

UNIT 4 LET'S CHANGE OUR SCHOOLS

workbook

Lesson 10 Looking at Other Schools

1. Vocabulary

- 1.1** Find the words below in the text (S's book, p. 66). Then use them to complete the sentences.

discipline involve fortune elect
grateful experiment extracurricular



- It would be a good idea to everybody in the project.
- The student body will get together on Thursday to a new president.
- The students were for the new computer lab they got.
- There is a variety of activities in our school from fencing and tae-kwon-do to drama and painting.
- Are you for or against strict in schools?
- They spent a on new technological equipment for the school.
- They are going to with new methods of assessment in secondary education.

- 1.2** The prefixes **over-** (too much) and **under-** (less) can be used with certain verbs or adjectives to change their meaning. What do 'underestimate' and 'overcrowded' mean in the text on p. 66? Complete the sentences with a suitable word from the boxes in the right form.

- A: I paid 150€ for my school books.
B: I think they you! I paid only 100€.
- A: The teacher said John could do better than he's doing.
B: He this term. He's getting lots of Cs.
- A: I think I should put the biscuits back in the oven.
B: You're right. They're
- A: I don't think he can do the job. It's too demanding for him.
B: Yes. They his abilities.
- A: I think rescue workers should get higher salaries.
B: Yes. You're right. They're ridiculously, especially as the work is so dangerous.
- A: All the snacks look delicious. I'll try one of each.
B: Don't it. You'll get sick.
- A: I avoid going shopping in the city centre.
B: So do I. It's, especially on Saturdays.

over-

crowded
estimate
charge
react
do

under-

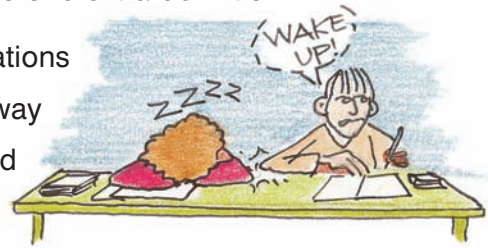
estimate
achieve
done
paid
charge



LESSON 10 • LOOKING AT OTHER SCHOOLS

1.3 Match the expressions below with their definitions. There is one extra definition.

- | | | |
|-----------------------|--------------------------|---|
| 1. to break a record | <input type="checkbox"/> | a. to go against the regulations |
| 2. to break the ice | <input type="checkbox"/> | b. to behave in an illegal way |
| 3. to break a rule | <input type="checkbox"/> | c. to go back on your word |
| 4. to break a habit | <input type="checkbox"/> | d. to say something bad |
| 5. to break the news | <input type="checkbox"/> | e. to perform better than anyone else, esp. in sports |
| 6. to break the law | <input type="checkbox"/> | f. to stop doing something annoying |
| 7. to break a promise | <input type="checkbox"/> | g. to tell somebody something unpleasant in a gentle way |
| | <input type="checkbox"/> | h. to make people who have never met before feel more relaxed |



1.4 The expressions with 'break' in 1.3 have been used incorrectly in the sentences below. Write the correct expressions in the blanks.

1. People who **break a record** go to prison!
2. Try to **break a promise** to Susie gently. She will be furious!
3. Athletes who **break a rule** win medals and become famous.
4. If you **break a habit**, your friends won't believe you any more.
5. Every time you **break the ice** in school, the teacher gets upset.
6. If you're trying to **break the law**, you're trying to stop doing it.
7. At the beginning of the school year, our teachers often use activities to **break the news**.
.....

1.5 Circle the appropriate word. Use your dictionary if necessary.

1. Everyone respects the **headmaster** / **professor** of the secondary school. He has been running the school successfully for years.
2. Her 4-year-old son has just started **primary** / **nursery** school.
3. I go to a private school. My parents have to pay **scholarships** / **fees**.
4. She has a **degree** / **certificate** in Physics from Oxford University.
5. Unfortunately, I failed the test and now I have to **pass** / **take** it again.
6. In England there are **boarding** / **private** schools.
Students go home only during the holidays.
7. Although he was ill, he **attended** / **missed** all his classes today. He's really hard-working.
8. He's doing **research** / **a lesson** on a new scientific method at the University of Athens.



1.6 Complete the missing words.

A Cultural Melting Pot



Hillhead High School in Glasgow is a special school. Pupils come from 35 different (1) **c**..... and speak 30 different (2) **l**..... . More than 80 activities are offered on Friday afternoons throughout the term. Hillhead also offers a wide (3) **v**..... of extracurricular activities – sports from rugby and football to skiing, and a broad range of musical activities. There's a jazz (4) **b**....., guitar lessons and an orchestra. The school has international links, and (5) **f**..... students from all over the world study there. There is also a great deal of (6) **c**..... work done with more than £50,000 raised for 'Children in Need' over a ten-year period.

2.  Language Focus

2.1 Below is a dialogue between two teenagers, Nick from Greece and Eric from England. In part A, read Eric's answers and write Nick's questions. In part B, fill in the blanks with an appropriate modal verb.



Part A

N: (1)
.....?

E: Well, I suppose not very different from yours. School starts at 8:55 with registration. Then we go to assembly where we pray. Lessons begin at 9:20 and end at 3:15.

N: (2)?

E: We study English, Mathematics, Science, Design and Technology, IT, History, Geography, Modern Foreign Languages, Art, Music and PE.

N: (3)?

E: Summer holidays last six weeks; both winter and spring holidays last two weeks.

LESSON 10 • LOOKING AT OTHER SCHOOLS

Part B

N: Do you have to wear a uniform?

E: Yes. In most schools in England children (1) wear a school uniform. Boys usually wear grey or black trousers, a white shirt and a jumper or sweater with the school logo on it. In our school, we (2) (not) wear a school tie. Girls wear the same outfit as the boys or they can wear skirts.



N: What different types of schools do you have in England?

E: There are state schools financed by public funds, which means that the parents (3) pay. Ninety percent of the children in England and Wales attend a state school. There are also private schools. These are also called public schools in England! Funny, isn't it? Parents (4) pay fees for their children to attend these schools. There are primary and secondary schools. Children may stay on at school until the age of eighteen in order to pursue further studies; however, this is not compulsory. Pupils who stay on at school from the ages of sixteen to eighteen in England, (5) take the Advanced (A) level examination, which is traditionally required to get into university.

2.2 Use some of the types of schools in the box to complete the sentences.



Educational System in Great Britain

	AGE
• nursery school	3-5
• primary school	5-11
• secondary school	11-16
• 6 th form	16-18
• university	18-21



Types of schools

- **state school:** run by the state, you don't pay fees.
- **private school:** also known as 'public'; run by individuals, you pay fees.
- **boarding school:** private school where students live in rooms on the school campus.

1. I can't afford to send my children to a school.
2. My English friends don't go to a public school. They go to a school.
3. When you are thirteen years old, you go to school.
4. When she left school, she went to and studied medicine.
5. My sister is seven. She goes to school and her favourite subject is Art.



2.3 Read the list of **DOs** and **DON'Ts**.

DOs and DON'Ts in England

- ➔ **Do stand in line:** In England people like to form orderly queues and wait patiently for their turn.
- ➔ **Do say "Excuse Me":** If someone is blocking your way and you would like them to move, say "excuse me" and they will move out of your way.
- ➔ **Do say "Please" and "Thank you":** It is very good manners to say "please" and "thank you". It is considered rude if you don't.
- ➔ **Do cover your mouth:** When yawning or coughing, always cover your mouth with your hand.
- ➔ **Do shake hands:** When you are first introduced to someone, shake their right hand with your right hand.
- ➔ **Do say "sorry":** If you accidentally bump into someone, say "sorry". They probably will too, even if it was your fault!
- ➔ **Do not stare at anyone in public:** Privacy is highly regarded.
- ➔ **Do not ask personal questions:** Do not ask questions such as "How much money do you earn?", "How much do you weigh?" or "Why aren't you married?"

It's up to you p. 136



Work with a partner. Make a list of similar ideas for your country using **must**, **should**, **mustn't**, **shouldn't**, **have to**, **don't have to**.

e.g. *You should give up your seat on the bus to elderly people.*

.....

.....

.....

.....

.....

.....

.....

.....

3. In a Summer School

3.1 Many students from all over the world spend their summer holidays in European colleges in order to improve the foreign language they are learning. What kind of activities do you think they do there?

3.2 This is the programme for the first week in a Summer School in England. When Jill Stone, the school director, printed the programme she hadn't arranged all the activities. Listen to her and complete the programme.

useful tip

Before you listen, read the notes to see which activities are already mentioned. This will help you focus on the information you need while listening.



Summer School Junior Programme			
1st week	Morning	Afternoon	Evening
Monday	Placement Test	(1)	Welcome Disco
Tuesday	(2)	Visit to Hertford	Barbecue and (3)
Wednesday	Sports	Lessons and (4)	Talent Show in the theatre Time: (5)
Thursday	Full day trip to (6)	X	(7)
Friday	Lessons	Sports or Arts and Crafts	International Evening
Saturday	Lessons	(8)	(9) Show
Sunday	(10)	X	Sports Tournament finals

3.3 How do you think the above programme helps the students improve the foreign language they are learning? How does it help them become fitter? How does it help them discover new things about themselves and the world around them?



Lesson 11 Schools Change through Time

1. Vocabulary

1.1 Find the words from list A in the advertisement (S's book, p. 72) and match them with their meanings in list B.

A		B
1. motivate		a. represented in electrical signals
2. reduce		b. new and original
3. digital		c. make someone want to do something
4. display		d. allowing a two-way transfer of information
5. innovative		e. make less
6. interactive		f. show

1.2 Put the following words in opposite pairs.

motivating disciplined boring relaxed demanding chaotic

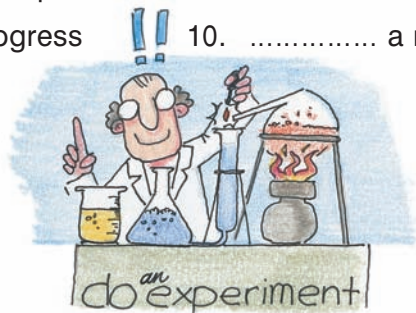
motivating # disciplined # relaxed #

1.3 Complete the sentences with a suitable word from 1.2 above.

- Everybody in the class participates in the history lessons. They are so
- I'm not interested in playing computer games. I think they are
- There is a atmosphere in our art lessons. We feel happy and comfortable.
- Some subjects need more work than others; they are more
- The headmaster became upset because the situation in the classroom got
- My father often tells me that during his school days students were very

1.4 **Make** or **Do**? Choose and complete.

- a test
- noise
- an effort
- an experiment
- progress
- homework
- a project
- harm
- a course
- a mistake



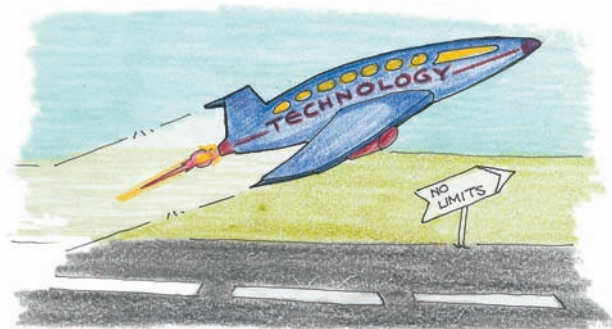
LESSON 11 • SCHOOLS CHANGE THROUGH TIME

1.5 Replace the words in bold with a suitable expression from 1.4 in the right form.

1. She's **improving** /
How many German lessons has she had?
2. **Be quiet** / and concentrate. You have to finish the activity in a few minutes.
3. I'm going to **write my composition** / for school tomorrow.
4. Getting involved at this stage of the project will **be damaging** /
5. Helen is **studying hard** / to improve her report.
6. **You're wrong** / again! Be careful!



1.6 Read the sentences and then match the phrasal verbs with their meanings.



1. The new technological era has **taken off**.
2. John's very tall. He **takes after** his father.
3. It was an interesting lecture but there was just too much to **take in**.
4. I think I will **take up** cycling. I need the exercise.
5. Who will **take over** Mr. Simpson's class when he leaves next week?

1. to take off		a. to understand
2. to take after		b. to get control of
3. to take in		c. to have sudden success
4. to take up		d. to start doing an activity
5. to take over		e. to resemble, to look like

1.7 What does 'take off' mean in the following sentences?

1. The plane takes off in half an hour. Hurry up!
.....
2. He took off in the middle of the night. We were all very worried.
3. Her singing career has just taken off.
.....
4. You can take off your jacket. It's quite warm.
.....



LESSON 11 • SCHOOLS CHANGE THROUGH TIME

workbook

1.8 Which of the jobs in the box below do you think would suit the people described in the sentences? More than one jobs can be suitable.

doctor, accountant, engineer, software designer, musician, electrician, social worker, mechanic, journalist, bank clerk, actor, nurse, scientist, architect, computer programmer

1. I like dealing with people and offering my help. I'm very patient.



2. I'm keen on finding things out. I enjoy looking up information or doing experiments.

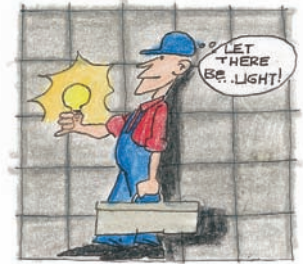
3. I'm interested in new technological advances. I can spend hours in front of a computer.

4. I love reading books and writing articles for newspapers and magazines.

5. I enjoy doing things with my hands and I'm very good at repairing or constructing things.

6. I'm interested in all forms of art and I am creative.

7. I like finding solutions and organising things.



1.9 Complete the conversation below with suitable questions.

- (1)
- I'm a doctor.
- (2)
- I work at the local hospital.
- (3)
- I examine and treat sick people.
- (4)
- I get about 4 weeks a year.
- (5)
- Yes, of course I do. I work night shifts twice a week and some days I don't even go home.
- (6)
- I get a tremendous feeling of satisfaction knowing that I'm helping people.



1.10 Choose another job from the ones in 1.8 and act out a similar dialogue.

2. Language Focus



2.1 Rewrite the sentences using the words in brackets.

1. Perhaps they are in the chemistry lab. (may)
.....
2. It's possible that our school will get new software. (might)
.....
3. It's possible that we will get a new library in our school. (could)
.....
4. Perhaps I won't attend the history class today. (may)
.....
5. I think the professor isn't in the office. (might)
.....

2.2 Underline the modals in the sentences below and identify their use.

making a request, asking for permission, expressing possibility, expressing lack of necessity, expressing prohibition, expressing obligation / necessity, describing ability, giving advice

1. Can you talk louder, please? I can't hear you. /
2. I may be late. Don't wait for me.
3. You must leave at once if you don't want to miss the lecture.
4. We don't have to study during the weekend.
5. You mustn't talk during the exams.
6. May I come in?
7. You should tell your parents.
8. She could read and write at the age of 3.



2.3 Read the situations below and respond to each one using an appropriate modal verb.

- e.g. You want your friend to help you with your project.
Can you help me finish my project?
You have just finished eating dinner and want to leave the table. Ask for permission.
May I leave, now?

1. You advise your friend to join the art club. Perhaps he / she will find it interesting.
2. You want to have a short break after the test. Ask your teacher.
3. Tell your friend that students are expected to be on time for classes.
4. You are not allowed to use mobile phones in the classroom.
5. It is possible that you'll organise a bazaar for charity reasons.
6. You want to ask your teacher a question.
7. It's not necessary for you to help with the chores today.
8. It was necessary to send e-mails to all your friends.



3. Speaking

- 3.1** Read the following job advertisement and decide which of the statements below are True (T) or False (F).

Summer Camp Group Leader

Take the opportunity to spend a great two-month holiday and earn money. Be a group leader at Halkidiki's International Summer Camp for youngsters aged 9 –13. Each leader will be responsible for 20 children.

Requirements: knowledge of English, experience in sports and group activities, organisational skills, patience, kindness, and prior experience.

Contact us at: 2620055524

	T	F
1. The job is permanent.		
2. You will be responsible for the camp.		
3. The children will be from the same country.		
4. You need previous experience.		
5. You must be able to do sports.		



- 3.2** What qualities would be useful for the job?

- 3.3** Work in pairs. One of you is the interviewer and the other one is the applicant. Read your role cards and act out the interview.

Student A

You are the interviewer.

- Ask about personal details: name, age, etc.
- Ask about qualifications / skills for the job.
- Ask about interests / hobbies.
- Ask about any previous experience.
- Ask the applicant why s/he thinks s/he is suitable for the job.
- Explain job requirements.

Student B

- You are applying for the job.
- Try to persuade the interviewer that you are the right person for the job.
- Answer the interviewer's questions.
- Talk about your qualifications.
- Ask about responsibilities and salary.



4. **Everyday English:** ASKING FOR, GIVING and REFUSING PERMISSION

4.1 Match the questions with the answers.

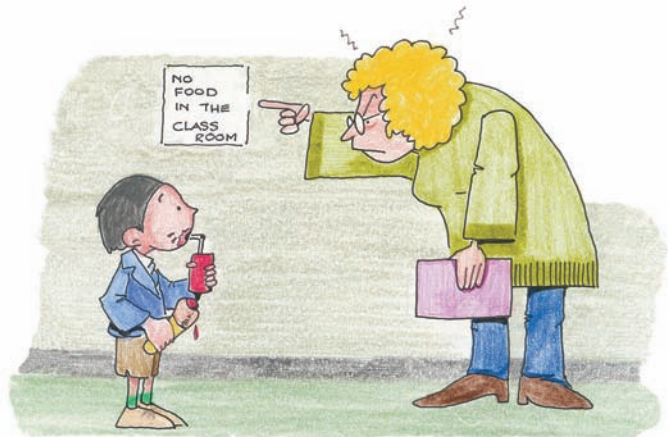
1. Can I use your laptop?	a. Yes, of course. I'll give you a 15-minute break.
2. Could we have a break after the test?	b. Yes, certainly. What do you want to know?
3. May I ask you a question?	c. Yes, that's fine but don't be late.
4. Is it all right if I leave the class early?	d. No, I'm afraid not. You can leave when the bell rings.
5. Is it OK if I go to the gym after school?	e. Yes, go ahead. I don't need it right now.
6. Can I bring my sandwich to the library?	f. No, I'm sorry. I have to study for the history test.
7. Could I borrow your history book?	g. Of course not. Eating is not allowed there.

4.2 Work in pairs. Use the prompts below and the expressions above to act out short dialogues.

e.g. *Use your phone (Yes)*

Can I use your phone? Yes, certainly.

1. borrow your CD player (Yes)
2. invite friends for the weekend (No)
3. use your e-mail (Yes)
4. bring food to the classroom (No)
5. go swimming after school (No)
6. sit at your table (Yes)



4.3 Work in pairs and read the role cards below. One of you will be the student and the other will be the teacher. Act out the dialogue.

Student A

- Your school is having a bazaar for charity purposes. You belong to the **student committee** which is in charge. You need to ask for permission concerning the date, the activities and the items to be sold at the bazaar.

Student B

- Your school is having a bazaar for charity purposes. You belong to the **teacher committee** who will help with the organisation. You can give or refuse permission to what the students will ask you. You can also make suggestions.

Lesson 12 Change: An Ongoing Process

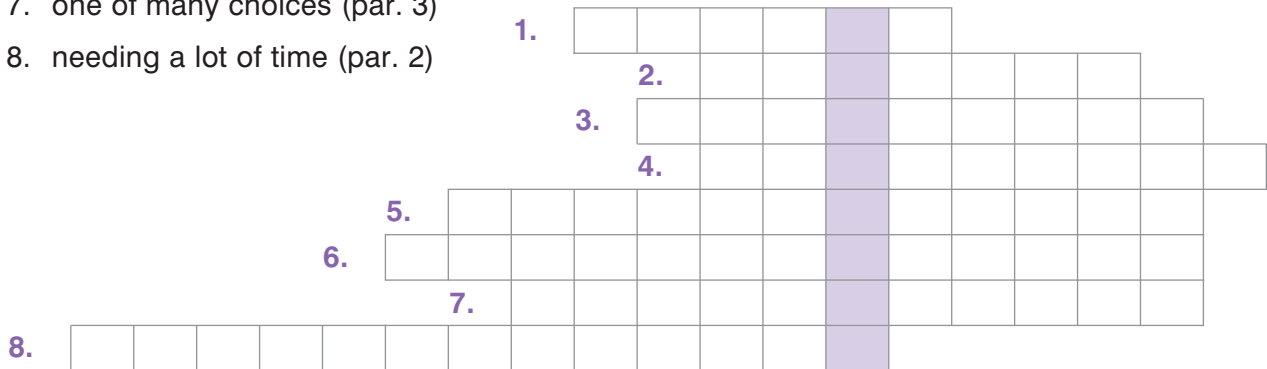
1. Vocabulary

1.1

Puzzle it out!

Find words from the text (S's book, p. 77) that mean the same as the words or phrases below and complete the puzzle to find the word in the purple boxes.

1. a system of writing (par. 1)
2. something formed by cutting away material from wood or stone (par. 1)
3. calculated (par. 1)
4. changed (par. 2)
5. usual, traditional (par. 3)
6. make a change in (par. 3)
7. one of many choices (par. 3)
8. needing a lot of time (par. 2)



1.2 Use a suitable word from the puzzle to complete the sentences.



1. The journey is to take a week.
2. I bought a very nice wood of a horse in that shop.
3. The book was written in Arabic
4. After the public protests, the government had no but to change the law.
5. Although this project is, we have to do it. So, let's get started.
6. It is certain that her discoveries will Physics.
7. They only use medicine. They avoid new methods.
8. They the old building into offices.

LESSON 12 • CHANGE: AN ONGOING PROCESS

1.3 Change the underlined words / phrases in the sentences below with words from the text (S's book, p. 77).

Paragraph 1

1. New inventions and discoveries help mankind go forward in all fields of science.
2. Before writing was invented, news did not travel widely around the world.



Paragraph 2

3. If something is not built with strong materials, it may break quickly.
4. When you want to do something well, you must take your time and not do it quickly.

Paragraph 3

5. This new CD can be seen on a conventional TV or on your computer.
6. Man is restless and curious. This means that mankind will surely continue to make progress.

1.4 The suffix **-able** is used to form adjectives from verbs or nouns. It often has the meaning 'can be done'. There are 3 adjectives in the text on p. 77 ending in -able. Match them with their meanings and use them to write sentences.



1. movable	a. likely to last for a long time
2. durable	b. something we cannot imagine happening
3. unthinkable	c. that can be moved

1.
2.
3.

1.5 Use the suffixes **-able**, **-al**, and **-ive** to form adjectives from the verbs or nouns below.

- | | | |
|------------|---------------|---------------|
| 1. change | 6. enjoy | 11. rely |
| 2. expense | 7. create | 12. tradition |
| 3. attract | 8. convention | 13. industry |
| 4. suit | 9. break | 14. invention |
| 5. accept | 10. admire | 15. politics |

LESSON 12 • CHANGE: AN ONGOING PROCESS

1.6 Now use some of the adjectives from 1.5 to complete the sentences.

- The weather was last summer. One day it rained, the other it was hot.
- He's a(n) artist. He's not prepared to try anything new.
- She's a(n) girl. You can trust her.
- He's very, always dreaming up new gadgets for the home.
- Thank you for a(n) evening. We had a great time!
- Hold the camera carefully. It's
- He lives in a(n) area where there is a lot of smog.
- The school uses a combination of modern and methods for teaching reading and writing.



2. Language Focus

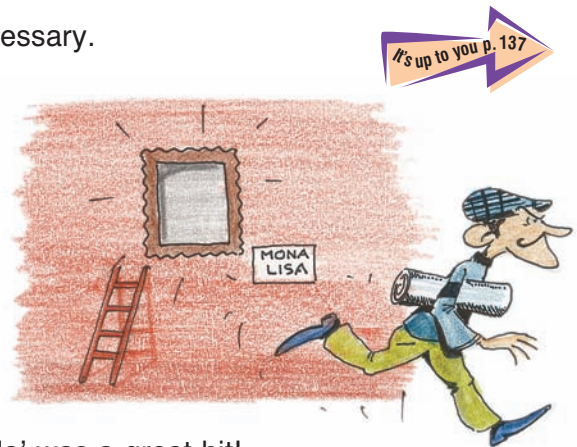
2.1 Match the names of the people below with their achievements and make sentences as in the example.

1. Steven Spielberg		a. had composed 3 symphonies by the age of 11.
2. Leonardo da Vinci		b. invented printing for blind people in 1829.
3. Wolfgang Amadeus Mozart		c. received the Nobel prize in Literature.
4. Roald Dahl	1	d. directed the film 'Jurassic Park'.
5. Ferdinand Magellan		e. sketched the first flying machine.
6. Seferis and Elytis		f. wrote "Charlie and the Chocolate Factory".
7. Louis Braille		g. sailed around the world first.

e.g. Steven Spielberg is the man who directed the film 'Jurassic Park'.

2.2 Complete with an appropriate relative pronoun if necessary.

- The film I saw was boring.
- Where is the book I lent you?
- Peruggia is the name of the man stole the Mona Lisa.
- The lecturer I talked to is my uncle.
- My best friend goes to a school has lots of sports facilities.
- Danny Devito is the director film 'Matilda' was a great hit!
- These are the writers made presentations of their books on TV last week.
- This is the college a debate competition takes place every year.



LESSON 12 • CHANGE: AN ONGOING PROCESS



2.3 Six of the following sentences each contain one mistake. Can you correct them? Put a tick next to the correct ones.

1. This is a special dog who helps blind people.
2. Thomas Edison was the man which invented the phonograph.
3. This is the student whose bag was stolen.
4. This is the man that I saw on TV last night.
5. This is the book which reviews are excellent.
6. The Brothers Grimm are the men which stories are very famous.
7. They wrote fairy tales where everyone knows and loves.
8. The man which is responsible for cleaning the school yard is sick today.

2.4 Join the sentences below using an appropriate relative word. Make any changes if necessary.

e.g. I saw the article. Your professor wrote it.

I saw the article (which) your professor wrote.

1. The students wrote short stories. They participated in a writing competition.
.....
2. Jenny found a CD player. Someone had left it on the bus.
.....
3. I've lost a book. Its cover is black and white.
.....
4. It was the day of the exams. We had a quarrel then.
.....
5. We visited a new school. Many foreign students go there.
.....
6. I have a new friend. His father is a famous writer.
.....



3. U^A Pronunciation

3.1 Listen to the words and tick the right column.

Listen again and repeat.

	/ɒ/	/ʌ/	/ɔ:/
plot	✓		
cover			
form			
modern			
more			
other			
ordinary			
often			

3.2 Circle the odd pronunciation out.

- | | | |
|-------------|---------|----------|
| 1. discover | love | clock |
| 2. stop | mother | model |
| 3. nothing | complex | positive |
| 4. none | some | story |
| 5. morning | worn | won |
| 6. war | month | money |

3.3 Listen to check your answers.

3.4 Listen again and repeat.

UNIT 5 THE ARTS!

workbook

Lesson 13 Quite an Art!

1. Vocabulary



It's up to you p. 138

1.1 Match the words from the text in 3.1 (S's book, pp. 85-86) with the definitions below.

1. a war between two sides in the same country:
2. to make known:
3. the killing of large numbers of people:
4. somebody who personally sees what happened:
5. shocked:
6. a large painting on a wall:

1.2 Underline the following words in the text (S's book, p. 86). Then use them to fill in the blanks below.

chaos crammed suffering experience
interpret depicts criticised immense

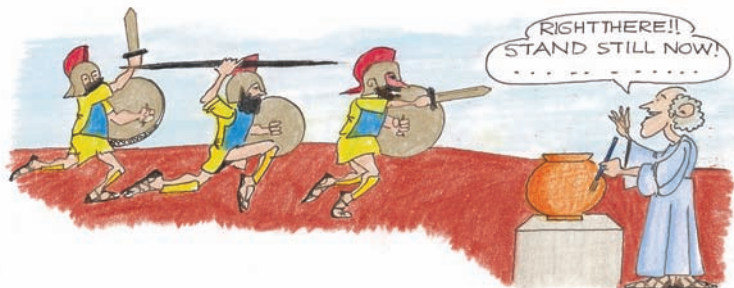
1. There is an exhibition of paintings which show the of people in war.
2. Everything we affects our personality.
3. The museum was in a state of when the burglars left.
4. Lots of people were in the gallery to admire the new collection.
5. They the film for being too violent.
6. This mural historic scenes from the previous century.
7. The students find it difficult to the symbolism of the poem.
8. Wars cause pain and grief to everyone.



1.3 Use the words from the box to fill in the blanks in the texts. There is an extra word you do not need to use.

sculptures mixture decorate drawings marble
murals painted landscapes materials

It's up to you p. 138



useful tip
 Read the texts quickly to get the main idea. Read again and choose a word for each gap focusing on the words before and after the gap. Read the completed texts again to make sure they make sense.

Ancient art

How do we learn about ancient people? We learn about them through their drawings, their paintings, their sculptures and their buildings. Art is a window into ancient people's lives.

Thousands of years ago, the ancient Greeks made statues, paintings, pottery, jewellery and sculptures. They made beautiful vases, "amphoras", with two handles and a red background with black (1) all over its surface. They also made wall paintings with beautiful colours. To make black coloured paint, they used soot. Green came from green soil, blue was a (2) of copper and glass, and purple was made from special seashells.



White was made from chalk. Brown, red, and yellow were made from rocks, clay, and soil. The ancient Greeks used many (3) in their artwork. Gold, stones, and glass were used in mosaics. Small Greek statues were made of terracotta. Larger statues were made of stone, bronze, or (4)



The ancient Japanese created many art forms, and drawing was one of them. Many people wrote poetry on beautifully-drawn scrolls made of paper. Poets used calligraphy or decorative writing as an art form. Japanese artists also made many (5) Most of them were made of wood and then (6) in gold. A lot of paintings had

beautiful backgrounds of mountains and valleys with streams and rivers flowing towards waterfalls, while others had backgrounds that were plain white.

Ancient Chinese art was influenced by religions, which stressed love for nature. The subjects they liked to paint were birds, flowers, and (7) from the countryside. Chinese art came in many different forms such as



painting, folk art, silk, calligraphy, pottery, sculpture, metal arts and paper-cuts. The Chinese invented paper, which was very important for paper-cuts. People would hang them up to (8) windows, houses, clothes and even ladies' hair.



1.4



Look through the texts above and underline all the materials people used in their artwork. Explain what the words mean.



2. Language Focus

2.1 Make sentences using the Simple Present passive.



1. Yellow and red (mix) to make orange.
2. Bright colours (use) to express happiness.
3. Brushes (clean) with a special liquid.
4. Water paints (dissolve) in water.
5. Famous paintings (often / steal).
6. A great artist (admire) for his talent.
7. Egg (use) to paint religious icons.

2.2 Use the passive voice to write full sentences from the prompts below.



1. Valuable paintings / keep / in museums.

.....

2. Works of art / buy / at auctions.

.....

3. Museums / guard / by security guards.

.....

4. An old painting / often / examine / by specialists.

.....

5. Famous paintings and sculptures / often / copy / by other artists.

.....

6. The Prado Museum / visit / by thousands every year.

.....

7. The Louvre / clean / and / lock / every evening.

.....

8. Visitors / admit / to some museums / after a fare / pay. (2 passives)

.....

9. Sometimes works of art / steal / from museums / and / never / find. (2 passives)

.....

10. Tours / organise / by guides / in some museums. Visitors / inform / about the exhibits / and lead / through the whole museum. (3 passives)

.....

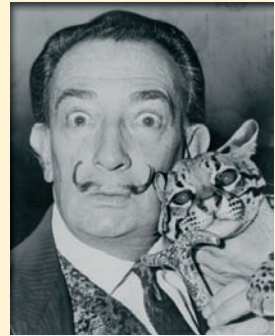
.....



3. Artists and their Styles

3.1 Read the biographies of the artists below and complete the missing words.

Salvador Dali was born in Spain in 1904. When he (1) a child, he exhibited strange behaviour and often interrupted his class in school. As he got older, he started to paint pictures (2) came from his dreams. His dreams and his paintings were scary and unreal. Dali (3) to art school in Madrid, but he was expelled and never graduated. He even spent time in jail. However, he continued to paint, and his art style became known (4) Surrealism. Salvador Dali drew everyday items, but changed them in odd ways. For example, one of his paintings is of melting clocks. Before he died at the age of 85 in 1989, Dali (5) created works in film, ballet, opera, fashion, jewellery, and advertising illustrations.



Leonardo Da Vinci was born in (6) Italian town called Vinci in 1452. He lived in a time period called the Renaissance, (7) everyone was interested in art. Even though Da Vinci was a great artist, he became famous because of all the other things he (8) do. He was a sculptor, a scientist, an inventor, an architect, a musician, and a mathematician. When he was twenty, he helped his teacher finish a painting (9) 'The Baptism of Christ'. When he was thirty, he moved to Milan. That is where he painted most (10) his pictures. Da Vinci's paintings were done in the Realist style.

El Greco (1541–1614) was a painter, sculptor, and architect of the Spanish Renaissance. He usually signed his paintings in Greek letters (11) his full name, Doménicos Theotokopoulos. He was born in Crete, (12) was at that time part of the Republic of Venice and the centre of Post-Byzantine art. (13) the age of 26, he travelled to Venice, as (14) Greek artists had done. In 1570, he moved to Rome, (15) he opened a workshop and created a series of works. In 1577, he moved to Toledo, Spain, where he lived and worked (16) his death. El Greco led the way to the development of Expressionism and Cubism. His personality and works were a source of inspiration (17) poets and writers such as Rainer Maria Rilke and Nikos Kazantzakis.



LESSON 13 • QUITE AN ART!

3.2 Read the biographies again and decide if the following statements are True (T) or False (F).

	T	F
1. Dali was known for his antisocial behaviour.		
2. Dali drew ordinary items exactly as he saw them.		
3. Da Vinci was named after his birthplace.		
4. Da Vinci had many different skills.		
5. El Greco opened his workshop in Venice.		
6. El Greco was born and died in Crete.		

4. Everyday English: ASKING FOR AN OPINION / GIVING AN OPINION

4.1 Match the questions with the answers.



1. What do you think of the new museum?

2. What's your opinion of his latest paintings?

3. What's your view on people keeping famous works of art at home?

4. How do you feel about graffiti?

a. Personally, I feel that graffiti makes a town look bad.

b. In my opinion, it's excellent. There are collections of many famous artists there.

c. I believe they're very good. Excellent, in fact.

d. I think it would be better if they were in museums for everyone to enjoy.

4.2 Work in pairs. Use the expressions above and the prompts below to ask for and give an opinion.

e.g. *What do you think of the new concert hall?*

Personally, I think it's superb. The best in the country!

- exhibition of works of the art students – not as good as last year
- the use of technology in art – excellent / give artists freedom
- the film on Van Gogh's life – fascinating / great actors
- contemporary art movements – difficult to understand
- the new art gallery – spectacular / used to be a factory



Lesson 14 It's Music



1. Vocabulary

1.1 Choose the right word from the box to complete the text.

instrument **metal** **materials**
sound **musicians** **drum**

You don't need money to make music. Percussion and vocal music can be free to produce. Just use what's around you: wood, plastic, glass, (1) Turn a plastic bin upside down, hit it with your palms and you've got the (2) of an African (3) Fill glass bottles with water and you've got bells. Take two empty tins, fill them with dried beans, tape them together and you've got a Latin-American (4), the shaker. Some (5) have had successful careers from using unusual (6) to make music.

1.2 Write the musical instruments under the right category.



violin **viola** **recorder** **cello** **clarinet**
flute **drums** **trumpet** **harp** **tambourine**
piano **bagpipes** **castanets** **gong**
xylophone **tuba** **triangle** **harmonica**

wind	stringed	percussion
.....
.....
.....
.....
.....
.....
.....

1.3 What do you call the people who play the following instruments?

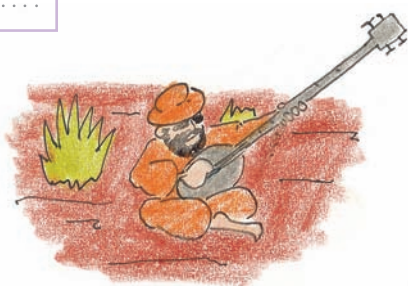
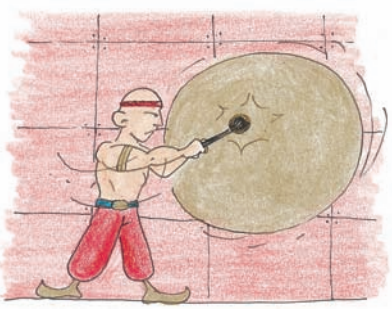
- 1. piano
- 2. violin
- 3. saxophone
- 4. cello
- 5. guitar
- 6. flute



LESSON 14 • IT'S MUSIC TO MY EARS

1.4 Complete the 'music' diagram with words from the box. Can you add any more areas or words that you know?

band jazz classical guitar orchestra choir trumpeter songwriter composer
 folk harmony note rock tune melody rhythm lyrics drummer conductor
 audience saxophone perform bells rehearse mandolin compose record (n/v)



1.5 How much do you know about music? Tick True (T) or False (F). Can you correct the sentences that are False?

	T	F
1. There are two composers named Strauss.		
2. Wagner and Verdi were born in the same year.		
3. Beethoven was almost deaf when he wrote some of his masterpieces.		
4. Mozart composed his first piece of music at the age of 15.		
5. People who were taught music in their childhood have a better memory.		
6. Composers are not influenced by their native language.		
7. When shopping, people's choices are influenced by background music.		



2. Language Focus

2.1 Read what happens at the Music Awards ceremony every year. Complete the gaps with the appropriate form of the verb as in the example.

Two months before the ceremony, the presenters (0) are chosen (choose) and rehearsals begin. E-mails (1) (send) to music companies, singers and composers all over the country. The invitations (2) (write) and (3) (give) to all celebrities. The date of the festival (4) (announced) on TV.

Tickets (5) (sell) to the public one month before. On the day of the occasion, everything is well-organised. Awards (6) (give) to the best songs and performers. The work of new groups (7) (present) and old singers (8) (award) special prizes.



LESSON 14 • IT'S MUSIC TO MY EARS

2.2 What happened at last year's Music Awards ceremony? Use the prompts to make sentences in the passive voice.

1. It / hold / in Stewart Music Hall.
.....
2. Short speeches / give / celebrities.
.....
3. The winners / announce / young musicians.
.....
4. A film on / History of European Music / show.
.....
5. British singers / invite / to sing.
.....
6. The audience / amaze / dance show.
.....
7. Money / raise / for homeless people / the celebrities.
.....



2.3 Live 8 was a concert which was simultaneously held in 8 different countries for the same purpose. Complete the gaps with an appropriate form of the verbs in brackets in the active or passive voice to learn more about the concert.

United by Music

More than a million people (1) (gather) in cities across the world on July 2nd, 2005, for "Live 8", the biggest music concert ever held, to pressure rich nations to do more for the poor. "Live 8" coordinator, Bob Geldof, (2) (urge) 200,000 fans in London's Hyde Park to demand "No More Excuses". He (3) (join) by Paul McCartney, who opened the London concert with Bono, Madonna, Elton John, and Pink Floyd.



Twenty years ago, "Live Aid", another big concert, (4) (also / organise) by Bob Geldof. More than 100 million dollars (5) (raise) for Ethiopian famine victims. The aim of "Live 8" (6) (be) to change the world we live in. Two billion people (7) (watch) the concerts.



U2's lead singer, Bono, sent a message: "We (8) (not / ask) you to put your hand in your pocket, but to put your fists in the air".

3. Song and Music

- 3.1** Read the song and try to fill in each gap with a suitable word.
What do you think the title of the song is?



.....

Are those (1) in your eyes?
Make you feel you can cope no more?

When it all just gets too (2)

Let me wipe (3) your tears
You know you can (4) on me.

No one can tell you who you should be.

We are all the (5) and yet unique
Never be ashamed of (6) you are.

- Just be true to you.
-
- You are precious
- There's only (7) of you
- So stand tall
- Be proud
- Just be (8) to you.
-
- And I'll always be there
- I'll always be there for you.
-



- 3.2** Now listen to the song and check your answers.

- 3.3** Listen to some pieces of music from well-known films and number them in the order you hear them. The first one has been done for you.

- | | | | |
|-------------------------------------|--|--------------------------|---|
| <input type="checkbox"/> | a. Star Wars | <input type="checkbox"/> | f. Lara Croft: Tomb Raider |
| <input type="checkbox"/> | b. Titanic | <input type="checkbox"/> | g. Harry Potter and the Chamber of Secrets |
| <input type="checkbox"/> | c. Fantasia | <input type="checkbox"/> | h. Gladiator |
| <input checked="" type="checkbox"/> | d. Billy Elliot | <input type="checkbox"/> | i. E.T. |
| <input type="checkbox"/> | e. Pirates of the Carribean: The
Curse of the Black Pearl | <input type="checkbox"/> | j. The Lord of the Rings:
The Fellowship of the Ring |

Which of these films have you seen? Do you like their music?



Lesson 15 Acting up!...

1. Making a Choice

1.1 Steven is a 13-year-old student who lives in London. It's his turn to decide which play his class is going to see this month.

Work in groups. Read the advertisements of performances in London's West End. If you were in his place, which performance would you choose for your class and why? Consider the following: the age of the students, the theme of the play, and how long the plays last.

1.2 Now can you help the people on the next page decide which play they should see?



It's up to you p. 139

THEATRE

THE MOUSETRAP. Mon-Sat 20.00; Sat 17.00; Tue 14.45 (2hrs 15 mins). St Martin's Theatre, West Street, WC2. ☎ (020) 7836 1443. © Leicester Square. Agatha Christie's captivating mystery, the longest-running play in the world, is 48 years old and still no-one has given away the ending.

CATS. Mon-Sat 19.30; Tue & Sat 15.00 (2hrs 40 mins). New London Theatre, Parker Street off Drury Lane, WC2. ☎ (020) 7404 4079. © Covent Garden. London's longest-running musical now in its 19th year. Andrew Lloyd Webber's charming, award-winning show is based on T.S. Eliot's 'Old Possum's Book of Practical Cats'. Exciting spectacle, plenty of dancing and fantastic costumes with all characters dressed as cats.

HAMLET. 6, 8, 25-28 July 19.30; 6, 8, 13, 19-21 July 14.00 (3hrs 20 mins). Shakespeare's Globe Theatre, 21 New Globe Walk, SE1. ☎ (020) 7401 9919. © Southwark. Artistic director of the Globe, Mark Rylance, stars as Hamlet. The Prince of Denmark returns home following his father's death and finds that his uncle has married his mother and taken the throne.

SPOT'S BIRTHDAY PARTY. Opens 26 July. Mon-Fri 11.00 & 14.30; Sat 10.30, 14.00 & 17.00. Lyric Hammersmith, King Street, W6. ☎ (020) 8741 2311. © Hammersmith. Steve the Monkey, Helen the Hippo and Tom the Crocodile all gather together to celebrate Spot's birthday.

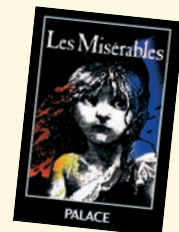
LES MISERABLES. Mon-Sat 19.30; Thu & Sat 14.30 (3hrs 15 mins). Palace Theatre, Cambridge Circus, W1. ☎ (020) 7434 0909. © Leicester Square. Highly-acclaimed musical adaptation of Victor Hugo's novel about love, passion, courage, set in the Paris uprising of 1832. It's an absorbing, emotional evening which follows the story of a small child abandoned by her mother – be prepared to cry!

THE PHANTOM OF THE OPERA. Mon-Sat 19.45; Wed & Sat 15.00 (2hrs 30 mins). Her Majesty's Theatre, Haymarket, SW1. ☎ (020) 7494 5412. © Picadilly Circus. Andrew Lloyd Webber's hugely popular musical about the masked Phantom who haunts the Paris Opera House and falls in love with the singer, Christine. Spectacular and tense with some memorable sets.

SINGIN' IN THE RAIN. Closes 20 July. Mon-Sat 19.15; Wed & Sat 14.00. Oliver Theatre, South Bank, SE1. ☎ (020) 7452 3000. © Waterloo. West Yorkshire Playhouse's revival of the stage version of the smash hit film from 1952. Set in 1930s Hollywood, Lina Lamont, a great star of the silent movies, is having problems making the transition to talkies, because of her truly dreadful voice.

STONES IN HIS POCKETS. Mon-Sat 19.30 ; Thu & Sat 15.30. New Ambassadors Theatre, West Street, WC2. ☎ (020) 7836 6111. © Leicester Square. Award-winning comedy examining what happens when a Hollywood film company arrives in a remote Irish village.

DISNEY'S THE LION KING. Mon-Sat 19.30; Wed & Sat 14.00 (2 hrs 45 mins). Lyceum Theatre, Wellington Street, WC2. ☎ 0870 243 9000. © Covent Garden. Book early for this hugely successful award-winning stage adaptation of Disney's animated film. The young lion cub, Samba, struggles to accept responsibilities of adulthood and his destined role as King. Superb costumes and special effects.



TIPS FOR THEATREGOERS

DISABLED ACCESS. Artsline ☎ (020) 7388 2227. London's information and advice service for disabled people on arts and entertainment.

HISTORY OF THEATRE & BACKSTAGE TOURS. Visit the **Theatre Museum** for the history of theatre and other performing arts, plus special exhibitions. For backstage tours contact **Theatre Royal, Drury Lane** ☎ (020) 7494 5456 and **The Royal National Theatre** ☎ (020) 7452 3400.

IF ENGLISH IS NOT YOUR FIRST LANGUAGE. A number of shows are particularly suitable for visitors for whom English is not a first language. These include many of the musicals, especially **Buddy, Cats, Disney's The Lion King, Fosse, The King & I, Mamma Mia!, Notre Dame de Paris, The Witches of Eastwick, Starlight Express** and most of the Family Shows.

From: "London Planner", British Tourist Authority, July 2000



I would like to see an amusing play.

1. Pamela Gilbert



I'm very fond of Shakespeare's plays.

2. Sally Smith

I want to go to the theatre, but I don't speak English very well.



4. Rubens Gonzales



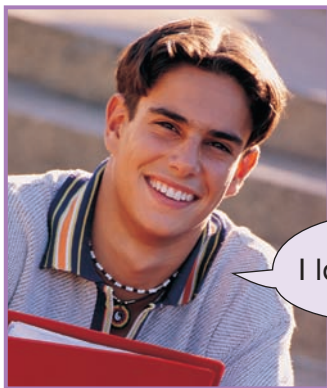
We want to take our 8-year-old daughter to the theatre.

3. The Taylors



6. Niki Gouros

I want to see a musical that has been a hit for many years.



I love mysteries.

5. Ben Russell

I'm very keen on musicals with a moving plot.



7. Tom Cutting

2. Vocabulary

2.1 Find all the adjectives that describe the following nouns in the leaflet in 1.2. Explain what they mean.



- comedy
- musical
- play
- mystery
- costumes
- show
- effects

useful tip

Learn adjectives and nouns that go together. This will help you use them correctly.

2.2 Match the words with their definitions.

1. stage	a. parts of a play
2. costumes	b. articles or comments that judge a play
3. set	c. set of actors in a play
4. acts	d. platform where the actors perform
5. reviews	e. scenery, furniture on the stage of the theatre
6. cast	f. clothes the actors wear



2.3 Choose an appropriate word from the box below to fill in the blanks.

costumes audience roles curtain lines director set critics leading seats reviews dressing applaud play stage



Putting on a (1) is not something easy. Everything has to be very well-organised. The actors must memorise their (2) and the (3) must make sure that everyone is in place. There are other actors who also know the roles by heart in case one of the (4) actors is ill. The furniture and all other props on the (5)

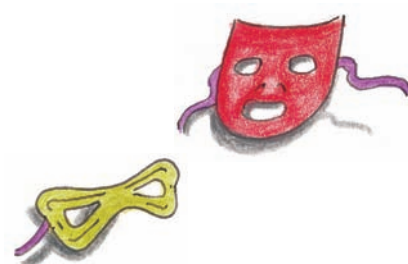


..... must be ready, too. The spectacular (6) are in the (7) room waiting to be worn and the (8) with tickets in hand wait to be shown to their (9) On the big night, the lights dim and the audience falls silent. The (10) goes up and the magic begins. The actors go out onto the (11) and say their (12) If they have done a good job, the audience will (13) them when the curtain goes down, and the newspaper (14) will write positive (15) about the play!

2.4 Find words and phrases in the text (S's book, p. 95) which mean:



1. a strong negative feeling
2. a formal dinner
3. in a mask
4. saw
5. bad luck
6. happiness
7. admitted
8. a feeling of having no hope



2.5 Match the phrasal verbs in the sentences with the definitions.

1. When does their new album **come out**?
2. The play wasn't a disaster. In fact, it **came off** very well.
3. We need to **come up with** new ideas to make the gallery known.
4. You must **come round** to the flat for dinner some time.
5. I **came across** a lovely little shop with handicrafts in the village.

- a. to visit
- b. to be successful
- c. to think of a plan, idea or solution
- d. to find, meet by chance
- e. to become available

2.6 Look at the dictionary entry for 'come round' and write the appropriate meaning for each of the sentences below.

1. He came round after the difficult operation.
2. I can't believe that winter has come round again.
3. I know that Mary doesn't like you borrowing her car, but she'll come round.
.....
4. Come round for lunch tomorrow. We'll have your favourite food.

come around or come round PHRASAL VERB

1 If someone **comes around** or **comes round** to your house, they call there to see you. *Beryl came round this morning to apologize... Quite a lot of people came round to the house.* VP VP to n

2 If you **come around** or **come round** to an idea, you eventually change your mind and accept it or agree with it. *It looks like they're coming around to our way of thinking... She will eventually come round.* VP to n VP

3 When something **comes around** or **comes round**, it happens as a regular or predictable event. *I hope still to be in the side when the World Cup comes around next year.* VP

4 When someone who is unconscious **comes around** or **comes round**, they recover consciousness. *When I came round I was on the kitchen floor.* VP =come to

come at PHRASAL VERB

If a person or animal **comes at** you, they move towards you in a threatening way and try to attack you. *He maintained that he was protecting himself from Mr Cox, who came at him with an axe.* VP n with n Also VP n

3. **U** **AS** Pronunciation

3.1 Listen to the words and tick the right column.

Listen again and repeat.

	/ə/	/eɪ/	/ɜ:/
theatre	✓		
lane			
world			
comedy			
return			
play			
daughter			
stage			

3.2 Circle the odd pronunciation out.

- | | | |
|--------------|----------|---------|
| 1. celebrate | rain | word |
| 2. version | portrait | early |
| 3. together | shirt | further |
| 4. superb | enter | moment |
| 5. work | first | take |
| 6. maintain | popular | instant |

3.3 Listen to check your answers.

3.4 Listen again and repeat.

4. **Language Focus**

4.1 Read the advertisement and use the information to fill in the text with the correct form of the verbs in the passive voice.

Planning Ahead



Epidaurus Festival:

- Euripides' **Orestes** – **August 10-11**; direction: National Theatre
- Euripides' **Bacchae** – **August 28-29**; direction: National Theatre
- Aristophanes' **Peace** by the State Theatre of Northern Greece – **August 22-23**.

Tickets available at the central box-office, tel: 801-3335000 and at the ancient Theatre of Epidaurus.

Performance times for all events: in August, 9:00 pm and in September, 8:30 pm
50% discount for children and students. Free programmes.

For more info, visit our website at www.hellenicfestival.gr

From: Athens News

provide perform find direct sell stage write

Three great ancient plays (1)
at the Epidaurus Theatre every summer.
This August, 'Orestes' and 'Bacchae', two
tragedies which (2) by
Euripides, (3) by the director of
the National Theatre. 'Peace', the superb
comedy by Aristophanes (4) by
the actors of the State Theatre of Northern
Greece. Tickets (5) at the
central box-office and at the theatre of
Epidaurus. Programmes (6)
free of charge. More information (7)
..... at www.hellenicfestival.gr



4.2 Are the sentences in the **active** (A) or **passive** voice (P)?

1. What art form do you find most interesting?
2. Technological developments are used in modern art.
3. Punk music was born in reaction to pop music.
4. The Tate Modern Gallery in London used to be a power station.
It was converted into a museum by Swiss architects.
5. How was this piece of music inspired?
6. A fire destroyed the theatre completely last year.
7. The performance takes place in the amphitheatre and consists of 5 scenes.
8. In my country, English films are either shown with subtitles or they are dubbed.



Tate Modern Gallery

LESSON 15 • ACTING UP!...

4.3 Complete the second sentence so that it has a similar meaning to the first sentence, making the necessary changes.

- 1. Many tourists visit the ancient theatre every year.
The ancient theatre every year.
- 2. The audience applauded the actors for 5 minutes.
The actors for 5 minutes.
- 3. The tickets for the musical were booked yesterday.
They yesterday.
- 4. New forms of art are created by young people.
Young people new forms of art.
- 5. The mayor will not open the new theatre next week.
The new theatre next week.
- 6. Shakespeare's heroes have been played by famous actors.
Famous actors Shakespeare's heroes.



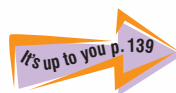
4.4 Rewrite the sentences in the passive voice.

- 1. Shakespeare wrote many plays and poems.
.....
- 2. They will use wind and stringed instruments in the concert.
.....
- 3. Do they play rock music in this club?
.....
- 4. We hold an art exhibition in our school every year.
.....
- 5. When did Picasso paint 'Guernica'?
.....
- 6. Dali did not make sculptures.
.....
- 7. They lit fireworks on the opening day of the museum.
.....
- 8. The students haven't rehearsed their roles yet.
.....



5. Speaking: MEDIATION

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and act out the dialogue.



ΠΕΡΗΦΑΝΙΑ ΚΑΙ ΠΡΟΚΑΤΑΛΗΨΗ ★★★ PRIDE AND PREJUDICE, 2005 (127')

Αγγλική ταινία σε σκηνοθεσία Τζο Ράιτ, με τους: Κίρα Νάιτλι, Ντόναλντ Σάδερλαντ, Μπρέντα Μπλέθιν, Τζούντι Ντεντς. Στην επαρχιακή Αγγλία του 19ου αιώνα, η ζωή της Λίζι Μπένετ και των τεσσάρων ανύπαντρων αδελφών της αναστατώνεται από τον ερχομό του πλούσιου κ. Μπίνγκλεϊ και του φίλου του κ. Ντάρσι.

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★

ZATHURA, A SPACE ADVENTURE, 2005 (103')
Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέρφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★

THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')
Αμερικανική ταινία σε σκηνοθεσία Άντριου Άνταμσον, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. Τέσσερα αδέρφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.

Αθηνόραμα, Φεβρουάριος 2006



Student A		Student B
Tell your friend what films are playing.	----->	Ask your friend what kind of films they are.
Answer.	<-----	Ask your friend about the plot of each film.
Tell your friend.	----->	Ask about the cast of actors.
Answer. Ask your friend which one he would like to see.	<-----	Ask what the reviews say.
Answer.	----->	Tell your friend which film you would like to see.