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Сборник упражнений к учебнику

ENGLISH X

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Сборник упражнений к учебнику ENGLISH X (под ред. О. В. Афанасьевой и И. В. Михеевой) предназначен для дополнительной отработки учебного материала всех блоков базового УМК. Каждый из четырех разделов сборника поделен на подразделы в соответствии с актуальными аспектами изучения языка (аудирование, лексика, грамматика и т. д.). Все задания составлены на базе аутентичных источников и направлены не только на закрепление уже имеющихся навыков, но и на расширение общего языкового кругозора учащихся. Особое внимание уделяется словарному запасу, поэтому при работе с пособием рекомендуется вести словарь. Каждый раздел данного сборника содержит упражнения для подготовки к ГИА-11 и Всероссийской олимпиаде школьников. Особенно интересны задания типа *Integrated Listening and Reading*. В пособии представлены тесты для самопроверки (и по содержанию раздела *Topical Vocabulary*, и по лексико-грамматическим материалам каждого юнита). Ко всем заданиям сборника составлены ключи.

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Сборник упражнений, который вы держите в руках, – это не просто дополнение к линейке учебников ENGLISH IX–XI. Это плод нескольких лет методического труда Ксении Сергеевны Девяткиной, которая сама активно пользуется данными учебниками при работе со школьниками. Пособие, позволяющее расширить познавательное пространство базового курса, уникально тем, что объединяет экзаменационные типы заданий с олимпиадными, сохраняя рамки учебной программы. Особое внимание уделяется заданиям формата *Integrated Listening and Reading*, обычно вызывающим затруднения. Упражнения рассчитаны на уровень знаний не ниже *Upper Intermediate*, представляя замечательную возможность повысить степень владения языком. Задания данной методической разработки поделены на подразделы в соответствии с темами учебника. В каждом подразделе предполагается комплексная отработка всех видов деятельности, необходимых для эффективного языкового роста. Каждое пособие (для 9–го, 10–го и 11–го классов) учитывает как возрастные особенности учащихся, так и те задачи, которые следует решать на данном учебном этапе.

Unit 1. Man the Creator

Developing Introduction Basics

Task 1. Match the headings 1-8 with the texts A – G. Each heading can be used only once. One heading is extra.

- | | |
|---------------------------------------|---------------------------------|
| 1. Different Perception | 5. Pathetic Proclamation |
| 2. Comprising So Much | 6. Still Nothing Certain |
| 3. Constantly Changing | 7. Time Flow of Concepts |
| 4. Different Activities United | 8. No Exact Explanation |

- A.** ART has not always been what we think it is today. An object regarded as Art today may not have been perceived as such when it was first made, nor was the person who made it necessarily regarded as an artist. Both the notion of “art” and the idea of the “artist” are relatively modern terms.
- B.** Many of the objects we identify as art today - Greek painted pottery, medieval manuscript illuminations, and so on - were made in times and places when people had no concept of “art” as we understand the term. These objects may have been appreciated in various ways and often admired, but not as “art” in the current sense.
- C.** ART lacks a satisfactory definition. It is easier to describe it as the way something is done - “the use of skill and imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others” - rather than what it is.
- D.** The idea of an object being a “work of art” emerges, together with the concept of the Artist, in the 15th and 16th centuries in Italy. During the Renaissance, the word Art emerges as a collective term encompassing Painting, Sculpture, and Architecture, a grouping given currency by the Italian artist and biographer Giorgio Vasari in the 16th century. Subsequently, this grouping was expanded to include Music and Poetry which became known in the 18th century as the ‘Fine Arts’. These five Arts have formed an irreducible nucleus from which have been generally excluded the ‘decorative arts’ and ‘crafts’, such as pottery, weaving, metalworking, and furniture making, all of which have utility as an end.
- E.** In the Ancient World and Middle Ages the word we would translate as ‘art’ today was applied to any activity governed by rules. Painting

and sculpture were included among a number of human activities, such as shoemaking and weaving, which today we would call crafts.

- F. The institutionalizing of art in the academies eventually provoked a reaction to its strictures and definitions in the 19th century at which time new claims were made about the nature of painting and sculpture. By the middle of the century, “modernist” approaches were introduced which adopted new subject matter and new painterly values. In large measure, the modern artists rejected, or contradicted, the standards and principles of the academies and the Renaissance tradition. By the end of the 19th century and the beginning of the 20th, artists began to formulate the notion of truth to one’s materials, recognizing that paint is pigment and the canvas a two-dimensional surface. At this time the call also went up for “Art for Art’s Sake.”
- G. In the early 20th century all traditional notions of the identity of the artist and of art were thrown into disarray by Marcel Duchamp and his Dada associates. In ironic mockery of the Renaissance tradition which had placed the artist in an exalted authoritative position, Duchamp, as an artist, declared that anything the artist produces is art. For the duration of the 20th century, this position has complicated and undermined how art is perceived but at the same time it has fostered a broader, more inclusive assessment of art.

A	B	C	D	E	F	G

Task 2. Fill in the gaps making all necessary lexical - grammar changes in the capitalized words.

How best to define art is still **REGULAR** debated.

Many books and journal articles have argued over even the basics of what we mean by calling **THING** art.

Theodor Adorno claimed, in 1969, "It is self-evident that nothing concerning art is self-evident. "Art-ists, philosophers, anthropologists, psychologists, and programmers all use the notion of art in their **RESPECT** fields, yet give it considerably different operational definitions

Furthermore, it is clear that even the basic of the term "art" has changed several **MEAN** times over the centuries, and is continuing to evolve during the 20th century as well.

Most people would not have considered the of a Brillo Box or a store-bought **DEPICT** urinal to be art until Andy Warhol and Marcel Duchamp, respectively, placed those objects in the context of art (i.e., an art gallery), which then associated these objects with a way that art could be defined.

Developing Listening Basics

Task 1. Integrated Listening and reading.



*Read the text below and then listen to the text “Ballet Dancers” (ex. 5 p.8 St’s book). You will notice that some ideas coincide and some differ in them. Answer questions 1 - 10 by choosing **A** (if the idea is expressed in both materials), **B** (if it can be*

*found only in the reading text), **C** (if it can be found only in the audio-recording), and **D** (if neither of the materials expresses the idea).*

Now adored, this original wax version of Edgar Degas’ *Little Dancer Aged Fourteen* was reviled by most critics when it was shown at the 1881 impressionist exhibition in Paris. Modeled in colored wax and adorned with real hair and a fabric costume, *Little Dancer* decisively broke with 19th-century academic practice by introducing unusual mixed materials and frankly representing a provocative modern subject; Degas added to the controversy by exhibiting it like an anthropological specimen in a glass vitrine.

Degas’ uncannily realistic depiction of an “opera rat,” as young dancers with the Paris Opera ballet were known, was a deeply unsettling challenge both to academic tradition and to French bourgeois society. It forced viewers to confront the seamy side of the ballet, the cultural institution at the center of metropolitan life. The rats,

including the model for this figure, mostly came from working-class families and were popularly understood to be vulnerable to moral corruption at the hands of well-off suitors. Degas visualized this potential link with vice by flattening the model's facial features, exaggerating the low forehead, and making the jaw protrude, adjustments that conformed to popular scientific notions that linked physiognomy and degeneracy. His novel use of unorthodox materials—hair, silk hair ribbon, linen bodice, muslin tutu, and satin slippers—underscored his determination to make naturalism rather than idealization the standard for modern sculptural practice.

Little Dancer is an unflinching look at a troubling working-class subject, but it is also endowed with humanity. Poised between girl and woman, the bony figure of model Marie van Goethem, her body shaped by endless practice, is simultaneously vulnerable and proud. Her stance atop a wooden base reminiscent of a rehearsal floor is casual by ballet standards, but far from relaxed. The right foot is placed far forward and turned out 90 degrees. Her arms are stretched uncomfortably behind her back, the fingers of both hands intertwined. With her shoulders back and her head held high and slightly upturned, her posture is erect and dignified, even haughty, a bearing emphasized in ballet training, but here particularly poignant.

Degas never exhibited the sculpture again, and *Little Dancer* was largely forgotten until it was rediscovered, together with dozens of other wax sculptures, in the artist's studio after his death in 1917. Most of these original sculptures are now in the National Gallery of Art's collection, while bronze casts made from these wax originals after Degas' death can be found around the world.

Now listen to the text “Ballet Dancers” and then do the tasks (questions 1-10), comparing the text above and the text. You will hear the text twice.

1. Degas was born in the XIX century. A B C D
2. *Little Dancer Aged Fourteen* was heavily criticized when it was firstly shown to the public. A B C D
3. *Little Dancer Aged Fourteen* was made of wax. A B C D
4. *Little Dancer Aged Fourteen* was deliberately created graceless-looking. A B C D

5. More than one hundred of paintings and drawings of ballet dancers were made by Edgar Degas. A B C D
6. One of the *Little Dancer's* feet is placed far forward and turned out 90 degrees. A B C D
7. The National Gallery of Art has the largest collection of Degas's surviving original wax sculptures in the world. A B C D
8. By the time he was 18, Degas had a rare opportunity to copy or replicate art techniques by various artists whose works were featured at the Louvre. A B C D
9. Young dancers of the Paris Opera ballet mostly came from working-class families. A B C D
10. Degas's final exhibit featuring his impressionist artworks was in 1886. A B C D

Task 2. Listen to the text "Famous artists" (ex. 3 p.7 St's book) and choose correct answers below.

1. The only thing that unites Vincent Van Gogh and Harmensz van Rijn Rembrandt is that
- they both preferred still life as a genre.
 - they were born in the same country.
 - they died at the same age.
 - both of them were mentally disabled.
2. Michelangelo got the knowledge about human anatomy
- from old manuscripts
 - while depicting strong muscular bodies
 - while dissevering corpses
 - from his own scientific research
3. In 1899
- Vincent Van Gogh committed suicide
 - Mona Lisa was finished
 - Monet painted "The Water Lily Pond"
 - Harmensz van Rijn Rembrandt became bankrupt
4. Impressionism was called like that because
- all works of completed in this style impressed the viewers greatly
 - the paintings referring to this style were sketchy

- c) Claude Monet named it so
- d) art critics found that word suitable to explain Monet’s manner of drawing

5. Leonardo da Vinci created his masterpieces during the period of

- a) Classicism
- b) Realism
- c) Renaissance
- d) Impressionism

Developing Reading Basics.

Task 1. Read the text “Henri Matisse” and complete the tasks after it, circling the letter of the answer chosen.

Henri Matisse was born on December 31, 1869, and was raised in the small industrial town of in northern France. As a young man Matisse worked as a legal clerk and then studied for a law degree in Paris in 1887-89. When he was 21, Matisse began painting while recuperating from an illness, and his vocation as an artist was confirmed.

In 1891 Matisse moved to Paris for artistic training. He took instruction from famous, older artists at well-known schools such as the Académie Julian and the École des Beaux-Arts. These schools taught according to the “academic method”, which required working from live models and copying the works of Old Masters, but Matisse was also exposed to the recent Post-Impressionist work of Paul Cézanne and Vincent van Gogh while living in Paris.

Matisse began to show his work in large group exhibitions in Paris in the mid-1890s, including the traditional Salon de la Société Nationale des Beaux-Arts, and his work received some favorable attention.

By the turn of the 20th century, Matisse had come under the more progressive influence of Georges Seurat and Paul Signac, who painted in a “Pointillist” style with small dots of color rather than full brushstrokes. He stopped exhibiting at the official Salon and began submitting his art to



the more progressive Salon des Indépendants in 1901. In 1904 he had his first one-man exhibition at the gallery of dealer Ambroise Vollard.

Matisse had a major creative breakthrough in the years 1904-05. It was the time when bright, light-dappled canvases such as *Luxe, calme et volupté* (1904-05), and his major works *Open Window* and *Woman with a Hat* appeared. He exhibited both paintings in the 1905 Salon d'Automne exhibition in Paris. In a review of the show, a contemporary art critic mentioned the bold, distorted images painted by certain artists he nicknamed “*fauves*,” or “wild beasts.”

Painting in the style that came to be known as Fauvism, Matisse continued to emphasize the emotional power of sinuous lines, strong brushwork and acid-bright colors in works such as *The Joy of Life*, a large composition of female nudes in a landscape. Like much of Matisse's mature work, this scene captured a mood rather than merely trying to depict the world realistically.

In the first decade of the century, Matisse also made sculptures and drawings that were sometimes related to his paintings, always repeating and simplifying his forms to their essence.

After finding his own style, Matisse enjoyed a greater degree of success. He was able to travel to Italy, Germany, Spain and North Africa for inspiration. He bought a large studio in a suburb of Paris and signed a contract with the prestigious art dealers of Galerie Bernheim-Jeune in Paris.

In his works of the 1910s and 1920s, Matisse continued to delight and surprise his viewers with his signature elements of saturated colors, flattened pictorial space, limited detail and strong outlines. Some works, like *Piano Lesson* (1916), explored the structures and geometry of Cubism, the movement pioneered by Matisse's lifelong rival Pablo Picasso. Yet despite his radical approach to color and form, Matisse's subjects were often traditional: scenes of his own studio (including *The Red Studio* of 1911), portraits of friends and family, arrangements of figures in rooms or landscapes. He also worked extensively in printmaking during 1918–1930.

In his later career, Matisse received several major commissions, such as a mural for the art gallery of collector Dr. Albert Barnes of Pennsylvania, titled *Dance II*, in 1931-33. He also drew book illustrations for a series of limited-edition poetry collections.

After surgery in 1941, Matisse was often bedridden; however, he continued to work from a bed in his studio. When necessary, he would draw with a pencil or charcoal attached to the end of a long pole that enabled him to reach the paper or canvas. His late work was just as experimental and vibrant as his earlier artistic breakthroughs had been. It included his 1947 book *Jazz*, which placed his own thoughts on life and art side by side with lively images of colored paper cutouts. This project led him to devising works that were cutouts on their own, most notably several series of expressively shaped human figures cut from bright blue paper and pasted to wall-size background sheets (such as *Swimming Pool*, 1952).

In one of his final projects, Matisse created an entire program of decorations for the Chapel of the Rosary in Vence (1948-51), a town near Nice, designing stained-glass windows, murals, furnishings, and even sacred vestments for the church's priests.

Matisse died on November 3, 1954, at the age of 84, in Nice. He was buried in nearby Cimiez. He is still regarded as one of the most innovative and influential artists of the 20th century.

1. In his early years Matisse:
 - a) worked as a lawyer
 - b) got an art degree
 - c) chose art as his designation
 - d) became disabled after a severe illness
2. While getting artistic training Matisse:
 - a) preferred "academic method"
 - b) didn't manage to exhibit his works
 - c) founded "Pointillist" style
 - d) organized personal display of his works
3. It is definitely **NOT** true that Matisse:
 - a) became the founder of Fauvism
 - b) made slight artistic headway at the beginning of the XX century
 - c) preferred pale colors
 - d) made drawings and sculptures alongside with creating paintings
4. Being quite successful as a painter Matisse:
 - a) did not leave his country
 - b) worked in different styles

- c) mainly depicted still life
 - d) made his first steps in printmaking (especially after 1918).
5. Matisse was authorized to make a fresco for
- a) Salon des Indépendants
 - b) Galerie Bernheim-Jeune
 - c) the traditional Salon de la Société Nationale des Beaux-Arts
 - d) a private gallery in the USA
6. After 1941 Matisse
- a) travelled to Italy, Germany, Spain and North Africa
 - b) couldn't draw because of illness
 - c) managed to mix up literature and art
 - d) was widely disapproved as an artist
7. One of his final projects, mentioned in the text
- a) referred to religion
 - b) was not finished
 - c) showed radical approach to color and form
 - d) was connected with the place where Matisse was buried in 1954

Developing Grammar Basics.

Task 1. Revision (only singular, only plural, singular/plural nouns). Fill in the missing forms of the verb BE.

1. Ladies and gentlemen. Here the news.
2. Where my jeans?
3. Her long wavy hair tied back with a bow.
4. Further information available in the office.
5. The stairs over there, Sir.
6. My family perfectly normal.
7. The furniture in our classroom uncomfortable.
8. The USA a very nice country.
9. Politics a dirty game.
10. The BBC showing the programme on Friday.
11. Your sunglasses on the table.
12. The station clockten minutes slow.
13. Homework boring.

14. The scissors on the table mine.
15. Physicsnot easy.
16. Our family not poor any more.
17. The contents of this book so boring that I hardly read a couple of pages.
18. The BBC planning to use a new satellite.
19. Troops being sent in today.
20. Your advice always helpful.

Task 2. Use the nouns from the grammar charts (p. 34-35 St's book) to fill in the spaces.

1. A sport involving physical exercises and movements that need skill, strength, and control, and that are often performed in competition is
2. Herds of were kept on the farm for milk and meat.
3. We had underestimated the of the problem.
4. They live on the of Paris.
5. The police are investigating a of attacks in the area.
6. The began clapping and cheering.
7. It took ages to clearbut then we were out of the airport quite quickly.
8. The only..... of communication was sign language.
9. Any insurance policy must cover your personal
10. The were sent in to break up the demonstration.

Task 3. Compound adjectives. Match the parts of the adjectives. Then complete the sentences below with these adjectives.

well	fashioned
brand	mannered
deeply	new
short	rooted
old	sighted

1. When Brian got his promotion, he bought a car.

2. Look at Leila. She's wearing a skirt. She found it in her grandmother's drawer.

3. Nancy is such a girl. She can't even read what's on the blackboard.

4. Some people think that we should preserve the traditions of countries.

5. Cathy is a girl. She's very polite.

Task 4. Matching and describing.

Make compound adjectives out of the words below and answer the following questions:

- What does Tory look like?
- What is she wearing?
- What is she like?
- What are her flaws?



curly	slim	brand	hipped	eyed	necked
sun	blue	tanned	new	haired	lipped
thin	left	cheeked	handed	open	fitting
rosy	tight	easy	witted	going	hearted
stuck	quick	big	warm	up	headed

Phrasal verb DIE. Extra information.

DIE BACK → When the parts of a plant above ground die, but the roots remain alive.

The plant DIES BACK in the winter.

- **dieback** (a noun) is a disease of trees and shrubs characterized by death of young shoots, which spreads to the larger branches, caused by injury to the roots or attack by bacteria or fungi

- very determined is called **do-or-die** (this adjective is used only before nouns, like in the phrase *a do-or-die attitude*)

DIE OFF → Become extinct

Most of the elm trees in the UK DIED OFF when Dutch elm disease arrived.

IDIOMS with DIE

die hard – to die only after a bitter struggle

or slowly or with difficulty: *Childhood beliefs die hard.*

die standing up – (ance) to be received with silence rather than applause.

never say die – never give up hope; never abandon one's efforts.

to die for – stunning; remarkable: *That dress is to die for.*

NOTE - an informal adjective **to-die-for** is used to speak about extremely good or desirable - used humorously: *Betty's strawberry cheesecake is simply to-die-for.*

Developing Lexical Basics.

Task 1. Match the new words from your Active Vocabulary with their antonyms:

1. affectation	a) harmony	Antonyms
2. arrange	b) generosity	
3. discord	c) light	
4. gasp	d) naturalness	
5. greed	e) wealth	
6. piece	f) incomplete	
7. poverty	g) entirety	
8. shadow	h) disorganize	
9. sheer	i) culprit	
10. victim	j) exhalation	

Task 2. Fill in the gaps using the words from the box below. Change the forms of the words if necessary. Three words in the word box are EXTRA.

arrangement	shadow	discordant	affectation	masterpiece	sheer	
greed	gasp	victim	discord	affect	poverty	sacrifice

1. The received head injuries from which she died a week later.
2. Millions of elderly people live in
3. I'll never forget the look of joy on her face.
4. He used to a foreign accent.
5. Calling everyone 'darling' is just an
6. People motivated by jealousy and are hardly ever lucky.
7. I've agreed to help with for the party.
8. An unpleasant sound made by a group of musical notes that do not go together well is
9. Mary Shelley was just 18 when she wrote the horror 'Frankenstein'.
10. With a of pure horror, Lewis jumped up and ran.

Task 3. Guess the meanings of the idioms below. Consult dictionary if needed.

- somebody's/ something's last gasp
- be a shadow of your former self
- be a piece of cake



Developing Topical Vocabulary Basics. Checking yourself.

Task 1. What words are defined below? Put down the necessary ones from your Topical Vocabulary.

1. a painting, drawing, or photograph of a person –
2. a picture showing an area of countryside or land -
3. a picture of an arrangement of objects, for example flowers or fruit –

4. a style, especially in the arts, that involves a particular set of characteristics -

5. a view or picture of a place, event or activity –

Task 2. Explain what these words mean:

the subject	
the composition	
the color scheme	
the details	

Task 3. Give antonyms to the following words:

background (n)	
to echo	
warm colours	
bright colours	
to contrast	

Task 4. Give synonyms to the following words:

bright colours	
background	
the model	
romantic	

Unit 1. Final lexical-grammar test.

Task 1. Choose ONE possible variant from all suggested:

- extremely unnaturally bright is ...
a) brilliant b) intense c) acid d) luminous
- not real, natural or sincere is ...
a) affectionate b) affectated c) affected d) effected
- We say “ a of fear”
a) greed b) piece c) affect d) gasp
- A victim is
a) a murdered person b) a person who suffers harm c) a person

who suffers death or harm as a result of someone else's action or a disaster
d) something you give others not demanding anything in return

5. The word "arrangement" has

- a)** 1 meaning **b)** 2 meanings **c)** 3 meanings **d)** 4 meanings

This meaning is/these meanings are: _____

6. Lack of something is

- a)** greed **b)** gasp **c)** shadow **d)** poverty

7. A dark shape made on a surface by something between the surface and direct light is

- a)** shade **b)** shadow **c)** ash **d)** discord

8. Not matching other things is

- a)** sheer **b)** affected **c)** arranged **d)** discordant

9. There is an adjective "poverty -"

- a)** cast **b)** arranged **c)** stricken **d)** sheered

It means _____

10. All his life he had a deepfor his parents.

- a)** effect **b)** affection **c)** affect **d)** greed

11. A solid piece of something of many shapes or sizes is

- a)** a lump **b)** a crumb **c)** a drop **d)** a scrap

12. Which way of forming a compound adjective is always true?

- a)** adjective + Participle 1/ Noun + -ed **b)** Numeral + Participle 2
c) Numeral + Participle 1 **d)** Adverb + Noun + -ed

13. Which way of forming compound adjectives is false?

- a)** adverb + Participle 1 **b)** noun + noun + -ed
c) adverb + Participle 2 **d)** numeral + noun + -ed

14. To become quieter or weaker and finally stop is "to"

- a)** die out **b)** die away **c)** down **d)** be dying for

15. To gasp is to

- a)** stop breathing **b)** shout **c)** to have an effect on somebody
d) take sudden sharp breath

16. The temperature was about 30 degrees above zero in the

.....

a) shadow b) affectation c) effect d) shade

17. Which pair of words is extra:

a) manner-manners b) look-looks c) scale-scales

d) content-contents

17. Explain why. _____

18. When the bag broke, its fell all over the floor.

a) content b) ashes c) scales d) contents

Task 2. Choose ALL possible variants:

1. to become extinct is NOT the same as

a) to die away b) to die out c) to die down d) to be dying for

2. to be dying for is NOT

a) to become less common and disappear completely

b) to become less active

c) to stop

d) to want to have something very much

3. Pronoun “one” is used

a) after “which” identifying people or things

b) when referring to uncountable nouns

c) instead of “everyone”, “anyone”

d) after “this”/“that” replacing a countable noun

4. Which words from the list below ALWAYS require a plural verb:

a) brains b) headquarters c) mathematics d) stairs

5. The composition of a picture DOES NOT show

a) how different colors are handled

b) what details the artist introduces

c) how details are related to the subject

d) how the space of the picture is used

Task 3. Fill in the gaps:

1. A is a work of art depicting mostly inanimate subject matter, which may be either natural (food, flowers, dead animals, plants, rocks, or shells) or man-made (drinking glasses, books, vases, jewelry, coins, pipes, and so on).

2. What is presented or depicted in the picture is the

.....

3. A masterpiece can the test of time.
4. The artist can demonstrate of drawing
5. Someone who is having their portrait painted can be called a
..... or a
6. To have the most important noticeable place (in the picture, for example) is to
7. To take a sudden sharp breath is to
.....
8. “The Mona Lisa” was Leonardo’s
.....
9. We presented them paintings and presented us (*use proper possessive and personal pronouns there*)
10. It’s hard to come an arrangement with you, because you are constantly changing your mind.
11. – Do we need any milk? - Yes, we haven’t got at home.
12. Do you prefer warm or cold colors? – I prefer warm

QUOTATIONS TO THINK OVER

Look through the quotes below. Which of them do you find actual? Which of them seem doubtful to you? Comment on each.

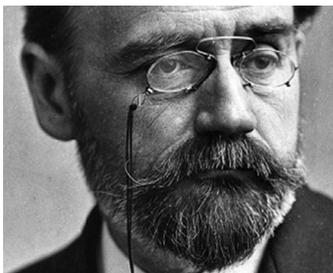


“Everything you can imagine is real.

Pablo Picasso

“If you ask me what I came to do in this world, I, an artist, will answer you: I am here to live out loud.”

Émile Zola



“Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.”

Leonardo da Vinci

“I dream my painting and I paint my dream.”

Vincent van Gogh



Unit 2. Man the Believer.

Developing Introduction Basics

Task 1. Fill in the gaps making all necessary lexical-grammar changes in the capitalized words.

Beliefs About the World

Brought together, beliefs and form a belief **KNOW**
about the world, the mental attitude that world is structured
in some way rather than another.

This means that beliefs are necessarily the foundation for
action: whatever actions you take in the world around you,
they are based on your mental of the **PRESENT**
world.

In the case of theistic religions, this representation includes
..... realms and entities. **NATURE**

As a consequence, if you believe something is true,
you must be willing to act as if it were true. If you are
..... to act as though it were true, you can't **WILL**
really claim to believe it.

This is why actions can matter much more than words. We
can't know the contents of a person's mind, but we can
know if their actions are with what **CONSIST**
they say they believe.

A religious believer might claim that they love neighbors and
sinners, for example, but does their **BEHAVE**
actually reflect such love?

Task 2. For items 1–8 fill in the gaps in the text “*The Fear of Death*” choosing an appropriate word from the column on the right. Use each word only once.

<p>The price of consciousness is an awareness of one's own 1. death. The emotion of fear has motivated the behavioral avoidance of death in all higher organisms. In humans, therefore, this fear is 2., and people have a massive incentive</p>	
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to self-delude and to assume (despite a dearth of evidence) that an afterlife awaits. This carries the bonus of promising a **3.** with deceased loved ones. However, this explanation for universal **4.** in gods, angels, leprechauns, and suchlike is not sufficient. It does not explain hundreds of common extra features **5.** the promise of an afterlife that are found in religions around the world, such as notions of angels and demons, sin and ritual, hell and **6.**, prayers for help, and rules to live by in this life. It only explains why many people **7.** to assume some form of consciousness after death. A creator god or a judgment day god or an interactive caring god is not **8.** for this.

**choose
instinctive
sacrifice
reunion
beyond
inevitable
necessary
beliefs**

Developing Listening Basics.

Task 1. Integrated Listening and Reading.

*Read the text below and then listen to the myth about Zeus and Europa (ex. 6 p.55 St's book). You will notice that some ideas coincide and some differ in them. Answer questions 1 - 10 by choosing **A** (if the idea is expressed in both materials), **B** (if it can be found only in the reading text), **C** (if it can be found only in the audio-recording), and **D** (if neither of the materials expresses the idea). Circle the correct letter in your answer sheet.*

Europa was initially a Cretan moon goddess, who was incorporated into the Greek mythology as a virgin Phoenician princess. She was the daughter of the King Agenor of Sidon and Europe was named after her.



She had an affair with Zeus, which Hera never learned about and therefore, never tried to pursue Europa to punish her. One night, Europa dreamed of two continents, which had taken the forms of women, arguing over her. Asia maintained that since Europa had been born in Asia, she belonged to her. The other continent, which was nameless, said that her birth was not important and that Zeus would give Europa to her. Disturbed by the dream, Europa woke up in the early hours and did not go back to sleep. She summoned her companions, who were all daughters of nobility and of her age. It was a beautiful day and they went off gathering flowers by the sea. Zeus noticed this charming group, particularly Europa, who was the prettiest of the maidens. According to some sources, Eros induced him into action with one of his arrows, although Zeus never really needed much persuasion. In any case, Zeus appeared to the group in the form of a white bull, one that was more beautiful than any other; a bull that smelled of flowers and lowed beautifully; a bull so obviously gentle that all the maidens rushed to stroke and pet it. The bull laid down in front of Europa and she slid onto its back. Instantly, the bull charged off, plunging into the sea, and began to swim rapidly from the shore. Europa saw that a procession had joined them, Nereids riding dolphins, Triton blowing his horn, even Poseidon. From this, she realized that the bull must be a god and she pleaded to pity her. Zeus spoke to her and explained his love. He took her to Crete, where he had been raised, and promised her that she would bear him many famous sons. Her sons included Minos and Rhadamanthus.

Now listen to the myth about Zeus and Europa and then do the tasks (questions 1-10), comparing the text above and the text. You will hear the text twice.

1. Europa was born into a noble family. **A B C D**
2. Europa's mother is unknown. **A B C D**
3. Once Europa had a very strange dream. **A B C D**
4. Zeus saw Europa at the seashore. **A B C D**
5. As soon as Europa mounted the bull's back, it swam **A B C D**
rapidly from the shore.

6. When Europa disappeared on the back of the Bull, A B C D her father sent out his sons in search of her, ordering them not to return until they had found their sister.
7. Europa was taken to Crete. A B C D
8. The bull whose shape Zeus took turned into the A B C D constellation of Taurus.
9. One of Europa's sons was Minos. A B C D
10. Europa married King Asterionas and her children A B C D were adopted by him.

Task 2. Listen to the text about wedding superstitions (ex.3 p.52) and decide if the statements below are TRUE, FALSE or NOT STATED.

1. Brides and grooms don't care about false beliefs.
2. All sections of the bridal outfit should be tried on separately.
3. The English believe a spider found in a wedding dress means good luck.
4. It's a bad sign for the bride to see herself fully dressed in the wedding gown in a mirror.
5. Saturday is the unluckiest wedding day, according to English folklore.
6. The tradition of bride and groom not seeing each other before the wedding has a reasonable background.
7. There are some wedding superstitions connected with vehicles.
8. Meeting a chimney sweep is a lucky sign.
9. Buying a suitable outfit for the groom is not difficult - he just needs a black suit and a flower buttonhole.
10. The bride must leave her house out of the back door.

Developing Reading Basics.

Task 1. Read the text *HINDUISM* and complete the tasks after it, circling the letter of the answer chosen.

About 80 percent of India's population regard themselves as Hindus and 30 million more Hindus live outside of India. There are a total of 900 million Hindus worldwide, making Hinduism the third largest religion (after Christianity and Islam).



The term “Hinduism” includes numerous traditions, which are closely related and share common themes but do not constitute a unified set of beliefs or practices.

Hinduism is thought to have gotten its name from the Persian word *hindu*, meaning “river,” used by outsiders to describe the people of the Indus River Valley.

Hindus themselves refer to their religion as *sanatana dharma*, “eternal religion,” and *varnasramadharma*, a word emphasizing the fulfillment of duties (*dharma*) appropriate to one’s class (*varna*) and stage of life (*asrama*).

Hinduism has no founder or date of origin. The authors and dates of most Hindu sacred texts are unknown. Scholars describe modern Hinduism as the product of religious development in India that spans nearly four thousand years, making it the oldest surviving world religion. Indeed, as seen above, Hindus regard their religion as eternal (*sanatana*).

Hinduism is not a homogeneous, organized system. Many Hindus are devoted followers of Shiva or Vishnu, whom they regard as the only true God, while others look inward to the divine Self (*atman*). But most recognize the existence of Brahman, the unifying principle and Supreme Reality behind all that is.

Most Hindus respect the authority of the Vedas (a collection of ancient sacred texts) and the Brahmins (the priestly class), but some reject one of both of these authorities. Hindu religious life might take the form of devotion to God or gods, the duties of family life, or concentrated meditation. Given all this diversity, it is important to take care when generalizing about “Hinduism” or “Hindu beliefs.”

The first sacred writings of Hinduism, which date to about 1200 BCE, were primarily concerned with the ritual sacrifices associated with numerous gods who represented forces of nature. A more philosophical focus began to develop around 700 BCE, with the Upanishads and development of the Vedanta philosophy. Around 500 BCE, several new belief systems sprouted from Hinduism, most significantly Buddhism and Jainism.

In the 20th century, Hinduism began to gain popularity in the West. Its different worldview and its tolerance for diversity in belief made it

an attractive alternative to traditional Western religion. Although there are relatively few western converts to Hinduism, Hindu thought has influenced the West indirectly by way of religious movements like Hare Krishna and New Age, and even more so through the incorporation of Indian beliefs and practices (such as the chakra system and yoga) in books and seminars on health and spirituality.

As in most ancient religions, many of the Hindu holidays are based on the cycle of nature. They mark the change of seasons, celebrate the harvest, and encourage fertility of the land. Others are dedicated to a particular deity, such as Shiva or Ganesh. Still other popular holidays commemorate events in the lives of Rama or Krishna. In addition to the major Hindu festivals that are celebrated throughout India, many regional festivals are also held in honor of various deities.

1. According to the data given in the text
 - a) Islam is the second largest world religion
 - b) all Hindus live in India
 - c) the total number of Hindus all over the world is less than 9 million
 - d) there exists a unified set of beliefs or practices
2. It is true that
 - a) the Persian word “hindu” was used by the locals
 - b) “sanatama dharma” means belief
 - c) the word “dharma” refers to what we do throughout our life
 - d) stages of life are not named in Hinduism
3. Hinduism
 - a) was revealed to humanity by a man
 - b) can be called the oldest surviving world religion
 - c) is a strictly coordinated structure
 - d) doesn't recognize the existence of Brahman
4. It is definitely NOT true that
 - a) the a collection of ancient sacred texts has its name in Hindi
 - b) the Brahmans are people
 - c) Hindu religious life takes many forms
 - d) “Hindu beliefs” are meaningless
5. Sacred writings of Hinduism
 - a) include the Upanishads
 - b) appeared in AD

- c) have never been connected with philosophy
- d) appeared because of Buddhism and Jainism

6. In the XX century and later

- a) Hinduism seemed hostile to traditional Western religious traditions
- b) Hinduism entered European everyday life
- c) Europeans got no idea of Hare Krishna and New Age
- d) many people converted into Hinduism

7. Major Hindu holidays

- a) are determined by the variety of idols
- b) are devoted to significant life events of different gods
- c) happen with no particular reason
- d) are connected with nature

Task 2. Read the text “What is the Anglican Church?”. Its parts of which are mingled. Restore their order.

	Henry petitioned Pope Clement VII for a divorce from Catherine of Aragon, but was denied.
	In 1534, Henry led Parliament to pass a series of laws depriving the Roman Catholic Church of any authority in England.
	In 1531, Henry manipulated the English clergy into accepting him as head of the church in England.
1	The roots of the Anglican, or English, Church go back as far as the 2nd century, but the church traces its current structure and status back to the reign of King Henry VIII, who ruled from 1509 to 1547.
	<i>The Act of Supremacy</i> declared the king to be “the supreme head of the church in England,” thus giving Henry the same legal authority over the English church that the Pope exercised over the Roman Catholic Church.
	The events that led to the formation of the state Anglican Church are a curious mix of ecclesiastical, political, and personal rivalries.
	When Protestant Thomas Cranmer became Archbishop of Canterbury, Henry saw his chance to bypass the Pope's authority and get what he wanted.
	In 1532, Henry forced the national convocation to agree in <i>The Submission of the Clergy</i> that they would not promulgate any papal bull in England without the king's consent.

Developing Grammar Basics

Task 1. Negative prefixes. Choose the correct prefix MIS/DIS/IM/IR/UN/UNDER/OUT/IN/IL/OVER/PRE to make negative forms of the adjectives. Some prefixes can be used more than once.

1. He was old and overweight and definitely attractive.
2. She's nearly a perfect teacher, but tends to be slightly patient with slow learners.
3. I can't say it is a completely logical statement, because if one part is true, then the other must be false.
4. Do you know it is polite to point at people?
5. Mary is very responsible, he never does anything in time.
6. He always tries to do what we ask him for. Too much responsibility is not beneficial.
7. He's an forgiving person. He never forgives people.
8. They split up because of complete understanding.
9. He is all thumbs. I'd say he is totally lucky.
10. The baby was born with developed kidneys.
11. He is tolerant of those who agree with him.
12. The athlete managed to run all the rivals and set a new record.
13. The traffic barriers were put there as a safety caution.
14. This tragic incident lines the need for immediate action.
15. He felt he had been loyal to his friends.

Task 2. Adjectives and adverbs. Write down the correct form of the word in brackets (adjective or adverb). What is the usual place of the adjective/adverb in the sentence?

1. Tom is (slow) He works
2. Sue is a (careful) girl. She climbed up the ladder
3. The dog is (angry) It barks
4. He acted (excellent) He's an actor.
5. They learn English (easy) They think English is an language.
6. Max is a (good) singer. He sings

7. It's (awful) cold today. The cold wind is

8. Dogs rely on their noses as they can smell (extreme / good) If that is true, why does dog food smell so (terrible)

9. The little boy looked (sad) I went over to comfort him and he looked at me

10. I tasted the soup (careful) but it tasted (wonderful)

Task 3. Fill in the gaps using the chart below.

alive	burning	afloat	awake (3)	afraid (2)	asleep	waking
live alone	alight (2)	floating				

1. They sold all the assets to keep the business
2. I like to muse over my life in my hours.
3. The child was fast,so his parents talked in a whisper.
4. The children looked at the lake and saw a small boat.
5. Her father looked ill and she was suddenly for him.
6. Anna felt thoroughly when she realized what she'd said.
7. Her clothing caught, that's why she screamed with terror.
8. The children were wide and their eyes werewith excitement.
9. I was only halfwhen the telephone rang.
10. For several days Rod seemed barely..... but luckily he recovered.
11. I hate being all
12. Who likes the smell of wool?
13. Not all people are of darkness.
14. Something is keeping me I need a glass of milk, I think.
15. I can't believe my eyes! This is a real octopus!

Task 4. Adjective word order.

Select the correct order of the adjectives in these sentences.

1. He invited that ____ lady to dinner.
a) young beautiful b) beautiful young
2. These are ____ products.
a) excellent agricultural b) agricultural excellent
3. Why can't you wear your ____ dress tonight?
a) pink silk b) silk pink
4. The boy needs ____ balls for that activity
a) ten cotton small b) ten small cotton
5. I've booked that ____ table on the corner.
a) big square b) square big
6. Mary's husband gave her a ____ vase.
a) porcelain French b) French porcelain
7. My brother wants to meet that ____ girl.
a) tall Japanese b) Japanese tall
8. He broke Mother's ____ milk jug.
a) green old b) old green
9. What do you plan to do with these ____ bottles?
a) empty wine b) wine empty
10. That ____ woman needs help.
a) old foreign b) foreign old
11. There are two ____ dresses in her closet
a) red beautiful b) beautiful red
12. Tom never lets his sister drive his ____ car.
a) sports expensive b) expensive sports
13. When traveling to Peru, visit the ____ ruins.
a) ancient Inca b) Inca ancient

Determiner	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	Noun
a	handsome		young			Brazilian			man
a		huge		Round			metal		bowl
a		small			Yellow			sleeping	bag

14. She sells ___ cookies.

a) delicious chocolate b) chocolate delicious

15. The room was decorated with ___ balloons.

a) blue big b) big blue

Task 5. Adverbs to express attitude. Look through the chart on p.83 of your St's book and complete the sentences.

1. She will come back before night falls.

2.,I park behind the theatre.

3. It wasn't me,!

4. She was..... upset by what she saw.

5., part-timers work in low-status, low-wage occupations.

Phrasal verb CARRY. Extra information.

Carry Back → cause to remember.

Seeing John at the party carried her back to when they were married.

Carry It Off → to do something very difficult with success.

He got worried when the audience asked him to juggle four dogs, but he carried it off and got a standing ovation.

Carry Over → Hold for later discussion.

They carried over the discussion on the company's finances until the following week.

Do you know that

- one more meaning of “**carry on**” is to complain or moan.

The way you are carrying on, you would think I had offended you!

- another meaning of “**carry through**” is to complete a threat.

If you leave me, I will carry through my threat to take the children.

IDIOMS with “CARRY”

1. ***carry (someone) off their feet*** – to completely overwhelm someone with enthusiasm, ardor or passion.

The strength of the senator's oration carried the entire crowd off their feet.

2. ***be carried out feet first*** - not leave a place until you are dead.