ex. 3** 2.unique civilization 3.distant mountainous country 4.Georgia's folk tales and poetry 5.innocent folk 6.followed (in) her brother's footsteps 7.Georgian manuscripts
- Ex. 4** 2.c 3.b 4.e 5.g 6.a 7.d
- Ex. 5** 2.masterpieces 3.distinguished 4.distant 5.poet 6.death 7.published 8.translation 9.enjoyable (extra: fascination, permission)
- Ex. 6** გუნდი (მუსიკალური), მრავალხმიანი, გავრცელება, შესრულება, შესაფერისი, ბარიტონი, ელფერი/სურნელება, ხალხური, რეპერტუარი

Ex.7 2.living- room 3.Darbazi 4.Canada 5.1997 6.hospitality 7.flavour

Ex. 8 2.F 3.F 4.T 5.T 6.T 7. F

### Tapescript (Keys to ex. 7 are underlined)

**Question:** Today in the studio we have a guest from Canada. His name is Alan Gassar, he's a singer and he's the founder of a Georgian folk song choir in Toronto. Alan, when did you first have the idea of starting the choir?

**Answer:** It happened in January, 1995. I'd been performing in a church in Toronto with the Georgian trio Kavkasia, and there were several Toronto singers in the audience. They were really enthusiastic about the music and so I decided to have a Georgian song night at my home. About thirty people showed up and we had a great time singing Georgian folk songs. It was quite a night I can tell you! So we decided to meet again. And soon we had a choir of 20 singers and none of them were Georgian. We used to meet every other Sunday evening, in my living room, and we learnt more and more about Georgian polyphonic music.

**Q:** Why did you choose the name Darbazi for your choir?

**A:** Oh, it happened quite by chance, actually. A friend of mine asked me one day: "So how's that living room choir of yours doing?" And my immediate reaction was: "What a great name for our group!" I had already been to Georgia before so I knew that an old kind of Georgian living room was called 'the darbazi' - the room where guests were welcomed and where music – an essential part of Georgian culture - was played and sung. So I thought this would be a perfect name for our group.

**Q:** How did Canadian audiences like the music?

**A:** They loved it! After our first – very successful - performance, we decided that we'd become a performing group, and make it possible to spread Georgian culture. So, after nine months of getting together in my living room every other week, we were ready to perform again, and in the following year we performed twelve times at different concert halls around Canada.

**Q:** And how about Georgia? When did you first perform here?

**A:** Ah, that was in July 1997, when eleven members of our group were able to find the time - and the money - to make the first trip to Georgia. We did performances in Tbilisi, along with the Kavkasia trio, and another group - Marani, from Paris - who also sang Georgian folk songs.

**Q:** And what were your impressions of the country?

**A:** Well, Apart from me, none of the group had ever been to Georgia. They were all really touched – really impressed - by the hospitality of all the Georgians they met.

**Q:** How would you describe your singing style?

**A:** Well, we've always tried to sing the songs as near as possible to the real Georgian style. But none of the Darbazi singers grew up with a real Georgian culture. When we started, most of us, in fact, were only beginning to discover Georgian music. So our songs have.... what you might call a kind of Canadian flavour to them. But we're always learning new songs - to increase our repertoire. At present, we are actively looking for one or two baritones. So if anyone is interested in finding out more, send us an e-mail at: [baniquest@sympatico.ca](mailto:baniquest@sympatico.ca)

Ex. 9 2.was/had enjoyed 3.was/had lost 4.had been/went 5.didn't know/had bought 6.missed/had told  
7.saw/had met

Ex. 10 2.had stopped / got 3.was / had eaten 4.showed / had broken 5.bought / had won 6.were / hadn't  
seen 7.hadn't flown/felt

Ex. 11 2.came 3.had remembered 4.got 5.had lived 6.hadn't seen 7.were 8.heard 9.had left 10.had  
lived

## Unit 10 News in brief

- Ex. 1 1.B 2.E  
Ex. 2 2.Metropolitan concert hall 3.(To the) literary cafe 4.(To the) box-office of the Rustaveli Theatre.  
5.Zoom 6.(To the) Cinema House 7.The Arts foundation. 8.South Caucasus art.  
Ex. 3 2.e 3.f 4.h 5.a 6.b 7.g 8.d  
Ex. 4 2.promotes 3.presented 4.director 5.presentation 6.appreciates 7.box- office 8.contemporary  
(extra: attended)  
Ex. 5 2.translation 3.foreigners 4.actors 5.invitation  
Ex. 6 1.1980 2.New York City 3.fashion designer 4.three 5.Kaleidoscope 6.style 7. musicians 8.church  
9.saxophone 10.blue  
Ex. 7 1.No 2.No

### Tapescript (Keys to ex. 6 are underlined)

**Interviewer:** From independent teenager to international music star – the singer of the hits *Milkshake* and *Trick Me* tells us about her teenage years. Thank you very much for joining us today Kelis. Will you please tell us about yourself and your family first?

**Kelis:** I was born on the 21st of August, in 1980 in Harlem, New York City. My mother who is half Puerto Rican and half Chinese is a fashion designer. My father died two days before I signed my first record deal. I have three sisters, one younger and two older.

**Int.:** When did your first CD come out?

**Kelis:** It was in 1999 under the name Kaleidoscope. Then very two other CDs followed.

**Int.:** I know you tour all over the world. Who are the most famous musicians you have toured with?

**Kelis:** I change my music style with each new CD and I have toured with many different types of musicians from U2 to Britney.

**Int.:** When did you first become interested in music?

**Kelis:** Well, I guess it started because my dad was a jazz musician. And when I was a child I sang in the church. And I played three instruments - the piano, the violin and the saxophone. In fact I often played the piano with my dad. Oh, and when I was little I started writing songs too.

**Int.:** What do you think is the biggest mistake you made as a teenager?

**Kelis:** I shaved my head when I was 12, so I had really short hair. It was easy to look after so I liked it. But I made the mistake of dying it blue once, and that was horrible.

**Int.:** Do you have any advice for teenagers who want to get into the music business?

**Kelis:** I really don't have an answer. I don't have a 'step one', you do this and 'step two', you do that. I personally don't plan my life like that. So I can't tell someone else to.

**Int.:** Thank you very much, Kelis.

- Ex. 8 A. unblock, irrelevant, unchanged, unbalanced  
B. presentation, management, suitable, eatable, civilization, forgettable  
Ex. 9 2. pronunciation 3.manageable 4.unarmed 5.government 6.cooperation 7.irrelevant

## Unit 11 In the mountains of poetry

- Ex. 1 c  
Ex. 2 True statements are: 3, 4, 6, 7  
Ex. 3 2.i 3.a 4.g 5.e 6.h 7.d 8.f 9.b  
Ex. 4 2.equipment 3.discovery 4.protection 5.explanations 6.sea-sickness 7.admiration



**Ex. 5** 2.breath 3.dazzling 4.touch 5.peaks 6.clothing 7.water-proof 8.sun-cream (extra: beauty, hand)

**Ex. 6** The journalist asks Peter six questions.

**Ex. 7** 2.a 3.b 4.c 5.a 6.c 7.b 8.a

### **Tapescript (Keys to ex. 6 are underlined)**

**1. Journalist:** Thank you Peter for finding time to talk to me. First of all, when did you first come to Georgia?

**Peter Naysmith:** My first visit to Georgia was in 1987 - as a guest of Intourist. I stayed in the Iveria Hotel and looking out the window I immediately recognised Georgia as the most attractive Soviet republic. I've returned more and more frequently - to the extent that I now live here about one third of each year.

**2. Journalist:** Can you tell us about the books you've written about Georgia?

**P.N.:** I've written three books on Georgia, starting in 1991. The first one was called 'Georgia: A Rebel in the Caucasus.' It took over a year to publish, so it was published just at the same time as the Georgian civil war erupted in 1992. The second book - 'In the Mountains of Poetry' - appeared in 1998 and has now just entered its third revised edition. My most recent - and most enjoyable book to write - was 'Walking in the Caucasus, Georgia,' published this year, 2006. It is still one of the very few internationally available books with good, colour photos of Georgia's beautiful landscape.

**3. Journalist:** You've been to many parts of Georgia. Is there any part you like most?

**P.N.:** I have no favourite part of Georgia - just as it is unwise to have a favourite part of the body. Preference depends on mood, season, need and so on. However I come from a country whose highest mountain is only 997 metres, so don't be surprised to see me heading off towards the high Caucasus at every opportunity.

**4. Journalist:** So, you've written a book about walking in the Caucasus mountains. Tell us more about it.

**P.N.:** I actually did all the 44 walks in the book myself - except for one six kilometre section of Walk No 22. That was because the guide I hired got lost. Svaneti contains the most dramatic treks of course, it's there you find the most dramatic mountains and glaciers in Georgia. I've stayed with many different and excellent hosts in Svaneti. And I've never been robbed!

**5. Journalist:** Aha. So you really love mountains, don't you?

**P.N.:** I love Georgia's mountains and I'm especially attracted to Mt Ushba, and I've photographed it again and again, from all sides and in all lights. The only disadvantage of Mt Ushba is that it's really dangerous if you want to stand on its top!

**6. Journalist:** And lastly, can you tell us a bit about yourself?

**P.N.:** Well, I was born in London but I was brought up in Devon - which I like to think is England's Svaneti. Devon is surrounded by sea on two sides, and its centre is dominated by the big national parks of Dartmoor and Exmoor, and these parks consist of hills - hills that have forgotten how to be mountains! Perhaps this explains why I'm so attracted to Georgia's stunning peaks.

**Journalist:** Thank you very much, Peter.

**Ex. 8** 2. ... is being built... 3....were being followed...4... is being published... 5....were stealing the car. 6....are building ten houses...7. ...was being served...

**Ex. 9** 2.They are using animals for medical products. 3.A machine is training teachers. 4.Computer games are brainwashing children. 5.They are revealing global warming results. 6.The museum is selling Picasso's painting.

**Ex. 11 Possible questions** 1.Have you ever been to Georgia before? 2.How many countries have you passed through? Do you keep a count of them? 3.And then? Where will you go after Europe? 4.How often do you change bicycles? After how many kilometres do they break down on average? 5.Who do you miss most?

### **Unit 12 This is the festival when...**

**Ex. 1** 2.h 3.e 4.b 5.d 6.c (extra: a, f)

**Ex. 2** 2.Pilgrims 3.Pilgrims 4.visitors 5.The first carnival 6.the friends 7.mothers

**Ex. 3** 2.Picnics and barbecues. 3.A group of religious people who went to America from England 4.In London

5. Midday/12 o'clock 6. No (it's a new festival). 7. Trinidad

Ex. 4 2.e 3.g 4.a 5.b 6.c 7.f

Ex. 5 2. traditional 3. religious 4. colourful 5. thankful 6. freedom

Ex. 6 2. originated 3. dressed up 4. fund-raising 5. charity 6. home-baked 7. hand-made (extra: feast, resident). Nata is describing a Halloween celebration.

Ex. 7 **Words heard:** cheerful souvenirs kids churchkhelas concert

Ex. 8 2. bright and sunny 3. national costumes 4. running (in front of their parents), carrying balloons and eating ice-cream 5. fruits, vegetables, churchkhelas, hand-made souvenirs. 6. to a huge concert

### Tapescript (Keys to ex. 8 are underlined)

**TV presenter:** *It's a bright, sunny autumn day today, and Tbilisi residents, guests and visitors are out celebrating Tbilisoba. Our reporter Nana Dolidze is on Rike, close to Metekhi church and she's waiting to tell us about what's going on there. Nana, are there many people on the Rike Avenue at the moment?*

**Reporter:** *Rike is full of cheerful faces smiling at you everywhere. The street is beautifully decorated. And there are actors dressed in national costumes giving souvenirs to everybody who passes by. And there are hundreds of kids running in front of their parents, carrying balloons, eating ice-cream....*

**TV presenter:** *Nana, have you seen any fruits and vegetables on sale in the street? I mean things brought in from villages?*

**Reporter:** *Yes, there are plenty of stalls where you can buy fruits and vegetables, also churchkhelas and hand-made souvenirs.*

**TV presenter:** *And what kinds of things are they planning for this evening?*

**Reporter:** *This evening the whole town is invited to a huge concert. There'll be lots of famous Georgian singers taking part, as well as dancers and actors.*

**TV presenter:** *Thank you, Nana. Now about....*

Ex. 9 2.g 3.e 4.d 5.a. 6.c. 7.b 8.h 9.i

Ex. 10 2. always useful to speak English in class. 3. difficult to live abroad. 4. great fun to travel to Africa. 5. expensive to study in this language school. 6. healthy to jog every day. 7. harmful for children to watch TV.

### Revision Three Units 9-12

Ex. 1 2. had studied / went 3. didn't tell / had done 4. started / ended 5. thanked / had done 6. didn't know / had worked 7. got / rode 8. was / heard / had died 9. had left (left) / went 10. put / left 11. was / had lost 12. met / spoke

Ex. 2 3. It's a long way from here 4. It's strange that he wasn't invited 5. irresponsible 6. It's really hot 7. It seems (that) we 8. dissatisfied with 9. It's very important to keep 10. It was good / nice to see 11. to focus on irrelevant 12. unknown

Ex. 3 2. Our school is being redecorated during the summer holidays. 3. I saw that the injured man was being taken to hospital. 4. A new skating rink is being built in the city centre. 5. When I came back the house was being searched. 6. The award is being presented by a famous actress. 7. Our water heater was being repaired by an electrician. 8. When I arrived dinner was being served. 9. He is being questioned in connection with the robbery. 10. Six candidates are being interviewed for the job. 11. Our leaking roof is being repaired by the builders. 12. The search for the missing boy is being continued (by the rescue team).

Ex. 4 2. follow in his footsteps 3. play tricks 4. carnival procession 5. Air Force 6. bilingual arts magazine 7. rare photos 8. unique civilization 9. draw attention 10. high altitudes 11. polyphonic singing 12. deep affection (extras: successfully implement, fund-raising events)

- Ex. 5** 2.წყალგაუმტარი 3.გულწრფელი, პატიოსანი 4.აღდგომა 5.გამოჩენილი, ცნობილი  
6. მცხოვრები 7.ნებართვა 8.გატაცება, მიმზიდველობა 9.ხელის შეწყობა 10.ბინოკლი  
11.დაცვა 12.დადასტურება 13.სამზარეულო, საჭმელები 14.ხელნაწერები 15.გამოშვება,  
ნომერი 16.ხელმისაწვდომი 17.საქველმოქმედო 18.დაფასება 19.თეატრალური სალარო  
20.მხარდაჭერა 21.სიკვდილს გადარჩენა 22.ლხინი, ნადიმი 23.მიმონერა 24.თანამედროვე  
25.რაინდი 26.წარდგენა 27.განეგილი 28.უკანასკნელი, უახლესი 29.პოეზია 30.შორეული

### Unit 13 Britain and America

- Ex. 2** 2.F 3.A 4.B (extra: C, D)  
**Ex. 3** 2.b 3.a 4.c 5.a 6.c 7.b  
**Ex. 4** 2.d 3.a 4.f 5.g 6.c 7.e  
**Ex. 5** 2.in large quantities 3.endless variety 4.make up one's mind 5.here the similarity ends 6.boost self-confidence 7.short attention span  
**Ex. 6** 2.similarity 3.variety 4.survive 5.quantities 6.overweight 7.commercials 8.attention 9.mind (extra: assume, confidence)  
**Ex. 7** 2.Mary 3.Teona 4.Sophie 5.Giorgi 6.Mary  
**Ex. 8** 2.False 3.True 4.False 5.True 6.False 7.True

#### Tapescript (Keys to ex. 8 are underlined)

**I am Teona from Georgia.** When an American and a British person speak, the first obvious difference is the accent – the pronunciation of words. The next obvious difference is vocabulary – the occasional different word for something. Also, I've noticed that Americans welcome you into their stores while the British don't seem to care whether you enter their shops or not. And of course they have far more shopping malls in the States.

**I am Mary from England.** I live in a small country village in the lake district where there are beautiful mountains, lakes, lots of farms and it's generally very quiet - until a bus full of American tourists arrives. I have to be honest and say that they are extremely loud. I don't think they realise just how loud they shout to each other when they talk. But they love spending a lot of money – in fact they seem to be born to shop!

**I am Giorgi from Georgia.** I've been to both Britain and America and I don't think that there is much difference between them. They're both very beautiful countries to be in. The people may use different words though, and they may have a different sense of humour. Americans think the British are too conservative, that they don't like changes or new ideas. The British think that Americans don't speak well and that they are too patriotic. Both countries often make jokes about each other. It's very funny sometimes.

**I am Justin from USA.** One of the differences between us Americans and the British is the way we spend our holidays. Most people in the USA only get ten to twenty days vacation a year from their workplace. And they mostly take their vacations in the US. If they take a trip to Europe or Asia, they regard that as something really special. In Britain, the traditional holiday is a holiday in an English seaside resort. But nowadays most British people go abroad for their holidays to somewhere warm – to Spain or one of the Mediterranean islands for instance. And for their winter skiing holidays they often go to the Alps.

**I am Sophie from England.** British teenagers are more or less the same as American teenagers. In fact, teenagers seem to be the same everywhere. Teenagers in England, for example, do much the same as kids in America or other European countries do. They enjoy chatting and texting friends on their mobiles, hanging out with their friends, listening to the latest music on their MP3 players, shopping for the latest fashions, watching movies on television or at the cinema.....

- Ex. 9** 2. has been raining 3.haven't been listening 4.Have you met 5.have always wanted 6.have I told  
7.have known 8. has been writing
- Ex. 10** 2.have been looking forward 3.have been studying 4.haven't finished 5.have been phoning 6.has  
gone 7.Have you heard 8.has robbed

#### UNIT 14 SHE IS AN EXCHANGE STUDENT

- Ex. 1** b
- Ex. 2** 2.I 3.F 4.G 5.E 6.C 7.D 8.A 9.B
- Ex. 3** 2.c 3.b 4.b 5.b 6.c
- Ex. 4** 2.a 3.g 4.e 5.d 6.f 7.c
- Ex. 5** 2.c/d/e 3.b 4.g 5.a 6.h/d/e 7.d/f 8.f
- Ex. 6** 2.electives 3.blind 4.relationship 5.gained 6.exchange 7.opportunity (extras: event, class)
- Ex. 7** 2.Where did you live and how long did you stay? 3.What subjects did you study and which was your  
favourite? 4.What do you think is the main difference between American and Georgian schools? 5.How  
do American teenagers differ from Georgian ones? Are there any similarities? 6.How do American tee  
agers spend their free time? 7.How much freedom does an American teenager have? 8.What do you  
think is the main thing you gained from your stay in the US?
- Ex. 8** 2.David 3.Mako 4.David 5.David 6.Mako 7.David

#### Tapescript (Keys to ex. 7 are underlined)

**Interviewer:** How did you go to the States? Did you take part in an exchange programme?

**David:** We both participated in the Future Leaders Exchange Program what they call the Flex programme.

**Interviewer:** Where did you live and how long did you stay?

**Mako:** I lived in New York and stayed there for one academic year.

**David:** I lived in the State of Georgia with an American family.

**Interviewer:** What subjects did you study and which was your favourite?

**Mako:** I took American History, Literature, Art, Public Speaking, Gym and Keyboarding. My favourite subject was American History, because it was the history of the country where I was living and I was really interested in its history and culture.

**Interviewer:** And what do you think is the main difference between American and Georgian schools?

**David:** To my mind, the main difference is that, in American schools, the education system is much more flexible - pupils have the possibility to study the subjects they want and decide on their own schedules.

**Interviewer:** You probably made some friends there. How do American and Georgian teenagers differ? Are there any similarities?

**David:** I think both Georgian and American teenagers like spending their free time with their friends, having fun, and doing everything that is typical of every teenager.

**Interviewer:** How do American teenagers spend their free time? Week-ends, for example.

**Mako:** They usually spend their spare time shopping or having pizza parties. Oh yes! And they go to the movies pretty often.

**Interviewer:** What about family relationships, for example between a child and a parent? How much freedom does an American teenager have?

**David:** I thought that American teenagers would have a lot of freedom from their parents, but I was wrong. American parents try to control their children, just like here.

**Mako:** Well, I think American teenagers have more freedom than we do. For example they get their driving license when they are still in high school.

**Interviewer:** What do you think is the main thing you gained from your stay in the US?

**Mako:** I became a more independent person than I used to be. I learned how to be a successful person without needing help from others.

**David:** The main thing I gained from my stay in the US is that I learned a lot about the USA: its people, its unique and diverse culture. I'll never forget this experience.

**Interviewer:** Thank you.

**Ex. 9** 2.how much money he needed to buy new trainers. 3.when the film started 4.where his house was. 5.why she had been/was so upset the last time he saw her. 6.which of us was Misha. 7.what time the English class finished.

**Ex. 10** 2.what subjects he studied. 3.who he was staying with. 4.The interviewer asked what the school was like. 5.The interviewer asked what he did at the weekends. 6.The interviewer asked when he was going back home. 7.The interviewer asked what his plans were.

## UNIT 15 MY TOWN: A SPECIAL LOOK

**Ex. 1**

	<b>Tbilisi</b>	<b>London</b>	<b>Washington</b>
<b>Name of the country</b>	<i>Georgia</i>	<i>The UK</i>	<i>The USA</i>
<b>Location</b>	<i>The east of Georgia</i>	<i>The south-east England</i>	<i>The east (coast) of the USA</i>
<b>Population</b>	<i>1.5 million</i>	<i>More than 7 million</i>	<i>6 00 000</i>
<b>The most popular site</b>	<i>Mtatsminda</i>	<i>Big Ben</i>	<i>The White House</i>
<b>Name of the river</b>	<i>The Mtkvari</i>	<i>The Thames</i>	<i>The Potomac</i>
<b>Became the capital</b>	<i>In the 5nd century</i>	<i>In the 2nd century</i>	<i>In 1791 : In the 18th century</i>

**Ex. 2** 2.London 3.Washington 4.Tbilisi 5.Tbilisi 6.London 7.Washington

**Ex. 3** 2.blend 3.average temperature 4.hot sulphur spring 5.sights of interest 6.swallow's nest 7.special flavour 8.the biggest attraction 9.crossing point 10.east coast .

**Ex. 4** 2.natural 3.attractions 4.Historically 5.exceptionally 6.government(s) 7.carefully

**Ex. 5** 2.population 3.western 4.attracts 5.half 6.sights 7.attraction 8.stretches 9.average (extra: visit)

**Ex. 6** **phrases heard:** west coast / in the middle of / third largest / city center(s) / top-class universities / popular resorts along the coast

**Ex. 7.** Name of the city: Los Angeles (LA); Name of the state: California; Name of the sea or ocean close to the city: the Pacific Ocean; Population: more than 11 million; Number of airports: 33; The most famous movie studio: Hollywood; The biggest tourist attraction: Disneyland

### Tapescript (Keys to ex. 7 are underlined)

"We are in Los Angeles, LA as Americans call it - a city in the south of California. Los Angeles is on the west coast, so that means it's on the Pacific Ocean. It was built on the Los Angeles river, so it has the same name as the river that runs through it. And it's right in the middle of four mountain ranges. Los Angeles, or LA, as people usually call it, is a very big city – the third largest city in the USA in fact - and it has a population of over 11 million people. When you fly to LA you land in one of 33 airports. Yes, 33. It also has two seaports. Not one. And you can't even talk about 'the city center' because there are several city centers. So what attracts people to LA? Well, if you are a student, you'll be interested in the all the top-class universities and colleges that LA has. If you're on holiday there - if you're a visitor - you'll love all the popular resorts. There are plenty up in the mountains nearby, or on the sea, all along the coast. And then there's Hollywood of course and all its movie studios.... What else? Oh I nearly forgot. You definitely mustn't miss the biggest tourist attraction of all: Disneyland. It gets millions of visitors every year. And there are almost as many adults as there are children!"

**Ex. 8** **Group A:** (names **with the**): the east, the Thames, The City of London, The Houses of Parliament, the north-west, the Senate of the US; **Group B:** (names **without the**): Mtatsminda, Wales, Scotland, Washington DC

**Ex. 9** 1.0/ the 2.The 3.0 4.0 5.The 6.The/the 7.0 / the

**Ex. 10** 2.the 3.the 4.the 5.0 6.0 7.the 8.0 9.0

## Unit 16 Have a nice trip

### Ex. 1

Travelling when?	Travelling where?	Staying for how long?	Staying where?
	Venice, Italy	one week	3-star hotel

Ex. 2 2.False 3.True 4.False 5.True 6.True 7.False

Ex. 3 2.a 3.b 4.h 5.g 6.d 7.e 8.f

Ex. 4 2.worth seeing 3.book 4.a double room 5.unforgettable 6.a return 7. my pleasure

Ex. 5 2.accommodation 3.tours 4.guides 5.sights 6.legends 7.season 8.vehicles 9.worth 10.heat  
11.bookings (extra: annual, canals)

Ex. 6 **Phrases heard:** How can I help you? Can you try 14th instead? Can you reserve those flights for me please? Can I have your surname? Could you spell that please?

### Ex. 7

International flight	Tbilisi – <b>Venice</b>
Type of flight	Direct flight   Connecting Flight ✓
Type of ticket	Single   Return ✓
Number of tickets	<b>2</b>
Departure date	14th February
Flight change place	<b>Rome</b>
Departure time	06:55
Arrival time in Venice	11:50
Return date	<b>22<sup>nd</sup> February</b>
Return time	10:15
Arrival time in Tbilisi	15:20
Deadline for the payment	<b>7<sup>th</sup> February</b>
Tickets reserved for	Surname: <b>Jakheli</b> Name: <b>Nikoloz</b>
Passenger's contact details	Tel: <b>997 110348</b>

### Tapescript (Keys to ex. 6 are underlined>)

**Travel Agent:** Hello, Eurotravel ticket department. How can I help you?

**Nikoloz:** I'd like to book two return flights to Venice please, travelling on the 15th of February if possible.

**Travel Agent:** And coming back when?

**Nikoloz:** Around the 21st or 22nd.

**Travel Agent:** Okay... Hmm, the flight on the 15th seems pretty busy. In fact it's completely full, I'm afraid. The 16th and the 17th are full, too.

**Nikoloz:** Oh no! Can you try the 14th instead?

**Travel Agent:** Okay. Yes, that's fine. Let's just check the return date.... The 21st is full but the 22nd is fine. Is that ok?

**Nikoloz:** That sounds fine. And is that a direct flight?

**Travel Agent:** No, there's a one-hour stopover in Rome I'm afraid. Departure time from Tbilisi is 06:55 and you arrive in Venice at 11:50 local time. And then, on the 22nd February, you leave Venice at 10:15 in the morning and



arrive in Tbilisi at 15:20. And as I said, on both journeys you have to change planes in Rome.

**Nikoloz:** Ok, that sounds fine. Can you reserve those flights for me please?

**Travel Agent:** Well, I can reserve them now but I'll need the full payment at least a week before the flight. So to avoid losing the tickets you should pay by the 7th of February. OK?

**Nikoloz:** That's fine. Thanks.

**Travel Agent:** Now just a few more details. Can I have your surname?

**Nikoloz:** Jakheli.

**Travel Agent:** Could you spell that please?

**Nikoloz:** Sure. It's J-A-K-H-E-L-I.

**Travel Agent:** And your first name?

**Nikoloz:** It's Nikoloz.

**Travel Agent:** Right. And is there a phone number where I can contact you?

**Nikoloz:** Yes, my mobile is 997 110348.

**Travel Agent:** That's it then. Will you be paying cash or by credit card?

**Nikoloz:** By credit card please. And thanks a lot. You've really been a great help.

**Ex. 8** 1. My sister can speak three foreign languages. 2. Can/Could/May I use your calculator? 3. On Saturdays the children can/may stay up until 12am. 4. Children under five can't use the swimming pool. 5. Can/Could/May I open the window? 6. At the age of four Tina could say hello in English.

**Ex. 9 A. Expressing ability:** He can walk on his hands. I could speak three languages when I was five.

**B. Giving/Asking for permission:** You may leave now. You can borrow my shoes if you like. May I use your cell phone? Can I stay with you?

**C. Making a request:** Could you pass me the bread please? Can you do me a favour? Could you lend me 30 Lari, please. Could you be quiet please

**Ex. 11** 2. I want to tell you. 3. I'll probably get a sun-tan 4. I'd love to stay longer 5. Give my love to everyone 6. Take care. The style of the letter is informal.

#### REVISION FOUR UNITS 13-16

**Ex. 1** 2. have been working 3. have never worn/gave 4. have you been/did you arrive 5. has been learning started 6. I have ever tasted 7. have not heard 8. have never played 9. have you been working 10. have you invited 11. has happened/cut 12. has been looking for

**Ex. 2** 2. how many subjects she had to take in the National exams. 3. what time the next boat left/leaves. 4. how much longer I could wait. 5. which computer programme he knew/knows best. 6. What kind of machines does the factory sell? 7. How many roles have you had in your life? 8. Which is/has been the biggest invention of all times? 9. How much did /does a kilo of oranges cost? 10. (which was/is) the coldest state in USA/ which state was/is the coldest in USA. 11. how many of the tourists/them wanted/ want to see Jvari 12. how long it took/takes to go to Kobuleti by mini-bus.

**Ex. 3 A. Expressing ability:** Maria can speak Mandarin. Can you lift this? I can dance African dances.

**B. Giving/Asking for permission:** You may have a break now. You can paint it white if you like. Can I have this last piece of cake? You may stay here as long as you wish.

**C. Making a request:** Can you move the desks, please? Could you pass me the salt, please. Can you do something for me? Could you lend me your sweater, please? Can you ask Barrie to call me, please?

**Ex. 4** 2. worth seeing 3. double room 4. elective subject 5. great opportunity 6. average temperature 7. crossing point 8. special flavour 9. biggest attraction 10. high season 11. make a reservation 12. large quantities (extra: keen on, look after)

- Ex. 5** 2.რიგი 3.მსგავსება 4.ვარაუდი (ზმნა) 5.ყურადღება 6.ტრანსპორტი (ყველა სახის) 7.რეკლამა/კომერციული 8.წინასწარ 9.არჩევითი (საგანი) 10.სავალდებულო 11.ურთიერთობები 12.სკოლის გამოსაშვები საღამო 13.ხელსაყრელი შემთხვევა 14.გაცვლა 15.ადგილი 16.წყლის არხი 17.სურნელი/ელფერი 18.საშუალო 19.სანაპირო (ზღვის) 20.ნარევი/ნაზავი 21.გოგირდი 22.მერცხალი 23.დაჯავშნა 24.შეთავაზება 25.ნაირსახეობა 26.დაუვიწყარი 27.მოედანი 28.წყარო, ნაკადული 29.ანგარიში, გამოთვლა 30.ბინა, საცხოვრებელი

## UNIT 17 WHICH PROFESSION?

- Ex. 2** Saba-f Nini-b Dato-d Nata-a  
**Ex. 3** 2.Nata 3.Saba 4.Dato 5.Nini 6.Nata 7.Saba 8.Dato  
**Ex. 4** 2.g 3.i 4.a 5.h 6.b 7.f 8.e 9.c  
**Ex. 5** 2.deals with 3.regrets his choice 4.definite goal 5.application form 6.for ever 7.Frankly speaking (extra: at least)  
**Ex. 6** 2.around 3.programmes 4.intensive 5.subjects 6.occupies 7.walk 8.welcoming 9.well-equipped 10. accommodation (extra: college)  
**Ex. 7** Martha: b, d Ben: a, f Olivia: c, g (extra: e)

### Tapescript (Keys to ex. 7 are underlined)

**I am Martha.** My biggest problem is that I can't afford to live in a university students' residence and I have to travel from the other side of London every day. It takes me nearly two hours each way and I get home late in the evening. But it only costs me about 33 pounds a week so it's cheaper than living in the students' hostel, which costs about 50 pounds a week for the cheapest room.

**I am Ben.** In my first year I was spending too much time in cafes and pubs. You could say I was having a pretty busy social life, you know. By the end of the year I realized it was too much. All the socializing was taking up far too much of my time. I only really started doing any work towards the end of the year and I found I actually enjoyed it more than going to pubs. The only problem now is pressure – too much work and not enough time. Sometimes I have to work until 2 or 3 o'clock in the morning.

**I am Olivia.** I think the main problem is money. There is no way that the grant can possibly cover your expenses. It's very difficult to persuade your parents to give you an extra 30 pounds a week, so many students have to find part-time jobs. I think it's really stressful combining work and study - especially for architecture students like me, because we have to produce projects to a deadline every two weeks.

- Ex. 8** 2.will look like 3. will be waiting 4.will be landing 5.will be watching 6.will stop 7.will be living 8.will be making  
**Ex. 9** 2.How many of you will be staying in the hotel? 3.How many new items will this shop be selling?  
 4.Sarah and Peter (Peter and Sarah) won't arrive until next Thursday 5.I hope they won't be telling this secret to others / They won't be telling this secret to others I hope. 6.What will you buy Alice for her birthday? 7. The weather forecast says it will be raining most of the time next week. 8.How long will you and Jane be staying in Paris?

## UNIT 18 SCHOOL SYSTEMS: SIMILARITIES

- Ex. 2** 2.T 3.T 4.T 5.F 6.T 7.F  
**Ex. 3** 2.(about) the same / from 20 to 25. 3.one teacher 4.16 5.a foreign language 6.extra-curricular / after-school 7.choir (singing) and drama  
**Ex. 4** 2.e 3.a 4.h 5.b 6.c 7.f 8.g  
**Ex. 5** 2. extra-curricular activities 3.a wide range of activities 4.noticeable similarities 5.throughout Europe and America 6.compulsory education 7.well-qualified teachers 8.recognise and accept differences  
**Ex. 6** 2.relax 3.subjects 4.curriculum 5.extra-curricular 6.drama 7.throughout 8.requirement 9.dedication 10.enthusiasm 11.recognise 12.range (extra: secondly)  
**Ex. 7** 2.c 3.e 4.a 5.f 6.d  
**Ex. 8** 2.cold/dirty 3.cold 4.money/clothes (clothes/money) 5.hungry/cold 6.kicking/cry 7.pity 8.hard/dirty

### Tapescript (Keys to ex. 8 are underlined)

Life at Dotheboys Hall was very hard. There was no heating in the school, and the boys had to wash with buckets of icy water in the mornings. They wore the same clothes every day, and they were always hungry. Mrs. Squeers fed them a thick, horrible soup every day, which Mr Squeers called their 'medicine'. It was the cheapest food they could find. The classroom was cold and dirty, with broken windows. There was a couple of old, long desks for the children. During the lessons, the boys sat quietly, shaking with the cold. When they received letters from home, they were opened in front of the whole class, and if there was any money in the envelopes, Squeers took it himself. He did the same with parcels of clothes. If the boys complained, Squeers hit them with a big stick. As he watched this happen, Nicholas had tears of anger in his eyes, but he couldn't do anything about it.

Squeers gave his son, young Wackford, all the clothes that he stole from the boys. So he, of course, was the only boy in the school who was never cold and hungry. He was also as nasty as his father. His favourite activity was kicking the other boys and making them cry. If they tried to defend themselves – if they tried to fight back – young Wackford told his father, and they were punished.

Nicholas's heart was filled with pity for these poor children, who suffered such cruel treatment. All the beauty of innocence had disappeared from their pale, thin faces. He never heard them laughing, and there was no hope in their dull, empty eyes. He was especially sorry for a boy called Smike. Smike was older than the other boys – he was about eighteen or nineteen. He was tall for his age, but he wore children's clothes that were much too short for him. He didn't go into class and have lessons. Instead, he was made to do all the hard, dirty jobs around the school. If he did something wrong, Mr. Squeers beat him and shouted at him. Smike had been left at the school many years earlier by his parents. They didn't want him.

- Ex. 9** 2. drink / won't be able 3.won't go / asks 4.help / will do 5.leaves / will arrive 6.phone / will never phone 7.take / will get  
**Ex. 10** 2. Unless he pays the fine, he'll go to prison. 3.Unless the traffic is heavy, we'll arrive on time. 4. Unless the Chinese restaurant is open, we'll go to an Italian restaurant. 5.She won't do well at English unless she studies harder. 6.Unless you reserve a ticket, you won't get a seat. 7. I won't go unless you come with me.  
**Ex. 11** Possible answers: 2.you'll be able to buy a CD player very soon. 3.I'll improve my English a lot. 4.he'll have a party to celebrate. 5.we'll go on a picnic in the countryside. 6.you won't get a table at this restaurant.

## UNIT 19 SCHOOL SYSTEMS: DIFFERENCES

- Ex. 2** 2.c 3.a 4.b 5.d 6.e  
**Ex. 3** 2.Britain 3.Austria 4.Countries of Northern Europe 5.Belgium 6.Spain and Hungary 7.Norway  
**Ex. 4** 2.e 3.c 4.d 5.h 6.f 7.g 8. a  
**Ex. 5** 2.educational 3.Northern 4.different 5.European 6.division 7.preparation(s)  
**Ex. 6** 2.private 3.full cost 4.studies 5.students 6.ranges 7.continue 8.college (extras: division, needs)  
**Ex. 7** Jessica studies in Harvard, USA. Daniel studied in Cambridge, Britain.

### Tapescript (Keys to ex. 8 are underlined)

**I am Jessica.** Although I am so many miles away from my family, I still feel at home and comfortable here. My university is one of the oldest in the **US**. In fact, it dates from 1763 and it's beautiful. My room is pretty simple but cozy with a bed, a bookcase, a desk and a chair. I have also brought my favorite desk and teddy bears. We have suites here which means three or four student rooms with one bathroom – like apartments really. I have 2 suit-mates. Jane comes from Colorado and Nathalie from Bulgaria. We are already good friends. We all have access to the Internet. I send and receive e-mails and get information in the computer centre. Jane has brought her own computer and she can use it in her room. The place where I spend a lot of my time is Widmer Library, which has plenty of books on history – which as you know is my special subject. Jane and I had an afternoon off yesterday and we went to the Fogg Art Museum which is on the campus. It was amazing! We saw European and American paintings, drawings and sculptures. Next week we're going to the Botanical museum and the Zoology museum. I am curious to see the glass flowers there – they say they're unique. It's really great here at **Harvard!!!** So many things to do and see. Next week we have a volleyball tournament. We practise three times a week.

**I am Daniel.** It all started when I received a phone call saying I had won a free summer course. In one week I had everything organized to begin a wonderful adventure - getting to know a new country, a new culture, learning a language, meeting new people and coming back home with marvelous memories. It was the first time I had travelled by plane. Mom and Dad took me to the airport and there I was, on my own flying to Heathrow Airport. Everyone I met was very kind and friendly. We arrived at a beautiful house with a lovely garden. Barbara, the landlady, opened the door and showed me my bedroom. There were two other boys living in the same house. **Cambridge** is a city of bikes, so I rented one. It was ages since I'd ridden a bicycle. It took me half an hour to get to school but it was great exercise. But there was one problem - riding on the left! Everybody here **in Britain** drives on the left! , you know. At school they gave me a lot of information about the school, the classes, social life... And the teachers were great. They were young and worked hard I met people from all over the world. I am still writing to some of them. I have so many more things to tell them about the trip.

- Ex. 8** 1.1763. 2.Colorado, Bulgaria 3. the (Widmer) library 4.flowers. 5.memories 6.garden 7. two 8.left  
**Ex. 9** 2.If I got the best exam results in my group, I would/I'd win this competition. 3.If I saw a burglar breaking into my house, I would/I'd call the police. 4.If I met my favourite film star, I would/I'd ask for an autograph. 5.If I saw a mouse in my kitchen, I would/I'd try to catch it. 6.If I traveled to the country of my dream, I would/I'd send postcards to my friends. 7.If I got lost in a big city, I would/I'd use a map.  
**Ex. 10** 2.f 3.c 4.a 5.g 6.b 7.e

## UNIT 20 FIND A PARTNER SCHOOL

- Ex. 2** The best partner for the Georgian school would be Sedenham school in Australia because both of them are interested in photography.  
**Ex. 3** 2.Szkola Podstawa 3.Merani 4.Westhill 5.Szkola Podstawa 6.Merani, Szkola Podstawa and Sedenham 7.Merani and Sedenham 8.Westhill  
**Ex. 4** 2.a 3.f 4.b 5.h 6.d 7.e 8.g  
**Ex. 5** 2.project 3.assisted 4.self-portraits 5.elements 6.east 7.draw 8.includes 9.Spain (extra: peace)

- Ex. 6** Niko mentions statements: a, b, and f.  
**Ex. 7** 2.replace 3.virtual 4.desks 5.exams 6.won't

### Tapescript (Keys to ex. 7 are underlined)

What will my school be like in ten years' time? What changes will there be? Well, first of all, I think that it won't be so easy as it is now to get into the school. Pupils will need special electronic cards to enter. This should make our school a safer place, and probably quieter too. A second change, I think, will be that laptop computers will replace exercise books. Pupils will be typing on their computer key-boards during the lesson, instead of writing in their note-books. Thirdly, when students need a dictionary or an encyclopedia, the library they will find them in will probably be a virtual library. Another change that I foresee will be that the traditional rows of classroom desks will disappear in schools of the future. In their place, there will be smart single desks that can be moved around, making it easier for pupils to work with each other. I also think that pupils will be taking exams that are computerized and this will mean they will get their results more quickly. And lastly, I think – at least I hope – that there won't be any 'good' or 'bad' students any more. I hope that teachers will look for talent in every student – that they will be able to appreciate what every student is good at.

- Ex. 8** 2.not to play computer games in the office 3.to have a look at their school website. 4.not to forget to post the letter for her 5.not to touch the electric wires. 6.to finish the job by the end of the week/if they would finish the job by the end of the week. 7.not to forget to call him. 8.to buy some vegetables for lunch/if I could buy some vegetables for lunch .  
**Ex. 9** 2.told 3.told 4.said 5.to tell 6.told 7.said 8.don't tell 9.have said 10.said

### REVISION 5 UNITS 17-20

- Ex. 1** 2.to water the flowers. 3.not to throw their rubbish on the floor. 4.to let her go with her. 5.to shut the door.  
 6.to turn his music down. 7.not to smoke there. 8.not to eat in the classroom. 9.to open the window.  
 10.not to leave the classroom without permission. 11.not to eat with their fingers. 12.to take more exercise every day.  
**Ex. 2** 2.I'll be lying 3.I'll do 4.will be working 5.I'll arrive 6.will probably buy 7.will get 8.will pass 9.I'll have 10.will be working 11.will phone 12.will be watching  
**Ex. 3** 2.eats 3.will go 4.climbs 5.will not be late 6.go 7.would be 8.don't water 9.heard 10.were 11.would speak 12.study  
**Ex. 4** 2.extra-curricular activities 3.noticeable similarities 4.full cost 5.common themes 6.major difference 7.environmental issues 8.regret my choice 9.deals with 10.At least 11.throughout Europe and America 12.wide range of activities (extra: by the way, coastal town)  
**Ex. 5** 2.სავალდებულო 3.დაყოფა 4.საშუალო 5.ერთობლივი 6.მერყეობს 7.მიღება 8.ამას გარდა 9.მიუხედავად ამისა 10.ელჩი 11.მითითება 12.უპირველეს ყოვლისა 13.ქულა 14.იურისტი, ადვოკატი 15.არჩევანი 16.სულ ცოტა 17.ნიშანი 18.ძირითადი განსხვავება 19.თავდადებული 20.მოთხოვნები, პირობები 21.ურთიერთობის დამყარება 22.ჰგავს 23.კლასგარეშე აქტივობები 24.ვალდებული 25.ყურადღების გამახვილება 26. მაღალკვალი-ფიცირებული 27.სასწავლო გეგმა, პროგრამა 28.გამოფენა 29.განსხვავდება /იცვლება 30.სანაპირო

## UNIT 21 GEORGIA ON HER MIND

- Ex. 2** 1.16 September, 1984 2.British/Georgian 3.South London 4.(a college of performing arts called) Brit School 5.jazz and blues 6.2004 7.2 million pounds
- Ex. 3** True statements are: 2, 3, 7, 8
- Ex. 4** 2. tramp 3. passionate 4.can move people 5.top-ten single 6.hardships 7.starve 8.take (smth.) for granted 9.heart surgeon 10.Georgian character and background
- Ex. 5** 2.intellectual 3.rarely 4.success 5.invitation 6.similar 7.emotions 8.influence
- Ex. 6** 2.reason 3.performed 4.depth 5.audience 6.anniversary 7.survive 8.place 9. experience 10.amazing (extras: hardships, starving)
- Ex. 7** Melua mentions: people in Northern Ireland / her singing teacher / different childhood ambitions / her first computer / her first concert / the Georgian language / her relatives
- Ex. 8** 2.Fifteen. 3.When she was /At the age of seventeen 4.To her idol Eva Cassidy 5.At one of the biggest concert halls in London 6.Writing music, going out with friends and reading 7.Because her childhood friends are/live there.

### Tapescript (Keys to ex. 8 are underlined)

**Question:** *Katie, you were quite young when your family arrived in Britain. What do you remember from those years?*

**Katie:** *Well, at first it was pretty strange, especially at school. I didn't know the language so to make myself understood I had to use a lot of gestures and mime - using my hands and my face, you know. But people in Northern Ireland are very warm and friendly, so it didn't take me long to make friends and feel at home there.*

**Q:** *When did you start singing?*

**K:** *Oh I started singing while I was still in Georgia. My singing teacher told my parents that I had an original voice and it would be a good idea to - you know - make use of it. I used to give concerts at home for my relatives and I would pretend that I was performing in front of an audience on a real stage. Later I thought that I might become a historian, or perhaps a politician. It's funny how you have different ambitions at different times in your life.*

**Q:** *When did you discover that you could actually write music?*

**K:** *I was quite young actually. I think I was 15 when I started writing my own music. My dad bought me a computer and then I saved up some money to buy some music software. I bought a microphone too and then I started writing music. But I didn't start playing the guitar till I was 17, which was when I first started thinking seriously about music. My first song was called 'Faraway Voice' and I wrote it in honour of my heroine, my idol, Eva Cassidy. When I heard that she'd died, it was such a shock that I had to sit down and write a song. The feelings I had after this news were so strong. I had to let them come out straight away.*

**Q:** *What do you remember about your first concert?*

**K:** *I was really nervous. You can imagine - my first solo concert, and at one of the biggest concert halls in London! At first I was in such a state of panic I never thought I'd be able to walk out onto the stage. But once I started singing, all the tension, all the anxiety, just..... disappeared. As soon as the concert was over, I just knew - I mean it was just so clear - that I would never be able to live without singing.*

**Q:** *What do you do in your spare time?*

**K:** *That's easy. I just keep writing music. You could say it's my favourite leisure activity. Music is more than a job for me - it's something that gives me pleasure, makes me happy. But I do do other things. I love going out with my friends for instance, and we often go to concerts together. I also like reading a lot. At one point I felt I was beginning to forget my Georgian, so now I've got some books and they help me to keep up the language. It's my mother tongue after all!*

**Q:** *How often do you visit Georgia?*



**K:** I get back to Georgia at least once a year - either in summer or in winter. And every time I go I look forward to seeing my uncles, my two grannies and my grandfather. Last summer I spent the whole of August in Batumi. I think it's my favourite town and I feel very happy there – probably because there're all my old friends there, from my childhood, I mean.

**Ex. 9** 2. will have stopped 3. will pay 4. will have been sold 5. will have read 6. will find 7. will have made 8. will be

**Ex. 10** 2. will have gone 3. will have finished 4. won't be 5. Shall we go 6. will have collected 7. Will you switch off 8. will have sent

**Ex. 11** 2. 'll / will meet you 3. will have begun 4. you go to the shops 5. I help you 6. 'll / will be home/promise to be (at) home 7. will have been married 8. 'll / I will

## UNIT 22 A NOBEL PRIZE WINNER

**Ex. 2** 2. At the age of 17. 3. In 1905 4. In 1921 5. The violin 6. Smaller than average 7. A fridge

**Ex. 3** 2. b 3. a 4. d 5. e

**Ex. 4** 2. celebrity 3. permanent 4. passion 5. countless 6. encourage 7. protest

**Ex. 5** 2. c 3. b 4. e 5. d 6. a

**Ex. 6** 2. celebrity 3. to win 4. countless 5. experiments 6. received 7. awarded 8. discovered  
(extras: correspondents, enrolled)

**Ex. 7** a.

**Ex. 8** 2. F 3. T 4. T 5. F 6. T 7. F

### Tapescript (Keys to ex.8 are underlined)

**Question:** Today we're going to learn about IQs. An intelligence quotient, or IQ for short, is a score – a figure - which measures intelligence. It tells you how intelligent you are. With us we have a psychologist. Her name is Ann Simpson and she is going to answer some of our questions about IQs. Ann, how did it all start – this measuring of intelligence?

**Answer:** It was in 1905 that the first modern intelligence test was published and it was designed by a French psychologist called Alfred Binet. The reason why he decided to design a test of intelligence was because he wanted to find out which pupils were having problems at school – which of them needed special help. To do this, he needed to be able to measure children's intelligence. In 1912 a German psychologist, William Stern, abbreviated the term 'intelligence quotient' to 'IQ,' and since then it is just known as IQ. In fact nowadays very few people know that this stands for 'intelligence quotient!' IQ tests were only used with school children until, in 1939, David Wechsler published the first intelligence test to be used with adults.

**Q:** And how does an IQ test work exactly?

**A:** These days there are many different types of IQ test. They come in many forms. In a typical IQ test you have to solve quite a large number of problems in a fixed time. For some tests there's a time limit for the whole test, while others have a time limit for each group of problems.

**Q:** What are the factors that influence your IQ?

**A:** There are many things that can affect your IQ. Your environment, your health and training, to mention just three. By environment I mean your surroundings, and the way you live – your living conditions. The environment at home – whether you are encouraged to learn at home. But if you have poor health, that can also lower your IQ. And it is well known that you can increase, improve, your IQ score if you train your mind, for example by regularly doing puzzles and games where you have to think a lot.

**Q:**

And how about the relationship between gender and intelligence? Do we find differences between the IQ scores of men or women, or boys and girls?

**A:** No, most of the studies that have been done show that men and women, on average, have the same IQ. Although this depends on the type of test – for different types of test, we may see differences between men and women.

Women usually perform better on tests of memory for example, while men tend to do better on tests of mathematical ability. Another difference between the sexes is that more men than women have very high, and very low, IQs. In other words, there is a greater range of scores with men than with women.

Journalist: Thank you, Ann.

**Ex. 9** 2.b 3.a 4.b 5.a 6.a 7.c

**Ex. 10** 2.I can't go to the concert because/as I have to prepare for the exam. / Because/as I have to prepare for the exam I can't go to the concert 3.Nino loves reading books so she often visits the library. / Because Nino loves reading books, she often visits the Library. 4.Tourists often visit this place because/as it has lovely views of the city. 5.You can stay with this family in London but you won't get much practice in English. 6.Although Jane worked hard, she had problems with math./ Jane worked hard but she had problems with the math test.

## Unit 23 What makes a genius?

**Ex. 2** 1.d 2.e 3.b 4.a (extra: c, f)

**Ex. 3** 2.Einstein 3.Charles Dickens 4.Einstein 5.Mozart, Shakespeare, Edison, Picasso and Einstein 6.Three scientists

**Ex. 4** 2.f 3.g 4.i 5.a 6.b 7.c 8.h 9.d

**Ex. 5** 2.curious 3.studies 4.qualifications 5.entrance 6.brains 7.view 8.creative (extra: incredibly, inspiration)

**Ex. 6** 1.a 2.b 3.a 4.c 5. a

**Ex. 7** 2.the less 3.the largest 4.similar 5.better 6.language 7.abstract.

### Tapescript (Keys to ex. 6 are highlighted are keys to ex. 7 are underlined)

Your brain uses energy when you think. If it doesn't have energy, it will not help you think. But where does your brain find this energy? Well, like all your energy, it comes from the food you eat. The less you eat, the less energy you, and your brain, have. This means that, since your brain uses energy when it is working, you can actually lose weight if you study a lot. In fact your brain uses 20% of the calories that you eat We know that dolphins are intelligent animals and some experts have even suggested that they are as intelligent as we are. This may be true if we consider brain-size because a typical human brain weighs about 1.4 kilos while the dolphin's brain weighs 1.5 kilos. Humans probably have a bigger brain than any other animal. But we don't have the biggest brain in the animal world. In fact, it's the blue whale that has the largest brain. Different parts of the brain do different jobs. 25% of our brain capacity is dedicated to one job, and this job is seeing. Men's and women's brains are very similar, but in some skills they perform differently. For example, women have better language abilities.

The brain is divided into two parts - a left side and a right side. Experiments have shown that the left side of the brain controls language and logical thinking, and the right side controls abstract thinking and intuition. The experiments also suggest that, in most people, one side of the brain is usually dominant – it works better than the other side.

**Ex. 8** 2.cleans/will start 3.show/will become 4.will bring/tell 5.will find out /speak 6.get/will show 7.go

**Ex. 9** 2.Where will you stay when you get to Budapest? 3.Will you phone me after you get to London? 4.Will you buy your sister a present before you leave Italy? 5.Will you take photos when you find beautiful views? 6.Will you send me a postcard before you finish your tour? 7.Will you make sure you have your passport before you leave?

## UNIT 24 THE KING OF SOFTWARE

- Ex. 3** 2.Previous Gates/Bill Gates' ancestors/Bill Gates father and grandfather 3.Bill Gates' parents  
4.Bill Gates, Paul Allen and a few other Lakeside students 5.Bill Gates and Paul Allen 6.Bill and Melinda Gates
- Ex. 4** 2.T 3.F 4.T 5.F 6.T 7.F 8.T
- Ex. 5** 2.established himself 3.software 4.hire 5.skip classes 6.convinced 7.well-known saying 8.get rid of (smbd/smith.)
- Ex. 6** 2.exceptionally 3.valuable 4.charity 5.powerful 6.ambition 7.available 8.wealthy
- Ex. 7** 2.instructions 3.own 4.possible 5.brain 6.connected 7.several 8.enormous 9.predict 10.diag nose 11.minerals (extras: convinced, software)
- Ex. 9** 2.T 3.F 4.T 5.F 6.F 7.T 8.F
- Ex. 10** 2.Over 30,000 3.13 ...19 4.music .... bands 5.personal problems 6.news 7.school curricula 8.essay
- Ex. 11** 2.has been painted 3.hadn't been cleaned 4.have changed 5.have been arrested 6.had been stolen 7.has seen
- Ex. 12** 1.have been found 2.were forced 3.have been rescued 4.are said 5.have been warned  
Tapescript (Keys to ex. 11 are underlined)

### Tapescript (Keys to ex. 11 are underlined)

**Question:** Today we'll be talking about blogging - the latest way to communicate on-line. But what exactly is blogging and how much do we know about it? Our guest in the studio today is a web designer. His name is Mark Stevenson and he's here to answer our questions. So, Mark, can you first explain to our listeners what blogging is?

**Answer:** Well, a weblog, or blog for short, is a journal that is published on the Web. A blog has many different forms. Some weblogs have links to other sites on the Web, and quotes from other sites. Many are simply personal diaries. And some are used as a platform where the people can express their opinions about world events, or talk about their own special interest.

**Q:** How did it all start?

**A:** It really all started when the World Wide Web was invented. People started making Web sites, others browsed them, and so Web surfing was born. Then, people wanted to tell their friends about any interesting pages they'd found and to comment on them. So they began to create their own Web pages which had links to the addresses of interesting sites. And they wrote what they thought about the sites they had found.

**Q:** How popular would you say blogging is?

**A:** There has been a fantastic increase in the number of weblogs over the last few years, and at the moment there are tens of millions of them. One of the best-known weblogs is written by Andrew Sullivan, an independent journalist, and that one gets well over 30,000 visits a day.

**Q:** And who uses weblogs?

**A:** All kinds of people write blogs, but as you might expect, they are most popular with teenagers. In fact a recent survey shows that more than 50% of all blogs are created and maintained by 13- to 19-year-olds.

**Q:** Our listeners would be interested to know what people write about.

**A:** Well, they write about anything and everything - from what they did yesterday to what they think about world politics. Teenagers tend to describe their everyday lives. About 40 per cent talk about music and bands, while others report on what's happening at school. For many teenagers, blogs provide a place where they can discuss personal problems - problems that they can't talk about elsewhere.

**Q:** I wonder.... Are there many differences between boys' and girls' blogs?

**A:** It used to be the case that girls communicated on the web more often than boys. However, more recent studies show that blogs are used by both sexes equally. And surprisingly, boys use more emoticons, like smiley faces, than girls.

**Q:** Why should people read or write a blog?

**A:** A blog is first of all a great place to look for personal reviews of web sites, and the writer's opinions of the sites.

You can read what people are thinking – I mean people who are interested in the same things as you – and you can tell them what you are thinking by writing on their message board. And, unlike professional journalists, bloggers can make personal comments on the daily news stories. So blogging is fun, and it's a good way to meet new people, but there's another big advantage to blogging – it can improve literacy. It can help young people read better, and write better. In fact, there are lots of people working in education who are looking at ways to include blogging into school curricula – they want to encourage kids to write blogs as part of their school activities. This is not so stupid because, as one teacher pointed out, people who write texts for blogs write, on average, 2000 words which is more than students write in an average essay!

## Revision 6 Units 21-24

- Ex. 1** 2.I'll have written 3.will change 4.will have done 5.will leave 6.will have driven 7.will not/won't have got 8.will not/won't leave 9.will have got 10.will have finished 11.will phone 12.will have retired
- Ex. 2** 2.The crystal vase has been broken. 3. When we arrived home, some new furniture had already been delivered. 4.He has been brought up to be polite. 5.The invitation letters have been sent by the secretary. 6.He has been offered a lot of money for his latest painting. / A lot of money has been offered to him for his latest painting. 7. The building had been set on fire. 8.He had already been given a ticket for illegal parking (by a traffic warden) / A ticket for illegal parking had already been given to him (by a traffic warden). 9.Our door had been broken down. 10.A search for the robber has been organised by the police. 11.When they entered the cave they saw that the walls had been painted red. 12.The footballer has been offered a million pounds for the transfer. / A million pounds has been offered to the footballer for the transfer.
- Ex. 3** 2.As soon as we get there, we'll phone for a taxi. 3.When I finish the book, I'll lend it to you. 4.I didn't have much time but I managed to visit lots of interesting sights. 5.After Katie takes the medicine, she'll feel better. 6.My suitcase was very heavy so I had to ask for help. 7.Although Dato felt tired he stayed up late to finish his homework. 8.I couldn't answer the question because it was very difficult. 9.We can't put that box in the car as there isn't much space. 10.By the time George arrives, the match will be over. 11.When Nino writes a letter, she'll show it to you. 12.As soon as I save enough money, I'll get a new car.
- Ex. 4** 2.permanent full-time job 3.scientific research 4.computer software 5.skipped ....classes 6.valuable tool 7.charitable organisation 8.well-known saying 9.get rid of 10.establish herself 11.heart surgeon 12.academic standards (extras: creative ability, top-ten single)
- Ex. 5** 2.ცნობისმოყვარე 3.მგზნებარე 4.გენიოსი 5.შიშშილობა 6.შთაგონება 7.ქცევა 8.მანანა 9.დაუღალავი შრომა, ოფლი 10.ცლობილი ადამიანი 11.ჩარიცხვა, მიღება 12.დიდი სიყვარული, ვნება 13.ხელის შეწყობა, რჩევა 14.ქალაქის მერი 15.წინააღმდეგ გამოსვლა, გაპროტესტება 16.თავის აზრში მტკიცედ დარწმუნებული 17.დაქირავება, სამსახურში აყვანა 18.ფიზიკოსი 19.გონება 20.პოპულარულობა 21.სიმდიდრე 22.მოქალაქე 23.გაჭირვება 24.პარიკმახერი 25.ბრწყინვალე 26.დაზეპირება 27.გამომგონებელი 28.გარდამტეხი 29.წინააღმდეგ 30.პოლიტიკა