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АНГЛИЙСКИЙ В ИСКУССТВЕ

Курс 2

Учебно-методическое пособие



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Данное пособие содержит курс английского языка для продолжающих и ориентировано на студентов по таким специальностям, как «Искусствоведение», «Культурология», «Реставрация» и т.п. Здесь представлены основные грамматические и лексические компоненты языка, а также методические рекомендации по их освоению и упражнения для самостоятельной работы. Курс включает 2 части по 10 уроков. Пройденные темы формируют у обучающихся языковые (грамматические), речевые (лексические), а также социокультурные компетенции, направленные на успешную межкультурную и деловую коммуникацию в ситуациях обмена опытом и знаниями. Материал пособия соответствует уровню B2 европейской системы оценки уровня знаний иностранного языка (Upper Intermediate).

Пособие является продолжением учебно-методического пособия «Английский в искусстве. Курс 1» и предназначено для студентов 2 курса культурологических специальностей, продолжающих изучать английский язык как иностранный, а также для широкого круга читателей, интересующихся английским языком и культурой англоговорящих стран.

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Оглавление

ВВЕДЕНИЕ	7
PART 1.....	9
Lesson 1.....	9
TENSES REVIEW	9
Vocabulary: Culture	10
Exercises Lesson 1	11
Lesson 2.....	16
THE PASSIVE VOICE	16
Vocabulary: Russian culture	17
Exercises Lesson 2	18
Lesson 3.....	24
Reported Speech.....	24
Vocabulary: Great names of Russia	25
Exercises Lesson 3	27
Lesson 4.....	31
Reported questions	31
Vocabulary: Moving to other countries	31
Exercises Lesson 4.....	33
Lesson 5.....	36
Articles with geographical names	36
Vocabulary: The UK	45
Exercises Lesson 5.....	45
Lesson 6.....	51
Futures Review.....	51
Vocabulary: The USA	52
Exercises Lesson 6.....	52
Lesson 7.....	57

Conditionals review	57
Vocabulary: Australia and New Zealand.....	59
Exercises Lesson 7	59
Lesson 8.....	66
I wish	66
Vocabulary: Canada	67
Exercises Lesson 8.....	67
Lesson 9.....	69
Modals for speculation	69
Vocabulary: India	70
Exercises Lesson 9	71
Lesson 10.....	74
Infinitives	74
Vocabulary: Great names of English-speaking countries.....	74
Exercises Lesson 10	75
REVIEW PART 1.....	80
PART 2.....	82
Lesson 11.....	82
Participles.....	82
Vocabulary: Art.....	83
Exercises Lesson 11	88
Lesson 12.....	93
Gerunds and Infinitives.....	93
Vocabulary: Applied arts	93
Exercises Lesson 12	95
Lesson 13.....	101
Subordinate clause and conjunctions.....	101
Vocabulary: Architecture and conservation.....	105

Exercises Lesson 13	107
Lesson 14.....	116
Phrasal verbs	116
Vocabulary: Fashion industry	118
Exercises Lesson 14	120
Lesson 15.....	124
Collocations	124
Vocabulary: The art of cooking	126
Exercises Lesson 15	128
Lesson 16.....	131
Nouns with prepositions	131
Vocabulary: New Media Art.....	134
Exercises Lesson 16	135
Lesson 17.....	136
Adjectives with prepositions.....	136
Vocabulary: Cultural Studies	137
Exercises Lesson 17	138
Lesson 18.....	141
Verbs with prepositions	141
Vocabulary: Investigating Art.....	142
Exercises Lesson 18	144
Lesson 19.....	147
Set expressions	147
Vocabulary: Art History	150
Exercises Lesson 19	152
Lesson 20.....	154
Functional language.....	154
Vocabulary: Museum studies and collecting	154

Exercises Lesson 20	155
REVIEW PART 2.....	157
Приложение.....	163
Phonetics	163
Pronouncing dictionary.....	163
IRREGULAR VERBS TABLE	165
Литература	168
Источники	168

ВВЕДЕНИЕ

В условиях современного быстро меняющегося мира немаловажным фактором успеха молодежи на рынке труда становится знание иностранных языков. Сегодня основным языком международной коммуникации стал английский язык, который является официальным государственным языком более, чем для 300 миллионов человек.

Данное учебно-методическое пособие является продолжением пособия «Английский в искусстве. Курс 1» и ориентировано на продолжающих изучение английского языка как иностранного. Материал пособия поможет расширить навыки в использовании английского языка и применять этот язык в межкультурной и деловой коммуникации в ситуациях обмена опытом и знаниями.

Пособие разработано с учетом двух подходов в изучении иностранных языков, а именно коммуникативного и грамматико-переводного. Коммуникативный подход направлен на овладение устной речью, а грамматико-переводной на овладение правилами грамматики и их закрепление в переводах. Цель сочетания двух методов — сформировать у обучающихся, с одной стороны, четкое и системное представление об основных грамматических правилах языка и, с другой стороны, закрепить их не столько в переводе, сколько в речи, в беседе, в построении самостоятельных высказываний на языке. Такое сочетание представляется удачным и позволяет овладеть английским языком на хорошем уровне в сравнительно короткие сроки.

Курс включает 2 части по 10 уроков, содержащих грамматические, лексические, а также социокультурные темы в объеме, предусмотренном программой по английскому языку для неязыковых вузов культурологической направленности по таким специальностям, как «Искусствоведение», «Культурология», «Реставрация» и т.п. Все уроки снабжены методическими рекомендациями по освоению материала и упражнениями для самостоятельной работы студентов. Строгая логическая последовательность тем по принципу от простого к сложному делают возможным изучение английского языка самостоятельно с минимальной помощью преподавателя. Задания включают в себя упражнения на развитие навыков чтения, письма и устной речи.

Грамматический материал первой части пособия объясняется на русском языке с приведением примеров на английском, чтобы студенты приобретали четкое представление о системе языка. С другой стороны, названия разделов и задания сформулированы только на английском языке, что способствует

расширению словарного запаса и уверенному применению полученных сведений. Весь материал второй части пособия приводится только на английском языке, что дает студентам возможность ознакомиться, в том числе, с лингвистическими терминами английского языка.

В приложении даются сведения справочного характера: таблица неправильных глаголов и набор упражнений для отработки произношения. Список литературы включает учебники, словари и справочники, рекомендованные для самостоятельного изучения, а также источники иллюстративного материала.

При успешном освоении курса обучающиеся будут способны поддерживать беседы повышенной сложности на профессиональные темы, например, на конференциях и деловых встречах. Данные компетенции соответствуют уровню B2 европейской системы оценки уровня знаний иностранного языка (Upper Intermediate).

PART 1

Lesson 1

TENSES REVIEW

A C T	SIMPLE	CONTINUOUS Be V_{ing}	PERFECT Have V₃	PERFECT CONTINUOUS Have been V_{ing}
	Обозначает действие, которое происходит единожды или регулярно повторяется в наст, прош. и будущем временах.	действие, которое длится в определенный момент, обозначенный в наст, прош. и будущем временах.	действие, которое свершилось к определенному моменту в наст., прош. и буд. временах.	действие началось, длилось и/или закончилось к наст, прош. и буд. моменту
		В (определенный момент)	К (определенному моменту)	Как долго длится?
PRESENT	I, you, we, they work He, she, it works I, you, we, they <i>do not work</i> He, she, it <i>does not work</i> Do I, you, we, they work? Does he, she, it work? <i>Usually, sometimes, always, never, rarely, often, every day (month, year))</i>	I am working You, we, they are working He, she, it is working Am/is/are not working. Am I working? Is he, she, it working? Are you, we, they working? <i>Now, at this moment</i>	I, you, we, they have worked He, she, it has worked I have not worked. He has not worked. Have you worked? Has he worked? <i>Always, never, just, yet(-, ?), already(+), this week (month...), today, for, since</i>	I, you, we, they have been working He, she, it has been working I have not been working He has not been working Have you been working? <i>For, since</i>

PAST	I, you, we, they he, she, it } worked I did not work. Did you work? <i>Yesterday, last year(month...), ago, in 1995</i>	I, he, she, it was working You, we, they were working I was not working We were not working Were you working? Was I working? <i>Yesterday at 5, yesterday from 5 to 6, when you came home</i>	I, you, we, they he, she, it had worked } had not worked Had it worked? <i>By 5 o'clock, by the time you came home</i>	I, you, we, they he, she, it } had been working } had not been working Had you been working? <i>For, since</i>
FUTURE	I, you, we, they he, she, it } will work } will not work (=won't) Will you work? <i>Tomorrow, next week (month, year...), in 3 hours</i>	I, you, we, they he, she, it } will be working } will not be working Will you be working? <i>Tomorrow at 5, Tomorrow from 5 to 6</i>	I, you, we, they, he, she will have worked } will not have worked } Will you have worked? <i>By 5 o'clock, by the time you come home</i>	I, you, we, they, he, she will have been working } <i>For, since</i>

Vocabulary: Culture

Здесь начинается изучение лексики по теме «Культура». Первоначально рассматривается содержание этого понятия, основной набор лексем, относящихся к проявлениям культуры разных стран и народов. Студентам предлагается также самостоятельно расширить список, добавив те понятия, которые являются самыми важными при составлении рассказов о своей и иностранной культуре.

culture ['kʌltʃə(r)] - культура

cultural - культурный

tradition - традиция

custom - обычай

nation – нация

mentality – менталитет

SIMPLE	Present	→	5	1) will + V	→	e	a) at the moment, now
	Past	→		2) have/has + V3	→		b) for, since
	Future	→		3) will + be + Ving	→		c) yesterday, ... days ago, last week/month/year
CONTINUOUS	Present	→		4) Ved/ V2	→		d) by ... o'clock, by the time
	Past	→		5) I/you/we/they + V He/she + V(e)s	→		e) always, often, sometimes, seldom, hardly ever, never, every day/week/month/year
	Future	→		6) have + been + Ving	→		f) tomorrow at ... o'clock next (Monday) at ...o'clock
PERFECT	Present	→		7) am/are/is + Ving	→		g) soon, in the future, next time
	Past	→		8) will + have + V3	→	k	h) yesterday at ... o'clock/ yesterday all day long, last (Monday) at ...o'clock
	Future	→		9) had + been + Ving	→	d	i) for, since
PERFECT CONTINUOUS	Present	→		10) had + V3	→		j) ever, never, just, already yet, recently, so far, today, this week/ month/ year
	Past	→		11) was/were + Ving	→		k) before, after, by the time

Exercise 2.

Choose the correct variant and fill in the gaps.

a. Next July, Stephen and Clara _____ for 20 years.

- 1) are married
- 2) have been married
- 3) will have been married
- 4) will marry.

b. I wish I could help you, but I _____ his email.

- 1) didn't know
- 2) haven't known
- 3) couldn't know
- 4) don't know.

c. Listen! _____

- 1) Does the phone ring?
- 2) Is the phone ringing?

- 3) Has the phone been ringing?
 4) Was the phone ringing?
 d. _____ on holiday since last Thursday.
 1) He was
 2) He's been
 3) He's
 4) He'd been
 e. When your train _____, please call me.
 1) will arrive
 2) arrives
 3) arrived
 4) will have arrived

Exercise 3.

Complete the questions and the answers. Interview your partner.

1: What _____ you do every day?	I _____ every day.
2: What _____ you do yesterday?	I _____ yesterday
3: What _____ you do tomorrow?	I _____ tomorrow.
4: What _____ you _____ right now?	I _____ right now.
5: What _____ you _____ at this time yesterday?	I _____ at this time yesterday.
6: What _____ you _____ at this time tomorrow?	I _____ at this time tomorrow.
7: What _____ you _____ since you got up this morning?	I _____ since I got up this morning.
8: What _____ you _____ by the time you went to bed last night?	I _____ by the time I went to bed last night.
9: What _____ you _____ by the time you go to bed tonight?	I _____ by the time I go to bed tonight.
10: What are you doing? How long _____ you _____ that?	I _____ I _____ for ten minutes.
11: What _____ you _____ when I came into the classroom today? How long _____ you _____ that?	I _____ when you came into the classroom today. I _____ for ten minutes before you come into the classroom today.
12: What _____ you _____ before I come into the classroom tomorrow?	I _____ before you come into the classroom tomorrow.

Exercise 4.

Complete the story about the dog named Fluffy putting the verbs into the correct tense.

- a. This is my dog Fluffy. We (to be) _____ friends for 10 years already.
- b. Look at it. It _____ (to jump around) now.
- c. Yesterday it _____ (to run) after me and _____ (to bark) all day long.
- d. Fluffy _____ (to be) just hungry because I _____ (not to feed) it earlier in the morning.
- e. Today I _____ (to get up) very early and _____ (to go) to work, so I think Fluffy _____ (to dream) all day long.
- f. I _____ (just, to come) back home. Fluffy _____ (still, to lie) on the couch.
- g. I think, it _____ (to wake up) soon and I _____ (to have to feed) my dog.
- h. Fluffy would rather not disturb me tonight. I _____ (to watch) my favourite film from 8 to 10 p.m.

Exercise 5.

Fill in the gaps.

At a restaurant

Lora: This is one of my favorite restaurants in San Francisco. _____ you _____ here before? (to eat)

Sean: Yeah, actually I _____ dinner here last week (to have)

Lora: It's a really nice place. What _____ you _____? (to order)

Sean: I _____ the Greek spring rolls, the shrimp salad, and the noodles. (to have)

Lora: I always _____ the Greek spring rolls. Let's get an order now. (get)

Sean: Yeah, and let's get the shrimp salad. How are the things at work? _____ you _____ your project yet? (to finish)

Lora: I _____ still _____ on it. (to work)

Sean: No! Poor Lora! How long _____ you _____ on the project? (to work)

Lora: For 7 months. It sucks the soul out of me. Well, I _____ it by the end of the month. (to finish). What about you? How was your speech at the conference yesterday?

Sean: I was so nervous because I _____ my text at home. (to forget). When I _____ to the stage (to walk), I _____ and _____. (to stumble, to fall down). So embarrassing!

Exercise 6.

Work in groups of three or four: retell the plot of a movie you've seen recently. Let your partners guess. Use as many English tenses as you can. Follow the plan:

It was a detective story / a love story / a documentary / a science fiction / a cartoon...

The main characters were...

It was about...

The action took place...

First, Then, After that,... Finally,...

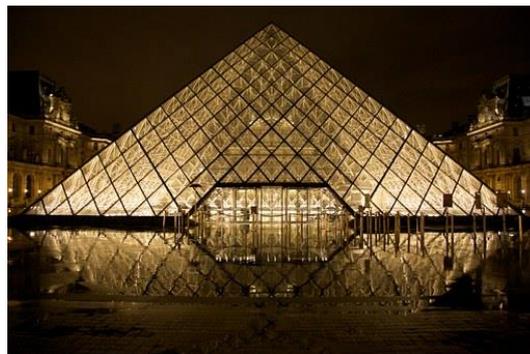
All in all, it was a fantastic / lovely / strange / horrible / realistic story. I really liked...

I can recommend it to you. It's worth watching!

Exercise 7.

Describe the images. What kind of culture are they?





Exercise 8.

What is culture for you? Discuss with your partner.

Where can we see cultural differences?

Exercise 9.

Imagine you are on a train sitting next to a Lavenian. It is an unknown culture for you. What questions would you ask a Lavenian about their culture?

Compare in group.

Lesson 2

THE PASSIVE VOICE

Английский глагол имеет два залога: активный (действительный) **the Active Voice** и пассивный (страдательный) **the Passive Voice**, который употребляется, когда объект действия более важен для говорящего, чем деятель. Глагол в страдательном залоге означает, что действие направлено на предмет или лицо, выраженное подлежащим. Сравните:

The Active Voice

They **grow** coffee in Brazil.

We often **ask** questions.

The Passive Voice

Coffee **is grown** in Brazil.

We **are often asked** questions.

Пассивный залог в английском образуется следующим образом:

to be (в соответствующем времени) + Participle II (3-я форма глагола)

Изменяется только вспомогательный глагол “to be”, форма смыслового глагола остается неизменной: “-ed” для правильных глаголов и особая форма для неправильных глаголов. См. таблицу неправильных глаголов (2 и 3 формы глагола) в приложении на стр. 183.

Present Simple: The classroom **is (not) cleaned** every day.

Past Simple: The classroom **was (not) cleaned** yesterday.

Future Simple: The classroom **will (not) be cleaned** tomorrow.

В вопросительных предложениях вспомогательный глагол “to be” в нужной форме выносится на первое место (или на второе после вопросительного слова). Сравните:

Is the classroom **cleaned** every day?

Was the classroom **cleaned** yesterday?

Will the classroom **be cleaned** tomorrow?

When **is** the classroom **cleaned**?

I **was born** in 2010. - Where **were** you **born**?

Некоторые глаголы в английском языке могут иметь два дополнения (прямое и косвенное):

I was given **the book** (by him). / **The book** was given **to me** (by him).

Глаголы, требующие употребления определенного предлога, сохраняют этот предлог в пассивном залоге:

The doctor was sent **for**.

The weather is often spoken **about**.

Пассивный залог употребляется в тех случаях, когда неизвестно или не имеет значения, кто совершил действие, и поэтому чаще всего это лицо не упоминается. Но если нужно обратить внимание на действующее лицо, то оно вводится дополнением с предлогом **by**.

Saint Petersburg was founded **by Peter I**.

Если важно, с помощью чего совершилось действие, то используется предлог “with”:

They were gone **with the wind**.

В пассивном залоге **не употребляются** непереходные глаголы, например, “to live” (жить), “to cry” (плакать), “to leave” (уходить), глаголы, обозначающие состояние лица или предмета, например, “to be” (быть), “to have” (иметь), “to become” (становиться), “to belong” (принадлежать), “to fit” (соответствовать), “to suit” (подходить), “to lack” (недоставать), а также модальные глаголы.

Vocabulary: Russian culture

Здесь изучается лексика, относящаяся к русской культуре. Она распределена на несколько групп. Студентам предлагается также самостоятельно расширить список, добавив те понятия, которые для них прежде всего связаны с русской культурой.

Nature: Lake Baikal, the river Volga, the Caucasus, the Ural, the peninsula of Kamchatka, the Black Sea, the White Sea _____

Cities: Moscow – the capital, Saint Petersburg, Kazan, Yekaterinburg, Sochi, Novosibirsk, Khabarovsk, Vladivostok _____

Cuisine: shchi, borsch, pancakes with caviar, herring “under the fur-coat”, solyanka, ravioli (meat dumplings), sauerkraut, kvass _____

Souvenirs: matreshka, ushanka (cap with ear-flaps), valenki (felt boots), bells _____

Symbols: the two-headed eagle, Russian bear, Grandfather Frost and the Snow Maiden, Kolobok, Baba Yaga, troika (triple harness), frost, roads, bread-salt, golden cupolas, ballet (“Swan lake”) etc.

Exercises Lesson 2

Exercise 10.

Make up sentences from the words using Present Simple Passive:

- a. coffee/import/into Britain
- b. Honda cars/make/in Japan
- c. tea/grow/India
- d. Buenos Aires/situate/in Argentina
- e. Olives/eat/in Greece

Exercise 11.

Make up sentences from the words using Past Simple Passive:

- a. Saint Petersburg/found/in 1703
- b. Hermitage/open/in 1764
- c. America/discover/in 1492
- d. The telephone/invent/in 1876
- e. The Eiffel Tower/build/in 1889

Exercise 12.

Write the sentences in the passive according to the example.

Example: They grow cacao in Latin America. - Cacao is grown in Latin America.

- a. They eat frogs in France.
- b. They protect elephants in Africa.
- c. Apple makes computers.
- d. Fleming discovered penicillin.
- e. Shakespeare wrote Hamlet.
- f. Steve Jobs invented the iPad.

Exercise 13.

Ask questions in the passive (present or past). Answer them.

- a. Where/football/play?
- b. Where/English/speak?
- c. When/the mobile phone/invent?
- d. When/America/discover?
- e. Who/Romeo and Juliet/write by?
- f. Where/Mercedes cars/make?
- g. Who/Mona Lisa/paint by?
- h. Where/the pyramids/build?

Exercise 14.

Find the right description.

Samovar	Siberia	Troika	Matryoshka
	Banya	Kholodets	Baba Yaga

- a. A Russian type of sauna, a kind of steam bath
- b. Nesting dolls
- c. A traditional Russian Tea Urn
- d. A traditional Russian witch who usually lives in a hut on chicken legs somewhere in the deepest forest (“bony witch”).
- e. Three. A sleigh, drawn by three horses abreast. A folk dance with three people. Three things working together.
- f. A extensive geographic region of Russia also known as North Asia. 77% of Russia's total land territory.
- g. Jellied minced meat

Exercise 15.

Read about Russia and its culture. What are its main characteristics?

Fast Facts about Russia

Country name

The official name for Russia is either Russian Federation or Russia. Both names are equal according to the Russian Constitution. In Russian script, they are spelled as Российская Федерация and Россия accordingly.

Capital city

The capital of Russia is Moscow, or Москва in Russian script. Moscow is the largest city in Russia.

Location

Russia is located in the Eastern Europe and Northern Asia. The territory of Russia lies between latitudes 41 degrees north and 82 degrees north, and longitudes 19 degrees east and 169 degrees west.

Area

Russia is the largest country in the world in terms of territory. Its total area is 17,075,400 square kilometres or 6,601,668 square miles.

Population

According to the 2010 Census, the population of Russia is 142,905,200. The population has been declining since it peaked at 148,689,000 in 1991.

Travel requirements

All foreigners visiting Russia need a valid passport and a visa. Citizens of some former Soviet republics don't need a Russian visa. The actual visa is issued in a Russian embassy or consulate in the country where you currently reside. Depending on the purpose of your visit, there are several types of Russian visa including Tourist visa, Business visa, Student visa, Personal (Private) visa, and Transit visa.

Monetary unit

The currency of Russia is called the ruble or rouble. One ruble is divided into 100 kopecks. 1 U.S. dollar equals approximately 70 rubles. Check the latest currency exchange rates before you go.

Religion

Russia is a multi-ethnic and multi-faith nation. Orthodox Christianity is Russia's largest religion with 75% of the population belonging to the Orthodox Christian denomination. Islam is professed by 5% of the population. Catholicism, Protestantism, Judaism and Buddhism are professed by 1% of the population each. Other religious denominations represent 1% of the population, while 8% consider themselves atheists. Note: data is based on 2010 VCIOM survey results.

Flag

The Russian tricolour flag consists of three horizontal bands of equal height, displaying the country's national colours: white, blue, and red. The white band is positioned on the top, the blue in the middle, and the red on the bottom.

Official language

The official language of Russia is Russian. It is the only official language throughout the country.

Major cities

The largest Russian cities with the population greater than 1 million are Moscow, Saint Petersburg, Novosibirsk, Yekaterinburg, Nizhny Novgorod, Samara, Kazan, Omsk, Chelyabinsk, Rostov-on-Don, Ufa and Volgograd.

Climate

Continental climate is prevalent in European and Asian Russia. The climate is humid continental (summers are warm to hot and winters are cold) in the most populous areas in European Russia, south of West Siberia and in the south of the Russian Far East. The climate is subarctic (very cold winters and short, cool to mild summers) in Northern European Russia and Siberia. Winters are extremely severe in the inner regions of Northeast Siberia. Humid subtropical climate (hot, humid summers and mild to cool winters) is typical for the Black Sea coast, most notably Sochi.

Government

Russia is a federation and semi-presidential republic. The President is the head of state and the Prime Minister is the head of government.

Voltage

Russia has 220 volt electricity and a "Type C" European CEE 7/16 Europlug electric plug. You might need to get a universal adapter and converter kit to use U.S. appliances in Russia.

Internet domain

Russian Internet is known as Runet in Russia. The country code top-level domain (ccTLD) reserved for Russia is .ru, however the domains .su, .rf and the internationalized domain .рф are also used.

International dialing code

Dial +7 when making a phone call to Russia. Make sure to dial the city code and the local telephone number. You might need to dial the international access code in the very beginning depending on the country of origin. When calling from the USA, start by dialing 011.

Russian Culture

Learning about the Russian culture is an excellent way to improve your Russian and understand Russian-speaking people. Russian culture has a rich history, strong traditions and influential arts, especially when it comes to literature, philosophy, classical music, ballet, architecture, painting, cinema and animation. These resources

will help you to learn about many aspects of the Russian cultural heritage and make learning Russian more fun.

Matryoshka – The Russian Nesting Doll

It's hard to find a symbol of Russia more popular than the traditional Russian nesting doll. These decorated wooden dolls "with a secret" are also called matryoshka dolls or babushka dolls. They are recognized even in the countries thousand miles away from Russia. Taking a Russian nesting doll back home is a must among tourists from Europe and the United States alike. The lovers of exotics collect matryoshkas in Australia and South Africa. The simplicity and originality of matryoshka dolls attract the fans of Russian folk art from around the world. Bright and picturesque Russian nesting dolls decorate the fireplaces and bookshelves in the homes of thousands of Russians.

Russian Hospitality

There is a big difference between the Russian tradition of hospitality and a friendly attitude towards guests in other countries of the world. The legends about the breadth of the Russian soul have a very good reason to exist. Russians love to accept guests and make great hosts. When in Russia, you don't need to wait for a special occasion like a birthday or a holiday to visit a friend or a neighbor. Russians like visiting each other, meeting in friendly companies for dinner, or just stopping by to catch up on what's going on. The latter is called "to drop in for a cup of coffee".

Banya (a Russian type of sauna, a kind of steam bath) is one of the oldest Russian traditions. Despite the fact that this tradition is several centuries old, the banya is popular even today. You can find banyas in large cities and small towns. Usually those Russians who have summer cottages, almost always build their own banya there.

A Russian banya has a special room, where a large amount of hot steam is created with the help of water and hot air. A classic Russian banya is heated with firewood, but modern versions might use electric heat as well. Inside the banya, which is usually built of wood, there are wide wooden benches along the walls. They are built up one above the other like steps. You can sit or lay on the benches. The higher up the bench the hotter the air is. Once someone has warmed up well enough, he or she leaves the steam room and dips into a pool of cold water.

[Source: <http://masterrussian.com/russia/facts.htm>]

Exercise 16.

Find the names of these places. Describe the pictures (see photos 1- 5).

The peninsula of Kamchatka

Lake Baikal

Moscow, the Kremlin

Kazan, the Mosque

The Ural



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5

Exercise 17.

Choose a place in Russia, for example your hometown. Describe it. Follow the plan:

My hometown is... It is in the south / in the north / in the west / in the east / in the north-west...

It is big / small / beautiful / exciting / cozy / quiet / calm / hectic / noisy / busy...

It is absolutely lovely in winter / spring / summer / autumn when...

It is near a lake / a river / a sea / an ocean.

There is a...

There are a lot of...

Here you can see... or also...

Besides, you can find...

It is famous for its...

It is wonderful to...

If you visit this place, I recommend you to go...

Lesson 3

Reported Speech

Косвенная речь используется в ситуациях пересказа чужих слов. При этом в главном предложении используются глаголы речи (to say, to tell). Если они стоят одним из времен группы Present (Present Simple, Present Continuous, Present Perfect), согласование времен не требуется. Если в главном предложении употреблено одно из времен группы Past (Past Simple, Past Continuous, Past Perfect), в этом случае необходимо соблюдать согласование времен, то есть «сдвигать» все времена придаточного предложения на одну позицию в прошлое.

Сравните:

Paul: "I work in an international company."

Paul says (that) he works in an international company.

Paul said (that) he worked in an international company.

Сдвиг времен происходит следующим образом:

Present Simple	Past Simple
Past Simple	Past Perfect
Present Perfect	
Past Perfect	
Present Continuous	Past Continuous
Past Continuous	Past Perfect Continuous
will	would
can	could

Present Perfect Continuous	Past Perfect Continuous
Past Perfect Continuous	Past Perfect Continuous

Сдвига требуют также и указатели времени:

this (morning)	that (morning)
today/this day	that day
these (days)	those (days)
now, at the moment	then
(a month) ago	(a month) before
last week	the week before / the previous week
here	there
next (year)	the following (year)
tomorrow	the next/following day

Examples:

Paul: "I'm working now."

Paul said (that) he was working then.

Paul: "I've just read this book. It is very interesting!"

Paul said (that) he had just read this book and it was very interesting.

Paul: "I will buy a car next year."

Paul said (that) he would buy a car the following year.

Vocabulary: Great names of Russia

Здесь изучаются слова и выражения, с помощью которых строятся высказывания о великих людях России.

Science: Mikhail Lomonosov, Nikolai Lobachevsky, Pafnutiy Chebyshev, Sofia Kovalevskaya, Aleksandr Stoletov, Dmitri Mendeleev, Alexander Popov, Alexander Butlerov, Sergei Botkin, Nikolai Pirogov, Ivan Pavlov, Ilya Metchnikoff, Alexander Mozhaysky, Vladimir Zworykin, Pavel Cherenkov, Nikolai Vavilov, Lev Landau, Nikolai Basov, Pyotr Kapitsa, Leonid Kantorovich, Igor Kurchatov, Andrei Sakharov, Sergei Korolev, Andrei Tupolev, Grigori Perelman, Rashid Sunyaev, Eugene Kaspersky etc.

Literature: Alexander Pushkin, Mikhail Lermontov, Nikolai Gogol, Ivan Turgenev, Lev Tolstoy, Fyodor Dostoyevsky, Ivan Bunin, Vladimir Mayakovsky, Josef Brodsky, Alexander Solzhenitsyn, Mikhail Sholokhov, Alexander Belyaev, Vladimir Sorokin, Viktor Astafyev etc.

Sport: Maria Sharapova, Anna Kournikova, Yelena Isinbayeva, Oksana Grishuk, Alexander Ovechkin, Alexei Nemov, Marat Saffin, Sergei Fedorov, Irina Slutskaya, Evgeny Ustyugov, Tatiana Navka, Roman Kostomarov, Alina Zagitova, Aleksander Semin, Alexandre Zoubkov, Andrey Volkov, Nikolai Valuev, Vladimir Kramnik etc.

Culture: Avdotia Istomina, Marius Petipa, Michel Fokine, Natalia Dudinskaya, Maya Plisetskaya, Konstantin Stanislavsky, Pyotr Tchaikovsky, Mikhail Glinka, Nikolai Rimsky-Korsakov, Fyodr Shaliapin, Vladimir Vysotsky, Vladimir Shainsky etc.

Show-business: Philipp Kirkorov, Alla Pugacheva, Viktor Tsoi, Dima Bilan, Zemfira, Sergei Lazarev etc.

Art: Andrei Rublev, Karl Bryullov, Pyotr Clodt, Étienne Maurice Falconet, Orest Kiprensky, Ivan Shishkin, Alexei Savrasov, Ivan Aivazovsky, Alexandre Benois, Isaac Levitan, Boris Kustodiev, Vasily Surikov, Ilya Repin, Viktor Vasnetsov, Wassily Kandinsky, Kazimir Malevich, Mark Chagall, Yevgeny Vuchetich, Vera Mukhina etc.

Useful words:

to be born – родиться

to work hard – усердно работать

to have great success / to be successful – иметь успех / быть успешным

to invent – изобрести

invention – изобретение

to discover – открыть, сделать открытие

discovery - открытие

to achieve - достичь

achievement – достижения

to fulfil – реализовать, исполнить

to have a good career – иметь хорошую карьеру

career progress – карьерный рост

development – развитие

to be famous for smth. – быть знаменитым в чем-то

seminal – знаковый, эпохальный

contribution – вклад

to contribute – делать вклад (в науку и т.п.)

[Sources:

<https://studyinrussia.ru/en/why-russia/traditions-of-education/scientists-and-discoveries/>https://en.wikipedia.org/wiki/List_of_Russian_artists]

Exercises Lesson 3

Exercise 18.

Change the phrases into the reported speech.

Example: That hotel is cheap. You said it was cheap.

- a. “Robert passed his exams.’ You said Robert...
- b. “I want to be rich and famous.” You said...
- c. “Lora is coming to the party.’ You said...
- d. “Our friends are going to get married.”
- e. “I can buy a house this year.”
- f. “Lily likes James.”
- g. “My mother works very hard.”
- h. “I’ll be in Moscow next week.”

Exercise 19.

Game. Your partner says a phrase. You make it in reported speech.

Example: “Sorry, I’m late.” He (she) said he (she) was sorry because he (she) was late”

Exercise 20.

Role play.

Student A (Mary)

You work in the Super-Star hotel. Advertise your hotel.

Example: You will get all kind of pleasure in our hotel!

Student B (John)

You stayed in the Super-Star hotel. You didn’t like it. Compare the advert and the real thing.

Example: They said I would get all kind of pleasure in their hotel, but this wasn’t true. In fact, I didn’t even have a bathroom in my room!

Student C (Liz)

You want to go on holiday with your husband. You look through the brochures. There are a lot of adverts. Comment them.

Example: Oh, look! There is a Super-Star Hotel! They say we will get all kind of pleasure there.

Student D (David, Liz' husband)

You are Student's C husband. You've just phoned to your friend, John (Student B). Comment his experience about staying in the Super-Star hotel.

Example: David said he hadn't got all kind of pleasure in their hotel, in fact he hadn't even had a bathroom!

Exercise 21.

Read the text. What are the most famous Russian Nobel Prize winners?

Russian Nobel Prize Winners

Every year, six Nobel prizes are awarded for outstanding work in science, literature, economics and the promotion of peace. This international prize was founded by the Swedish scientist Alfred Nobel, who invented dynamite and built up companies and laboratories in countries all over the world.

Many Russians have been nominated for the Nobel Prize since it started in 1901 and 19 of them have received the Nobel Prize for their outstanding contributions, particularly in the field of physics, but also in other areas.

The first Russian Nobel winner for medicine (1904) was Ivan Pavlov. He made many remarkable discoveries about blood circulation and the central nervous system and he discovered the conditioned reflex through his research on the digestive system. His experiments on dogs had a great impact on behavioural psychology.

Mikhail Sholokhov, the outstanding 20th century Russian writer, wrote and published a number of short stories while completing his most famous work *And Quiet Flows the Don*, which took him fourteen years to finish. He was awarded the Nobel Prize in Literature in 1965.

In 1978, Russian physicist Pyotr Kapitsa was awarded the Nobel Prize in Physics. He founded the Institute for Physical Problems in Moscow, and he was the oldest scientist ever to win the award.

The Nobel Peace Prize has been awarded over the years to individuals and organizations that work actively for peace and greater understanding. It was suspended during both World Wars. It has been awarded to Russian physicist and

civil rights campaigner Andrei Sakharov (1975) and to Soviet President Mikhail Gorbachev (1990).

[Source: <https://studfiles.net/preview/3208353/page:6/>]

Exercise 22.

Are the sentences true or false?

- a. The Nobel Prize is awarded annually.
- b. Ilya Mechnikov is the only Russian who has won the Nobel Prize for medicine.
- c. Pavlov's work promoted the development of psychology.
- d. Two Russians have been the Nobel Peace Prize winners.

Exercise 23.

Match the names of Russian Nobel Prizewinners to their descriptions.

- a. Boris Pasternak
- b. Ivan Bunin
- c. Alexander Solzhenitsyn
- d. Nikolay Semyonov
- e. Nikolay Basov and Alexander Prokhorov.

1. A Russian writer wrote "The Gentleman from San Francisco", which won him a Nobel Prize in 1933.

2. In 1964, two Russian physicists shared the Nobel Prize in Physics with Charles Towns from the USA.

3. Many of his works are autobiographical, he was awarded the Nobel Prize in Literature in 1970.

4. He made a great contribution to the study of chemical chain reactions, and in 1956 he became the first Russian to gain the Nobel Prize in Chemistry.

5. A Russian poet and novelist is also known for his translations of Shakespeare's tragedies; in 1957 he wrote the novel "Doctor Zhivago", which was followed by a Nobel Prize.

Exercise 24.

Match the text with the name.

Zhores I. Alferov (born in 1930)

Ivan Alekseyevich Bunin (1870-1953)

Lev Davidovich Landau (1908-1968)

Илья Ильич Мечников (1845–1916)

1. Russian biologist, zoologist and protozoologist, best remembered for his pioneering research into the immune system. He is also credited by some sources with coining the term gerontology in 1903, for the emerging study of aging and longevity. He enriched medicine with many discoveries, and laid the foundation for a new direction in biology – evolutionary embryology. He discovered the phagocytosis phenomenon and his zoological and embryological experiments were laid in the foundation of the phagocytic theory of immunity **The Nobel Prize in Physiology or Medicine 1908** (jointly to Paul Ehrlich) **Statement:** *"in recognition of their work on immunity"*

2. The first Russian writer to win the Nobel Prize for Literature for the strict artistry with which he has carried on the classical Russian traditions in prose writing. The texture of his poems and stories, sometimes referred to as "brocade", is considered to be one of the richest in the language. This writer achieved his greatest mastery in the short story, and much of his finest work appeared in this volume—the largest collection of his prose works ever published in English. His works afforded readers of English their first opportunity for a sustained encounter with a Russian classic. **The Nobel Prize in Literature 1933 Statement:** *"for the strict artistry with which he has carried on the classical Russian traditions in prose writing"*.

3. A prominent Russian scientist, was one of the finest theoretical physicists of the 20th century. He was remarkable for the breadth of his erudition and his ability to move with ease between various branches of physics. His most important contribution, for which he was awarded the Nobel Prize, was to develop the theoretical understanding of the properties of helium: liquefying at 4.2 K, helium-4 becomes superfluid below 2.2K as though it has no viscosity at all and exhibits an extremely high thermal conductivity. His theory predicted that sound would travel in superfluid helium-3 as both pressure and heat waves. **The Nobel Prize in Physics 1962 Statement:** *"for his pioneering theories for condensed matter, especially liquid helium"*.

4. Soviet and Russian physicist and academic who contributed significantly to the creation of modern heterostructure physics and electronics. He is an inventor of the heterotransistor and the winner of 2000 Nobel Prize in Physics. His contributions to physics and technology of semiconductor heterostructures, especially investigations of injection properties, development of lasers, solar cells, LED's, and epitaxy processes have led to the creation of modern heterostructure physics and electronics. He is also a Russian politician and has been a member of the Russian State

Parliament, the Duma, since 1995. Lately, he has become one of the most influential members of the Communist Party of the Russian Federation. **The Nobel Prize in Physics 2000** (jointly to Herbert Kroemer and Jack S. Kilby) **Statement:** *"for developing semiconductor heterostructures used in high-speed- and opto electronics"*

[Source: Russia IC http://www.russia-ic.com/ppl_articles/in_depth/1428]

Lesson 4

Reported questions

При переводе вопроса в косвенную речь, в главном предложении используется глагол “ask”, а в придаточном сохраняется порядок слов и употребление глаголов простого утвердительного предложения. Вопросительное слово становится союзом, а в случае общего вопроса (да/нет) используются союзы “if/whether”. Если глагол “ask” употребляется в прошедшем времени (Past Simple/Past Continuous/Past Perfect), то в придаточном предложении имеет место согласование времен, как в предложениях с косвенной речью (см. Lesson 3)

Сравните:

Where do you live?

She asks me where I live.

She asked me where I lived.

Do you like cooking?

She asks me if I like cooking.

She asked me if I liked cooking.

Косвенные вопросы также используются в формулах вежливости. Сравните:

Direct question

What's your address?

Where does he live?

Do they work in a bank?

When are you leaving?

(Excuse me) How can I get to the castle?

Indirect question (more polite)

Could you tell me what your address is?

Can you tell me where he lives?

Do you know if/whether they work in a bank?

I want to know when you are leaving.

Could you tell me how I can get to the castle?

Vocabulary: Moving to other countries

Здесь студенты знакомятся с лексикой и учатся составлять высказывания о проблемах, связанных с переездом в другую страну. Данная тема позволяет

повторить материал, изученный ранее на первом курсе (см. пособие «Английский в искусстве. Курс 1.», разделы “Learning languages”, “Travelling”, “Types of questions”) и закрепить формулы выражения мнения.

to move abroad – переехать за границу

to live overseas – жить за границей

common problems – типичные проблемы

expat, expatriate - переселенец

to face a problem, to deal with a problem, to encounter a problem – столкнуться с проблемой

expectations – ожидания

to meet certain criteria – соответствовать определенным критериям

loneliness – одиночество

to feel lonely – чувствовать себя одиноким

homeland – родина

nostalgia - ностальгия

cultural differences – культурные различия

political situation – политическая ситуация

foreigner policy – политика в отношении иностранцев

adaptation – адаптация

career concerns – карьерные вопросы

job opportunities – возможности работы

working permit – разрешение на работу

to get a job – получить работу

bureaucracy / corruption – бюрократия / коррупция

health care – здравоохранение

health hazard – риск для здоровья

standard of living – уровень жизни

relocation process – процесс переезда

cost of living – затраты на жизнь

food – питание, еда

to affect – плохо влиять, портить

to learn the language – изучение языка

language barrier – языковой барьер

neighbours – соседи

locals - местные

relationship – отношения

to raise children – растить детей

underestimated – недооцененный

preparation – подготовка

Exercises Lesson 4

Exercise 25.

Change direct questions into indirect questions.

Example: Do you like coffee?

He asks if I like coffee. / He asked if I liked coffee.

- a. Where do you go?
- b. What is your name?
- c. How old are you?
- d. What's the matter?
- e. Are you all right?
- f. Is your mother at home now?
- g. Did you go out yesterday?
- h. Have you ever been to Spain?
- i. What were you doing at 5 o'clock yesterday?
- j. What will you do if you win a lottery?
- k. How do you think, can we live on the Moon?

Exercise 26.

Change direct questions into indirect questions. Make them sound polite.

- a. How much does the newspaper cost?
- b. What time does the plane leave?
- c. What's Stephen's address?
- d. When does the bank close?
- e. Where is the museum?
- f. Is this house for sale?
- g. Is there a ticket office nearby?
- h. Are there any swimming pools nearby?

Exercise 27.

Imagine you are preparing an interview with a celebrity. What questions would you like to ask him / her?

Exercise 28.

Make an interview with your partner. Ask about his/her preferences, way of life, daily routines etc.

Report your partner's questions.

Example: My partner asked me what time I usually got up.

Exercise 29.

Read the letter. Then make all the sentences into indirect speech.

Dear Marta,

It's been a while I wrote you last. It's because of our moving. We are living in Mexico now. Can you imagine? The way of life is totally different here. It is very hot, hotter than I'm accustomed to, and the nature is absolutely stunning.

The moving is so hard, don't you think? And of course it was all in all difficult to start a new life there but it is much better now as I got a well-paid job. I'm working as a nurse, you know. And we've rented a huge house: two floors, three bedrooms, a large sunny garden... I attend Spanish classes every weekend. It's fantastic! Would you like to come to see me this summer? I'd show you everything and tell you more stories!

Hope you agree! Write soon!

Best wishes, Stephanie.

Exercise 30.

Culture Shock – a feeling one experiences after leaving his or her home area - has five phases. Put these Culture Shock phases into the correct order.

1. The Honeymoon is Over Phase: During this phase, you're noticing differences, even slight differences, and typically not in a good way. You don't like people's attitudes, you have had enough of the food and just want mom's home cooking. Life is too fast/slow, things are so much "better" at home, they celebrate the wrong holidays, and so forth. During this phase, a person often feels anxious, angry, sad, and/or irritable.

2. The Reverse Culture Shock Phase: Sure enough, this can happen! Once a person has become accustomed to the way things are done in a different country, that person can go through the same series of culture shock phases when they return home.

3. The All's Well, or Everything is OK Phase: You feel more at home with the differences in the new culture. Depending on how big a change a person has experienced, the person may feel as if the culture isn't in fact new, but that they belong, or the person may not exactly feel part of the culture, but they're comfortable enough with it to enjoy the differences and challenges. The person doesn't have to be in love with the new country (as in the honeymoon phase), but they can navigate it without unwarranted anxiety, negativity, and criticism.

4. The Negotiation Phase: Essentially, during this phase you decide whether you will succumb to negativity or negotiate past it to make the most of your experience. If you're successful, you regain your sense of perspective, balance, and humour, and move on to the next phase.

5. The Honeymoon Phase: This is a fun time. Everything is great, exciting, and new. You love the differences, meeting new people, tasting new foods, seeing different architecture, doing new things, working in your new job. This phase can last days, weeks, or months.

Exercise 31.

Imagine your friend has moved to some other country. Read the list of possible questions, choose 7 to ask your friend. Then, report the questions.

Example: Are you happy now? - I would like to ask my friend whether he/she is happy now.

Possible questions:

What do you miss about your homeland?

What do you love about this city and this country? (food, music, buildings, animals, culture, etc.)

What don't you like about this city or this country?

Is there anything you wish you could change about this city or this country?

Did you get culture shock?

What things gave you culture shock?

What negative feelings did you get because of culture shock?

How long did it take you to adjust to the new culture?

If you went back to your country after a long time, would you get reverse culture shock?

Did you get insomnia because our time zone is different?

What things do you find difficult here?
 How did you find your house or flat here?
 What do you like about the food here?
 How long did it take you to have everything for your new home?
 How long did it take you to understand the language?
 How long did it take you to speak comfortably?
 Do you have trouble with the language barrier?
 How did you improve your language skills?
 What surprised you about this city and country?
 What things can't you get used to in this culture?
 How did you find a job here?
 If you have children, do they like school here?
 Are they comfortable in the language?
 Can you still vote in your original country's elections?
 Do you watch or read the local news?
 Do you follow any local sports teams?...

Exercise 32.

Debates: pros and contras moving to other countries. Work in two groups: one is for and the other one is against moving. Express as many ideas as possible. Discuss in class.

Lesson 5

Articles with geographical names

Употребление артиклей с географическими названиями в английском языке имеет множество тонкостей. Для удобства все правила разделены на три группы: «Природа» (“Nature”), «Город» (“City”) и «Общество» (“Society”):

Природа (Nature)

1. Стороны света (cardinal points):

the North / the north – Север (как территориальное обозначение) / север (как направление);

the South / the south – Юг (как территориальное обозначение) / юг (как направление);

the East / the east – Восток (как территориальное обозначение) / восток (как направление);

the West / the west – Запад (как территориальное обозначение) / запад (как направление).

2. Полюса, полушария (poles, hemispheres):

the North Pole – Северный полюс;

the South Pole – Южный полюс;

the Western Hemisphere / the western hemisphere – Западное полушарие (как территориальное обозначение) / западное полушарие (как направление);

the Eastern Hemisphere / the eastern hemisphere – Восточное полушарие (как территориальное обозначение) / восточное полушарие (как направление);

the Northern Hemisphere / the northern hemisphere – Северное полушарие (как территориальное обозначение) / северное полушарие (как направление);

the Southern Hemisphere / the southern hemisphere – Южное полушарие (как территориальное обозначение) / южное полушарие (как направление).

3. Регионы (regions):

the Far East – Дальний Восток;

the north of Canada – север Канады;

the Middle East – Ближний Восток;

the south of England – юг Англии.

4. Водные зоны.

Океаны (oceans), проливы (straits), моря (seas), реки (rivers), каналы (canals/channels), течения (currents) используются с определенным артиклем:

the Atlantic Ocean – Атлантический океан;

the Pacific Ocean – Тихий океан;

the Black Sea – Черное море;

the Red Sea – Красное море;

the Thames – Темза;

the Volga – Волга;

the Neva – Нева;

the English Channel – Ла-Манш;

the Panama Canal – Панамский канал;

the Nile – Нил;

the Gulf Stream – течение Гольфстрим;

Группы озер (groups of lakes) также имеют определенный артикль:

the Great Lakes – Великие озера;

the Seliger – Селигер.

Но если это отдельное озеро, употребленное со словом “lake”, то артикль не используется:

Lake Baikal – озеро Байкал;

Lake Geneva – Женевское озеро.

Заливы (gulfs/bays). Если в названии залива есть предлог of, то мы ставим артикль the, если предлога нет, артикль не нужен:

the Gulf of Finland – Финский залив;

the Bay of Bengal – Бенгальский залив.

Hudson Bay – Гудзонский залив;

San Francisco Bay – залив Сан-Франциско.

5. Полуострова (peninsulas), мысы (capes) и группы островов (groups of islands) имеют определенный артикль:

the Canary Islands (the Canaries) – Канарские острова;

the British Isles – Британские острова;

the Bahamas – Багамы; the Indochinese Peninsula – полуостров Индокитай;

the Iberian Peninsula – Пиренейский полуостров;

the Cape of Good Hope – мыс Доброй Надежды.

Исключения:

Cape Horn – мыс Горн;

Cape Chelyuskin – мыс Челюскин.

Отдельные острова употребляются без артикля:

Greenland – Гренландия;

Java – Ява;

Cyprus – Кипр;

Madagascar – Мадагаскар.

6. Гористая местность.

Горные массивы (chains of mountains), холмы (hills) употребляются с определенным артиклем:

the Urals – Уральские горы;

the Alps – Альпы; the Rocky Mountains – Скалистые горы;

the Andes – Анды;

the Himalayas – Гималаи.

the Seven Hills of Rome – семь холмов Рима.

Отдельные горные вершины (mountains) и вулканы (volcanoes) артикля не имеют:

Elbrus – Эльбрус;

Kilimanjaro – Килиманджаро;

Mount Etna – вулкан Этна;

Mount Fuji – Фудзи, Фудзияма.

7. Равнины (plains), долины (valleys), пустыни (deserts) имеют определенный артикль:

the Great Plains – плато Великие равнины;

the Mississippi Valley – долина Миссисипи;

the Sahara Desert – пустыня Сахара;

the Arabian Desert – пустыни Аравийского полуострова.

Исключения:

Death Valley – Долина Смерти;

Monument Valley – Долина монументов.

Город (City)

8. Названия континентов (continents), стран (countries), городов (cities), сел (villages), штатов (states), провинций (provinces) не имеют артикля, если употребляются в единственном числе без дополнений, таких как “republic of...”, “the city of...”, “the federation”, “the kingdom” etc.

Europe – Европа;

Africa – Африка;

South America – Южная Америка;

North America – Северная Америка;

Australia – Австралия;

Asia – Азия.

Russia – Россия;

Australia - Австралия;

Canada – Канада;

London – Лондон;

Beijing – Пекин;

Florida – Флорида;

Saint Petersburg – Санкт-Петербург.

Если название города или страны стоит во множественном числе или имеет дополнения, такие как «город» (city), «республика» (republic), «королевство» (kingdom), «федерация» (federation), то употребляется определенный артикль “the”. Он может опускаться в заголовках или названиях:

the Russian Federation – Российская Федерация;

the United States of America – США;

the Netherlands – Нидерланды;

the Philippines – Филиппины;

the United Arab Emirates – Объединенные Арабские Эмираты;

the Czech Republic – Чешская Республика;

the United Kingdom of Great Britain and Northern Ireland – Объединенное Королевство Великобритании и Северной Ирландии.

the city of Moscow – город Москва;

the city of Paris – город Париж.

Названия языков не имеют артикля:

Russian – русский;

English – английский;

French – французский;

Spanish – испанский.

Но если в названии языка появляется слово “language” («язык»), тогда с названием используется определенный артикль:

the English language – английский язык;

the French language – французский язык.

С артиклем “the” употребляются названия национальностей, когда речь идет о конкретной группе людей:

the English – англичане;

the French – французы.

9. Городские здания (city buildings), учреждения (institutions) подчиняются следующим правилам:

Если какое-то учреждение названо в честь известной личности или населенного пункта, в котором оно находится, артикль не используется.

Kennedy Airport – аэропорт Кеннеди;

Heathrow Airport – Аэропорт Хитроу;

Buckingham Palace – Букингемский дворец;

Stanford University – Стэнфордский университет;

Brighton College – Брайтонский колледж;

Eton College – Итонский колледж;

Cambridge University – Кембриджский университет;

Harvard University – Гарвардский университет.

Westminster Abby – Вестминстерское аббатство;

Edinburgh Castle – Эдинбургский замок;

Windsor Castle – Виндзорский замок;

Но:

the Winter Palace – Зимний дворец

Если место названо чьим-то именем с окончанием “-s” или “-‘s”, артикль не используется. Это, как правило, названия магазинов (shops), кафе (cafes),

ресторанов (restaurants), банков (banks), отелей (hotels), а также достопримечательностей (places of interest).

Macdonald's – Макдоналдс

Macy's – Мейсис

St Martin's Church – церковь Святого Мартина;

St Paul's Cathedral – Собор Святого Павла

Если в названии есть предлог “of”, используется артикль “the”.

the Great Wall of China – Великая Китайская стена

the Museum of Modern Art – Музей современного искусства

Иногда имена собственные имеют две формы: длинное официальное название, которое будет использоваться с артиклем, и сокращенное неофициальное, которое обычно употребляется без артикля.

the Cathedral and Collegiate Church of St Mary, St Denys and St George. = Manchester Cathedral. – Манчестерский собор

the Eastman Kodak Company = Kodak – Компания «Кодак»

10. Названия улиц (streets), парков (parks), площадей (squares) и дорог (roads) не имеют артикля:

Red Square – Красная площадь;

Broadway – Бродвей;

Hyde Park – Гайд-парк;

Trafalgar Square – Трафальгарская площадь;

Regent Street – Риджент-стрит;

St James's Park – Сент-Джеймский парк;

Park Lane – Парк-лейн;

King's Road (Kings Road) – Кинг-роуд;

Fifth Avenue – Пятая авеню.

Но названия автомагистралей и автострад (highway), как правило, сопровождаются определенным артиклем:

the Lincoln Highway – автомагистраль Линкольна;

the Jefferson Highway – автомагистраль Джефферсона;

the South Eastern Freeway – южно-восточная автострада.

Многие крупные дороги обозначаются номером и буквой. Такие названия в британском английском зачастую сопровождаются определенным артиклем, в американском – нулевым:

Br.E.: the A35 road – автомагистраль A35;

Br.E.: the M5 motorway – автомагистраль M5;

Am.E.: U.S. Route 101 – автомагистраль 101;

Am.E.: State road 15 – автомагистраль 15.

11. Достопримечательности (places of interest). Названия театров (theatres), музеев (museums), галерей (galleries), кинотеатров (cinemas), памятников (monuments), а также некоторых отелей (hotels), ресторанов (restaurants), пабов (pubs) и различных уникальных зданий и сооружений (unique buildings) используются с определенным артиклем:

the Kremlin – Кремль;

the Bolshoi Theatre – Большой театр;

the Royal Opera House – Королевский оперный театр;

the Hermitage – Эрмитаж;

the Louvre – Лувр;

the Royal Academy of Arts – Королевская академия художеств;

the National Gallery – Национальная галерея;

the British Museum – Британский музей;

the Eiffel Tower – Эйфелева башня;

the Plaza Hotel – отель «Плаза»;

the Hilton Hotel – отель «Хилтон»;

the Ledbury – ресторан «Ледбери»;

the Red Lion – (паб) «Красный лев»;

the White Horse Tavern – таверна «Белая лошадь».

12. Известные корабли (ships) и поезда (trains) также имеют артикль “the”:

the Queen Mary – корабль «Куин Мэри»

the Titanic – корабль «Титаник»;

the Oriental Express – поезд «Восточный экспресс».

the Trans-Siberian Express – поезд «Транссибирский экспресс».

Общество (Society)

13. Организации, политические партии и политические учреждения имеют определенный артикль:

the BBC (the British Broadcasting Corporation) – Би-би-си (Британская телерадиовещательная корпорация);

the UN (the United Nations) – ООН (Организация Объединенных Наций);

the EU (the European Union) – ЕС (Европейский Союз)

the Red Cross – Красный Крест;

the FBI (the Federal Bureau of Investigation) – ФБР (Федеральное бюро расследований);

the Democratic Party – Демократическая партия;

the Labour Party – Лейбористская партия;

the House of Commons – Палата общин;
the Supreme Court – Верховный Суд;
the Ministry of Foreign Affairs – Министерство иностранных дел;
the Senate – Сенат (США);
the Navy – Военно-Морской Флот (США).

В сокращенных названиях артикль не нужен:

NATO (the North Atlantic Treaty Organization) – НАТО (Североатлантический Альянс);

NASA (the National Aeronautics and Space Administration) – НАСА (Национальное управление по аэронавтике и исследованию космического пространства);

UNESCO (the United Nations Educational, Scientific and Cultural Organization) – ЮНЕСКО (Организация Объединенных Наций по вопросам образования, науки и культуры);

UNICEF (the United Nations Children's Emergency Fund) – ЮНИСЕФ (Международный чрезвычайный детский фонд ООН).

14. Названия спортивных или исторических событий и мероприятий употребляются с артиклем “the”:

the Olympic Games – Олимпийские игры;
the World Championship – Чемпионат мира;
the British Grand Prix – Гран-при Великобритании.
the Middle Ages – Средневековье;
the Renaissance – эпоха Возрождения;
the Enlightenment – эпоха Просвещения;
the First World War – Первая мировая война.

15. Названия дней недели, месяцев, праздников не имеют артикля:

Monday – понедельник;
Friday – пятница;
January – январь;
July – июль;
December – декабрь;
Christmas – Рождество;
Easter – Пасха;
Independence Day – День независимости;
Bastille Day – День взятия Бастилии.

С днями недели и праздниками используется артикль “the”, если речь идет о конкретном дне (в этом случае слово будет употребляться не изолированно, а в составе целого словосочетания, т.е. иметь определение или дополнение):

the Sunday of that week – воскресенье той недели;

the worst Christmas we’ve ever had – худшее Рождество, что у нас было.

Если нужно показать, что это один из многих похожих дней, то используется артикль a (an):

a Tuesday – какой-то из вторников / любой вторник;

an Independence day – один из Дней независимости.

16. Газеты (“newspapers”) и журналы (“magazines”). Большинство периодических изданий имеет в своем названии определенный артикль, в этом случае он употребляется всегда и пишется с большой буквы.

The Guardian

The New York Times

The Times

The Daily Telegraph

The Guardian

The Washington Post

The Morning Star

The Independent

The Wall Street Journal

The Boston Globe

The Sun

The Family Handyman

The Economist

The One

В названиях некоторых изданий (в том числе неанглоязычных) артикль отсутствует:

Today

Daily Express

Newsday

Chicago Tribune

Le Monde

Libération

Pravda

Forbes

National Geographic

BBC Focus

Men's Health

Doctor Who Magazine

17. Музыкальные группы (“bands”), фильмы (“films”), книги (“books”). Здесь употребление артикля зависит от предпочтений авторов, поэтому название каждого объекта уникально:

The Beatles;

The Rolling Stones;

Backstreet Boys;

Gorillaz;

Iron Man;

The Hobbit;

The Lion, the Witch and the Wardrobe.

[Source: <http://engblog.ru/articles-with-the-proper-nouns>]

Vocabulary: The UK

В данном разделе изучается лексика по теме «Великобритания». Сюда входят основные понятия, связанные с традициями и обычаями этой страны. Это составляет важную часть лингвострановедческой компетенции студентов, изучающих английский язык.

Countries: England, Wales, Scotland, Northern Ireland.

Counties: Bedfordshire, Berkshire, Buckinghamshire, Cambridgeshire, Cheshire, Cornwall, Cumberland, Derbyshire, Devon, Dorset, Durham, Essex, Gloucestershire, Hampshire, Herefordshire, Hertfordshire, Huntingdonshire, Kent, Lancashire, Leicestershire, Lincolnshire, Middlesex, Norfolk, Northamptonshire, Northumberland, Nottinghamshire, Oxfordshire, Rutland, Shropshire, Somerset, Staffordshire, Suffolk, Surrey, Sussex, Warwickshire, Westmorland, Wiltshire, Worcestershire, Yorkshire.

Major cities: London, Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield, Leeds, Edinburgh, Leicester etc.

Places of interest: London, Cambridge, Lake District, Snowdonia, Chester, Cornwall, York, Edinburgh, Stonehenge, Scottish Highlands etc.

Symbols: Britannia, lion, bulldog, “God save the Queen”, tea-time, English breakfast, Sherlock Holmes, Downtown Abbey etc.

Exercises Lesson 5

Exercise 33.

Read the explanation of several geographical features. Do you remember any examples for them? Use correct articles.

a bay – an area of coastline where the land has an inward curve, i.e. the water usually has land on three sides.

a peninsula – a very large piece of land almost surrounded by water and connected to the larger land mass by a small thin piece of land.

a gulf – a very large bay. The difference between a gulf and a bay may be historical rather than to do with difference in size.

a cape - a piece of land sticking out into the sea is connected **to** a larger piece of land but not **by** a thin piece of land.

a canal – a human-made waterway, similar to a natural river.

straits – narrow passages of water between two pieces of land, connecting two larger areas of water.

Exercise 34.

Group work. Write down as many geographical features of Russia as you can. Use correct articles. The group that gives more names wins. Ready, steady, go!

Exercise 35.

Imagine you are sitting at a lesson in the Institute. Give instructions to your partner on how to get from the Institute to your home. Use the names of streets, squares, buildings etc. with the correct articles where necessary.

Exercise 36.

Read the text and fill in the gaps with the definite article where necessary.

- ___ United Kingdom consists of four countries and many islands.
- Scotland, Wales and England are on the main island of Great Britain, whilst ___ Northern Ireland shares a border with ___ Republic of Ireland and is to the west of the other three.
- The islands include ___ Scilly isles, off the south-west coast, and ___ Skye, which is off the west coast of Scotland.
- ___ Channel islands which are in ___ English channel between England and France, aren't part of ___ United Kingdom.
- The highest mountains are ___ Ben Nevis in Scotland and ___ Mount Snowdon in Wales.
- Lakes include ___ Lake Windermere and ___ Loch Ness, famous for its monster, Nessie.

Exercise 37.

Read the text about Great Britain. What information is the most interesting for you?

The UK

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom (UK) or Britain, is a sovereign country in western Europe. Lying off the north-western coast of the European mainland, the United Kingdom includes the island of Great Britain, the north-eastern part of the island of Ireland and many smaller islands. With an area of more than 200,000 km² (>80,000 sq mi), Great Britain is the largest of the British Isles, the largest European island, and the ninth-largest island in the world. The UK consists of England, Wales, Scotland and Northern Ireland. In 1801, the British government united Great Britain with the king's separate territory of Ireland, from which time the islands were finally called the "United Kingdom."

Northern Ireland shares a land border with another sovereign state, the Republic of Ireland. Apart from this, the United Kingdom is surrounded by the Atlantic Ocean, with the North Sea to its east, the English Channel to its south and the Celtic Sea to its south-west. The Irish Sea lies between Great Britain and Ireland. With an area of 242,500 km² (93,600 sq mi), the United Kingdom is the 78th-largest sovereign state in the world and the 11th-largest in Europe. It is also the 21st-most populous country, with an estimated 65.5 million inhabitants.

The UK is inhabited by the English, the Scots, the Welsh and the Irish who constitute the British nation. The United Kingdom is a constitutional monarchy with a parliamentary democracy. The monarch is Queen Elizabeth II, who has reigned since 6 February 1952.

By the end of the region's prehistoric period, the population is thought to have belonged, in the main, to a culture termed Insular Celtic, comprising Brythonic Britain and Gaelic Ireland. The Roman conquest, beginning in 43 AD, and the 400-year rule of southern Britain, was followed by an invasion by Germanic Anglo-Saxon settlers, reducing the Brythonic area mainly to what was to become Wales, the Brittonic Kingdom incorporating later Brittany, Dumnonia (later becoming English counties Cornwall and Devon) and the historic Kingdom of Strathclyde. Most of the region settled by the Anglo-Saxons became unified as the Kingdom of England in the 10th century. Meanwhile, Gaelic-speakers in north-west Britain (with connections to the north-east of Ireland and traditionally supposed to have migrated from there in the

5th century) united with the Picts to create the Kingdom of Scotland in the 9th century.

In 1066 after the famous Battle of Hastings, the Normans and their Breton allies invaded England from northern France and then seized large parts of Wales, conquered much of Ireland and were invited to settle in Scotland, bringing to each country feudalism on the Northern French model and Norman-French culture. The Norman elites greatly influenced, but eventually assimilated with, each of the local cultures.

Now, The UK remains a great power with considerable economic, cultural, military, scientific and political influence internationally. It is a recognised nuclear weapons state and is seventh in military expenditure in the world. The UK has been a permanent member of the United Nations Security Council since its first session in 1946. It has been a leading member state of the EU and its predecessor, the European Economic Community (EEC), since 1973. However, on 23 June 2016, a non-binding referendum on the UK's membership of the EU resulted with 51.9% of UK voters favouring a leave, and now the country's prospective exit from the EU is being negotiated. The UK is also a member of the Commonwealth of Nations, the Council of Europe, the G7 finance ministers, the G7 forum, the G20, NATO, the Organisation for Economic Co-operation and Development (OECD), and the World Trade Organization (WTO).

As for the geographical features, there are many rivers in Britain. The longest river is the Severn. There are many mountains in the north of England and in Scotland but they are not very high. The highest mountain in Great Britain is Ben Nevis. There are many lakes in Scotland. The most beautiful is Loch Lomond.

Talking about the weather, the most widely known fact are the British fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. It rains very often in all seasons in Great Britain.

London is the British capital and one of the biggest cities in the world. There are a lot of places of interest in London which attract thousands of tourists every year.

They usually want to see Westminster Abbey, the Houses of Parliament, Buckingham Palace, St Paul's Cathedral and the Tower of London.

Westminster is now the political centre of London. Westminster Abbey was built in the 11th century. The present Houses of Parliament were built after the fire in the Palace of Westminster in 1834. St Stephen's Tower of the Houses of Parliament contains the famous Big Ben. Big Ben is the largest of the six bells of Westminster Palace in London. The Clock Tower is the largest four-sided clock mechanism in the world, and in addition, with the most accurate clocks.

Buckingham Palace is the Queen's official London residence. Perhaps the most popular display of British tradition is the Changing of the Guard ceremony in front of it.

St. Paul's Cathedral is Sir Christopher Wren's masterpiece. It was built since 1675 until 1709.

The Tower of London is associated with many important events in the British history. It has been a fortress, a palace, a prison, a mint. The Tower is guarded by "Beefeaters", the Yeomen Guards.

Trafalgar Square is located in the center of London. It was named after the victory in the Battle of Trafalgar

Furthermore, London is noted for its museums and art galleries. Among them are the National Gallery, the National Portrait Gallery, the Tate, the Museum of London, the Museum of Moving Image, Madame Tussaud's Museum and many others.

Britain offers several annual traditions throughout the year. Every May, horses race at Royal Ascot, known as much for the outlandish hats of its guests as it is for the horse racing. Bonfire Night is celebrated every November 5, marking the anniversary of the Gunpowder Plot of 1605. Scotland has been hosting Highland games every summer since the 14th century. The most popular are the Braemar Gathering in Aberdeen every September and the Cowal Highland Gathering in Dunoon every August.

The most unifying is a passion for sports. Rugby and association football, known in the USA as soccer, is a passion for many British people.

British culture has had a strong influence throughout the rest of the world as well, especially in the world of literature and the performing arts. British authors created famous characters such as Peter Pan, Winnie the Pooh, and Elizabeth Bennet. British theatre is responsible for Phantom of the Opera, Les Miserables, and Romeo and Juliet. British television, broadcast in many countries worldwide, includes phenomenons such as Doctor Who, Downton Abbey, and Sherlock. Britain also brought us many great musicians, including The Beatles, Coldplay, and Adele.

As for the British food, Gourmet restaurants can now be found throughout these islands, offering world-class international cuisine as well as a new spin on traditional British dishes. There are certain dishes offered in each British country every visitor should try.

England is known for excellent roast beef served with gravy and a puffy roll called Yorkshire Pudding. Fish and Chips can be found in nearly every English city and town, served as shops known as Chippies. The term Bangers and Mash refers to sausages served with mashed potatoes. A full English breakfast usually includes eggs,

beans, black pudding, sausage, and a tomato. Cornish Pasties are pockets of bread filled with meat, onion, and various other types of food. Traditional dishes in Scotland include haggis, meat made up mostly of ground sheep heart, liver, and lungs. Haggis is often served with turnips and potatoes, referred to locally as neeps and tatties. When traveling in Wales, try Welsh Rarebit, the local name for Welsh Rabbit. Of course, no visit to any British country is complete without trying an Afternoon Tea. These midday indulgences often include a variety of sandwiches and pastries, including scones with fresh jam and clotted, or Devonshire, cream.

[Sources: Wikipedia Free Online Encyclopedia, Travelers site Destination360]

Exercise 38.

Translate into English.

- a. Великобритания расположена на Британских островах.
- b. Великобритания состоит из Англии, Уэльса, Шотландии и Северной Ирландии.
- c. Она расположена на западе Европы
- d. Она омывается Атлантическим океаном и Северным морем.
- e. В Великобритании есть много рек. Они не длинные, но некоторые из них глубоки. Самая длинная река - Северн.
- f. Есть много гор на севере Англии и в Шотландии, но они не очень высоки. Самая высокая гора в Великобритании - Бен-Невис.
- g. В Шотландии есть много озер. Самое красивое - Лох-Ломонд, а самое известное, пожалуй, Лох-Несс.
- h. Население Великобритании составляет более 60 миллионов человек.
- i. В Великобритании обитают англичане, шотландцы, валлийцы и ирландцы, которые составляют британскую нацию.
- j. Лондон – столица Британии и один из самых больших городов в мире.
- k. В Лондоне множество достопримечательностей! Это и знаменитый Биг Бен, самый большой из пяти колоколов Вестминстерского дворца, и великолепный Букингемский дворец, официальная лондонская резиденция королевы, и волшебная Трафальгарская площадь, которая расположена в центре Лондона и была названа в честь победы в Трафальгарской битве.
- l. Вестминстерский дворец находится на парламентской площади рядом с Вестминстерским аббатством. С противоположной стороны дворца – набережная Темзы.

- m. Часы часовой башни Вестминстерского дворца («Биг-Бен») считаются самым большим четырехсторонним часовым механизмом в мире и самыми точными часами,
- n. В Великобритании дождь идет очень часто и в любое время года. Самые влажные сезоны — осень и зима.
- o. Англия известна во всем мире своими туманами. Иногда туманы настолько густы, что невозможно что-либо рассмотреть в нескольких метрах от себя.
- p. Если едешь в Великобританию, не забудь посетить Лондон, Кембридж, Стоунхендж, Лох-Несс, Музей мадам Тюссо, Современную галерею Тейт и множество других удивительных мест!

Lesson 6

Futures Review

<p style="text-align: center;">Future Simple (я сделаю) 30 % уверенности</p> <p>+ I/we/you/he/she/it/they will read. - I/we/you/he/she/it/they won't read. ? Shall I/we read? (предложение) ? Will you/he/she/it/they read?</p> <p>1. Обещания. I promise I'll do it.</p> <p>2. Предсказания. Предположения. Мысли о будущем. Perhaps/I think/I expect/I'm sure you'll pass the exam. You'll probably be a bit late.</p> <p>3. Предложение помочь. I'll open the door. Согласие/отказ помочь. ОК. I'll help you. I won't do that.</p> <p>4. Спонтанные решения. It's cold. I'll close the window.</p>	<p style="text-align: center;">to be going to = (я собираюсь сделать; вот-вот) 60-70% уверенности</p> <p>+ I am going to read. - I am not going to read. ? Am I going to read?</p> <p>1. Намерение. I'm going to repair my car tomorrow.</p> <p>2. Говорим о событии, которое вот-вот случится, все обстоятельства указывают на это. Look! There is a hole in front of him. He is going to fall into the hole.</p>
<p style="text-align: center;">Present Continuous (я делаю это уже точно) 70-90% уверенности</p> <p>+ I am reading. - I am not reading. ? Am I reading?</p> <p>1. Личный план, об исполнении которого имеются договоренности с третьими лицами, запланированные мероприятия. What are you doing this evening? On Monday morning I'm having a meeting with my boss.</p>	<p style="text-align: center;">Present Simple (событие произойдет и без меня) 100% уверенности</p> <p>+ The concert starts at 3 p.m. - The concert doesn't start at 3 p.m. ? Does the concert start at 3 p.m.?</p> <p>2. Расписание мероприятий, рейсов и т.п. Our train leaves at 9 a.m. What time does your plane arrive? The bank opens at 10 a.m.</p>

Vocabulary: The USA

Здесь изучаются основные понятия, связанные с традициями и культурой Соединенных Штатов Америки. Это составляет часть социокультурной компетенции студентов, изучающих английский язык.

The United States of America (50): Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

Major cities: New York City, New York, Los Angeles, California, Chicago, Illinois, Houston, Texas, Philadelphia, Pennsylvania, Phoenix, Arizona, San Diego, California, Dallas, Texas, etc.

Places of interest: Washington D.C., White House, Mount Rushmore, Kennedy Space Center, Golden Gate Bridge in San Francisco, Mesa Verde, Carlsbad Caverns, Bryce Canyon National Park, Yellowstone, Yosemite National Park, Niagara Falls, Hawaii, Los Angeles, Las Vegas, Walt Disney World, Manhattan, Hollywood etc.

Symbols: Stars and Stripes (the US flag), bald eagle, the Statue of Liberty, Ford, fast-food, cola etc.

Exercises Lesson 6

Exercise 39.

Match the constructions with their definitions.

- | | |
|---|--------------------------------|
| 1. Future Simple (will + V ₁) | a. arrangements |
| 2. Future Continuous (will + be + Ving) | b. schedule |
| 3. Future Perfect (will + have + V ₃) | c. plans |
| 4. be going to | d. plans in the past |
| 5. was / were going to | e. a finished action in future |
| 6. Present Simple | f. a process in future |
| 7. Present Continuous predictions | g. spontaneous decisions / |

Exercise 40.

Use “to be going to”, Future Simple, Present Continuous or Present Simple to complete the gaps:

- a. You look absolutely exhausted. I _____ (fill) the bath for you and _____ (get) the dinner ready.
- b. My son _____ (take part) in the swimming championship this weekend. I _____ (support) him.
- c. It's our parents' twentieth wedding anniversary tomorrow. We _____ (make) a surprise party for them.
- d. A: I'm so hungry. Is there anything to eat?
B: I don't think so. Give me the phone. I _____ (order) sushi.
- e. A: Hurry up! The film _____ in 15 minutes. You can wash the dishes when we come home.
B: OK, OK. You're right. I _____ (do) it after the film.

Exercise 41.

Pair work. Make up small dialogues like in the exercise above. Practice with your partner.

Exercise 42.

Complete the dialogue with the correct verb form.

Lora: When (1) _____ I _____ (see) you again?

Josh: I don't know. I (2) _____ (be) busy this week and I (3) _____ (go) to London on Monday.

Lora: But you (4) _____ (be) here for my birthday party, won't you?

Josh: Sorry, I (5) _____ (get) back until Saturday evening.

Lora: That's a pity. I (6) _____ (invite) you.

Josh: Well, I can't come.

Lora: What (7) _____ you _____ (do) in London?

Josh: Oh, I (8) _____ (see) some people on business affairs.

Exercise 43.

Make the text from the abstracts.

The USA

1. The U.S. economy is by far the largest economy in the world according to a country-based GDP ranking. In 2016, U.S. GDP amounted to about 18.62 trillion

U.S. dollars. This equals the combined GDPs of the second to fourth largest economies, China, Japan, and Germany. However, it is widely expected that due to its sheer size and rapid growth, China is going to become the world's largest economy within the next ten to twenty years.

2. With a total population of more than 323 million people, the United States is the third most populous country in the world behind India and China. Repeated waves of immigration have resulted in an ethnically-diverse population. As in many multi-ethnic societies, racial discrimination has been a problem in the United States. The election of Barack Obama as the first black president of the U.S. marked a historical milestone in the movement towards equality, but race and ethnicity still remain an issue.

3. The United States of America is the second-largest exporter of merchandise in the world according to a WTO ranking of the largest exporting countries. The total volume of U.S. exports has vastly grown in the last two decades and amounted to 1.45 trillion U.S. dollars in 2016. The most important export partners of the U.S. are Canada, Mexico, and China who accounted for more than 40 percent of U.S. exports in 2016. The same three countries top the list of the U.S.'s most important import partners, with more than 20 percent of U.S. imports coming from China alone. Statista's 2017 Made-In Country Index found that American products are quite well-liked with a positive reputation all over the world, additionally, U.S. production is mostly associated with "advanced technology" and "high quality".

4. In 2011, the economic recovery suffered a major setback when the U.S. government was forced to raise the debt ceiling and commit to considerable budget cuts in order to prevent defaulting on its debt. A deal was reached to avert the immediate danger of default, but the huge amount of national debt in the U.S. is still a major concern and will most likely stay on the agenda of policy-makers for years to come.

5. The United States of America is a federal constitutional republic with fifty states and one federal district. It is almost entirely located on the North American continent with Washington D.C. as the capital. Due to its global influence, be it political, economic, military or cultural, the U.S. is often dubbed the world's last remaining superpower since the demise of the Soviet Union.

6. In 2008, the U.S. economy was hit by a financial crisis and is still affected by some of its consequences. Originating in the U.S. housing/mortgage market, the crisis resulted in a severe shortage of liquidity on financial markets, which brought several financial institutions to the verge of bankruptcy or one step further. The crisis affected economies worldwide and resulted in a global recession. After two years of

stagnation and contraction, the U.S. economy bounced back to moderate growth in 2010 with a GDP growth rate of about 2.2 percent. During and shortly after the crisis, the U.S. unemployment rate soared to the highest level since the early 1980s and has yet to return to its pre-recession level. In 2010, the unemployment rate peaked at 9.6 percent compared to 4.6 percent in 2007, according to the Bureau of Labor Statistics.

[Source: <https://www.statista.com/topics/760/united-states/>]

Exercise 44.

Read the article on the most interesting facts about the USA. What is the most fascinating fact for you? Discuss in small groups.

Fascinating Facts You Never Learned About America

1. The current 50-star American flag was designed by a 17-year-old as a school project in 1958. He got a B-. Want to explore the beauty of the American West? Get more info about an amazing travel experience to America's Cowboy Country here.

2. The Statue of Liberty is associated with New York City, but it is actually physically located in New Jersey! Jersey City, New Jersey to be exact. Another fun fact: The seven rays on the crown of the Statue of Liberty represent the seven continents; each measures up to 9 feet in length and weighs as much as 150 pounds.

3. The tallest mountain in the world is actually located in the United States. It is actually taller than Mount Everest (more than twice Mt. Everest's base-to-peak height) when measured from the seafloor. It's called Mauna Kea and it's located in Hawaii. While it is only 13,796 feet in altitude above sea level, when measured from the seafloor it is over 32,000 feet high, while Mount Everest is 29,028 feet high.

4. The Smithsonian National Air and Space Museum is the most-visited museum in the U.S. It gets over 9 million visitors a year and is second only to the Louvre in attendance worldwide. It maintains the largest collection of historic air and spacecraft in the world. All of the aircraft and spacecraft on display in the Air and Space Museum were actually flown or were used as backup vehicles. The 23 exhibits in the museum house artifacts including airplanes & spacecraft, missiles & rockets, engines, propellers, models, uniforms, instruments, and flight equipment. While at the museum, tourists can see the Wright Brothers' original 1903 Flyer, the Apollo Lunar module, Lindbergh's Spirit of St. Louis, the moon rock, as well as aircraft from World War I, World War II, and Vietnam. Here's 6 more fun facts.

5. There are 182 places in the U.S. that have the word "Christmas" in their names. They range from towns such as Christmas, Ariz., and Christmas Valley, Ore., to

islands like Christmas Island in Florida and even some lakes (such as Christmas Lake in Washington).

6. The grizzly bear is the official state animal of California. But no grizzly bears have been seen there since 1922. Though you can still see them at a few of the California zoos.

7. The original capital of the United States was Philadelphia. Other than Philadelphia, Congress met in a number of locations from 1774 to 1790, meaning that each of the following cities were considered US Capitals at one time: Baltimore, Lancaster, PA, York, PA, Princeton, NJ, Annapolis, Annapolis, MD, Trenton, NJ, and of course Hawaii and Texas were each independent nations at one time and therefore had a variety of capitals of their own. Washington D.C. became the capital in 1790.

8. Harvard was the first university in the United States and was founded in 1636 and is located in Cambridge, MA (a 10 minute drive outside of Boston). It's considered to be the second best university in the world, right after MIT. The Harvard Museum of Natural History is a popular tourist spot, featuring the universities items and artifacts that relate to the natural world. Objects on display include the largest turtle shell in the world, a 42-foot-long prehistoric marine reptile skeleton, and over 3,000 Glass Flowers (which model over 840 plant species). At the heart of this university, you will find Harvard Yard, where you can get a picture taken with the John Harvard statue. They also offer free walking tours of the campus, with former students including: Mark Zuckerberg, Bill Gates, Conan O'Brien, former President George W. Bush and President Obama.

9. Americans eat about 100 acres of pizza each day, with about 3 billion pizzas sold annually in the USA. 93% of Americans are said to have eaten pizza last month. Delivery sales of pizza spike the most during close Super Bowl games. There are over 60,000 pizzerias in the USA and America's oldest pizzeria opened in 1905 and it's called Lambardi's and it is located in NYC. Chicago-style deep dish favorites are Giordano's or Lou Malnati's. There is a Pizza Expo held every year in Las Vegas.

10. The United States is the fattest country in the world, with 33% of the population being obese and 66% considered to be overweight. Foodies may also find it fascinating that Subway recently passed McDonalds as the world's largest restaurant chain. The Highest-Grossing Restaurants in America include Tao Las Vegas at number 1 (raking in \$60 million annually), Miami's Joe's Stone Crab at #2 (raking in \$26 million) and New York's Smith & Wollensky at #3 (\$25 million). Whoever said that restaurants weren't profitable hasn't met these entrepreneurs. Also see Zagat's list of the Top 40 Restaurants in the US.

[Sources: Brandon Specktor, <https://www.rd.com/culture/america-fascinating-facts/>;
<http://www.uscitytraveler.com/27-interesting-facts-about-the-united-states/>]

Exercise 45.

Choose one of the places in the USA and make a short presentation about it.

Answer the questions:

What is it? What are its borders?

Where is it? What mountains, lakes, river can be found there?

How does it look like?

What is it famous for? What places of interest does it have?

Why is this place so important for the Americans?

Is it worth visiting and why?

Lesson 7

Conditionals review

Zero Conditional

Zero Conditional («нулевой тип» условных предложений) подразумевает высказывания, которые формулируются как правила, постулаты, нечто очевидное. Действия, описываемые в них, представляются абсолютно реальными, независимыми от говорящего. При переводе на русский используется настоящее время.

Форма: If + Present Simple, Present Simple

Example: If you want to study abroad you have to learn foreign languages. – Если ты хочешь учиться за границей, тебе нужно изучать иностранные языки.

Conditional I (the First Conditional)

The First Conditional (первый тип условных предложений) употребляется для составления высказываний о будущих действиях, которые мыслятся говорящим как абсолютно реальные, но тем не менее их осуществление зависит от некоторых условий. При переводе на русский используется будущее время.

Форма: If + Present Simple, Future Simple

If + Present Simple or Present Perfect, can/might+ infinitive without to

Example: If I paint a nice picture I will give it to you. – Если я нарисую красивую картину, я подарю ее тебе.

If I buy an umbrella, I can walk under the rain. – Если я куплю зонт, смогу гулять под дождем.

Conditional II (the Second Conditional, unreal conditional)

The Second Conditional (второй тип условных предложений) употребляется для составления высказываний о будущих действиях, которые мыслятся

говорящим как не очень реальные, но возможные, реализуемые при определенных условиях. При переводе на русский используется сослагательное наклонение («бы»).

Форма:

If + Past Simple or Continuous, would (could/might) + infinitive without to

Example: If I had enough money I would buy the picture. (But I have no money now.) – Если бы у меня были деньги, я бы купил картину. (Но сейчас у меня денег нет.)

Важно: глагол “to be” во втором типе условных предложений всегда имеет форму “were” для the Past Simple Tense.

Example: If I were you, I wouldn't do this. – На твоём месте я бы этого не делал.

Conditional III (the Third Conditional, unreal conditional 2)

The Third Conditional (третий тип условных предложений) употребляется для составления высказываний о будущих действиях, которые мыслятся говорящим как абсолютно нереальные, не реализуемые ни при каких условиях. При переводе на русский также используется сослагательное наклонение («бы»).

Форма:

If + Past Perfect, would (could/might) + Perfect infinitive (have + V3)

Example: If I had passed my exams, I would have entered a college. (But I failed.) – Если бы я сдал экзамены, я бы поступил в колледж. (Но я провалился.)

Mixed conditionals

Type 3 + Type 2

If + Past Perfect / Past Perfect Continuous, would/could/might + infinitive without “to”

If you had learned the rules yesterday, you would feel better now at the test. – Если бы ты вчера выучил правила, ты бы лучше чувствовал себя сейчас на тесте.

Type 2 + Type 3

If + Past Simple / Past Continuous, would/could/might + have + Past Participle

If I were a pizza-maker, I would have easily made 10 pizzas for the party last weekend! – Если бы я был пиццмейкером, я бы с легкостью приготовил 10 пицц для вечеринки в прошлые выходные!

Type 2 + Type 1

If + Past Simple / Past Continuous, will + infinitive without “to”

If she didn't come yesterday, she won't come today either. – Раз уж она вчера не пришла, то и сегодня тоже не придет.

Vocabulary: Australia and New Zealand

В данном разделе изучается Австралия, еще одна англоговорящая страна, сведения о которой способствуют развитию лингвострановедческой компетенции студентов. Лексика включает следующие группы:

Australia:

Territories: New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, Northern Territory, Australian Capital Territory, Jervis Bay, Territory, Coral Sea Islands, Christmas Island, Cocos (Keeling) Islands, Norfolk Island, Ashmore and Cartier Islands, Heard Island and McDonald Islands, Australian Antarctic Territory

Major cities: Sydney, Melbourne, Brisbane, Perth, Adelaide, Gold Coast-Tweed Heads, Newcastle-Maitland, Canberra-Queanbeyan, Sunshine Coast, Wollongong, Hobart, Geelong, Townsville, Cairns, Darwin, Toowoomba etc.

Places of interest: Sydney Opera House, Sydney Harbour Bridge, Great Barrier Reef, Uluru-Kata Tjuta National Park (Ayers Rock), Blue Mountains National Park, Melbourne, Bondi Beach, Daintree National Park, Fraser Islands, Great Ocean Road etc.

Symbols: kangaroo, emu, dingo, platypus, barbecue, rocks, beaches, waves, wind-surfing etc.

New Zealand:

Territories: Northland, Auckland, Waikato, Bay of Plenty, Gisborne, Hawke's Bay, Taranaki, Manawatu-Wanganui, Wellington, Tasman etc.

Major cities: Auckland, Wellington, Christchurch, Hamilton, Tauranga, Napier-Hastings, Dunedin, Palmerston North, Nelson, Rotorua etc.

Places of interest: Bay of Islands, Milford Sound, Auckland Art Gallery, Waiheke Island, Christchurch Botanic Gardens, White Island, Queenstown, Te Whakarewarewa Geothermal Valley, Waitomo Glowworm Caves, Franz Josef Glacier, Maori Performances etc.

Symbols: kiwi, kiwifruit, silver fern (national plant), kowhai (national flower), The All Blacks (rugby team), bungee jumping, hara (Maori war dance), koru (silver fern ornament), Sky Tower, The Lord of the Rings etc.

Exercises Lesson 7

Exercise 46.

Fill in the gaps.

- a. If I had time, I _____ to your birthday party.
- b. If I have time, I _____ to your birthday party.
- c. If she went to Morocco, she _____ Arabic.
- d. You _____ with my brother when you go to Morocco.
- e. If she didn't have to work tonight, she _____ to the gym.
- f. If you help me move, I _____ you a big pizza.
- g. If you helped me move, I _____ you a big pizza.
- h. When I save some money, I _____ to Europe.
- i. If my TV didn't work, I _____ it away.
- j. If I am delayed, I _____ let you know.

Exercise 47.

Fill in the gaps.

- a. Do you think there would be less conflict in the world if all people _____ the same language?
- b. If you can give me one good reason for your acting like this, _____ this incident again.
- c. Unless you _____ all of my questions, I can't do anything to help you.
- d. Had you told me that this was going to happen, I _____ it.
- e. If I were in your shoes, I think I _____ to her rather than try to explain what has happened over the phone.
- f. If I _____ the consequences of my action, I would not have acted so hastily.
- g. If I _____ in my youth what I know now about how deceitful people can be, I would have felt too scared to trust anyone at all in my life.
- h. The person in charge told me that if I took the 8 a.m. flight to Washington, D.C., I _____ change planes.

Exercise 48.

Complete the text below with the appropriate conditional form.

After I graduated from university, I applied for a marketing position with a prominent bank with branches all over the world. I didn't get the job because they wanted someone who spoke Spanish fluently. I (1) _____ (could, take) Spanish in high school, but I didn't. I took an acting class instead. If I (2) _____ (take) Spanish, I (3) _____ (get) the job. Just imagine, if I had actually gotten the job, I (4) _____ (move) to Spain. My entire life (5) _____ (could, go) in a totally

different direction. If I had accepted the job and moved to Spain, I (6) _____ (might, meet) a Spanish woman and (7) _____ (get) married. If that had actually happened, I probably (8) _____ (stay) in Spain. We (9) _____ (might, have) children. Unfortunately, I didn't get the job and I didn't go to Spain. I got a boring job and I live alone. If I had just taken Spanish, my life (10) _____ (be) much more interesting.

Exercise 49.

Finish the sentences.

- a. If my mom does the washing up...
- b. You would have slept much better if...
- c. If we had seen the film...
- d. If I had worked harder at school...
- e. If we had looked at the map...
- f. If you had crashed the car...
- g. I could be a millionaire now if I...
- h. If I had learned to ski...
- i. If you had spent all your money...
- j. If I wasn't afraid of spiders...
- k. I would have been happy to help you if...
- l. If she wasn't afraid of flying...
- m. I'd have been able to translate the letter if...
- n. If I was a good cook...

Exercise 50.

Read the article about a bank robbery. How could the robbers have been caught? Make up 7 sentences about what could have gone wrong?

Berlin bank robbery

Robbers dug a 30-metre (100-foot) tunnel into the safe deposit room of a Berlin bank and escaped with their haul, setting a fire as they left to cover their tracks, according to German police.

Berlin police spokesman Thomas Neuendorf said the tunnel led from an underground garage into the bank's safe deposit room.

Neuendorf told The Associated Press Monday that the tunnel was "very professional" and must have taken weeks or even months to complete. It was elaborately constructed and even had ceiling supports.

Police were alerted to the break-in early on Monday when a security guard noticed smoke coming from the deposit room.

Neuendorf says police are still trying to determine what valuables were stolen from the deposit boxes.

Details of the heist called to mind the spectacular robbery of another Berlin bank in 1995. During that robbery thieves entered the bank through the door, took a hostage and demanded a helicopter and ransom.

Police besieged and eventually stormed the safe room where the thieves had holed up only to find out they had escaped through a tunnel dug by accomplices. Several but not all of the thieves were later caught.

[Source: Associated Press in Berlin, 14 Jan 2013

<https://www.theguardian.com/world/2013/jan/14/berlin-bank-robbers-tunnel>]

Exercise 51.

Write down 10 sentences on how your life could have been different if some events hadn't happened at all.

Example: If I hadn't gone to school, I wouldn't have learnt so much.

Exercise 52.

Read the text about Australia. What is specific for this country?

Australia

Australia, officially the Commonwealth of Australia, is a sovereign country comprising the mainland of the Australian continent, the island of Tasmania and numerous smaller islands. It is the largest country in Oceania and the world's sixth-largest country by total area. The neighbouring countries are Papua New Guinea, Indonesia and East Timor to the north; the Solomon Islands and Vanuatu to the north-east; and New Zealand to the south-east. Australia's capital is Canberra, and its largest urban area is Sydney.

For about 50,000 years before the first British settlement in the late 18th century, Australia was inhabited by indigenous Australians, who spoke languages classifiable into roughly 250 groups. After the European discovery of the continent by Dutch explorers in 1606, Australia's eastern half was claimed by Great Britain in 1770 and initially settled through penal transportation to the colony of New South Wales from 26 January 1788. The population grew steadily in subsequent decades, and by the 1850s most of the continent had been explored and an additional five self-governing crown colonies established. On 1 January 1901, the six colonies federated, forming the Commonwealth of Australia. Australia has since maintained a stable liberal

democratic political system that functions as a federal parliamentary constitutional monarchy comprising six states and several territories.

Australia has the world's 13th-largest economy and tenth-highest per capita income (IMF). With the second-highest human development index globally, the country ranks highly in quality of life, health, education, economic freedom, and civil liberties and political rights. Australia is a member of the United Nations, G20, Commonwealth of Nations, ANZUS, Organisation for Economic Co-operation and Development (OECD), World Trade Organization, Asia-Pacific Economic Cooperation, and the Pacific Islands Forum. The population of 25 million is highly urbanised and heavily concentrated on the eastern seaboard. Australia has the world's 9th largest immigrant population, with immigrants accounting for 26% of the population.

Although most of Australia is semi-arid or desert, it includes a diverse range of habitats from alpine heaths to tropical rainforests, and is recognised as a megadiverse country. Fungi typify that diversity; an estimated 250,000 species - of which only 5% have been described - occur in Australia. Because of the continent's great age, extremely variable weather patterns, and long-term geographic isolation, much of Australia's biota is unique. About 85% of flowering plants, 84% of mammals, more than 45% of birds, and 89% of in-shore, temperate-zone fish are endemic. Australia has the greatest number of reptiles of any country, with 755 species. Besides Antarctica, Australia is the only continent that developed without feline species. Feral cats may have been introduced in the 17th century by Dutch shipwrecks, and later in the 18th century by European settlers. They are now considered a major factor in the decline and extinction of many vulnerable and endangered native species.

Australian forests are mostly made up of evergreen species, particularly eucalyptus trees in the less arid regions; wattles replace them as the dominant species in drier regions and deserts. Among well-known Australian animals are the monotremes (the platypus and echidna); a host of marsupials, including the kangaroo, koala, and wombat, and birds such as the emu and the kookaburra. Australia is home to many dangerous animals including some of the most venomous snakes in the world. The dingo was introduced by Austronesian people who traded with Indigenous Australians around 3000 BCE. Many animal and plant species became extinct soon after first human settlement, including the Australian megafauna; others have disappeared since European settlement, among them the thylacine.

Many of Australia's ecoregions, and the species within those regions, are threatened by human activities and introduced animal, chromistan, fungal and plant species. All these factors have led to Australia's having the highest mammal

extinction rate of any country in the world. The federal Environment Protection and Biodiversity Conservation Act 1999 is the legal framework for the protection of threatened species. Numerous protected areas have been created under the National Strategy for the Conservation of Australia's Biological Diversity to protect and preserve unique ecosystems; 65 wetlands are listed under the Ramsar Convention, and 16 natural World Heritage Sites have been established. Australia was ranked 3rd out of 178 countries in the world on the 2014 Environmental Performance Index.

[Source: <https://en.wikipedia.org/wiki/Australia>]

Exercise 53.

Now, read the text about New Zealand. Find the similarities and the differences between Australia and New Zealand.

New Zealand

New Zealand (Māori: Aotearoa [aɔ'teərə]) is an island country in the southwestern Pacific Ocean. The country geographically comprises two main landmasses—the North Island (or Te Ika-a-Māui), and the South Island (or Te Waipounamu)—and around 600 smaller islands. New Zealand is situated some 1,500 kilometres (900 mi) east of Australia across the Tasman Sea and roughly 1,000 kilometres (600 mi) south of the Pacific island areas of New Caledonia, Fiji, and Tonga. Because of its remoteness, it was one of the last lands to be settled by humans. During its long period of isolation, New Zealand developed a distinct biodiversity of animal, fungal and plant life. The country's varied topography and its sharp mountain peaks, such as the Southern Alps, owe much to the tectonic uplift of land and volcanic eruptions. New Zealand's capital city is Wellington, while its most populous city is Auckland.

Sometime between 1250 and 1300 CE, Polynesians settled in the islands that later were named New Zealand and developed a distinctive Māori culture. In 1642, Dutch explorer Abel Tasman became the first European to sight New Zealand. In 1840, representatives of Britain and Māori chiefs signed the Treaty of Waitangi, which declared British sovereignty over the islands. In 1841, New Zealand became a colony within the British Empire and in 1907 it became a Dominion. Today, the majority of New Zealand's population of 4.7 million is of European descent; the indigenous Māori are the largest minority, followed by Asians and Pacific Islanders. Reflecting this, New Zealand's culture is mainly derived from Māori and early British settlers,

with recent broadening arising from increased immigration. The official languages are English, Māori and New Zealand Sign Language, with English predominant.

New Zealand is a developed country and ranks highly in international comparisons of national performance, such as health, education, economic freedom and quality of life. Since the 1980s, New Zealand has transformed from an agrarian, regulated economy to a market economy. Nationally, legislative authority is vested in an elected, unicameral Parliament, while executive political power is exercised by the Cabinet, led by the Prime Minister, who is currently Jacinda Ardern. Queen Elizabeth II is the country's head of state and is represented by a governor-general, currently Dame Patsy Reddy. In addition, New Zealand is organised into 11 regional councils and 67 territorial authorities for local government purposes. The Realm of New Zealand also includes Tokelau (a dependent territory); the Cook Islands and Niue (self-governing states in free association with New Zealand); and the Ross Dependency, which is New Zealand's territorial claim in Antarctica. New Zealand is a member of the United Nations, Commonwealth of Nations, ANZUS, Organisation for Economic Co-operation and Development, Pacific Islands Forum, and Asia-Pacific Economic Cooperation.

New Zealand's geographic isolation for 80 million years and island biogeography has influenced evolution of the country's species of animals, fungi and plants. Physical isolation has not caused biological isolation, and this has resulted in a dynamic evolutionary ecology with examples of very distinctive plants and animals as well as populations of widespread species. About 82% of New Zealand's indigenous vascular plants are endemic, covering 1,944 species across 65 genera and includes a single endemic family. The number of fungi recorded from New Zealand, including lichen-forming species, is not known, nor is the proportion of those fungi which are endemic, but one estimate suggests there are about 2,300 species of lichen-forming fungi in New Zealand and 40% of these are endemic. The two main types of forest are those dominated by broadleaf trees with emergent podocarps, or by southern beech in cooler climates. The remaining vegetation types consist of grasslands, the majority of which are tussock.

Before the arrival of humans, an estimated 80% of the land was covered in forest, with only high alpine, wet, infertile and volcanic areas without trees. Massive deforestation occurred after humans arrived, with around half the forest cover lost to fire after Polynesian settlement. Much of the remaining forest fell after European settlement, being logged or cleared to make room for pastoral farming, leaving forest occupying only 23% of the land.

The forests were dominated by birds, and the lack of mammalian predators led to some like the kiwi, kakapo, weka and takahē evolving flightlessness. The arrival of humans, associated changes to habitat, and the introduction of rats, ferrets and other mammals led to the extinction of many bird species, including large birds like the moa and Haast's eagle.

Other indigenous animals are represented by reptiles (tuatara, skinks and geckos), frogs, spiders, insects (weta) and snails. Some, such as the tuatara, are so unique that they have been called living fossils. Three species of bats (one since extinct) were the only sign of native land mammals in New Zealand until the 2006 discovery of bones from a unique, mouse-sized land mammal at least 16 million years old. Marine mammals however are abundant, with almost half the world's cetaceans (whales, dolphins, and porpoises) and large numbers of fur seals reported in New Zealand waters. Many seabirds breed in New Zealand, a third of them unique to the country. More penguin species are found in New Zealand than in any other country.

Since human arrival, almost half of the country's vertebrate species have become extinct, including at least fifty-one birds, three frogs, three lizards, one freshwater fish, and one bat. Others are endangered or have had their range severely reduced. However, New Zealand conservationists have pioneered several methods to help threatened wildlife recover, including island sanctuaries, pest control, wildlife translocation, fostering, and ecological restoration of islands and other selected areas.

[Source: https://en.wikipedia.org/wiki/New_Zealand]

Exercise 54.

Imagine you are a reporter, preparing a story about travelling in Australia or New Zealand. Find out as many wonderful tourist attractions as you can. Report in class.

You can visit following sites for help:

<http://www.australia.com/en/aussie-news-today/lets-go-itineraries.html>

<https://www.australia.gov.au/>

<https://www.newzealand.com/>

<https://www.lonelyplanet.com/new-zealand>

Lesson 8

I wish

Конструкция “I wish“ («Как бы я хотел, чтобы.../Жаль, что не.....») используется для выражения сожалений о настоящем или прошлом. В схожем

контексте используется также конструкция “If only” («Если бы только...»), но она обладает большей эмоциональной окраской.

После “I wish / If only” глагол ставится по правилам согласования времен: если нужно употребить Present Simple, то глагол используется в Past Simple, а если нужен Past Simple, используется Past Perfect. Вместо “will” используется “would” и т.д. (см. правила согласования времен “Lesson 3. Reported speech.”) “Would” в данной конструкции привносит оттенок раздражения, недовольство, выражающее желание изменить ситуацию.

Сравните:

I wish I could change something. – Как бы я хотел что-то изменить (сейчас). / Жаль, что я не могу ничего изменить.

I wish I had met him before. – Как бы я хотела, чтобы мы с ним встретились раньше. / Жаль, что я его не встретила раньше.

If only I was/were younger. – Если бы только я был помоложе.

I wish you would answer that telephone! – Ответь уже наконец на звонок!

Vocabulary: Canada

Лексика по теме «Канада» развивает лингвострановедческие компетенции студентов, с помощью нее строятся высказывания о жизни и традициях этой англоязычной страны.

Provinces and territories: Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, British Columbia, Prince Edward Island, Saskatchewan, Alberta, Newfoundland and Labrador; Nunavut, Northwest Territories, Yukon

Major cities: Ottawa, Toronto (Mississauga, Brampton), Montreal (Laval), Vancouver (Surrey), Calgary, Edmonton, Quebec City (Lévis), Winnipeg etc.

Places of interest: Rideau Canal, Parliament Hill (Ottawa), the Whistler resort, Vancouver Island, Vieux Quebec, Chateau Frontenac (Quebec), CN Tower, Casa Loma (Toronto), the Olympic Tower (Montreal), Rocky Mountains, Niagara Falls, Ontario Lake, Banff National Park etc.

Symbols: maple leaf, maple syrup, beaver, Canadian horse, elk, polar bear, ice hockey, skiing, skating, Canadian nickel (coin), Crispy Crunch, Tim Hortons donuts, gill-bears, public health care system etc.

Exercises Lesson 8

Exercise 55.

Decide whether these sentences refer to present or past situations and events.

- a. I wish I drew better.
- b. I wish I were better at Maths.
- c. If only I could run faster.
- d. I wish I hadn't studied German at school.
- e. If only I had done more exercises.

Exercise 56.

Paraphrase the following sentences using “If only / I wish”.

- a. I'm always late, and I don't like it.
- b. I want to live in the mountains but I don't.
- c. I'm not famous, but I want to.
- d. I was a bit rude to my mom, and now I feel so sorry about it.
- e. I didn't do well at school and now I regret it.
- f. I can't play the piano, but I'd like to.
- g. I regret that I didn't tell the truth to my friend.
- h. Why didn't I meet him before?

Exercise 57.

Write at least 5 sentences about what you would like to do in the present and 5 more about what you regret in the past. Use “If only / I wish” construction.

Then, compare your ideas with your partner: are there any similarities?

Example: I wish I had more free time because I'm very busy I can't do what I like.

Exercise 58.

Look at the photos. Try to guess what these places are. Use the vocabulary list above for help (see photos 6-11).



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11

[Source: <https://pixabay.com/ru/photos/>]

Exercise 59.

Make a story about Canada and describe one of the places you like.

Use the sites:

<https://en.wikipedia.org/wiki/Canada>

<http://www.touropia.com/best-places-to-visit-in-canada/>

<http://www.planetware.com/tourist-attractions/canada-cdn.htm>

Lesson 9

Modals for speculation

Некоторые модальные глаголы английского языка могут употребляться в переносном значении для выражения предположения. При этом различают следующие степени уверенности:

≈100% must

≈50% may / might / could

Сравните:

He must really enjoy life because he always has a smile on his face. – Похоже (и я сильно в этом убежден), что он действительно наслаждается жизнью, потому что он всегда улыбается.

Jenny may study abroad next fall, but only if she gets good grades this spring. – Вероятно (но я не очень уверен), Дженни будет учиться за границей следующей осенью, но только если она получит хорошие оценки этой весной.

Although we might have cars that fly in 50 years, I doubt it. – Может быть, у нас будут летающие машины лет через 50, но я сомневаюсь в этом.

Tom could be late. – Том может опоздать (но я не очень уверен).

Кроме того, при использовании *may / might / could* важна интонация: если модальный глагол интонационно ударен, то информация в предложении имеет меньшую степень достоверности.

Сравните:

It **could** be carrot juice. (less likely)

It could be **carrot** juice. (more likely)

В отрицании чаще всего используется форма “can’t”:

That can’t be so! – Да не может такого быть!

Vocabulary: India

Здесь представлена лексика по теме «Индия», с помощью которой студенты знакомятся с традициями и обычаями этой англоговорящей страны и приобретают лингвострановедческие сведения.

India:

States and union territories: Madhya Pradesh, Maharashtra, Uttar Pradesh, Jammu and Kashmir, Gujarat, Karnataka, Goa, Delhi etc.

Major cities: New-Delhi, Mumbai, Calcutta, Bangalore, Maharashtra, Hyderabad, Chennai, Ahmadabad, Visakhapatnam, Surat etc.

Places of interest: Taj Mahal (Agra), Hawa Majal (Jaipur), Havelock Island, Bandhavgarh National Park, Dharamsala, Pushkar Camel Fair, Ranakpur Temple, Varkala Beach, Janardhana Swami Temple, Darjeeling, Qutb Minar, Mehrangarh Fort etc.

Symbols: elephant, cow, Bengal tiger, monkey, snake, peacock, the Himalayas, the Indus, the Ganga, Lotus, tea, mango, banyan, curry, spices, the Vedas, Ayurveda, yoga, Rupee, chess, carrom, etc.

Exercises Lesson 9

Exercise 60.

Complete the sentences using one of the modals “must / could / may / might / can’t” and the verb given.

- a. Jenny looks worried . She _____ a problem with something (have).
- b. Larry _____ at school because he isn’t at home (be).
- c. The trees are so bushy in India. There _____ a lot (rain).
- d. She _____ to school. It’s Saturday (go).
- e. She looks like an angel! She _____ a very nice girl (be)
- f. The forest is too dark. We _____ easily _____ lost there. (get)
- g. Jill _____ here! Look! It’s her car! (be).
- h. Everyone shouts in fear. They _____ very afraid (be).
- i. She _____ stupid. She teaches Maths at the University (be)
- j. Tom _____ this because it is in French and Tom doesn’t know French. (read)

Exercise 61.

Complete the sentences using “must / could / might / may / can’t” and one of the verbs given.

rain win have say feel break up

- a. Don’t drive so fast! You _____ a crash.
- b. I’ve read in the forecast that it _____ tomorrow.
- c. Robert and Liz _____ if they don’t stop arguing.
- d. They _____ this game, they’ve trained so hard!
- e. She _____ “no”. I’m sure she likes you.
- f. Go for this job. It _____ difficult at first but soon you’ll start to enjoy it.

Exercise 62.

Complete the sentences with your own ideas using “must / could / might / may / can’t”.

- a. At the weekend I _____ if the weather is nice.
- b. When I finish school I _____.
- c. If I have a lot of free time, I _____.
- d. When I graduate from university, I _____.
- e. When I’m 70 years old, I _____.

Exercise 63.

Make guesses about India, its climate, weather, people, places etc. Use modals and infinitives.

Example: The climate in India **must be** hot. I’m pretty sure.

Exercise 64.

Read the following words. Then, make them into sentences and present a story about India.

India

South Asia

Second in the world by its population – more than 1 bln people

Delhi (New-Delhi)

Official national languages - Hindi and English, no less than 22 official languages: hindi, urdu, sanskrit, sindhi, and others, and about 850 languages at everyday use

Federal republic, ruled by a president

3 MIO km² from the Himalayas to cape Comorin in Indian Ocean, borders with Pakistan, China, Nepal, Butane, Bangladesh, Myanmar, sea borders with the Maldives, Sri Lanka, Indonesia

Landscapes from Himalayan snows to deserts of Rajasthan

Highest mountain system on Earth – the Himalayas (8126 m in India)

Generally tropical climate

Main rivers: Ganga, Indus, Brahmaputra, Narmada, Godavary and Krishna

Forests about 1/4 of the country, National parks of India: Kaziranga, Gir forest, Manas

Typical animals: lion, tiger, monkeys (not only in jungle but in town as well), cows (sacred), elephants (domestic)

Huge mineral and energetic resources: coal and ore stock

Currency: Indian Rupee.

History: ancient civilization, one of the first agriculture civilizations of the world, together with Ancient Egypt and Mesopotamia.

Starting with XVI century catholic missionaries arrived in India, along with colonizers.

In XVIII Indian Empire divided on different principals, which were one by one conquered by force and money by English trade East-Indian company. Since Sepoy Rebellion company was dismissed and India became a colony.

At the beginning of XX Indian National Congress developed nonviolent struggle tactic against colonizers, which partially worked – Britain divided country on two dominions, Indian Alliance (mostly Indian population) and Pakistan (Muslim population).

In 1950 Indian Alliance became Republic of India.

Economy: world manufacturer of leather, its products and shoes; advanced at pharmaceuticals production, quite competitive to western companies, but cheaper; high percentage of export and diamond and gem-cutting.

Religion: 80% Indians confess induism, second religion is Islam, 2% of population follow Christianity. Others: Buddhism, Jainism and Sikhism

Cuisine: rich, lots of salads, sauces, vegeterian and meat food, hot and sooth spices

Fashion: great influence on Indian clothes had local culture, climate, village and city structure. Popular styles in India include drapped clothes, like sari for women, dhoti and lungi for men.

Art of dance

Bollywood (unofficially), popular hindi cinema studio in Mumbai, the most productive in the world

Places of interest: Temple Lakshmi-Narayan, indian temple of New-Delhi, built in honor of goddess of welth, fortune and prosperity Lakshmi and one of incarnations of Vishnu Narayan;

Kutb-Minar, the highest in the world minaret constructed out of brick;

Old Portuguese temple in Goa, Christianity;

Fragment of Jainism temple in Rajasthan;

Harmandir-Sahib, Golden Temple, Gudvara or central temple of Sikhism in Amritsar, Penjab

Architecture: Taj Mahal – mausoleum-mosk, situated in Agra, on shores of Jamna river, built by Tamerlan descendant Shah Jahan in memory of his wife;

Chhatrapati Shivaji Terminus railway station – historical railway station in Mumbai, named after national hero;

Lotus Temple – main temple of Bahai religion in India, situated in New-Delhi;

Umaid Bhawan Palace, Jordhpur, Rajastan, one of the largest private residence in the world, named after maharaja Umaid Singh, originally was called Chittar Palace after the hill where it was built.

Exercise 65.

What are your associations to India? Write at least 5 things that are of major importance to you. Compare with your partner, discuss in class.

Lesson 10

Infinitives

При высказывании предположений с использованием модальных глаголов (см. Lesson 9 “Modals for speculation”), мы также можем формулировать предположения о данном моменте, о будущих планах или о прошлом. В этом случае используются следующие виды инфинитивов:

Continuous infinitive:

be + -ing (for something happening right now or a possible future arrangement)

Perfect infinitive:

have + past participle (V3) (something in the past)

Examples:

I hear loud voices. They must be arguing (right now).

Your car looks bright. You must have cleaned it properly (in the past).

Passive infinitive:

The glass is broken. Their house must have been robbed (in the past).

Vocabulary: Great names of English-speaking countries

Здесь завершается изучение культуры англоговорящих стран. Обсуждается тема «Великие люди англоговорящих стран». Студенты могут повторить пройденный лексический материал (“The UK”, “The USA” etc. и закрепить полученные грамматические навыки).

Основные имена представлены следующими группами:

Science: Sir Isaac Newton, Charles Babbage, Michael Faraday, Charles Darwin, Dorothy Hodgkin, Stephen Hawking, Timothy Berners-Lee (the UK); Nikola Tesla, Alexander Graham Bell, Robert Oppenheimer, Joseph Stiglitz, Linus Pauling, Robert Jarvik, James Watson, Herbert Simon (the USA); Elizabeth Blackburn, William

Lawrence Bragg and William Henry Bragg, Peter C. Doherty, John Eccles, Bernard Katz (Australia); Sidney Altman, Frederick Banting, Bertram Brockhouse, William Francis Giaque, James Gosling, Gerhard Herzberg, David Hubel, Arthur Schawlow, Myron Scholes, William Vickrey, Tuzo Wilson (Canada), C.V.Raman, S. Chandrashekar, Satyendra Nath Bose, Meghnad Saha, Salim Ali, Har Gobind Khorana (India) etc.

Literature: William Shakespeare, William Blake, Jane Austen, Charles Dickens, Emily Bronte, J R R Tolkien (the UK); Mark Twain, Ernest Hemingway, F. Scott Fitzgerald, Edgar Allan Poe, Jack London, T.S. Eliot, William Faulkner, J.D. Salinger, Charles Bukowski, Kurt Vonnegut, Ray Bradbury, Stephen King (the USA); Marcus Clarke, Miles Franklin, Christina Stead, Patrick White, David Malouf, Thomas Keneally, Morris West, Colleen McCullough, Henry Lawson, "Banjo" Paterson, C. J. Dennis, Dorothea Mackellar, Mary Gilmore (Australia), Margaret Atwood, Kathleen Margaret ("Kit") Pearson, Yann Martel, L. M. Montgomery, Rohinton Mistry (Canada) etc.

Art: William Turner, John Constable, William Hogarth, Thomas Gainsborough, Henry Raeburn, John Ruskin, David Hockney, Banksy (the UK); Jackson Pollock, Roy Lichtenstein, Norman Rockwell, James McNeill Whistler, John Singer Sargent, Andrew Wyeth, Edward Hopper, Andy Warhol (the USA); Bernard Smith, Sidney Nolan, Rolf Harris, Norman Lindsay, Helmut Newton, Frank Hurley (Australia); Jack Bush, Philip Guston, Peter Pitseolak, Evan Penny, Jeff Wall, Kazuo Nakamura (Canada), Rajneesh, Rabindranath Tagore, M.F. Husain, Sooni Taraporevala, Rupesh Patric (India) etc.

Music: Julie Andrews, John Lennon, Cliff Richard, Paul McCartney, George Harrison, Elton John, Adele, Freddie Mercury, Robbie Williams, Ed Sheeran, PJ Harvey (the UK); Elvis Presley, Louis Armstrong, Miles Davis, Frank Sinatra, Elvis Presley, Bob Dylan, Jimi Hendrix, Britney Spears, Jennifer Lopez, Selena (the USA), Kylie Minogue, Natalie Imbruglia, Jimmy Barnes, Olivia Newton-John, Guy Sebastian, Darren Hayes (Australia); Bryan Adams, Neil Young, Celine Dion, Justin Bieber, Avril Lavigne, Nelly Furtado (Canada); Mohammad Rafi, Lata Mangeshkar, Sonu Nigam, Kishore Kumar, Shreya Ghoshal, Udit Narayan, Boman Irani (India) etc.

Exercises Lesson 10

Exercise 66.

Make guesses about different sounds. Use “must + be + Ving”.

Example: “Meow-meow” - Listen! I hear a “meow-meow”. A cat must be meowing somewhere.

“Tic-tac” – Listen! I hear a “tic-tac”. A clock must be ticking somewhere.

- a. Bow-wow – bark
- b. Neigh-neigh – whinny
- c. Baa-baa - bleat
- d. Moo-moo - moo
- e. Oink-oink – grunt
- f. Squeak-squeak - peep
- g. Hee-haw – bray
- h. Cheep-cheep – cheep
- i. Cock-a-doodle-do – crow
- j. Tweet-tweet – twitter
- k. Hoot-hoot – hoot
- l. Quack-quack – quack
- m. Honk-honk – honk
- n. Ribbit – croak
- o. Roar-roar – roar
- p. Buzz-buzz – drone

- q. Creak-creak – a door
- r. Sizzle-sizzle – a bacon, a drop of water on a hot frying pan
- s. Rustle – leaves
- t. Bang-bang – a gun
- u. Jingle-jingle – a bell, keys in the pocket
- v. Plop-plop – a drop of water
- w. Pop – a champagne cork
- x. Tinkle – wine glasses
- y. Scrape-scrape – a chair against the floor
- z. Hum-hum – a fridge, a factory machine
- aa. Crackle – wood burning in fire
- bb. Splash – ocean hitting the rocks
- cc. Patter – footsteps, rain on the roof
- dd. Tic-tac – a clock

Exercise 67.

Complete the sentences using one of the modals (must / could / may / might / can't) and the Perfect Infinitive of the verb given.

- a. I _____ you the money. Why didn't you ask me.
(lend)
- b. Ms Johns hasn't come to work yet. She has never been late for work. He _____ the bus. (miss)
- c. She knew everything about our plan. She _____ to our conversation. (listen)
- d. Timmy is a very good boy. He isn't naughty, so he _____ that window. Somebody else _____ it. (break 2x)
- e. A: I talked to your Maths teacher yesterday.
B: You _____ to him because he wasn't at school yesterday. (talk)
- f. Mr Balck bought a new yacht! He _____ the lottery (win).
- g. The traffic is horrible today! A crash _____ somewhere. (occur)
- h. I can't find my book. I _____ on the bus. (leave)
- i. You were stupid to go skiing here. You _____ a leg. (break)
- j. She looked so tired when I saw her. She _____ so hard. (work)

Exercise 68.

Look at your groupmates. Is anybody absent? Why? Make guesses with "must / could / may / might" and different types of infinitives.

Example: Anna is absent today. She must be ill, she had a sore throat yesterday.

Exercise 69.

Match the names and the descriptions. Make guesses who these people are. Use modals of speculation.

Nikola Tesla

Princess Diana

Steve Jobs

Mark Twain

David Beckham

Sir Isaac Newton

George Washington

Henry Ford

James Cameron

- a. (1954-) He is among the most successful directors of all time, responsible for "The Terminator," "Titanic," and "Avatar." Maybe he's not king of the world, but he's definitely king of all Canadian directors.
- b. (1955-2011) Popularly known as the 'Father of the Digital World', he was and still continues to remain the legendary, futurist visionary who created a sensation across the globe with his personal computer revolution. The founder of Apple Inc, Pixar Animation Studios and NeXT Inc, he gave information technology its life and blood. A master of innovation, he was known for his perfectionist attitude and futuristic vision.
- c. (1856–1943) He worked on electro-magnetism and AC current. He is credited with many patents from electricity to radio transmission, and played a key role in the development of modern electricity.
- d. (1961-1997) Born Sandringham, she married Prince Charles and gained a high profile for her humanitarian work and the support she gave to various charities. After her marriage broke down, she continued to remain in the public limelight until her untimely death, whilst chased by the paparazzi in Paris.
- e. (1835-1910) Although better known by his pen name, his birth name was actually Samuel Langhorne Clemens. He was an American author and humorist made famous by his 'great American novel' Adventures of Huckleberry Finn. William Faulkner called him the father of American literature.
- f. (1975 –) Born Leytonstone, London, he is a footballer, who is one of England's most capped players. He won many domestic honours with Manchester United and Real Madrid. He is equally as famous off the pitch due to his show biz lifestyle with his wife Victoria.
- g. (1732-1799) In 1789 he became the first president of the United States. Even during his life time Washington was labelled 'father of his country'. Many observers praised his horseman ship and great physical strength – he privately opposed slavery.
- h. (1642–1726) he was a polymath who made investigations into a whole range of subjects including mathematics, optics, physics, and astronomy. In his *Principia Mathematica*, published in 1687, he laid the foundations for classical mechanics, explaining law of gravity and the laws of motion.
- i. (1863-1947) Famous for being the founder of the Motor Company – whilst he did not invent the first automobile, he did manufacture the first affordable

automobile. He became one of the richest and well known people of the world. He ultimately revolutionised transportation and American industry.

Exercise 70.

Group work: there are some of the famous scientists, discoverers, composers, painters, writers, politicians and historic personalities of English speaking countries. Work in small groups and discuss them using modals of speculation.

- a. Where do they come from?
- b. What field were they devoted to?
- c. What are they famous for?
- d. Do you know any details from their lives?
- e. Who appeals to you? Why?

J. F. Kennedy, Edmund Hillary, Oliver Cromwell, Andy Warhol, William Shakespeare, Leonard Bernstein, J. R. R. Tolkien, William Hogarth, Alexander Fleming, John Lock, H. D. Thoreau, Sitting Bull, Issac Newton, Ernest Hemingway, Thomas Gaisborough, Abraham Lincoln, James Watt, Robin Hood, James Cook, Neil Armstrong, George Gershwin, Nikolas Tesla, Jack London, T. A. Edison, Benjamin Britten, Charles Darwin, M. L. King, Benjamin Franklin, A. G. Bell

Exercise 71.

Pair work. Choose one of these personalities (or another famous one of English speaking countries) and prepare a short presentation about them. Present your personalities and discuss them in class.

You may follow this plan:

say who the person you've chosen is;

explain why you've chosen particularly this personality;

mention their field of interest, their work (highlights) and some important events from their lives;

attach some photographs and comment on them.

REVIEW PART 1

Exercise 72.

Read the abstracts. What are these places?

1. It is an island continent located in the Southern Hemisphere. It is washed by three oceans and four seas. It is bounded on the north by the Torres Strait and Timor Sea, in the east by the Coral and Tasman seas, and in the south and west by the Indian Ocean. The continent and the island of Tasmania and a number of smaller islands make up the Commonwealth of this country.

2. It is a country in the north-west of Europe. It is divided into four main parts, England, Scotland, Wales and Northern Ireland. Its culture is famous for such characters as Peter Pan, Romeo and Juliet, Sherlock Holmes, Winnie the Pooh, Elizabeth Bennett, Doctor Who, Harry Potter and many others.

3. It is a large country in the Western Hemisphere. It is divided into 50 states and washed by two oceans, the Atlantic and the Pacific. It is one of the best economically developed countries in the modern world. Their popular sport is baseball, their cuisine is often associated with fast-food.

4. It is an ancient country in the East. It is washed by the Indian Ocean. They are well-known film-makers famous for their dancing scenes. The nature in this country is absolutely beautiful, food is exotic for western cultures and it is often called “hot and spicy”.

Exercise 73.

There are five groups who want to go on holiday. Choose one or two places they would certainly like.

1. A group of four students after a long difficult term
2. A young married couple on their honeymoon
3. A family with two children 7 and 10 on vacation
4. A business man wanting to have a short weekend break
5. A “culture vulture” on the search of incredible

a. Lake District (the UK)

Located in north west England in the county of Cumbria, the Lake District is the second largest National Park in the UK. The main attractions are the lakes, mountains and hills carved by glacial erosion and providing dramatic and inspiring scenery. It is England’s premier destination for hiking and climbing. Among the most popular

places to visit in the United Kingdom, the park is visited by about 14 million tourists each year.

b. Portland (the USA)

Straddling the Willamette River in the shadow of the majestic Mount Hood, Portland is the largest city in Oregon as well as the third largest city of the US Pacific Northwest region. While the city is known for its frequent rain drizzle, it is Portland's climate that produces it with picturesque scenery, including a plethora of rose gardens, which give Portland the nickname, "City of Roses." Besides its natural attractions, Portland is a popular destination for its relaxed atmosphere, outdoor activities and large number of microbreweries.

c. Adelaide (Australia)

The capital of South Australia, Adelaide is Australia's fifth largest city, with a population of over 1.2 million. More than three quarters of South Australians live in the Adelaide metropolitan area. The city is located on a plain between the rolling Adelaide Hills and the Gulf St Vincent and is bordered by many of Australia's famous wine regions. Historically known as the City of Churches much of the architecture in the inner city is retained from the colonial era.

d. Whistler (Canada)

Thanks to a couple of spectacular mountains called Whistler and Blackcomb, the Whistler resort is the largest and most famous alpine ski destination in North America. Located in the Coast Mountains of British Columbia in western Canada, Whistler is a two-hour trip from Vancouver along Canada's most scenic drive, the Sea-to-Sky Highway. At the base of the two mountains are three quaint villages, Whistler Village, Creekside and Upper Village. The Peak 2 Peak gondola transports visitors from the villages to the mountains.

e. Bandhavgarh National Park (India)

Seeing wildlife in its habitat is a goal for many travelers. A visit to Bandhavgarh National Park will not disappoint them. One of India's most popular national parks, Bandhavgarh provides an opportunity to see leopards, barking deer, sloth bears, hyenas, and Indian bison and wolves, but Bengal tigers are definitely the star attraction, even though only 10 percent of visitors may see one. The best time to see wildlife here is early morning or late afternoon.

[Source: <http://www.touropia.com>]

Exercise 74.

Make a presentation on one of the countries: the UK, the USA, Australia, New Zealand, Canada or India. Report in class.

PART 2

Part 2 opens the course of English for professional aims in the field of Restoration, Cultural Studies and Art History.

Lesson 11

Participles

There are two kinds of participle in English, as follows:

The present participle ends with –ing.

The past participle ends with -d or -ed for regular verbs and with -t or -en or some other form for irregular ones (see the Irregular Verbs Table on the page 183).

Participles are used:

1. with auxiliary verbs to make verb tenses such as the present continuous and the past perfect:

Example: We are going to Italy. [present continuous]

She had decided to go to Italy. [past perfect]

2. to form the passive voice of verbs (the past participle only is used, along with the auxiliary verb to be):

Example: We were ordered to sit down.

3. as adjectives:

Example: The pavement was covered with broken glass.

He stared at me with bulging eyes.

4. as nouns:

Example: She really enjoyed sightseeing.

When a present participle is used as a noun, it's known as a verbal noun or a gerund. Here are two more examples of verbal nouns:

Smoking is strictly forbidden.

Camping attracts people of all ages.

5. replacing a sentence:

Example: She was talking over the phone and forgot about the cake in the oven. = Talking over the phone, she forgot about the cake in the oven.

Saint Peterburg is a very beautiful city that was built in 1703. = Built in 1703, Saint Peterburg is a very beautiful city.

The present participle is often used after the verbs of perception, like “to feel”, “to see”, “to hear” etc., replacing the subordinate adverb clause with “that” or “how”:

Yesterday I saw her going out with a man. = I saw that/how she was going out with a man.

The perfect participle with “having + V3” form means the precedence:
Having done my homework yesterday, I’m free now.

Vocabulary: Art

Art is generally understood as

1. The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

the art of the Renaissance; she studied art in Paris

1.1 Works produced by human creative skill and imagination.

his collection of modern art; as modifier an art critic

1.2 Creative activity resulting in the production of paintings, drawings, or sculpture.

she's good at art

2. (the arts) The various branches of creative activity, such as painting, music, literature, and dance.

the visual arts

in singular *the art of photography*

3. (arts) Subjects of study primarily concerned with human creativity and social life, such as languages, literature, and history (as contrasted with scientific or technical subjects)

the belief that the arts and sciences were incompatible

the Faculty of Arts

4. A skill at doing a specified thing, typically one acquired through practice.

the art of conversation

[Source: Oxford Dictionary <https://en.oxforddictionaries.com/definition/art>]

Useful words:

Professions: artist ['ɑ:tɪst]; painter ['peɪntə]; sculptor ['skʌlptə], potter ['pɒtə]

Verbs: to paint [peɪnt], to draw [drɔ:], to mould [məʊld], to sculp [skʌlp], to cast [kɑ:st], to restore [rɪs'tɔ:], to exhibit [ɪg'zɪbɪt], to display [dɪs'pleɪ], to conserve [kən'sɜ:v]

Genres: picture ['pɪktʃə], painting ['peɪntɪŋ], drawing ['drɔ:ɪŋ], icon ['aɪkɒn], landscape ['lændskeɪp], seascape ['si:sketp], still life [stɪl laɪf], portrait ['pɔ:trɪt], sculpture ['skʌlptʃə], modelling ['mɒdlɪŋ]

Materials: paint [peɪnt], watercolour ['wɔ:tə,kʌlə], oil [ɔɪl], gouache [gʊ'ɑ:ʃ], tempera ['tempərə], distemper [dɪs'tempə], pigment ['pɪgmənt], varnish ['vɑ:nɪʃ], brush [brʌʃ], pastel ['pæstəl], easel ['i:zəl], canvas ['kænvəs], palette ['pælit]; acrylic [ə'krɪlɪk], opaque [əp'peɪk], polymer ['pɒlɪmə], fluorescent [flʊə'resnt]; clay [kleɪ], ceramics [sɪ'ræmɪks], limestone ['laɪmstəʊn], bronze [brɒnz]

Sculpture: bust [bʌst], figurine ['fɪgʃərɪ:n], statue ['stætju:], statuette [stætjʊ'et], statuary ['stætjʊəri], plaster cast ['plɑ:stə kɑ:st], relief [rɪ'li:f], bas-relief [bæs rɪ'li:f], plinth [plɪnθ], pedestal ['pedɪstl], sphinx [sfɪŋks], totem pole ['təʊtəm pəʊl], waxwork ['wækswɜ:k]

Restoration of paintings: repair [rɪ'pɛə], lining ['laɪnɪŋ], infilling ['ɪnfɪlɪŋ], retouching [rɪ:'tʌʃɪŋ], dirt [dɜ:t], deterioration [dɪtɪəriə'reɪʃn], moisture ['mɔɪstʃə], damage ['dæmɪdʒ]

Places: exhibition [ˌeksɪ'bɪʃ(ə)n], studio ['stju:diəʊ], workshop ['wɜ:kʃɒp], art gallery [ɑ:t 'gæləri], symposium [sɪm'pəʊzjəm], master class ['mɑ:stə klɑ:s], vernissage [və'nɪsɪdʒ], pottery ['pɒtəri]

See also Pronouncing Dictionary on the page 180

See more at: ThoughtCo Online Art Magazine <https://www.thoughtco.com/art-words-list-2577414>

Ways of Defining Art

There is no one universal definition of art but there is general consensus that art is the conscious creation of something beautiful or meaningful using skill and imagination. But art is subjective, and the definition of art has changed throughout history and in different cultures. The Jean Basquiat painting that sold for \$110.5 million at Sotheby's auction in May 2017 would no doubt have had trouble finding an audience in Renaissance Italy, for example.

Extreme examples aside, every time a new movement in art has developed, the definition of what is art, or what is acceptable as art, has been challenged. This is true in any of the different forms of art, including literature, music, dance, theatre, and the visual arts. For the sake of clarity, this article pertains primarily to the visual arts.

Etymology

“Art” is related to the Latin word “ars” meaning, art, skill, or craft. The first known use of the word *art* comes from 13th century manuscripts. However, the word *art* and its many variants (*artem*, *earth* etc.) have probably existed since the founding of Rome.

Philosophy of Art

The question of what is art has been debated for centuries among philosophers. "What is art?" is the most basic question in the philosophy of aesthetics, which really means, "how do we determine what is defined as art?" This implies two subtexts: the essential nature of art, and its social importance (or lack of it).

The definition of art has generally fallen into three categories: representation, expression, and form. Plato first developed the idea of art as "mimesis," which, in Greek, means copying or imitation, thus making representation or replication of something that is beautiful or meaningful the primary definition of art.

This lasted until roughly the end of the eighteenth century and helped to assign value to a work of art. Art that was more successful in replicating its subject was a stronger piece of art. As Gordon Graham writes, "It leads people to place a high value on very lifelike portraits such as those by the great masters – Michelangelo, Rubens, Velásquez and so on – and to raise questions about the value of 'modern' art – the cubist distortions of Picasso, the surrealist figures of Jan Miro, the abstracts of Kandinsky or the 'action' paintings of Jackson Pollock." While representational art still exists today, it is no longer the only measure of what is art.

Expression became important during the Romantic movement with artwork expressing a definite feeling, as in the sublime or dramatic. Audience response was important, for the artwork was intended to evoke an emotional response. This definition holds true today, as artists look to connect with and evoke responses from their viewers.

Immanuel Kant (1724-1804) was one of the most influential of the early theorists toward the end of the 18th century. He was considered a formalist in terms of his philosophy, which meant that he believed that art should not have a concept but should be judged alone on its formal qualities, that the content of a work of art is not of aesthetic interest.

Formal qualities became particularly important when art became more abstract in the 20th century, and the principles of art and design - terms such as balance, rhythm, harmony, unity - were used to define and assess art.

Today, all three modes of definition come into play in determining what is art, and its value, depending on the artwork being assessed.

History of How Art is defined

According to H.W Janson, author of the classic art textbook, the *History of Art*, "It would seem...that we cannot escape viewing works of art in the context of time and circumstance, whether past or present. How indeed could it be otherwise, so long as art is still being created all around us, opening our eyes almost daily to new experiences and thus forcing us to adjust our sights?"

Throughout the centuries in Western culture from the 11th century on through the end of the 17th century, the definition of art was anything done with skill as the result of knowledge and practice.

This meant that artists honed their craft, learning to replicate their subjects skillfully. The epitome of this occurred during the Dutch Golden Age when artists were free to paint in all sorts of different genres and made a living off their art in the robust economic and cultural climate of 17th century Netherlands.

During the Romantic period of the 18th century, as a reaction to the Enlightenment and its emphasis on science, empirical evidence, and rational thought, art began to be described as not just being something done with skill, but something that was also created in the pursuit of beauty and to express the artist's emotions. Nature was glorified, and spirituality and free expression were celebrated. Artists, themselves, achieved a level of notoriety and were often guests of the aristocracy.

The Avant-garde art movement began in the 1850s with the realism of Gustave Courbet. It was followed by other modern art movements such as cubism, futurism, and surrealism, in which the artist pushed the boundaries of ideas and creativity. These represented innovative approaches to art making and the definition of what is art expanded to include the idea of originality of vision.

The idea of originality in art persists, leading to ever more genres and manifestations of art, such as digital art, performance art, conceptual art, environmental art, electronic art, etc.

Quotes

There are as many ways to define art as there are people in the universe, and each definition is influenced by the unique perspective of that person, as well as by their own personality and character.

Following are some quotes that illustrate this range.

Rene Magritte: "Art evokes the mystery without which the world would not exist."

Frank Lloyd Wright: "Art is a discovery and development of elementary principles of nature into beautiful forms suitable for human use. "

Thomas Merton: "Art enables us to find ourselves and lose ourselves at the same time."

Pablo Picasso: "The purpose of art is washing the dust of daily life off our souls."

Lucius Annaeus Seneca: "All art is but imitation of nature."

Edgar Degas: "Art is not what you see, but what you make others see."

Jean Sibelius: "Art is the signature of civilizations."

Leo Tolstoy: “Art is a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that others are infected by these feelings and also experience them.”

Conclusion

Today we now consider the earliest symbolic scribblings of mankind—such as those like Lascaux, Chauvet, and Altamira, that are 17,000 years old, and those even 75,000 years old or more—to be art. As Chip Walter, of National Geographic writes about these ancient paintings, “Their beauty whipsaws your sense of time. One moment you are anchored in the present, observing coolly. The next you are seeing the paintings as if all other art - all civilization - has yet to exist...Compared with the jaw-dropping beauty of the art created in Chauvet Cave 65,000 years later, artifacts like these seem rudimentary. But creating a simple shape that stands for something else - a symbol, made by one mind, that can be shared with others - is obvious only after the fact.

Even more than the cave art, these first concrete expressions of consciousness represent a leap from our animal past toward what we are today - a species awash in symbols, from the signs that guide your progress down the highway to the wedding ring on your finger and the icons on your iPhone.”

Archaeologist Nicholas Conard posited that the people who created these images “possessed minds as fully modern as ours and, like us, sought in ritual and myth answers to life’s mysteries, especially in the face of an uncertain world. Who governs the migration of the herds, grows the trees, shapes the moon, turns on the stars? Why must we die, and where do we go afterward? “They wanted answers,” he says, “but they didn’t have any science-based explanations for the world around them.”

Art can be thought of as a symbol of what it means to be human, manifested in physical form for others to see and interpret. It can serve as a symbol for something that is tangible, or for a thought, an emotion, a feeling, or a concept. Through peaceful means, it can convey the full spectrum of the human experience. Perhaps that is why it is so important.

Resources and Further Reading

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[Source: Ways of Defining Art by Lisa Marder, August 16, 2017. <https://www.thoughtco.com/what-is-the-definition-of-art-182707/>]

Exercises Lesson 11

Exercise 75.

Rewrite the sentences replacing one part with a present participle group.

Example: She was talking on the phone and forgot about the cake in the oven. = Talking over the phone, she forgot about the cake in the oven.

- a. Peter was listening to the teacher and fell asleep.
- b. John was driving too fast and crashed his car into a tree.
- c. Thomas was sitting in the plane and asked for a drink.
- d. People who work in a hospital mustn't have a fear of blood.
- e. The girl that is waiting for someone seems to be really upset.
- f. I saw a young girl who was playing the guitar.
- g. The house that stands at the end of the road will be sold.

Exercise 76.

Rewrite the sentences replacing one part with a past participle group.

Example: The soup that was cooked by Sarah tastes so good! = The soup cooked by Sarah tastes so good!

- a. All the money that was raised for charity will be spent to buy new equipment for the local hospital.
- b. The painting that was stolen from the museum has been found!
- c. We're going to watch "Transformers", the film that was directed by Zack Snyder.
- d. The film that is called "Paranormal activity" grossed about \$193,355,800 worldwide.
- e. The film is based on real events and tells the story of a young couple.
- f. She was born in Hollywood and knows all the famous movie stars.
- g. She was shocked by the bad news and burst into tears.

Exercise 77.

Rewrite the sentences replacing one part with a perfect participle group.

Example: She had been to the disco the night before and overslept in the morning.

= Having been to the disco the night before, she overslept in the morning.

- a. We had worked in the garden all day and got sunburned in the evening.
- b. She had not slept for two days and therefore wasn't able to concentrate.
- c. We have written two tests today, so we are very exhausted.
- d. As I had seen the film before, I didn't feel like going to the cinema. (= I didn't want to)
- e. Though we had been to the theme park the week before, we wanted to go there again!
- f. After we had won that match, we were so happy!
- g. After she had finished her degree, she went on holiday to San Francisco.

Exercise 78.

Complete the sentences and make them true for you.

- a. Teachers shouting at pupils...
- b. Films based on comic books...
- c. Parties organized by students...
- d. People practicing bungee-jumping...
- e. Having done my homework yesterday...
- f. Having bought a very expensive car...

Exercise 79.

Work in pairs. Agree or disagree with the following statements. Explain your point of view:

- a. Smoking should be banned in public places (restaurants, cafes, nightclubs, etc.).
- b. Communicating in social networks is more interesting than going out with friends.
- c. Window-shopping is a waste of time.
- d. Online shopping is not secure enough in Russia.
- e. Visiting art galleries is the best free time activity.
- f. Saving up money is too boring.

Exercise 80.

Look through these explanations. Find the word described.

a tool	a patron	art	ambiance
an exhibit	conceptual art		installation art
an art fair	figurative art	an abstract	
an art dealer	an exhibition	a curator	
abstract (adj.)	an oil painting	a watercolour	

- a. the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture
- b. an object such as a painting that is shown to the public
- c. the character and atmosphere of a place
- d. something that helps you to do a particular activity
- e. a sketchy summary of the main points of an argument or theory
- f. (from a Latin word meaning "pulled away, detached,") the basic idea is of something detached from physical, or concrete, reality. It is frequently used of ideas, meaning that they don't have a clear applicability to real life, and of art, meaning that it doesn't pictorially represent reality.
- g. someone whose business is buying and selling works of art
- h. a place where you can look at and buy artworks from many different dealers and artists
- i. a person in charge of a museum, library, etc.
- j. when objects such as paintings are shown to the public

- k. a person that supports an activity or organization, especially by giving money
- l. art that is based on ideas.
- m. a painting that is done with watercolour paints
- n. art that uses a space to provide a complete experience. It often makes use of film, sculpture, computers to provide theatrical experience
- o. a picture painted with oil paints
- p. any form of art that clearly represents an image from the real world

Exercise 81.

Explain what these words mean. Use English-English dictionary.

sculpture

portrait

mural

abstract art

landscape

performance art

still life

seascape

Exercise 82.

Discuss the questions.

- a. What does “art” mean to you?
- b. What is your favourite art?
- c. What is your favourite subject to paint / draw? Why?
- d. What materials do you usually use? Why?
- e. Do you ever go to art galleries or museums? What sort of things do you enjoy seeing?
- f. What was the last time you were at an exhibition? Describe.
- g. What do you think about installation art? Photography?
- h. How do you understand “multimedia art”? What do you think about computer art?

Exercise 83.

Pair work. Your dean is going to buy some paintings to decorate the walls. Discuss what kind of paintings you would like to see on the walls in your institute? Why?

Exercise 84.

Describe the picture (see photo 12). What kind of art is it? Do you like it? Why? Why not?

Use following expressions:

The painting shows...

In the centre/middle of the photo we can see a ...

In the foreground there is a ... / In the background there are ...

It is situated in ...

On the left (of ...) stands ... / On the right (of ...) sits...

In the distance we can make out the outline of a...

At first glance, ...But if you look closely, you can see ...

It looks natural / strange / bright / dim / lively...

It looks like

As for the ...

It seems to me that .../ I can suppose that ... / I guess ...

I can hardly make out (= see)

I can distinguish the outline of a white pier.

It stands out against the blue sky.

She looks tired.

It looks as if it is getting dark.

They may /might be looking for ...

The wind is probably blowing.



Photo 12

[Source: <https://pixabay.com/ru/photos>]

Lesson 12

Gerunds and Infinitives

<i>Verbs + -ing</i>	<i>Verbs + infinitive</i>	<i>Both</i>	<i>Verbs + object + infinitive</i>
Enjoy (reading) Can't stand Hate Don't mind Suggest Burst out (laughing) Avoid Admit Consider Delay Deny Fancy Finish Understand Practice Can't help Keep (on) Go on Carry on Continue +after prepositions	Want (to read) Would like Need Agree Afford Arrange Expect Promise Choose Decide Seem Hope +after nouns	Love (reading/ to read) Like Advise Allow Can't bear Prefer Stop Start Begin Remember Forget Try Regret Continue Sometimes the meaning changes: I stopped smoking=I gave up smoking. I stopped to smoke=I had a break from what I was doing in order to have a cigarette. I remembered to call her=I didn't forget to call her. I remember calling her=I remember how I called her (my memories). I tried to call him but he was out.=An attempt. Have you tried sending him an e-mail?=Another option.	Want (I want you to do) Would like Remind Advise Allow Tell Invite Persuade Encourage Help smb (to) do Recommend

Vocabulary: Applied arts

The **applied arts** are the application of design and decoration to everyday objects to make them aesthetically pleasing. The term is applied in distinction to the fine arts which aims to produce objects which are beautiful or provide intellectual stimulation. In practice, the two often overlap.

The fields of industrial design, graphic design, fashion design, interior design, and the decorative arts are considered applied arts. In a creative or abstract context, the fields of architecture and photography are also considered applied arts.

Movements

Art Deco

Art Nouveau

Arts and Crafts Movement

Bauhaus

Productivism

Museums of Applied Arts

Bauhaus Archive

Die Neue Sammlung, Germany

Leipzig Museum of Applied Arts, Germany

Martin-Gropius-Bau

Museum of Applied Arts (Belgrade), Serbia

Museum of Applied Arts (Budapest), Hungary

Museum für angewandte Kunst Frankfurt, Germany

Museum für Angewandte Kunst (Cologne), Germany

Museum für angewandte Kunst Wien, Austria

Museum of Contemporary Design and Applied Arts, Lausanne, Switzerland

Powerhouse Museum, Sydney

Stieglitz Museum of Applied Arts (Saint Petersburg), Russia

Prague Museum of Decorative Arts, Czech Republic

Victoria and Albert Museum, London

[Source: https://en.wikipedia.org/wiki/Applied_arts]

History of Applied Art

Commercial Design

Applied art received its biggest boost from the growth in commerce during the 19th century, following the Industrial Revolution. Suddenly, competitive manufacturers and service providers needed to ensure that their products and services "looked good" as well as functioned properly. This demand for improved aesthetics led to the establishment of numerous design schools and courses, from which a new generation of industrial designers emerged. Later, as the range of products multiplied, and new printing techniques appeared, they were joined by fashion designers, graphic designers and most recently computer graphics designers.

Decorative Arts

In addition to architecture and design, applied art also includes decorative arts. Early examples include Chinese pottery (from 18,000 BCE), Jomon style Japanese pottery (from 14,500 BCE), as well as jade carving (from 4900 BCE), lacquerware (from 4500 BCE) and Chinese porcelain (c.100 BCE onwards). Enamelwork is exemplified by Celtic Metalwork art such as the silver "Gundestrup Cauldron" (c.100 BCE), the bronze "Petrie Crown" (100 BCE - 200 CE), and the gold "Brighter Collar/Torc" (1st century BCE), as well as later religious metalwork like the Ardagh Chalice (8th/9th century CE), and the Derrynaflan Chalice. Tapestry (see for instance the Bayeux Tapestry) and stained glass were first developed during the Romanesque and Gothic period, while interior design, fine-furniture, textiles, glassware and other objets d'art reached new heights during the Rococo period (18th century) at the

French court at the Palace of Versailles. For more about the mini-renaissance of applied art during the Louis Quatorze (XIV), Regency, Louis Quinze (XV), and Louis Seize (XVI) periods, see:

- French Decorative Arts (c.1640-1792)
- French Designers (c.1640-1792)
- French Furniture (c.1640-1792).

During the last decade of the 19th century the decorative strain of applied art was re-invigorated by William Morris and the Arts and Crafts Movement, the Celtic Art Revival Movement, the Belgian artists group known as Les Vingt, the international Art Nouveau Style (c.1895-1915), exquisite Fabergé Easter Eggs (c.1885-1917), the Bauhaus Design School in Germany (1919-33) and Art Deco (c.1925-40). One of the main applications for decorative design work was theatrical sets and costumes, such as those designed by Leon Bakst (1866-1924) and Alexander Benois (1870-1960) for the Ballets Russes. Another application was poster art, which became high fashion during La Belle Epoque in France. Top poster designers included the lithographer Jules Cheret (1836-1932), the Post-Impressionist Toulouse-Lautrec (1864-1901), and the Czech Alfonse Mucha (1860-1939). Other figures in the history of poster art include Aubrey Beardsley (1872-98), the "Beggarstaff Brothers", Theophile Steinlen (1859-1923), Eugene Grasset (1845-1917), Albert Guillaume (1873-1942), Pierre Bonnard (1867-1947), Edouard Vuillard (1868-1940), the Italian functionalist Leonetto Cappiello (1875-1942), Ludwig Hohlwein, Lucian Bernhard, Herbert Matter, Fernand Leger, Amedee Ozenfant, the French-Ukrainian Adolphe Mouron Cassandre, William Bradley and Edward Penfield.

[Source: <http://www.visual-arts-cork.com/definitions/applied-art.htm>]

Exercises Lesson 12

Exercise 85.

Choose the correct option:

- a. I enjoyed to spend / spending time in this country.
- b. I couldn't help to laugh / laughing when he said that.
- c. Lara agreed to babysit / babysitting to get some extra money.
- d. He didn't want to break / breaking the table.
- e. Some people have the ability to read / reading minds.
- f. We can't afford to buy / buying this car! It's too expensive!
- g. Remember to call / calling her!
- h. He allowed us to come / coming.

Exercise 86.

Complete the sentences with the gerunds or infinitives:

- a. You keep _____ (waste) your time, don't you?
- b. I need _____ (buy) some water.
- c. Do you fancy _____ (go out) tonight?
- d. He agreed _____ (do) this for me.
- e. I really enjoy _____ (chat) with my friends.
- f. Have you ever considered _____ (move) abroad?
- g. That's all I would like _____ (tell) you.
- h. I avoid _____ (walk) in the dark.
- i. Well, I don't mind _____ (do window-shopping) when I have no money.
- j. I recommend you _____ (try) _____ (take) this offer.
- k. Every time I tried _____ (understand) this, I couldn't.

Exercise 87.

Rob Robertson was arrested for stealing a car. Here are some of his answers to questions during the investigation. Report what he said with the verbs given + an -ing form.

admit consider deny notice recall regret

“Yes, I was certainly in the town centre around 1am...I saw three men looking into all the cars at the parking lot ...now you mention it, I think I heard a car being driven away... I didn't think about telling the police... I certainly didn't steal the car... If only I hadn't gone out that night!”

Example: He admitted being in the town centre around 1 a.m.

Exercise 88.

Translate the following sentences from Russian into English:

- a. Ты не забыл позвонить ей?
- b. Ты не возражаешь против того, чтобы присмотреть за моей дочерью?
- c. Продолжайте репетировать!
- d. Я обещаю не опаздывать.
- e. Я предлагаю поискать эту фотографию в интернете.
- f. Моим родителям нравится гулять по набережной.

- g. Я терпеть не могу тратить время на походы по магазинам.
- h. Ты когда-либо рассматривал возможность выучить еще один язык?
- i. Они не могли позволить себе купить дорогую машину.
- j. Он признался в том, что прогуливал уроки.
- k. Помоги папе отремонтировать машину.
- l. Он боится змей, поэтому избегает походов в лес.
- m. Продолжайте заниматься!
- n. Представители фирмы пригласили меня принять участие в их выставке.

Exercise 89.

Discuss the questions:

- a. What do you try to avoid doing?
- b. What can't you resist doing?
- c. What did you last suggest doing?
- d. What do you most appreciate in your life?
- e. What can't you help laughing at?

Exercise 90.

Read the article. Answer the questions:

What is the V&A Museum in London famous for?

Would you like to visit it? Why?

V&A Museum, London: Collecting the world under one roof

10 May 2016

The Art Fund's Museum of the Year award was created to celebrate outstanding galleries and museums from all parts of Britain. William Cook travels to London's Victoria and Albert Museum. From its base in leafy Kensington, the V&A has built an outstanding collection of art and objects from around the world. Eclectic and challenging, these works have inspired many generations of artists - a feat that has made it a cornerstone of British cultural life.

For Londoners, the Victoria & Albert Museum used to be a pleasantly sleepy place – a tranquil refuge from the school-trip chaos of the Science Museum across the road.

Yet lately, something's changed. Blockbuster exhibitions like the Alexander McQueen retrospective, *Savage Beauty*, have transformed this august institution into London's most fashionable museum.

Blockbuster exhibitions have transformed this august institution into London's most fashionable museum

And now it's been shortlisted for the Art Fund's Museum of the Year.

Entering through the aptly named Grand Entrance, this change of mood is apparent straight away.

The marble foyer bustles with foreign visitors; the bookshop and restaurant are attractions in their own right.

The secluded John Madejski Garden, with its stylish paddling pool, is a haven for toddlers and sunbathers. This isn't just a museum – it's a rendezvous.

However, it's the collection that makes the Victoria & Albert Museum so special – more than two million objets d'art, spanning everything from crockery to haute couture.

Over three million people visit its South Kensington site every year. Almost a third of these visitors are students, coming here in search of inspiration, just like Alexander McQueen used to do.

During the last decade, applied art and design has become a central part of British culture. It's no longer a niche interest – nowadays it's as mainstream as pop music or the movies.

The V&A reflects this shift in populist attitudes. It's also played a part in bringing this shift about.

The V&A is best known for applied arts, but it's also full of other treasures. It boasts a superb collection of 19th Century British painting (particularly Constable and Turner) and some exquisite medieval art.

The V&A's internationalism has always been one of its main attractions

However, most of these exhibits have always been here, so what's changed?

Gradually, the V&A's galleries have been overhauled - and although the specific alterations have been subtle, the cumulative difference is dramatic.

No longer do you tramp past rows and rows of antique curios in glass cases.

Different genres have been brought together, making the displays much more immersive.

Dynamic curation has brought these dead objects back to life. The latest section to get a makeover is the Europe 1600-1815 Galleries.

Joanna Norman, the V&A's Deputy Head of Research, takes time out to show me round. The original architecture has been revealed and the exhibition space has been expanded.

"It's about creating a more pleasant visitor experience, and improving physical access to the objects," says Joanna. There's a lot more natural light. The overall effect is clear to see.

The V&A's internationalism has always been one of its main attractions – it's a treat to sneak in here for an hour or two, and take a quick trip around the world.

However traditionally, the V&A's displays have tended to focus on specific regions – artefacts from Asia or Africa in one room, artefacts from Europe in another.

These new European galleries show how European tastes have been shaped by trade with the Far East and the New World.

"It's about putting Europe in its global context," explains Joanna. "We've brought in objects from our Asian collections, and from the Spanish Americas."

And now the V&A is expanding its own horizons. Last year its touring exhibitions travelled to ten countries, where they were seen by over a million people.

In 2017, the current redevelopment of the South Kensington site will be completed, reinvigorating this historic building. "It's about creating much more inviting spaces - much more welcoming spaces," says Joanna.

And in 2018, the V&A will open a new Museum of Design in Dundee.

For 150 years, the V&A has inspired future designers and manufacturers here in South Kensington. In a couple of years, it'll be inspiring a new generation of Scots designers and manufacturers, in its new home on the River Tay.

[Source: BBC Online

<http://www.bbc.co.uk/programmes/articles/38P4tWh80PqqZnWkn0hZdMZ/v-a-museum-london-collecting-the-world-under-one-roof>]

Exercise 91.

Read the article. Put in the words below:

natural	grand	ceilings	curator
renovation	newly	relaunch	famous
inspired	feels	latest	bleak

Beautiful and bleak: The supersized photos of Andreas Gursky

24 January 2018

Photographer Andreas Gursky doesn't do things by halves. For his 1)_____ show, at the 2)_____ refurbished Hayward Gallery in London's Southbank Centre, a crane was needed to get his work into the gallery. WILLIAM COOK salutes an artist who works on a 3)_____ scale.

"It couldn't be better," says Andreas Gursky, Germany's most 4)_____ photographer, as he surveys the hanging of his new show at London's revamped Hayward Gallery.

The Hayward reopens this week after a major 5)_____ that's revived this iconic but derided building. This Gursky retrospective is an ideal curtain raiser for the 6)_____ of Britain's leading gallery of contemporary art.

Gursky works on a grand scale - his photos are measured in metres, not centimetres. The biggest had to be brought in by crane, but now they're safely inside they feel perfectly at home here.

"They need space," Gursky tells me, and the new Hayward has space aplenty. The old false 7)_____ have been removed, flooding the upper floors with 8)_____ light. The Hayward's brutalist architecture isn't to everybody's taste, but it's the perfect forum for Gursky's unsentimental eye.

We're standing in front of *Amazon*, one of the more recent pictures in this exhibition. It's not a photo of the river, but one of the online behemoth's innumerable warehouses. Gursky isn't interested in creating pretty pictures - he photographs the world we really live in.

In *Les Mées*, the scenery is obscured by ugly solar panels. In *Bahrain I*, the barren splendour of the desert is scarred by a Formula One racetrack. *99 Cent* depicts the garish interior of a US thrift store. Is this an indictment of mindless consumerism? It certainly 9)_____ that way, but Gursky merely tells me he liked the trashy colours.

Gursky's view of modern life is 10)_____ but his images are strangely beautiful. They're also remarkably complex. "His pictures are really layered," says the show's 11)_____, Ralph Rugoff. "He's constantly making pictures that comment on picture making itself."

And he's constantly evolving. "The most recent pictures in this show are actually 12)_____ by mobile phone photography. They talk about what's happening to the image in the era of the mobile phone." Watch this space.

[Source: <http://www.bbc.co.uk/programmes/articles/2CqM7hrdCqkbyj9sZX3hb5j/beautiful-and-bleak-the-supersized-photos-of-andreas-gursky>]

Exercise 92.

Pair work. Design an ideal room for learning. Make a description of furniture, light, space organization, materials used. Present in class.

Exercise 93.

Debates “The role of the design”. Group A claims the priority its functional and practical meaning. Group B thinks the design must have aesthetic purpose. Write as many pros and contras as you can. Discuss in class.

Exercise 94.

After debates: write an essay on the topic “The role of the design”. Follow the essay structure:

Introduction

General statement or orientation to topic

Thesis statement

Brief summary of the main topics/arguments/points made in the essay

Body paragraphs

Topic sentence A

supporting sentence

supporting sentence

supporting sentence

Topic sentence B

supporting sentence

supporting sentence

supporting sentence

Topic sentence C

supporting sentence

supporting sentence

supporting sentence

(These sentences support, expand or explain the point made in the topic sentence)

Conclusion

Restatement or summary of the main points made in the body paragraphs and a final comment (if appropriate)

Lesson 13**Subordinate clause and conjunctions**

A subordinate clause - also called a dependent clause – starts with a subordinate conjunction or a relative pronoun and contains both a subject and a verb. A subordinate clause cannot stand alone as a sentence because it does not provide a

complete thought. The subordinate clause must always be connected with the main clause.

Subordinate Conjunctions

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

Relative Pronouns

that	who	whose
which	whoever	whosever
whichever	whom	whomever

Types of Subordinate Clauses

A subordinate clause can work as a noun, an adjective, or an adverb in a sentence. So, there are three types of dependent clauses: noun clauses, adjective clauses, and adverb clauses.

a. Noun Clause

A noun clause is a group of words that acts as a noun in a sentence. They begin with relative pronouns like “how,” “which,” “who,” or “what,” combined with a subject and predicate. For example:

The dog can eat what he wants.

Here, “what he wants” stands as a noun for what the dog can eat. It’s a noun clause because it has a subject (he) and a predicate (wants). Here’s another:

Whoever gave the dog popcorn is in trouble!

“Whoever gave the dog popcorn” is the noun in the sentence, meaning the person who gave the dog popcorn.

b. Adjective Clause

An adjective is a descriptive word. Adjective clauses are groups of words that act as an adjective in a sentence. They have a pronoun (who, that, which) or an adverb (what, where, why) and a verb; or, a pronoun or an adverb that serves as subject and a

verb. They should answer questions like “what kind?” or “which one?” and follow one of two patterns:

pronoun/adverb + subject + verb, or
pronoun/adverb as subject + verb.

We use who / that to talk about people.

We use which / that to talk about animals and things.

Example:

Example: This is the boy who visited our house last Sunday.

This is the cake which Mrs. Brown’s baked.

Whichever flavor of popcorn you have, you will definitely like it!

A theatre is a place where you go to plays.

c. Adverb clause

An adverb clause is a group of words that work as an adverb in a sentence, answering questions asking “where?”, “when,” “how?” and “why?” They begin with a subordinate conjunction.

Example:

The dog ran until he got to the county fair.

If you are lucky, I’ll catch her at the doorstep.

Conjunctions can also be classified according to their function: some show place, some show time and some can show purpose.

For example, to show contrast we use the following conjunctions:

but / although / though / even so / however / nevertheless / still / yet / in spite of / despite / whereas

Although the weather was bad, we went for a walk.

Punctuation with subordinate clauses

When you attach a subordinate clause in front of a main clause, use a comma, like this:

Subordinate Clause + , + Main Clause.

Examples:

Until Mr. Roberts has his first cup of coffee, he is too sleepy to work.

While she was speaking over the phone, her dog ran away.

When you attach a subordinate clause at the end of a main clause, you will generally use no punctuation, like this:

Main Clause + Ø + Subordinate Clause.

Lily did poorly on her history exam Ø because her best friend Mary insisted on gossiping during their study session the night before.

Susan decided to plant tomatoes in the back of the yard Ø where the sun blazed the longest during the day.

When subordinate clauses begin with relative pronouns (who / which / that etc.) they are called relative clauses. When a subordinate clause starts with “who”, “whose”, or which, for example, punctuation gets a little bit trickier. Sometimes you will need a comma, and sometimes you won't, depending on whether the clause is essential or nonessential.

When the information in the relative clause clarifies an otherwise general noun, the clause is essential and will follow the same pattern that you saw above:

Main Clause + Ø + Essential Relative Clause.

Nick gave a handful of potato chips to the dog Ø who was sniffing around the picnic tables.

Dog is a general noun. Which one are we talking about? The relative clause who was sniffing around the picnic tables clarifies the animal that we mean. The clause is thus essential and requires no punctuation.

When a relative clause follows a specific noun, punctuation changes. The information in the relative clause is no longer as important, and the clause becomes nonessential. Nonessential clauses require you to use commas to connect them.

Main Clause + , + Nonessential Relative Clause.

Nick gave a handful of potato chips to Button, who was sniffing around the picnic tables.

Button, the name of a unique dog, lets us know which animal we mean. The information in the relative clause is no longer important and needs to be separated from the main clause with a comma.

Relative clauses can also interrupt a main clause. When this happens, use no punctuation for an essential clause. If the clause is nonessential, separate it with a comma in front and a comma behind.

Example:

After dripping mustard all over his chest, the man Ø who was wearing a red shirt Ø wished that he had instead chosen ketchup for his hotdog.

After dripping mustard all over his chest, Charles, who was wearing a red shirt, wished that he had instead chosen ketchup for his hotdog.

[Source: <http://englishsentences.com/subordinate-clause/>]

Vocabulary: Architecture and conservation

Architecture is generally understood as follows:

1. the art or science of building; specifically: the art or practice of designing and building structures and especially habitable ones

2.1. formation or construction resulting from or as if from a conscious act

the architecture of the garden

2.2. a unifying or coherent form or structure

a novel that lacks architecture

3. architectural product or work

buildings that comprise the architecture of the square

4. a method or style of building

Gothic architecture

5. the manner in which the components of a computer or computer system are organized and integrated

different program architectures

[Source: <https://www.merriam-webster.com/dictionary/>]

Architectural conservation describes the process through which the material, historical, and design integrity of humanity's built heritage are prolonged through carefully planned interventions. The individual engaged in this pursuit is known as an architectural conservator-restorer. Decisions of when and how to engage in an intervention are critical to the ultimate conservation-restoration of cultural heritage. Ultimately, the decision is value based: a combination of artistic, contextual, and informational values is normally considered. In some cases, a decision to not intervene may be the most appropriate choice.

[Source: https://en.wikipedia.org/wiki/Architectural_conservation]

Restoration is a process that attempts to return cultural heritage to some previous state that the restorer imagines was the "original". This was commonly done in the past. However, in the late 20th century a separate concept of conservation-restoration was developed that is more concerned with preserving the work of art for the future, and less with making it look pristine. Restoration is controversial, since it often involves some irreversible change to the original material of the artwork with the goal of making it "look good." The attitude that has developed in recent years with the development of conservation is to attempt to make all restoration reversible.

[Source: [https://en.wikipedia.org/wiki/Restoration_\(cultural_heritage\)](https://en.wikipedia.org/wiki/Restoration_(cultural_heritage))]

History of Architecture (3,000 BCE - present)

Ever since Antiquity, architecture - the art of designing and constructing buildings - has always been closely intertwined with the history of art, for at least

three reasons. First, many public works (especially religious buildings) were designed with aesthetics in mind, as well as functionality. They were built to inspire as well as serve a public function. As a result, they involved the services of a wide range of 'artists' and decorative craftsmen as well as labourers. Second, in many of these buildings, the exteriors and interiors acted as showcases for fine art painting (eg. Sistine Chapel), frieze and relief sculpture (eg. The Parthenon, European Gothic cathedrals), stained glass art (eg. Chartres Cathedral), and other artworks like mosaics and metalwork. Thirdly, public building programs typically went hand in hand with the development of visual art, and most major “arts” movements (eg. Renaissance, Baroque, Rococo, Neoclassical) influenced both architecture and the fine arts.

Main Periods in Evolution of Building Design, Architecture and Art:

Egyptian

Sumerian

Early Irish

Minoan

Greek

Roman

Byzantine

Romanesque

Gothic

Renaissance

Baroque

Rococo

Neoclassical

19th Century Architecture

Frank Lloyd Wright and American Skyscrapers

20th Century Architecture

Useful words:

Arcade - a series of arches resting on columns

Atrium - a sky lighted center area in a building

Attic - space between ceiling and rafters

Banister - handrail along the staircase

Belvedere - open, roofed gallery commanding a view

Buttress - masonry work supporting an arch

Capital - upper portion of a column

Colonnade - a series of columns

Cornice - projecting top level of building

Cupola - a small, rounded structure above a roof

Dormer - an upright window on a sloping roof

Frieze - a decorative horizontal band on the upper part of a wall

Gargoyle - waterspout projecting from the gutter in the form of an elaborate carving

Keystone - center stone of an arch

Mansard - a roof with an almost horizontal slope

Mosaic - a decorative design made with small colored pieces of stone or tile on a surface

Niche - a recessed area in a wall

Pedestal - support at the bottom of a column

Pylon - monumental temple gateway / a steel tower supporting high tension electric wires

Shingles - a thin oblong piece of material, such as wood or slate that is laid to cover the roof

Spire - a tall, tapering tower

Steeple - a tall, narrow, conical tower

Tabernacle - a highly decorated niche

Exercises Lesson 13

Exercise 95.

Distribute the conjunctions between these groups depending on their functions.

Contrast:

Addition:

Purpose:

Time:

Place:

Description:

Exercise 96.

Complete each sentence using the correct coordinating conjunction from the parenthesis.

- a. My car has a radio _____ a CD player. (but, or, and)
- b. Sharon hates to listen to rap music, _____ will she tolerate heavy metal. (but, nor, or)
- c. Carol wanted to drive to Colorado, _____ Bill insisted that they fly. (and, or, but)
- d. I'm afraid of heights, _____ I appreciate the view from the top of this building. (and, yet, nor)
- e. I have to be on time, _____ my boss will be annoyed if I'm late. (and, nor, for)
- f. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)
- g. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)
- h. I was on time, _____ everyone else was late. (so, but, for)
- i. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)
- j. Our trip to the museum was interesting, _____ there were several new artifacts on display. (but, for, yet)

Exercise 97.

Complete each sentence using the correct coordinating conjunction from the parenthesis.

- a. I visit the Grand Canyon _____ I go to Arizona. (once, whenever, wherever)
- b. This is the place _____ we stayed last time we visited. (where, when, how)
- c. _____ you win first place, you will receive a prize. (wherever, if, unless)
- d. You won't pass the test _____ you study. (when, if, unless)
- e. I could not get a seat, _____ I came early. (as, though, when)
- f. We are leaving Wednesday _____ or not it rains. (if, whether, though)
- g. Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
- h. The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)
- i. She's honest _____ everyone trusts her. (if, so, when)
- j. Write this down _____ you forget. (or, when, lest)

Exercise 98.

Complete each sentence using the correct correlative conjunction pair from the parenthesis.

- a. I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)
- b. _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
- c. _____ had I taken my shoes off _____ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
- d. _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)
- e. _____ I have salad for dinner, _____ I can have ice cream for dessert. (if / then, when / then, whether / or)
- f. _____ flowers _____ trees grow during warm weather. (not only / or, both / and, not / but)
- g. _____ do we enjoy summer vacation, _____ we enjoy winter break. (whether / or, not only / but also, either / or)
- h. Calculus is _____ easy _____ difficult (not / but, both / and, either / or)
- i. It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)
- j. Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)

Exercise 99.

Complete the sentences with the relative pronoun who / which / that / where:

- a. An exhibition is the place _____ you can see paintings, photographs or other art objects.
- b. Ivan, _____ is in my class, has just been to South America.
- c. Mercedes is a company _____ makes cars.
- d. The thing _____ I love most about holidays is swimming.
- e. The camp, _____ is very exciting, lasts for the whole summer.
- f. A zoo is the place _____ you can see different animals.
- g. A nurse is a person _____ helps sick people in hospital.
- h. The man _____ phoned was from Canada.
- i. A pilot is a person _____ flies planes.

- j. The place _____ I love best is Rome.

Exercise 100.

Complete the sentences making a relative clause. Use an appropriate relative pronoun.

- a. Lucy sold her old house. (she got it after her grandmother's death)
- b. He took me to the old castle. (It has been recently rebuilt).
- c. They live in a house. (the house is next to ours)
- d. The Headmaster is going to retire. (He is 65).
- e. The company got a lot of complaints about the soft. (They designed it last year).
- f. Most of the rainforests have been destroyed. (they once covered the territory around the Amazon)

Exercise 101.

Write two sentences as one using a non-defining relative clause beginning with all / both / each + of which / of whom:

Example: The story is about the lives of two men. Jack Morrison plays both men.

The story is about the lives of two men, both of whom are played by Jack Morrison.

- a. She has 2 parrots at home. The birds are multi-coloured.
- b. She has three younger brothers. All her brothers are in Middleton High school.
- c. Portugal have won their four international matches. One of the matches was with Spain.
- d. The minister has recently visited Spain, Italy and France. All the countries are members of the EU.
- e. About 50 of her friends and relatives came to congratulate her on her 20th anniversary. Many of the guests came from other cities.
- f. The town's two thousand population have been badly affected by the tsunami. Most of the population are fishermen.

Exercise 102.

Choose the correct option:

- a. They spent a great weekend although / whereas they didn't have enough money.

- b. Although / In spite of we left late, we got there on time.
- c. Despite / Though the fact that Lucy was ill she went to school.
- d. I love going to the beach despite / whereas my friends prefer going to the city center.
- e. It was too windy. Still / Yet we enjoyed the holiday in the Caucasus.
- f. It was a great evening although / in spite of terrible weather.
- g. I told Stephen it was a very expensive telephone, although / however, he bought it.
- h. Jennifer promised not to be late, still / nevertheless I had to wait for her more than 15 minutes.

Exercise 103.

Game. Describe people and things using the example. Your partners guess.

- It's the person who gives you homework.
- Is it a teacher?
- Yes, it is.
- It's the thing which you use to write.
- Is it a pen?
- Yes, it is.

Exercise 104.

Describe places, people and other things from the list, use as many relative clauses as possible.

- a. the Great Wall of China
- b. the Titanic
- c. Harvard University
- d. Broadway
- e. the FBI
- f. The Guardian
- g. Stonehenge
- h. Maori
- i. Taj Mahal
- j. Niagara Falls
- k. Sherlock Holmes
- l. Edgar Alan Poe
- m. Kazimir Malevich
- n. Maria Sharapova

- o. Eugene Kaspersky
- p. elk
- q. eagle
- r. Bengal tiger

Exercise 105.

Now, describe yourself. Write an essay (see the essay structure in Exercise 96) using as many conjunctions as possible.

Exercise 106.

Find the right description for each architectural age.

- a. Neolithic Architecture (9500 B.C.)
- b. Islamic Architecture (600 A.D.- 1700s)
- c. Pre-Columbian (2000 B.C. – 1600 A.D.)
- d. Medieval Period (500 A.D. to 1600s)
- e. Early Modern (1900 – 1940s)
- f. Contemporary Architecture (1950s – Present)

1. Dating from around 600 A.D. to around the late 1700s, Islamic architecture comprises a wide range of both secular and religious styles from the foundation of Islam to the present day, influencing the design and construction of buildings and structures in Islamic culture. It composes the Influences of Moorish, Abbasid Caliphate, Fatimid, Mamluk, Persian, Azerbaijani, Turkistan, Ottoman, Indo-Islamic, Sino-Islamic, Indonesian-Malay, Sahelian-Islamic, and the Somali-Islamic architectures. The principal Islamic architectural types are: the Mosque, the Tomb, the Palace and the Fort. From these four types, the vocabulary of Islamic architecture is derived and used for buildings of lesser importance such as public baths, fountains and domestic architecture.

2. Could be subcategorized into the general term of modern architecture but this period is slowly standing on its own. This was the time that man finally set foot on the moon, which inspired the idea of futurism to architecture as well. It composes the Regionalism (sense of placelessness), Postmodern Architecture (diverse and innovative aesthetics), Deconstructive Architecture (fragmentation and controlled chaos). The newest addition to this period is Green Architecture, also known as Sustainable Architecture, is a general term that describes environmentally conscious design techniques in the field of architecture. Most simply, the idea of sustainability,

or ecological design, is to ensure that our actions and decisions today do not inhibit the opportunities of future generations.

3. Also known as ‘The Middle Ages,’ it is a term used to represent various forms of architecture common in Medieval Europe. The basic characteristics of this style of architecture were influenced by religion (Latin cross style churches), military (castle and fortified walls) and civil (Manors) impacts. Pre-Romanesque, Romanesque, Gothic and Renaissance Era divides this period. This was a time of war (Pre-Romanesque), Expansion (Romanesque), plague (Gothic) and rebirth (Renaissance). These are characterized by a use of round or slightly pointed arches, cruciform piers supporting vaults, featuring almost skeletal stone structures with great expanses of glass, windows containing beautiful stained glass, depicting biblical stories, rosette windows, pared-down wall surfaces supported by external flying buttresses, pointed arches using the ogive shape, ribbed stone vaults, clustered columns, pinnacles, sharply pointed spires, and don’t forget the gargoyles.

4. Also known as The New Stone Age, dated beginning about 9500 BC in the Middle East, it was a period of the progress of the human technology. Pottery was first introduced in this age, as well as the development of tools for hunting, building and cooking. The neolithic peoples in the Levant, Anatolia, Syria, northern Mesopotamia and Central Asia were great builders, utilizing mud-brick to construct houses and villages. Houses were plastered and painted with elaborate scenes of humans and animals. The Mediterranean neolithic cultures of Malta worshiped in megalithic temples. In Europe, long houses built from wattle and daub were constructed. Elaborate tombs for the dead were also built. These tombs are particularly numerous in Ireland, where there are many thousand still in existence. Neolithic people in the British Isles built long barrows and chamber tombs for their dead and causewayed camps, henges flint mines and cursus monuments. This period shows the start of human civilizations, spiritual beliefs, and the human ambition to make life easier.

5. Expressionist, Art Deco, International Style... this is the Early Modern Era. Think of old Hollywood, Silver Screen at its peak. Early Modern architecture began with a number of building styles with similar characteristics, primarily the simplification of form and the elimination of ornament, which first arose around 1900. By the 1940s these styles had largely consolidated and been identified as the International Style. The exact characteristics and origins of modern architecture are still open to interpretation and debate. An important trigger appears to have been the maxim credited to Louis Sullivan: “form follows function.” Functionalism, in architecture, is the principle that architects should design a building based on the

purpose of that building. This statement is less self-evident than it first appears, and is a matter of confusion and controversy within the profession, particularly in regard to modern architecture.

6. Comprises the Mesoamerican, Incan, Olmec, Maya, Aztec and Ancient North America influences in architecture, the pre-Columbian era is a period in history of the Americas before the arrival of the European colonizers in the 16th century. Traditions are best known in the form of public, ceremonial and urban monumental buildings and structures, the development of an extensive road system spanning most of the western length of the continent, the construction of the world's first suspension bridges (Rope Bridges), peoples were excellent stone cutters whose masonry used no mortar, textiles, and the building of platforms were their most renowned achievements. Pre-Columbian architecture is mostly noted for its pyramids which are the largest such structures outside of Ancient Egypt, and also The Macchu Picchu.

[Source: Top 10 Ages of Architecture. Marielle M. Capistrano April 1, 2012.

<https://listverse.com/2012/04/01/top-10-ages-of-architecture/>]

Exercise 107.

Read the article. Put in the words below:

vaulted	getting	events	fair amount	faith	
venue	anywhere	entire	nervous	pretty	which
feverishly	wondering	holding	access	purchase	

The newly renovated Kentucky castle

Growing up in Kentucky I drove by it hundreds of times, every time

1)_____ what in the world was in there. So, I'll never forget the first time I actually stepped foot inside the castle walls. It was actually a castle! It wasn't just a cardboard Hollywood prop that looked like a castle from the outside. I was super excited to host my medical conference in this amazing 2)_____.

“You're really going to have a medical conference in Kentucky?” I heard so many times that it got 3)_____ annoying. We have conferences in Cabo, Hawaii, Yellowstone, Norway, and other “destination” places, so I did face a 4)_____ of skepticism about a conference here, but I grew up here. Central Kentucky is an amazing place you just have to show people. The horses, bourbon, beautiful farms, and a CASTLE! I have to admit, I was a little 5)_____. Maybe people wouldn't love Kentucky as much as I do, and honestly, our registration wasn't that great the first couple of years. Our 6)_____ in the combination of

southern hospitality in an incredibly unique setting (a castle on a farm) paid off, though. Now, after six years, our conference in The Kentucky Castle is the biggest point of care ultrasound conference in the world. Bigger than ALL of the other conferences. People love staying with us, our warm hospitality, and just 7)_____ to know Versailles and Lexington, KY. It has been a dream come true to be able to share my home state with physicians from literally every continent other than Antarctica (still working on that one).

Of course, 8)_____ a conference in a castle is one thing but buying a castle is a completely different deal. Growing up in central Kentucky (Lincoln County) the son of a firefighter/pastor and a teacher I was certainly not royalty. I had to bring together several other “commoners” from Kentucky as well to 9)_____ this amazing icon. Being from Lincoln County, Oldham County, and Elliott County we emptied our couch cushions, cleaned out the change trays from our cars and combined what we found with a huge dream to purchase the castle.

That dream includes a working 55 acres farm to support a world class farm to table restaurant and boutique hotel and event experience that you can't get 10)_____ else in the world.

We can't figure out how to make trees grow more quickly, so the farm is taking longer than we'd like. We will have sheep, chickens, and a really cool apiary very soon. While we wait for our fruit trees and truffle orchard to grow, though, we are already serving delicious farm to table dinners for our overnight guests and any events 11)_____ book a private space in the dining room, ballroom, music room, rooftop, or bourbon tasting room. And the restaurant is open now.

You have to come see the renovations that we've just completed! Every single luxurious room has a king bed, 12)_____ ceilings, and a level of detail that you would expect in a castle. These rooms are perfect for a single person or a couple. They get you complete 13)_____ to the castle, the courtyard, the roof, and the entire property.

Finally, if you want to absolutely go all out and really impress your significant other or whole family, then reserve an 14)_____ chalet! You get two stories all to yourself. You get balconies with stunning courtyard and farm views, a pullout sofa on the bottom level, king bed on the top, and plenty of space.

We realize not everyone can come stay with us. If you can't we'd love to invite you to come out and take a tour, or come out for a special Christmas Dinner or Brunch with Santa, Bourbon Dinner, or go to the website and see all the other great 15)_____ we have planned.

We have a bourbon steward in residence, a dozen concierges, an amazing chef, a castle farmer, and many others who are working 16)_____to make this a one of a kind experience. Much more work to come in the near future. In the meantime, come stay with us and be a part of our story.

[Source: News Talk -by Matt Dawson, KY Castle Owner, Operator,
<http://newstalk1280.com/see-inside-the-newly-renovated-kentucky-castle/>]

Lesson 14

Phrasal verbs

Phrasal verbs (also multi-part verbs) have two parts: a main verb and an adverb particle. The most common adverb particles used to form phrasal verbs are around, at, away, down, in, off, on, out, over, round, up.

Phrasal verbs often have meanings which we cannot easily guess from their individual parts.

Examples (The meanings are in brackets):

The book first **came out** in 1997. (was published)

The plane **took off** an hour late. (flew into the air)

The lecture **went on** till 6.30. (continued)

Phrasal verbs are often, but not always, less formal than a single word with the same meaning.

Compare: phrasal verb VS more formal single word

We need to sort the problem out.

VS We need to solve/resolve the problem.

The team only had an hour to **put** the stage **up** before the concert.

The team only had an hour to **construct** the stage before the concert.

Phrasal verbs and objects

Many phrasal verbs take an object. In most cases, the particle may come before or after the object if the object is not a personal pronoun (me, you, him, us, etc.).

Compare

(p = particle; o = object)

particle before the object: She brought [P]up [O]three kids all alone.

particle after the object: I brought [O]my children [P]up to be polite.

If the object is a personal pronoun (me, you, him, us, etc.), we always put the pronoun before the particle:

Example: I've made some copies. Would you like me to hand **them** out?

Not: Would you like me to hand out them?

We usually put longer objects after the particle:

Example: Many couples do not want to take on the responsibility of bringing up a **large family of three or four children.**

We can use some phrasal verbs without an object:

break down; get back; move in/out; carry on; go off; run away; drop off; hang on; set off; eat out; join in; wake up

Example: The taxi **broke down** on the way to the airport and I thought I nearly missed my flight.

Here are some common phrasal verbs and their meanings:

to be out of smth. – not to have smth.

to call off - to cancel something

to come across smth. – to find smth., sometimes quite unexpectedly

to come in - to enter

to come up with smth. - to think of an idea or a solution to a problem

to drop off - to leave something or someone in their destination

to fall apart - to break into pieces

to get (down) to smth. – to start doing smth.

to get across - to arrive at a place

to get over – to recover / to survive an unpleasant or difficult period

to get along (with) - to have a friendly relationship with smb.

to get into - to start enjoying smth.

to get on – to like each other

to get through - manage to enter a place after an effort

to get back to — to return to smb. or smth.

to give up — to stop trying, surrender

to go out (with) — to go on a date with someone

to hang out – to spend time

to hang on – to wait

to look up - to check the meaning of something (in a dictionary)

to look up (to smb.) - to respect smb., to want to be similar to smb.

to look forward to - be excited about smth. that will happen

to make up – invent

to make off – to leave quickly

to put smth. off – to stop doing smth. / not to do smth. for a period

to run into – to meet smb

to run away - to escape

to run out of smth. = to be out of smth. – not to have smth.

to set up something - to do all the organization necessary to start a business, company system

to take off – to leave the ground / to remove clothing; use a period of time for a holiday / to suddenly start to be successful or popular / accept an unpleasant person or situation

to take over – to start doing a job that another person did before

to take up - to begin

to take in - remember

to take out – to remove

to take after – to be similar

For a complete list of the most common phrasal verbs, see the Cambridge International Dictionary of Phrasal Verbs.

Vocabulary: Fashion industry

Fashion is a popular style or practice, especially in clothing, footwear, accessories, makeup, hairstyle and body. Fashion is a distinctive and often constant trend in the style in which a person dresses. It is the prevailing styles in behaviour and the newest creations of textile designers. Because the more technical term costume is regularly linked to the term “fashion”, the use of the former has been relegated to special senses like fancy dress or masquerade wear, while "fashion" generally means clothing, including the study of it. Although aspects of fashion can be feminine or masculine, some trends are androgynous.

About the Fashion Industry

The phrase “the fashion industry” may call to mind images of Fashion Week and photo shoots. In this era of global trade, however, the high-fashion runways are just one part of the broader textile and apparel industry that ranges from high-end luxury brands to fast-fashion retailers—and the thousands of companies in between that produce and sell clothing, shoes, and other textile products.

This industry includes companies and professionals across the value chain, working in roles ranging from design and development, to sourcing and logistics, to trade policy and compliance, to retail and marketing:

- Brands, retailers, importers, and wholesalers of textiles and apparel
- Service providers, including consultants, customs brokers, freight forwarders, law firms, logistics providers, steamship lines, and testing and certification companies that help those brands, retailers, importers, and wholesalers
- Manufacturers and suppliers of finished products and inputs for finished products, as well as supplier associations, business councils, and promotional groups

- Agencies that promote the industry from a specific region, country, city, or other geographic entity

- Academic institutions

The notion of a global fashion industry is a product of the modern age. Prior to the mid-19th century, most clothing was custom-made. It was handmade for individuals, either as home production or on order from dressmakers and tailors. By the beginning of the 20th century - with the rise of new technologies such as the sewing machine, the rise of global capitalism and the development of the factory system of production, and the proliferation of retail outlets such as department stores - clothing had increasingly come to be mass-produced in standard sizes and sold at fixed prices.

Although the fashion industry developed first in Europe and America, as of 2015, it is an international and highly globalized industry, with clothing often designed in one country, manufactured in another, and sold worldwide. For example, an American fashion company might source fabric in China and have the clothes manufactured in Vietnam, finished in Italy, and shipped to a warehouse in the United States for distribution to retail outlets internationally. The fashion industry consists of four levels:

- the production of raw materials, principally fibers and textiles but also leather and fur

- the production of fashion goods by designers, manufacturers, contractors, and others

- retail sales

- various forms of advertising and promotion

These levels consist of many separate but interdependent sectors. These sectors are Textile Design and Production, Fashion Design and Manufacturing, Fashion Retailing, Marketing and Merchandising, Fashion Shows, and Media and Marketing. Each sector is devoted to the goal of satisfying consumer demand for apparel under conditions that enable participants in the industry to operate at a profit.

Fashion trends are influenced by several factors including political, economical, social and technological. Examining these factors is called a PEST analysis. Fashion forecasters can use this information to help determine growth or decline of a particular trend. Fashion trends change daily, they can not stay unchanged.

[Source: <https://en.wikipedia.org/wiki/Fashion>]

Exercises Lesson 14

Exercise 108.

Group work. Look up in the dictionary, find as many phrasal verbs as you can and fill in the table. You have only two minutes to do the task. The team that finds more wins.

get	go	make	come	put	look

Exercise 109.

Fill in the missing particle.

- a. Hang _____ a minute. I need to make a quick call.
- b. I have never got _____ well with my brother.
- c. After a little break we got _____ discussing the most important problems.
- d. Most children look _____ their parents until they become teenagers.
- e. Where do you usually hang _____ with your friends?
- f. I didn't like "The Lord of the Rings" at first, but then I got _____ it.

Exercise 110.

Fill in the gaps with the suitable phrasal verb in the correct form.

- a. I've decided to _____ tennis. (start)
- b. We _____ bread. Can you go and buy some. (use all)
- c. It is unbelievable! They _____ all this story about kidnapping!
(invent)
- d. He looks like his mother but he _____ his grandfather. They are both really hard-working and patient. (have similar character)
- e. Guess who I _____ today? Jerry, your ex-boyfriend! (meet by chance)
- f. You must have a great memory to _____ so much information!
(remember)
- g. When he was 13, he _____ from home. (escape)

Exercise 111.

Fill in the missing verb in the correct form.

- a. When I got to know Jane better, I noticed that she _____ after her father a lot.
- b. I'm not sure that she _____ in everything I'd told her.
- c. We _____ out of petrol on the way home so we arrived later than usual.
- d. Denis _____ up a story about a dog that had eaten his exercise book with his homework in it.
- e. You keep complaining about your weight! Why don't you _____ up jogging.
- f. On my way home I _____ into my old friend I hadn't seen for ages.

Exercise 112.

Fill in the gaps with the suitable phrasal verb in the correct form:

- a. Every weekend I _____ with my friends. (spend time)
- b. It took me a while to _____ learning English. (start enjoying)
- c. I'm fed up with my job. I've decided to _____ a new one. (search)
- d. It took him two weeks to _____ the flu. (recover from)
- e. _____. I'll try to find the book you're looking for. (wait)
- f. I have always _____ my elder sister. (respect)
- g. The police are _____ a robbery of a bank. (investigate)

Exercise 113.

Work in pairs. Discuss the following questions.

- a. Who did you look up to when you were a child? Why?
- b. Who looks after you when you are ill?
- c. Have you ever had to get over a disease/illness for a long time?
- d. Do you get on well with your parents? Why do you think some teenagers often argue with their parents?
- e. Does it usually take you some time to get into the book you start reading?
- f. When was the last time when you ran into your old friend?
- g. What kind of sport or hobby would you like to take up?
- h. What subjects at school are more difficult for you to take in?

- i. Who usually does the shopping in your family when you run out of products?
- j. What stories do students usually make up when they don't do their homework? Give examples.

Exercise 114.

Circle the correct choice.

- a. He is very sociable and easy-going, so he won't have any problems fitting in / on / to.
- b. To stay in business you always have to keep out / on / up with the new market trends.
- c. Her holiday plans have fallen down / through / over because of her illness.
- d. They are quite an adventurous couple, so they are always up to / for / out of something.
- e. Last night I came on / to / across some interesting information on the Internet.
- f. In our computer age new computer technologies catch up / on / in very quickly.
- g. People are constantly coming across / over / up with new ways of making money.
- h. Our corporate meeting in Hawaii was called out / ahead / off because of bad weather.
- i. Building a successful business comes down / through / on to doing a lot of hard work.
- j. Since he became the new manager, he is always tied in / up / under with work at the weekends.

Exercise 115.

Fill in the blanks using the correct form of a suitable phrasal verb.

- a. I came to my Granny and _____ my coat.
- b. His job was boring and badly-paid, that's why he couldn't _____ it any more. He decided to quit.
- c. Our plane _____ at 11 a.m. tomorrow.
- d. My friend from Moscow is coming on Saturday. I _____ meeting him.
- e. At the weekend we went to a picnic and I caught a cold. It will take me several days _____ it.

- f. My cousin is very egoistic, that's why I _____ him.
- g. You need a good education _____.
- h. His speech _____ to the audience the reasons for the need to reduce the taxes.
- i. I've revised all the topics in history while getting ready for the exam. Now I'm sure I _____.
- j. My teacher thinks I'm bad at Algebra and she constantly _____ me.

Exercise 116.

Pair work. Complete these sentences making guesses about your partner. Then ask questions as in the example to find out whether you were right or wrong. Put a tick if you guessed.

Example: Do you often look after your little brother? – Yes, I do. (V)

- a. I often look after my _____.
- b. Yesterday I ran into _____.
- c. Last year I took up _____ because _____.
- d. I hang out with my friends _____.
- e. I looked up to my _____ when I was a child.
- f. I get on well with my _____.
- g. I take after my _____ more than my _____.

Exercise 117.

Translate into English.

«Призрачная нить» (англ. Phantom Thread) — американский драматический фильм режиссёра Пола Андерсона. В главных ролях Дэниэл Дэй-Льюис, Лесли Мэнвилл и Вики Крипс.

Мировая премьера фильма состоялась 25 декабря 2017 года, в России 22 февраля 2018 года.

История фильма разворачивается в послевоенном Лондоне 50-х годов. Вокруг знаменитого кутюрье Рейнольдса Вудкока и его сестры Сирил сосредоточен центр британской модной индустрии. У них одеваются все: члены королевской семьи, кинозвезды, наследницы влиятельных семей, весь цвет общества, как стар, так и млад — все пользуются услугами Дома Вудкока, залога отличного стиля. Женщины нескончаемым потоком проходят через

жизнь Вудкока, являя собой источник вдохновения и общения для убежденного холостяка... пока он не встречается молодую, полную воли и духа девушку Алму, которая вскоре становится для него настоящей музой.

Чувства к девушке приносят модельеру счастье, которое вскоре омрачается осознанием того, что любовь к ней пустила под откос всю его полную самоконтроля жизнь, которую он так тщательно до этого распланировал.

[Источник: <https://ru.wikipedia.org/wiki>]

Exercise 118.

Do you agree with the modern “you be you” motto of fashion and style? Discuss in class. Write an essay (see the essay structure in Exercise 96)

Lesson 15

Collocations

Collocation refers to a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. “Co” - meaning together; “location” - meaning place. Collocations are words that are located together. Here are some examples of common collocations that you might know:

have	do	make
have a bath	do business	make a difference
have a drink	do nothing	make a mess
have a good time	do someone a favour	make a mistake
have a haircut	do the cooking	make a noise
have a holiday	do the housework	make an effort
have a problem	do the shopping	make furniture
have a relationship	do the washing up	make money
have a rest	do your best	make progress
have lunch	do your hair	make room
have sympathy	do your homework	make trouble
take	break	catch
take a break	break a habit	catch a ball
take a chance	break a leg	catch a bus
take a look	break a promise	catch a chill
take a rest	break a record	catch a cold
take a seat	break a window	catch a thief
take a taxi	break someone's heart	catch fire
take an exam	break the ice	catch sight of
take notes	break the law	catch someone's attention
take someone's place	break the news to someone	catch someone's eye
take someone's temperature	break the rules	catch the flu

pay	save	keep
pay a fine	save electricity	keep a diary
pay attention	save energy	keep a promise
pay by credit card	save money	keep a secret
pay cash	save one's strength	keep an appointment
pay interest	save someone a seat	keep calm
pay someone a compliment	save someone's life	keep control
pay someone a visit	save something to a disk	keep in touch
pay the bill	save space	keep quiet
pay the price	save time	keep someone's place
pay your respects	save yourself the trouble	keep the change

come	go	get
come close	go abroad	get a job
come complete with	go astray	get a shock
come direct	go bad	get angry
come early	go bald	get divorced
come first	go bankrupt	get drunk
come into view	go blind	get frightened
come last	go crazy	get home
come late	go dark	get lost
come on time	go deaf	get married
come prepared	go fishing	get nowhere
come right back	go mad	get permission
come second	go missing	get pregnant
come to a compromise	go on foot	get ready
come to a decision	go online	get started
come to an agreement	go out of business	get the impression
come to an end	go overseas	get the message
come to a standstill	go quiet	get the sack
come to terms with	go sailing	get upset
come to a total of	go to war	get wet
come under attack	go yellow	get worried

Miscellaneous collocations

Time	Business English	Classifiers
bang on time	annual turnover	a ball of string
dead on time	bear in mind	a bar of chocolate
early 12th century	break off negotiations	a bottle of water
free time	cease trading	a bunch of carrots
from dawn till dusk	chair a meeting	a cube of sugar
great deal of time	close a deal	a pack of cards
late 20th century	close a meeting	a pad of paper
make time for	come to the point	
next few days	dismiss an offer	
past few weeks	draw a conclusion	
right on time	draw your attention to	
run out of time	launch a new product	
save time	lay off staff	
spare time	go bankrupt	
spend some time	go into partnership	
take your time	make a loss	
tell someone the time	make a profit	

Time	Business English	Classifiers
time goes by	market forces	
time passes	sales figures	
waste time	take on staff	
[Source: https://www.englishclub.com/vocabulary/collocations-common.htm]		

Vocabulary: The art of cooking

Cooking or cookery is the art, technology, science and craft of preparing food for consumption with or without the use of heat. Cooking techniques and ingredients vary widely across the world, from grilling food over an open fire to using electric stoves, to baking in various types of ovens, reflecting unique environmental, economic, and cultural traditions and trends. The ways or types of cooking also depend on the skill and type of training an individual cook has. Cooking is done both by people in their own dwellings and by professional cooks and chefs in restaurants and other food establishments. Cooking can also occur through chemical reactions without the presence of heat, such as in ceviche, a traditional South American dish where fish is cooked with the acids in lemon or lime juice.

Preparing food with heat or fire is an activity unique to humans. It may have started around 2 million years ago, though archaeological evidence for it reaches no more than 1 million years ago.

The expansion of agriculture, commerce, trade and transportation between civilizations in different regions offered cooks many new ingredients. New inventions and technologies, such as the invention of pottery for holding and boiling water, expanded cooking techniques. Some modern cooks apply advanced scientific techniques to food preparation to further enhance the flavor of the dish served.

[Source: <https://en.wikipedia.org/wiki/Cooking>]

Useful words:

al dente - Pasta cooked until just firm. From the Italian "to the tooth."

baking soda - The main ingredient in baking powder, baking soda is also used when there is acid (buttermilk or sour cream, for example) in a recipe. Always mix with other dry ingredients before adding any liquid, since leavening begins as soon as soda comes in contact with liquid.

batter - an uncooked pourable mixture usually made up of flour, a liquid, and other ingredients.

to beat - to stir rapidly to make a mixture smooth, using a whisk, spoon, or mixer.

to blend - to thoroughly combine 2 or more ingredients, either by hand with a whisk or spoon, or with a mixer.

to boil - to cook in bubbling water that has reached 212 degrees F.

bouquet garni - A tied bundle of herbs, usually parsley, thyme, and bay leaves, that is added to flavor soups, stews, and sauces but removed before serving.

to braise / to stew - to cook first by browning, then gently simmering in a small amount of liquid over low heat in a covered pan until tender.

to caramelize - To heat sugar until it liquefies and becomes a syrup ranging in color from golden to dark brown.

to dice - to cut food into very small (1/8-to 1/4-inch) cubes.

to dredge (up) - to cover or coat uncooked food, usually with a flour, cornmeal mixture or bread crumbs.

to dress - to coat foods such as salad with a sauce / to clean fish, poultry, or game for cooking.

to dust - to coat lightly with confectioners' sugar or cocoa (cakes and pastries) or another powdery ingredient.

to chop - to cut into small pieces, generally used with vegetables.

fillet - a flat piece of boneless meat, poultry, or fish. Also, to cut the bones from a piece of meat, poultry, or fish.

fines herbes - a mixture of herbs traditionally parsley, chervil, chives, and tarragon, used to flavor fish, chicken, and eggs.

to fry - to cook by putting the food into extremely hot oil.

to glaze - To coat foods with glossy mixtures such as jellies or sauces.

to grease - to rub the interior surface of a cooking dish or pan with shortening, oil, or butter to prevent food from sticking to it.

to marinate - to soak in a flavored liquid; usually refers to meat, poultry, or fish.

to measure - to obtain an exact quantity.

to melt - to make something become liquid through heating.

to mince - to cut into tiny pieces, usually with a knife.

to peel - to take the skin off of fruits or vegetables.

to pour - to transfer liquid from one container to another.

to roast - to cook in the oven or over a fire.

to sauté - to quickly fry food by placing it in hot oil in a frying pan.

to skim - to remove surface foam or fat from a liquid.

to steam - to cook food on a rack or in a steamer set over boiling or simmering water in a covered pan.

to stir / to poach - to mix liquid ingredients by moving a spoon around in a circular motion

to weigh - To measure the weight (grams or pounds) or something

Exercises Lesson 15**Exercise 119.**

Fill in the missing verb to form a collocation.

- a. _____ late
- b. _____ bankrupt
- c. _____ to an agreement
- d. _____ married
- e. _____ a break
- f. _____ started
- g. _____ on time
- h. _____ the impression
- i. _____ off negotiations
- j. from dawn till _____
- k. _____ 12th century
- l. _____ your time
- m. _____ a new product
- n. _____ notes
- o. _____ yourself the trouble
- p. _____ control
- q. _____ a secret
- r. _____ attention
- s. _____ a cold
- t. _____ a profit
- u. _____ the price
- v. _____ a seat

Exercise 120.

Choose “make” or “do”.

- a. _____ homework.
- b. _____ an exam.
- c. _____ a mistake.
- d. _____ a decision.
- e. _____ money.
- f. _____ the shopping.
- g. _____ a film.

- h. _____ progress.
 i. _____ your best.
 j. _____ housework.
 k. _____ a suggestion.
 l. _____ a profit or a loss.

Exercise 121.

Read the text. Fill in the missing words to make collocations.

I met my ex-husband in 1995; we 1)____ in love at first sight. We 2)____ a fantastic relationship for three happy years. Then, on our third anniversary, he proposed and we 3)____ married six months later. At first, everything was perfect; we both 4)____ the housework together; I 5)____ the washing-up and 6)____ the beds and he 7)____ the cooking and the 8)____. He always 9)____ a mess when he 10)____ the cooking, but I didn't mind because the dinners were always delicious.

Everything changed after a few years when he 11)____ a new job in Manchester; we 12)____ the decision to move there, so he wouldn't have to 13)____ the train to work every day. He started working later and 14)____ less attention to me. He stopped 15)____ the housework, so I had to 16)____ everything. He 17)____ a lot of 18)____ but then he would 19)____ them. He was very stressed and he started to 20)____ bald, he 21)____ very depressed about this and started 22)____ drunk after work. I was 23)____ very worried about him. He would always come home drunk and 24)____ a mess. Then, one day, while I was cleaning his clothes, something 25)____ my attention. It was a lipstick stain on his shirt. I 26)____ very angry; he was 27)____ a secret from me! That night when he 28)____ home, I confronted him and he 29)____ the news to me: he had been 30)____ an affair. It 31)____ my heart. I kicked him out of the house and we 32)____ divorced two weeks later.

[Source: <https://www.britishcouncil.org/voices-magazine/fun-ways-teach-english-collocations>]

Exercise 122.

Cross out the odd one out in each group. Explain the reason.

Example: Lobster is seafood. The others are meat.

- | | | | |
|------------|----------|----------------------|-------------|
| beef | lobster | chicken | turkey |
| cherry | peach | aubergine (eggplant) | grapes |
| mussels | oyster | shrimp | melon |
| garlic | onion | lettuce | pear |
| strawberry | zucchini | cabbage | cauliflower |

Exercise 123.

Study the adjectives and examples. Try to understand their meaning.

- a. salty – salty fish, salty peanuts
- b. hot/spicy – curry, chilli peppers
- c. mild – mild curry
- d. sweet – jam, cake
- e. bitter – strong coffee
- f. sour – lemon, sour cream
- g. tasty /delicious – This cake is so tasty! Can I have another piece?
- h. tasteless – This soup is tasteless. Let's add some salt and pepper.
- i. revolting/disgusting – These oysters look disgusting. I will never eat them.

Choose adjectives from above to describe the following things.

crisps	strong coffee	jam	honey	pizza	sushi
ice-cream	kiwi	grapefruit	garlic	pineapple	

Exercise 124.

Read the article. Answer the question “What is cooking?” according to Rachel Laudan.

Cooking. What is it?

By Rachel Laudan August 5, 2013 Food Processing, Cooking and Kitchens

We are bombarded with information about how to cook and with exhortations to cook. But what is cooking?

It's a question that I have considered from time to time over a life in a kitchen. And it's taken on a greater urgency in the last few years as I have struggled to give shape to a world history of food.

The proposal I find most congenial both as a cook and as a historian is this. Cooking is the whole series of operations used by humans to turn raw materials, mainly animal carcasses and harvested plants, into food, that is, into something edible, digestible and nutritious. Those operations include heating but are not confined to heating.

Now I'm quite aware that this is a good bit broader than the dictionary definition of cooking as heating. And it's also a good bit broader than that accepted by most food scholars. In 1964, Claude Levi-Strauss argued that cooking understood as heating that symbolized the difference between humans and animals. In 2009,

Richard Wrangham responded that it is cooking understood as heating that unleashed the biological changes that make us human. In between Harold McGee in the first edition of *On Food and Cooking*, defined cooking as the transfer of energy from a heat source to food (although in the rest of his text he explored much more than just heating).

Cooking and fire

Is cooking restricted to the use of heat?

Other scholars, by contrast, prefer broader definitions so I'm not alone in thinking that the restriction of cooking to heating is too narrow. Indeed Massimo Montanari, the distinguished Italian food historian, defines it as "everything that has to do with food: modes of preparation, modalities of consumption, rituals of conviviality."

I'd be more inclined to limit to modes of preparation. This is in line with other authors. In recent books, Michael Pollan includes fermentation and Bea Wilson gives prominence to cutting and to grinding. Earlier Michael Symons decried the exclusive concentration on heating as a "stunted" view of cooking (90), preferring instead, as I do to include all methods of food preparation.

[Source: Rachel Laudan Personal Site

<http://www.rachellaudan.com/2013/08/cooking-what-is-it.html>]

Exercise 125.

Answer the questions. Discuss in class.

- a. What is cooking for you? What is food?
- b. What is your favourite food? And cuisine?
- c. Anyone can cook. Do you agree? Explain why.
- d. Look at the history of cooking: how did it develop with time?
- e. What is your best recipe ever? Describe it.

Lesson 16

Nouns with prepositions

Some nouns can be followed by special prepositions. These are examples of the most common prepositions that pair with nouns.

Noun + to	Example Sentence
access to	"I couldn't enter the building without access to the door's password."
addiction to	"Alison has an addiction to football."
answer to	"Her answer to the teacher's question was incorrect."
approach to	"Professor Smith's approach to the experiment was incredibly innovative."

damage to	“The damage to the car is worse than I thought it’d be.”
dedication to	“Ned has intense dedication to his schoolwork.”
devotion to	“Everyone admired the doctor’s devotion to her patients.”
reaction to	“The child had an adorable reaction to the kitten.”
response to	“She gave no response to the question I’d asked her.”
solution to	“No one could come up with a solution to the math problem.”
threat to	“Climate change is a potential threat to certain species.”

Noun + for**Example Sentence**

admiration for	“Penny has so much admiration for her mother.”
cure for	“Health officials recently announced that a cure for the fatal disease had been found.”
desire for	“My desire for success is more important than my desire for romance.”
hope for	“Youths often have high hopes for humanity.”
need for	“The need for social interaction is a basic human trait.”
passion for	“Simply having a passion for writing doesn’t necessarily mean you will become a best-selling author.”
reason for	“There is always a reason for change.”
respect for	“Certain cultures promote respect for elders.”
room for	“There’s room for one more person at this table.”
sympathy for	“You should always have sympathy for strangers.”
talent for	“Greg has a talent for stand-up comedy.”

Noun + of**Example Sentence**

advantage of	“Most people seem to underestimate the advantage of majoring in philosophy.”
disadvantage of	“The disadvantage of becoming an entrepreneur is the amount of debt you can accumulate.”
fear of	“My niece has a fear of the dark.”
habit of	“I used to have a habit of biting my fingernails.”
intention of	“Do you have any intention of going out today?”
knowledge of	“Timothy’s knowledge of beekeeping is impressive.”
lack of	“The police cannot arrest him due to a lack of evidence.”
memory of	“I have no memory of my first year in school.”
process of	“The process of elimination is a popular technique when taking multiple-choice tests.”
smell of	“I love the smell of freshly baked cookies.”
sound of	“Can you hear the sound of birds chirping?”

taste of “The taste of cooked octopus is an acquired one.”

Noun + in**Example Sentence**

belief in/faith in “It is not uncommon to have a belief in a higher power.”
 change in “Scientists detected little change in the atmosphere.”
 decrease in “A decrease in taxes would dramatically affect the economy.”
 delay in “There appears to have been a delay in processing your payment.”
 experience in “She has little experience in backpacking.”
 increase in “I’m hoping for an increase in environmentally friendly products.”
 interest in “Even as a child, the girl had an interest in archaeology.”
 pleasure in “He took pleasure in playing the piano.”
 reduction in “Meredith was forced to take a reduction in her pay.”
 rise in “After he won the jackpot, his hometown witnessed a sharp rise in sales of lottery tickets.”

Noun + on**Example Sentence**

advice on “I read magazines for advice on relationships.”
 attack on “Some view the new law as an attack on our rights.”
 ban on “The early 20th century saw a short-lived ban on alcohol.”
 emphasis on “She is studying East Asian cultures with an emphasis on Japanese society.”
 focus on “His focus on success has hindered his social life.”
 report on “The report on fast food made people more aware of the number of calories they consume.”
 tax on “The taxes on water are increasing steadily.”

Noun + at

“Though new to skiing, he made an attempt at the highest slope.”
 “I have no chance at winning this game.”
 Often, we use the preposition in conjunction with which:
 “This is the age at which you are eligible for military service.”
 “There’s always a point at which trying to reason with him becomes futile.”

Nouns with multiple prepositions

Some nouns are capable of combining with more than one preposition. In some of these cases, the meaning does not change no matter which preposition is chosen:

“My opinion of her is the same as yours.”
 “My opinion about her is the same as yours.”
 “Abby is an expert in changing tires.”
 “Abby is an expert at changing tires.”

“I appreciate his newfound love for animals.”

“I appreciate his newfound love of animals.”

In other cases, however, the meaning changes entirely when a different preposition is substituted:

“No one can deny the positive impact of France.” (France has a positive influence.)

“No one can deny the positive impact on France.” (Something positively affects France.)

“Her transition from vegetarian to vegan wasn’t difficult.” (She started as a vegetarian and ended as a vegan.)

“Her transition to vegetarian from vegan wasn’t difficult.” (She started as a vegan and ended as a vegetarian.)

[Source: <https://www.thefreedictionary.com/Prepositions-with-Nouns.htm>]

Vocabulary: New Media Art

New media art refers to artworks created with new media technologies, including digital art, computer graphics, computer animation, virtual art, Internet art, interactive art, video games, computer robotics, 3D printing, cyborg art and art as biotechnology. The term differentiates itself by its resulting cultural objects and social events, which can be seen in opposition to those deriving from old visual arts (i.e. traditional painting, sculpture, etc.). This concern with medium is a key feature of much contemporary art and indeed many art schools and major universities now offer majors in "New Genres" or "New Media" and a growing number of graduate programs have emerged internationally. New media art often involves interaction between artist and observer or between observers and the artwork, which responds to them. Yet, as several theorists and curators have noted, such forms of interaction, social exchange, participation, and transformation do not distinguish new media art but rather serve as a common ground that has parallels in other strands of contemporary art practice. Such insights emphasize the forms of cultural practice that arise concurrently with emerging technological platforms, and question the focus on technological media, per se.

New Media concerns are often derived from the telecommunications, mass media and digital electronic modes of delivering the artworks involve, with practices ranging from conceptual to virtual art, performance to installation.

[Source: https://en.wikipedia.org/wiki/New_media_art]

Artists have always been early adopters of emerging media technologies, from Albrecht Dürer and his use of the printing press in the 16th century to Nam June Paik’s experiments with video in the 1960s. The advent of the internet as a popular medium catalyzed a global art movement that began to explore the cultural, social, and aesthetic possibilities of such new communication technologies - the web, CCTV surveillance cameras, cell phones, hand-held computers, and GPS devices. Focusing

on New Media art as a specific art historical movement, this book explores its technologies, thematic content and conceptual strategies. New Media art often involves appropriation, collaboration, and the sharing of ideas and expressions, and frequently addresses issues of identity, commercialization, privacy, and the public domain. Many New Media artists are profoundly aware of their art historical antecedents, making reference to Dada, Pop Art, Conceptual art, Performance art, and Fluxus.

Featured artists: Cory Arcangel, Jonah Brucker-Cohen and Katherine Moriwaki, Young-Hae Chang Heavy Industries, Vuk Cosic, Mary Flanagan, Ken Goldberg, Paul Kaiser and Shelly Eshkar, Jennifer and Kevin McCoy, Mouchette, MTAA, Keith and Mendi Obadike, Radical Software Group, Raqs Media Collective, RTMark, John F. Simon Jr.

[Source: https://www.taschen.com/pages/en/catalogue/art/all/41923/facts.new_media_art.htm]

Exercises Lesson 16

Exercise 126.

Fill in the gaps with the necessary preposition.

- a. We had little hope _____ success; nonetheless, we decided to perform the operation.
- b. The cash-for-vote scandal did a lot of harm _____ his reputation as a conscientious politician.
- c. We have to find a substitute _____ it.
- d. We should deem it as an attack _____ our right to privacy.
- e. In many cities the cost _____ living is pretty high.
- f. We would like to see a big increase _____ productivity.
- g. I have no interest _____ politics.
- h. I have no faith _____ her capabilities.
- i. I have heard that the government is planning to raise the tax _____ automobiles.
- j. I admire their way _____ doing things.

Exercise 127.

Fill in the gaps with the necessary preposition.

- a. He gave her a cheque _____ a lot of money.
- b. The reason _____ this meeting is to discuss the merger.
- c. The decrease _____ profits is due to the bad market.

- d. There is a real demand _____ qualified English teachers.
- e. We have seen a fall _____ prices recently.
- f. The cause _____ his problems is his wife.
- g. Did you do any damage _____ the car?
- h. I think your attitude _____ your employer is very bad indeed.
- i. The difference _____ the two is very slight.
- j. He took a photograph _____ his girlfriend.
- k. Do you have a good relationship _____ your father?
- l. I was surprised with his reaction _____ the problem.
- m. Did you send Simon an invitation _____ the party?
- n. The connection _____ the two victims was slight.
- o. The advantage _____ having free time is that you can do anything you want with it.

Exercise 128.

Pair work. Make 15 sentences using different nouns with prepositions. Compare with your partner.

Exercise 129.

Describe this piece of New Media Art (see photo 13). What is so new in here?



Photo 13

[Source: <https://pixabay.com/ru>]

Lesson 17

Adjectives with prepositions

Some adjectives require the use of certain prepositions. There are no special rules – you need to learn them. Here are the most common examples:

to be angry with smth./smb.
to be accustomed to smth.
to be afraid of smth.
to be ashamed of smth. / to be ashamed for smb.
to be capable of doing smth.
to be clear to smb.
to be clever at smth.
to be cross with smb.
to be crowded with smth./smb.
to be curious about smth.
to be different from smth./smb.
to be excited / worried about smth.
to be experienced in smth.
to be famous for smth. / to be popular with smb.
to be fond of smth./smb.
to be full of smth.
to be good at / to be bad at / to be horrible at smth./doing smth.
to be grateful to smb. for smth.
to be guilty of smth.
to be impressed with / by smth.
to be interested in smth.
to be keen on smth.
to be used to smth.
to be pleased with smth./smb.
to be proud / nervous of smth./smb.
to be responsible for smth.
to be similar / identical to smth./smb.
to be sorry for smth./smb.

Vocabulary: Cultural Studies

Cultural studies is a field of theoretically, politically, and empirically engaged cultural analysis that concentrates upon the political dynamics of contemporary culture, its historical foundations, defining traits, conflicts, and contingencies. Cultural studies researchers generally investigate how cultural practices relate to wider systems of power associated with or operating through social phenomena, such as ideology, class structures, national formations, ethnicity, sexual orientation,

gender, and generation. Cultural studies views cultures not as fixed, bounded, stable, and discrete entities, but rather as constantly interacting and changing sets of practices and processes. The field of cultural studies encompasses a range of theoretical and methodological perspectives and practices. Although distinct from the disciplines of cultural anthropology and ethnic studies, cultural studies draws upon and has contributed to each of these disciplines.

Cultural studies was initially developed by British academics in the late 1950s, 1960s, and 1970s, and has been subsequently taken up and transformed by scholars from many different disciplines around the world. Cultural studies is avowedly and even radically interdisciplinary and can sometimes be seen as antidisciplinary. A key concern for cultural studies practitioners is the examination of the forces within and through which socially organized people conduct and participate in the construction of their everyday lives.

Cultural studies combines a variety of politically engaged critical approaches drawn including semiotics, Marxism, feminist theory, ethnography, critical race theory, Post-structuralism, Postcolonialism, social theory, political theory, history, philosophy, literary theory, media theory, film/video studies, communication studies, political economy, translation studies, museum studies and art history/criticism to study cultural phenomena in various societies and historical periods. Cultural studies seeks to understand how meaning is generated, disseminated, contested, bound up with systems of power and control, and produced from the social, political and economic spheres within a particular social formation or conjuncture. Important theories of cultural hegemony and agency have both influenced and been developed by the cultural studies movement, as have many recent major communication theories and agendas, such as those that attempt to explain and analyze the cultural forces related to processes of globalization.

[Source: https://en.wikipedia.org/wiki/Cultural_studies]

Exercises Lesson 17

Exercise 130.

Fill in the gaps with the necessary prepositions.

- a. He is quite famous _____ his sculpture.
- b. She is afraid _____ mice.
- c. I wasn't interested at all _____ discussing that problem.
- d. Are you still fond _____ horror films?
- e. The city will be crowded _____ tourists next week.

- f. The vase he broke down was full _____ water.
- g. Oh dear! Her dress is similar _____ mine.
- h. That man was responsible _____ the accident.
- i. Lucy has always been good _____ English.
- j. Josh wasn't very keen _____ going to the theatre.
- k. The detective was curious _____ her confession.

Exercise 131.

Fill in the gaps with the necessary prepositions.

- a. My friends and I often go to a Japanese restaurant. We are keen _____ Japanese food.
- b. Asian food is totally different _____ European food.
- c. Lora looks identical _____ her sister, doesn't she?
- d. Stephen is very fond _____ sports. He can do most of the sports well.
- e. Small children are very honest. They aren't capable _____ telling lies.
- f. Are you experienced _____ Art History?
- g. Nobody is interested _____ buying this old car.
- h. This cafe is well-known all over the city. That's why it's always crowded _____ the customers.
- i. Nobody feels sorry _____ her. All her problems are totally her own fault.
- j. Picasso was famous _____ his abstract paintings.
- k. Spain is famous _____ its paella.
- l. All citizens are responsible _____ maintaining law and order in our country.
- m. I'm impressed _____ what you've done. Excellent work!

Exercise 132.

Answer these questions on Cultural Studies.

- a. Why is theory (Cultural Studies themselves) important to our understanding of culture?
- b. Using your own example, explain how a cultural sign can have both implicit and explicit meanings.
- c. What is interpellation, and how does it work? Provide your own example of interpellation as you discuss the concept.
- d. When presented with an historical "fact," what questions are necessary to ask? Why?

- e. Explain how a cultural artifact can have multiple meanings and/or change in meaning over time (even though the actual artifact itself never changes)?
- f. What is hegemony, and how does ideology play a role in creating hegemonic societies?
- g. What is democracy? What values does it bring to understanding art and culture?

Exercise 133.

Interpret an artifact following the plan.

- a. What do you think the image means? How do you interpret this meaning? In other words, what signs suggest meaning and how?
- b. What are both the implicit and explicit meanings within the image? And how might meaning change in differing circumstances (such as time, place, who is viewing it, who produced it, etc.)?
- c. What do you think is the purpose or function of the image? Explain.
- d. If a commodity is present, what is the commodity? How is it being sold? What ideologies are inherent within the image to help sell the product?
- e. What, if any, symbols of power or hegemony are present within the image? Why and how?
- f. How might context change the meaning? In other words, would the image mean something in one context and something totally different in another? How so? Explain.
- g. In what ways might the image speak to race, class, ethnicity, or social status? What does it say about any of the above? How?
- h. What assumptions are you making in your reading? And how might those assumptions change the actual meaning of the image?
- i. Who carries more authority over meaning? The author/artist? The viewer? How so?
- j. What, if any, historical context might be important to consider when attempting to “read” the image? Why?

Lesson 18

Verbs with prepositions

Some verbs are usually followed by prepositions before the object of the verb. these are called dependent prepositions and they are followed by a noun or a gerund ('ing' form). Study the verbs and expressions with prepositions:

to accuse smb. of smth.

to agree to smth. / to agree with smb.

to apologize for smth. to smb.

to applaud smb.

to apply for smth. to smb. / to apply to smb.

to approve of smth.

to ask for smth. / to ask about smth.

to believe in smth.

to belong to smb.

to borrow smth. from smb.

to care for smth./smb.

to catch at smth.

to catch hold of smth.

to concentrate on smth.

to congratulate on smth.

to consist of smth.

to defend smth./smb. from smth./smb.

to depend on smth./smb.

to explain smth. to smb.

to fear for smb.

to find fault with smth./smb.

to happen to smb.

to insist on smth.

to join smb.

to laugh at smth./smb.

to lean on smth. / to lean against smth.

to listen to smth./smb. / to listen for smth.

to look at smth./smb. / to look after smb. / to look for smth./smb.

to make smb. do smth.

to make an impression on smb.

to pay for smth./smb.

to pay attention to smth.

to point to smth./smb.
to provide smb. with smth. / to provide smth. for smb.
to reply to smth.
to search for smth./smb.
to shake hands with smb.
to smile at smth./smb.
to speak to smb. about smth.
to spend money on smth.
to stay with smb.
to succeed in doing smth.
to suspect smb. of smth.
to take no notice of smth.
to talk to smb. about smth.
to thank for smth.
to throw smth. at smb. / to throw smth. to smb.
to wait for smth./smb.
to warn smb. of smth. / to warn smb. against smth.
to watch smth./smb.
to worry about smth.

Vocabulary: Investigating Art

Research into the field of art requires an understanding of two interrelated fields, art history and art conservation. The research aims to investigate the following:

- types of materials, techniques, and tools used to form the work; time period and geographical location where the object was created; historical and social contexts and events that occurred during the creation process; and the provenance and life of the work since it's creation.

- the artist's catalogue raisonne and any exhibition catalogs. In many instances, there is some information about the use of specific artist's materials, working methods, techniques, influences, and creation process, as well as sociocultural contexts that are inherit to an artist's work.

- cross-disciplinary research. Be sure to check various subject areas for relevant information, such as anthropology, chemistry, history, and sociology resources in addition to fine art and art historical resources.

- conference proceedings, collective papers, or congresses from conservation-specific organizations, institutions, museums, and professional associations. Papers,

presentations, and articles that are found in these types of publications are not indexed in databases, which makes them more difficult to discover. These types of resources are usually published once a year and are of great importance for keeping current on conservation trends, philosophies, and new developments within the field.

[Source: <https://guides.library.yale.edu/c.php?g=295949&p=1973119>]

Investigating art you may find necessary the art appreciation. The rational basis for this is called art criticism. It means the discussion or evaluation of visual art. Art critics usually criticise art in the context of aesthetics or the theory of beauty.

The variety of artistic movements has resulted in a division of art criticism into different disciplines which may each use different criteria for their judgements. The most common division in the field of criticism is between historical criticism and evaluation, a form of art history, and contemporary criticism of work by living artists.

Art is an important part of being human and can be found through all aspects of our lives, regardless of the culture or times. There are many different variables that determine one's judgment of art such as aesthetics, cognition or perception. Art can be objective or subjective based on personal preference toward aesthetics and form. It can be based on the elements and principle of design and by social and cultural acceptance. Art is a basic human instinct with a diverse range of form and expression. Art can stand-alone with an instantaneous judgment or can be viewed with a deeper more educated knowledge. Aesthetic, pragmatic, expressive, formalist, relativist, processional, imitation, ritual, cognition, mimetic and postmodern theories are some of many theories to criticize and appreciate art. Art criticism and appreciation can be subjective based on personal preference toward aesthetics and form, or it can be based on the elements and principle of design and by social and cultural acceptance.

[Source: https://en.wikipedia.org/wiki/Art_criticism]

Many cultures have strong traditions of art evaluation. For example, African cultures have evaluative traditions - often verbal - of esteeming a work of art for its beauty, order, and form or for its utilitarian qualities and the role it plays in communal and spiritual activities. Islamic cultures have long traditions of historiographical writing about art. Works such as Mustafa Ali's *Manāqib-i hunarvarān* (1587; "Wonderful Deeds of the Artists") often focus on the decorative traditions, such as calligraphy, woodwork, glassware, metalwork, and textiles, that define Islamic art. China also has a strong tradition of art evaluation, dating back to writers such as Xie He (active mid-6th century), who offered the "Six Principles" for great art - a major principle being the *qi yun sheng dong* ("breath-resonance-life-motion") - and to literati, who wrote biographies of great artists.

Like all these examples, the Western tradition has a set of evaluative criteria - sometimes shared with other cultures, sometimes unique - as well as elements of historiography. Within the history of Western art writing, however, is a distinct critical tradition characterized by the use of theory; theoretical analyses of art in the West - made either to oppose or to defend contemporary approaches to art making - led to what is generally understood as the discipline of “art criticism.” Art criticism developed parallel to Western aesthetic theory, beginning with antecedents in ancient Greece and fully taking form in the 18th and 19th centuries.

[Source: Kuspit D.B. Art criticism <https://www.britannica.com/topic/art-criticism>]

Exercises Lesson 18

Exercise 134.

Complete the sentences with the correct prepositions

- She doesn't have a job. She depends _____ her parents' money.
- A football team consists _____ 11 players.
- Please, let me borrow your camera. I promise I'll take a good care _____ it.
- Where's the newspaper? I want to look _____ the TV guide.
- I haven't seen Lucy for ages. Do you know what happened _____ her?
- Don't listen _____ what he's saying. He's joking.
- I'm looking _____ my wallet. Have you seen it?
- My grandma's very ill. I have to look _____ her.
- Sandra's late but I think we'll wait _____ her.
- Can I speak _____ you for a moment? I'd like to ask you a few questions.

Exercise 135.

Complete the questions with the correct prepositions. Then, choose 5 questions and ask your partner.

- What kind of music do you usually listen _____ ?
- Is there a person you can always rely _____ ? Who is it?
- Have you ever shouted _____ your mum? If so, why did you do that?
- Do you believe _____ supernatural? Why (not)?
- What does your mood depend _____ ?
- What do you usually laugh _____ ?

Exercise 136.

Complete the sentences using the prepositions “about, at, for, in, of, on, to” and your own ideas.

- a. I enjoy laughing _____.
- b. I know someone who’s brilliant _____ playing the violin.
- c. My neighbours are usually friendly _____.
- d. In my works I often make emphasis _____.
- e. It’s difficult to feel sorry _____.
- f. Everyone in the world has heard _____.
- g. Not many people are interested _____.
- h. Scientists are always looking _____.
- i. We must keep hope _____.
- j. Ice hockey fans feel proud _____.
- k. Many children are nervous _____.
- l. I have a strong belief _____.
- m. Not enough people are prepared _____.
- n. I absolutely love the sound _____.
- o. My mood depends _____.
- p. I sometimes take photos _____.
- q. Lots of children believe _____.
- r. I’m not good _____.

Exercise 137.

Read the Vocabulary section of this Lesson “Investigating Art” (see above). Answer the questions.

- a. What are the main strategies to investigate art?
- b. How do they vary from culture to culture?
- c. What is “art criticism”?
- d. What are the Western basics of art appreciation?

Exercise 138.

Read the following quotations. Explain their meanings and answer the questions.

- a. “Art should comfort the disturbed and disturb the comfortable.” (Banksy, artist). How can art be a social commentary in response to world events and/or issues?

- b. “The function of the audience is to determine the meaning of the work when it is out of the artist’s hands.” (Lawrence Alloway, art historian). What is the relationship between audiences and artworks.
- c. “Art does not need to imitate life.” How and why have artists used approaches other than realism?

Exercise 139.

Imagine you’ve found an unknown work of art. Write an essay describing your steps to analyze and estimate it (see essay structure in Exercise 96).

Exercise 140.

Translate into English.

Искусствоведение (или искусствознание) — комплекс научных дисциплин, изучающих искусство (преимущественно изобразительное, декоративно-прикладное и архитектуру). Искусствоведение включает всеобщую историю искусств, источниковедение и историографию, иконографию, библиографию, атрибуцию художественных произведений, археологию и хронологию искусства. В рамках этой научной дисциплины решаются задачи открытия, изучения, атрибуции, накопления и предварительной классификации произведений (так называемый объектный подход).

Искусствознанию, в отличие от искусствоведения, придается бóльшая умозрительность, абстрагирование понятий, аналитичность, стремление к синтезу, созданию теоретических моделей, гипотез, концепций. К области искусствознания относят морфологию искусства, философию, социологию и психологию искусства (в том числе психологию зрительного восприятия), иконологию, теорию композиции и формообразования в различных видах искусства, музеологию, методику композиции, проектирования и моделирования, теорию гармонии и пропорционирования, антропологию. Отдельные области составляют художественная критика, эссеистика и публицистика, экскурсионная, лекционная и другая просветительская деятельность, популярная литература об искусстве, кураторство, арт-дилерская, аукционная и иная коммерческая деятельность.

Первые попытки создать теорию искусства предпринимались ещё в античную эпоху, например, Платоном и Аристотелем. Среди трудов античных учёных встречаются практические руководства по искусству (Витрувий), и описания художественных памятников (Павсаний, Филострат Старший).

Обширный трактат по античному искусству написал Плиний Старший. Ряд трудов в этом направлении появился в эпоху Возрождения. Вначале это были биографии художников. Наиболее яркий пример — «Жизнеописания наиболее знаменитых живописцев, ваятелей и зодчих» (1550) Джорджо Вазари.

Систематизированное изучение произведений искусства, которое предусматривает самостоятельная отрасль науки, появилось сравнительно недавно. Один из первых по этому предмету стал труд И. Винкельмана «История искусства древности» (1764). Ценный вклад в развитие данной науки внесли западноевропейские просветители XVIII в. Дени Дидро, Г. Э. Лессинг и др.

В XIX—XX вв. искусствоведение получило широкое развитие, в науке сложился целый ряд школ и направлений. Фундаментальные исследования в области искусствоведения были выполнены Якобом Буркхардтом (Швейцария), Вильгельмом Любке, Алоизом Риглем, Генрихом Вёльфлином, Антоном Шпрингером, Карлом Верманом (Германия), Эженом Виолле-ле-Дюком, Гастоном Масперо (Франция), Аби Варбургом, Гансом Зедльмайром и многими другими.

[Source: <https://ru.wikipedia.org/wiki/>]

Lesson 19

Set expressions

The list below illustrates the use of articles in common set expressions. For your convenience, set expressions are divided into three groups according to the article that is used: the definite article "the"; the indefinite article "a/an"; without any article.

1. Set expressions with the definite article

at the beginning: His name was mentioned at the beginning of the story.

at the end: The index is at the end of the book.

at the moment; at the present time: I don't have a job at the moment.

at the most, at most: I can pay fifty dollars at the most.

at the same time: He couldn't be in two places at the same time. At the same time, I agree with your opinion.

at the scene of: He was seen at the scene of the accident.

by the way: By the way, where is my book?

in the beginning: In the beginning, the story was rather dull.

in the center: You see a house in the center of the picture and several trees in the background.

in the end: In the end, they got what they deserved.

in the face of: He continued his work in the face of danger.

in the middle: It is in the middle of the book.

off the point, beside the point: This question is off the point.

on the move; on the run: He is always on the move.

on the one hand; on the other hand: On the one hand, I don't want to go there. On the other hand, I want to talk to Mike, and he will be there.

on the point of: They are on the point of breaking up.

on the way: We stopped several times on the way to the summer house.

on the whole: On the whole, your plan seems interesting.

out of the question: This is out of the question.

the other day: I talked to Maria the other day.

2. Set expressions with the indefinite article

a grain of truth: There is a grain of truth in his words.

an only child: She was an only child.

a slip of the tongue: Sometimes, a slip of the tongue can lead to serious things.

all of a sudden: All of a sudden, she jumped to her feet and ran out of the room.

as a matter of fact: As a matter of fact, he is broke.

as a result: All this happened as a result of his negligence.

as a rule: As a rule, he goes for a walk before bedtime.

as a whole: We should consider these issues as a whole.

at a glance: He understood at a glance what was going on there.

at a loss: He sold his business at a loss. I was at a loss for words.

at a time: Don't hurry and don't try to do two things at a time.

for a long time: I haven't seen her for a long time.

in a hurry: I'm in a hurry.

in a minute; in a few minutes; in a week; in a year: I'll be free in a few minutes.

He'll come back in a year.

quite a bit of: We spent quite a bit of time trying to find the key.

quite a few: There were quite a few people there.

3. Set expressions without any article

at best: It will give us three or four days at best.

at first: At first he refused to go with us.

at first sight: It was love at first sight.

at home; at school; at work: She is at home. Her son is at school. Her husband is at work.

at last: We are free at last!

at least: I need at least two days to prepare for the meeting.

at once: Ask him to come at once.

at present (but: at the present time): We don't have a car at present.

by chance: I met him by chance.

by heart: Learn the dialogue by heart.

by mail; by e-mail: I sent the report by mail.

by mistake: I did it by mistake.

day by day; from day to day; day after day; day in, day out: He worked hard all his life, day in, day out.

face to face: She knows about him, but she has not met him face to face yet. We need to discuss it face to face.

for example; for instance: Citrus fruits, for example, are the main sources of vitamin C.

from time to time: We go there from time to time.

in advance: They paid for it in advance.

in debt: She is in debt.

in detail: Describe the house in detail.

in fact: In fact, he is in charge of the whole company.

in general: In general, I like to read detective stories.

in principle: They accepted his plan in principle.

in reality: He looks strict, but in reality he is a kind man.

in spite of: He continued his work in spite of danger.

in style; in the latest style: These dresses are not in style.

in time: They came in time to get good seats before the lecture.

in trouble: If you do it, you'll be in trouble.

on board: There were about a hundred passengers on board the plane.

on credit: I bought it on credit.

on duty: Who is on duty today?

on hand: I don't have a calculator on hand.

on principle: He did it on principle.

on purpose: He did it on purpose.

on sale: I bought this coat on sale.

on second thought: We wanted to go to Italy in summer. But on second thought, we decided to go to France.

on time: I came to the meeting on time.

out of date: Her clothes are old and out of date.

out of order: The elevator is out of order.

out of place: The armchair is out of place. His remark was out of place.

out of town: He is out of town.

time after time; time and again: They asked him time after time not to do that.

time of day: The pond in the park is especially beautiful at this time of day.

time of year: Days become shorter at this time of year.

up to date: I need an up-to-date report.

word for word: Please repeat word for word what he said to you.

Vocabulary: Art History

Art history, also called art historiography, historical study of the visual arts, is concerned with identifying, classifying, describing, evaluating, interpreting, and understanding the art products and historic development of the fields of painting, sculpture, architecture, the decorative arts, drawing, printmaking, photography, interior design, etc.

[Source: <https://www.britannica.com/art/art-history>]

Art History Timeline: From Ancient to Contemporary Art

There is a lot to be found in a timeline of art history. It begins over 30,000 years ago and takes us through a series of movements, styles, and periods that reflect the time during which each piece of art was created.

Art is an important glimpse into history because it is often one of the few things to survive. It can tell us stories, relate moods and beliefs of the era, and allow us to relate to the people who came before us. Let's explore art, from Ancient to Contemporary, and see how it influences the future and delivers the past.

Ancient Art

What we consider ancient art is what was created from around 30,000 B.C.E. to 400 A.D. If you prefer, it can be thought of as fertility statuettes and bone flutes to roughly the fall of Rome.

Many different styles of art were created over this long period. They include those of prehistory (Paleolithic, Neolithic, the Bronze Age, etc) to the ancient civilizations of Mesopotamia, Egypt, and the nomadic tribes. It also includes the work found in classical civilizations like the Greeks and Celts as well as that of the early Chinese dynasties and the civilizations of the Americas.

The artwork of this time is as varied as the cultures that created it. What ties them together is their purpose.

Quite often, art was created to tell stories in a time when oral tradition prevailed. It was also used to decorate utilitarian objects like bowls, pitchers, and weapons. At times, it was also used to demonstrate the status of its owner, a concept that art has been used for ever since.

Medieval to Early Renaissance Art

Some people still refer to the millennium between 400 and 1400 A.D. as the "Dark Ages." The art of this period can be considered relatively "dark" as well. Some depicted rather grotesque or otherwise brutal scenes while others were focused on formalized religion.

Medieval European art saw a transition from the Byzantine period to the Early Christian period. Within that, from about 300 to 900, we also saw Migration Period Art as Germanic people migrated across the continent. This "Barbarian" art was portable by necessity and much of it was understandably lost.

As the millennium passed, more and more Christian and Catholic art appeared. The period centered around elaborate churches and artwork to adorn this architecture. It also saw the rise of the "illuminated manuscript" and eventually the Gothic and Romanesque styles of art and architecture.

Renaissance to Early Modern Art

This period covers the years 1400 through 1880 and it includes many of our favorite pieces of art.

Much of the notable art created during the Renaissance was Italian. It began with the famous 15th century artists like Brunelleschi and Donatello, who led to the work of Botticelli and Alberti. When the High Renaissance took over in the next century, we saw the work of Da Vinci, Michelangelo, and Raphael.

In Northern Europe, this period saw the schools of Antwerp Mannerism, The Little Masters, and the Fontainebleau School, among many others.

After the long Italian Renaissance, Northern Renaissance, and Baroque periods were over, we began to see new art movements appear with greater frequency.

By the 1700s, Western Art followed a series of styles. These movements included Rococo and Neo-Classicism, followed by Romanticism, Realism, and Impressionism as well as many lesser-known styles.

In China, the Ming and Qing Dynasties took place during this period and Japan saw the Momoyama and Edo Periods. This was also the time of the Aztec and Inca in the Americas who had their own distinct art.

Modern Art

Modern Art runs from around 1880 to 1970 and they were an extremely busy 90 years. The Impressionists opened the floodgates on new paths to take and individual

artists such as Picasso and Duchamp were themselves responsible for creating multiple movements.

The last two decades of the 1800s were filled with movements like Cloisonnism, Japonism, Neo-Impressionism, Symbolism, Expressionism, and Fauvism. There were also a number of schools and groups like The Glasgow Boys and the Heidelberg School, The Band Noire (Nubians) and The Ten American Painters.

Art was no less diverse or confusing in the 1900s. Movements like Art Nouveau and Cubism kicked off the new century with Bauhaus, Dadaism, Purism, Rayism, and Suprematism following close behind. Art Deco, Constructivism, and the Harlem Renaissance took over the 1920s while Abstract Expressionism emerged in the 1940s.

By mid-century, we saw even more revolutionary styles. Funk and Junk Art, Hard-Edge Painting, and Pop Art became the norm in the 50s. The 60s were filled with Minimalism, Op Art, Psychedelic Art, and much, much more.

Contemporary Art

The 1970s is what most people consider as the beginning of Contemporary Art and it continues to the present day. Most interestingly, either fewer movements are identifying themselves as such or art history simply hasn't caught up yet with those that have.

Still, there is a growing list of -isms in the art world. The 70s saw Post-Modernism and Ugly Realism along with a surge in Feminist Art, Neo-Conceptualism, and Neo-Expressionism. The 80s were filled with Neo-Geo, Multiculturalism, and the Graffiti Movement, as well as BritArt and Neo-Pop.

By the time the 90s hit, art movements became less defined and somewhat unusual, almost as if people had run out of names. Net Art, Artefactoria, Toyism, Lowbrow, Bitterism, and Stuckism are some of the styles of the decade. And though it's still new, the 21st century has its own Thinkism and Funism to enjoy.

[Source: Shelley Esaak, July, 2017. <https://www.thoughtco.com/what-is-contemporary-art-182974>]

Exercises Lesson 19

Exercise 141.

Rewrite the sentences using the appropriate set expressions:

- a. This machine doesn't work. _____.
- b. Quick! I can't wait. _____.
- c. The plane didn't arrive late. _____.
- d. They sell their house. _____.

- e. She owes a lot of money. _____.
- f. You should do it immediately. _____.
- g. You have to buy tickets beforehand. _____.
- h. This is an old-fashioned gadget. _____.

Exercise 142.

Complete the sentences with one of the set expressions:

- a. I'm sorry – I opened one of your letters _____.
- b. How did you manage to get so deep _____? Where are you going to find money to pay back?
- c. I was asked to do it _____.
- d. Sorry, but the cash machine is _____.
- e. You've got _____ passport. You have to change it as soon as possible.
- f. You have to pick up the documents _____. Nobody can do it for you.
- g. Details of the meeting had been circulated well _____.
- h. That painting is not _____.

Exercise 143.

Discuss the questions with a partner.

- a. How do you prefer to pay in cafes / shops? Why?
- b. Have you ever done anything under pressure? Tell your partner.
- c. What was the last thing you bought at good price?
- d. How do you prefer to travel? Why?
- e. What do you prefer to do in advance?
- f. What do you prefer to do in person? Why?

Exercise 144.

Choose your favourite period in Art History and make a presentation. Describe the most significant pieces of art from the period chosen.

Lesson 20

Functional language

Functional language appeals to distribution of language sources according to their functions. Functional language typically implies fixed expressions and a number of grammatical structures that are used depending on different purposes, for example, when we apologize, we usually use something like “I’m sorry”, “My apologies” or “It’s my fault”. There are often various opportunities to express one idea.

Here you find some examples:

- giving advice (you should probably..., if I were you...)
- making requests (can I ask..., may I ask..., I'd like to ask...)
- agreeing (yes, I agree, you're right, I feel the same...)
- disagreeing (I don't really agree, but what about...)
- offering (I offer..., let's... , shall we...)
- expressing opinion (I think..., I believe..., in my opinion...) etc.

Vocabulary: Museum studies and collecting

Museum studies, also called museology, is the study of the design, organization and management of museums, including administration, fundraising, collections management, exhibition development and historic preservation.

The development of museology in Europe coincided with the emergence of early collectors and cabinets of curiosity in the 16th, 17th, and 18th centuries. In particular, during The Age of Enlightenment anthropologists, naturalists, and hobbyist collectors encouraged the growth of public museums that displayed natural history and ethnographic objects and art in North America and Europe. In the 18th and 19th centuries, European powers' colonization of overseas lands was accompanied by the development of the disciplines of natural history and ethnography, and the rise of private and institutional collection building. In many cases museums became the holding places for collections that were acquired through colonial conquests, which positioned museums as key institutions in Western European colonial projects.

In the 19th century, European museology was focused on framing museums as institutions that would educate and “civilize” the general public. Museums typically served nationalist interests, and their primary purpose was often to celebrate the state, country, or colonial power. Though World’s Fairs, such as The Great Exhibition of 1851 in London or the Chicago World’s Fair, were temporary, they were some of the first examples of large-scale exhibition spaces dedicated to nationalist agendas; both Britain and America wanted to assert themselves as international leaders in science

and industry. In some cases world's fairs became the basis for museums. For instance, The Field Museum in Chicago grew out of the 1893 World's Columbian Exposition.

The latest movements in museology tend to focus on museums being interdisciplinary, multi-vocal, accessible, and open to criticism. While these critical discourses dominate contemporary museology, there are many different kinds of museums that exist today, some of which are engaged in new and innovative practices, and others that are more traditional and less critical.

[Source: https://en.wikipedia.org/wiki/Museology#a.Overview_of_the_Field]

Exercises Lesson 20

Exercise 145.

Now, it's time for you to summarize all sources of English. Find as many possibilities to express following ideas as you can and fill in the table:

Narrative	Description	Request	Obligation	Possibility	Politeness

Exercise 146.

What functional language do we use in the following places? Explain your choices.

- a. a rock-concert
- b. a party at your friend's house
- c. an art gallery
- d. a hospital
- e. a luxurious hotel
- f. a business meeting
- g. a conference

Exercise 147.

Role play. Choose one of the situations below and react in a proper way. What structures and vocabulary would you use?

- h. You are a passenger on a long 10-hour flight to the USA. You feel worried about how to sleep comfortably because your neighbour is snoring.
- i. You are a tourist lost in a small isolated country, somewhere in China. You don't speak Chinese and the people around you seem not to speak English. You need to find the way to the nearest bus stop or railway station.
- j. You are buying a very valuable piece of art at an auction. You need more information and you call the organizing company.
- k. You are making a business presentation on the project you fulfilled for your company last week. You need a very consequent and strong plan to follow.
- l. You are getting married to a foreigner. You feel happy about it and you want to make acquaintance to your partner's relatives.

Exercise 148.

Role play "At an auction". Work in small groups.

Group 1 organizes the auction: make up your lots and determine the prices.

Group 2 are museum holders, looking for a very valuable and rare object to broaden your collection: decide which piece of art to buy and how much can you afford.

Study the vocabulary and role-play an auction.

put up something to auction

sell by auction

bid for

haggle for

Who will offer a higher price?

1.000.000 \$. One ... two Three ... Sold!

This is the most thing.

You can afford it.

It is worth this price (the price offered)

It is really cheap!

Exercise 149.

Group work. Imagine you are going to start a museum. What will it be like? Work with your partners and make a guided tour through your exhibitions. Present in class.

REVIEW PART 2

Exercise 150.

Fill in the gaps using the words given.

contemporary Degas painting visitors art twins
 selfies introduced ancestry museums shot Santa Claus
 warrior previous sculpture similarity artwork

Meet Your Art Twin: A 400-Year-Old With an Oily Complexion

Ross W. Duffin stumbled upon his art twin, a 1)_____ from a 17th-century Jan van Bijlert painting. Many people intentionally set out in museums to find their doppelgängers.

Ross W. Duffin was wandering through a museum in Pasadena, California, last summer when he paused before a 17th-century painting of a bearded warrior in armor.

“I thought, ‘Wow, that is really funny, he looks just like me,’” Dr. Duffin recalled. Then he moved on.

But his wife, Beverly Simmons, was stunned by the resemblance. “She came running after me and said, ‘You have to come back and look at this 2)_____!’” Dr. Duffin said.

Dr. Duffin had found his art twin. So the couple did what millions of people have discovered as a new way to interact with 3)_____ - something that has exploded with new popularity in recent weeks thanks to a new feature in a Google museums app.

But Dr. Duffin and his wife were pioneers last summer, using old-fashioned serendipity. He stood next to the oil painting, a work by the Dutch artist Jan van Bijlert displayed at the Norton Simon Museum. He turned sideways, raised his chin and narrowed his eyes. His wife captured the moment with her iPhone.

Long before the Google Arts and Culture app, which became the most downloaded mobile app over the weekend, art aficionados, dabblers, narcissists and soul searchers pondering a cosmic connection to distant humans have been searching for their art 4)_____, a long-gone, sometimes fictional or unknown doppelgänger encased in oil, 5)_____ or ceramics.

Some set out specifically to find their twin, in an engaging pastime that gives museum visits a new focus. Others, like the Duffins, have stumbled on theirs as they wander.

As anyone who regularly looks at a social media feed knows by now, millions more need never leave home or cross a border to find that uniquely familiar face on some obscure etching. They just upload a selfie and let technology do the sleuthing.

The app was available in 2015, but its arts matching feature was 6)_____ in mid-December. Its popularity has quickly surged, and Instagram, Twitter and YouTube users have widely shared photos of both their art twins and those of celebrities, from William Shatner to Taylor Swift. Google estimates more than 20 million 7)_____ have been uploaded using the new feature.

Dr. Duffin said he was amused by his moment with the unknown soldier, described by the museum as probably a more mythological than human figure. But the resemblance had an impact on his life after he posted the photograph on Twitter, where it was widely shared without identifying him by name.

“A month later, all of a sudden, it started to get a lot of play in the press,” Dr. Duffin, a professor of music at Case Western Reserve University in Cleveland, said in an interview. “I would get email messages from people I had not heard from in years who knew immediately it was me.”

With people seeking selfies that make a connection going back in time, 8)_____ are using the opportunity to engage with visitors.

Leslie C. Denk, the director of external affairs for the Norton Simon Museum, said the museum had noticed some 9)_____ posting photographs of themselves posing like works of art, particularly alongside sculptures by Auguste Rodin and Aristide Maillol.

“Art has the power to transport us through time, and so I think it’s a joy to recognize ourselves, a friend or even a pet, in an 10)_____ from centuries ago,” she said.

Art-twinning happens so often in the Museum of Fine Arts in Boston that it hosts a fan favorite every week on Instagram. The most popular piece to pose with is “Little Fourteen-Year-Old Dancer,” a sculpture by Edgar 11)_____.

“In our galleries, visitors frequently seek out their museum doppelgänger or attempt to mimic works of art — usually as they search for the perfect Instagram 12)_____,” said Katie Getchell, the deputy director and chief brand officer at the Boston museum.

Far from the virtual realm, Greco-Roman antiquities, Egyptian funerary portraits and the 13)_____ people who resemble them are being brought together in an exhibit in Canada called “My 2,000-Year-Old Double.”

The Musée de la Civilisation in Quebec City has narrowed down thousands of selfies to a few dozen people who resemble the artworks, arranging for them to be photographed in Montreal by François Brunelle, whose 14)_____ projects include documenting people who look alike but are not twins.

Wesley Rowell, 57, who works in New York City, was one of them.

He will appear alongside his art twin, a sculpture of an unidentified man from the third century B.C.

“To think about the lives, the generations, between him and me in New York City, is kind of bizarre,” Mr. Rowell said. “I keep going back to that human need, to feel like I am connected to everything that was before me.”

Amanda Bullis, 29, an actor who lives in Jersey City, was chosen for her 15)_____ to a face carved onto a vessel, dating between 300 and 201 B.C.

Amanda Bullis with a vessel dated between 300 and 201 B.C. She found it interesting, she said, that “I am part of a larger humanity that has been evolving and changing, but largely the same, over thousands of years.” Credit Left, Sterling Batson, Musee de la Civilisation

Ms. Bullis sat for hours for hair and makeup. “In that moment I was able to embody her,” she said, adding that it made her think about her 16)_____. “I just found it interesting that I am part of a larger humanity that has been evolving and changing, but largely the same, over thousands of years.”

Dr. Duffin, the Ohio professor, said he did not think much more about his art twin after he posed with the painting in California. He is accustomed, he added, to being mistaken for another bearded fellow.

Strangers often ask him, “Has anyone ever told you that you look like 17)_____?” he said. “And my answer is, ‘Not since yesterday.’”

[Source: Christine Hauser, Jan. 17, 2018, The New York Times, <https://www.nytimes.com>]

Exercise 151.

Fill in the gaps in the text.

Flower Art in History

Since the dawn of time 1)_____ have been admired by man for their beauty. The incredible attractiveness of flowers has also given them an added importance as 2)_____ objects for residences and places of business. Through the centuries flowers have been used as the elements of floral canvas art as well. The first flower 3)_____ appeared on the walls of Egyptian tombs. The

flower often depicted in these early paintings was the lotus blossom. The blossom can also be found in other art forms such as jewelry and architecture. Fresco paintings of flower gardens have been discovered in the remains of the buried Roman city of Pompeii. During the Gothic era, flowers were depicted in paintings as symbols of the personality or importance of particular people. Roses symbolized love, lilies depicted purity, the 4)_____ represented nobility, sunflowers portrayed devotion. By the time of the Renaissance, flowers were used to amplify mythological subjects. In Dutch floral paintings flowers were also used to depicted the stages of human life.

The Meaning of Flowers in Art

Red Poppies by O'Keeffe

Modern 5)_____ have been using the significance of flowers in their floral canvas art for centuries. They have been cherished for more than just their beauty. The meaning of flowers has been used as an artistic expression of one's emotions, whether it is a symbol of love, jealousy or romance. The meaning of a red rose is love. Is there any wonder why red roses are a favorite Valentine's Day flower? A red carnation also conveys passion and at the same time a striped carnation is a sign of refusal. The lily depicts purity, tulips represent nobility, and sunflowers portray devotion. Flowers have 6)_____ artists through the ages and have used their meaning to create breath taking beauty in their floral art compositions. Some famous paintings include Vincent van Gogh's "Sunflowers" and Georgia O'Keefe's "Red Poppy". Flower paintings make perfect house warming gifts because just about everyone loves them. They are very versatile and make great additions to the décor in any room of your home or even in the waiting room of an office. They make great conversation pieces and provide a welcoming 7)_____ for family, visitors or customers and clients.

Why Artists Love to Paint Flowers

Sunflowers by van Gough

Flowers have long been a favorite subject for many 8)_____ painting artists. The many colors, forms and shapes of flowers offer an endless diverseness within the compositions of the old masters. This is why flowers are loved as a subject matter by artists. The world over artists have immortalized the beauty of flowers in their art. Some famous floral art includes Monet's "Water Lillies" and Vincent Van Gogh's "Sunflowers". Monet was a French Impressionist of oil paintings. His paintings reflect the influence of 9)_____. His flower paintings are bright, colorful and distinctive and are among the most popular floral art for all time. Dutch post-Impressionist artist, Vincent van Gogh created some remarkable works of art. Among them are his famous still life paintings of 10)_____.

seem to have some special meaning for van Gogh because he painted eleven canvases with sunflowers. Other flowers van Gogh painted were irises, lilacs, roses and oleanders.

[Source: <http://teresabernardart.com/category/art-articles/>]

Exercise 152.

Translate into English.

Новое слово в культуре и искусстве

В Вене прошел первый хакатон в области культуры

Технологии ворвались в повседневную жизнь и осваивают все области нашего существования. Современное искусство не стало исключением.

Самым интересным опытом соединения современного искусства и технологий стал CultTech Hackathon, который прошел в рамках Международной ярмарки современного искусства *viennascontemporary*.

Это был первый в Австрии хакатон в области культуры. «Культура и технологии долгое время противопоставлялись друг другу, - говорит председатель совета директоров RDI Group, владелец ярмарки *viennascontemporary* Дмитрий Аксенов, который и решил организовать этот хакатон. - Но сегодня, когда вся наша жизнь связана с технологиями, многие институты культуры уже осознали необходимость цифровой экономики. Именно поэтому возникла идея хакатона, чтобы показать, что информационные технологии способны качественно изменить и упростить работу музеев, театров, арт-ярмарок и фестивалей...»

Хакатон («hackathon» — от «hacking» и «marathon») — встреча IT-команд, в ходе которой они за 48 часов должны предложить решение проблем, поставленных заказчиками. Заказчиками первого венского хакатона стали крупнейшие культурные институты — Венская опера, сама ярмарка *viennascontemporary*, Венский фестиваль (фестиваль искусств, проходящий с мая по июнь), а также Музей истории искусств. Несмотря на стремление всех стать технологичными и прогрессивными, такие культурные гиганты к мечте двигаются все-таки очень медленно. Хакатон позволил познакомиться грандов с теми, кто им поможет быстро и легко стать мобильными и прогрессивными.

По статистике одной из команд 80% современных художников не могут продвигать свое искусство, потому что не знают, как это сделать; 39% галерей

не имеют четкой онлайн-стратегии, а 71% любителей современного искусства не знает, где найти новые имена или произведения.

Победителем хакатона стала команда, предложившая приложение Qiue — идеального помощника в путешествиях, экскурсиях и знакомствах с новыми местами и культурой: здесь подбирается удобный маршрут, предлагаются интересные факты. Далеко не все любят ходить по городу организованными группами и следовать за гидом с зонтиком - Qiue предоставляет другие возможности: получать интересные факты через игры и пазлы, создавать развлекательные инструменты самим, взаимодействовать с местными жителями. И самое главное - не потеряться и дойти до места назначения оптимальным путем.

Помимо всех возможностей взаимодействия и развития победитель получил и произведение искусства — работу Кристиана Фальнаса, главным художественным методом которого является взаимодействие со зрителем (на ярмарке *viennacontemporary* его представляла берлинская галерея PSM). Приз был оформлен в двух рамах: в одной было произведение самого художника, а во второй - пустой лист. По задумке автора обладатель этого произведения должен скопировать графическую работу художника, а оригинал - сжечь.

Впрочем, не только технологии воздействуют на культуру и искусство, но и наоборот. Дмитрий Аксенов высказался по этому поводу:

«Самый главный вопрос, возникающий, когда мы видим работу художника: что повлияло на его работу? Сейчас современными технологиями пользуются многие художники, но не всегда создается цифровой контент. Думаю, что это направление будет развиваться, поскольку мы живем в мире, где технологии становятся частью жизни, частью нас самих. И возможности VR и AR - это новый холст, которому еще предстоит открыться для искусства.»

[Источник: Бланарь А. Новое слово в искусстве. 05.10.2017.

<https://1001.ru/articles/post/novoe-slovo-v-iskusstve-34141>]

Приложение

Phonetics

Read the following tongue twisters:

1. If practice makes perfect and perfect needs practice, I'm perfectly practiced and practically perfect.
2. If you tell Tom to tell a tongue-twister his tongue will be twisted as tongue-twister twists tongues.
3. Washington's wash woman washed Washington's wash While Washington's wife went west.
4. If Billy Button bought a buttered biscuit, Where's the buttered biscuit Billy Button bought?
5. A maid named Lady Marmalade made mainly lard and lemonade.
6. Of all the felt I ever felt, I never felt a piece of felt Which felt as fine as that felt.
7. If a slandering snail went down a slippery slide, would a snail slender or slide down the slide?
8. These thousand tricky tongue twisters trip thrillingly off the tongue.
9. Daddy draws doors. Daddy draws doors. Daddy draws doors.
10. There was a little witch which switched from Chichester to Ipswich.

Pronouncing dictionary

abstract art ['æbstrækt ɑ:t], aesthetic [i:s'θetik], architect ['ɑ:kitekt], architecture ['ɑ:kɪ.tek.tʃər], art nouveau [ɑ:t nu:'vəʊ], avant-gardism [ˌævəŋ'gɑ:dɪz(ə)m], Baroque [bə'rɒk], bas-relief [bæs rɪ'li:f], bust [bʌst], bronze [brɒnz], camera ['kæmərə], carving ['kɑ:vɪŋ], castle ['kɑ:səl], cathedral [kə'θi:drəl], ceremony ['serɪməni], church [tʃɜ:tʃ], citadel ['sɪtədəl], classical ['kəlæsɪkl], classicism ['klæsɪsɪzəm], classicism ['klæsɪsɪzəm], classics ['klæsɪks], considered [kən'sɪdəd], creative [kri:'eɪtɪv], cuisine [kwɪ'zi:n], cultural ['kʌltʃərəl], culture ['kʌltʃə], curving ['kɜ:vɪŋ], custom ['kʌstəm], decoration [dekə'reɪʃn], design [dɪ'zaɪn], excellent ['eksələnt], exciting [ɪk'saɪtɪŋ], farm-stead ['fɑ:msted], film [fɪlm], figurine ['fɪgjəri:n], fortress ['fɔ:trɪs], furniture ['fɜ:nɪʃə], futurism ['fju:tʃərɪzəm], genre ['ʒɑ:nrə], geometric [dʒɪə'metɪk], gesture ['dʒestʃə], gothic ['gəθɪk], graphic ['græfɪk], habit ['hæbɪt], human ['hju:mən], humane [hju:'meɪn], impressionism [ɪm'preʃənɪzəm], impressionist [ɪm'preʃənɪst], interior [ɪn'tɪəriə], limestone ['laɪmstəʊn], literature ['lɪtrətʃə(r)], marvelous ['mɑ:vələs], moral ['mɒrəl], motive ['məʊtɪv], music ['mjuzɪk], nature ['neɪtʃə(r)], ocean [əʊʃn], photo ['fəʊtəʊ], photography [fə'tɒgrəfi], picture ['pɪktʃə], picturesque [pɪktʃə'resk], piece [pi:s],

plinth [plɪnθ], realism [ˈrɪəlɪzəm], realistic [ˌrɪəˈlɪstɪk], renaissance [rɪˈneɪsəns], ritual [ˈrɪtʃʊəl], romantic [rəˈmæntɪk], romanticism [rəˈmæntɪsɪzəm], school [sku:l], sculpture [ˈskʌlp.tʃər], slide [slaɪd], snapshot [ˈsnæp.ʃɒt], sphinx [sfɪŋks], statuary [ˈstætjʊəri], statue [ˈstætju:], statuette [stætjʊˈet], stone [stəʊn], style [stɑɪl], style [stɑɪl], style [stɑɪl], surrealism [səˈrɪəlɪzəm], symbolism [ˈsɪmbəlɪzəm], temple [ˈtempəl], theatre [ˈθɪətə(r)], totem pole [ˈtəʊtəm pəʊl], to carve [kɑ:v], to mould [məʊld], tower [ˈtaʊə], tradition [trəˈdɪʃən], trend [trend], view [vju:], waxwork [ˈwækswɜ:k], welding [ˈweldɪŋ], wonderful [ˈwʌndəfʊl]

IRREGULAR VERBS TABLE

Infinitive	Past Simple	Past Participle	Перевод
be	was, were	been	быть, являться
beat	beat	beaten	бить, колотить
become	became	become	становиться
begin	began	begun	начинать
bend	bent	bent	гнуть
bet	bet	bet	держаться пари
bite	bit	bitten	кусать
blow	blew	blown	дуть, выдыхать
break	broke	broken	ломать, разбивать, разрушать
bring	brought	brought	приносить, привозить, доставлять
build	built	built	строить, сооружать
buy	bought	bought	покупать, приобретать
catch	caught	caught	ловить, поймать, схватить
choose	chose	chosen	выбирать, избирать
come	came	come	приходить, подходить
cost	cost	cost	стоить, обходиться
cut	cut	cut	резать, разрезать
deal	dealt	dealt	иметь дело, распределять
dig	dug	dug	копать, рыть
do	did	done	делать, выполнять
draw	drew	drawn	рисовать, чертить
drink	drank	drunk	пить
drive	drove	driven	ездить, подвозить
eat	ate	eaten	есть, поглощать, поедать
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать, ощущать
fight	fought	fought	драться, сражаться, воевать
find	found	found	находить, обнаруживать
fly	flew	flown	летать
forget	forgot	forgotten	забывать о (чём-либо)
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать, замирать
get	got	got	получать, добираться
give	gave	given	дать, подать, дарить
go	went	gone	идти, двигаться
grow	grew	grown	расти, вырастать
hang	hung	hung	вешать, развешивать, висеть
have	had	had	иметь, обладать

hear	heard	heard	слышать, услышать
hide	hid	hidden	прятать, скрывать
hit	hit	hit	ударять, поражать
hold	held	held	держаться, удерживать, задерживать
hurt	hurt	hurt	ранить, причинять боль, ушибить
keep	kept	kept	хранить, сохранять, поддерживать
know	knew	known	знать, иметь представление
lay	laid	laid	класть, положить, покрывать
lead	led	led	вести за собой, сопровождать, руководить
leave	left	left	покидать, уходить, уезжать, оставлять
lend	lent	lent	одалживать, давать взаймы (в долг)
let	let	let	позволять, разрешать
lie	lay	lain	лежать
light	lit	lit	зажигать, светиться, освещать
lose	lost	lost	терять, лишаться, утрачивать
make	made	made	делать, создавать, изготавливать
mean	meant	meant	значить, иметь в виду, подразумевать
meet	met	met	встречать, знакомиться
pay	paid	paid	платить, оплачивать, рассчитываться
put	put	put	ставить, помещать, класть
read	read	read	читать, прочитать
ride	rode	ridden	ехать верхом, кататься
ring	rang	rung	звенеть, звонить
rise	rose	risen	восходить, вставать, подниматься
run	ran	run	бежать, бегать
say	said	said	говорить, сказать, произносить
see	saw	seen	видеть
seek	sought	sought	искать, разыскивать
sell	sold	sold	продавать, торговать
send	sent	sent	посылать, отправлять, отсылать
set	set	set	устанавливать, задавать, назначать
shake	shook	shaken	трясти, встряхивать
shine	shone	shone	светить, сиять, озарять
shoot	shot	shot	стрелять
show	showed	shown, showed	показывать
shut	shut	shut	закрывать, запираеть, затворять

sing	sang	sung	петь, напевать
sink	sank	sunk	тонуть, погружаться
sit	sat	sat	сидеть, садиться
sleep	slept	slept	спать
speak	spoke	spoken	говорить, разговаривать, высказываться
spend	spent	spent	тратить, расходовать, проводить (время)
stand	stood	stood	стоять
steal	stole	stolen	воровать, красть
stick	stuck	stuck	втыкать, приклеивать
strike	struck	struck, stricken	ударять, бить, поражать
swear	swore	sworn	клясться, присягать
sweep	swept	swept	мести, подметать, смахивать
swim	swam	swum	плавать, плыть
swing	swung	swung	качаться, вертеться
take	took	taken	брать, хватать, взять
teach	taught	taught	учить, обучать
tear	tore	torn	рвать, отрывать
tell	told	told	рассказывать
think	thought	thought	думать, мыслить, размышлять
throw	threw	thrown	бросать, кидать, метать
understand	understood	understood	понимать, постигать
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить (одежду)
win	won	won	победить, выиграть
write	wrote	written	писать, записывать

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ЭЛЕКТРОННЫХ НОСИТЕЛЯХ**