

THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

ENGLISH FOR STUDENTS OF THE FACULTY OF ART



60111300 - bachelor of music 1-2 courses

Field of knowledge 100000-Education

Field of education 110000-Education

Course of study 60111300-music

ENGLISH FOR STUDENTS OF THE FACULTY OF ART

Mazkur o'quv qo'llanma San'atshunoslik ta'lim yo'nalishi bakalavr bosqich talabalariga ingliz tilini o'qitish uchun mo'ljallangan bo'lib, mutaxassislik bo'yicha tanlangan matnlarni ingliz tilida o'rganish va ularni darsda amaliy hamda qo'shimcha ravishda darsdan tashqari mustaqil o'rganishga mo'ljallangan turli mashqlarni o'z ichiga olgan.

This handbook is designed to teach English to bachelor degree students majoring in Art, including a variety of exercises chosen from speciality in order to do in lesson and for independent study after lesson.

Учебное пособие предназначено для обучения английскому языку студентов бакалавриата, специализирующихся в области искусствоведения, включая различные упражнения, предназначенные для самостоятельного изучения.

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PREFACE

According to the state standard of foreign language education of the system of continuous education “Requirements for the level of preparation of graduates of all stages of foreign language education”, graduates of non-foreign language faculties of higher education institutions are required to have a B2 level in foreign languages.

Also, the Presidential Decree-1875, in order to further improvement of teaching foreign languages in Uzbekistan, in 2016 the British Council, in cooperation with the Ministry of Higher and Secondary Specialized Education of the republic of Uzbekistan Scientific-Practical Innovation Centre has launched the ESP-IRE (English for specific Purposes Integrated Reform in Uzbekistan) program aimed at reforming the curriculum, materials and assessment in non-philological institutions throughout the country. In this manual, one of the aims to improve classroom teaching and learning through effective delivery of course materials out of class independently, incorporating modern methodology within CEFR levels and training in ESP proficiency, this manual has been created.

The purpose of the manual is to develop the student’s skills who are studying in the faculty of art in reading, writing, listening and speaking according to B2 level and prepare them for further to reach the level of B2 by the end of the whole course, using the real language in a professional-oriented course.

The course consists of 45 lessons and different tasks for self-study, which include texts and lexical, grammatical, speaking, writing task in accordance with the theme of the English language program for non-philological students. In each lesson, students will get acquainted with the vocabulary related to the specific topic and receive basic information about the target area specialization and practice.

Each lesson contains: 1) at least two texts of various levels of complexity, designing to develop the skills and abilities of oral speech, survey (search) reading, finding specific data or translating ; 2) essential vocabulary; 3) self-improving activities to develop oral skills; 4) lexical activities aimed at training and securing vocabulary topics; 5) a certain grammatical material, corresponding to the level of complexity of the lesson.

The manual “English for Art faculty students” has been complied intriguing to the requirements of the state Standard and Curriculum on practical English for ESP in “The faculty of ART”.

This manual is a part of the teaching kit in the English language, along with the texts related to English for Specific Purposes, particularly all directions in the faculty of art, short English grammar and variety of activities. The basic course consists 45 lessons, which include texts and lexical and grammatical task in accordance with the theme of the programm “Foreign Language for Non-Philological Institutes and Faculties” and prepares future graduates for their professional activities and specific purpose.

This publication is intended for classroom and independent work of professional bachelor degree students of both the first year and the second year in the faculty of art.

Unit 1. Musical Instruments

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about uzbek musical instruments</p> <p>Developing: - to enable pupils to talk about</p> <p>Music and musical instruments; - to develop reading, writing and speaking skills</p> <p>Socio-cultural: - to raise awareness of music of Uzbekistan, some interesting facts of instruments.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about playing and using musical instruments; - use a new form of comparison; - say the names of musical instruments and music 	<p>Recycling the previously learnt vocabulary</p>

Ex: 1. Write the name of uzbek national musical instruments and find the translation of European musical instruments. Compare with the instruments with each other



E:g 1. Doira

- 2.
- 3.
- 4.
- 5.
- ...

Ex: 2. Read the information about music and musical instruments and discuss why





shop while hearing the music. According to some Archaeologist, music came into existence over 55000 years ago. Some of the Musicologists describes the origin of the music is to be nature and nature best part is Man. It is said that the song sung by men in a different form is the music of nature. The sweet and humming tone of nightingale, skylark and cuckoo is the song of nature same like the sound of air, river, thundering and sounds of sea waves are termed as nature song. Music is also known to be the universal language of humanity. It has the power to bring positivity and entertainment in the lives of people. Everyone loves music because it holds the power to transform the mood and bring a sense of relief in their daily life. We can get all answers to our unsolved questions through music. Music can make a person loyal and loving as it stays with people until the end of their lives. It never leaves the person alone during their difficult times in life.

Ex : 3. Find and separate the advantages of music from the given passage.
 E:g Music is also known to be the universal language of humanity.

Ex: 4. Make a chain using the words which related on the advantages of music

Antistress, intertainment, calm down, mood, singer , song, sing, sound...

Homework: to learn all new words and make up sentences

Glossary

Flute- a tube-shaped musical instrument with a hole that you blow across at one end while holding the tube out horizontally to one side

Mood- the way you feel at a particular time

Instrumentalist-a person who plays a musical instrument, especially as a job

Nightingale-a small, brown European bird known especially for the beautiful song of the male, usually heard during the night

Composition- a piece of music that someone has written

Unit 2. Pronouns

ENGLISH PRONOUNS					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

Grammar rules:

There are a few different types of pronouns, and some pronouns belong to more than one category. *She* and *her* are known as **personal pronouns (subject pronouns)**. The other personal pronouns are *I* and *me*, *you*, *he* and *him*, *it*, *we* and *us*, and *they* and *them*. We'll get to the other types of pronouns in a moment.

Indefinite pronouns are used when you need to refer to a person or thing that doesn't need to be specifically identified. Some common indefinite pronouns are *one*, *other*, *none*, *some*, *anybody*, *everybody*, and *no one*.

e.g: Everybody was late to work because of the traffic jam. It matters more to some than others. Nobody knows the trouble I've seen.

When indefinite pronouns function as subjects of a sentence or clause, they usually take singular verbs.

Reflexive pronouns end in *-self* or *-selves*: *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves*. Use a reflexive pronoun when both the **subject** and **object** of a verb refer to the same person or thing.

Possessive pronouns come in two flavors: limiting and absolute. *My*, *your*, *its*, *his*, *her*, *our*, *their* and *whose* are used to show that something belongs to an word or phrase.

E.g: Sarah is working on **her** application. Just put me back on **my** bike.
The students practiced **their** presentation after school.

The absolute possessive pronouns are *mine, yours, his, hers, ours, and theirs*.

e.g: Are you finished with your application? Sarah already finished hers. The blue bike is mine. I practiced my speech and the students practiced theirs.

Ex:1. Personal Pronouns – Subject

Replace the words in brackets by the correct personal pronouns. Note that Sue is the person speaking. The (*) means that you are asked a question.

1. My name is Sue. (Sue) am English. And this is my family.
2. My mum's name is Angie. (Angie) is from Germany.
3. Bob is my dad. (My dad) is a waiter.
4. On the left you can see Simon. (Simon) is my brother.
5. (Sue and Simon) are twins.
6. Our dog is a girl, Judy. (Judy) is two years old.
7. (Sue, Simon, Angie and Bob) live in Canterbury.
8. (Canterbury) is not far from London.
9. My grandparents live in London. (My grandparents) often come and see us.
10. What can (*) tell me about your family?

Ex: 2. Object Pronoun Grab Bag

Write down all of the object pronouns on index cards and put them in a big paper bag – and make duplicate copies of some pronouns so that each student has a card. Break up the group into teams. Then, have students one by one come to the front of the class and grab a pronoun and return to their team. Have students write a story together in their team, using all of the pronouns they brought back to the group. Have students share their stories with the class.

Ex: 3. Put in **myself/yourself/ourselves** etc. or **me/you/us** etc.

- e.g: 1. Julia had a great holiday. She enjoyed herself.
2. It's not my fault. You can't blame -----.
3. What I did was very wrong. I'm ashamed of -----.
4. We've got a problem. I hope you can help -----.
5. 'Can I take another biscuit?' 'Of course. Help -----!'
6. Take some money with ----- in case you need it.

Ex: 4. Fill the gaps with appropriate form of possessives in brackets.

1. I borrowed _____ pen to use in class. (he or she)
2. We drove to work in _____ new car. (we)
3. The big house on the corner is _____. (they)
4. The baby duck swam up to _____ mother. (he or she)
5. She liked to eat _____ dinner at the dining room table. (she)
6. That old newspaper is _____. (I or you)
7. We collected _____ things, and they collected _____. (we and they)
8. I took _____ shoes off before entering the house. (I)

Homework: Learn and revise all grammar rules .

Unit 3. Health benefits of music

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about benefits of music Developing: - to enable pupils to talk about music, outstanding scenes of it; - to develop reading, writing and speaking skills Socio-cultural: - to raise awareness of musical awareness and interesting facts of famous performances.	By the end of the lesson, pupils will be able to: - talk about famous musics and outstanding performances; - share opinion a new form of present simple; - say the names of composers who wrote operas and symphonies	Recycling the previously learnt vocabulary

Present simple rules:

statement
I/you/we/they **play** ...
He/she/it **plays** ...

negative
I/you/we/they **do not (don't) play** ...
He/she/it **does not (doesn't) play** ...

Use Example

Present habits *Marsha **goes** to dance lessons every Saturday*

Permanent situations ***Does Dan work** at the cinema?*

States *I **like** the new James Bond film.*

General truths *You **play** chess with 32 pieces.*

Question

Do I/you/we/they play ...?

The present simple is often used with the following words and phrases:

adverbs

- *always* • *usually* • *often*
- *sometimes* • *rarely* • *never*

- *each Monday/week/etc*
 - *once/twice a week/month/etc*
 - *three times a week/month/etc*
- Remember that these adverbs usually go before the verb, but **after** the verb *be*.
- **I often play football with my friends.**

phrases

- *every Monday/week/etc*

	Group 1	Group 2	Group 3	Group 4
Present simple	Regular verbs	Verbs ending – in -s, -ch, -sh, -x	Verbs ending in consonant -y	Verbs ending in -o, -ss, -ch, -sh
<i>I/you/we/they he/she/it ...</i>	get up early gets up early	watch TV watches TV	try hard tries hard	go, wash goes, washes
Adverbs of frequency	Never	Sometimes	Often	Usually
				Always
	0%.....			100%

Benefits of music

Improves mood. Studies show that listening to music can benefit overall well-being, help regulate emotions, and create happiness and relaxation in everyday life. Reduces stress. Listening to ‘relaxing’ music (generally considered to have slow tempo, low pitch, and no lyrics) has been shown to reduce stress and anxiety in healthy people and in people undergoing medical procedures (e.g., surgery, dental, colonoscopy). Lessens anxiety. In studies of people with cancer, listening to music combined with standard care reduced anxiety compared to those who received standard care alone. Improves

exercise. Studies suggest that music can enhance aerobic exercise, boost mental and physical stimulation, and increase overall performance. Improves memory. Research has shown that the repetitive elements of rhythm and melody help our brains form patterns that enhance memory. In a study of stroke survivors, listening to music helped them experience more verbal memory, less confusion, and better focused attention. Eases pain. In studies of patients recovering from surgery, those who listened to music before, during, or after surgery had less pain and more overall satisfaction compared with patients who did not listen to music as part of their care. Provides comfort. Music therapy has also been used to help enhance communication, coping, and expression of feelings such as fear, loneliness, and anger in patients who have a serious illness, and who are in end-of-life care.

Improves cognition. Listening to music can also help people with Alzheimer's recall seemingly lost memories and even help maintain some mental abilities. Helps children with autism spectrum disorder. Studies of children with autism spectrum disorder who received music therapy showed improvement in social responses, communication skills, and attention skills. Soothes premature babies. Live music and lullabies may impact vital signs, improve feeding behaviors and sucking patterns in premature infants, and may increase prolonged periods of quiet-alert states.

Ex: 1. Read the text and find the main benefits of music to health, count them and discuss

e.g: Improves mood,

Ex: 2. Read the text and match the phrases that have similar meanings.

I often help a lot around the house and I usually help my mum do the laundry. My brother is lazy and he never washes his clothes. He always leaves them in a pile on his bedroom floor. In the evening after school, I always tidy up my room. I put things away and get my schoolbag ready for the next day. My dad sometimes washes up after dinner.

We don't have a dishwasher at the moment because our old one broke down, so he has to clean the dishes by himself. My sister likes cooking, so she often helps mum make lunch and dinner. She prepared a delicious meal of roast chicken at the weekend.

Sometimes my brother puts the rubbish out, but he usually just leaves it by the back door instead of taking it out to the bins. We all usually try and help and do the cleaning. When the housework is done, we always relax and watch TV.

1 do the laundry

2 tidy up

3 wash up

4 make lunch/dinner

5 put the rubbish out

6 do the cleaning

A take out the bins

B prepare a meal

C wash the clothes

D put things away

E do the housework

F clean the dishes

Ex: 3. Unscramble the letters in brackets to complete the text.

When I get up in the morning, the first thing that I do is 1 (avhe) a shower. I then go to the kitchen and make breakfast. After breakfast, I 2 (bhusr) my teeth. Then I 3 (emte) my friends and we 4 _____ (chact) the bus to the college. At college, we study all day, but we have a break for lunch at 12 o'clock. At four o'clock, we 5 (vlaee) the college and 6 _____ (og) home by bus. In the evenings, I usually 7 _____ (cwaht) TV, unless I have a lot of homework. I always 8 (od) my homework in the evenings. At night, I always 9 (og) to bed and (10) (lafl) asleep straight away.

Ex: 4. Read the sentences and underline the correct answer.

- 1 My brother **works/ work** for a computer company in the city.
- 2 My friends and I often **play/ plays** basketball together at the weekends.
- 3 I go to a college where everyone **study/ studies** different languages.
- 4 My grandparents **come/ comes** from a small village in Germany.
- 5 In Britain, most school students **wear/ wears** a uniform.
- 6 In the evenings, I **like/ likes** to chat to my friends online.
- 7 In my family, only my sister **gets up/ get up** before 6am.
- 8 I **have /has** a dance class every Wednesday evening.
- 9 My friend is good at baking and **make/ makes** amazing cakes.
- 10 My lunch break **begin /begins** at 12pm and finish/ finishes at 12:45pm.

Homework : write your own routine and be ready to retell it.

Unit 4. Opera houses

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about opera and its origin Developing: - to enable pupils to talk about opera, outstanding scenes of it; - to develop reading, writing and speaking skills Socio-cultural: - to raise awareness of opera houses and interesting facts of famous opera performances.	By the end of the lesson, pupils will be able to: - talk about famous operas and outstanding performances; - share opinion a new form of present simple; - say the names of composers who wrote operas	Recycling the previously learnt vocabulary

Ex :1. Read the text and discuss it in pairs. Find the sentences in present tense form.

The first opera can be traced back to Italy at the start of the 17th century. Its roots probably lay in several sources, including a fascination with what Ancient Greek drama may have looked – and sounded – like, and from already existing theatrical entertainments, such as the *intermedi* that punctuated spoken drama with song, dance and instrumental music. Opera House is one of the most important cultural institutions, that every city is proud of having. Meanwhile they are also a popular tourist attractions. Even if you are not into opera or ballet, very often opera houses are historic, architectural wonders, worth visiting. An **opera house** is a theatre building used for performances of opera. It usually includes a stage, an orchestra pit, audience seating, and backstage facilities for costumes and building sets. The first public opera house was the Teatro San Cassiano in Venice, opened in 1637. In the 17th and 18th centuries, opera houses were often financed by rulers, nobles, and wealthy people who used patronage of the arts to endorse their political ambition and social position. With the rise of bourgeois and capitalist social forms in the 19th century, European culture moved away from its patronage system to a publicly supported system.

Early United States opera houses served a variety of functions in towns and cities, hosting community dances, fairs, plays, and vaudeville shows as well as operas and other musical events. In the 2000s, most opera and theatre companies are supported by funds from a combination of government and institutional grants, ticket sales, and private donations.

Ex.2. Make a list of opera houses around the world according to the following pictures.

e.g: Big theatre in Moscow,



Bolshoi Theatre, in Moscow, Russia, is one of the world's most recognisable opera houses and home for the most famous ballet company in the world



Teatro Real, in Madrid, Spain



The Novosibirsk Opera and Ballet Theatre, in Novosibirsk, is the biggest opera house in Russia



The Cairo Opera House in Egypt



Margot and Bill Winspear Opera House in Dallas, Texas



War Memorial Opera House in San Francisco, USA



The Dresden Semperoper in Germany



The Metropolitan Opera House at Lincoln Center in New York City

Ex.3. Fill in gaps according to the text

1. The first opera can be opened inat the start of the 17th century.
- 2..... is one of the most important cultural institutions.
3. is a theatre building used for performances of opera.
4. The first house was the Teatro San Cassiano in Venice.
5. Initial opera houses served a variety of functions in towns and cities, hosting community dances, fairs, plays.
6. In opera houses were often financed by rulers, nobles.
7. Inmost opera and theatre companies are supported byfrom a combination of government and institutional grants, ticket sales, and private donations.

Ex.4. Make a list of new vocabulary from the text and make up sentences.

Function-

Institutional grant-

Donation-

Performance-

Ambition-

Backstage-

Homework: to learn new words by heart.

Unit 5. Past simple

Statement

I/you/he/she/it/we/they

played...

question

Did I/you/he/she/ii/we/they play ...?

negative

I/you/he/she/it/we/they

did not (didn't) play

Use

Completed actions

Repeated actions in the past

General truths about the past entertainment as they do today.

Main events in a story room.

Example

I saw the new James Bond film yesterday.

I went to the theatre four times last month.

Fifty years ago, people **didn't spend** as much on

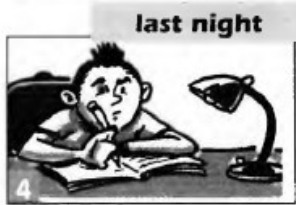
Josh **pushed** the door open and **looked** inside the

Helpful hints

The past simple is often used with the following words and phrases:

- *yesterday*
- *last week/summer/year/etc*
- *in January/2001/etc*
- *an hour/a week/a year ago*

Ex: 1. Look at the pictures and complete the sentences. Use the correct form of the past simple.



- 1 I don't want to go and see the film because I saw it last week
- 2 I don't need a football because
-
- 3 I know a lot about Paris because
-
- 4 I don't need to worry about my homework because.....
- 5 I haven't got a Play Station any more because.....
- 6 Mum is angry with me because.....

Ex: 2. Complete using the correct past continuous form of the verbs in brackets.

- 1 Ted **(play)** his guitar at half past seven.
- 2 At midnight, I **(sleep)**, but Jarie.....**(listen)** to music.
- 3 Luke **(stand)** outside the bank when suddenly two robbers ran past him.
- 4 I know Doug **(work)** late at the office because I saw him when I **(leave)**.
- 5 y ou(have) a shower when the earthquake nappedened?
- 6 Penny..... **(run)** to catch the bus when she slipped and fell.
- 7 When you saw Eugene.....he**(go)** home?
- 8 At midnight? w e **(watch)** a DVD, I think.

Ex: 3. Complete the email using the correct form of the verbs in brackets.

To: Ton
 From: Sarah
 Hi Tony,

I _____ (go) to Germany with my family last year last February.

My family and I 2.... (not like) beach holidays, we 3.... (decide) to go to Berlin for a weekend. Usually on holiday, 4.... (enjoy) visiting lots of famous museums and monuments but we 5... (not have) time to see everything, so we just 6.... (see) the main ones, like the Berlin Wall and the Brandenburg Gate. In my opinion, they 7... (be) both very interesting monuments. 8.... (learn) about them at school last year. We 9(feel) cold a lot of the time because it 10(be) the middle of winter. Where 11.... (you/ like) going on holiday?
 12.... (you/ prefer) city breaks in winter or beach holidays in the summer?
 Take care,
 Sarah

Ex: 4. Complete the sentences using the types of holidays in the box.

a city break a beach holiday a family holiday a language exchange
 an adventure holiday

- 1 You can do lots of activities like cycling and horse-riding on _____
- 2 My friends want to go on _____, but I don't enjoy relaxing all the time.
- 3 I went on _____ to Paris. It was interesting to visit all the museums.
- 4 My sister is going on _____ and will stay with a host family in Italy.
- 5 I went on _____ with my parents and we camped by a lake.

Homework: To learn irregular verbs

Unit 6 . Theatres around the world

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about theatres and their origin Developing: - to enable pupils to talk about opera theatres, outstanding scenes of it; - to develop reading, writing and speaking skills Socio-cultural: - to raise awareness of theatres and interesting facts of famous theatre performances.	By the end of the lesson, pupils will be able to: - talk about famous theatres and outstanding performances; - share opinion a new form of past simple; - say the names of composers who wrote theatre performances	Recycling the previously learnt vocabulary

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Ex: 1 . Answer the questions

- 1.What do you do in your free time?
2. How often do you go to the theatre?
- 3.Do you like going to the theatres?
4. Is plays important for people’s mentality and psychology?
5. Are there many theatres in your city?

Ex:2. Read the text and choose headings in pharagraphs.

Headings

- Alisher Navoi Theatre & Opera
- The musical ensemble
- Buying tickets
- Etiquette
- Afterwards
- Sturucture of theatre

Catching a piece at the Navoi Opera is a good way to start an evening in Tashkent. If nothing else, it’s excellent value for money. The repertoire and production is classic, with a mix of Uzbek and European pieces being performed throughout the year. There is something on most days of the year.

The musical ensemble is great, as are some of the soloists. The glory days of the Navoi Opera are definitely over, most clearly visible in the moves of the supporting roles, and we would not want to guess how little the actors get paid here, but the level is high enough for anyone but the most spoilt culture vulture to enjoy the performance.

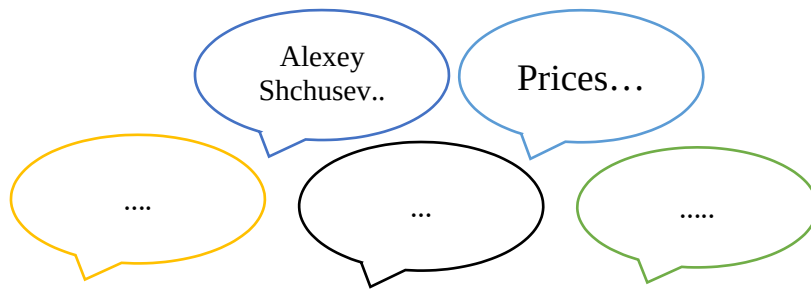
The architect of the opera was Alexey Shchusev, who also designed Lenin’s Mausoleum and the Kazanskaya Railway Station in Moscow. Before the opera was planted here, the area was a wine market known as the Drunken Bazaar. Construction was halted by World War II, and finished in 1947 thanks to Japanese prisoners of war. The Bukhara foyer was decorated by famed Bukharan *ganch* (stucco) master Shirin Muradov, also responsible for the White Hall in the Sitora-i Mokhi Khosa. Definitely come a bit earlier to wander the foyers’ plush carpets and admire the stucco, marbles and murals illustrating Navoi’s poetry.

You can buy tickets at the *kassa* in front of the opera. It’s open until 6pm, which is when performances usually start. Their website flaunts online booking, but it hasn’t worked for us yet. Let us know if you succeed. Prices range from 10 000 to 30 000 sum for a basic seat, with 100 000 sum an upper limit for a box. You can buy a cheap ticket and move to a better seat once the show starts. Shows never sell out.

Shorts, flip-flops and sports shoes are a no-no. Jeans and sports clothes are definitely frowned upon, but you can charm your way in as a foreigner.

Take a stroll through central Tashkent, or along the river behind Independence Square. Or try a meal at the iconic Blue Domes restaurant in the park nearby.

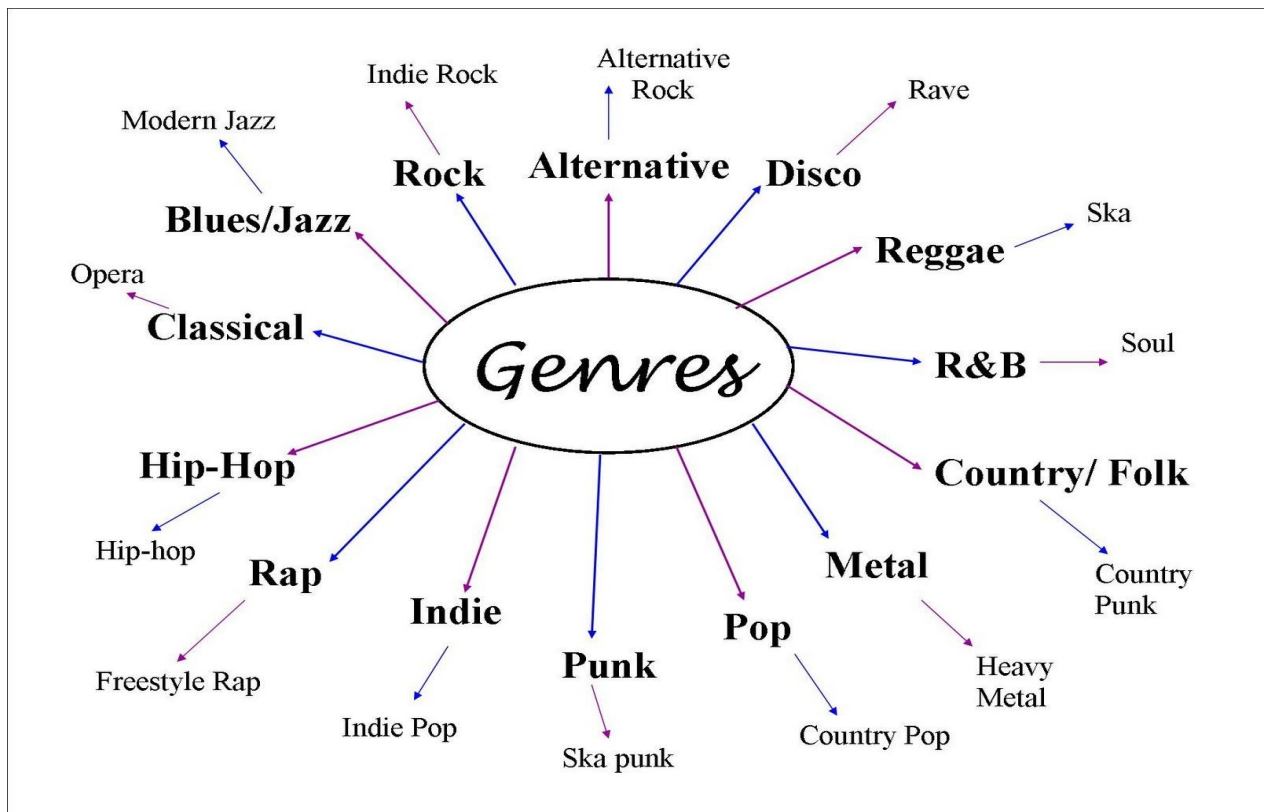
Ex:3. Write the information which you learned from the text.



Homework: To learn all new words from the text and make a dialog about “Favourite play”

Unit 7. Music genres

Aims	Learning outcomes	Vocabulary and structure
Educational: - t its De - t ab sc - t wi Sc - t of in of	By the end of the	Recycling the



What is musical types?

A genre of popular music that originated in the West during the 1950s and 1960s. Pop music is eclectic, often borrowing elements from urban, dance, rock, Latin, country, and other styles. Songs are typically short to medium-length with repeated choruses, melodic tunes, and hooks. Hip hop or rap music formed in the United States in the 1970s and consists of stylized rhythmic music. A genre of popular music that originated as "rock and roll" in the United States in the 1950s, and developed into a range of different styles in the 1960s and later. Compared to pop music, rock places a higher degree of emphasis on musicianship, live performance, and an ideology of authenticity. A genre of popular African-American music that originated in the 1940s as urbane, rocking, jazz based music with a heavy, insistent beat. Lyrics focus heavily on the themes of triumphs and failures in terms of relationships, freedom, economics, aspirations. A genre that evolved from traditional music during the 20th century folk . One meaning often given is that of old songs with no known composers; another is music that has been transmitted and evolved by a process of oral transmission or performed by custom over a long period of time.



Present continuous

Statement

I am ('m) playing ...

He/she/it is ('s) playing ...

You/we/they are ('re) playing ...

negative question

I am not ('m not) playing ...

You/we/they are not (aren't/ 're not) playing ...

question

Am I playing ...?

He/she/it is not (isn't/ 's not) playing ...

Is he/she/it playing ...?

Are you/we/they playing ...?

Use Example

Actions happening now

Jan is watching a DVD upstairs.

*Temporary situations
month.*

She is working at the museum until the end of the

Annoying habits

My brother is always borrowing my (usually

with always) CDs without asking!

The present continuous is often used
with the following words and phrases:

- *now* • *right now* • *at the moment*
- *today* • *this week/month/etc*

Stative verbs)*

Stative verbs do not usually describe actions. They describe states (feelings, thoughts).

They are not normally used in continuous tenses.

/ I like reading books in my free time.

/ I am liking reading books in my-free-time.

Some common stative verbs:

<i>Appear</i>	<i>include</i>	<i>see</i>
<i>Be</i>	<i>know</i>	<i>seem</i>
<i>believe</i>	<i>like</i>	<i>taste</i>
<i>belong to</i>	<i>love</i>	<i>think</i>
<i>hate</i>	<i>need</i>	<i>understand</i>
<i>have</i>	<i>prefer</i>	<i>want</i>

Ex: 1. Complete using the correct present continuous form of the verbs in brackets.
You may have to use some negative forms.

1 Gordon? I think he(write) a letter at the moment.

2 Yes, the match is on TV now, but w e(lose).

3 Right now, Margaret.....(have) a shower. Do you want to ring later?

4 Sally.....(stay) with her aunt for a few days.

- 5 I(lie)! It's true! I did see Madonna at the supermarket.
 6 Josh.....(always / use) my bike! It's so annoying.
 7 We.....(have) lunch, but I can come round and help you later.
 8 (you / play)..... music up there? It's really noisy!

Ex: 2. Circle the correct word or phrase. Find names of musical genres, their types and make up the short text.



Ex: 3. Find the types of music in the given information according to the text above.

1. A genre of popular music that originated in the West during the 1950s and 1960s. _____
2. A genre that evolved from traditional music during the 20th century _____
3. This type of music formed in the United States in the 1970s and consists of stylized rhythmic music. _____
4. A genre of popular music that originated in the United States in the 1950s, and developed into a range of different styles _____
5. Songs are typically short to medium-length with repeated choruses, melodic tunes, and hooks.
6. Songs focus heavily on the themes of triumphs and failures in terms of relationships, freedom, economics, aspirations. _____

Homework: To learn and revise all grammar rules and make a story.

Unit 8. Musicals

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about theatres and their origin Developing: - to enable pupils to talk about musicals; - to develop reading, writing and speaking skills Socio-cultural: - to raise awareness of world theatres	By the end of the lesson, pupils will be able to: - talk about famous musicals and outstanding performances; - share opinion quatifiers; - say the names of composers who taught many students	Recycling the previously learnt vocabulary

Musical theatres and musicals

Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humor, pathos, love, anger – are communicated through words, music, movement and technical aspects of the entertainment as an integrated whole. Although musical theatre overlaps with other theatrical forms like opera and dance, it may be distinguished by the equal importance given to the music as compared with the dialogue, movement and other elements. Since the early 20th century, musical theatre stage works have generally been called, simply, **musicals**.



The State Big Academic Theatre of opera and ballet named after Alisher Navoiy is connected with creation in 1926 of the first national-ethnographical ensemble under the leadership of Mukhiddin Kari-Yakubov. After such musical plays as "Arshin Mal Alan" by U.Gadjibekov, "Rizavarchi" by A.Karmelinsky, "Halima" by G.Zafary had been successfully staged, the troupe was awarded the status of Uzbek state theatre. Today in the Uzbek drama theatre repertoire there are "Hamlet" and "A Midsummer Night's Dream" by Shakespeare, "King-Deer" by C.Gozzi, "Natan the Wise" by G.Lessing. New plays directed by V.Umarov: the musical fantasy "Oh, Woman" based on the stories of Uzbek folklore, and lyric comedy "A Parable About Red Apple" are a big success among the spectators.

Ex.1. Read the text and find the new words.

Make discussion about theatres in Uzbekistan



Some, any , a little , a few, much, many, a lot, plenty of

In general we use **some** (also somebody/someone/something) in **positive sentences** and **any**(also anybody etc.) in **negative sentences**:

some

We bought *some* flowers.
 He's busy. He has *some* work to do.
 There's *somebody* at the door.
 I want *something* to eat.

any

We *didn't* buy *any* flowers.
 He's lazy. He *never* does *any* work.
 There *isn't* *anybody* at the door.
 I *don't* want *anything* to eat.

We use any in the following sentences because the meaning is negative:

She went out **without any** money. (she didn't take any money with her)

He **refused** to eat **anything**. (he didn't eat anything)

It's a very easy exam. **Hardly anybody** fails. (= almost nobody fails)

We also use **any** with the meaning '*it doesn't matter which*':

You can take **any** bus. They all go to the centre.

Come and see me *any time* you want.

We use *anybody/anyone/anything/anywhere* in the same way:

We forgot to lock the door. *Anybody* could have come in.

We use **much** and **little** with uncountable nouns: much –ko'p, little –deyarli yo'q

much luck **much time** **little energy** **little money**

We use **many** and **few** with plural nouns: many-ko'p, few-deyarli yo'q

many friends **many people** **few cars** **few children**

We use **a lot of / lots of / plenty of** with both uncountable and plural nouns:

a lot of luck **lots of time** **plenty of money**

a lot of friends **lots of people** **plenty of ideas**

plenty = more than enough:

There's no need to hurry. We've got plenty of time.

There's plenty to do in this town.

a little = some, a small amount:

Let's go and have coffee. We have **a little time** before the train leaves.

(**a little time = some time, enough time to have a coffee**)

'Do you speak English?' '**A little.**' (so we can talk a bit)

a few = some, a small number:

I enjoy my life here. I have **a few friends** and we meet quite often.

(**a few friends = not many, but enough to have a good time**)

'When was the last time you saw Clare?' '**A few days ago.**' (= 3 or 4 days ago)

We say **only a little (not only little)** and **only a few (not only few)**:

Hurry! We only have a little time. (= *some, but not much time*)

The village was small. There were only a few houses. (= *some but not many houses*)

Without **a little and few** means nearly nothing in negative meaning.

Ex.2. Put in **some** or **any**.

1. We didn't buy any flowers.
2. Tonight I'm going out with _____ friends of mine.
3. Have you seen _____ good movies recently?
4. I'd like _____ information about what there is to see in this town.
5. I didn't have _____ money. I had to borrow .
6. You can use your card to withdraw money at _____ cash machine.
7. Those apples look nice. Shall we get _____ ?
8. With the special tourist train ticket, you can travel on _____ train you like.
9. 'Can I have _____ more coffee, please?' 'Sure. Help yourself.'
10. If there are _____ words you don't understand, look them up in a dictionary.
11. We wanted to buy _____ grapes, but they didn't have _____ in the shop.

Ex.3. Complete the sentences using **plenty of ...** or **plenty to ...** .

Choose from: **hotels learn money room see time**

- 1 There's no need to hurry. There's **plenty of time**.
- 2 He has no financial problems. He has _____
- 3 Come and sit with us. There's _____
- 4 She knows a lot, but she still has _____
- 5 It's an interesting town to visit. There _____
- 6 I'm sure we'll find somewhere to stay. _____

Ex.4. Put in **much/many/little/few** (one word only).

- 1 She isn't popular. She has **few** friends.
- 2 Anna is very busy these days. She has _____ free time.
- 3 Did you take _____ pictures at the wedding?
- 4 This is a modern city. There are _____ old buildings.
- 5 The weather has been very dry recently. We've had _____ rain.
- 6 I don't know London well. I haven't been there for _____ years.

7 The two cars are similar. There is _____ difference between them.

8 I'm not very busy today. I don't have _____ to do.

9 It's a wonderful place to live. There are _____ better places to be.

Ex.5 Which is right?

1 She's lucky. She has few problems / a few problems. (few problems is correct)

2 Can you lend me few dollars / a few dollars?

3 It was the middle of the night, so there was little traffic / a little traffic.

4 They got married few years ago / a few years ago.

5 I can't give you a decision yet. I need little time / a little time to think.

6 I don't know much Russian – only few words / only a few words.

7 It was a surprise that he won the game. Few people / A few people expected him to win.

Homework : to learn all grammar rules

Unit 9. Uzbekistan conservatory

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about theatres and their origin</p> <p>Developing: - to enable pupils to talk about music schools, outstanding students of it; - to develop reading, writing and speaking skills</p> <p>Socio-cultural: - to raise awareness of world conservatories</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none">- talk about famous operas and outstanding performances;- share opinion a new form of past continuous tense;- say the names of composers who taught many students	<p>Recycling the previously learnt vocabulary</p>

Ex: 1. Look at the pictures and guess the topic.

Do you like singing?





Ex: 2. Read the text loudly in the class before scanning it then ask about students what they understand from the text. Why do we and discuss. While like music? reading loudly students should note some specific points of it.

State Conservatory of Uzbekistan was founded in 1936 and is considered

the oldest in Central Asia higher musical educational institute, which trains professional personnel for a long time. At the end of the nineteenth century cultural and educational activities were led by jadides who promote the achievements of the world culture. In those times to Turkestan came with concerts such famous pianists like Ya.Zaleskaya, V.Buyukli, F.Tsaregradskiy, N.Kartseva, M.Kolpakova, M.Felitsiant. They successfully gave concerts in Tashkent, Samarkand, Kokand, Namangan, Ferghana. In 1884 in Tashkent was created Musical Society, which included: A.Donish, K.Khorezmiy, S.Abdugafforov, Z.Furkat, A.Eyghorn, F.Leysek, N.Mironov, V.Mikhalek and others. They, formed the core of the first group of musicians – trainers and musicians – researchers of traditional music of the East.

In 1918 in Tashkent opens Turkestan People's Conservatory, gradually spreading its branches in other cities and regions of the republic. So, in 1921 in the in Bukhara opened a music school, in 1934 in Tashkent – Higher School of Music (now RSMAL named after V.Uspenskiy). These institutes solved a number of actual educational problems, as well they prepared the number of students for the future of musical schools.

The first rector of the Tashkent State Conservatory became A.Bochkarev. He was not only a talented and professional musician, but also initiative organizer, which was able to organize the learning process by specialties: piano, singing, composition and musicology. They had formed the teaching staff that included such well-known musicians as composer V.Uspenskiy, musicologist E.Romanovskaya, pianists A.Golberg and A.Podgorniy, violinist L.Shevchuk, conductor S.Tsveyfel. Later the teaching staff of the Conservatory strengthened by specialists of the Moscow Conservatory and Leningrad Conservatory: I.Martynov (music history), and Yu.Fortunatov, F.Tal (music theory), A.Lepin (composition), E.Knorre (violin), G.Vasilyev (cello), Yu.Venkov (special piano). B.Nadezhdin, A.Kozlovskiy, G.Mushel, J.Pekker, N.Yablonovskiy and others arrived to Uzbekistan and connected their destiny with the Tashkent Conservatory.

Ex:3. Divide the group into small sub-groups in order to read a part of the text. Read the text in groups and scan it with specific information in 2 minutes. After look through the gist write new vocabulary on the board and translate the text into uzbek. Copy out all new vocabulary and find the meaning .

Ex: 4. Make a story using the all new vocabulary in pairs.

State Conservatory	professional musician	a music school
teaching staff	conductor	promote
traditional music	create	prepared
		the world culture

Homework: Prepare speech about “Lovely song”

Unit 10. Future simple will, shall



Will,shall + bare infinitive

statement

I/you/he/she/it/we/they **will** go ...

negative

I/you/he/she/it/we/they **will not (won't)** go ...

question

Will I/you/he/she/it/we/they go

Use

Facts about the future
Predictions
Offers and requests
Decisions made now

* With offers which are questions, we use *Shall* with *I* and *we*.

Example

The new airport **will** be the biggest in Europe.
You'll have a great time in the Bahamas. h
We'll help you get ready for your holiday.
I know! **I'll** go to China this summer.

/ Shall I drive you to the airport?

• We do not use *will* for arrangements.

/ We'll visit my grandma this weekend.

We use I'll ... (= I will) when we've just decided to do something. When we say 'I'll do something', we announce our decision:

Oh, I left the door open. I'll go and shut it.

'What would you like to drink?' 'I'll have orange juice, please.'

'Did you call Max?' 'Oh no, I forgot. I'll call him now.'

We do not use the present simple (I do / I go etc.) in these sentences:

I'll phone him now. (not I phone him now)

We often use I think I'll ... / I don't think I'll ... :

I'm a little hungry. I think I'll have something to eat.

I don't think I'll go out tonight. I'm too tired.

In spoken English *will not* is usually *won't*:

I can see you're busy, so I won't stay long. (= I will not stay long)

We often use *I'll* in these situations:

Offering to do something

That bag looks heavy. I'll help you with it. (not I help)

Agreeing to do something

a: Can you give Tom this book?

b: Sure, I'll give it to him when I see him this afternoon.

Promising to do something

Thanks for lending me the money. I'll pay you back on Friday.

I won't tell anyone what happened. I promise.

We use won't to say that somebody refuses to do something:

I've tried to give her advice, but she won't listen.

The car won't start. (= the car 'refuses' to start)

Will you (do something)? = please do it:

Will you please turn the music down? It's too loud.

We do not use will to talk about what has been decided or arranged before:

I'm going on holiday next Saturday. (not I'll go)

Compare:

I'm meeting Kate tomorrow morning. (decided before)

a: I'll meet you at half past ten, OK?

b: Fine. See you then. (decided now)

We use shall mostly in the questions shall I ... ? / shall we ... ?

We use shall I ... ? / shall we ... ? to ask if it's OK to do something or to ask for a suggestion:

Shall I open the window? (= do you want me to open it?)

I've got no money. What shall I do? (= what do you suggest?)

'Shall we go?' 'Just a minute. I'm not ready yet.'

'Where shall we have lunch?' 'Let's go to Marino's.'

Compare shall I ... ? and will you ... ? :

Shall I shut the door? (= do you want me to shut it?)

Will you shut the door? (= I want you to shut it)

Ex: 1. Which is correct?

1 'Did you call Max?' 'Oh no, I forgot. I **call** / **I'll call** him now.' (I'll call is correct)

2 I can't meet you tomorrow morning. I'm playing / I'll play tennis. (I'm playing is correct)

3 'I **meet** / **I'll meet** you outside the hotel at 10.30, OK?' 'Yes, that's fine.'

4 'Please don't go yet.' 'OK, I'm **staying** / **I'll stay** a little longer, but I have to go soon.'

5 I'm **having** / **I'll have** a party next Saturday. I hope you can come.

6 'Remember to lock the door when you go out.' 'OK. I **don't forget** / **I won't** forget.'

7 'Do you have any plans for the weekend?' 'Yes, we're going / we'll go to a wedding.'

8 '**Are** you doing / **Will** you do anything tomorrow evening?' 'No, I'm free. Why?'

9 '**Do** you do / **Will** you do something for me?' 'It depends. What do you want me to do?'

10 '**Do you go** / **Will** you go to work by car?' 'Not usually. I prefer to walk.'

11 I asked Sue what happened, but she **doesn't tell** / **won't tell** me.

12 I don't know if I can win the race tomorrow, but I'm doing / I'll do my best.

Ex: 2. Complete the sentences using **will** ('ll). Choose from the following:

it/be she/come you/get you/like you/enjoy

people/live it/look we/meet you/pass she/mind

1 Don't worry about your exam. I'm sure you'll pass .

2 Why don't you try on this jacket? _____ nice on you

3 You must meet Max sometime. I think _____ him.

4 It's a very nice hotel. _____ your stay there.

5 It's raining hard. Don't go out _____ very wet

6 Do you think longer in the future? _____

7 Goodbye! I'm sure _____ again before long

8 I've invited Anna to the party, but I don't think _____

Ex: 3. Put in **will** ('ll) or **won't**.

1 Can you wait for me? I won't be long.

2 There's no point in asking Amanda for advice. She _____ know what to do.

3 I'm glad I'm meeting Emma tomorrow. It _____ be good to see her again.

4 I'm sorry about what happened yesterday. It _____ happen again.

5 You don't need to take an umbrella with you. I don't think it _____ rain.

6 I've got some incredible news! You believe it _____.

Ex: 4. Which is better in these sentences?

1 Lisa isn't free on Saturday. She'll work / She's working. (She's working is correct)

2 It was an amazing experience. I never forget it. / I'll never forget it.

3 Something very funny happened. You're laughing / You'll laugh when I tell you about it.

4 I'll go / I'm going to a party tomorrow night. Would you like to come too?

5 Who do you think will win / is winning the game tomorrow?

6 I can't meet you this evening. A friend of mine will come / is coming to see me.

7 Don't be afraid of the dog. It won't hurt / It isn't hurting you.

8 What's happening / What will happen if I press this button?

9 a: Have you decided where to go for your holidays?

b: Yes, we'll go / we're going to Italy.

Homework: to learn and practice all information and materials.

Unit 11. William Shakespeare's musicals

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about theatres and their origin</p> <p>Developing: - to enable pupils to talk about Shakespares life and his works,plays; - to develop reading, writing and speaking skills</p> <p>Socio-cultural: - to raise awareness of English literatures</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of future tense; - say the names of plays and heroes of Shakespeare 	<p>Recycling the previously learnt vocabulary</p>

Ex: 1. Look at the pictures and match the names of them.

Othello

Macbeth

B

A



King Lear

Romeo and Juliet

Hamlet

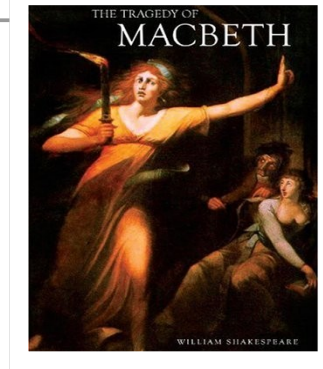


C



D

E



Ex:2. Read the text and skim. Underline the and numbers

names



William Shakespeare (26 April 1564 – 23 April 1616) was an English playwright, poet and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon" (or simply "the Bard"). His extant works, including collaborations, consist of some 39 plays, 154 sonnets, three long narrative poems, and a few other verses, some of uncertain authorship.

His plays have been translated into every major living language and are performed more often than those of any other playwright. Shakespeare was born and raised in Stratford-upon-Avon, Warwickshire. At the age of 18, he married Anne Hathaway, with whom he had three children: Susanna and twins Hamnet and Judith. Sometime between 1585 and 1592, he began a successful career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. At age 49 (around 1613), he appears to have retired to Stratford, where he died three years later. His earliest plays were primarily comedies and histories such as *Henry VI* and *The Comedy of Errors*, but in 1596, Shakespeare wrote *Romeo and Juliet*, his second tragedy, and over the next dozen years he would return to the form, writing the plays for which he is now best known: *Julius Caesar*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, and *Antony and Cleopatra*. In his final

years, Shakespeare turned to the romantic with *Cymbeline*, *A Winter's Tale*, and *The Tempest*.

Only eighteen of Shakespeare's plays were published separately in quarto editions during his lifetime; a complete collection of his works did not appear until the publication of the First Folio in 1623, several years after his death.

Ex:3. Write the information related to numbers

1. 26 April 1564 _____

2. 39 _____

3. 154 _____

4. 18 _____

5. 49 _____

6. 1585-1592 _____

7. 1623 _____

Plays: _____

Comedies: _____

Romantic works: _____

Ex :4. Do the True , false activity

1. Shakespeare was born and grown up Stratford-upon-Avon, Warwickshire.

2. he married Anne Hathaway when he was at 19.

3. Shakespeare had 3 children and 6 grandchildren.

4. Shakespeare's plays were published separately in quarto editions during his lifetime in a complete collection .

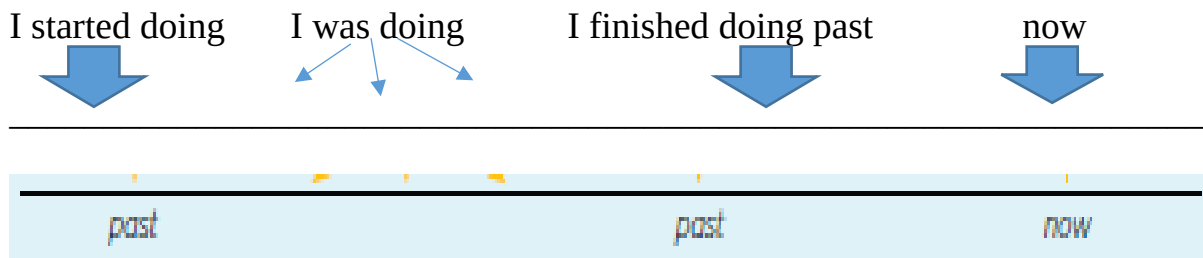
5. Shakespeare wrote *Romeo and Juliet* as his first tragedy.

Homework: To find information about Hamlet.

Unit 12. Past continuous

was/were + -ing is the past continuous:
 he/she/it was playing doing
 we/you/they were working etc.

I was doing something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:



This time last year I was living in Hong Kong.
 What were you doing at 10 o'clock last night?
 I waved to Helen, but she wasn't looking.

B

Compare I was doing (past continuous) and I did (past simple):

I was doing (= in the middle of an action)

I did (= complete action)

We were walking home when I met Dan. (in the middle of walking home) We walked home after the party last night. (= all the way, completely)

Kate was watching TV when we arrived.
 was ill last year.

Kate watched TV a lot when she

Ex: 1. Complete the sentences. Choose from:

was looking
 was snowing

was wearing
 was working

wasn't listening
 were sitting

weren't looking
 were you going

1 Today Helen is wearing a skirt. Yesterday she was wearing trousers.

2 'What did he say?' 'I don't know. I _____.'

3 We _____ at the back of the theatre. We couldn't hear very well.

4 This time last year Steve _____ on a farm.

5 They didn't see me. They _____ in my direction.

6 The weather was bad. It was very cold and it .

7 I saw you in your car. Where _____?

8 I saw Kate a few minutes ago. She _____ for you.

Ex: 2. Put the verb into the correct form, past continuous or past simple.

- 1 Jenny was waiting (wait) for me when I arrived (arrive).
- 2 'What _____ (you / do) at this time yesterday?' 'I was asleep.'
- 3 ' _____ (you / go) out last night?' 'No, I was too tired.'
- 4 How fast _____ (you / drive) when the accident _____ (happen)?
- 5 Sam _____ (take) a picture of me while I _____ (not / look).
- 6 We were in a very difficult position. We _____ (not / know) what to do, so we _____ (do) nothing.
- 7 I haven't seen Alan for ages. When I last _____ (see) him, he _____ (try) to find a job.
- 8 I _____ (walk) along the street when suddenly I _____ (hear) something behind me. Somebody _____ (follow) me. I was scared and I _____ (start) to run.
- 9 When I was young, I _____ (want) to be a pilot. Later I _____ (change) my mind.
- 10 Last night I _____ (drop) a plate when I _____ (do) the washing up. Fortunately it _____ (not / break).

Ex: 3. Complete using the correct past continuous form of the verbs in brackets.

- 1 Ted **(play)** his guitar at half past seven.
- 2 At midnight, I **(sleep)**, but Jarie.....**(listen)** to music.
- 3 Luke **(stand)** outside the bank when suddenly two robbers ran past him.
- 4 I know Doug **(work)** late at the office because I saw him when I.....**(leave)**.
- 5 you(have) a shower when the earthquake happened?
- 6 Penny..... **(run)** to catch the bus when she slipped and fell.
- 7 When you saw Eugene.....he**(go)** home?
- 8 At midnight? We **(watch)** a DVD, I think.

Ex.4. Circle the correct word or phrase.

- 1 When we were in Canada, we **went** / **were going** skiing almost every day.
- 2 About four years ago, I **decided** / **was deciding** to become a chef.
- 3 Georgia **had** / **was having** a shower when someone knocked at the door.
- 4 Holly and I ran from the house to the taxi because it **rained** / **was raining** heavily.
- 5 Two men **argued** / **were arguing** outside, so I went to see what was happening.
- 6 Daniel **called** / **was calling** you at one o'clock yesterday, but you were here with me.
- 7 We **ate** / **were eating** breakfast when a letter came through the letter box.
- 8 As I walked past the window, I saw that Paula **made** / **was making** a cake.
- 9 I **dreamt** / **was dreaming** about my favourite band when the alarm clock went off.
- 10 While I **practised** / **was practising** the trumpet late last night, a neighbour came to complain.

Homework: To practice and learn all materials

Unit 13. Interesting Facts about music

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about interesting information about music and grammatical information of neither... nor...,either... or</p> <p>Developing: - to enable pupils to talk about unusual data, outstanding scenes of it; - to develop reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of musicals and interesting facts of performances.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion about favourite type of music; - say the names of compositions by famous composers'. 	<p>Recycling the previously learnt vocabulary</p>

Mozart sold the *most* CDs in 2016, beating out Adele, Drake, and Beyoncé, even though all of those artists had

Musicians Have Shorter Life Spans Than the General Population

None of The Beatles Could Read or Write Music.

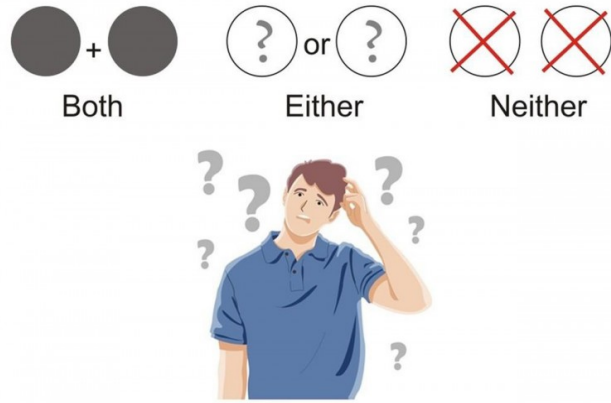
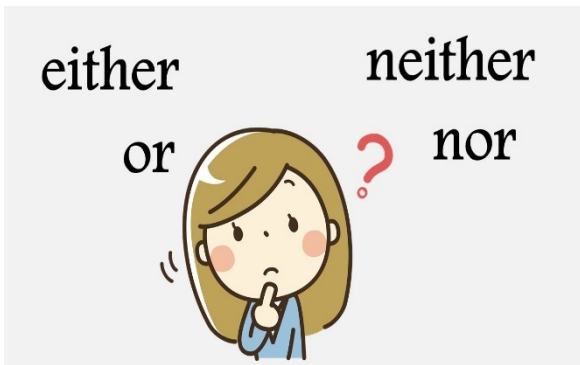
The Most Expensive Musical Instrument Sold for \$15.9 Million

An earworm, also sometimes called "a brainworm," "sticky music," or "stuck song syndrome," refers to catchy music that continually repeats through a person's mind, even after it's no longer playing.

Music Helps Plants Grow Faster

In 2015, a Canadian astronaut named Chris Hadfield released his first album, which was entirely recorded while he was in orbit. Not only was he the first Canadian to walk in space, he's also a talented musician whose went viral with a cover of David Bowie's "Space Oddity." Hadfield spent 144 days at the International Space Station recording his 11 original songs for his appropriately-titled album, Space Sessions: Songs for a Tin Can.

Ex.1. Read the given texts and translate into uzbek and share your own opinion about music



We use both/neither/either for two things.

You can use these words with a noun (both books, neither book etc.).

For example, you are going out to eat. There are two possible restaurants. You say:
Both restaurants are good. (not the both restaurants)

Neither restaurant is expensive.

We can go to either restaurant. I don't mind. (= one or the other, it doesn't matter which)

I haven't been to either restaurant before. (= not one or the other)

You can also use both/neither/either without a noun:

'Which do you prefer, basketball or tennis?' 'It's hard to say. I like both.'

'Is your friend British or American?' 'Neither. She's Australian.'

'Do you want tea or coffee?' 'Either. I don't mind.'

Unit

both of ... / neither of ... / either of ...

We use both of / neither of / either of + the/these/my/Tom's ... etc. So we say 'both of the restaurants', 'both of those restaurants' etc. (but not both of restaurants):

Both of these restaurants are good.

Neither of the restaurants we went to was expensive.

I haven't been to either of those restaurants.

You don't need of after both. So you can say:

Both of these restaurants are good. or Both these restaurants are good.

We also use both of / neither of / either of + us/you/them:

(talking to two people) Can either of you speak Russian?

I asked two people how to get to the station, but neither of them knew.

We say 'both of' before us/you/them (you need to use of):

Both of us were tired. (not Both us were ...)

After neither of ... a verb can be singular or plural:

Neither of them is at home. or Neither of them are at home.

You can say:

both ... and ... -va

neither ... nor ...-na unisi ,na bunisi

either ... or ...- unisi yo bunisi

Both Chris and Paul were late.
 I was both tired and hungry when I arrived home.
 Neither Chris nor Paul came to the party.
 There was an accident outside our house, but we neither saw nor heard anything.
 I'm not sure where Maria's from. She's either Spanish or Italian.
 Either you apologise, or I'll never speak to you again.

Compare either/neither/both (two things) and any/none/all (more than two):

There are two good hotels here.
 You could stay at either of them.
 We tried two hotels.
 Neither of them had a room.
 Both of them were full.
 There are many good hotels here.
 You could stay at any of them.
 We tried a lot of hotels.
 None of them had a room.
 All of them were full.

Ex: 1. Complete the sentences with **both/neither/either**.

- 1 'Do you want tea or coffee?' ' Either . I really don't mind.'
- 2 'What day is it today – the 18th or the 19th?' _____ ' . It's the 20th.'
- 3 a: Where did you go on your trip – Korea or Japan?
 b: We went to _____. A week in Korea and a week in Japan.
- 4 'Shall we sit in the corner or by the window?' _____ ' . I don't mind.'
- 5 'Where's Lisa? Is she at work or at home?' ' _____ . She's away on holiday.'
- 6 'Is it true that Kate speaks Spanish and Arabic?' 'Yes, she speaks _____ fluently.'

EX: 2. Complete the sentences with **both/neither/either**. Use **of** where necessary.

- 1 Both my parents are from Egypt. _____
- 2 To get to the town centre, you can walk along the river or you can go along the road.
 You can go _____ way.
- 3 I went to Carl's house twice, but _____-times he wasn't at home.
- 4 _____ Tom's parents is English. His father is Polish and his mother is Italian.
- 5 I saw an accident this morning. One car drove into the back of another. Fortunately
 _____ driver was injured, but cars were badly damaged.
- 6 I have two sisters and a brother. My brother is working, but _____ my sisters are still at school.

EX: 3 Complete the sentences with **both/neither/either** + **of us / of them**.

- 1 I asked two people how to get to the station, but **neither of** them knew.
- 2 I was invited to two parties last week, but I couldn't go to
- 3 There were two windows in the room. It was very warm, so I opened

- 4 Sam and I often play tennis, but we're not very good..... can play well.
 5 I tried two bookshops for the book I wanted to buy, buthad it.

Ex:4. Write sentences with **both ... and ... / neither ... nor ... / either ... or ...**

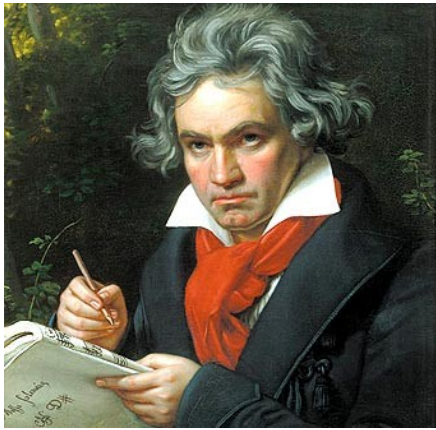
- 1 Chris was late. So was Pat. **Both** Chris and Pat were late.
 2 He didn't say hello, and he didn't smile. He **neither** said hello **nor** smiled.
 3 It was a boring movie. It was long too.
 The movie.....
 4 Joe doesn't have a car. Sam doesn't have one either.

 5 Emily speaks German and she speaks Russian
 too.....
 6 Ben doesn't watch TV and he doesn't read newspapers.
 Ben.....
 7 Is that man's name Richard? Or is it Robert? It's one of the two.
 That man's name.....
 8 I don't have time to go on holiday. And I don't have the money.
 I have.....
 9 We can leave today or we can leave tomorrow – whichever you prefer.
 We

Homework: to learn all grammar rules

Unit 14. Betxowen

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about biography and personal information of Betxowen Developing: - to enable pupils to talk about Betxowen's operas, outstanding scenes of it; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of comedic operas and interesting facts of betxowen's opera performances.	By the end of the lesson, pupils will be able to: - talk about famous operas and outstanding performances; - share opinion a new form of past simple and prepositions; - say the names of compositions by Betxowen	Recycling the previously learnt vocabulary



Ludwig



van

Beethoven

(1770–1827)

Ex: 1. Read the text and underline main information.

Ludwig van Beethoven was a German pianist and composer widely considered to be one of the greatest musical geniuses of all time. His innovative compositions combined vocals and instruments, symphony, concerto and quartet. He is the crucial transitional figure connecting the Classical and Romantic ages of Western music. Beethoven's personal life was marked by a struggle against deafness, and some of his most important works were composed during the last 10 years of his life, when he was quite unable to hear. He died at the age of 56.

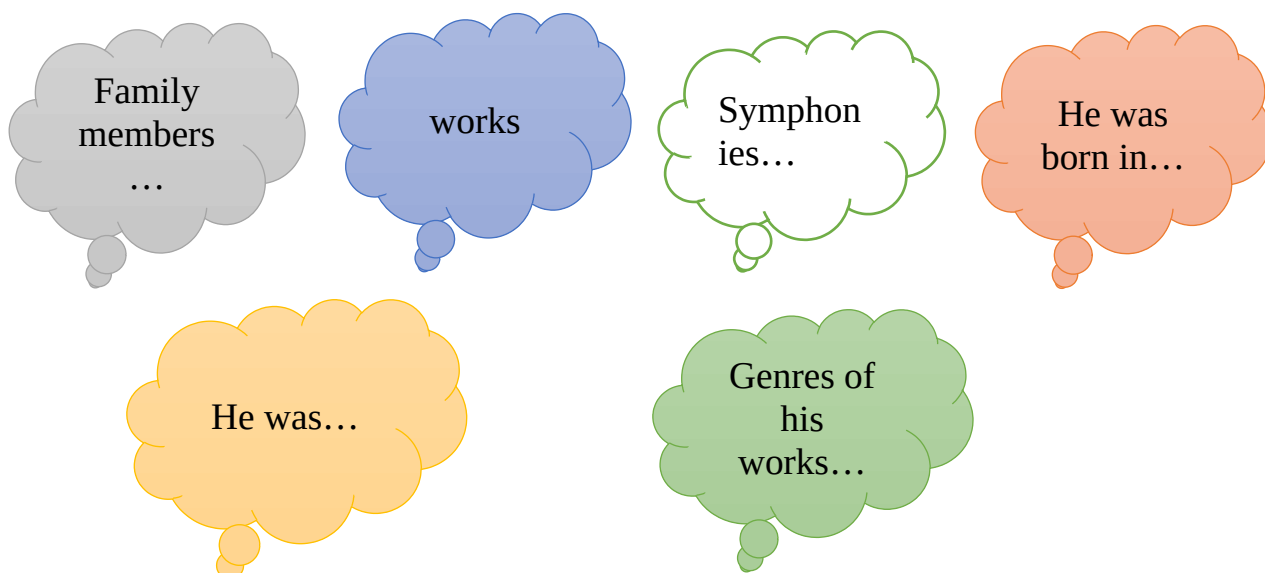
Beethoven was born on or about December 16, 1770, in the city of Bonn in Holy Roman Empire. Although his exact date of birth is uncertain. Beethoven had two younger brothers who survived into adulthood. Beethoven's mother, Maria Magdalena van Beethoven, was a slender, genteel, and deeply moralistic woman. His father, Johann van Beethoven, was a mediocre court singer better known for his alcoholism than any musical ability. However, Beethoven's grandfather, godfather and namesake, Kapellmeister Ludwig van Beethoven, was Bonn's most prosperous and eminent musician, a source of endless pride for young Beethoven. The compositions of Ludwig van Beethoven consist of 722 works written over forty-five years, from his earliest work in 1782 (variations for piano on a march by Ernst Christoph Dressler) when he was only eleven years old and still in Bonn, until his last work just before his death in Vienna in 1827. Beethoven composed works in all the main genres of classical music, including symphonies, concerts, piano sonatas and the opera. His works range from requiring a solo performer to needing a large orchestra and chorus to perform. Beethoven's work is typically divided into three periods: the "Early" period, where Beethoven composed in the "Viennese" style; the "Middle" or "Heroic" period, where his work is characterised by struggle and heroism, such as in the *Eroica* Symphony, the Fifth Symphony, the *Appassionata* Sonata and in his sole opera *Fidelio*; and the "Late" period, marked by intense personal expression and an emotional and intellectual profundity. Although his output dropped drastically in his later years, this period saw the composition of masterpieces such as the late string quartets, the final

five piano sonatas, the *Diabelli Variations*, the *Missa Solemnis* and the Ninth Symphony.

Ex.1. Answer to the following questions.

1. When was Beethoven born?
2. What was the full name of the composer?
3. Who was the father of him?
4. Who was the mother and grandparents of Beethoven?
5. How many periods are there in Beethoven's works?
6. How long had Beethoven written his 722 works?
7. How many were there his symphonies?

Ex.2. Complete main information about Beethoven's biography



Ex.3. Do the true, false, not given activity

1. Beethoven was born on or about December 16, 1770, in the city of Bonn.
2. Ludwig van Beethoven was a French pianist and composer.
3. Beethoven's mother was famous singer with his father.
4. Beethoven's work is typically divided into three periods.
5. His new works included vocals and musical instruments, symphony, concerts and quartet.
6. Beethoven's most important works were written during the last 2 decades.

Answers: 1.T 2.F 3.Ng 4.T 5.T 6.F

Homework: learn new vocabulary and retell the main points of the data.

Unit 15. Present Perfect



Present perfect simple
have/has + past participle

statement

*I/you/we/they **have** learn 't...*

negative

*I/you/we/they **have not (haven't)** learn't.*

question

***Have** I/you/we/they **learnt**?*

Use

Situations that started in the past and are still true.
head teacher for three years

Completed actions at a time in the past which is not mentioned
that book .

Completed actions where the important thing is the result now
their homework

Example

*Mrs Jenkins **has been** in the*

I've already read

They've all done

The present perfect simple is often used with the following words and phrases:

- *for* *She's taught German here **for** over five years*
- *since* *Mr Gray has taught French here **since** 2006.*
- *just* *We've **just** done this exercise.*
- *already* *We've **already** done this exercise.*

- yet *We haven't checked the answers **yet**.*
- ever *Have you ever had guitar lessons?*
- never *I've **never** understood why they give us so much homework!*
- it's the **It's the first time** *we've watched a video in first time class.*

We don't use the present perfect simple when we want to say **when** something happened in the past. We use the past simple.

// **did** my homework **last night**

We don't use the past simple when we want to show that something happened **before now** or is **still important now**. We use the present perfect simple.

// **I've finished!** Can I go home now?

When we say 'something has happened', this is usually new information:

Ow! I've cut my finger.

The road is closed. There's been an accident. (= There has been ...)

Police have arrested two men in connection with the robbery.

When we use the present perfect, there is a connection with now. The action in the past has a result now:

Tom has lost his key. (= he doesn't have it now)

He told me his name, but I've forgotten it. (= I can't remember it now)

Sally is still here. She hasn't gone out. (= she is here now)

I can't find my bag. Have you seen it? (= do you know where it is now?)

Compare gone (to) and been (to):

James is on holiday. He has gone to Italy. (= he is there now or on his way there)

Amy is back home now. She has been to Italy. (= she has now come back)

Ex :1. Put in **been** or **gone**.

- 1 My parents are on holiday. They've gone to Italy.
- 2 Hello! I've just..... to the shops. I've bought lots of things.
- 3 Tom has just..... out. He'll be back in about an hour.
- 4 Alice isn't here at the moment. I don't know where she's
- 5 You're very late. Where have you

Ex :2. Read the situations and complete the sentences using the present perfect.

Choose from these verbs:

break disappear go up grow improve lose shrink stop

- | | |
|---|-----------------------|
| 1 Tom is looking for his key. He can't find it. | Tom has lost his key. |
| 2 Maria's English wasn't very good. Now it is better. | Her English..... |
| 3 My bag was here, but it isn't here any more. | My bag..... |
| 4 Lisa can't walk and her leg is in plaster. | Lisa..... |
| 5 Last week the bus fare was J1.80. Now it is J2. | The bus fare..... |

- 6 Dan didn't have a beard before. Now he has a beard. Dan.....
 7 It was raining ten minutes ago. It isn't raining now. It.....
 8 I washed my sweater, and now it's too small for me. My sweater.....

Ex: 3. You ask people about things they have done. Write questions with **ever**.

- 1 (ride / horse?) Have you ever ridden a horse?
 2 (be / California?) Have.....
 3 (run / marathon?).....
 4 (speak / famous person?).....
 5 (most beautiful place / visit?) What's.....

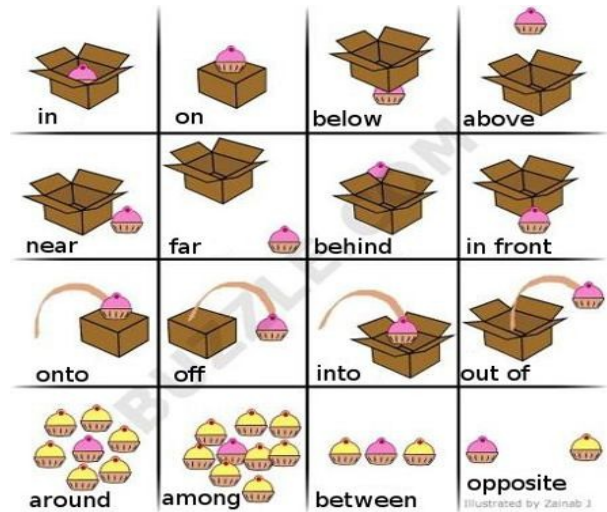
Ex:4. Complete the sentences using the present perfect.

- 1 Sally is still here. She hasn't gone (she / not / go) out.
 2 I can't find my bag.....(you / see / it) anywhere?
 3 I can't log on to the website.(I / forget) my password.
 4 I sent Joe an email this morning, but..... (he / not / reply).
 5 Is the meeting still going on, or..... (it / finish)?
 6(the weather / change). It's colder now.
 7(you / not / sign) the form. Could you sign it now, please?
 8 Are your friends still here, or.....(they / go) home?
 9 Paul doesn't know what he's going to do.....(he / not / decide / yet).

Homework: To revise and practice all materials

Unit 16. 7 Different Forms of Art

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about 7 Different Forms of Art Developing: - to enable pupils to talk about their favourite field of art , outstanding scenes of it; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of meaning of art and	By the end of the lesson, pupils will be able to: - talk about famous outstanding scenes of art performances or types students' like; - share opinion a prepositions; - say the names of artists who create works	Recycling the previously learnt vocabulary



in

Time

months *Paris is wonderful in April.*
 Years *I first went to Russia in 2005.*
 seasons *We often go skiing in winter.*
 parts of the day *My train leaves in the afternoon.*

Helpful hints

We also use *in* in the following phrases:

- *in a minute/an hour* • *in front of*
- *in the middle (of)* • *in the future*

Place

towns and cities *There's a famous castle in Edinburgh.*
 countries and continents *My brother is in Mexico.*
 areas and regions *What's life like in the desert?*
 inside an object *Your passport is in the drawer.*
 inside a room *I've left the tickets in the living room!*
 inside a building *Sharon has been in the travel agent's for an hour!*

On

Before week days

I got a new car on Saturday.

Place

Islands-*Last year, we stayed on Mykonos.*

Dates- *My birthday is on 19th March.*

Helpful hints

We also use *on* in the following phrases:

- *on the beach* • *on the left/right*
- *on my birthday*

on top of an object *Did you put your car keys on the kitchen table?*
on a surface *There's a timetable on the wall.*

We say ***in the morning/afternoon/evening***, but *on Monday morning/Wednesday evening//etc./ We're flying to Washington in the morning/on Tuesday morning.*

We don't use a preposition with **tomorrow, yesterday, tomorrow morning, yesterday evening**. / *We're flying to Washington tomorrow afternoon.*

Time

clock times *There's a bus at ten past three.*

Place

exact places *What's it like at the North Pole?*

holiday periods *What are you doing at Christmas?* addresses *My cousin lives at 132 London Road.*

buildings *When I think John is at the cinema, we are talking about the activities that happen there*

activities *Rania isn't here. She's at a party.*

Helpful hints

We also use *at* in the following phrases:

- *at the moment* • *at night* • *at the top/bottom*
- *at the door/window*

Ex: 1. If the word in bold in each sentence is correct, put a tick (+). If it is wrong, write the correct word.

- 1 We first visited China **on** 2006.
- 2 My birthday is at the second of July.
- 3 Let's meet **on** five o'clock, shall we?
- 4 School starts again **in** September.
- 5 There's a party at Emily's at Saturday.
- 6 What do you want to do **on** the morning?
- 7 Let's go and see Grandma **on** Easter.
- 8 Where do you usually go **in** Christmas Day?

Ex: 2. Complete using the words in the box.

at • in • on • to

- 1 My aunt and uncle have decided to move..... New Zealand.
- 2 Do you want to go the theatre tomorrow?
- 3 We stayed..... a great hotel in Dubai.
- 4 Wait..... the end of the street and i'll come and meet you.
- 5 You can come..... my house for dinner, if you like
- 6 Connor was walking..... the corner shop when he realised he'd lost his wallet.
- 7 We drove all night and finally arrived..... Lisbon at eight o'clock.
- 8 Did you leave your book..... the teacher's desk, so she can see it?
- 9 Look at those sheep..... that field over there.
- 10 It takes about six hours to flyAsia from here.

Ex: 3. Look at the pictures and complete the sentences.



- 1 This photo was taken winter.
- 2 We'rea concert.
- 3 She'sthe sea.
- 4 It'spage 62.
- 5 It'sthe middle.
- 6 He'san island.
- 7 It'sthe mountain.
- 8 They'rea wedding.

Ex: 4. Circle the correct word.

- 1 I'm meeting Andy **at** / **on** the cinema in an hour.
- 2 Have you seen the new building **at** / in front of the school?
- 3 My new job starts **in** / **on** the first day of August.
- 4 We're going to Martin's to see their new baby **n** / **on** Wednesday evening.
- 5 See if there are any tomatoes **at** / **in** the fridge, will you?
- 6 We'll all have computers connected to our brains **at** / **in** the future.
- 7 I don't feel like playing chess **at** / **on** the moment.
- 8 I think there's someone **at** / **in** the door. I'll go and check.

Homework : To learn and revise all materials.

Unit 17. Mozart

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about biography of Mozart and his own life</p> <p>Developing: - to enable pupils to talk about Mozart's operas, outstanding scenes of it; - to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of comedic operas and interesting facts of his famous opera performances.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of past simple and prepositions; - say the names of composers who wrote operas 	<p>Recycling the previously learnt vocabulary</p>



(1756-1791)



in the party

Johann Chrysostom Wolfgang Amadeus Mozart (born January 27, 1756, Salzburg, archbishopric of Salzburg in Austria—died December 5, 1791, Vienna), Austrian composer, widely recognized as one of the greatest composers in the history of Western music. With Haydn and Beethoven he brought to its height the achievement of the Viennese Classical school. Unlike any other composer in musical history, he wrote in all the musical genres of his day and excelled in every one. His taste, his command of form, and his range of expression have made him seem the most universal of all composers.

Mozart most commonly called himself Wolfgang Amadé or Wolfgang Gottlieb. His father, Leopold, came from a family of good standing (from which he was estranged), which included architects and bookbinders. Leopold was the author of a famous violin-

playing manual, which was published in the very year of Mozart's birth. His mother, Anna Maria Pertl, was born of a middle-class family active in local administration. Mozart and his sister Maria Anna ("Nannerl") were the only two of their seven children to survive.

Despite his short life, his rapid pace of composition resulted in more than 600 works of virtually every genre of his time. Many of these compositions are acknowledged as pinnacles of the symphonic, concertante, chamber, operatic, and choral repertoire. He is considered among the greatest classical composers of all time, and his influence on Western music is profound, particularly on Ludwig van Beethoven. His elder colleague Joseph Haydn wrote: "posterity will not see such a talent again in 100 years"

Mozart's symphonic production covers a 24 year interval, from 1764 to 1788. According to most recent investigations, Mozart wrote not just the 41 symphonies reported in traditional editions, but up to 68 complete works of this type.

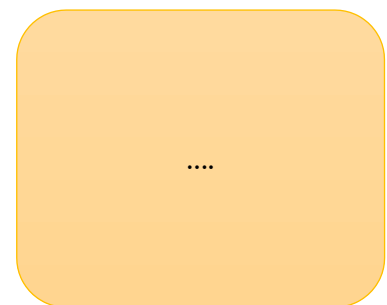
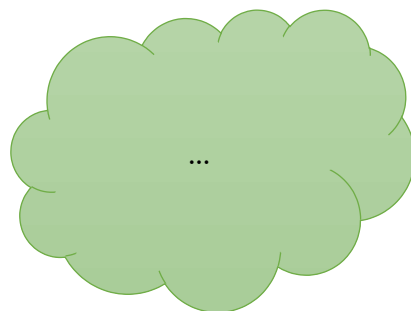
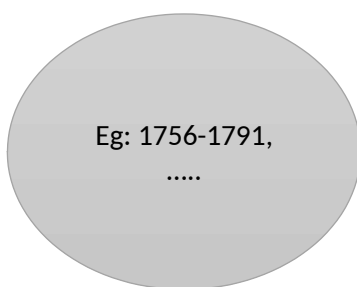
Major Compositions

Operas: *Lucio Silla*, *The Marriage of Figaro*, *Don Giovanni*, *The Magic Flute*, *Così fan tutte*, and others

- Vocal: Requiem, oratorios, and cantatas
- For orchestra: Symphonies, serenades, and divertimentos;
- Concertos for different instruments and orchestra: More than thirty for piano and orchestra, Five for violin and orchestra, Four for horn and orchestra
- Chamber Music: Six string quintets, more than twenty string quartets, more than thirty sonatas for violin and piano, trios, minuets, rondos, fantasies, and many other works

Ex:1. Divide your class into 3-4 sub –groups.

Read the given information and find the important names, numbers and note them to a sheet of paper which teacher gave. Organize the activity as a competition.

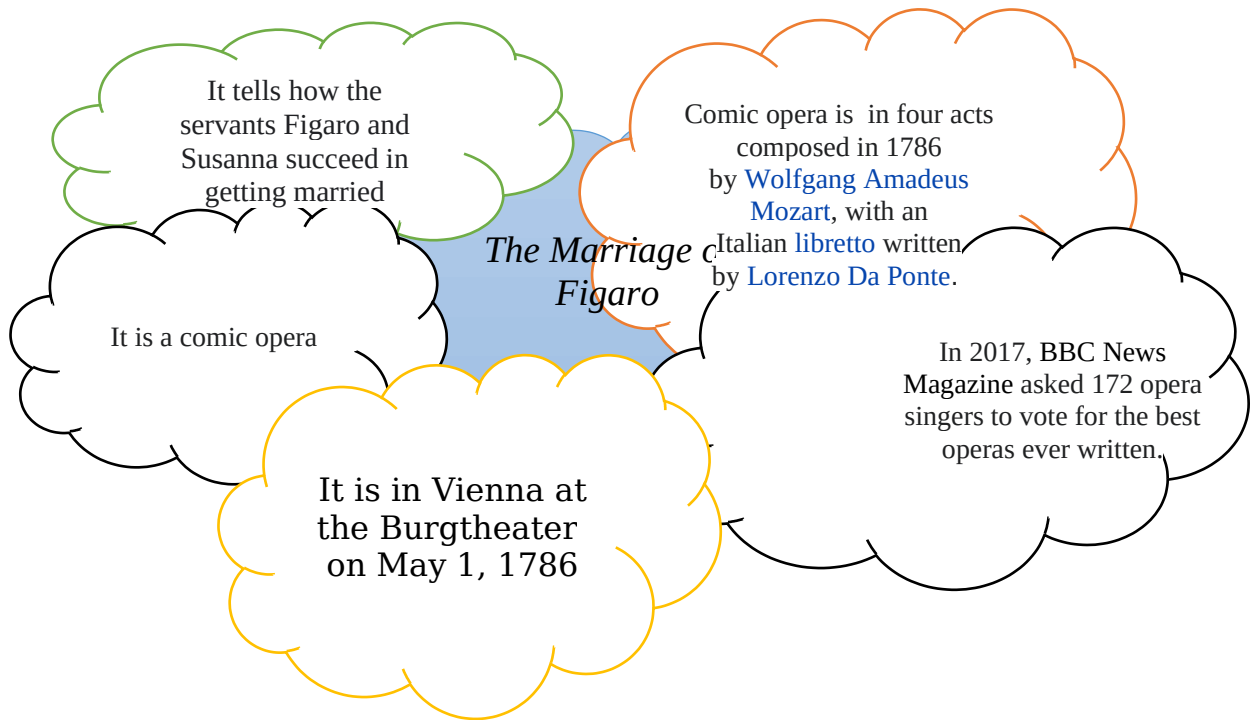


Ex: 2. Do the true false activity according to the text. Put true for given accurate statement. Put false for wrong statement.

1. With Haydn and Beethoven he brought to its height the achievement of the Viennese modern school.
2. Anna Maria Pertl author's mother, was born of a middle-class family.
3. Mozart's symphonic production covers some years interval, from 1760 to 1788.

4. His influence on Western music is profound, particularly on Ludwig van Beethoven.
5. Maria Anna (“Nannerl”) were the only two of their seven children to survive.
6. Like any other composer in musical history, he wrote in all the musical genres of his day and excelled in every one.

Ex: 4. Find the name of the opera reading through extra information about one of the famous masterpiece of Mozart.



Answers: 1.F 2.T 3. F 4.T 5.T 6.F

Glossary

Opera- a dramatic work in one or more acts, set to music for singers and instrumentalists.

Composer- a person who writes music

Masterpiece- a work of art such as a painting, film, or book that is made with great skill

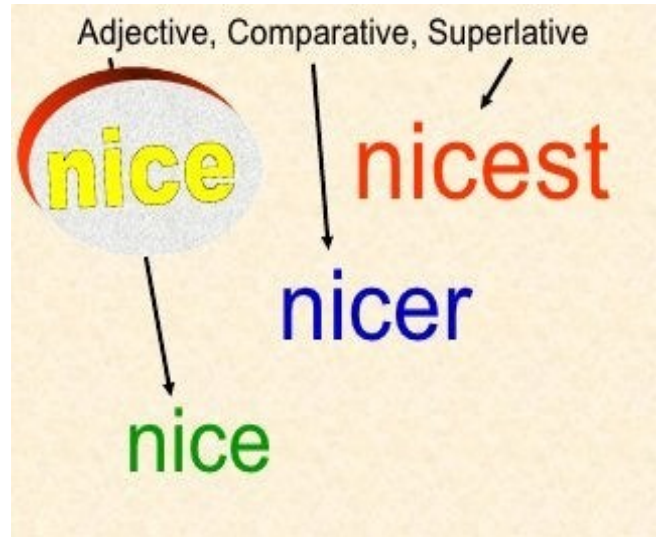
Symphonies- musical work

Serenade- to play a piece of music or sing for someone, especially for a woman while standing outside her house at night

Chamber music- music written for a small group of musicians so that it can be performed easily in a small concert hall or in a private home

Homework: make a speech about my favourite play.

Unit 18. Adjectives (Comparatives and superlatives)



Example

To compare things/people/actions that are different

Use

*My new job is **more enjoyable** than my old one.*

*I'd like you to get to the office **earlier** tomorrow*

adjective

hard + **-er**
 one syllable ending in -e *late*
 one syllable ending in vowel + consonant *big*
 two syllables ending in -y *pretty* -y — -ter
 two or more syllables *interesting* *more/less*
 irregular adjectives / quantifiers *good - better*
bad ~ worse
little — less
far — farther/further
many — more, much — more



comparative

harder
 + -r *later*
 double last letter + -er *bigger*
prettier
 + adjective *more/less interesting*

adverb

carefully
more/less + adverb
more/less carefully

irregular adverbs

comparative
well — better
badly — worse
early — earlier

near — nearer

late — later
fast — faster

far — farther / further

Superlatives

Use

To compare one member of a group of things/people/actions with the whole group

Example

*Out of all the jobs in the company, John's is the **hardest***

one syllable

adjective

hard



+ *-est*

superlative

hardest

one syllable ending in -e *late* + *-est*

latest

one syllable ending in vowel + consonant *big* double last letter + *-est* *biggest*

prettiest

two syllables ending in -y *pretty* -y *-iest*

two or more syllables *interesting* *most/ least* + adjective *most/least interesting*

irregular adjectives / quantifiers *good* — *best*

bad — *worst*

little — *least*

far — *farthest/furthest*

many — *most*

much — *most*

Ex: 1. Complete using the comparative form of the words in brackets.

1 Wait! Your bicycle is **(fast)** than mine!

2 Phew! It's much..... **(hot)** than it was yesterday, isn't it?

3 I think you look **(pretty)** when you wear your hair up.

4 The price of batteries has gone up. They're a lot..... **(expensive)** than last time.

5 Angus hasn't been practising the piano and he's got a lot.....**(bad)**.

6 His new film is much..... **(entertaining)** than his last one. I loved that one!

7 Tell us another joke - but a **(short)** one this time! That one took forever!

8 I didn't win the lottery. Maybe I'll be**(lucky)** next time.

9 The Russian athlete threw the discus..... **(far)** than all the others and won gold.

10 I think these biscuits are even.....**(nice)** than the last ones you made!

Ex: 2. Look at the pictures and write their name as you think and make up the story about one picture



Ex: 3. Rewrite the sentences using the correct comparative form of the words in the box.

bad beautiful confident fat happy near (to) short young

1 Joshua is much taller than Alex.

Alex is

2 Theresa is more confident than Amy.

Amy is a lot.....

3 Your house is further from the school than mine.

My house is

4 Jude is less happy than Andy about the decision.

Andy is

5 Bill is thinner than Simon.

Simon is

6 Terry is older than Sarah-Jane.

Sarah-Jane is

7 Patricia is better than her sister on the clarinet.

Patricia's sister is

8 The houses here are uglier than in my grandparents' village.

The houses in my grandparents' village.....

Ex :4. Complete using the correct form of the words in brackets.

I think this is the (1) (**bad**) job I've ever had. My last job was much(2) (**good**) than this one. I had a lot (3)..... (**little**) workthere and my boss was really nice. My boss here is the (4) (**strict**) in the whole firm, and the working day is (5)..... (**long**) than in my last job, too. The (6)..... (**good**) thing about it is that the office is (7) (**close**) to my house than the old one, At least now I get home (8)..... (**early**) than I used to.

Homework : revise all explained rules and information .

Unit 19. What Is Music Therapy?

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about orchestra and its types ,settings</p> <p>Developing: - to enable pupils to talk about describing orchestra its plot and organization with musicians;</p> <p>- to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of symphonies and interesting facts of famous performances .</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of present perfect tense ; - say the names of conductors and their masterpieces 	<p>Recycling the previously learnt vocabulary</p>

What Is Music Therapy?

Music therapy is a therapeutic approach that uses the naturally mood-lifting properties of music to help people improve their mental health and overall well-being.



It's a goal-oriented intervention that may involve:

- Making music
- Writing songs
- Singing
- Dancing
- Listening to music
- Discussing music

This form of treatment may be helpful for people with depression and anxiety, and it may help improve the quality of life for

people with physical health problems. Anyone can engage in music therapy; you don't need a background in music to experience its beneficial effects.

What Music Therapy Can Help With Music?

Therapy may be helpful for people experiencing:

Alzheimer's disease, Anxiety or stress, Autism ,Cardiac conditions ,Chronic pain, Depression ,Diabetes ,Difficulties with verbal and nonverbal



communication, Emotional dysregulation, Feelings of low self-esteem , Headaches , Negative mood, Rehabilitation after an injury or medical procedure , Respiration problems, Substance use disorders , Surgery-related issues , Traumatic brain injury (TBI) .

Grammar. You can say:

Our holiday was too short – the time passed very **quickly**.

Two people were seriously injured in the accident.

Quickly and **seriously** are adverbs. **Many adverbs are adjective + -ly:**

Adjective: quick serious careful bad heavy terrible

Adverb: quickly seriously carefully badly heavily terribly

Not all words ending in -ly are adverbs. Some adjectives end in -ly too, for example:

Friendly lively elderly lonely lovely

e:g It was a lovely day.

Adjective or adverb?

Adjectives (**quick/careful** etc.) tell us about a **noun** (somebody or something).

We use adjectives before nouns:

Sam is a careful driver. (not a carefully driver)

We didn't go out because of the heavy rain.

Adverbs (**quickly/carefully** etc.) tell us about a **verb** (how somebody does something or how something happens):

Sam drove carefully along the narrow road. (not drove careful)

We didn't go out because it was raining heavily. (not raining heavy)

Compare:

She speaks perfect English.

adjective + noun

She speaks English perfectly

verb + noun + adverb

We use adjectives after some verbs, especially be, and also **look/feel/sound** etc.

Compare:

Please *be quiet*.

My exam results were really *bad*.

Why do you always look so serious?

I feel happy.

Please speak *quietly*.

I did really *badly* in the exam.

Why do you never take me *seriously*?

The children were playing *happily*.

You can also use adverbs before adjectives and other adverbs. For example:

reasonably cheap

terribly sorry

incredibly quickly

(adverb + adjective)

(adverb + adjective)

(adverb + adverb)

It's a reasonably cheap restaurant and the food is **extremely** good.

I'm **terribly** sorry. I didn't mean to push you.

Maria learns languages **incredibly** quickly.

The exam was **surprisingly** easy.

Ex :1. Complete each sentence with an adverb. The first letters of the adverb are given.

- 1 We didn't go out because it was raining heavily .
- 2 I had no problem finding a place to live. I found a flat quite ea_____ .
- 3 We had to wait a long time, but we didn't complain. We waited pat_____ .
- 4 Nobody knew that Simon was coming to see us. He arrived unex_____ .
- 5 Mike keeps fit by playing tennis reg_____ .
- 6 I don't speak French very well, but I can understand per if people speak sl_____ and cl_____ .

Ex.2. Write down names of deseases and treatment ways of music therapy.

E.g: deseases: anxiety, treatments: listening musics,

Ex: 3. Put in the correct word.

- 1 Sam drove carefully along the narrow road. (careful / carefully)
- 2 I think you behaved very_____. (selfish / selfishly)
- 3 The weather changed_____. (sudden / suddenly)
- 4 There was a _____change in the weather. (sudden / suddenly)
- 5 Liz fell and hurt herself really_____. (bad / badly)
- 6 I think I have flu. I feel_____. (awful / awfully)
- 7 Tanya is_____ upset about losing her job. (terrible / terribly)
- 8 I could sit in this chair all day. It's very_____. (comfortable / comfortably)
- 9 I explained everything as_____ as I could. (clear / clearly)
- 10 Be careful on that ladder. It doesn't look very_____. (safe / safely)
- 11 Have a good trip and I hope you have a_____ journey. (safe / safely)
- 12 I'm glad you had a good trip and got home_____. (safe / safely)

Ex: 4. Complete each sentence using a word from the box. Sometimes you need the adjective (careful etc.) and sometimes the adverb (carefully etc.).

careful(ly)	complete(ly)	dangerous(ly)	financial(ly)	fluent(ly)
frequent(ly)	nervous(ly)	perfect(ly)	permanent(ly)	special(ly)

- 1 Sam doesn't take risks when he's driving. He's always careful .
- 2 He's late sometimes, but it doesn't happen _____.
- 3 Maria's English is very _____although she makes quite a lot of mistakes.
- 4 I cooked this meal_____ for you, so I hope you like it.
- 5 Everything was very quiet. There was_____ silence.
- 6 I tried on the shoes and they fitted me_____ .
- 7 I'd like to buy a car, but it's_____ impossible for me at the moment.
- 8 I'm staying here only a few weeks. I won't be living here_____ .
- 9 Do you usually feel _____before exams?
- 10 Dan likes to take risks. He lives_____.

Homework : To learn and find extra information about adverbs.

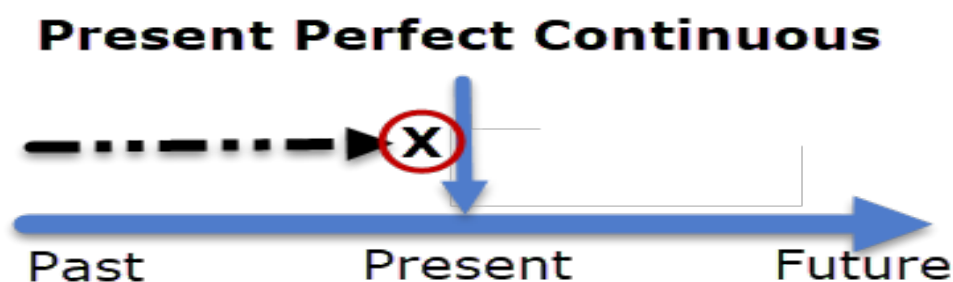
Unit 20. Present Perfect continuous

Present Perfect Continuous

Have been
Has been

Verb + ing

Since/For



Present perfect continuous
have/has + been + -ing

statement

*I/you/we/they have ('ve)
been studying ...*

He/she/it has('s) been studying.

negative

*I/you/we/they have not (haven't)
been studying ...*

He/she/it has not(hasn't)been studying.

question

Have I/you/we/they been

studying ...?.. Has he/she/it been studying

Use

Actions continuing

up to now or just
before now

Example

We've been doing grammar exercises for over an hour.

exercises for over an hour.

Can we have a break now?

*They're having a break now because
they've been working so hard.*

Helpful hints

The present perfect continuous is often used with the following words:

- *for* I've been learning English **for** over three years.
- *since* He's been learning Chinese **since** 2004.
- *just* I've **just** been reading the school newspaper.

The present perfect simple often emphasises the result of an action:

/ She's **written** an article for the school newspaper. (= She's finished it.)

The present perfect continuous often emphasises the action, and the time spent on the action, rather than the result:

/ She's **been writing** an article for the school newspaper. (= She's started, but she hasn't finished it yet.)

Ex: 1. Complete using the correct present perfect simple form of the verbs in brackets.

- 1 I(**see**) this film already.
 - 2 John and Julie..... (**had**) their car for about a year.
 - 3 She.....(**not / take**) her driving test yet.
 - 4 Sue.....(**be**) a tour guide since she left university.
 - 5 (**you / ride**) into town on your new bike yet?
 - 6 This new computer(**make**) my life a lot easier.
 - 7 We.....(**not / decide**) what to get Mark for his birthday yet.
- S (**Paul / ever / meet**) a famous person?

Ex: 2. Choose the correct answer

- 1 never played this game before.
A I've B I
- 2 Adam.....his room last night.
A has tidied B tidied
- 3 here since 2005?
A Have you lived B Did you live
- 4 Carol and Ito the cinema three nights ago.
A have been B went
- 5 It's the first timeour flat, isn't it?
A you've visited B you visited
- 6 They.....the Daby a name yet.
A haven't given B didn't give
- 7 I to New York when you went to the States last summer?
A Have you been B Did you go
- 8 an e-mail before?
A Have you ever sent B Did you ever send

Ex: 3. Look at the picture and use the prompts to write sentences. Use the correct form of the present perfect simple.

- 1 lesson / not/start/yet
- 2 teacher / already / write / on the board
- 3 Joe and Lm / just / come / into the classroom
- 4 Tony / not /fin is h e d / getting /books ready
- 6 Dave / drop / pen / on the floor
- 5 Christine /already/open /book
- 7.he /not/pick it up /yet



Ex: 4. Complete using the words in the box.

already • ever • for • just • never • since • yet

- 1 I haven't listened to their new CD.....Is it any good?
- 2 We've been waiting for y o uover an hour. Where have you been?
- 3 Have y o ubeen to the UK before?
- 4 I'm afraid we've.....made plans for this weekend, so we won't be free.
- 5 Pedro has been having English lessons.....he was five years old.
- 6 It's strange that you mention the film *Crash*. I've.....been reading about it in the paper.
- 7 I've.....heard of a 'sudoku'. What is it?

Homework : To leran all grammar rules

Unit 21. Ochestra

Aims	Learning outcomes	Vocabulary and structure
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<p>Educational: - to learn about orchestra and its types ,settings</p> <p>Developing: - to enable pupils to talk about describing orchestra its plot and organization with musicians;</p> <p>- to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of symphonies and interesting facts of famous performances .</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of present perfect tense ; - say the names of conductors and their masterpieces 	<p>Recycling the previously learnt vocabulary</p>
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Ex.1. Look at the pictures and share your opinions. Have you ever been to the orchestra.



Ex.2. the text

Read and





An **orchestra** is a large instrumental ensemble typical of classical music, which combines instruments from different families, including bowed string instruments such as the violin, viola, cello, and double bass

- woodwinds such as the flute, oboe, clarinet, and bassoon,
- brass instruments such as the horn, trumpet, trombone, and tuba,
- percussion instruments such as the timpani, snare drum, bass drum, cymbals, triangle, tambourine, and mallet percussion instruments each grouped in sections.

A full-size Western orchestra may sometimes be called a **symphony orchestra** or **philharmonic orchestra** (from Greek *phil-*, "loving", and "harmony"). The actual number of musicians employed in a given performance may vary from seventy to over one hundred musicians, depending on the work being played and the size of the venue. A *chamber orchestra* (sometimes *concert orchestra*) is a smaller ensemble of not more than about fifty musicians. Orchestras that specialize in the Baroque music, for example, Johann Sebastian Bach and George Frideric Handel, or Classical repertoire, such as that of Haydn and Mozart, tend to be smaller than orchestras performing a Romantic music . The typical orchestra grew in size throughout the 18th and 19th centuries, reaching a peak with the large orchestras (of as many as 120 players) called for in the works of Richard Wagner, and later, Gustav Mahler. Orchestras are usually led by a conductor who directs the performance with movements of the hands and arms, often made easier for the musicians to see by use of a conductor's baton. The conductor also prepares the orchestra by leading rehearsals before the public concert, in which the conductor provides instructions to the musicians on their interpretation of the music being performed.

The leader of the first violin section – commonly called the concertmaster – also plays an important role in leading the musicians. Orchestras play a wide range of repertoire, including symphonies, opera and ballet overtures, concertos for solo instruments, and as pit ensembles for operas, ballets, and some types of musical theatre.

Ex.3. Look through the text and write all new words on the board and divide the class into 2 groups and ask students to find meaning of the vocabularies according to dictionary.

Concertmaster-
Violin-
Lead-
Repertoire-
Overture-
Ensemble-
Rehearsal-

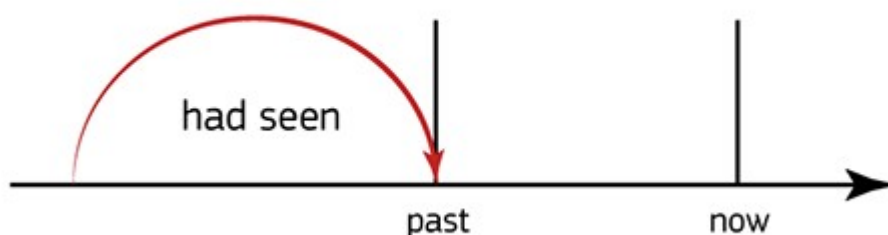
Interpretation-
Harmony-
Conductor-
Cymbal-
Drum-
Percussion-
Oboe-

Homework: to learn all new vocabulary

Unit 22.

Past Perfect

Past Perfect



had + past participle

statement

*I/you/he/she/it/we/they had ('d) written ...
written ...*

question

Had I/you/he/she/it/we/they written ...

negative

I/you/he/she/it/we/they had not (hadn't)

Use

Actions and states
before a moment in the past
Mrs Cross had been a teacher for twenty years before she became a head teacher.

Example

*I'd finished my homework
a few minutes before the lesson started.*

Finished actions and
states where the we'd
important thing is the
result at a moment in
the past

*We were happy because
all done our homework.*

Whether we use the past simple or the past perfect simple can change the meaning of a sentence.

- / *The lesson started when 1 arrived.* { = 1 arrived and then the lesson started.)
- / *The lesson had started when 1 arrived.* { = The lesson started and then 1 arrived.)

Helpful hints

The past perfect simple is often used with the following words and phrases:

- *by I'd finished my homework by eight o'clock.*
- *by the time By the time 1 got to class, the lesson had started.*
- *before The teacher had checked the answers before the lesson.*
- *after 1 left after I'd finished the test.*
- *just Simon had just finished the test when the bell rang.*
- *when 1 left when I'd finished the test.*

Ex: 1. Complete using the correct past perfect simple form of the verbs in brackets.

- 1 By the time I arrived, everyone.....(**leave**)!
- 2 Steve.....(**already / see**) the film, so he didn't come with us to the cinema.
- 3 Tina.....(**not / finish**) doing the housework by seven o'clock, so she called Andrea to tell her she would be late.
- 4 (**you / just / speak**) to Billy when I rang?
- 5 The car broke down just after.....(**we / set off**).
- 6 I didn't eat anything at the party because.....(**I / already / eat**) at home.
- 7 (**you / hear**) about the accident before you saw it on TV?

Ex :2. Complete the sentences. Use the correct form of the past perfect continuous.

- 1 She was tired because..... (**run**).
- 2 They were hot because (**dance**).
- 3 The garden was flooded because(**it / ram / all night**).
- 4 Did they crash because..... (**drive / too fast**)9
- 5 When I arrived,..... (**they / wait / for over half an hour**).
- 6 When I got there ,.....(**they / not / w?it / long**).

Ex:3. Complete using the correct form of the verb in brackets.

- 1 Where.....(**you / go**) when I saw you on the bus last night?
- 2 (**you / enjoy**)..... the film?
- 3 When we shared a room, Zoe.....(**always / take**) my things. It was so annoying!
- 4 When I went to get the tickets, I realised I (**not / have**) any money.
- 5 When I was young, we..... (**go**) to France every year on holiday.
- 6 Elvis.....(**become**) famous for the song Blue Suede Shoes.
- 7 When you rang last night, I (**work**) in the garden so I didn't hear the phone.
- 8 I(**hear**) from Davina last night. She says hello.
- 9 The old man.....(**appear**) to be very tired and he slowly sat down.
- 10 We.....(**throw**) a surprise party for my brother last Saturday.

Homework : To learn all grammar rules and make a story.

Unit 23. Uzbek composers

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about biography and personal information of M.Ashrafi</p> <p>Developing: - to enable pupils to talk about M.Ashrafi's operas, outstanding scenes of it; - to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of comedic operas and interesting facts of famous opera performances.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of past simple and prepositions; - say the names of composers who wrote operas 	<p>Recycling the previously learnt vocabulary</p>

Mukhtar Ashrafi

Mukhtar Ashrafi was born on 29 May (11 June) 1912 in Bukhara. He grew up in the family of his father, a famous Bukhara singer and musician Ashrafzhan Hafiza. At the age of seven, Ashrafi began to play Uzbek folk instruments improvising on the dutar. In 1924, he entered Oriental Music School in Bukhara. In 1928, Ashrafi graduated a dutar class in Bukhara and entered the Samarkand Institute of Music and Choreography.



From 1934 to 1936, he studied in a composition class of Sergei Vasilenko at the Moscow Conservatory. In 1934, Ashrafi wrote Komsomol and pioneer songs, and in 1935-1936, he wrote lyrical songs on the words of Fuzuli, working on his first opera at the same time. Together with his teacher, Sergei Vasilenko, Ashrafi wrote the first Uzbek opera "Buran" that was staged in 1939, starting the history of Uzbek Opera and Ballet Theater. In 1941-1944, Ashrafi studied composition at the Leningrad Conservatory. In 1948, he graduated from the conducting faculty of the Leningrad Conservatory as an external student. In 1942, Ashrafi created the first Uzbek heroic symphony. From 1943 to 1947, Ashrafi was a director of Alisher Navoi Uzbek Opera and Ballet Theater. Since 1944 Ashrafi was a teacher, and since 1953 - a professor at the Tashkent Conservatory.

In 1964-66 he was a director, artistic director and chief conductor of the Samarkand Opera and Ballet Theater, and since 1966 - a director, artistic director and chief conductor of the State Academic Bolshoi Theater of the Uzbek in Tashkent.

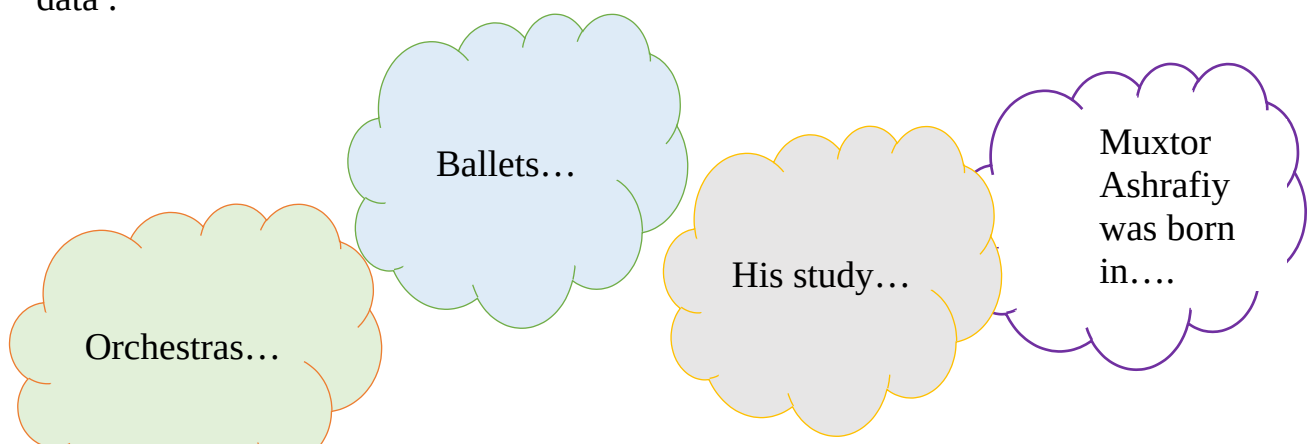
From 1971 to 1975, Ashrafi was a rector of the Tashkent Conservatory. Ashrafi is the author of the books "Indian Diaries" (in Russian and Uzbek), "Music in my life", numerous articles in magazines and periodicals. Mukhtar Ashrafi died on 15 December 1975 in Tashkent. In 1976 Tashkent Conservatory was named after Ashrafi.

Operas: *Buran* (1939, with S. Vasilenko), *Grand Canal* (1941, with S. Vasilenko), *Dilaram* (1958), *Heart of a Poet* (1962)

Ballets: *Love Amulet* (1969), *Timur Malik* (1970), *Stoikost'* (1971), *Love and Dream* (1973)

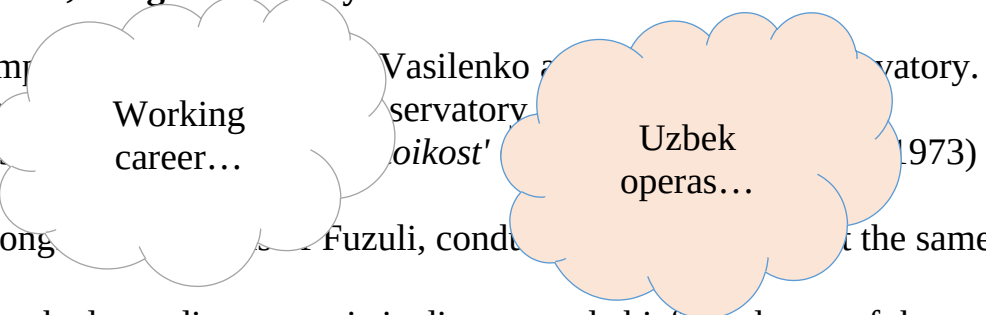
Orchestral works: Symphony No. 1 "Heroic" (1942; awarded Stalin Prize), Symphony No. 2 "Glory to the Victors" (1944), *Kantatu o Schast'ye* (1952; awarded Stalin Prize), Oratorio *Fairy Tale about Rustam* (1974), Music for theater, films.

Ex :1. Pay attention to the new information after looking through it speak about main data .



Ex.2. Do the true , false, not given activity.

1. He studied in a conservatory.
2. Ashrafi wasn't a director.
3. *Love Amulet* (1966) is an opera and symphony.
4. He wrote lyrical songs like Fuzuli, conducted by Vasilenko at the same time.
5. Since 1966 - he worked as a director, artistic director and chief conductor of the State Academic Bolshoi Theater of the Uzbek in Tashkent.
6. Tashkent Conservatory was named after Ashrafi.



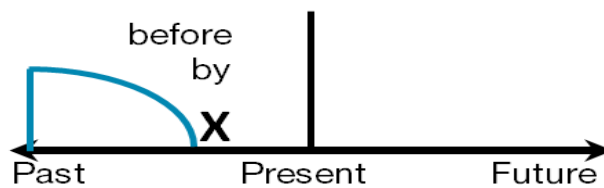
Answers: 1.T. 2. F. 3. Ng. 4.T. 5.T. 6.T.

Ex.3. Share your opinion about the text which you read. Discuss the text.

Homework: Find extra information about Muxtor Ashrafiy

Unit 24. Past Perfect continuous

Past Perfect Continuous Tense



had been + Verb-ing

statement

I/you/he/she/it/we/they had ('d) been writing ...

negative

I/you/he/she/it/we/they had not (hadn't) been writing ...

question

Had I/you/he/she/it/we/they been writing ... ?

Use

Actions continuing up to, or stopping just before, a moment in the past

Example

We'd been doing grammar exercises for over an hour, so we were really bored! a break because they'd been working so hard

I wasn't sure how Belinda would react because I her long.
 A didn't know
 B wasn't knowing
 C hadn't been knowing
 D hadn't known
 Ian..... at the factory long when he was made a manager.
 A hadn't been working
 B wasn't working
 C didn't work
 D wasn't worked

I wanted to say goodbye to Jerry, but he...
 A was already left
 B already left
 C had already been leaving
 D had already left
 8 When we got to the airport, I realized Imy passport at home!
 A was left
 B had left
 C left
 D had been leaving

Ex :3. Write sentences using the prompts. One of the verbs must be in the past perfect simple.

- 1 we / just / hear / the news / when / you / ring
- 2 I / already / think of / that / before / you / suggest / it
- 3 when / I / turn on / the TV / the programme / already / start
- 4 she / be / hungry / because / she / not / eat / anything / all day
- 5 by the time / I leave / school / I / decide / to become / a musician

Homework: To make up sentences in past perfect form.

Unit 25. History of lacquer painting in Uzbekistan

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about uzbek miniature Developing: - to enable pupils to talk about uzbek miniaturists, outstanding scenes of it; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of miniatures	By the end of the lesson, pupils will be able to: - talk about famous miniatures - share opinion a new form of past perfect continuous - say the names of artists who draw miniatures	Recycling the previously learnt vocabulary

Ex.1. Look and read find new words in the text before detailed reading and find headline

The history of the art of lacquered miniature of Uzbekistan goes back. Ancient kind of national craft flourished in Bukhara and Samarkand in the epoch of Timurids. Over

time, people began to forget about it, and, unfortunately, most of the works of that time have not reached us.

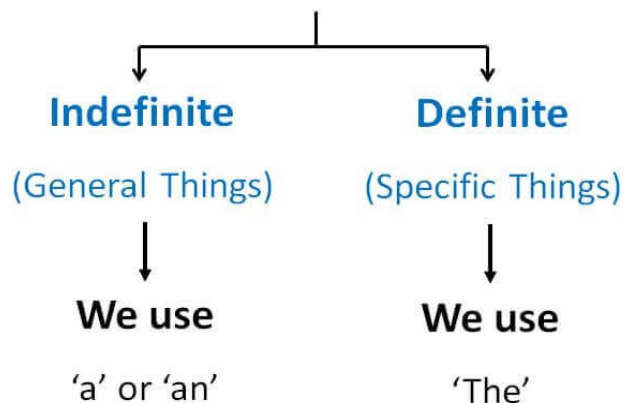
Today, the school of lacquer miniature painting has established in Uzbekistan. Its bright representatives can be found in Tashkent, Bukhara and Samarkand. Uzbek lacquer miniature began to develop as a kind of art craft. The traditional school of Uzbek lacquer miniature has its own technique and tradition of painting. The ornamental painting and painting in the style of ethnographic plots are sought-after. In recent years, floristics has developed. In the late 70's XX century in Uzbekistan, the revival of traditional lacquer painting on papier-mâché ("tosh-kogoz") began. According to medieval technology, to decorate objects with a varnish painting of gold and bronze powder, the ground was prepared with the joining of cherry or apricot glue, which was applied with brushes. Lacquer and paint for papier-mâché were made using a complex recipe. The production of papier mache and lacquer painting flourished in Samarkand in the fifteenth century, as evidenced by genuine ornamental medallions of papier-mache, truly miraculously preserved among the clays in the interior of Gur Emir and Bibi Khanum mosque. The golden blue dome in the interior of the main room of Gur Emir, consisting of 998 elements of papier-mâché, is of great interest. 112 original elements served as material for painstaking restoration work.

Ex.2 .Look at the pictures and describe them





Articles



We use the when we are thinking of a specific thing.

Compare a/an and the:

Tim sat down on a chair. (maybe one of many chairs in the room)

Tim sat down on the chair nearest the door. (a specific chair)

Do you have a car? (not a specific car)

I cleaned the car yesterday. (= my car)

We use a/an when we say what kind of thing or person we mean. Compare:

We stayed at a very cheap hotel. (a type of hotel)

The hotel where we stayed was very cheap. (a specific hotel)

We say 'once a week / three times a day

I go to the cinema about once a month.

'How much are those potatoes?' 'J1.50 a kilo.'

Helen works eight hours a day, six days a week.

We use the when it is clear which thing or person we mean. For example, in a room we talk about the light / the floor / the ceiling / the door / the carpet :

Can you turn off the light, please? (= the light in this room)

I took a taxi to the station. (= the station in that town)

We also say ‘(go to) the bank / the post office’:

I have to go to the bank and then I’m going to the post office.

(The speaker is usually thinking of a specific bank or post office.)

and ‘(go to) the doctor / the dentist’:

Clare isn’t well. She’s gone to the doctor.

I don’t like going to the dentist.

We use the when there is only one of something:

Have you ever crossed the equator?(there is only one equator)

Our apartment is on **the tenth floor**.

Buenos Aires is **the capital of Argentina**.

I’m going away **at the end of this month**.

We use the + superlative (best, oldest etc.):

What’s **the longest** river in Europe?

We say ‘the same’:

Your sweater is the same colour as mine. (not is same colour)

‘Are these keys the same?’ ‘No, they’re different.’

We usually say breakfast/lunch/dinner (without the):

What did you have for breakfast?

We had lunch in a very nice restaurant.

But we say ‘a big lunch’, ‘a wonderful dinner’, ‘an early breakfast’ etc.

We had a very nice lunch. (not We had very nice lunch)

We say: size 43, platform 5 etc. (without the)

Our train leaves from platform 5. (**not the platform 5**)

Do you have these shoes in size 43? (not the size 43)

In the same way, we say: room 126, page 29, vitamin A, section B etc.

We say: the world the universe the sun the moon the earth

the sky the sea the ground the country (= not a town)

I love to look at the stars in the sky. (not in sky)

Do you live in a town or in the country?

The earth goes round the sun, and the moon goes round the earth.

We also use Earth (without the) when we think of it as a planet in space (like Mars, Jupiter etc.). Which is the planet nearest Earth?

We say space (without the) when we mean ‘space in the universe’. Compare:

There are millions of stars in space. (not in the space)

I tried to park my car, but the space was too small.

We say: (go to) the cinema, the theatre

I go to the cinema a lot, but I haven't been to the theatre for ages.

TV / television (without the), but the radio

I watch TV a lot, but I don't listen to the radio much. but Can you turn off the television, please? (the television = the TV set)

the internet

The internet has changed the way we live.

Ex: 1. Put in **a/an** or **the**.

- 1 **a** This house is very nice. Does it havegarden?
b It's a beautiful day. Let's sit ingarden.
c I like living in this house, but it's a shame thatgarden is so small.
- 2 **a** Can you recommendgood restaurant?
b We had dinner invery nice restaurant.
c We had dinner inbest restaurant in town.
- 3 **a** What'sname of that man we met yesterday?
b We stayed at a very nice hotel – I can't remembername now.
c My neighbour hasFrench name, but in fact she's English, not French.
- 4 **a** Did Paula get..... job she applied for?
b It's not easy to get..... job at the moment.
c Do you enjoy your work? Is it..... interesting job?
- 5 **a** 'Are you going away next week?' 'No,..... week after next.'
b I'm going away forweek in September.
c Gary has a part-time job. He works three mornings week.

Ex :2. Which is right?

- 1 I haven't been to cinema / the cinema for ages. (the cinema is correct)
- 2 Sarah spends most of her free time **watching TV / the TV**.
- 3 Do you ever listen to **radio / the radio**?
- 4 **Television / The television** was on, but nobody was watching it.
- 5 Have you had **dinner / the dinner** yet?
- 6 It's confusing when two people have **same name / the same name**.
- 7 What do you want for **breakfast / for the breakfast**?
- 8 Fruit is an important source of **vitamin C / the vitamin C**.
- 9 This computer is not connected to **internet / the internet**.
- 10 I lay down on **ground / the ground** and looked up at sky / the sky.
- 11 **Next train / The next train** to London leaves from **platform 3 / the platform 3**.

Ex3. Put in **the** or **a** where necessary. If no word is necessary, leave the space empty.

- 1 a: Our apartment is on the tenth floor.
b: Is it? I hope there'slift.

- 2 a: Did you have..... nice holiday?
 b: Yes, it was..... best holiday I've ever had.
- 3 a: Where'snearest shop?
 b: There's one atend of this street.
- 4 a: It'slovely day, isn't it?
 b: Yes, there isn'tcloud insky.
- 5 a: We spent all our money because we stayed at..... most expensive hotel in town.
 b: Why didn't you stay atcheaper hotel?
- 6 a: Would you like to travel inspace?
 b: Yes, I'd love to go tomoon.
- 7 a: What did you think ofmovie last night?
 b: It was OK, but I thoughtending was a bit strange.
- 8 a: What's Jupiter? Is itstar?
 b: No, it'splanet. It'slargest planet insolar system.

Ex :4. Put in **the** or **a** where necessary.

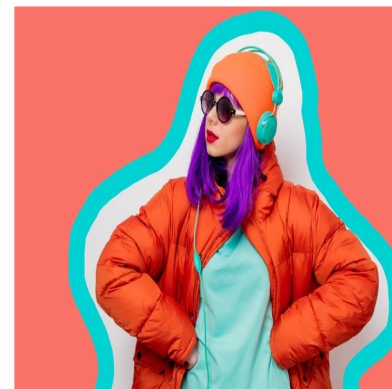
- 1 Sun is star. **The** sun is a star.
- 2 I'm fed up with doing same thing every day.....
- 3 Room 25 is on second floor.....
- 4 It was very hot day. It was hottest day of year.....
- 5 We had lunch in nice restaurant by sea.....
- 6 What's on at cinema this week?.....
- 7 I had big breakfast this morning.....
- 8 You'll find information you need at top of page 15.....

Homework: To revise and learn all grammar rules.

Unit 26. Music influences to youth behavior

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about new information about music influence on behaviour Developing: - to enable pupils to talk songs that they like; - to develop reading, reading and speaking skills	By the end of the lesson, pupils will be able to: - talk about famous songs and outstanding performances; - share opinion a conjunctions and its usage in practice;	Recycling the previously learnt vocabulary

Socio-cultural: - to raise awareness of describing people in speaking skill	- say the names of favorable singers	
--	--------------------------------------	--



Music is present in every part of our lives. Because

our spiritual rituals are framed with songs, children learn the alphabet through song and the malls and cafes we visit during our leisure time are rarely silent. Music education improves average SAT scores. Teens described their music teachers as encouraging, motivating and acting as both role models and friends that can be trusted for listening and giving advice. In spite of the fact that Majorities of parents and teachers believe music education should be required in both middle and high schools, most teachers prohibit listening music to their learners. Teens believe that playing music diminishes boundaries between people of different ethnic backgrounds, age groups and social interests.

Although music has positive for youth in many sides , It can lead illness, depression, spending, productivity and our perception of the world. A lot of young students do their homework or prepare for their exams while listening to their favorite hits. A lot of adults adopt this habit too, during working hours. As a result, they may experience mild memory loss issues or just worse results than expected. Despite positive results, it can increase aggressive thoughts, or encourage crime.

Beside music, the paper looks at social media's role in fueling violence. The online platforms readily used by many, have given gang rivalries the chance to move online and encourage comments from supporters and opposing groups, which only adds to the pressure to react.

After **although** we use a subject + verb:

Although it rained a lot, they had a good time.

I didn't apply for the job although I had the necessary qualifications.

Compare the meaning of although and because:

We went out although it was raining heavily.

We didn't go out because it was raining heavily.

After in spite of or despite, we use a noun, a pronoun (this/that/what etc.) or -ing:

In spite of the rain, we had a good time.

She wasn't well, but in spite of this she continued working.

In spite of what I said yesterday, I still love you.

I didn't apply for the job in spite of having the necessary qualifications.

Despite is the same as in spite of. We say in spite of, but despite (**without of**):

She wasn't well, but despite this she continued working. (not despite of this)

You can say 'in spite of the fact (that) ...' and 'despite the fact (that) ...' :

I didn't apply for the job

in spite of the fact (that)

despite the fact (that)

I had the necessary qualifications.

Compare in spite of and because of:

We went out in spite of the rain. (or ... despite the rain.)

We didn't go out because of the rain.

Compare although and in spite of / despite:

Although the traffic was bad,

In spite of the traffic, we arrived on time. (not in spite of the traffic was bad)

I couldn't sleep although I was very tired. despite being very tired. (not despite I was tired)

though = although:

I didn't apply for the job though I had the necessary qualifications.

In spoken English we often use though at the end of a sentence:

The house isn't so nice. I like the garden though. (= but I like the garden)

I see them every day. I've never spoken to them though. (= but I've never spoken to them)

Even though (but not 'even' alone) is similar to although:

Even though I was really tired, I couldn't sleep. (not even I was really tired)

Ex :1. Read the text and discuss good and bad impact of music to youth. Find the conjunctions in the text.

Impact

Positive

.....

Negative

.....

Ex: 2. Use the words in brackets to make a sentence with **though** at the end.

1 The house isn't very nice. (like / garden) **I like the garden though.**

2 I enjoyed reading the book. (very long).....

- 3 We didn't like the food. (ate).....
 4 Laura is very nice. (don't like / husband) I.....

Ex:3. Make one sentence from two. Use the word(s) in brackets in your sentences.

- 1 I couldn't sleep. I was very tired. (**despite**).....
 I couldn't sleep **despite** being very tired.
 2 We played quite well. We lost the game. (**in spite of**)
In spite.....
 3 I'd hurt my foot. I managed to walk home. (**although**).....
 4 I enjoyed the film. The story was silly. (**in spite of**).....
 5 We live in the same building. We hardly ever see each other. (**despite**).....
 6 They came to the party. They hadn't been invited. (**even though**).....

Homework: to write sentences using conjunctions.

Unit 27. Future Perfect



We use will/shall + have + the -ed form of the verb.

We use shall only for future time reference with I and we. Shall is more formal than will.

singular and plural			
+	<i>I, we she, he, it, you, they</i>	(full form) will or shall	have worked
	<i>I, she, he, it, you, we, they</i>	(short form)'ll	

-	I, we she, he, it, you, they	(full form) Will not or shall not will not	have worked
	I, we she, he, it, you, they	(short form) won't or shan't	
+ Will - Won't	I, she, he, it, you, we, they		have worked?

Note: *Shall I, shall we* and *shan't I, shan't we* in future perfect questions are rare.

Future perfect simple: use -Events finished by a certain time in the future

We use the future perfect form when we look back to the past from a point in the future. We usually use a time phrase, for example *by tomorrow, for three years*:

*Do you think she'll **have seen** the doctor by four o'clock?*

*Next month my parents **will have been** together for thirty years.*

*At the end of this month, they **will have been** in their house for one year.*

Ex.1. Put the verbs in the brackets in Future perfect

1. Anne..... her bike next week. **(to repair)**
2. We..... the washing by 8 o'clock. **(to do)**
3. She..... Paris by the end of next year. **(to visit)**
4. I..... this by 6 o'clock. **(to finish)**
5. Sam..... by next week. **(to leave)**
6. She this with her mother tonight. **(to discuss)**
7. The police the driver. **(to arrest)**
8. They..... their essay by tomorrow. **(to write)**
9. Paolo..... the teams. **(to manage)**
10. If we can do that - then we our mission. **(to fulfil)**

Ex.2. choose correct form.

1. When you arrive I probably **will have started/have started** the job.
2. They **will have had/have had** dinner by the time we get there.

3. A few centuries from now wars, I hope, **will have become/have become** a thing of the past.
4. In a year's time he **will have taken /has taken** to some more serious sort of job.
5. You **will have done/have done** a lot of your work by the end of this month.
6. By November all the leaves **will have fallen/have taken**.
7. If he doesn't hurry, they **will have left/has taken** before he comes.
8. I am sure that tomorrow you **will have forgotten/have forgotten** all these rules.
9. Be quick! The child **will have drowned/has drown** before you rescue it.
10. She **will have grown/has grown** old before she learns the use of prepositions.
11. The airman **will have flown/has flown** more than a thousand miles, before the end of this month.
12. If you ring me up after nine o'clock. I **will have spoken/have spoken** to the doctor.
13. We **will have travelled/have travelled** twenty miles more before we cross the frontier.
14. Next year we **will have been/have been** together for ten years.
15. I am sure they **will have completed/have completed** the new road before April.

Ex.3. Exercise 1. Use the verbs in brackets to complete the sentences.

1. I'll tell you tomorrow. I by then. (decide)
2. When you come next time, we in a new house. (move)
3. By the time we reach the coast, the storm (end)
4. In two years' time I my university studies. (finish)
5. He the film before he retires. (complete)
6. Next year we in Spain for ten years. (be)
7. Don't worry. I the manager by noon. (contact)
8. The dinner will be ready when we get back. Mum it. (cook)
9. Please, call again later. Mr. Jones by two o'clock. (return)
10. The garden party will be in July. Do you think the grass in time? (grow)

Ex.4. Correct mistakes.

1. In two years' time we will have reconstruct our house.
In two years' time we our house.
2. Will have your father returned by Sunday? by Sunday?
3. My friend will taken up a new job before summer. My friend a new job before summer.
4. Will you prepared everything for me when I arrive? everything for me when I arrive?
5. Will you have gone to bed until midnight? to bed ?

6. By the end of next week Sharon has come back from Greece.

By the end of next week Sharon from Greece.

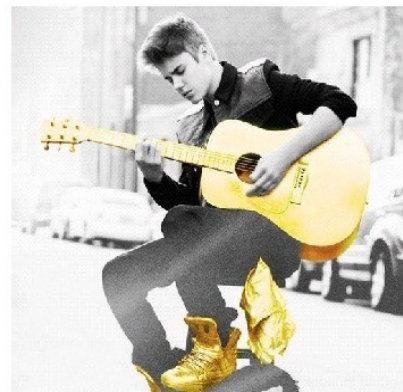
Homework: learn all grammar materials.

Unit 28. My favourite singer

Aims	Learning outcomes	Vocabulary and structure
<p>Educational:</p> <ul style="list-style-type: none">- to learn about favourite singer and describing him/her <p>Developing:</p> <ul style="list-style-type: none">- to enable pupils to talk songs that they like;- to develop reading, reading and speaking skills <p>Socio-cultural:</p> <ul style="list-style-type: none">- to raise awareness of describing people in speaking skill	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none">- talk about famous operas and outstanding performances;- share opinion a new form of future perfect and its usage in practice;- say the names of favorable singers	<p>Recycling the previously learnt vocabulary</p>



My favourite singer is Justin Bieber



Ex: 1. Describe your favourite singer or musician answer to the following questions

- who this singer/musician is?
- what type of songs/music he/she sings/composes?
- what type of people listen to his / her songs/music and explain why he/she is your favourite singer/musician.

Ex: 2. Read the simple answer and try to write your own answer following it.

I love listening to music from Celine Dion. In fact, I am in love with her songs. She is a Canadian singer and her full name is Céline Marie Claudette Dion. She was born in 1968. She had a struggling career and now she is one of the most famous singers in the world. This is a nice candidate task card for me and I will explain about her here.

Celine Dion is a pop singer and prefers melodious songs. But her songs are also influenced by several genres like rock, classical, gospel etc. Nonetheless, she is famous all over the world for her lucid voice and singing style. She is a singer who sings in several languages including French, Chinese, English, Italian, Latin, Japanese, and Spanish. She is also considered the most influential and popular voice in the history of pop music. She is also popular for her vocal performance in the theme track of the Titanic movie - My Heart Will Go On. Her popularity is skyrocketing and she won five Grammy Awards for her outstanding performance. She turned into the second best-selling female singer in the USA.

In fact, to realize the meaning of her song lyrics, a listener needs to be of a certain age. Her songs are not associated with musical noise only and they have some special inner meaning. Accordingly, she has become a popular singer and I am also a fan of her for some reasons. The most important thing about being her fan is her voice. It attracts me. Besides, her devotion to her musical career also requires attention. All such reasons have made her so favourite to me.

Ex.3. Find the adjectives in the text above.

e.g: Canadian, full, struggling,...

Ex.4. Circle the correct word.

1 I search / wonder how difficult the maths test tomorrow will be.

2 It's nearly the end of term / mark, so it will be the holidays soon!

- 3 Could you revise / remind me to take this book back to the library?
 4 Carl is a computer brain / expert. Why don't you ask him to fix your computer?
 5 Rosalind is a really smart / talented musician, but she doesn't practise enough.
 6 Rebecca is really clever / mental. She always knows the answer!
 7 I wasn't sure of the answer so I guessed / hesitated and I was right!
 8 Have you ever concentrated / considered becoming a professional singer?
 9 After every experiment in chemistry, we have to write a subject / report on what happened.

Homework: Prepare speech about “My favourite song”.

Unit 29. Passive voice



The passive (present simple, past simple, *will*)
be in the right form past participle

statement

Everyone is invited!

negative

Some people aren't (are not) invited

question

Is everyone invited? present simple

Active

They always invite Grandma.

Passive

Grandma is always invited.

past simple *They invited Uncle Adrian.*

*will They will / won't invite the neighbours.
 invited.*

Uncle Adrian was invited.

The neighbours will / won't be

Use

Example

When we don't know who does something
yesterday.

My sister's bike was stolen

When we don't want or need to say who does something

Was Simon invited?

Helpful hints

If you are not sure how to form a passive sentence, think of the **active** sentence first.

Active sentence:

Someone stole my sister's bike yesterday.

Passive sentence:

My sister's bike was stolen yesterday.

- Look at the active sentence. The verb is *stole* and the object is *my sister's bike*.
- The object of the active sentence (*my sister's bike*) becomes the subject of the passive sentence. **My sister's bike ...**
- Then we need the verb *be* in the same tense as the verb in the active sentence. Here, *stole* is past simple, so we need *was*.

My sister's bike was ...

- Then we need the past participle of the verb in the active sentence. The past participle of *steal* is *stolen*.

My sister's bike was stolen ...

- Finally, we finish the sentence in the right way.

My sister's bike was stolen yesterday.

We can use *by* to emphasise who does something.

/My sister's bedroom was painted by my parents. (-My parents painted my sister's bedroom.)

We can use *with* to emphasise what someone uses.

/ Soup is usually eaten with a spoon. (- You usually use a spoon to eat soup.)

We don't use *by* or *with* when we don't need to say who does something.

/ Mrs Fisher was taken to hospital yesterday.

Ex :1 .The words and phrases in bold in each sentence are wrong. Write the correct word or phrase.

1 Every year, several prizes are **giving** to the best students.....

2 When the pizza was **delivering**, it was cold.

3 You will be **telling** when you can come in.

4 That song **doesn't** play on the radio very often, is it?

5 **Your money was stealing** out of your bag?

6 We **haven't** allowed to use a dictionary in the exam
yesterday.....

7 That film won't **have** shown in our local cinema for a long
time.....

8 **I will be** picked up from the station on Saturday?

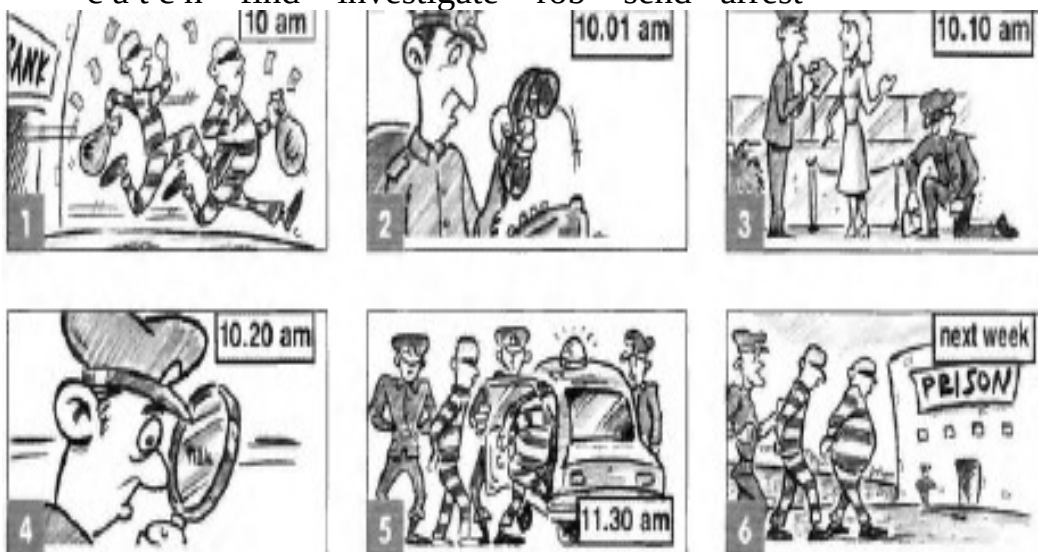
Ex :2. Complete using the correct passive form of the verbs in brackets.

1 When people.....**(arrest)**, they..... **(take)** to the police station.

- 2 Milk.....(**usually / keep**) in the fridge.
- 3 (**we / tell**)what's in next week's test?
- 4 How did people communicate over long distances before the phone.....(**invent**)?
- 5 (**you / allow**)..... to come to the party next Saturday?
- 6 You.....(**give**) your exam results next Monday.
- 7 (**Aidan's bike / find**) yesterday?.....

Ex : 3. Look at the pictures and complete the sentences. Use the correct passive form of the verbs in the box. Add any other words you need.

c a t c h * find * investigate * rob * send *arrest



- 1 At ten o'clock yesterday morning, the local bank in the high street....
- 2 At one minute past ten, the police.....
- 3 A few minutes later, the police arrived at the bank. The crime scene
- 4 At twenty past ten, the robbers' fingerprints.....
- 5 At half past eleven, the robbers.....
- 6 Next week, they.....

Ex: 4. Complete using *by* or *with* .

- 1 That book was w r i t t e nmy uncle!
- 2 Are the best photos usually takendigital cameras?
- 3 That song has been sung lots of famous singers.
- 4 Is your hair cut..... a professional hairdresser?
- 5 Should the paper be cut..... a pair of scissors?
- 6 All the candles had been litthe same match.
- 7 The film isn't going to be directed..... Steven Spielberg after all.

Homework : revise all grammar rules and information

Unit 30. Musicians

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about musicians and their names in many countries</p> <p>Developing: - to enable pupils to talk about Uzbek music instruments and musicians;</p> <p>- to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of playing and interesting facts of musicians performances.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of past simple and prepositions; - say the names of musicians who are famous in the world 	<p>Recycling the previously learnt vocabulary</p>



Ex.1. Write the person who plays the musical instrument by adding **-ist, -er**

piano-
guitar-
accordion-
bass-
drummer-

cello-
flutist-
harp-
organ-
percussion-

saxophone-
trumpet-
viola-

Ex.2. Play “Who plays?” Ask students to describe the musical instrument player and the others should find answer to the question.

Who plays guitar? -.....

Who plays violin? -.....

Ex.3. The chart below match the names of the musical instruments mentioned below

- keyboard
- maracas
- organ
- pan flute (pan pipes)
- piano
- recorder
- saxophone
- sitar
- tambourine
- triangle
- trombone
- trumpet
- tuba
- ukulele
- violin
- xylophon



Answers:



Ex.4. Read and translate the text into uzbek. Imitate the sounds of the music instruments.

Musical instruments are used for the purpose of making music. Our website was created to bring musical instruments online to your computer or mobile device! You won't need to install any software, all you will need is your computer keyboard and mouse, or touchscreen mobile device to learn and play music! Our virtual musical instruments have been created so you can easily learn how to play music. You'll be able to play chords and songs in no time, and then apply what you have learnt to a real musical instruments!

Homework: to learn musical instruments' name and their players' names.

Unit 31. Leo Nardo da Vinci

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about biography and personal information about Leo Nardo da Vinci</p> <p>Developing: - to enable pupils to talk about Leo Nardo da Vinci 's career, outstanding works of him; - to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of science and interesting facts of famous inventions of da Vinci</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about Leonardo's outstanding discoveries; - share opinion relative clauses: - say the names of artists 	<p>Recycling the previously learnt vocabulary</p>

Ex.1 Read and talk about Leo Nardo da Vinci

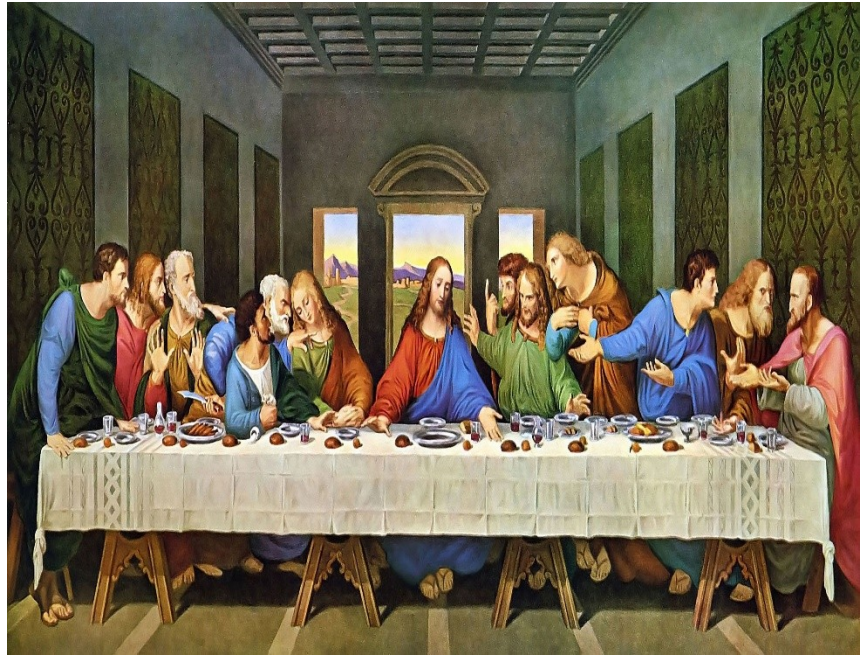


Leonardo da Vinci, (Italian: “Leonardo from Vinci”) (born April 15, 1452, Anchiano, near Vinci, Republic of Florence—died May 2, 1519, Cloux [now Clos-Lucé], France), Italian painter, draftsman, sculptor, architect, and engineer whose skill and intelligence, perhaps more than that of any other figure, epitomized the Renaissance humanist ideal.

His *Last Supper* (1495–98) and *Mona Lisa* (1503–19) are among the most widely popular and influential paintings of the Renaissance. His notebooks reveal a spirit of scientific inquiry and a mechanical inventiveness that were centuries ahead of their time. Leonardo's parents were unmarried at the time of his birth. His father, Ser Piero, was a Florentine notary and landlord, and his mother, Caterina, was a young peasant woman who shortly thereafter married an artisan. Leonardo grew up on his father's family's estate, where he was treated as a “legitimate” son and received the usual elementary education of that day: reading, writing, and arithmetic. Leonardo did not seriously study Latin, the key language of traditional learning, until much later, when he acquired a working knowledge of it on his own. He also did not apply himself to higher mathematics—advanced geometry and arithmetic—until he was 30 years old, when he began to study it with diligent tenacity. As a painter, Leonardo completed six works in the 17 years in Milan. (According to contemporary sources, Leonardo was commissioned to create

three more pictures, but these works have since disappeared or were never done.) From about 1483 to 1486, he worked on the altar painting *The Virgin of the Rocks*, a project that led to 10 years.

Ex.2. Write information about the pictures and discuss about Mona Lisa portrait.



Relative clauses



Study this example situation:

Last week we had a party and a lot of people came. Everybody enjoyed it.
Everybody who came to the party enjoyed it.

A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means:

The woman who lives next door to me ('who lives next door to me' tells us which woman)

People who complain all the time ('who complain all the time' tells us what kind of people)

We use who in a relative clause for people (not things):

The woman who lives next door to me is a doctor.
I don't like people who complain all the time.
An architect is someone **who** designs buildings.
What was the name of the person who called?
Do you know anyone who wants to buy a car?

We also use that for people, but not which:

The woman that lives next door to me is a doctor. (not the woman which)

When we are talking about things, we use that or which (not who) in a relative clause:

I don't like **stories that** have unhappy endings.
or ... **stories which** have unhappy endings.
Grace works for a company that makes furniture.
or ... a **company which** makes furniture.
The machine that broke down is working again now.
or The machine which broke down ...

B

In relative clauses we use who/that/which, not he/she/they/it.

Compare:

I met a Canadian woman at the party. She is an English teacher. (2 sentences)
I met a Canadian woman who is an English teacher. (1 sentence)
I can't find the keys. They were on the table.
Where are the keys that were on the table? (not the keys they were)

Ex :1. What do these words mean? Choose from the box and write sentences with **who**.

steals from a shop
designs buildings
doesn't tell the truth
is not brave

buys something from a shop
pays rent to live somewhere
breaks into a house to steal things
expects the worst to happen

- 1 (an architect) An architect is someone who designs buildings.
- 2 (a customer).....
- 3 (a burglar).....
- 4 (a coward).....
- 5 (a tenant).....
- 6 (a shoplifter).....
- 7 (a liar).....
- 8 (a pessimist).....

Ex: 2. Make one sentence choosing words. Use **who/that/which**.



Ex :3. Are these sentences right or wrong? Correct them where necessary.

- | | |
|--|-------------------|
| 1 I don't like stories who have unhappy endings. | stories that have |
| 2 What was the name of the person who phoned? | OK |
| 3 Where's the nearest shop who sells bread? | ... |
| 4 Dan said some things about me they were not true. | ... |
| 5 The driver which caused the accident was fined J500. | ... |
| 6 Do you know the person that took these pictures? | ... |
| 7 We live in a world what is changing all the time. | ... |
| 8 Gary apologised for what he said. | ... |
| 9 What was the name of the horse what won the race? | |

Homework : make up a story using using relative clauses

Unit 32. Notes

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about notes and relative clauses</p> <p>Developing: - to enable pupils to talk about musical setting in music ; - to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of structures of notes and interesting facts of them.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous habits and plot of musical notes in Uzbek national music; - share opinion a new form of relative clauses and their usage - say the names of uzbek national songs 	<p>Recycling the previously learnt vocabulary</p>

Notes in english

In music, a **note** is a symbol denoting a musical sound. In English usage, a note is also the sound itself. Notes can represent the pitch and duration of a sound in musical notation. A note can also represent a pitch class. Notes are the building blocks of much written music: discretizations of musical phenomena that facilitate performance, comprehension, and analysis.

Do Re Mi Fa Sol La Si Do note?

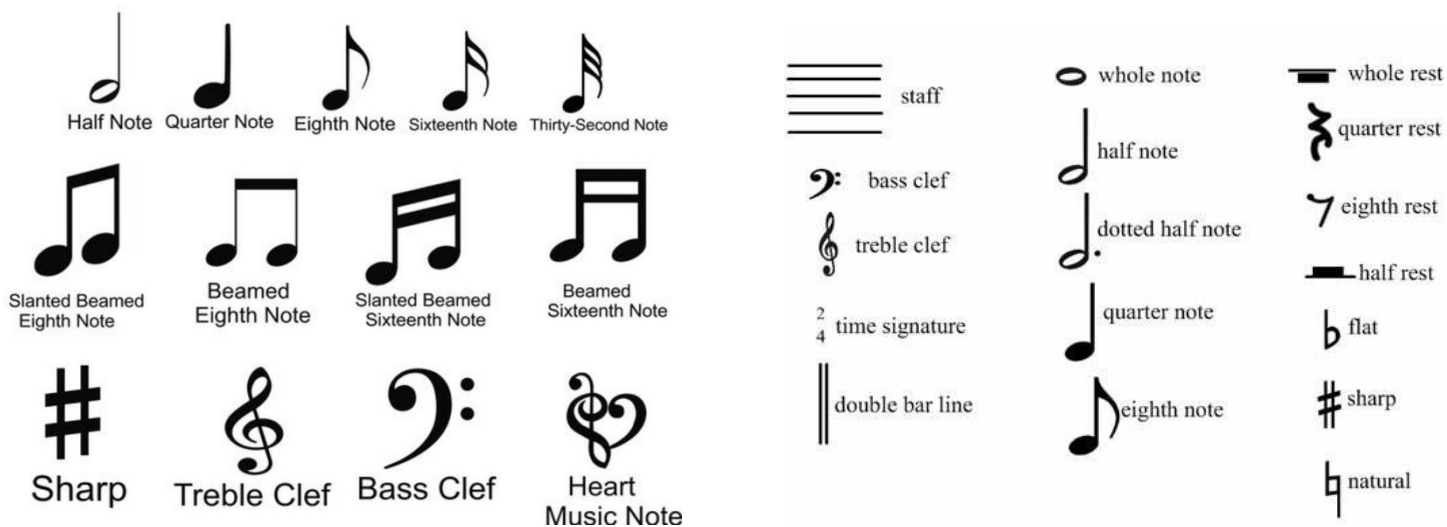
In the major Romance and Slavic languages, **the syllables Do, Re, Mi, Fa, Sol, La, and Si** are used to name notes the same way that the letters C, D, E, F, G, A, and B are used to name notes in English.

What are the different notes?

TYPES OF MUSICAL NOTES

In American English, the different kinds of musical notes are known as the **whole note, half note, quarter note, eighth note, sixteenth note, thirty-second notes**, and so on.. However, British people refer to these symbols with different names like semi-breve, minim, crotchet, quaver, and semi-quaver.

<p>Whole Note Semibreve</p> 	<p>Quarter Note Crotchet</p> 	<p>Sixteenth Note Semiquaver</p> 
<p>Half Note Minim</p> 	<p>Eighth Note Quaver</p> 	<p>Thirty-second Note Demisemiquaver</p> 



Relative pronouns

We use relative pronouns in relative clauses.

We use relative clauses to give more information about something, without having to start a new sentence.

That man over there is called Bill Gates. He started Microsoft.

*That man over there, **who's** called Bill Gates, started Microsoft.*

Use

who for people

which for things and animals

where for places

whose to show possession

Example

*What's the name of the man **who** created the Internet?*

*The experiment **which** worked was the last one.*

*This is the town **where** Albert Einstein was born.*

*That's the man **whose** sister discovered a new planet.*

We can use *who* for animals when we give them a personality.

*Our dog, **who's** called Benji, is eight years old.*

When there is a relative pronoun, remember not to repeat the subject/object.

*What's the name of the man **who he** created the World Wide Web?*

*This is the experiment **which** I'm doing **it** at the moment.*

Non-defining relative clauses

Non-defining relative clauses give extra information. The sentence makes sense without the relative clause.

*That man over there, **who** is called Bill Gates, started Microsoft.*

If we remove the relative clause, the sentence still makes sense:

That man over there started Microsoft.

Use

To give extra information

Example

*This program, **which** is totally free,*

protects your computer against viruses.

Ex: 1. Complete sentences using the words in the box. You have to use some words more than once.

where • which • who • whose

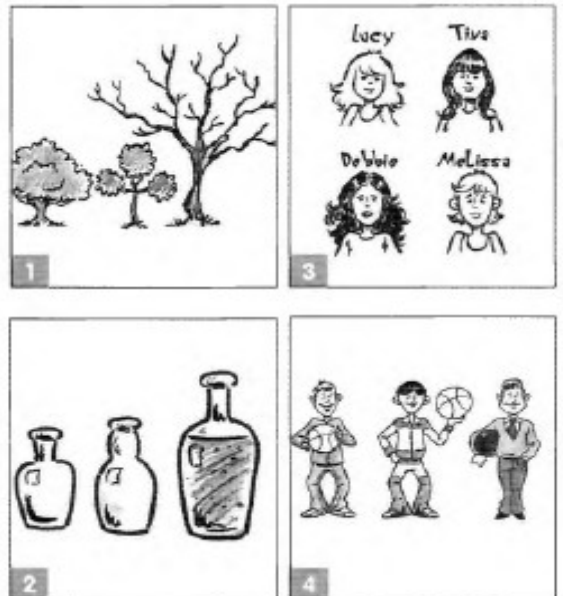
- 1 There's a film on tonight..... I really want to see.
- 2 Do you know any restaurants..... they serve vegetarian dishes?
- 3 Can you remember..... told you about the new nightclub?
- 4 The film ,..... stars Tom Hanks, is based on a book by Dan Brown.
- 5 I've never met anyone beforemother was famous!
- 6 Lorenzo,..... is from Spain originally, has lived here for about ten years.
- 7 Carla parents are from Mexico, was born in the UK.
- 8 Here's a photo of the hotel..... we stayed.

Ex: 2. Circle the extra word in each sentence.

- 1 The boy who he sits next to me in class is called Vladimir.
- 2 This book, which I started reading it last week, is really funny.
- 3 Jean, whose her mother is a nurse, wants to be a doctor.
- 4 My mum and dad, who they got married fifteen years ago, met over thirty years ago.
- 5 The jeans which I was telling you about them are over there.

Ex:3. Look at the pictures and use the prompts to write sentences.

1. A tree / tall / have / leaves
The tree which is tall doesn't have any leaves.
B trees / have / leaves / be / short
2. A bottle / big / full
B bottles / small / empty
3. A girl / has / short hair / be called / Melissa
B girls / hair / be / long / be called / Lucy,
Tina and Debbi
4. A boy / hold / black basketball / wear / school
uniform
B boys / basketballs / be / white / wear /
tracksuits



Ex:4. Rewrite as one sentence using a relative clause.

- 1 My grandfather was an airline pilot. He is sixty-five years old now.
My grandfather, who is sixty-five years old now, was an airline pilot.....
2. **Friendly People** is a comedy. It's my favourite programme.
.....
3. My friend Michael often comes to play with me. He hasn't got any brothers and sisters.....
4. My sister loves wearing hats. Her hair is brown.
.....
5. New York is an enormous city. It's where I was born.
.....
6. This CD is scratched. I only bought it yesterday.
.....
7. My brother George has got some great shirts! He hates me borrowing his clothes.....
8. Our neighbours have never invited us to dinner. Their house is directly opposite ours.....

Homework : to make up sentences using relative clauses.

Unit 33. Music festivals around the world

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about biography and personal information of various festivals in world Developing: - to enable pupils to talk about musical setting in music seremonies; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of charming songs and interesting facts of famous festival performances.	By the end of the lesson, pupils will be able to: - talk about famous habits and plot of musical events in Uzbekistan; - share opinion a new form of relative caluses and their usage - say the names of uzbek national festivals	Recycling the previously learnt vocabulary

Ex.1. Make a discussion about festivals

1. What is ceremony and festival?
2. What are the Uzbek national festivals?
3. Do festivals relate to traditions?
4. Do you know about international festivals?
5. Have you ever participated in any festivals?

Ex.2. Read and underline all main information with new words.

Electric Daisy Carnival (Las Vegas)

This classic rave, held in Las Vegas, is one of the biggest electronic dance music festivals in the world. The largest outside Europe, it embraces trap, bounce, trance, techno, bass, house, hard-style, and more. Also held in Puerto Rico, Mexico and New York City, the festival rose from the underground in 2014 with the Sundance Film Festival documentary EDC 2013: Under The Electric Sky, which was based on the event.

New Orleans Jazz and Heritage Festival

As the oldest festival on this list, the New Orleans Jazz and Heritage Festival is also one of the best music festivals in the world. 2017 will see Stevie Wonder headlining – and who could turn a blind eye to a treasure like Stevie? The festival is steeped in African-American culture and history and, of course, pays homage to the incredible diversity of jazz, blues and gospel.

Rock In Rio

South America's largest music festival is arguably the world's shiniest. With a star-studded line-up every year, the festival is renowned for packing in the huge headliners. In 2015, Katy Perry, Rhianna, Queen, Metallica, Rod Stewart and Elton John played, just to name a few. And if you head to Brazil for the 2017 festival, you'll see Lady Gaga, Justin Timberlake, Alicia Keys, Bon Jovi and Guns n' Roses, plus many others. The festival is also held in Madrid and Lisbon in the years the Brazil event is taking a break.

Woodstock (Poland)

Named after the famous 1969 festival in New York, the Polish Woodstock is a fitting tribute to rock, pop, metal and folk. With headliners such as The Prodigy playing to more than 1 million people, the festival has a history of huge crowds and a special vibe. Entry is free and the festival's motto is 'Love, Friendship and Music' in honour of the original, conscious-shifting festival.

Summerfest

Summerfest is the 'people's party'. As the largest music festival in the USA, it's also one of the cheapest, with an all-access day ticket only \$20. Over the course of 11 days, it hosts more than 800 acts and more than 800,000 punters. In 2016, Paul McCartney headlined and in 2017 the festival will celebrate its 50th birthday with Red Hot Chili Peppers, Pink and Bob Dylan.

Ex.3. Complete the sentences using information given text

1. The largest music festival in the USA is.....
- 2..... festival's motto is 'Love, Friendship and Music.
3. South America's largest music festival is.....
4. As the oldest festival of the world dedicated to jazz is
- 5.....is held in Las Vegas.
6. Katy Perry, Rhianna, Queen, Metallica, Rod Stewart and Elton John participated in.....
7. In.....Over the course of 11 days, it hosts more than 800 acts and more than 800,000 punters.


Homework: To learn new words and information.

Unit 34. Conditionals 1, 2

	'if' clause	main clause
0	IF + present simple	present simple
1st	IF + present simple	will + infinitive
2nd	IF + past simple	would + infinitive
3rd	IF + past perfect	would have + past participle

MIXED

ARNEL'S EVERYDAY ENGLISH




When we start the sentence with if, we separate the situation and the result with a comma.

/ If you join a gym, I'll join too.

Zero conditional

if+ present simple, present simple

Use

When we start the sentence with the result, we don't use a comma.

I'll join too if you join a gym.

Example

General or scientific facts

If people eat too much, they often get fat.

First conditional

if+ present simple, will + bare infinitive

Use

Real or likely situations in the present or future and their results

Example

*If you **take** these pills, you'll **start** to feel better very soon.*

We can also use other modals instead of **will**, depending on the meaning

*/ If you get some rest, you **might** feel better tomorrow.*

We can also use an imperative instead of **will** to give instructions.

*/ If you don't feel well, **go** home!*

Second conditional

if + past simple, would + bare infinitive

Use

Impossible or unlikely situations in the present or future and their results

Example

*If my legs **were** longer, I **would be** a much faster runner!*

We can also use the second conditional to give advice. We use the phrases *If I were you ...* or *If I was you ...* for this.

*If I **were** you ...* is more formal than *If I **was** you ...*

*/ If I **were** you, I would eat less chocolate, (more formal)*

*/ If I **was** you, I'd eat less chocolate! (more informal)*

Ex :1. Look at the pictures and complete the sentences. Use the zero conditional.

1 If you heat water, it boils

heat/water/it/boil

2 If you

send / an e-mail / it / be / free

3 I t

be / dangerous / you / not / wear / a seatbelt

4 If you

have / an injection / it / not / usually /hurt

5 If you

not / water / plants and flowers / they/ die

6 If the sea

not / be / calm / not / be / safe / to swim

Ex :2. The words and phrases in bold in each sentence are wrong. Write the correct word or phrase.

- 1 If we **will go** shopping tomorrow, I'll probably buy a new top.
- 2 If Mum is tired tonight, **I cook** dinner.
- 3 John will tell us if there **will be** any news.
- 4 If I **won't** get a good mark in the geography test, I'll be very annoyed!
- 5 You **are** tired in the morning if you don't go to bed soon.
- 6 If you see Karen, **do** you ask her to call me?
- 7 **Does** Frank come with us if we go to the beach at the weekend?
- 8 If you need help, **will tell** me!.....

Ex :3. Complete using the correct form of the verbs in brackets.

- 1 If I (**do**) well in the exam, my parents will buy me an MP3 player.
- 2 If my sister borrows my clothes again, I(**scream**)!
- 3 We'll leave at six o'clock if the weather.....(**be**) bad.
- 4 They.....(**not / mind**) if we're a bit late this afternoon.
- 5 Sarah will be very annoyed if Dave.....(**not / call**) her this evening.
- 6 Will you still go to the concert if the tickets.....(**cost**) 60 euros?
- 7 If Rania doesn't come to the party,.....(**Greg / be**) upset?
- 8 I'll be surprised if Doug and Dana.....(**not / get**) a new car soon.

Ex :4. Circle the correct word or phrase.

- 1 If I **win / won** a million euros, I'd buy my mum and dad a new house.
- 2 If Steve paid more attention in class, he **will / would** learn more.
- 3 **They' ll / They'd** go on a cruise if they had enough money.
- 4 You'd feel a lot healthier if you **don't / didn't** eat so much fast food.
- 5 If I **have / had** a bike, it wouldn't take me so long to get to school.
- 6 If you met Tom Hanks, what **will / would** you ask him?
- 7 **Will / Would** Bobby be upset if I didn't invite him?
- 8 If I **am / were** you, I'd get a haircut!

Homework : to revise and make up sentences using conditionals.

Unit 35. My lovely song

Aims	Learning outcomes	Vocabulary and structure
<p>Educational: - to learn about songs and information of composing them</p> <p>Developing: - to enable pupils to talk about favourable songs, outstanding scenes of it; - to develop reading, reading and speaking skills</p> <p>Socio-cultural: - to raise awareness of musics and interesting facts of famous performances.</p>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - talk about famous operas and outstanding performances; - share opinion a new form of past simple and prepositions; - say the names of composers who wrote operas which is favourable 	<p>Recycling the previously learnt vocabulary</p>

Ex.1. Answer to the questions

1. Do you like listening music?
2. How often do you listen music?
3. What sort of music is favourable for you?
4. Who is your favourite singer?
5. Tell about your lovely song.

Ex.2. Read and imitate your own speech

I

-



have always loved listening to music – good music that is because I consider them to be the food for my heart and mind. Anyway, while I like to listen to music from all kinds of genre, I prefer soft

rock the most, and today I would like to talk about one such music which I have loved since the day I heard it for the first time.

The song, I am talking about, is titled “I Just Can't Stop Loving You” which was sung in 1987 by the legendary singer Michael Jackson. It is actually a ballad duet of Michael Jackson and Siedah Garrett, and was the first single released from his seventh album, “Bad”. The song was written by Jackson, and co-produced by Jackson and Quincy Jones. Later, this song reached number one on the Billboard Hot 100, RB Singles and Adult Contemporary charts, making it the first in a string of 5 number-one single.



This song became so popular that Michael Jackson and Siedah Garrett recorded a Spanish as well as a French version of this song. Anyway, after listening to this song for the first time, I recorded it on audio-

cassette before almost 15 years ago and since then, hardly a week goes by when I don't listen to this song at least once. This is such a piece of mild and soft music with such a great tune that every time I listen to it, I feel like I am taken to a world of

dream where there is no sadness or cruelty.

Ex.3. Answer to the following questions

1. What would life be like without music?
2. Which is more important to you, music or TV?
3. What kind of music do you like?
4. What musical genre do you really hate? Why?

Homework: retell the text.

Unit 36. Conditionals 3, mixed type

Conditional III

Conditional Clause	Main Clause
If + Past Perfect	Future Perfect-in- the Past
If + had (not) V3	would have V3



Third conditional

if + past perfect simple, *would* + *have* + past participle

Use

Unreal situations in the past and their unreal past results

Example

If the chemist had been open, I would have bought some aspirin.

(= The chemist wasn't open, so I didn't buy any aspirin.)

*If I **hadn't listened** to you, I **would have cooked** the chicken for too long.*

[= I listened to you, so I didn't cook the chicken for too long.]

*if he **had seen** the doctor, he **wouldn't have been** ill for such a long time.*

(= he didn't see the doctor, so he was ill for a long time.)

*If you **hadn't eaten** a giant pizza, you **wouldn't have been sick!***

(= You ate a giant pizza, so you were sick.)

Helpful hints

We can also use *could* and *might* instead of *would*, depending on the meaning.

*/ If you had eaten a giant pizza, you **might** have been sick!*

(= It's possible, but not certain, that you would have been sick.)

*/ If Mary had told me she was coming, I **could** have cooked a nice meal.*

(= I would have been able to cook a nice meal.)

• **The third conditional is the only conditional that refers to the past.**

*/ If I **had had** a headache, I would have taken an aspirin.* (= in the past)

• **We use past simple in the second conditional, but that does not refer to the past.**

*/ If I **had** a headache, I would take an aspirin.* [= now or generally)

Ex :1. **Complete using the correct form of the words in brackets.**

1 If you.....(**tell**) me you were going to the beach, I'd have come with you.

2 If Dan had missed the plane, he(**be**) very annoyed.

3 I'd have got you a present if I(**know**) it was your birthday.

4 We.....(**not / get**) lost if we'd taken a map with us.

5 If the car.....(**not / break down**), I wouldn't have been late.

6 If you(**not / help**) me, I wouldn't have finished in time.

7 If Baz.....(**not / show**) you what to do,

what..... (**you / do**)?

Ex :2. Complete each second sentence so that it has a similar meaning to the first sentence. Write between two and five words.

1 It wasn't cold, so we didn't light a fire.

If itcold, we'd have lit a fire.

2 John didn't come, so we didn't do any painting.

If John....., we'd have done some painting.

3 Claire didn't buy any clothes because she didn't see anything she liked.

Claire.....some clothes if she'd seen something she liked.

4 The audience laughed because the joke was very funny.

If the jokevery funny, the audience wouldn't have laughed.

5 We decided to leave because it was really noisy.

We.....to leave if it hadn't been really noisy.

Ex: 3. Look at the pictures and complete the sentences. Use the correct form of the verbs in the box. You may have to use some negative forms.



break • fall over • look • pick up • reply • see • stood

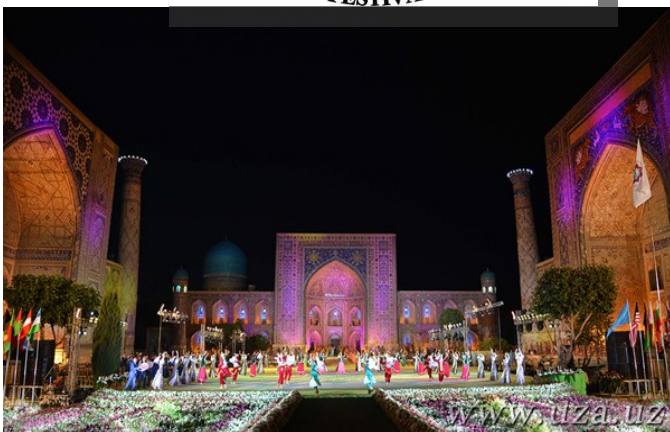
- 1 If Kevin hadn't just got a text message, heat his mobile phone.
- 2 If he hadn't looked at his mobile, hethe banana skin.
- 3 If someone.....the banana skin earlier, it wouldn't have been there.
- 4 If Kevin had seen the banana skin, heon it.
- 5 If he hadn't stood on it, he
- 6 If he hadn't fallen over, hehis mobile.
- 7 If he hadn't broken his mobile, heto the text message.

Homework : to learn and practice all grammar rules.

Unit 37. Sharq taronalari

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about musical festivals Developing: - to enable pupils to talk about organizing and participating worldwide music festivals; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of Sharq Taronalari performances.	By the end of the lesson, pupils will be able to: - talk about famous operas and outstanding performances' plot in Sharq Taronalari; - share opinion a new form of past simple and prepositions; - say the names of composers who wrote operas	Recycling the previously learnt vocabulary

Ex.1. Look and say your opinions according to the pictures.



Ex.2. Read and put the text in order.

Sharq Taronalari International Music Festival

A. Sharq Taronalari is one of the largest musical and cultural festivals in Central Asia. The Sharq Taronalari festival, which means “Melodies of the East”, has been held every two years on the Registan Square in Samarkand since 1997. This festival brings together the most talented singers, dancers, and musicians to celebrate art from around the world. Sharq Taronalari is recognized in the UNESCO International Cultural Events list, and is a popular event for those looking to learn more about Uzbekistan and its heritage.

B. Centuries later, Samarkand has once again become the center of world culture, with performers representing their home nations and cultures at this international festival. Sharq Taronalari (“melodies of the east”) is held on an open-air stage equipped with the latest in lighting and sound, surrounded by medieval monuments. Aside from performances, there are also exhibitions and conferences, held for the participants, guests, and media.

C. Registan is the center of Amir Timur’s capital, the center of a city that attracted the brightest minds of the time. Scientists, artists, architects and poets each contributed to this legendary city, making it one of the main stops on the Silk Road and a center of learning in Asia.

Answers: 1.a.2.c. 3.b

Ex.3. Translate the sentences into English

1. Sharq taronalari madaniy festival.
2. U har 2 yilda Samarqandda Registon maydonida o'tqaziladi.
3. Festival UNESCO tomonidan tashkillashtiriladi.
4. Festivalda dunyoning turli millatlari o'zlarining milliy musiqasi bilan qatnashadi.
5. Festival davomida o'zbek milliy urf-odat va an'analariga guvoh bo'lishingiz mumkin.

Ex.4. Ask students to make a list of learned new vocabulary which you learned in the topic and summarise all information.

Participants-

Legendary-

Guest....

Homework: retell the text.

Unit 38. To be going to...

Going to (Plans & intentions)



AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWERS	
			Affirmative	Negative
I am going to eat	I am not going to eat	Am I going to eat ?	Yes, I am	No, I am not
You are going to eat	You aren't going to eat	Are you going to eat ?	Yes, you are	No, you aren't
He is going to eat	He isn't going to eat	Is he going to eat ?	Yes, he is	No, he isn't
She is going to eat	She isn't going to eat	Is she going to eat ?	Yes, she is	No, she isn't
It is going to eat	It isn't going to eat	Is it going to eat ?	Yes, it is	No, it isn't
We are going to eat	We aren't going to eat	Are we going to we eat ?	Yes, we are	No, we aren't
You are going to eat	You aren't going to eat	Are you going to eat ?	Yes, you are	No, you aren't
They are going to eat	They aren't going to eat	Are they going to eat ?	Yes, they are	No, they aren't

I am going to do something = I have already decided to do it, I intend to do it:

'Are you going to eat anything?' 'No, I'm not hungry.'

a: I hear Sarah won the lottery. What is she going to do with the money?

b: She's going to buy a new car.

I'm just going to make a quick phone call. Can you wait for me?

This cheese smells horrible. I'm not going to eat it.

I am doing and I am going to do

I am doing = ***it is already fixed or arranged***. For example, you have arranged to go somewhere

or meet somebody:

I'm leaving next week. I've booked my flight.

What time are you meeting Emily this evening?

I am going to do something = ***I've decided to do it***. Maybe I've arranged to do it, maybe not.

a: Your shoes are dirty.

b: Yes, I know. I'm going to clean them.

(= I've decided to clean them, but I haven't arranged this with anybody)

I don't want to stay here. Tomorrow I'm going to look for somewhere else to stay.

Compare:

I don't know what I'm doing tomorrow. (= I don't know my schedule or plans)

I don't know what I'm going to do about the problem. (= I haven't decided what to do)

You can also say that 'something is going to happen' in the future

The man isn't looking where he is going.

He is going to walk into the wall.

When we say that 'something is going to happen', the situation now makes this clear.

The man is walking towards the wall now, so we can see that he is going to walk into it.

be going to + infinitive

statement

I am ('m) going to travel...

He/she/it is ('s) going to travel

You/we/they are ('re) going to travel...

negative

I am ('m) not going to travel...

He/she/it is not (isn't/ 's not)

going to travel...

You/we/they are not (aren't/ 're not)

question

Am I going to travel...?

Is he/she/it going to travel...?

Are you/we/they going to travel..

Use

Intentions
up.

Predictions (often with evidence we can see)
umbrella.

Example

I'm going to become an explorer when I grow

It's going to rain, so take an

Facts about the future

The new airport is going to be the biggest in Europe.

Present continuous (future meaning)

Use

Example

Arrangements

We're driving to Berlin this weekend.

*** Things we want to do in the future but have not arranged are called 'intentions'. We do not use the present continuous for intentions. We use *be going to* instead.**

I'm becoming a diver when I grow up.

We do not use the present continuous for predictions. We use *will* or *be going to* instead. / Do you think you're **enjoying your trip to Berlin next week?**

Ex: 1. Complete using the correct form of *be going to* and the verbs in brackets. You may have to use some negative forms.

- 1 When I grow up, I(play) guitar in a rock group!
- 2 Rick and Mark.....(start) going to the gym twice a week.
- 3 Lauren.....(tell) her mum about what happened?
- 4 I(look) on the Internet for information about snowboarding.
- 5 No, Nadine.....(invite) everyone from class - just her close friends
- 6 Harry.....(be) ready on time or not?
- 7 Careful! You.....(break) something with that ball! Go outside!
- 8 I(lie down) for half an hour. Call me at six o'clock.

Ex: 2. Complete the sentences using **I'm going to ... / I'm not going to ...** . Choose from: complain learn run say try wash not/accept not/eat not/tell

- 1 This cheese smells horrible. **I'm not going to** eat it.
- 2 I haven't been trying hard enough. From now on harder.....
- 3 I have to make a speech tomorrow, but I don't know what
- 4 'The car is very dirty.' 'I know. it.'
- 5 I've been offered a job, but it. The pay is too low.....
- 6 a language, but I haven't decided yet which one.....
- 7 One day in a marathon. It's my ambition.....
- 8 The food in this restaurant is awful.
- 9 Ben doesn't need to know what happened, so him.....

Ex: 3. Write questions with **going to**.

- 1 Your friend has won some money. You ask:
(what / do?) What are you going to do with it?
- 2 Your friend is going to a wedding next week. You ask:
(what / wear?).....
- 3 Your friend has just bought a new table. You ask:

(where / put?).....

4 Your friend has decided to have a party. You ask:

(who / invite?).....

5 Your friend has bought some fish for dinner. You ask:

(how / cook?).....

Homework : revise all information and learn grammar rules.

Unit 39. I can sing, I can dance

Music brainstorm and speaking exercise

Match the music genres to the pictures.

1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____

classical country "heavy metal"
 "pop music" "hip hop"
 jazz EDM blues rock

After completing the exercises above interview a classmate about music. Write their answers.

1. *What kind of music do you like ?*

2. *Do you like heavy metal? Why/why not?*

3. *What singer or group do you like ?*

4. *Where do you like to listen to music ?*

5. *What music do you dislike ? Why?*

Present Ability

We use *can* to talk about what we are able to do now.

We use *can't* or *cannot* when we want to say that we are not able to do something.

Questions

Can you read a map?

What sports can you play?

Past ability

We use *could* to talk about what we were able to do in the past

We use *couldn't* or *could not* when we want to say that we were not able to do something in the past.

Questions

Could you read a map?

What sports could you play?

Ex :1. Listen again to the radio advertisement 5. In pairs, talk about what TV chef Jack Riley could and couldn't do in the past and what he can and can't do now.

Note the abilities of Jack

Can

....

couldn't

.....

Ex : 2. Match the two halves of the sentence.

- 1 John works many hours, but he doesn't mind because he.....
- 2 Julia learnt Spanish very quickly this year. I think it is because she.....
- 3 I have improved a lot. I got top marks for my essay, but just a year ago, I.....
- 4 Jim's results are really impressive and he didn't even study that much. He.....
- 5 In the job interview, it's important that you don't forget anything.
- 6 Matteo will become a chef one day, I think. He.....
- 7 Sandra is very popular and has so many friends. It's difficult to believe that she....
- 8 I know it is simple but I need to use my calculator because I.....
- 9 Joseph is really good at football, tennis and basketball.....
- 10 Lucy is late. I think she is lost. She.....

A can cook many types of food.

B could already speak two other languages.

C can't understand maths very easily.

D couldn't even talk to new people easily a few months ago.

E Can you remember a lot of information?

F can finish early on Fridays.

G couldn't even write very well.

H Could he play sport well when he was a... child, too?

I can't read maps very well.

J can just do very well in exams

Ex :3. Read the conversation and underline the correct option.

A 1 You can/ You can't/ Can you play sport?

B Yes, 2 I can/ I can't/ can I play basketball. Are you good at sport?

A Not really, 3 I can/ I can't/ can I play many sports, but I like watching them on TV.

B How many languages 4 you can/ you can't/ can you speak?

A Four. 5 I can/ I can't/ can I speak English, Russian, Chinese and Thai.

Ex :4. Complete the sentences using **con I can't I could/ couldn't.**

1 I'm doing well at school. I got top marks for my English essay. I think it's because I _____ write really well.

2 I got a bad mark in my exams. My problem is that I _____ remember facts.

3 I was nervous last year in my science exam that I _____ remember a thing.

4 I did really badly in my history exam last summer. I didn't do enough homework so I _____ understand the subject very well.

Homework : Make up dialog using can and could

Unit 40. Music in our life .

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about uzbek national dancing and music Developing: - to enable pupils to talk about role of music in our life - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of national music and interesting facts of famous performances.	By the end of the lesson, pupils will be able to: - talk about famous and outstanding musicals, performances; - share opinion a new grammar rules - say the names of uzbek and foreign composers, singers who produce touching musics	Recycling the previously learnt vocabulary

In

in a room
in a building
in a box

in a garden
in a town
in the city centre

in a pool
in the sea
in a river

At

Who is that man standing **at the bus stop / at the door / at the window?**
Turn left **at the traffic lights / at the next junction / at the roundabout / at the church.**

We have to get off the bus **at the next stop.**

When you leave the hotel, please leave your key **at reception. (= at the reception desk)**

On

I sat **on the floor / on the ground / on the grass / on the beach / on a chair.**

There's a dirty mark **on the ceiling / on your nose / on your shirt.**

Did you see the notice **on the wall / on the door?**

You'll find details of TV programmes **on page seven** of the newspaper.

The hotel is **on a small island** in the middle of a lake.

Ex.1. Read the text and find prepositions.

People cannot live without music. They listen to music, dance to music or learn to play musical instruments. There is music everywhere: at home, in a concert hall, in the park, at the seaside, in the forest and even in the street. Music is not only a combination of pleasant sounds. It is an art which reflects life. Music reflects people's ideas and emotions. In this world of ours, filled with conflicts, tragedies, joys and hopes, music strives to speak to people of what is most important.

Music in the lives of different people is different: some compose music, others play music, and others only listen to it. A lot of people who cannot play any musical instrument love to listen to music either at home or at a concert. Different people like different kinds of music. You may prefer pop or rock music, country or folk music, classical music or jazz, but you certainly cannot think of a day without music.

As for me, I prefer ...music. I have a lot of cassettes . I try to watch all the programmes dealing with it on TV and to go to the concerts as often as possible. My favourite composer (singer, musician) is... I think he (she) is very talented.

Ex.2. Complete the sentences with **in, at** or **on**.

1 There was a long queue of people **at** the bus stop.

2 Nicola was wearing a silver ring..... her little finger.

3 There was a security guard standing..... the entrance to the building.

4 I wasn't sure whether I had come to the right off ice. There was no namethe door.

5 There are plenty of shops and restaurantsthe town centre.

6 You'll find the weather forecastthe back page of the newspaper.

- 7 The headquarters of the company areCalifornia.
 8 I wouldn't like an off ice job. I couldn't spend the whole day sitting..... a desk.
 9 The man the police are looking for has a scarhis right cheek.
 10 If you come here by bus, get offthe stop aft er the traff ic lights.
 11 Have you ever been camping? Have you ever slepta tent?
 12 Emily was sittingthe balcony reading a book.

Ex.3. Complete the sentences. Use **in**, **at** or **on** + the following:

the window his hand the mountains that tree my guitar
the river the island junction 14

- 1 There were some people swimming *in the river* .
 2 One of the stringsis broken.
 3 Leave the motorwayand then turn left .
 4 He was holding something..... , but I couldn't see what it was.
 5 The leavesare a beautiful colour.
 6 You can go skiingnear here. There's plenty of snow.
 7 There's nobody living..... . It's uninhabited.
 8 He spends most of the day sittingand looking outside.

Homework: to learn new vocabulary and retell the text.

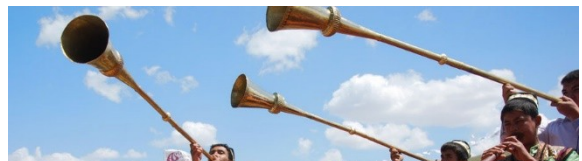
Unit 41. Uzbek national music

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about uzbek national dancing and music Developing: - to enable pupils to talk about Shashmaqom and musical choir, ansambles; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of national music and interesting facts of famous performances.	By the end of the lesson, pupils will be able to: - talk about famous uzbek singers and outstanding performances; - share opinion a new grammar rules - say the names of uzbek composers who produce outstanding musics	Recycling the previously learnt vocabulary

Ex.1. Match the pictures with words



111



A B



C



D



1. Public holiday
2. National ensemble
3. Dancers

Ex.2 . Read and underline main data

Classical music of Uzbekistan

Classical Uzbek music is makom – a special musical genre, which is characterized by drawling touching performance. Many lines of the poets of the East (Jami, Navoi, Fuzuly, Hafiz, Uvaisi, Nadira, Mukimi Ogahi) were worked on this music. The UNESCO has included “shashmakom”, traditional Uzbek and Tajik music in the List of masterpieces of oral, intangible cultural heritage of the mankind. The diversity of folk instruments also confirms the wealth of Uzbek musical tradition: bowed - gidjak, kobuz, setor and sato; fretted - dombra, dutar tanbur, ud and rubab; stringed hammered string - chang; wind-reed - sibizik, bulaman, surnay and qo’shnay; wind flute - nay and gadjir; brass - karnay; drums - doira, nagora,, chindaul, safail, koshuk .

Shashmaqam, a Central Asian classical music style, is believed to have arisen in the cities of Bukhara and Samarqand in the late 16th century. The term "shashmaqam" translates as six maqams and refers to the structure of music with six sections in different musical modes, similar to classical Persian traditional music. Interludes of spoken Sufi poetry interrupt the music, typically beginning at a low register and

gradually ascending to a climax before calming back down to the beginning tone. The people's Artist of Uzbekistan Turgun Alimatov is considered by broad musical public and ethnomusicologists as the first virtuous of Shashmaqam, Uzbek classical and folklore composer, and skilled tanbur, dutar, and sato player. He has gained huge popularity not only in Uzbekistan, but around the world with his unparalleled mastery in his performances and compositions. His most famous compositions include "Segah", "Chorgoh", "Buzruk", "Navo", and "Tanovar". His image is associated with national pride and has been presented as the symbol of Uzbek classical music to the world.

Ex.3. Complete the sentences with following information according to the text.

- ✓ UNESCO...
- ✓ Turg'un Alimatov....
- ✓ Shashmaqom...
- ✓ Classical uzbek music...
- ✓ Musical instruments...
- ✓ Bukhara and Samarkand...

Homework: Summarise the text and learn all new vocabularies

Unit 42. Must, have to

MUST

1. To express obligation or duty. This also refers to laws and regulations.

- I **must** memorize all of these rules about modal verbs.
- People **must** remain seated until the show is over.
- You **must** wear a seatbelt at all times.

2. To emphasize the necessity of something

- Humans **must** have drinking water at least every two days.
- You **must** give up smoking, it's bad for you.
- We **must** have a special permit to camp in the national park.
- You **must** study the last two chapters before the test.

3. Deduction - Sure that something is true (Certainty). We use this when we don't know but we are certain that it is true (based on evidence).

- Look at all of that snow. It **must** be really cold outside.
- The ground was wet this morning. It **must** have rained last night.
- Dinosaurs were very big, they **must** have eaten a lot.

4. Expresses positive logical assumptions (Must + have + past participle)

- That **must have been** my mother calling me last night, nobody else has my number.
- He **must have won** the lottery with the new house and car he has just bought.
- She **must have been** at home - her car was there.

5. A strong recommendation. Something that is highly recommended (stronger than using *should*)

- We really **must** get together for dinner sometime.
- You **must** see the new Peter Jackson movie, it's fantastic.

Mustn't

The negative is *Mustn't* which refers to prohibition (negative obligation) Mustn't = Must not

- You **mustn't** use your smartphone while you are driving.
- You **mustn't** get on the subway if you haven't paid for the ride.
- You **must not** open the gift until it is your birthday.
- We **must not** tell anyone.

Must vs. Have to

Must can be replaced by **Have to** with little difference in meaning:

- You **have to** study. (= you **must** study)
- He **has to** finish the report by Friday. (= He **must** finish the report by Friday)
- They **have to** resit the test. (= They **must** resit the test)

Have to is a more informal while **Must** is mostly used in written orders or instructions.

Also, **Must** expresses obligation imposed by the speaker while **Have to** expresses external obligation.

- Teacher: You **must** complete this essay by Friday
- Student: We **have to** complete this essay by Friday.

When we are mentioning someone else's obligations, we use **Have to**: John **has to** quit smoking.

For questions it is more common to use **Have to** instead of **Must** (which sounds very formal):

- When **do** you **have to** finish the report?
- **Does** he **have to** take a blood test?

The past tense of **Must** is **Had to**:

- I had to pay my speeding ticket yesterday.

Mustn't vs. Don't have to

Be careful with the negative of **Must** and **Have to** where they DO have a different meaning. **Mustn't** is a negative obligation (= it is important that you do NOT do something) while **Don't have to** is an absence of obligation.













Mustn't = it is prohibited; it is not allowed

Don't have to = no obligation; you are not required to do something, especially if you don't want to.

- You **must not** drink that. (= it is forbidden to drink that; it is not allowed)

Ex: 1. Modals: must / mustn't?

True or false. Tick the correct box.

- | | | |
|--|--|--|
|  <input type="checkbox"/> |  <input type="checkbox"/> | You must wash your hands before lunch. |
|  <input type="checkbox"/> |  <input type="checkbox"/> | You mustn't listen to your parents. |
|  <input type="checkbox"/> |  <input type="checkbox"/> | You must break the windows at school. |
|  <input type="checkbox"/> |  <input type="checkbox"/> | You must take a shower every day. |
|  <input type="checkbox"/> |  <input type="checkbox"/> | You mustn't eat fruit and vegetables every day. |
|  <input type="checkbox"/> |  <input type="checkbox"/> | You must eat lots of sweets if you want to lose some weight. |

EX:2. Complete these sentences with mustn't or don't/doesn't have to.

1. I don't want anyone to know. You **mustn't** tell anyone.
- 2 He doesn't **have to** wear a suit to work but he usually does.
3. I can stay in bed tomorrow morning because I go to work.
4. Whatever you do, you touch that switch. It's very dangerous.
5. There's a lift in the building, so weclimb the stairs.
6. You forget what I told you. It's very important.
7. Sue.....get up early. She gets up early because she wants to,
8. Don't make so much noise. Wewake the baby.
9. I.....eat too much. I'm supposed to be on a diet.
10. You be a good player to enjoy a game of tennis.

Ex: 3. Complete these sentences with must or have to (in the correct form). Sometimes it is possible to use either; sometimes only have to is possible.

1. It's later than I thought. I must or have to go now.

offer	decide	hope
agree	plan	forget
refuse	arrange	manage

fail
promise
threaten

deserve
afford
learn

tend

E:g It was a long way to walk, so we decided to take a taxi home.

Simon was in a difficult situation, so I agreed to help him.

I waved to Karen, but failed to attract her attention.

I like Dan, but I think he tends to talk too much.

How old were you when you learnt to drive?

or ... learnt how to drive?

The negative is not to ... :

We **decided not to go** out because of the weather.

I **promised not to** be late.

Dan tends to talk too much.

After dare you can use the infinitive with or without to:

I didn't dare to tell him. or I didn't dare tell him.

But after dare not (or daren't), we do not use to:

I daren't tell him what happened. (not I daren't to tell him)

B

We also use to ... after seem, appear, pretend and claim. For example:

They **seem to have** plenty of money.

Ann **pretended not to see** me when she passed me in the street.

You can also use to be -ing (continuous infinitive) and to have (done) (perfect infinitive):

I pretended to be reading the newspaper. (= I pretended that I was reading)

Have you seen my keys? I seem to have lost them. (= it seems that I have lost them)

She claimed not to have seen me. (= she claimed that she hadn't seen me)

C

After these verbs you can use a question word (what/how etc.) + to

ask know decide remember forget learn explain understand wonder

For example:

We asked Do you what to the station.

Have you understand to get on holiday?

decided how to go for the job or

I don't know where to apply not.

whether to do?

also

show/tell/ask/advise/teach somebody **what/how/where** to do something:

Can somebody show me how to use this camera?

Ask Jack. He'll tell you what to do.

Ex.1 . Find the musical instruments from the crossword



Play a Tune

e.g: trumpet

.....



O	X	B	E	N	O	H	P	O	X	A	S
T	R	I	A	N	G	L	E	M	A	X	A
T	E	P	M	U	R	T	A	C	Y	F	C
K	C	J	Q	K	F	R	C	L	A	L	L
Z	O	L	H	I	I	O	O	C	O	U	A
Y	R	U	O	M	R	P	I	J	L	T	R
P	D	G	B	D	H	N	N	T	L	E	I
I	E	A	I	O	O	A	I	U	E	M	N
A	R	O	N	M	B	P	R	B	C	U	E
N	N	E	R	Z	Y	C	R	A	S	R	T
O	S	A	O	R	G	A	N	A	D	D	F
T	H	R	A	T	I	U	G	O	H	I	K

Ex :2. Complete the sentences. Use a suitable verb.

- 1 Don't forget **to lock** the door when you go out.
- 2 There was a lot of traffic, but we managed..... to the airport in time.
- 3 We couldn't afford..... in London. It's too expensive.
- 4 I can't play a musical instrument, but I'd like to learnthe guitar.
- 5 I don't want Mark to know what happened. I decided not..... him.
- 6 We were all afraid to speak. Nobody daredanything.

Ex:2. Complete each sentence using **what/how/where/whether** + these verbs:
do get go put ride use

- 1 Do you know how to get to the airport from here?
- 2 Would you know..... if there was a fire in the building?
- 3 You'll never forgeta bike once you've learnt.
- 4 I've been invited to the party, but I haven't decidedor not.
- 5 My room is very untidy. I've got so many things and I don't knowthem.
- 6 I have some clothes to wash. Can you show methe washing machine?

Ex: 3. Which is right?

- 1 You aren't allowed **take / to take** pictures here. (to take is correct)
- 2 I'm in a difficult position. What do you advise me **do / to do?**
- 3 The film was very sad. It made me **cry / to cry.**
- 4 Lisa's parents always encouraged her **study / to study** hard at school.
- 5 Please don't interrupt me. Let me **finish / to finish.**
- 6 You can't make people **do / to do** things they don't want to do.
- 7 You can't force people **do / to do** things they don't want to do.

- 8 Sarah won't let me **drive / to drive** her car. She doesn't trust me.
 9 Why did you change your decision? What made you **change / to change** your mind?
 10 If you enter a country with a tourist visa, you are not allowed **work / to work** there.

Ex :4. Put the verb into the correct form, **to ...** or **-ing**.

- 1 When I'm tired, I enjoy watching TV. It's relaxing. (watch)
 2 I've decided..... for another job. I need a change. (look)
 3 I'm not going anywhere! I refuse..... . (move)
 4 I'm not in a hurry. I don't mind..... . (wait)
 5 Tina ran in a marathon last week, but she failed . (finish)
 6 I wish that dog would stop..... . It's driving me crazy. (bark)
 7 They didn't know I was listening to them. I pretended..... asleep. (be)
 8 We were hungry, so I suggested..... dinner early. (have)
 9 Hurry up! I don't want to risk..... the train. (miss)
 10 David is very quiet. He tends notmuch. (say)

Homework : to learn and revise all materials.

Unit 44. I am fan of ballet

Aims	Learning outcomes	Vocabulary and structure
Educational: - to learn about musical theatres and ballet performances Developing: - to enable pupils to talk about ballet and its organization and plot; - to develop reading, reading and speaking skills Socio-cultural: - to raise awareness of famous ballets and interesting facts of famous ballets performances.	By the end of the lesson, pupils will be able to: - talk about famous operas and outstanding ballet performances; - share opinion a new form of gerund and infinitives; - say the names of composers who wrote ballets	Recycling the previously learnt vocabulary

Ex :1. Make conversation about Ballet .Check students' knowledge about ballet

- 1.What is your favourite type of musical performance?
 2.Have you ever been to musical theatres?

3. Do you know about composers who wrote ballet?

4. What is ballet?

Ex :2. Read the text and give headline to each paragraph. Find the descriptive adjectives.

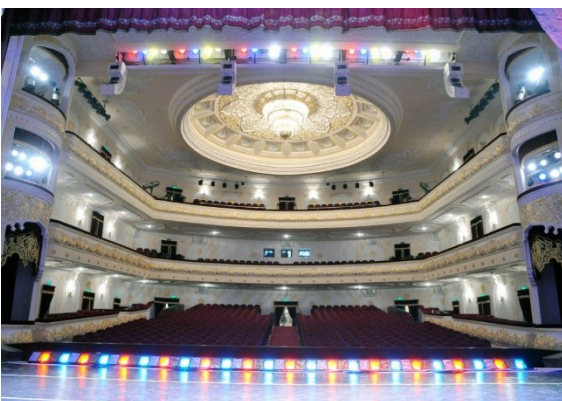
e.g: History of Ballet adj; dramatic, artistic

Balletto is Italian diminutive of the ballot, meaning “to dance, to jump about.” Its vocabulary is based on French terminology. Ballet developed under the aristocratic influence as a formalized form of dance. A formal dance technique is combined with costumes, scenery, and music, as other forms of artistic elements. Ballet integrated dance, music, stage design and poetry to make a dramatic storyline. At first its roll was a virtually component of the opera. Its origins date back to 15th and 16th centuries and started as entertainment form for aristocrats. Ballet began in the Italian Renaissance courts and spread from Italy to France by Catherine de’ Medici. Later it developed into a concert dance form in France and Russia. King Louis XIV founded the Académie Royale de Musique from which the Paris Opera Ballet developed as the first professional ballet company.



In Russia, the ballet started its modern era. In a time there were founded the most popular ballet stages like Royal Danish Ballet, Imperial Ballet of the Russian Empire, The Royal Ballet in London, the San Francisco Ballet, American Ballet Theatre, The Australian Ballet, The New York City Ballet, The National Ballet of Canada . In the 19th century, female ballet dancers were more popular. Ballerinas played male roles in the story.

Ex: 3. Read the traveller’s review and do true,false activity



OPERA & BALLET IN TASHKENT

During our trip to Tashkent, Navoi Theater was not functional and therefore, we headed to Turkiston Opera & Ballet Theater, located in the vicinity of Mustakillik Square. To avoid disappointment, we bought two tickets at mid-day for 30,000 Soum and returned to theater in the evening to attend the show at 6 PM. Ticket-Window with a board displaying variety and schedule was located in a basement

while a small canteen with beverages & snacks was operative first floor. Beside an elegant white the interior was an equally decor' with precious stone architect



on the exterior, 'aesthetic on the

walls and artificial plantation in the open corners of the building. A stunning traditional Ballet Dance was performed by a consciously picked-up cream of 'prettiest girls' and 'most handsome boys' of the host-land with live music. A specious hall full to its seating capacity and the musicians with their hand-held instruments spread-out in three rows, had set the stage for a spectacular flash-light glamour of two hours with ten minutes intermission. By no way it was possible for me to up-stick the eyes from the performers and devote to the camera shutter to snaps. This certainly is the best cherished memory of our vacations in Tashkent.

1. During our trip to Tashkent, Navoi Theater was not functional and therefore, we headed to Turkiston Opera.

2. Ticket-Window with a board displaying variety and schedule was located in a basement while a small canteen with beverages & snakes was operative on the ground floor.

3. Dance was performed by a consciously picked-up cream of 'prettiest girls' and 'most handsome boys' of the host-land with live background music.

4. A specious hall full to its seating capacity and the musicians with their good hand – held instruments.

5. We bought two tickets at mid-day for 3000 Soum and returned to theater in the evening to attend the show at 7PM.

Answers:1.T 2.F 3.T 4.T 5.F

Glossary:

Diminutive- "very small"

Artistic- relating to or characteristic of art or artists. 1. relating to art: 2. able to create or enjoy art: 3. skilfully and attractively made

Italian Renaissance- Italian Renaissance - the early period when Italy was the center of the Renaissance. Renaissance, Renascence - the period of European history at the close of the Middle Ages and the rise of the modern world; **a cultural rebirth from the 14th** through the middle of the 17th centuries.

Ballerina- 1.a female ballet dancer.2. a ballet shoe.

"wear ballerina pumps with a pretty day dress for a perfect spring/summer look"

Aristocratic- a person of high social rank who belongs to the aristocracy

Ballet Theatre - free entertainment that

is performed outside in public places, especially near shops, restaurants, and bars

Hand-held instruments- instrument that is held in the hand. They can be made from wood, metal or plastic, bottles stops and are usually shaken

Homework : To learn all new vocabulary and materials

Unit 45. Gerund +ing

Some verbs are sometimes followed by *-ing*.

These include: *admit deny dislike avoid discuss enjoy*

He enjoys making other people laugh.

feel like give up mind suggest finish mention practise take up

After a preposition, we usually use *-ing*. / *I'm afraid of flying.*

Some phrases end in the preposition *to*. These are also followed by *-ing*, not an infinitive.

/ I look forward to hearing from you. Look forward to -hear from you

We can also use the *-ing* form as the subject of a sentence.

/ Cooking is great fun!

-ing or infinitive

Some verbs can be followed by either *-ing* or the full infinitive.

I started liking/to like James after he helped me with my problem.

With some verbs, the meaning is the same or nearly the same.

These include: *begin continue hate like love prefer start*

With some verbs, the meaning changes. These verbs include: *+ing*

Remember have a memory in your mind

Do you remember seeing that comedy?

do something you are/were planning to

Did you remember to say sorry to James?(full infinitive)

forget not be able to remember a past event

I'd forgotten hearing that joke.

not do something you are/were planning to do

Oh, no! I forgot to invite Shelly!

Stop stop an action

Stop crying - it's not that bad.

interrupt an action to do something else

I was on my way to see Maria and I stopped to get her some flowers.

try do something to try and solve a problem

Have you tried talking to her?

make an effort to do something

I'm trying to say I'm sorry, but you won't listen!

LIKE, LOVE, HATE +ING

Ex.1. Fill in the gaps with the verbs in brackets:

1. I like _____ (go) out with friends.
2. She doesn't like _____ (play) any sport.
3. He hates _____ (cook).
4. She loves _____ (swim).
5. I like _____ (dance).
6. My mother loves _____ (sing).
7. He hates _____ (dance).
8. I like _____ (read) books.
9. They love _____ (play) games.
10. He likes _____ (run).

Ex.2. Write down a sentence with each picture (use **like, love, hate**)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Ex :3. Circle the correct word or phrase.

- 1 My dad finally gave up **smoking** / **to smoke** at the age of forty-nine.
- 2 I really enjoyed **listening** / **to listen** to those MP3s you sent me. Thanks.
- 3 Can you afford **buying** / **to buy** so many presents?
- 4 You should practise **juggling** / **to juggle** every day or you'll never learn.
- 5 How did you learn **speaking** / **to speak** Japanese so well?
- 6 I thought we discussed **going** / **to go** to India and now you want to go to China!
- 7 We finally managed **finding** / **to find** my passport and then left for the airport.
- 8 I look forward to **seeing** / **see** you when I come next week!
- 9 It was very kind of Jack to **offer to baby-sit** / **baby-sitting** this weekend.
- 10 No! I refuse **waiting** / **to wait** a moment longer!

Ex: 4. Put the verb in bold in each sentence is correct, put a tick (+). If it is wrong, write the correct form of the verb (-/ng, full or bare infinitive).

- 1 I hope to start driving as soon as I'm seventeen.
- 2 Stop pretending being asleep. I saw you open your eyes!
- 3 My mum suggested to go bowling, but I didn't think that was a good idea.....
- 4 Quentin will do anything to avoid to walk to school. He's so lazy!
- 5 I'd really like visiting New York one day.
- 6 Do you like watching TV or do you prefer play computer games?
- 7 The weather seems being better. What about a picnic this weekend?
- 8 I expect to be home at nine o'clock, so have dinner without me.
- 9 Our head teacher makes us all to wear jackets - even in summer!
- 10 Don't let the dog sitting on the sofa!

Ex: 5. Choose the correct answer.

- 1 He tried to deny.....the money, but no one believed him.
A take B to take C taking
- 2 I hope.....a pilot when I grow up.
A become B to become C becoming
- 3 Mr Foster has decided....., so we're going to have a party.
A retire B to retire C retiring
- 4 Do you remember.....to Germany when you were two years old?
A go B to go C going
- 5 You can make the dogto you by shouting 'come'.
A come B to come C coming
- 6 There's no answer at the office. Let's tryRoger's mobile.
A call B to call C calling

Ex :6. Complete using the correct form of the verbs in the box. Add any other words you need.

Ask be bring tidy turn win

- 1 Oh, no! I forgot.....my homework!
- 2 I remember.....on holiday.
- 3 I tried.....my room, but I couldn't find it!
- 4 Did you remember..... the tap off?
- 5 I'll never forget.....the lottery.
- 6 Tryher to take it off!

Homework is to read and revise all grammar rules.

Glossary

Flute- a tube-shaped musical instrument with a hole that you blow across at one end while holding the tube out horizontally to one side

Mood- the way you feel at a particular time

Instrumentalist-a person who plays a musical instrument, especially as a job

Nightingale-a small, brown European bird known especially for the beautiful song of the male, usually heard during the night

Musical theatre - is a form of theatrical performance that combines songs, spoken dialogue, acting and dance.

Musical (noun): a stage, television or film production utilizing popular-style songs - dialogue optional - to either tell a story (book musicals) or showcase the talents of the writers and/or performers (revues).

Musical comedy. noun. - a play or film, usually having a light romantic story, that consists of dialogue interspersed with singing and dancing. such plays and films collectively.

Composition- a piece of music that someone has written

Opera- a dramatic work in one or more acts, set to music for singers and instrumentalists.

Composer- a person who writes music

Masterpiece- a work of art such as a painting, film, or book that is made with great skill

Symphonies- musical work

Serenade- to play a piece of music or sing for someone, especially for a woman while standing outside her house at night

Chamber music- music written for a small group of musicians so that it can be performed easily in a small concert hall or in a private home

A *chamber orchestra* (sometimes *concert orchestra*) is a smaller ensemble of not more than about fifty musicians

Art -in any form is an expression or application of human creativity, skill, and imagination. Many of the arts are experienced visually but can also be audible or enjoyed through sensory touch.

An orchestra is a large instrumental ensemble typical of classical music

A note is a symbol denoting a musical sound

Diminutive- "very small"

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is performed outside in public places, especially near shops, restaurants, and bars

Hand-held instruments- instrument that is held in the hand. They can be made from wood, metal or plastic, bottles stops and are usually shaken

The list of used literature

1. Mindset for Ielts Foundation Student's Book , Greg Archer, Joanna Kosta, Lucy Pasmore Cambridge University Press (June 30, 2019)
2. Mindset for IELTS Level 1 Student's Book with Testbank Peter Crosthwaite, Susan Hutchison, Claire Wijayatilake, Natasha De Souza Cambridge University Press 2017
3. Mindset for IELTS Level 2 Student's Book Souza, Natasha De Essential Grammar in Use, Murphy R., 2015
4. Basic Grammar in Use, Murphy R., Smalzer W., Chapple J., 2017
5. Essential Grammar in Use, Fourth Edition, With answer, E-book, Murphy R., 2015
6. Essential Grammar in Use, Русская версия, С ответами и электронной книгой, Murphy R., Sands O., 2017
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