

Ministry of Public Education of the Republic of Uzbekistan

ENGLISH

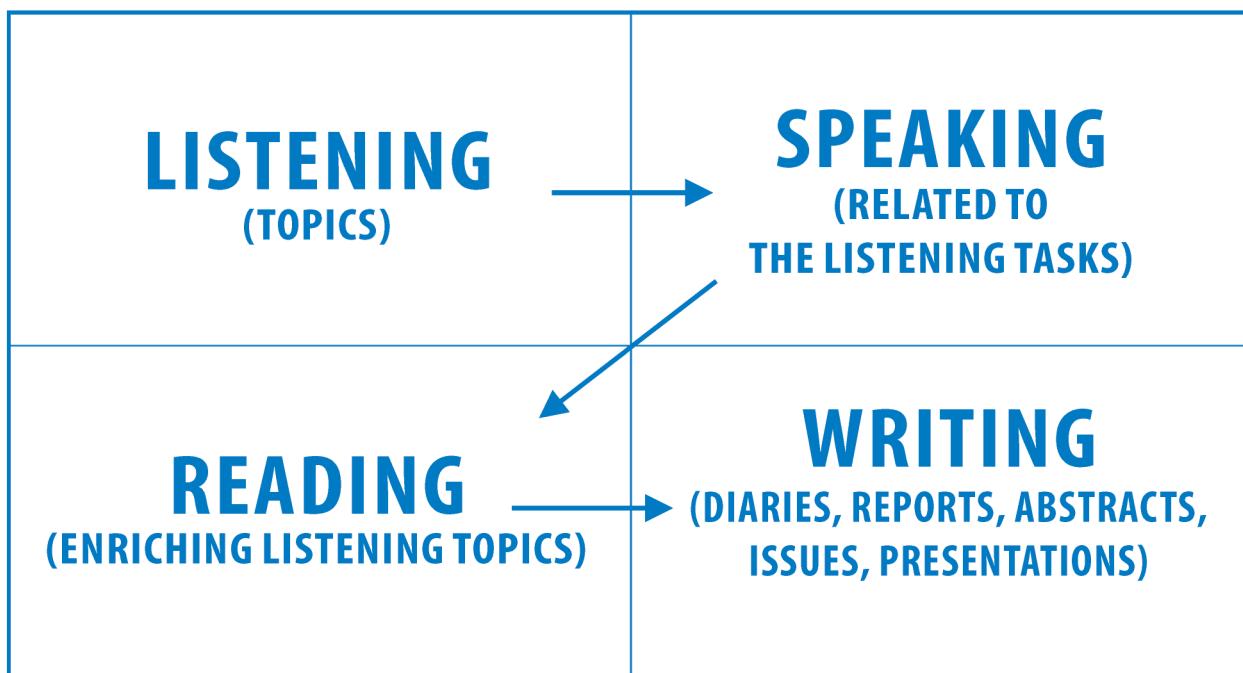
Pupil's Book

**For the 10th grade pupils
of secondary schools**

O'rta ta'lif muassasalarining 10-sinfi va o'rta maxsus,
kasb-hunar ta'limi muassasalari o'quvchilari uchun darslik

1-nashri

O'zbekiston Respublikasi Xalq ta'limi vazirligi tasdiqlagan



CEFR B1

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Shartli belgilar:



Starter



Reading



Listening



Speaking



Writing



Did you know?

**Respublika maqsadli kitob jamg'armasi mablag'ları
hisobidan chop etildi**

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INTRODUCTION

This course book has been created according to the CEFR for the B1 level for the 10th grade students of secondary schools. It consists of a Pupil's Book and a Teacher's Book (+DVD). The Pupil's Book includes all four skills – listening, speaking, reading, writing, integrated grammar and vocabulary. The activities are designed focusing on interactive and learner-centred methodology. Communicative language teaching is the main character of the course book.

It is important to note that the exercises and activities are just guideline for EFL class. Every EFL teacher is considered to change the activities taking into consideration their learners.

Best wishes,

Group of authors

CONTENTS

UNITS	LESSONS	VOCABULARY	LISTENING
1 <i>My Country – my pride</i> p10	1.A. <i>Welcome to Uzbekistan</i> p10	Geography terms	Mickela's trip T.1
	1.B. <i>Welcome to Uzbekistan!</i> p14	Geography terms	–
	2.A. <i>Famous people</i> p18	Parts of speech	Avicenna T.2
	2.B. <i>Famous people</i> p22	Family tree words	–
2 <i>What is your speciality?</i> p26	1.A. <i>Introduction to the speciality</i> p26	Job and work vocabulary	My future profession T.3
	1.B. <i>Introduction to the speciality</i> p30	Job and work vocabulary	–
	2.A. <i>Job interview</i> p34	Job interview	Dialogue: “Two friends talk about job interview” T.4
	2.B. <i>Job interview</i> p38	Job interview	–
3 <i>My future plans</i> p42	1.A. <i>Looking back... moving on...</i> p42	Odd word	Dialogue: “Studying abroad” T.5
	1.B. <i>Looking back... moving on...</i> p46	Vocabulary related to characters	–
	2.A. <i>Where to go?</i> p50	Synonyms	Song: “Win” T.6
	2.B. <i>Where to go?</i> p54	Phrasal verbs	–

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Passive Voice	Interesting facts	Talking about motherland	Report on interesting facts
Passive Voice	“Confeddition”	Talking about motherland	Descriptive essay “my hometown”
Past Simple/ perfect	“Muso al Khwarazimi”	Talking about famous people	Facts about Avicenna
Past Simple/ perfect	Guideline for writing	Talking about famous people	Essay “An internationally famous person”
To be going to	Jobs for teenagers	“What do you want to be?”	Favourite job
To be going to	Newspaper advert	Part-time jobs	My dream job
Should	Job interview	Discussion on the topic	10 interview questions
Should	Basic questions of job interview	Interview each other	Report on interview
Modal verbs	“Einstein”	“Describe yourself after 20 years”	“Report on achievements”
Modal verbs	“Mother Teresa”	Discussion about a successful person	“Long-term plans”
Phrasal verbs	“My plans”	“What have you achieved?”	“My future plans”
Phrasal verbs	“IQ, effort and success”	“Where do you want to go?”	“Future is journey”

UNITS	LESSONS	VOCABULARY	LISTENING
4 <i>Time management</i> p58	1.A. <i>When? Where? How?</i> p58	Time management vocabulary	Two friends talk about time management T.7
	1.B. <i>When? Where? How?</i> p62	Time management vocabulary	—
	2.A. <i>Priority organiser</i> p66	The most important...	Song: “To everything there is a season” T.8
	2.B. <i>Priority organiser</i> p70	The most important...	—
5 <i>Team building</i> p74	1.A. <i>Teenage problems</i> p74	Phrases	“At a new school” T.9
	1.B. <i>Teenage problems</i> p78	Phrases	—
	2.A. <i>Study with others</i> p82	Definitions	Song: “We are all in this together” T.10
	2.B. <i>Study with others</i> p86	Leadership and teamwork vocabulary	—
6 <i>International relationship</i> p90	1.A. <i>International organizations</i> p90	Collocations	“Types of international organizations” T.11
	1.B. <i>International organizations</i> p94	Abbreviations	—
	2.A. <i>Youth organization in Uzbekistan</i> p98	Parts of speech	“What is YLDP?” T.12
	2.B. <i>Youth organization in Uzbekistan</i> p102	Antonyms	—
7 <i>Filling in forms</i> p106	1.A. <i>Formal and informal writing</i> p106	Formal vocabulary	Communication T.13
	1.B. <i>Formal and informal writing</i> p110	Informal vocabulary	—
	2.A. <i>Application forms</i> p114	Formal and informal vocabulary	Interview T.14
	2.B. <i>Application forms</i> p118	Formal and informal vocabulary	—

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Prepositions	Moral story	Talking about time management	Time management report
Prepositions	“Time budget”	Discussing time budget	Creating a time budget chart
Modal verbs	“Time budget chart”	“What will be important?”	Creating a time budget chart
Modal verbs	“How to save time”	Discussion “saving time”	Making a calendar
so, such, too, enough	“What is bullying”	Discussion about bullying	Describing a person
so, such, too, enough	“Bully for you”	Discussion about bullying	Essay: “Bullying at schools”
Every/all	“Hedgehogs-teamwork”	Discussion about team building	Writing questions about team-building
Every/all	Moral story	Discussion about team building	Writing questions about team-building
Wh – Questions	“International organizations”	Discussion about international organizations	International organization in Uzbekistan
Wh – Questions	“UNICEF”	Discussion about international organizations	“Charity begins at home”
Reported verbs	“YLDP”	Discussion about youth organization	“Life plan”
Reported verbs	“Anna’s story”	Discussion about hobbies	Youth organizations at your school
Linking words	Informal letter	Discussion about styles	Informal letter
Linking words	Informal letter	Discussion about styles	Informal letter
Prepositions	Madina Abdullayeva	Participating in interview	Personal information
Prepositions	CV Natasha Anne	Participating in interview	CV

UNITS	LESSONS	VOCABULARY	LISTENING
8 <i>Identifying your skills</i> p122	1.A. <i>Success as a learner</i> p122	Vocabulary related to skills	Coversation between two friends T.15
	1.B. <i>Success as a learner</i> p126	Synonyms and antonyms	—
	2.A. <i>How smart are you?</i> p130	Vocabulary related to skills	Conversation between classmates T.16
	2.B. <i>How smart are you?</i> p134	Visual, Auditory, Kinesthetic	—
9 <i>IT skills</i> p138	1.A. <i>Basics of e-learning</i> p138	IT vocabulary	Dialogue between two friends T.17
	1.B. <i>Basics of e-learning</i> p142	IT vocabulary	—
	2.A. <i>Internet safety</i> p146	IT vocabulary	Song: “Stay safe on the internet” T.18
	2.B. <i>Internet safety</i> p150	IT vocabulary	—
10 <i>Literature</i> p150	1.A. <i>Uzbek literature</i> p154	Literature related vocabulary	Listening to the music T.19
	1.B. <i>Uzbek literature</i> p158	Literature related vocabulary	—
	2.A. <i>World literature</i> p162	Literature related vocabulary	Report T.20
	2.B. <i>World literature</i> p166	Literature related vocabulary	

TAPE SCRIPTS P170

GRAMMAR GUIDE P180

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Adjectives	Personal skills	Discussion about success	“Personal and professional skills”
Adjectives	Personal skills	Discussion about success	“Personal profile”
Non finite forms of the verb	“How did i learn english”	“Your learning styles”	“The importance of learning English”
Non finite forms of the verb	“Learning styles”	“Types of learning styles”	“How did you learn a new skill?”
Reported speech	“Who put at in your e-mail”	Online study	Making list of IT vocabulary
Reported speech	Crosswords	Discussion about online study	Essay: “Advantages and disadvantages of computers”
Prepositions	“Staying safe online”	“Using internet”	Making list of IT vocabulary
Prepositions	“Staying safe onlin”	“Staying safe on the internet”	Essay: “Advantages and disadvantages of social nets”
Sentense structure	“Fitrat”	Discussion about uzbek literature	Making a list of vocabulary
Sentense structure	Dialogue about books	Discussion about books	Essay: “My favourite book”
Adjectives	“Shakespear”	“The importance of literature in education”	Essay: “My favourite book”
Adjectives	Poem: “Life”	“The importance of literature in education”	Essay: “My favourite book”
PHRASAL VERBS P200			
IRREGULAR VERBS P202			
WORD LIST P204			
ADDITIONAL EXERCISES P209			



1

My Country – my pride Lesson 1.A. Welcome to Uzbekistan!



1. Test your knowledge of Uzbekistan with this quiz.

1. When did Uzbekistan proclaim independence?

- a) 1 January 2001
- b) 18 June 1984
- c) 31 August 1991
- d) 16 December 1994

2. Which country is to the north of Uzbekistan?

- a) Mongolia
- b) Russia
- c) Kazakhstan
- d) Iran

3. Which of them is the capital of Uzbekistan?

- a) Denow
- b) Navoiy
- c) Tashkent
- d) Kogon

4. Which of them is the currency of Uzbekistan?

- a) Rouble
- b) Lira
- c) Tenge
- d) Sum

5. Which of them is called an open-air museum city?

- a) Samarkand
- b) Bukhara
- c) Khiva
- d) Tashkent

6. When did Russia invade Bukhara?

- a) 1526
- b) 1648
- c) 1868
- d) 1707

7. When was Uzbek Soviet Socialist Republic established?

- a) 1917
- b) 1914
- c) 1906
- d) 1924

8. Which of them is the official language of Uzbekistan?

- a) Chinese
- b) Pahlavi
- c) Uzbek
- d) Arabic

9. What autonomous republic is the part of Uzbekistan?

- a) Karakalpakstan
- b) Tartarstan
- c) Dagestan
- d) Chechnya

10. How many stars are on Uzbekistan's flag?

- a) 14
- b) 12
- c) 16
- d) 10

2. Match the words with their definitions.

1. Ancient (adj)
2. Devastate (v)
3. Handmade (adj)
4. Massive (adj)
5. Beauty (n)
6. Attraction (n)
7. Earthquake (n)
8. Spiritual (adj)

- a) To destroy or ruin
- b) Shaking of the ground
- c) Something that makes people want to go to a place
- d) Large and heavy
- e) Made using the hands rather than a machine
- f) Old or from a long time ago
- g) Relating to deep feelings and beliefs
- h) Something that is an excellent example of its type



T1. 3. Listen to the tape and complete the sentences.
Write no more than two words.

1. Mickela Malozzi is a _____.
2. Tashkent was devastated by _____.
3. The main attraction of Tashkent is _____.
4. The 14th century ruler is _____.
5. Shopping is a _____ activity in any city of Uzbekistan
6. Mausoleum of Amir Timur is a perfect example of _____.
7. Tamerlane's two sons and two grandsons and his _____ were also buried in the mausoleum
8. Samarkand is known for the _____.





4. Find the names of the places marked with the numbers.



1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____



5. Read the text and find out if the following sentences are true or false.

1. Uzbekistan is the only landlocked country.

2. Muruntan gold mine is on the list of the biggest mines. _____

3. Tashkent is famous for its underground way. _____

4. The undergrounds in Tashkent are similar to each other. _____

5. Mostly men are ok with handshaking.

6. Mostly women are ok with handshaking.

7. The oldest guest is offered to sit far from the door entrance.

8. There are some superstitions among Uzbek people. _____

TOP 8 INTERESTING FACTS ABOUT UZBEKISTAN

1. Uzbekistan is one of only two doubly landlocked countries in the world. (The other one is Liechtenstein.) A doubly landlocked country is one that is landlocked by other landlocked countries.

2. Uzbekistan's Muruntan gold mine is one of the largest open pit gold mines in the world.

3. Tashkent's underground features chandeliers, marble pillars and ceilings, granite, and engraved metal. It has been called one of the most beautiful train stations in the world.

4. Each of the stations of Tashkent metro has its own design and unique theme.

5. In Uzbekistan, handshakes are only acceptable if it is between two men.

6. The way to greet an Uzbek woman is by bowing to her with your right hand placed over your heart.

7. It is Uzbek tradition that the most respected guest be seated farthest from the house's entrance.

8. The Uzbeks believe that turning bread upside down will bring you bad luck.



6. Fill in each blank with the best word from the box. Use each word only once.

the oldest	tradition	mine	luck	marble
	landlocked	handshake	entrances	bread

1. In order to have a good _____ always do your best.
2. Samarkand _____ is older than any other one.
3. There are two _____ - one at the front and one around the back
4. _____ member of the family is usually the head of the family
5. Amir Timur's tomb was covered with black _____.
6. He welcomed me with a wide smile and a warm _____.
7. Family gathering is a wonderful _____ in each Uzbek family.
8. My grandfather used to work in the coal _____.
9. The two doubly- _____ countries are Uzbekistan (surrounded by Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, and, Turkmenistan) and Liechtenstein (surrounded by Austria and Switzerland).



7. Discuss the following questions with your partner.

1. What are the neighbouring countries of Uzbekistan?
2. When did Uzbekistan declare independence from the Soviet Union?
3. Who was the first President of Uzbekistan in 1991?
4. What is the total area of Uzbekistan?
5. What is the name of the longest river in Uzbekistan?
6. What major city in Uzbekistan was destroyed by an earthquake in 1966?



8. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report on interesting facts of Uzbekistan. (Word limit is 80–100).
3. Share your report with your peers.



1

My Country – my pride

Lesson 1.B.

Welcome to Uzbekistan!



Check your grammar: Passive voice

- Decide whether the sentences are written in Active or Passive.

- These cars are produced in Uzbekistan.
- You should open your textbook.
- Mickela Malozzi is travelling around the world.
- Tashkent was devastated by the earthquake.

- Independent Square is the heart of Uzbekistan.
- Samarkand was ruled by Amir Timur in the 14th century.
- Tamerlane's two sons and two grandsons were also buried in the mausoleum.
- Samarkand is known for different types of bread.

- Practice your grammar. Put the correct form of the verbs in the gaps. Pay attention to the active and passive forms rules.

The legend tells how the name “Palov osh”, or plov, 1. _____ (come) about. Once upon a time the ruler of Bukhara’s son fell in love with the daughter of a poor craftsman. Sadly, local laws 2. _____ (prohibit) such a marriage. The prince 3. _____ (loose) his sleep and appetite, but no one around him could 4. _____ (understand) what was happening. After a while the boy became so exhausted that he 5. _____ (take) to Avicenna by his relatives.

Avicenna decided to identify the reason for patient’s anxiety by his pulse. A person who knew Bukhara well 6. _____ (call). The man 7. _____ (ask)to start naming all the city districts one after another. When one district 8. _____ (announce), the Prince’s pulse went up. The great physician noticed this and asked him to start naming the dwellers of that district. As soon as the girl’s name 9. _____ (pronounce), the boy’s pulse rose so high that there could be no more doubt. Prescription 10. _____ (write) by Avicenna: the Prince should 11. _____ (eat) “palov osh” at least weekly until his strength fully recovered., and then marry his love. Perhaps, this is the reason why plov is a must at wedding feasts. So the name “palov-osh” is in fact an acronym for its components: P-piyoz (onion), a-ayyoz, sabzi (carrot), I-lahm go’sht (meat), o-olio, yog’ (oil), v-vet, tuz (salt), o-ob, suv (water), sh-sholi, guruch (rice).



3. Read the words and phrases related to the word motherland. Make up sentences using the vocabulary.



motherland
(mʌðə'lænd)

- motherland is one of the 30000 most commonly used words in the Collins dictionary
- Synonyms: fatherland, country of origin, native soil, native land, birthplace, homeland, mother country

4. Read the poem and match the underlined words with the following definitions.

Confession
by Muhammad Yusuf

Oh, my father's birthplace
My lovely motherland,
Let me lay my soul on your shade.
Uzbekistan, You are the kindest,
You are so great,
For Rome – your clover-field –
I cannot trade.
The Earth is covered with water
and slopes,
I saw many countries, fates and hopes,
Your mountains uphold me and follow,
Asking to be proud high and low.
I met the most adorable white hands,
It seems I am trusting or a self-lover
– Since for me the best Paris restaurants
Before your tandoor are out of favor.

I'm stubborn, I can't speak a foreign language,
I don't sleep and comfort leaves my mind – What to do in three days if I miss you?
Will remain unfinished all the ride.
I perceive that you are my most sublime,
I accept this soil the closest stop.
A lamb that's born in Bakhmal in springtime
To me is better than the Arabian antelope.
Each day I spend with you is a big fete,
Without you I'm scared, I'm full of worry.
I welcome those who know you and respect,
For those who don't know you I feel sorry.

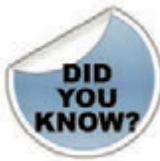
(Translated by A'zam Obid)

1. Admire (someone or something) deeply _____
2. Notice the loss or absence of _____
3. A district of Jizzakh Region in Uzbekistan _____
4. The place where a person was born _____
5. A young sheep _____
6. People or animals that are easy to love _____
7. Person who doesn't want to change attitude or position _____
8. A variety of ovens in Uzbekistan _____
9. A feeling of expectation and desire for a certain thing to happen _____



5. Discuss the following questions in the group.

1. Why do people admire Muhammad Yusuf's poetry?
2. How many poems by Muhammad Yusuf did you learn by heart?
3. How can you express your feelings about your motherland?
4. How can you contribute to the development of Uzbekistan?
5. How can you describe your birthplace?



The descriptive essay

is a genre of essay that asks the student to describe something – object, person, place, experience, emotion, situation, etc. It is important to choose the right words, adjectives and using senses



6. Make a required list.

- A. List of words related to the topic "My motherland My pride" (10 words)
- B. List of descriptive adjectives (10 adjectives)



7. Choose one of the picture and describe.





8. Read the descriptive adjectives about the cities.
Find the descriptive adjectives.



Venice is the most beautiful city in the world, and the only one that can truly be described as unique. Each building is a work of art, with their beauty enhanced when reflected on the canals that cross the city. Its magical scenery is fascinating and breathtaking at first sight, evoking the feeling of entering the setting of a real-life fairy tale.

Prague is known as the city of the thousand spires because of its profusion of grand, beautifully-preserved historical monuments dating from practically every period in history. Those spires are best admired from the bridges that cross the Vltava River, especially from the magnificent Charles Bridge, or standing in the stunningly beautiful Old Town Square.



The city standing on seven hills by the Tiber River is a treasure-trove of monuments among some of the most gorgeous squares and classical architecture in the world. Because everyone visits Rome for its landmarks, its quaint streets are often overcrowded, such as those of the Trastevere district, filled with delightful lanes and exquisite homes decorated with flower boxes. It is on streets like those that Rome proves itself to really be eternal



9. Homework

Describe your hometown using the adjectives in the table below.

Descriptive words for places

clean	hot	rural
cold	humid	sandy
colorful	industrial	smoky
cool	modern	wide
crowded	mountainous	windy
flat	narrow	beautiful
fresh	old	fantastic
hilly	quiet	awesome
stressful	small	large/big
spectacular	magnificent	amazing



1

My Country - my pride Lesson 2.A. Famous people



1. Test your knowledge of famous people in Uzbekistan with this quiz.

1. Which of these scientists was born in 783?

- A) Ahmad al-Farghoni
- B) Al-Hakim at Termiziy
- C) Muhammad ibn Muso al-Khwarizmi
- D) Amir Temur

2. Who was born in Afshana village, near Bukhara?

- A) Abu Ali Ibn Sino
- B) Khoja Ahmad Yassawiy
- C) Muhammad ibn Muso al-Khwarizmi
- D) Amir Temur

3. Who is the founder of Algebra?

- A) Al-Hakim at Termiziy
- B) Abu Ali Ibn Sino
- C) Khoja Ahmad Yassawiy
- D) Muhammad ibn Muso al-Khwarizmi

4. Who is well-known in Europe for the name of "Avicenna"?

- A) Al-Hakim at Termiziy
- B) Abu Ali Ibn Sino
- C) Khoja Ahmad Yassawiy
- D) Muhammad ibn Muso al-Khwarizmi

5. Who wrote "Zij", which is about various planets, their moving and trigonometry?

- A) Muhammad ibn Muso al-Khwarizmi
- B) Al-Hakim at Termiziy
- C) Khoja Ahmad Yassawiy
- D) Abu Ali Ibn Sino

6. Which work consists of five big parts?

- A) "Zij"
- B) "Alfraganus"
- C) "Konun at-Tib"
- D) "Al-tarih"

7. What kinds of subjects were highly developed in ancient Khorezm?

- A) Medicine
- B) Algebra
- C) Geography
- D) Literature

8. Name the person who has more than 450 scientific works about medicine?

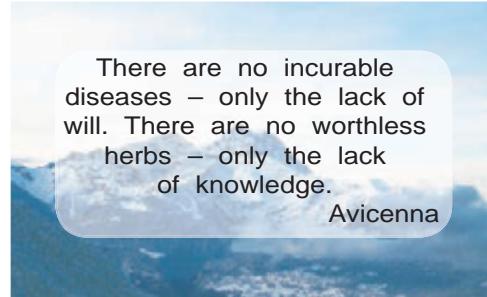
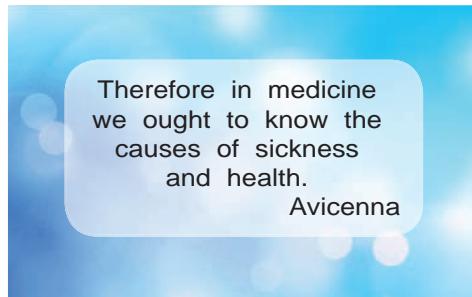
- A) Muhammad ibn Muso al-Khwarizmi
- B) Al-Hakim at Termiziy
- C) Khoja Ahmad Yassawiy
- D) Abu Ali Ibn Sino

2. Sort out the words into the following parts of speech. Some words might belong to two columns.

	vocabulary	noun	verb	adjective
1	known			
2	foremost			
3	government			
4	thinker			
5	serve			
6	master			
7	memorize			
8	tutor			
9	practice			
10	medicine			
11	law			
12	natural science			
13	cure			
14	wise			
15	treatise			
16	survive			
17	heal			
18	interpretation			



T2. 3. Listen to the tape and complete the sentence. Write no more than one word.



1. Abu Ali al-Husayn ibn Sina is better _____ in Europe by the Latinized name “Avicenna”.
2. He lived from 980 to _____.
3. He is well known _____ and _____ of the Islamic Golden Age.
4. The birthplace was being ruled by _____ dynasty.
5. When he was 14 years old he had been learning many _____ and had already learned by heart the Quran.
6. He started to be interested in _____ at 16.
7. After treating Samanid chief he got permission from authority to enter the _____.
8. “The Book of Healing” is Ibn Sina’s major work on science and _____.

4. Name the pictures. Who are they?



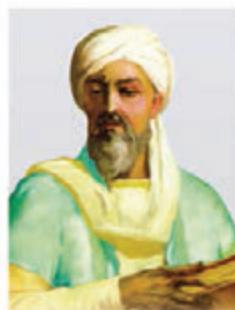
A



B



C



D



E



5. Read the passage and do the true / false task.

Algebra, algorithm, quadratic equation, sine function... just some of the terms which would not be known to us but for Al-Khwarizmi, an astronomer, geographer and founder of several branches and basic concepts of mathematics.

The terms Algebra and Algorithm are familiar to all of us but how many have heard of their originator Muhammad Al-Khwarizmi. In Geography he revised and corrected Ptolemy's view and produced the first map of the known world in 830 CE. He worked on measuring the volume and circumference of the earth, and contributed to work related to clocks, sundials and astrolabes.

His full name is Abu Abdallah Muhammad ibn Musa Al-Khwarizmi. The last-mentioned name (his nisba) refers to his birthplace, Khwarizm, south of the Aral Sea. He was born around 780 in the town of Kath part of Khwarizm. Kath is now buried in the sand. He died around 850. He was summoned to Baghdad by Caliph Al-Ma'mun and appointed court astronomer. From the title of his work, Hisab Al-Jabr wal Muqabalah (Book of Calculations, Restoration and Reduction), Algebra (Al-Jabr) derived its name.

Al-Khwarizmi emphasised that he had written his algebra book to serve the practical needs of the people concerning the matters of inheritance, legacies, partition, law suits and commerce. He considered his work as worship to God.

1. Muhammad Ibn Muso Al-Khwarizmi's exact birth year is 780. _____
2. People were familiar with the algebra in around 780. _____
3. He didn't only contribute to the mathematics but also other subjects. _____
4. Ptolomey's theory was very helpful to the development of the first map. _____
5. Modern Khiva was named after Al-Khwarizmi. _____
6. The town where the scientist was born doesn't exist now. _____
7. Algebra was derived from the name of Al-Khwarizmi. _____

6. Match mathematical terminology in the box A with the mathematical symbols in the box.

1. Minus
2. Percent (percentage)
3. Plus
4. Quadratic equation
5. Square root
6. Parallel
7. Multiplication
8. Equality
9. Division
10. Fraction

- a) $ax^2 + bx + c = 0$;
- b) +
- c) -
- d) X
- e) $\sqrt{\cdot}$
- f) ||
- g) =
- h) \div
- i) $\frac{1}{4}$
- j) %



7. Read the interesting questions and answer them.

1. How can you add eight 8's to get the number 1,000? (only use addition)
2. Two fathers and two sons sat down to eat eggs for breakfast. They ate exactly three eggs, each person had an egg. The riddle is for you to explain how.
3. What 3 positive numbers give the same result when multiplied and added together?
4. There are several books on a bookshelf. If one book is the 4th from the left and 6th from the right, how many books are on the shelf?



Rule of Math:
**If it seems easy,
you're doing it wrong.**



8. Homework

- a) Make a list of vocabulary which you have learned today?
- b) Make a report on interesting facts about Al-Khwarizmi and Avicenna. Word limit is 80–100.
- c) Share your report with your peers.



1

My Country – my pride Lesson 2.B. Famous people



Check your grammar: Past simple and past perfect.

- Revise information about Avicenna and choose the correct form of the underlined verbs.

- Abū 'Alī al-Husayn ibn 'Abd Allāh ibn Al-Hasan ibn Ali ibn Sīn, was born/ had been born in 980.
- Avicenna was born near Bukhara, which at the time was ruled/had been ruled by Samanid dynasty.
- By the age of 14 he had mastered/ mastered many subjects and had already memorized/already memorized the Quran.
- By the age of 18 he had become /became a master of the most important works of science in his time.
- At 20 he was regarded/had been regarded as one of the wisest people of his time.
- Avicenna was allowed/had been allowed to enter the library because he cured/had cured one of the officials.



- Rearrange the words to make meaningful sentences.
Use the correct form of the verbs.

- People / about / not / algebra / know about / times / ancient/in
- before / do / Ptolomey / about / the map / the Earth / Al-Khwarizmi / research / develop
- The Scientist / the volume / measuring / and / contribute to / about / learn / the science.
- many / before / he / He/ write / die / at the age 70 / works.
- to serve / that / he / wrote / Al-Khwarizmi / his works / mention / humanity.



Ancestor (noun)

[C]

- A person related to you who lived a long time ago:
 - There were portraits of his ancestors on the walls of the room.
- Synonyms: founder, forefather/foremother, ascendant



3. Match the words in the box with their definitions.

pride	ancestor	descendant	ancient	family tree
founder	age	generation		

1. _____ An ancestor's offspring – children, grandchildren and every new generation in the direct line.
2. _____ A genealogical diagram of the people who live together.
3. _____ All of the offspring that are at the same stage of descent from a common ancestor.
4. _____ The relatives you descend from directly, including parents, grandparents, great-grandparents and so on.
5. _____ a distinct period of history equal to 100 years.
6. _____ a feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good.
7. _____ of or from a long time ago, having lasted for a very long time.
8. _____ A person who first starts some activities.



4. Make up sentences using new words from exercise 3.



5. Discuss the following questions in the group.

- What is Uzbekistan most famous for?
- What has Uzbekistan given to the world?
- What things about Uzbekistan do you think Uzbeks are proud of?
- Were people in the past smarter than now? Why/why not?



6. Divide the following adjectives into positive and negative.

generous / mean / smart decisive / reliable / optimistic

low-working / talkative / selfish / serious

materialistic / pessimistic / hard-working

wise / helpful

Positive adjectives	Negative adjectives



7. Read the following questions and take a note about one of the Internationally recognized person of Uzbekistan.

a) Early life

1. Who is the famous person?
2. Where were they born
3. What did their parents do?
4. What else do you know about their parents?

b) Childhood

1. What kind of childhood did they have?
2. Where did they live as a child?
3. Where did they go to school?

c) Adulthood

1. Did they have any further education?
2. What was their first job?
3. What other jobs did they do?
4. Did they marry? If so, who did they marry?
5. Did they have any children? How many?
6. Where did they live?

d) Hometown/
Country

1. What was life in their hometown or country like at this time?
2. How did they feel about life in their hometown or country

e) Becoming famous

1. What area of life is the person famous for? e.g. politics, music, film etc.
2. How did they first become interested/involved in this area?
3. When did they first become well known?
4. What were the most important events during the time they were famous?
5. What were the most difficult times?
6. What were the most exciting times?

f) Life at the moment (if the person is still alive)

1. Where is the person living now?
2. How old are they now?
3. What is their life like now?
4. Have they had any important events in their life recently?
5. Have they got any important events coming up in the near future?

g) Later life (if the person is no longer living)

1. Where was the person living at the end of their life?
2. What was their life like at this time?

h) Your feelings about the person

1. What are your feelings about the person? e.g. do you admire them, feel sorry for them, find them interesting/funny etc.
2. Why do you feel this way about them?
3. What do you feel were the most important things they did?



8. Homework

Do self study and research. Using the notes above write about one internationally famous person in your country. You should write:

- Who the person is?
- Why he or she is famous?
- What should we do in order to become famous?

Make a presentation on the topic. Share your presentation with your peers.



2

What is your speciality?

Lesson 1.A.

Introduction to the speciality



1. Match pictures a-e with 1-5 What do they have in common?



1



2



3



4



5



a



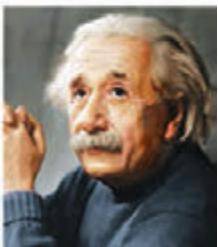
b



c



d



e

2. Sort out the words into the following parts of speech.

vocabulary	noun	adjective	verb	phrasal verb	collocation
speciality	✓				
bring up					
eager					
noble					
proper					
science					
must					
take care					
recover					
patient					
catch a cold					
have a fever					
important					
make a choice					
legal					



3. Complete the sentences using the words and phrases in the box.

educated surgeon a teacher make a right choice
a lawyer an interpreter legal takes care language
 bring up education doctor

Kamila 1. _____

To teach and 2. _____ children is the most important and noble thing.

I'm eager to get the proper 3. _____ .

Dilnoza 4. _____

My grandfather works as a 5. _____ at hospital.

After each operation he 6. _____ of patients until they are recovered.

Sevara 7. _____

Today English is the 8. _____ of the world.

English is a must for every 9. _____ person.

Temur 10. _____

It is very important for everybody to 11. _____ _____
_____ of profession.

A lawyer gives you pieces of advice on 12. _____ problematic situations.



T3. Listen and check your answers.



4. Discuss with your partner.

What do you want to be? Why?



5. Look at the photos. Answer the questions.
- What are these people doing?
 - Are they enjoying their work? How do you know?



1



2



3



Read the text.

Jobs for teenagers

About half of 16 and 17-year-olds in the UK have got jobs, and three quarters of this age group also go to school. They do part-time jobs before or after school and at weekends. The most common jobs are babysitting (very popular with girls) and paper rounds (popular with boys). Cleaning and working in a shop are also popular jobs.

In the UK, school students are not allowed to work more than two hours on a school day, or more than twelve hours in total during a school week. They are not allowed

to work before 7 a.m. or after 7 p.m. (but babysitters can work later. They must have at least two weeks' holiday from school each year when they don't work at all.

Teenagers do part-time jobs because they want to earn some money. However, they don't usually earn very much. In the UK, there is a minimum wage for adults: £5.52 an hour. For 16 and 17-year-olds, it is £ 3.40 an hour. For children under 16, there is no minimum wage, so many teenagers work for £2 or £3 an hour.



6. Match the underlined words and phrases in the text with the meanings below.

- looking after children while the parents are out.
- get (money) for working.
- jobs that you do for a few hours a week.
- the smallest amount of money you can get for working by law.

babysitting



7. Read the text. Decide if the sentences are **true** or **false**.

- Babysitters can work after 7 p.m.
- Part-time jobs are popular with teenagers.
- Minimum wage for 16-year-olds is £ 5.52.
- Teenagers don't do part-time jobs after school.

true

8. Test your vocabulary of "Jobs" with the activity "word-jumbles". 20 types of occupation are given below.

1. REMRAF
2. NAMERIF
3. NAICIRTCELE
4. REKAMSSERD
5. RETNEPRAC
6. RETNIAP
7. RESSERDRIAH
8. REBRAB
9. NAMTSOP
10. TEV

11. RENEDRAG
12. TCETIHCRA
13. RETTISYBAB
14. REHPARGOTOHP
15. REGNIS
16. REHCAET
17. TUANORTSA
18. SSERTIAW
19. ROTCOD
20. TSITNED

9. Match the functions with the jobs.

- a) Put objects on the shelf
- b) Give customers their change
- c) Sell the goods
- d) Serve food and drinks
- e) Deliver newspapers
- f) Read stories and play with children
- g) Assist the people to choose the items to buy
- h) Wake up early
- i) Mop the floor
- j) Take customers' order
- k) Take care of children
- l) Tidy up

1. Babysitter
2. Paper boy
3. Cleaner
4. Shop assistant
5. Cashier
6. Waiter/waitress



10. Homework

1. Make a list of vocabulary, which you have learned today.
2. Make a report on your favourite job. Word limit is 80–100.
3. Share your report with your peers.



2

What is your speciality? Lesson 1.B. Introduction to the speciality



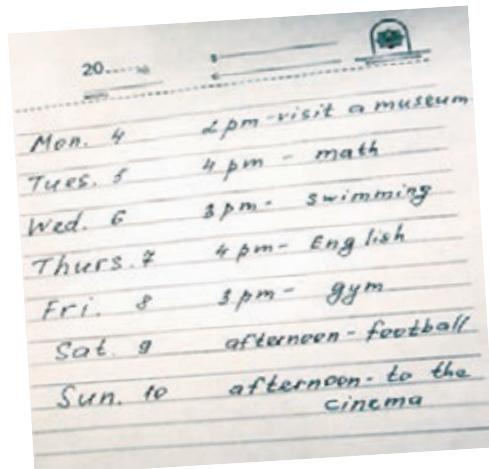
Check your grammar: To be going to.

1. a) Complete the sentences. Use exercise 3 on page 27.

1. Kamila is going to be _____.
2. Dilnoza is going to be_____.
3. Temur _____ a lawyer.
4. Sevara _____ an interpreter.

b) **Make up sentences.**

5. Kamila/to get a proper education.
6. Dilnoza/to take care of patients.
7. Temur/to give advice.
8. Sevara/to help people.



2. Look at Temur's diary. Write what he is going to do this week.

e.g. Temur is going to visit a museum on Monday.



3. Make your own diary for a week.



4. Ask your partner to tell about his/her plans for the week.



5. Read the definition and find the professions.
Use / **to be going to** / make your sentences full.

1. He wants to take photographs, especially as a job.
2. He wants to be a person whose job is making women's clothes.
3. He wants to design buildings and in many cases also supervises their construction.
4. He wants to educate youngsters.
5. He wants to be a qualified person to treat the diseases and conditions that affect the teeth and gums
6. His dream is to be a person who is trained to travel in a spacecraft.
7. He is eager to become a qualified practitioner of medicine; a physician.
8. He really wants to be a mail carrier.

6. Learn the new vocabulary and their definitions. Use them appropriately in the given sentences below.

survey	CV	jobseeker	employer
	employee	apply	

1. I want to work for Microsoft. I am going to _____ for a programming job at Microsoft.
2. The company of "Artel" has done a customer _____ to see if people like its new refrigerator.
3. My aunt has not found a suitable job for her yet. She is temporarily a _____.
4. Jobseekers should spend an hour a week working on their _____.
5. They are very good _____ as they treat the people that work for them well.
6. The firm has over 500 _____.



7. Discuss in the group.

- What kind of jobs are the most popular with youngsters in your country? Support your ideas with the examples.
- What kind of jobs are the least popular? Give reasons.



8. Read the job adverts and circle True or False for the given sentences.

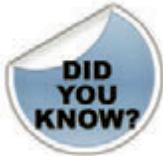
A. babysitter needed
We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m.-6 p.m.
Mon-Fri.
\$40 a week
Call Mary on 678345211

B. Newspaper round before school
We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8 a.m and you must have your own bike.
Interested? Ask for more info at Clanbrook post office

C. Holiday job
Do you want to earn some extra money this summer?
Do you speak another language? We need French, Spanish or German speakers to work for us in the City museum shop.
Tues-Sat.
Send your CV to citymuseum@shopjob.lkj

D. Munchies Cafe
PART-TIME WORK
We are looking for breakfast and lunchtime staff to work in our café on Saturdays.
Come in (8 a.m – 4 p.m) or call Bella on 612398745 (after 4 p.m)

1. In Advert A, the babysitter can get more than \$40 a week.
TRUE/FALSE
2. In Advert D, you don't need to work in the evenings.
TRUE/FALSE
3. In Advert B, the paper round should take about half an hour
TRUE/FALSE
4. In Advert C, you have to work five days a week.
TRUE/FALSE
5. In Advert D, you should call Bella in the morning.
TRUE/FALSE
6. In Advert B, you should contact the newspaper delivery boy for more information
TRUE/FALSE
7. In Advert D, you need to work full-time
TRUE/FALSE
8. In Advert C, you need to contact the museum by telephone.
TRUE/FALSE



Traditional professions still in existence:

doctor
jeweller
artist
tailor
architect and builder
accountant and banker
author
musician

Part-time jobs for teenagers:

babysitting
barista
retail clerk
pet-grooming
food service
tutoring
sports instructor



9. Homework

Write an essay “My dream job”. (Word limit is 80–100).

You should include:

- What is my dream job?
- What kinds of tasks do I want (and not want) to do on my job?
- What obstacles do I need to overcome to achieve my career goals?

Use these phrases in your essay.

The occupation I choose is _____ because _____.

This occupation requires _____.

For this occupation, I need to know _____.

For this occupation, I need to be able to _____.

This occupation has a salary range of _____ to _____.



2

What is your speciality? Lesson 2.A. Job interview



1. a) Look at the picture and guess the situation:

Who are they? Where are they?
What are they talking about?

b) Match sentences a-h with pictures 1-8 to describe each step of the interview process.



- a) Call the employer.
- b) Ask your friends to check your CV(Curriculum Vitae).
- c) Go to the interview.
- d) Visit the employer to fill in your application.
- e) Wait for few days.
- f) Write for a CV.
- g) Send your application, CV. Wait for few days.
- h) Follow up the application and confirm whether it was received.



1._____



2._____



3._____



4._____



5._____



6._____



7._____



8._____

2. Match the words with their definitions.

- | | |
|----------------------|----------------------------------------------------------------------------------|
| 1. CV (n) | a) taking work seriously and doing it well |
| 2. application (n) | b) a person who asks the questions during an interview |
| 3. smart (adj) | c) a summary of education and employment experience |
| 4. employer (n) | d) a person who works for a company or another person |
| 5. employee (n) | e) having a neat and tidy appearance |
| 6. interviewer (n) | f) a person who answers the questions during the interview |
| 7. responsible (adj) | g) a written form of asking for a job |
| 8. hardworking (adj) | h) a person or company which pays for a person to work |
| 9. interviewee (n) | i) money which an employer pays an employee every month |
| 10. experience (n) | j) knowledge and skill that is gained through time spent doing a job or activity |
| 11. salary (n) | k) having a duty to deal with |



T4. 3. Listen to the dialogue. Each sentence is wrong.
Rewrite them correctly.

1. Zafar went shopping.

e.g. Zafar went for a job interview.

2. Mansur went for the job interview too.

3. Zafar had read the job advertisement in a newspaper.

4. Mansur wants to be a shop assistant.

5. Zafar had a lot of work experience.

6. Zafar asked for morning work hours.

7. Zafar wore his suit.

8. I think the employer wants to hire Zafar as a shop assistant.





4. Listen again and choose the correct answer.

1. Zafar wants to be a

- a) pilot
- b) driver
- c) shop assistant
- d) doctor

2. Zafar puts on a

- a) black T-shirt and white shorts
- b) black T-shirt and black shorts
- c) white shirt and black trousers
- d) suit

3. Mansur was Zafar's answers.

- a) excited about
- b) angry at
- c) satisfied with
- d) surprised at

4. Mansur doesn't think that Zafar will get the job because

- a) he didn't know anything about job interviews.
- b) the salary wasn't good.
- c) Zafar didn't fill in the application form.
- d) Zafar didn't want it.

5. Zafar and Mansur are

- a) an employer and an employee.
- b) father and son
- c) friends
- d) neighbours



5. Look at the pictures and choose the most important things for a job interview.



a



b



c



d



e



f



g



h



i



j



6. Read the text. Choose the best heading for the text.

- Job interview questions
- Job interview tips for teens
- Job interview examples

You should follow these rules:

Bring the following items with you to the interview:

- Job application. (Maybe you should send it in advance)
- Work document (In some countries, you need work document if you are under 16 or 18)
- Reference letter (Neighbours and teachers can write a character reference for teens.)
- CV
- Note paper and a pen.

Be Polite.

You should show your good manners while interviewing. Shake your interviewer's hand if he/she offers. Don't sit until you are invited to. Don't use slang or swear. Be polite and positive.

Know Your Schedule.

You should know what days and hours you can work. The employer will ask about it. The more time you are available, the easier it is for the employer to set a work schedule.

Be on Time.

You should arrive at the interview a few minutes early. If you are not sure where to go, get directions ahead of time.

Go on Your Own.

If your parents take you to the interview, don't take them into the interview room with you. Go by yourself. You should speak for yourself and connect with the interviewer, without others' assistance.

Send a Thank You Note.

You should take a few minutes to thank the person who interviewed you. If you have an e-mail address, send an e-mail a thank you note; otherwise send a paper note thanking the interviewer for taking the time to meet with you.

Dress Code.

You should choose suitable clothes for the position you are being interviewed for. If you're not sure what to wear ask an adult family member or your teacher.



7. Homework

1. Make a list of vocabulary, which you have learned today.
2. Write down 10 interview questions.
3. Share your questions with your partner.



2

What is your speciality? Lesson 2.B. Job interview



Check your grammar: Using should. Giving advice.

1. Give advice using **should** or **shouldn't** and the following mixed up words.

You should/shouldn't ...

1. the interviewer / call / earlier.
2. hardworking / be / responsible.
3. during / the questions / the interview / fully / answer.
4. be / the interview / late.
5. clothes / wear / casual.



2. Tomorrow your friend is going to a job interview. Read your friend's statements and give him your advice.

- a) People are always leaving this company, so I'll say they must need somebody.
- b) I don't have any practice. But I'm a fast learner. I'll learn in a month or so.
- c) I'll say that I can't wake up early. So I can't be on time, I will be late if they give me a morning time.
- d) I'll say that I think a shop assistant is a really easy job and the salary is also good.
- e) I'm going to put on my best T-shirt and shorts; I look nice in my trainers.
- f) I'm not going to fill in an application form.



3. Read the helpful tips for job interview. What other tips would you like to add to this list?



- The first 30 seconds can make or break an interview.
- Make a good impression by dressing professionally and giving a firm handshake.
- Look at the interviewer straight in the eyes, and smile!



4. Read the text and complete the table below with words and phrases from the text.

A few weeks ago, I saw an **advert** in a newspaper for a job I really wanted. I **filled out** the application form, wrote my **CV** and sent everything off in the post. A few days later I received an email to invite me for an interview. I was so excited, but very nervous. I wanted to look really smart for the interview. I wore a smart suit with a white shirt and my shiny, red shoes. I wanted to make a good impression. At the interview they asked me lots of questions. They asked me about my **previous work experience** and skills that I've got for the job. I also had to fill out some paperwork. I was **well-prepared**, so I think it went well. **Afterwards**, the interviewers shook my hand and said, "**We'll be in touch**". I am looking forward to hearing from them!

New words and phrases	Words and phrases which mean the same (words in bold)
1. Next	
2. Ready for the situation	
3. Jacket and trousers/ skirt	
4. Worried	
5. Contact you	
6. Past jobs	
7. Completed	
8. A notice / announcement	
9. Curriculum Vitae	



5. Write the words in the correct order to make sentences or questions someone could ask you in a job interview.

- a) nice / Good afternoon, / to/ you./ meet/ _____
- b) in touch. / Thank you/ We'll be/ for coming today. _____
- c) got / any questions?/ Have you _____
- d) your / tell us/ you/ previous work experience, /Can/ about/ please. _____

- e) in a team?/ you/ Do / work well _____
- f) start?/ could/ When / you _____
- g) this job?/ you want/ Why/ do _____
- h) a few questions./ would/ to ask/ We/ you/ like _____
- i) have you got/ help you/ What skills/ that/ in this job?/ would _____

- j) £10.50 per hour/ Sundays. / and work / Wednesdays to / You'll get _____



6. Fill in the gaps with sentences from exercise 5.

Interviewer: 1)

Interviewee: Hello. Nice to meet you, too.

Interviewer: 2)

Interviewee: Ok, great. I'll do my best to answer them.

Interviewer: 3)

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked in the canteen at a school.

Interviewer: 4)

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

Interviewer: 5)

Interviewee: I would like the job because this is a good organisation to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

Interviewer: 6)

Interviewee: Yes. I like working together with other people.

Interviewer: 7)

Interviewee: Straight away!

Interviewer: 8)

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

Interviewer: 9)

Interviewee: Thank you very much. I look forward to hearing from you.

Interviewer: 10)



7. Read the basic questions about yourself.
Try to explain your answer in detail.

- What is your greatest weakness?
- What is your greatest strength?
- How would you describe yourself?
- How do you handle stress and pressure?
- What motivates you?
- What are you passionate about?
- Do you prefer to work independently or on a team?
- Give some examples of your teamwork.



8. Find your friend's job by asking following questions.

- Do you work inside?
- Do you get a big salary?
- Do you have to work at night?
- Do you drive?
- Do you sit at a desk?
- Do you get many holidays?
- Do you have to wear a uniform for your job?
- Do you work with many other people?
- Do you like your job?
- Do you think many people want to have your job?
- Do you have to study a lot to get your job?
- Do you smile very much?
- Is your job difficult?
- Is your job dangerous?
- Is your job boring?
- Is your job unusual?
- Is your job stressful?
- Is your job fun?
- Ask your own questions!



9. Interview each other in pairs.

1. What is your name?
2. How old are you?
3. What are you good at?
4. What is your major weakness?
5. What are your future plans?



10. Homework

Write about your interviewee.
For example:
I interviewed Laziza. She is 16 years old and lives in Tashkent. She is responsible and hard-working.



3

My future plans Lesson 1.A. Looking back... moving on...



1. Make a list of your gained and planned skills.

Last year

This year

Last year

1. I was a nine grade pupil.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

This year

1. I'm a ten grade pupil.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Compare your list with your partner's list.



2. Underline the "odd word".

- A) student – pupil – freshman – professor
- B) schooling – assignment – housework – homework
- C) passive – experienced – qualified – knowledgeable
- D) keep in mind – ignore – remember – recall
- E) special – unusual – common – extraordinary
- F) genius – talented – intelligence – inability
- G) spoiled – well-behaved – mannerly – polite
- H) divide – distribute – share – keep
- I) confuse – encourage – motivate – inspire
- J) research – study – ignorance – investigation



T5. 3. Listen to the dialogue and fill in the gaps with the appropriate words.

A: "Hi. Has the lecture started yet?"
B: "Hello. No it hasn't... I'm Jasur 1) What's your name?"
A: "My name is Jessica. It's nice to meet you."
B: "Me too. I think you are a 2) too?"
A: "No. I'm a 3) I take it you are a new student?"
B: "Yeah".
A: "Have fun until you get much 4) Where are you from?"
B: "I'm from 5) I'm here because my parents want me to study at 6)"
A: I've been to 7) before, but never to your country . My father thought it would be a good experience to have a vacation in a different country.
B: "Well, if you ever want to visit my country, I would be happy to show you around."
A: "Thanks for the offer. Oh, 8) is here. Let's have a talk 9)"
B: "Ok."



4. Listen to the conversation again and choose the best answer for each question.

1. Where is the conversation taking place?
 - a) In a high school cafeteria
 - b) In a university classroom
 - c) In a conversation club
 - d) In a department store
2. What grade is Jessica in?
 - a) Freshman
 - b) Sophomore
 - c) Junior
 - d) Senior
3. Where is the new student from?
 - a) From Tajikistan
 - b) From Kazakhstan
 - c) From Uzbekistan
 - d) From Kyrgyzstan
4. Why did Jessica go to Kazakhstan?
 - a) For a school exchange program
 - b) For a family vacation
 - c) To learn Japanese
 - d) For her father's business trip



5. Answer the following questions. Discuss your answers within the group.

- What university are you going to study at?
- Why?



6. What do you understand from this quote by the 1st President of Uzbekistan.

Our children must be stronger, wiser, more educated and certainly happier than us.

(I. Karimov)



7. Choose the appropriate options according to the reading passage.

Albert Einstein

Albert Einstein was born in 1879 in the German city of Ulm. He had been so special in his childhood and he was so late in learning to speak that his parents feared he was mentally slow. But in school, though his teachers saw no special talent in him, he was smart. For example, he taught himself calculus and his teachers were annoyed by him because he asked questions they could not answer. In 1889, the Einstein family invited a poor Polish medical student, Max Talmud to come to their house for Thursday evening meals. Talmud became an informal tutor to young Albert, introducing him to higher mathematics and philosophy. One of the books Talmud shared with Albert was a children's science book full of wonderful pictures. Those pictures amazed and interested Albert and he began to ask himself different questions which led to Einstein's research

1. Albert Einstein

- A) is the biggest science genius of all.
- B) was born in the 18th century.
- C) was spoiled by his teachers in school.
- D) worried his parents due to his speech problems in his childhood.
- E) seemed to have special ability.

2. When he was in school, Einstein ----.

- A) showed no signs of genius.
- B) was afraid of his teachers.
- C) asked his teachers difficult questions.
- D) was understood to be genius by the public when he was a teenager.
- E) couldn't teach himself anything about science.

3. It's obvious in the passage, Einstein's ----.

- A) genius was a gift.
- B) teachers thought he was perfect.
- C) life encouraged most of the scientists in the world.
- D) theory of relativity.
- E) theory of relativity couldn't be proved by him.

Are the sentences true or false?

4. High IQ scores can guarantee success.

5. Talent can't be used without practicing.

6. Einstein's questions were strange for his teachers.

7. A medical student was his teacher at school.



8. Fill in the blanks with the best word from the box. Use each word only one.

spoiled (adj)	confuse (v)	experience (n)	freshman (n)
research (n)	exchange program (n)		passive (adj)
smart (adj)	calculus (n)		science book (n)

1. I'm not _____ enough to understand computers.
2. Do you have any _____ of working with kids?
3. Was the study of _____ difficult for him?
4. He's very _____ during the lessons.
5. They are doing some interesting _____ on the language of dolphins.
6. He went to the USA to do the _____ .
7. He is a _____ at Harvard.
8. He is an author of several _____ .
9. A _____ child is allowed to do or have anything that it wants to.
10. Do not _____ me. I am revising for my exam.



9. Discuss the following questions with your friends.

- Do you think life will be more difficult or easier for our grandchildren? In what ways?
- What are the main factors of the bright future?
- Could you describe yourself after 20 years?



10. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report on your achievements. (Word limit is 80–100 words).
3. Share your report with your peers.



3

My future plans

Lesson 1.B. Looking back... moving on...



Check your grammar: To be going to.

1. Read the advice below and rewrite them using **should, ought to, had better** and **could**.

1. One option is to persuade students to go to speaking clubs to improve their speaking skills.
2. If you don't learn this grammar, you will have problem with your essay.
3. It is a good idea to learn about other cultures, if you want to study abroad.
4. Is it a good idea to learn by heart all unfamiliar words every day?
5. You are driving too fast. If you don't slow down, there could be a bad result.
6. Don't speak your native language in class.
7. You are coughing. It is because you smoke.
8. You can gain respect by respecting others.

2. Read the sentences below. Do you agree with these statements. Why/Why not?

10 reasons why you should study abroad.

1. Making Friends
2. Gaining Confidence
3. Becoming Independent
4. Food
5. Make People Jealous
6. Invite Your Friends To Visit
7. Improve Your C.V.
8. Experience New Cultures
9. Record Your Experience
10. Learn Languages



3. Make the sentences using new words from exercise 2.
2. Include modal verbs of advice in your sentences. Discuss the ideas in the group by using your notes for exercise 2.



4. Look at the picture and discuss the following question.



Which of them are due to your character? Support your idea with examples.

- Dedication
- Hard work
- Good habits

- Disappointment
- Sacrifice
- Failure
- Persistence

5. Read and say what a successful person is.

1. A person who lives separately from the parents. _____
2. A person who is independent in his relations with other people. _____
3. A person who shares everything with other people. _____
4. A person who has no friends. _____
5. A person who doesn't rely on other people. _____
6. A person who works very hard to become cleverer and better. _____
7. A person who succeeds by his/her own efforts. _____
8. A person who thinks only about himself/herself. _____



6. Read the text and discuss the following questions.

Mother Teresa

She was born in Albania in 1910 and her real name was Agnes. She was the youngest in the family. Her parents were very religious. Her mother taught her to pray, to love and to help other people. Her parents always gave money and food to poor people. It was the lesson of kindness.

But when Agnes was only six, her father died and they became poor. But later her mother managed to open the shop and she did her business well. Agnes understood: When life becomes difficult you must try, try and try again and never give up. It was the second lesson.

In 1928 she left her family. She became a nun and chose a new name for herself – Teresa. She went to India where she taught poor children. She worked hard. Then she began to help poor people. She was sure that she would succeed. She believed that “all people were equal”.

In 1948 she and her pupils set up Missionaries of Charity. They worked in hospital, school, different countries and continents.

In 1979 Mother Teresa got the greatest award in the world – the Nobel Peace Prize. She received the prize because she loved and helped people all her life.

After her death the Missionaries of Charity continue to help the people.



1. When was Mother Teresa born?
2. What was her real name?
3. What was the first lesson in life?
4. What was the second lesson in life?
5. Where did she work?
6. What did she set up?
7. What did she get in 1979?
8. Is Mother Teresa considered to achieve success?



7. Discuss these questions about yourself with your peers. Try to share your experience with the friends.

1. Are you a successful person? Why do you think so?
2. What must you do to become a successful person?
3. What is your motto in life?
4. What can you advise to other people?



8. Fill in the table due to your plans.

DEADLINE	TASKS
By the end of this week	
By the end of this month	
By the end of this year	
When I am 20 years old	
When I am 35 years old	



9. Homework

Write down your long term plans for the future using your notes.



3

My future plans Lesson 2.A. Where to go?



1. Your future depends on your present. Read the quote about future. Describe yourself after ten years now.

If you want to know your past, look into your present conditions. If you want to know your future look into your present actions.



2. Match the words with their synonyms.

1. Unbelievable (adj.)
2. Perfectly laid (adj.)

1. Aspiration (n)
2. Support (n)

1. Depend (upon) (v)
2. Satisfy (with)

1. Fail (v)
2. Succeed (v)

1. Go down (phr.v)
2. Let down (phr.v)

1. Give up (phr.v)
2. Give in (phr.v)

1. Lose hope (coll.)
2. Lose faith (coll.)

a) well-planned
b) extremely surprising

a) help
b) aim

a) to be conditioned
b) to be pleased

a) achieve
b) go wrong

a) be defeated
b) disappoint

a) accept being defeated
b) stop trying

a) stop believing that something is possible
b) stop believing in somebody



T 6. 3. Fill in the gaps with the suitable words and phrases from the box below.

WIN
(Brain McKnight)

Dark is the 1) _____
I can weather the storm
Never say die
I've been down this road before
I'll never quit
I'll never 2) _____, mm
See I promised myself that I'd
never 3) _____ me down

[1] – I'll never 4) _____
Never give in
Never let a ray of doubt slip in
And if wl 5) _____
I'll never 6) _____
I'll just 7) _____ and try again

Never lose 8) _____
Never lose faith
There's much too much at stake
9) _____ myself I must depend
I'm not looking for place or show
I'm gonna win

No stopping now
There's still a ways to go, oh
Someday, somehow
Whatever it takes, I know
I'll never 10) _____, no no
I'll never go down, mm, mm
I'll make sure they 11) _____
my name
A hundred years 12) _____

When it's all said and done
My once in a lifetime will be
back again
Now is the time
To take a 13) _____
Here is my chance
That's why I...

Mmm, I'm gonna win

from now fail
remember give up lay
down let fall
stand night get up
Upon quit hope



4. Discuss interesting facts with your partner.

If Howard Schultz gave up after being turned down by banks 242 times, there would be no STARBUCKS

If J.K. Rowling stopped after being turned down by multiple publishers for years, there would be no HARRY POTTER

If Walt Disney quit too soon after his theme park concept was trashed 302 times, there would be no WALT DISNEY

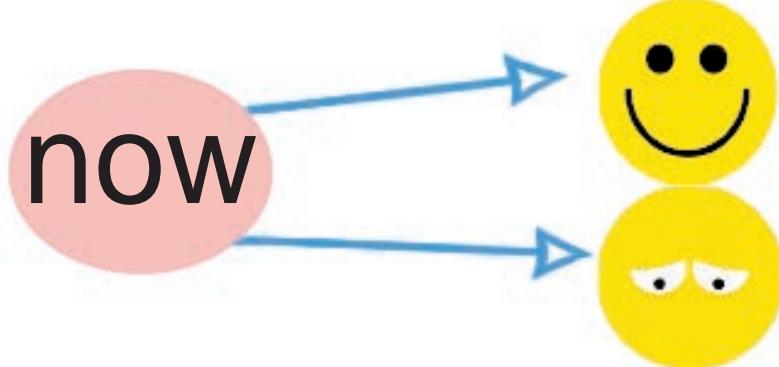
- One thing for sure: If you give up too soon, you'll never know what you'll be missing. Keep going and NEVER quit!





5. Which one describes you after ten years now.
Support your ideas with the examples.

*"Ten years from
now you will surely
arrive, the question
is where"
(John Rohn)*



6. Read the passage and give a title.

It's unbelievable how each year my perfectly laid plans for myself have unavoidably changed. When I was a child, I had goals of being a doctor. I was even taking Latin to help with the medical jargon. Now, I am without any idea of what I want to do. Now seems to be the time to start taking life seriously and making responsible, educated choices. Now I come to a crossroad in my life where I choose what to do with my future, choose what will make me happy.

My plans for the future is having a great job with a loving family who's willing to support me in my good and bad times. But now I realize that there are so many other steps I need to take in order to achieve these so-called goals. This includes graduating from school, entering university and finding that perfect job. I have begun to realize that everything up until now has been practice, as if I have been in a cage and it is only now that I am beginning to break free and do things for myself. I must work really hard to give my kids a better future so it will be easier for them to concentrate more in school, because without education there's really no future for anyone. I want to be satisfied with my decisions, to be able to accept and forgive, and most of all to be able to live up to the expectations I have for myself. I will only accomplish my goal in being happy when I am able to live my life for myself and still able to provide love and support to others.



7. Tick
(✓) the right
statement.

1. His aim was to be a doctor. _____
2. He is learning Latin. _____
3. He has perfectly laid plans. _____
4. He doesn't know what to do. _____
5. It is easy for him to concentrate in school. _____
6. Thinks education is important for everybody. _____
7. He just wants to live for himself. _____
8. He wants to take care of others. _____



8. Fill in the blanks with the best word from the box. Use each word only one.

well-planned (adj)
action (n)
multiple(adj)

goal (n)
realize (v)
achieve (v)

believe (v)
belief (n)
responsible (adj)

1. The richer countries of the world must take _____ to help the poorer countries.
2. If you want to be successful you should be _____ specialists.
3. My _____ is to build a bright future.
4. It is not easy task to _____ success without hardworking.
5. _____ in yourself !!! This is self-confidence.
6. _____ is the most important value among people.
7. Would you _____ your job if you inherited lots of money?
8. He is doing very difficult work with _____ tasks.
9. You are _____ for your future. Don't blame others.
10. I didn't _____ we had to write each answer on a new sheet of paper.



9. Discuss the following questions with your friends.

- Which of your goals have you already achieved?
- What do you hope to have achieved by the time you're sixty?
- Do you have a five – year – plan for your life?
- What success have you had in this English class?
- What can you do to be more successful?



10. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report on your future plans. (Word limit is 80–100 words).
3. Share your report with your peers.



3

My future plans Lesson 2.B. Where to go?



Check your grammar: Phrasal verbs.

1. Fill in the gaps with phrasal verbs using grammar spot and the definitions from the bracket.

1. The singer has never _____ trying to do his best.
(Stop doing something.)
2. I couldn't finish the crossword puzzle and had to _____ and look at the answers.
(Stop doing something because it's too hard or requires too much energy.)
3. Never _____ trying hard in order to succeed
(Stop doing something that has been a habit.)
4. The rules of the sport were _____ early in the nineteenth century.
(Establish rules or procedures.)
5. She _____ all her school friends when she went to university.
(Stop being friendly, end relationships.)
6. The boxer _____ in the first round.
(Lose, experience defeat.)
7. The projects have to be _____ three weeks before we break up for the end of term.
(Submit homework, etc.)

2. Match the pictures with phrasal verbs from the box.



1.



3.



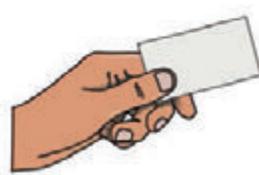
5.



2.



4.



6.

come in
work out
apply for
look up
write down
hand in



3. Choose the best answer. Use the dictionary if you need.

1. belong to

These books belong to the college library, so you can ____ .

- a) keep them forever
- b) own them for a while
- c) borrow them for a while

2. end up

If Madina keeps coming to work late, she'll end up ____ .

- a) getting a promotion
- b) getting a raise
- c) getting fired

3. hand out

After we'd boarded the plane, the stewardess handed out ____ .

- a) seats
- b) drinks
- c) passengers

4. leave behind

Sandra realised she'd left her passport behind, so she ____ .

- a) went back to get it
- b) moved it to the front
- c) took someone else's

5. name after

Nazira and Akrom named their daughter after Nazira's grandmother Ozoda, so they are both called ____ .

- a) Nazira
- b) Ozoda
- c) Granny

6. rely on

A newspaper relies on the honesty and accuracy of ____ .

- a) its customers
- b) its reporters
- c) its news

7. show off

Mark loves to show off. He's always trying to ____ .

- a) impress people
- b) avoid people
- c) annoy people

8. write up

The accident investigator wrote up his final report on the fire after he had ____ .

- a) heard about the fire
- b) seen the fire
- c) reviewed his notes on the fire

9. work out

Paul has worked out a way to ____ .

- a) solve the problem
- b) create the problem
- c) increase the problem

10. ask for

After we'd eaten our meal, we asked the waiter for ____ .

- a) the waitress
- b) the bill
- c) the food



4. Match the words with quotes.

Which one did you like best?

A) "The action you will take today, will define tomorrow."

(Lailah Gifty Akita)

B) "A light heart lives long"

(W. Shakespeare)

C) "Risk comes from not knowing what you're doing."

(Warren Buffett)

- Knowledge
- Future plans
- Happiness

5. Rearrange the words in order to make the quotes about future plans.

1. a / with / A / dream / goal / plan / a / deadline / is / and / a /."
2. "The / the / wise / plans / have / have / intelligent / principles /."
3. "The / plan / is / a / pessimist / optimist / with / a"

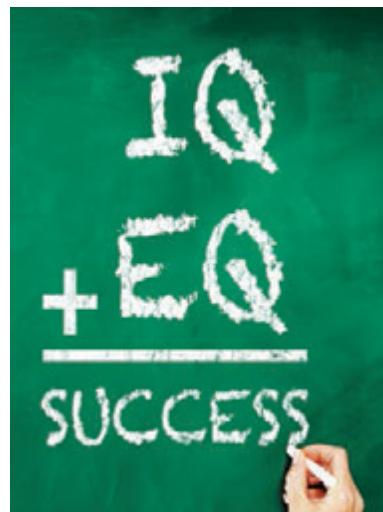
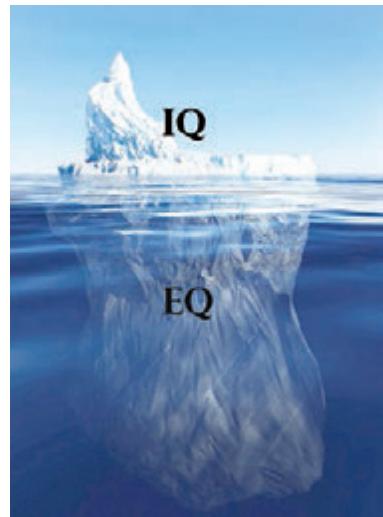


6. Read the passage.

IQ, EFFORT and SUCCESS

Many people with high IQ scores fail to become successful due to a lack of motivation, personality, laziness, or short attention span. In contrast, some people with low IQ results succeed due to personal dedication, vision, systematic effort, and motivation. A low IQ score can be changed through conscious choice and effort. As an analogy, consider a gifted athlete. Some athletes have special talents for a particular sport. However, they fail to perform as well as those even if they are pretty much good at it, for doing that sport depends on a systematic effort. Readers familiar with sports can name several specific examples of this phenomenon.

1. Some very intelligent people can have failures because _____.
 - A) they have short life span
 - B) they focus on details too much
 - C) of various factors
 - D) they are expected to do so by the society
 - E) most of them have no analytic intelligence at all
2. People with low IQ scores may sometimes be very successful _____.
 - A) but they lack motivation and personality
 - B) as they are praised by their teachers
 - C) since they devote themselves to their tasks and perform a great effort
 - D) although they have great abilities and intelligence
 - E) due to the encouragement of their close mates
3. We can infer from the passage that _____.
 - A) success is not always an indicator of intelligence
 - B) Western cultures focus on ability as the major determinant of success
 - C) an athlete can be successful in every sports if he has high IQ scores
 - D) infants adopted by privileged families tend to have higher IQs
 - E) talent is the key to a successful career





Homework

7. Answer 10 questions and discover your future.

1. What are some things you feel you do well?

Think about the talents you already know you have, and ask friends and family what they think you're good at. You might be surprised by what they say.

2. What challenges do you have?

The things that challenge you might be opportunities to improve and move toward your goals – and they might suggest areas of study and work that will keep you interested long into the future.

3. What do you like to do for fun?

Think about the reasons you enjoy your favorite activities, the things they have in common and the strengths they bring out in you.

4. Who do you look up to?

The people you admire – whether they're celebrities, historical figures or people you know personally – can tell you something about who you are and what you value.

5. What's something you've always wanted to try?

Consider your reasons for wanting to do this – and why it is you haven't done this yet.

Your big future begins with you – it's your journey. Asking yourself questions can help you figure out who you are and where you want to go.

7. What's your favorite class?

Think about which classes make you lose track of time. Is it the teacher or the subject matter that holds your interest?

6. What achievement has made you most proud?

It might be the time you supported someone who needed your help. What you're proud of can help you see what matters most to you.

8. What do you read about in your free time?

The stories you follow in the news, your favorite books and websites – these can help you figure out what really makes you curious.

9. If you could do any job for a day, what would it be?

Think about which careers you want to try on. What is it about them you find so appealing? What would you change to make them fit you better?

10. What is your year plan as a graduate?

Make a list of your dreams. Set them deadline? Do not forget! Dreams are just dreams without plan and deadline.



4

Time management Lesson 1.A. When? Where? How?



1. Read the statements. Can you add your own statements about time?

You can't save time.
You can't borrow time.

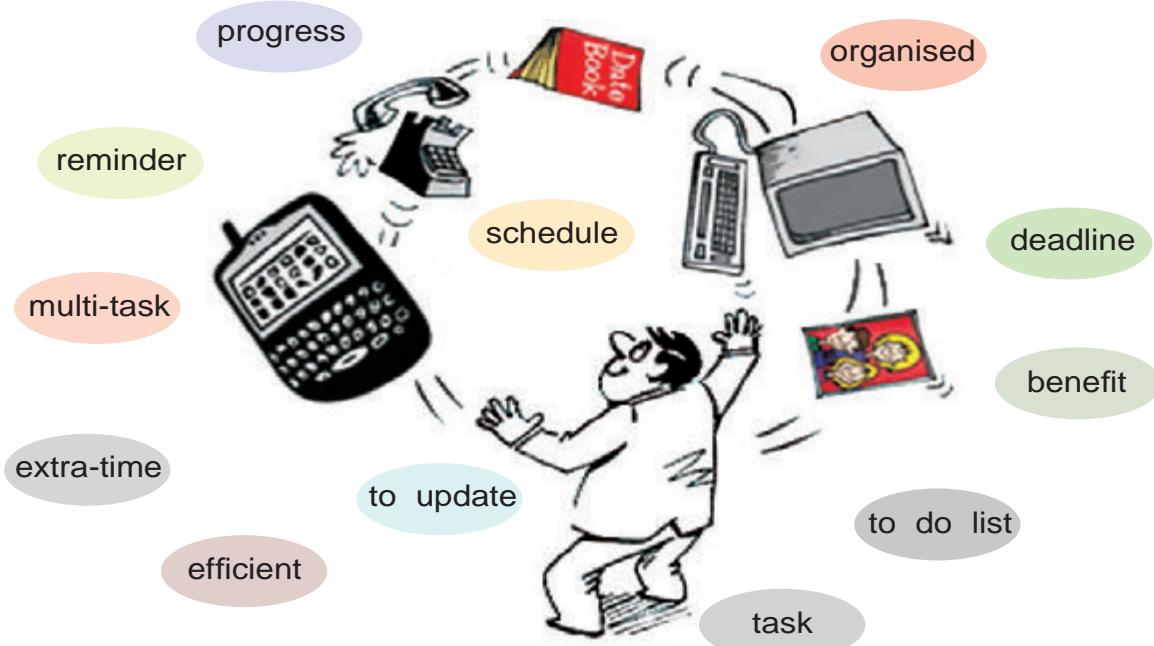
You can only do two things with time:
Use it or _____ it.



2. Match the words with the definitions according to their colour to find the right meaning.

to do things very well and quickly without wasting time, time or date that you have to complete something, something that is to be done, planned, list of things that you have to do, something written or noticed to be

done, timing of activities, improvement, something good to receive, additional time, different tasks at the same time, make more modern





T7. 3. Listen and answer the following questions:



1. Who is organised and efficient?
2. Who has problems with time management?
3. How did Surayyo learn about time management?
4. Does Surayyo think the recommendations will help Kamila?
5. Why does Surayyo keep a to-do list?
6. Did Kamila like Surayyo's suggestions?
7. What does Kamila need to do with time management?



4. Fill in the gaps.

1. Surayyo is always _f_i_ _ _ _t and organised.
2. Kamila didn't know about _ _m_ _ _ _a_ _ _e_ _.
3. Surayyo keeps a _o_ d_ _ _ _t.
4. Kamila doesn't do anything by a _e_ _ _i_ _.
5. R_ _ n_ _ _s help us to remember appointments.



5. Read the statements below. Do you agree?
Why / Why not?





6. Work in small groups. Discuss and make a list of benefits of time management.



7. Learn the new words and their definitions. Fill the story with new vocabulary appropriately.

waste(v)	to use too much of something; use something badly when there is a limited amount of it
earn(v)	receive money as for work
gift(n)	present or something that is given
enemy(n)	a person who hates and opposes another person
value(n)	the importance or worth of something
wealth(n)	a large amount of money of valuable possessions
chance(n)	the level of possibility that something will happen
unset(n)	time when sun goes down
gate(n)	door
rest(v)	to relax
treasure(n)	place where all money, possessions are kept
to take a nap(coll)	to sleep for a short time

Once, a king and a lazy man were very good friends. One morning, the king said, "Why don't you do work to (1) _____ some money?". "No one gives me a job. My (2) _____ told everyone that I never do any work in time". The king said, "You can go into my (3) _____ and collect as much (4) _____ as you can, till sunset". The Man rushed home to tell this to his wife. She said, "Go and get the gold coins and gems now". "I cannot go now. Give me lunch first". After lunch, he took a (5) _____ for an hour. Then in the late afternoon, he picked some bags and went to the palace. On the way, he felt hot so he sat under a tree to (6) _____ and ended up sleeping for another 4 hours. When he reached the palace, it was already time for (7) _____. The palace (8) _____ had been shut. So he had lost a golden (9) _____ because he had not learnt the (10) _____ of time. Time is a (11) _____. So use it wisely, don't (12) _____ it!"



8. Match the new words with their antonyms. Rewrite the sentences with their antonyms of the underlined words.

New words

1. distraction
2. take a nap
3. waste
4. earn
5. chance
6. effective
7. deadline
8. opportunity
9. advancement
10. value

Antonyms

- a) save
- b) spend money
- c) ineffective
- d) limitless
- e) peace
- f) misfortune
- g) disadvantage
- h) energize
- i) failure
- j) bad luck



9. Rewrite the sentences using their antonyms.

I can turn the television off if you find it a distraction.

I can turn the television off if you need peace.

- 1) He takes a nap during lectures, that's why he misses important facts about the subject.
- 2) You waste a lot of water by taking a bath instead of a shower.
- 3) How much do you earn, if you don't mind me asking?
- 4) We'd be glad of the chance to meet her.
- 5) She's a very effective teacher.
- 6) The deadline for applications was May, 30.
- 7) He was never given the opportunity of going to college.
- 8) All she was interested in was the advancement of her own career.
- 9) What's the value of the prize?



10. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report on your time management. (Word limit is 80–100).
3. Share your report with your peers.



4

Time management? Lesson 1.B. When? Where? How?



Check your grammar: Prepositions

1. Complete the sentences with the correct prepositions.

1. I always get up at 7 o'clock ____ weekdays and ____ 9 o'clock ____ the weekends.
 2. Both my little brother and I were born ____ the same month. His birthday is ____ 10th of April and I was born ____ 30th.
 3. ____ the moment we are practising prepositions of time.
 4. In England it often rains ____ spring.
 5. My father is a doctor and he sometimes works ____ night.
 6. Our neighbours moved in the next door ____ 1998.
 7. My grandma started learning English____ the age of 40.
 8. ____ the past people didn't travel so much.
 9. James proposed to Linda ____ sunset. It was____ Sunday.
2. Fill in the gaps with the prepositions of time.



My Day

It was one of my usual days.

I got up at 7 o'clock __ the morning,
washed, dressed and had breakfast __

7.30. Then I went to my office. There I worked with the documents till 1 o'clock __ the afternoon. Then I had lunch __ 1.30. After that I looked through my diary and saw that I had an important meeting with my companions __ 3 p.m. in the café __ Monday afternoon. I was short of time. I was in a hurry and forgot to take some important documents with me. I was forced to return to my office. As you could guess I was late. It was awful! I came to the café __ 20 minutes.

Luckily my companions were still there. I apologised for my being late. Then we discussed some questions. It was a hard day.



3. Here are positive sides of time management and negative effects of failing in time management in the box. With your partner, decide whether they are positive or negative.

Work effectively; missed deadlines; poor work quality; less stress; a better professional position; work ineffectively; having opportunities for advancement; a poor professional position; higher stress levels; being able to find out time for both working and relaxing.

Positive

Negative



4. Group work. Read the following pupils' problems with time management and find out the best solution for them. Try to use vocabulary from exercise 3.

- Student 1:** I always have problems with my memory. I often forget the dates of important events, sometimes even deadlines. What should I do?
- Student 2:** I can't imagine my future. I feel scared when I begin thinking about my future.
- Student 3:** I have lots of work both at home and school. I can't manage to do them. It seems to me that even 24 hours are not enough for all these assignments. Do you agree with me?





5. Discuss the following questions.

1. Are you good at organizing time?
2. How do you usually organize time?
3. Do you think planning is important for time management?
4. Why do you think some people pay to learn time management?
5. Name one thing you feel you never have time to do.
What is the reason to feel that?
6. Name one thing you always postpone to do.



6. Create the following chart for yourself.

I have to

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

I want to

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

I usually do

- 1.
- 2.
- 3.
- 4.
- 5.



A time budget is a log or diary of the sequence and duration of activities engaged in by an individual over a specified period, most typically the 24 hour day



7. Homework

Create your own "Time budget" chart.

Example is given below

Your "time budget"

Two rules:

1. Your budget has to include your "have-to's" and your "want-to's"
2. Your budget has to add up to exactly 24 hours (one day)!

Your job is to "balance" your time budget!

Total time spent: 24 hours create a chart. Write out the activities you want to do/need to do and how long they will take. Things "have to" or "want to" do: How much time it will take in one day:

Task	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Weekly Total	% of Total Time
Sleeping	9	8	8	8	8	8	9	58	35%
Personal Care	1	1	1	1	1	1	1	7	4%
Laundry	0	2	0	0	0	0	2	4	2%
Household Tasks	1,5	2	1	0,5	1	1	3	10	6%
School	0	4,5	4,5	9,5	4,5	0	0	23	14%
Homework	4	1	2	2	0	2	2	13	8%
Online Business	3	2	4	1	3	5	3	21	13%
Volunteer	0	3	0	0	0	0	0	3	2%
Exercise	1,5	0	1,5	0	1,5	1,5	0	6	4%
Leisure	4	0,5	2	2	5	5,5	4	23	14%
Total	24	24	24	24	24	24	24	168	100%

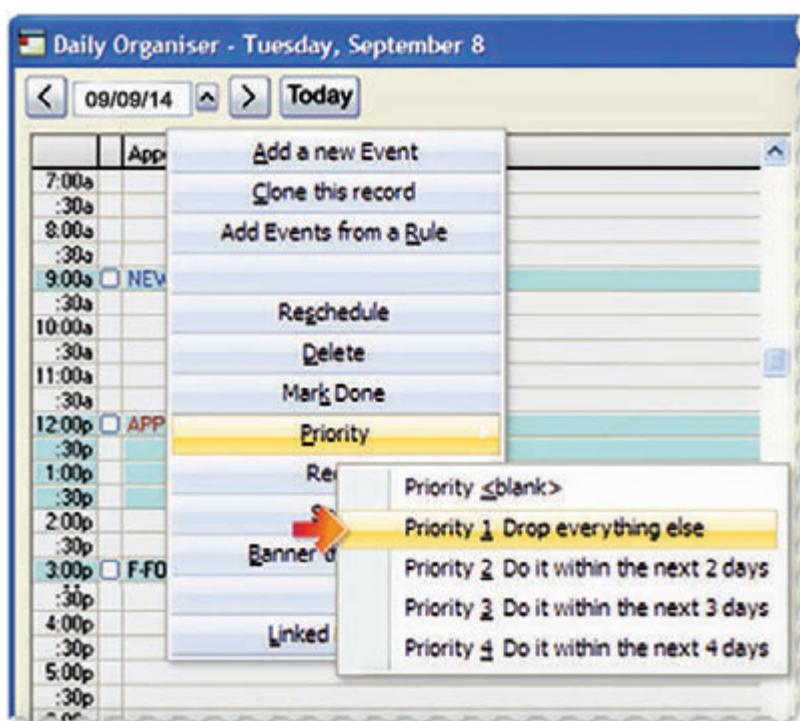


4

Time management Lesson 2.A. Priority organiser



1. How often do you use a daily organiser?
What are the advantages?



2. Make a list of the most important people, events or things in your life according to priority.



People
e.g. *family*

Things

Events



3. What words are described in pictures a-f?



a) l---



b) g---



c) s-----



d) l----



e) s----



f) t---

4. Fill in the gaps with the suitable words from exercise 1.

To Everything There is a ____ (by The Byrds)

To everything – turn, turn, turn

There is a _____ turn, turn, turn

And a _____ to every purpose under heaven

A _____ to be born, a _____ to die

A _____ to plant, a _____ to reap

A _____ to kill, a _____ to heal

A _____ to , a _____ to weep

To everything – turn, turn, turn

There is a _____ turn, turn, turn

And a _____ to every purpose under heaven

A _____ to build up, a _____ to break down

A _____ to dance, a time to mourn

A _____ to cast away

A _____ to gather together

To everything – turn, turn, turn

There is a _____ turn, turn, turn

And a _____ to every purpose under heaven

A _____ of war, a _____ of peace

A _____ of a _____ of hate

A _____ you may embrace

A _____ to refrain from embracing

To everything – turn, turn, turn

There is a _____ turn, turn, turn

And a _____ to every purpose under heaven

A _____ to , a _____ to lose

A _____ to rend, a _____ to sew

A _____ to , a _____ to hate

_____ of peace, I swear it's not too late!

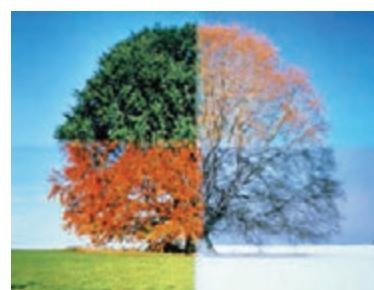


T8. Listen to the song and check.



4. Discuss in small groups.

- What is the meaning of the song?
- Did you like the song? Why/why not?





5. Read the story and give a suitable title.

A professor stood before his class with some things on the table in front of him. When the class began, silently he picked up a very large and empty mayonnaise jar and continued to fill it with small rocks.

Then he asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else.

He then asked once more if the jar was full. The students answered unanimously, "Yes."

"Now", said the professor, "I want you to know that this jar represents

your life. The rocks are the important things – your family, your partner, your health, your children.

The pebbles are the other things that matter – like your job, your house, your car.

The sand is everything else. The small stuff."

"If you put the sand into the jar first", he continued "there is no room for the pebbles or the rocks. The same goes for your life.

If you spend all your time and energy on the small stuff, you will never have room for the things that are important for you. Pay attention to the things that are critical to your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party.

Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand."



6. Answer the following questions.

1. What are the meanings of the words – jar, rock, pebble and sand in the text?

2. How do you feel about the story?

3. What are the differences between a classmate and a colleague?



7. Write about what will be important in your future profession.

e.g. I think the relationship between people is very important in my future profession. I'll be in contact with a lot of people every day. I'm going to be a flight attendant. A dress code is also very important in my future profession. I have to make a good impression on passengers by wearing neat and tidy uniforms.

8. Circle the numbers that best describe you.

1. I like my watch to be set exactly at the correct time.
2. I like my watch to be set a few minutes ahead of the correct time.
3. Most of the time, I don't wear a watch.

1. I tend to arrive at most functions at least 5 minutes early.
2. I tend to arrive at most functions exactly on time.
3. I tend to arrive at most functions a little late.

1. In the course of my daily activities I tend to walk and talk quite fast.
2. In the course of my daily activities I tend to take my time.
3. In the course of my daily activities I tend to walk and talk quite slowly.

1. In high school I almost always complete my assignments.
2. In high school I usually complete my assignments.
3. In high school I often fail to complete my assignments.

1. I rarely spend more than 15 minutes at a time on my mobile.
2. I sometimes spend more than 15 minutes at a time on my mobile.
3. I often spend more than 15 minutes at a time on my mobile.

1. I like to finish assignments and reports with a little time to spare.
2. I like to finish assignments and reports exactly on their due dates.
3. I sometimes finish assignments and reports a little late.

1. I rarely spend more than an hour eating a meal.
2. I sometimes spend more than an hour eating a meal.
3. I usually spend more than an hour eating a meal.

1. I never watch more than 1 1/2 hours of TV on a weeknight.
2. I sometimes watch more than 1 1/2 hours of TV on a weeknight.
3. I usually watch more than 1 1/2 hours of TV on a weeknight.

1. I never spend more than an hour on the internet surfing or chatting at any one time.
2. I sometimes spend more than an hour on the internet surfing or chatting at one time.
3. I usually spend more than an hour on the internet surfing or chatting at one time.

Now add up the numbers that you have circled.

The higher the total, the more you need to work on time management skills.



9. Homework

1. Make a list of vocabulary, which you have learned today.
2. Make a list of your time management weaknesses.
3. Compare your list with your partner.



4

Time management Lesson 2.B. Priority organiser



Check your grammar: Modal verbs

1. Complete the sentences with modal verbs.

should/must.

e.g. I think you should know about priority organiser. It's good for your future plans.

1. Students _____ behave well when they're in class.
2. If you drive a car, you _____ stop at marked crossings.
3. I think waiters _____ try to be pleasant with customers.
4. Some workers _____ wear helmets because their jobs are considered to be dangerous.
5. If you feel sick, you _____ stay at home. It's better for you.

must/have to

6. I _____ do my homework. My teacher always checks if we have done the exercises.
7. We _____ organise our portfolio. At the end of the term it will be marked.
8. I _____ study hard. I want to pass the exam.
9. In Uzbekistan, children _____ go to vocational colleges or academic lyceums after finishing school.
10. You _____ phone your parents every day, when you are abroad.

Modal Verbs



mustn't/don't have to

11. You _____ accept things from strangers!
12. You _____ offend your friend or colleague.
13. Children _____ think about their future profession seriously.
14. Children _____ play computer games all day.
15. We _____ get up very early at the weekends.



priority noun [C or U]

something that is very important and must be done before other things
My first/top priority is to find somewhere to live.

2. Learn common collocations with the word **time**. Try to guess the meanings.

spend time

- I spend a lot of time studying English.

waste time

- Stop wasting time playing computer games and get to work!

save time

- Shopping online saves my time because I don't have to wait in line at the store.

free/spare time

- In my free time, I enjoy reading, painting, and cooking.

have time

- I'd like to take violin lessons, but I don't have enough time.

kill time / pass the time

- Let's bring some magazines to help pass the time on the train.

on time

- It's important to come on time for a job interview.

just in time

- Hi, Henry! Have a seat – you got here just in time for dinner.

have a hard/rough time

- I'm having a hard time solving this maths problem. Could you help me?

it's about time

- It's about time they fixed the air conditioner in my classroom! It's been broken for three years!

run out of time

- I ran out of time before I finished the test, so I could answer the last five questions.



3. Write numbers next to the pictures and put them in order.



a



b



c



d



e



f



g



h



4. Check your predictions by reading the following text.

How to save time?!

1. Take a shower or a bath at night, instead of in the morning. You can save time that way.
2. Start deciding the night before what to wear the next day. Leave everything you normally need to get ready in the morning out and ready. Also, decide how you will have your hair.
3. Prepare your breakfast in time.
4. If you take a lunch or snack with you to work or elsewhere – prepare and pack it the night before. You will make wiser (healthier, tastier, cheaper) choices preparing in advance.
5. Pack your work/school bag the night before. Have your bag ready with shopping lists, library books, borrowed videos, etc
6. Brush your teeth (every morning).
7. Do morning exercises before breakfast. It wakes up your mind for school/work and gets your blood pumping.
8. Get dressed and ready to go. Make your bed and you're done in this room.



5. Discuss with your partner.

- Have you ever tried to save time? Why/Why not?
- How important will it be to save time in your future profession?



6. Make your own calendar.

1. Fill in work hours.
2. Fill in family responsibility times.
3. Fill in class meeting times.
4. Designate remaining spaces as “free time”.
5. Fill in “free time” slots with specific tasks.

	Su	M	T	W	Th	F	Sa
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							



5

Team building Lesson 1.A. Teenage problems



1. Group work. Answer the following questions.

1. What is your biggest issue when it comes to getting along with others?
2. What of the behaviours do you think the most problematic for you?
3. How do you plan to improve your behaviours?

Pair work. Put (✓) in appropriate columns of the boxes A and B.

No	Words and phrases	I know	My friend knows	Should look it up
1	attitude (n)			
2	stranger (n)			
3	fashion (n)			
4	avoid (v)			
5	compliment (n)			
6	get involved (in) (phr)			
7	social-networking (n)			
8	post (v)			
9	torture (n)			
10	insult (v)			

(B)

No	Words and phrases	I know	My friend knows	Should look it up
1	offer up			
2	few blog entries			
3	extracurricular activities			
4	to approach			
5	boost your confidence			
6	form initial			
7	excuses			
8	post (v)			
9	in common			
10	flash a smile			



T 9. 2. Listen to some advice how to make friends at a new school. Fill in the gaps with the words and phrases from the box B before listening. Compare your answers with your pair.

Being the new kid in school is no easy task. With some determination and the (0) right attitude, you can quickly turn some of those strangers into friends.

Step 1

Whether you like it or not, kids (1) _____ opinions based on clothes, hair, and fashion sense. Looking good will (2) _____, too!

Step 2

But try to avoid looking at the ground, and (3) _____ once in a while. The easier you are (4) _____ and start a conversation with, the more other kids will want to talk to you

Step 3

Find (5) _____ to talk to people. Once you get a conversation going, be a good listener and (6) _____ a compliment or two, no matter how small.

Step 4

Get involved in the (7) _____ you enjoyed at your old school. Joining a club or team is a great way to start because you have at least one thing (8) _____ with everyone in the room.

Step 5

Sign up for a social-networking site and join your school's group page. Post some videos and pictures and write a (9) _____ to showcase who you are. Children at school will discover your personality through the web and all that small-talk torture will start to disappear.

Step 6

Get a part-time job where you know (10) _____ work.



3. Group work. Make a list of benefits of getting along with others with your sub group. Compare your list with the other sub groups.



Benefits Of Getting Along With Others:

What is bullying?

Bully. For some people, it's that girl at school who always makes fun of them. For others, it's the biggest boy in the neighbourhood who's always trying to beat them up or take their things. Sometimes "bully" means a whole group of youngsters, ganging up on someone else. No matter what situation or form it comes in, bullying can make you feel depressed, hurt, and alone. It can keep you from enjoying the activities and places that are part of your life.

Bullying happens everywhere, all the time. Because it's so common, many adults think bullying is just a normal part of growing up. But why should something that can make a person so miserable have to be part of growing up? The answer is, it doesn't! Each and every one of us has the right to feel safe in our lives and good about ourselves.

There are several types of bullying. Physical bullying (pushing someone _____ or even just threatening to do it, taking someone's belongings without permission, force somebody to do something) Verbal bullying (irritating, disrespecting), Relationship bullying (gossiping, ignoring).

What do all these things have in common? There are ways one person can make another person feel hurt, afraid, or uncomfortable. When these are done to someone more than once, and usually over and over again for a long period of time, that's bullying. The reason why one child would want to bully another one is this: when you make someone feel bad, you gain power over him or her. Power makes people feel like they're better than another person, and then that makes them feel really good about themselves. Power also makes you stand out from the crowd. It's a way to get attention from other kids, and even from adults. But don't you think there are other types of characters which leads you to success?!



4. Match each sentence with the correct type of bullying according to the passage above. Write the correct letter (A, B, C)

- A. Physical bullying
- B. Verbal bullying
- C. Relationship bullying

- i. Stealing, hiding or ruining someone's things
- ii. Refusing to talk to someone
- iii. Hitting, kicking
- iv. Teasing
- v. Insulting
- vi. Spreading lies or rumors about someone
- vii. Name-calling
- viii. Making someone do things he or she doesn't want to do



5. Discuss with your partner.

- 1. How many types of bullying are there? What are they? Give example on each type of bullying?
- 2. Why would someone need to hurt someone else in order to feel good about themselves or get attention?
- 3. What is your opinion about this?
- 4. Is there any other ways to draw others attention?



6. Homework

- 1. Make a list of vocabulary you have learned today.
- 2. Describe a friend who you really admire. Give reasons and examples.



5

Team building Lesson 1.B. Teenage problems



Check your grammar: So, such, too, enough, too

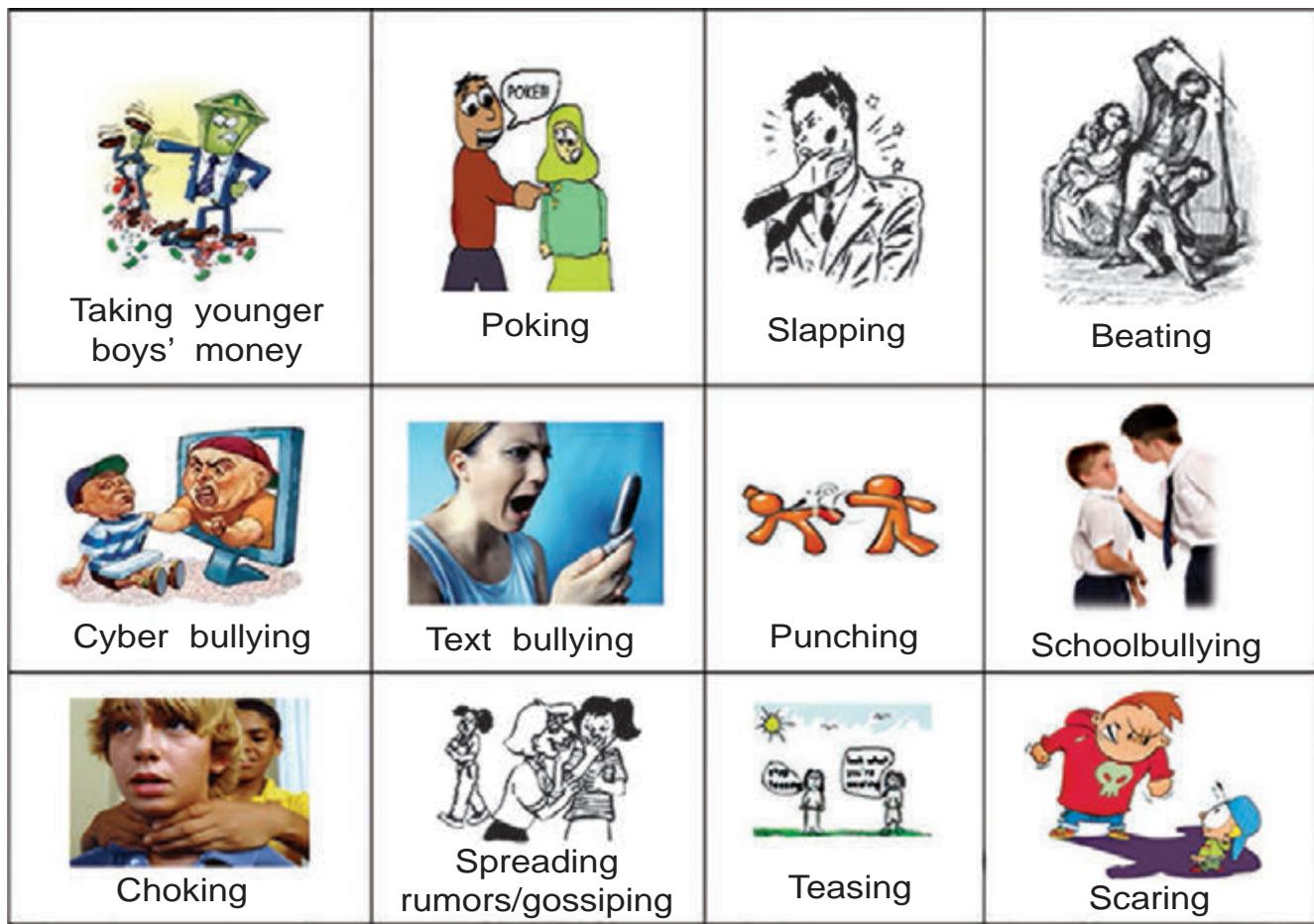
1. Fill in the gaps with **so** / **such** / **too** / **enough** /

1. They are _____ good students.
2. Sometimes being a new member the class is _____ difficult task which is very stressful.
3. It is not _____ for you to have the right attitude.
4. Observing the grammar reference “_____” comes before nouns and after adjectives.
5. He is _____ lazy to get involved in extracurricular activities.
6. This computer is _____ slow to do the calculation.
7. There are _____ many rules of being a good friend. One of them is Be honest!
8. You are _____ a good friend.

2. Rewrite these sentences as one sentence, using the word in brackets.

1. The film was very sad. Everyone cried. (so)
2. I can't understand him. He speaks fast. (too)
3. How much money have we got? Can we pay for the tickets? (enough)
4. It was a very good meal. We ate far too much. (such)
5. The shoes were very cheap. I bought six pairs. (such)
6. How many books are there? Can we supply everyone? (enough)
7. He can't walk far. He's old. (too)
8. My friend was kind. He paid for the meal. (enough)

3. Look at these 3 basic types of BULLYING and try to label the types of bullying into 3 categories:



Emotional	Verbal	Physical



4. Rearrange the words in order to make the quotes about friendship.

1. one / is / mind / two / friendship / in / bodies /.
2. friend / is / the / still / your / all / about / you / man / and / knows / likes / you / who /.
3. A / friend / one / who / when / the/ walks / real / walks / in / of / the / world / out / is / rest /.



5. Read the text and decide whether the statements below are TRUE or FALSE.

Bully for you

The makers of a controversial computer game about bullying have decided to go ahead and launch it despite calls for it to be banned. In the game, players take on the role of new students at a school and have to fight the bullies, by punching them or hitting them with a baseball bat.

Critics have said that the game encourages violence, but the makers deny this and say that, while there is violence in the game, it is just an amusing look at school life, besides which, the violence in the game is directed against the bullies to protect pupils who are being bullied. The makers also say that players will learn to stand up to bullies.

A British politician, a former minister, has called for it to be banned as it might affect the way young people perceive violence.

Anti-bullying charities have said that the game might make people respond violently to bullies, which might make things more complicated and result in injuries.

1. The makers of the computer game decided not to release it. _____
2. In the game, the player takes on the role of a bully. _____
3. The game is set in a university. _____
4. Everyone agrees that the game encourages violence. _____
5. A British politician has spoken in favour of the game. _____
6. The politician used to be a minister. _____
7. The politician thinks it might make young people look at violence differently. _____
8. The anti-bullying charity thinks the game is good because it might make pupils stand up to bullies. _____
9. The anti-bullying charity thinks that people might get hurt because of this game. _____
10. The makers of the game have changed the contents before releasing it in the UK. _____



6. Discuss the following questions.

1. Do you think bullying is a serious problem in your school or community? Why or why not?
2. How do you think bullies feel when they hurt someone else?
3. Do you think you've ever bullied someone? If so, what made you stop?



7. Complete the gaps with a word from the box.

Personally

Unfortunately

Surprisingly

Obviously

Basically

1. _____, bullying is quite common in many schools.
2. _____, there are three types of bullying: physical, verbal and social.
3. _____, people who are being bullied often feel really upset by it.
4. _____, research shows that teachers only notice one in twenty-five bullying incidents.
5. _____, I think teachers could do more to stop bullying.



8. Homework

Write your own ideas on the topic "Bullying at schools" by answering the following questions.

1. What is bullying?
2. What are the effects when someone consistently causes someone injury?
3. How can a parent recognize if their child is being victimized?
4. What should you do if you see someone getting picked on?
5. What are some ways that students are being harassed in school?
6. Are there less bullies in schools that require a school uniform?
7. What forms of harassment are the worst?
8. What can be done to prevent bullying?



5

Team building Lesson 2.A. Study with others



1. Work with your partner.
Look at these photos and answer the questions.



- 1) Why do people study together?
- 2) What do people have in common when they study together?
- 3) Do the results of the project depend on each member?

2. Match words 1–9 with definitions a–h.

- 1) together
- 2) champion
- 3) limitation
- 4) voice
- 5) different
- 6) dream(s)
- 7) figure out
- 8) fun

- a) a person who has defeated all others in a competition
- b) something you wish for; what you see when you are asleep
- c) to do something with someone or a group of people
- d) the natural and distinctive tone of the speech sounds
- e) think about and then understand something
- f) a source of enjoyment, amusement
- g) something that stops someone/something getting better or bigger
- h) not the same



T 10. 3. Listen to the song and fill in the gaps.

Lyrics to We're All In This Together
(Chorus)

Together, together, together everyone
Together, together, come on let's
have some fun
Together, were there for each other
every time
Together together come on let's do
this right

Here and now its time for celebration
I finally (1)..... it (yeah, yeah)
That all our dreams have no
(2).....
That's what its all about

Everyone is special in their own way
We make each other strong
(each other strong)
Were not the same
Were (3)..... in a good way
Together's where we belong

(Chorus 2)
We're all in this (4).....
Once we know
That we are
We're all stars
And we see that
We're all in this (5).....
And it shows
When we stand
Hand in hand
Make our dreams come true

(Chorus 1)
We're all here and speaking out with
one (6).....we're going to rock the

house the party's on now everybody
make some noise
come on scream and shout

We've arrived because we stuck
together (7)..... one and all

We're all in this together
When we reach
We can fly
Know (8).....
We can make it
We're all in this together
Once we see
There's a (9).....
That we have
And we take it

Wild cats sing along
Yeah, you really got it goin' on
Wild cats in the house
Everybody say it now
Wild cats (10).....
Wave your hands up in the air
That's the way we do it
Let's get to it
Time to show the world

(Chorus 2)
(Chorus 3)

Wild cats (11).....
Wave your hands up in the air
That's the way we do it
Let's get to it
Come on everyone!



4. Discuss in small groups.
What is the song about?

- a) This song is about students' problems.
- b) This song is about students' friendship.
- c) This song is about students' exams.
 - Can you give a title to this song?
 - Why do you think your title is the best?



5. Read the text.

Lesson from the Hedgehogs – Teamwork



It was the coldest winter ever. Many animals died because of the cold.

The hedgehogs, realizing the situation, decided to group together to keep warm. This way they covered and protected themselves; but the quills of each one wounded their closest companions.

After awhile, they decided to distance themselves one from the other and they began to die, alone and frozen. So they had to make a choice: either accept the quills of their companions or disappear from the Earth.

Wisely, they decided to go back to being together. They learned to live with the little wounds caused by the close relationship with their companions in order to receive the heat that came from the others. This way they were able to survive.

Moral: The best relationship is not the one that brings together perfect people, but when each individual learns to live with the others and can admire the other person's good qualities.



6. Continue the sentences below.

1. The leader is ...
2. An effective team member ...
3. A wonderful team is ...



7. Make a list of advantages and disadvantages of working in a group.

Advantages	Disadvantages
<i>interesting</i>	<i>too much noise</i>

8. Match the words below to the pictures.

Zero in on challenge

accomplish

team building interfere

enhance

resolve

conflict

effective



1 _____



2 _____



3 _____



4 _____

creativity leadership Training
professional skill problem solv.
staff development
goal achievement
work practice
activity coaching
performance potential
collaboration people
responsibility experience strategy
efficiency relationship
teamwork knowledge productivity
management ability achievement



5 _____



6 _____



7 _____



8 _____



5

Team building Lesson 2.B. Study with others



Check your grammar: **Every, all.**

1. Underline the correct word.

e.g. All/every child needs love.

1. I have written to all/every my friends.
2. I have written to all/every friend I have.
3. All/every my family members work in education.
4. Not all/every birds can sing.
5. All/every person made his or her own travel arrangements.
6. There is a meeting all/every week.
7. I have cleaned all/every the rooms except the bathroom.
8. You don't see tigers all/every day.



2. Fill in the gaps with / **all** / **every** /.

1. I have invited _____ my friends.
2. Not _____ dogs are clever.
3. I see my dentist _____ six months.
4. I talk to my grandparents _____ day.
5. _____ child needs love and care.
6. _____ people have the right to be equal.
7. I've worked in this firm _____ my life.
8. I studied for my exams _____ day long.
9. I've spent _____ my money.
10. I checked _____ detail about the case.
11. There is a bus _____ half an hour.
12. The shirts that I have are _____ black and white.
13. _____ day long I've worked on my project.
14. I go mad _____ time I see you complaining.
15. He obeys _____ rule in the school.



3. Look at the "Leadership and Teamwork Vocabulary" in the box and fill in the gaps in the sentences with appropriate one/ones.

teamwork (n), participate (v), contribute (to) (v),
effective (adj), leader (n), peer-support (n),
supportive (adj), collaborate (v), respect (v),
share (with smb), responsible (for) (adj), contest (n)

1. Last year our group "Synergy" _____ in the Language _____.
2. Everybody was _____ and _____ to our success a lot.
3. The leader was _____ for organizational part.
4. We learned a lot by _____ our knowledge with our _____ friends.
5. Our teachers _____ us with the helpful advice.
6. I understood how much is important to _____ others ideas.
7. In order to feel warm and friendly atmosphere in the team you really need _____.
8. This competition gave me a chance _____ with my friends.
9. It was a wonderful _____ which I have ever had.



4. Discuss this quotation.

If You Want To Walk Fast,
Walk Alone.
If You Want To Walk Far,
Walk Together.

- Do you agree? Why/why not?
- Give examples and reasons for your answer.



5. Discuss with your peers.

Do you feel more energized when you are working alone or when you are working as part of a team? Support your answers with the examples.



Read the text.

Once there was a man who was lost while driving through the country. As he tried to read a map while driving, he accidentally drove off the road into a deep muddy ditch. Though not injured, his car was stuck. So the man walked to a nearby farm.

There he saw an old farmer and asked for help. The farmer replied, "Warwick can get you out of that ditch," pointing to an old mule standing in a field. The man looked at the old run-down mule and then looked at the farmer who just stood there repeating, "Yep, old Warwick can do the job."

The man figured he had nothing to lose. The two men and Warwick made their way back to the ditch. The farmer hitched the mule to the car. With a snap of the reigns he shouted, "Pull, Fred! Pull, Jack! Pull, Ted! Pull, Warwick!" And the mule pulled the car from the ditch with very little effort.

The man was amazed. He thanked the farmer, patted the mule and asked, "Why did you call out all those other names before you called Warwick?"

The farmer grinned and said, "Old Warwick is just about blind. As long as he believes he is part of a team, he doesn't mind pulling."

Aren't you grateful for teams! We can do so much more together than we can ever do alone.



6. Read the sentences below and identify if they are true or false.

1. The man was walking to the country. _____
2. His car was broken down. _____
3. There was nobody except a farmer to ask for a help. _____
4. Warwick managed to help the man. _____
5. Warwick had additional names like Fred, Jack, Ted. _____
6. The story is about how to make animals work. _____



7. Discussion

1. Look at the picture. Discuss with your friends the quality of an effective team member.
2. Who is the most effective member in your class?
3. Which one is better, to a leader or to an effective member?



8. Homework

Make a list of your classmates and put the tick in suitable boxes.

Name of the friend	Helpful	Knowledgeable	Well-behaved	Active	Experienced



6

International relationship Lesson 1.A. International organizations



1. Test your knowledge.

1. Which of the following countries is not a member of Group 15 developing countries?
 - a) Mexico
 - b) Brazil
 - c) Malaysia
 - d) Bolivia
2. The headquarters of the UNESCO is at _____.
 - a) New York
 - b) Rome
 - c) Paris
 - d) Geneva
3. Which of the following describe correctly the Group of Seven Countries (G-7)?
 - a) They are developing countries
 - b) They are industrialised countries
 - c) They are holding Atomic Bomb technology
 - d) They are countries who can launch their own satellites
4. The office of the UN General Assembly is in _____.
 - a) Zurich
 - b) Vienna
 - c) Paris
 - d) New York
5. Amnesty International is an organisation associated with which of the following fields?
 - a) Protection of Cruelty to animals
 - b) Environment protection
 - c) Protection of human rights
 - d) Protection of historic monuments
6. Besides UK, USA, Germany and Japan the G-7 countries includes _____.
 - a) Canada, France and Italy
 - b) Canada, France and Russia
 - c) Canada, Italy and Netherlands
 - d) France, Netherlands and Russia
7. The International Court of Justice is located in _____.
 - a) Geneva
 - b) Amsterdam
 - c) Vienna
 - d) Hague
8. Which of the following is a cultural organisation?
 - a) WHO
 - b) UNESCO
 - c) FAO
 - d) ILO
9. When did Uzbekistan join UNO?
 - a) 1989
 - b) 1992
 - c) 1997
 - d) 2000



2. Match the words in column A with the appropriate ones in column B

A

1. to fund
2. formal
3. international
4. to solve
5. to develop
6. raise
7. keep
8. civil
9. national
10. medical

B

- a) a project
- b) money
- c) agreements
- d) care
- e) organizations
- f) war
- g) an issue
- h) war
- i) experts
- j) the peace



3. Fill in the blanks with the suitable phrases from exercise 2.

Organizations are groups of people, businesses, or governments that work together to 1) _____. 2) _____ involve governments or people from different countries. There are two main types of international organizations. Intergovernmental Organizations “Inter” means among or between. It is a prefix that shows there is a connection between things. Intergovernmental organizations are organizations that are formed between governments. They are based on 3) _____ between three or more countries that have come together for a specific purpose. For example, several governments might come together to share the 4) _____ and resources to 5) _____. Nongovernmental Organizations “Non” means not, of course. Nongovernmental organizations are groups that work to solve problems around the world. Although they may have members that come from government organizations, they are not connected to any government. A nongovernmental organization is free to work toward its own goals without interference from any government. If a Nongovernmental Organization wanted to fight hunger globally, it might collaborate with other. Nongovernmental Organization or 6) _____ independently to 7) _____. International organizations also 8) _____ in countries that are having violent uprisings or 9) _____. In addition they try to provide better education and 10) _____ to people in war-torn areas.



T11. 4. Listen and check.



5. Do the following statements reflect the claims in the text below?

Yes if statement agrees with claims of writers.

No if statement contradicts the claims of writers.

Not given if it is impossible to say what the writer thinks.

1. There are more than 2,500 international organization ____ .
2. Among them are more than 120 intergovernmental unions ____ .
3. The United Nations Organization is not the most notable ____ .
4. There a lot of non-governmental organizations ____ .
5. Some organizations are concerned only with single and relatively narrow problems, while others, such as the United Nations and the UNESCO ____ .

The formation of international organizations has been a 20th century phenomenon. Nowadays there are more than 2,500 inter national organizations. Among them are more than 130 intergovernmental unions. The United Nations Organization is the most notable. Other important organizations are the European Economic Community, the North Atlantic Treaty Organization, the Organization of American States, and the Council for Mutual Economic Assistance. – The creation of international organizations on a wide scale in the 20th century is the result of the progress in the technology of communication, transportation, warfare, and the spread of industrialization. These developments gave rise to a sense of interdependence among the peoples of the world, and made people recognize the importance of international co-operation to avoid the dangers, solve the problems, and use the opportunities which confront the society of nations on a world-wide scale. Some organizations are concerned only with single and relatively narrow problems, while others, such as the United Nations and the UNESCO, deal with a great variety of matters. Moreover, international organizations function as either intergovernmental or nongovernmental agencies.



6. Fill in each blank with the best word from the box. Use each word only once.

organization	countries
economic	part
members	dependent
former	members
united	

The European Union is an 1) _____ of most of the states of western Europe that works toward and oversees the 2) _____ and political integration of these states. The European Union consists of the European Community. The original 3) _____ of the EEC were Belgium, France, West Germany, Italy, Luxembourg, and the Netherlands. Denmark, Ireland, and the 4) _____ Kingdom joined in 1973. Greece was admitted in 1981. Portugal and Spain entered in 1986. The 5) _____ East Germany entered as 6) _____ of re unified Germany in 1990. Greenland, a 7) _____ state of Denmark that had been brought into the EC when under full Danish rule, withdrew in 1985. The Maastricht Treaty paved the 8) _____ for other European 9) _____ to join the EU. Austria, Finland, and Sweden – all members of the European Free Trade Association (EFTA) became 10) _____ of the EU in 1995.



7. Discuss the following questions with your partner.

1. What is an international organization?
2. What kind of organization do you know?
3. Which organization is considered notable?
4. Which organization attracts you?
5. How many organization do you know? You can count.



8. Homework

- Make a list of vocabulary which you have learned today?
- Try to find international organization of UZBEKISTAN.



6

International relationship Lesson 1.B. International organizations



Check your grammar: Special questions.

1. Fill in the gaps in the sentences with the question words from the box.

When	Where	Who	Why	How
Whose	What	Which		

1. _____ UN body deals with population problem? UNFPA = United Nations Fund for Population Activities.
2. _____ did Uzbekistan join UNO? – In 1992.
3. _____ are some international organizations called nongovernmental? – They do not depend on governments.
4. _____ does UNISEF stand for?
5. _____ many international organizations do you know? – United Nations International Children's Emergency Fund.
6. _____ idea is to raise money for charity to fund a project? – NGO.
7. _____ is The International Court of Justice located at? – Hague.
8. Who was The first General Secretary of UNO? – Trygve Lie.
9. _____ answers are all correct?



2. Read the text and explain what acronym WHO means?

Organizations – WHO

The World Health Organization (WHO) is a specialized agency of the United Nations (UN) that is concerned with international public health. It was established on 7 April 1948, with headquarters in Geneva, Switzerland. The constitution of the World Health Organization had been signed by all 61 countries of the United Nations by 22 July 1946, with the first meeting of the World Health Assembly finishing on 24 July 1948. Its main priorities include:

- communicable diseases, in particular, HIV/AIDS, malaria and tuberculosis;
- the mitigation of the effects of non-communicable diseases;
- nutrition, food security and healthy eating;
- drive the development of reporting, publications, and networking.

WHO is responsible for the World Health Report, a leading international publication on health, the worldwide World Health Survey, and World Health Day which is celebrated every year on April, 7.



3. What do the following acronyms stand for? Use the dictionary if you need.

UNO
UNICEF
GMT
UNESCO
AIO
WHO
DWF
NATO



4. Match the logos with International Organizations. Some writing are hidden.

a)



UNO
UNICEF
UNESCO
AIO
WHO
NATO



b)



c)



d)



e)



f)





5. Read the text and identify if the statements are TRUE or FALSE.

International Organizations – UNICEF

UNICEF stands for United Nations International Children's Emergency Fund. It was created by the United Nations General Assembly on December 11, 1946, to provide emergency food and health care to children in countries that had been devastated by World War II.

In 1954, UNICEF became a permanent part of the United Nations System. UNICEF relies on contributions from governments and private donors. Governments contribute two thirds of the organization's resources; private groups and some 6 million individuals contribute the rest through the National Committees. Most of UNICEF's work is in the field, with staff in over 190 countries and territories. More than 200 country offices carry out UNICEF's mission through a program developed with host governments. Seven regional offices provide technical assistance to country offices as needed.

UNICEF's programs emphasize developing community-level services to promote the health and well-being of children. UNICEF was awarded the Nobel Peace Prize in 1965 and the Prince of Asturias Award of Concord in 2006.

- 1) UNICEF was established before the end of world war II.
- 2) The organization relies only on governments contributions.
- 3) Most of UNICEF's work is in its headquarters.
- 4) UNICEF has won two awards so far.

6. Read the quotation below. How can you relate the quote to the topic? How often do you do good? Give example.

**Do good for others.
It will come back
in unexpected ways.**



7. Read the quotes below. Do you remember any other quotes which were written by our ancestors? Give example.

"Only a life lived in the service to others is worth living"
(Albert Einstein)

"No one has ever become poor by giving"
(Abraham Lincoln)



A persuasive essay is one in which you attempt to get the reader to agree with your point of view. You are trying to present arguments, research, and ideas in order to sway the reader one way or the other.



8. Match the words and phrases that have the same meaning and write them below.

In addition,	First of all,	Nowadays,	In fact, ...
In conclusion,	I believe that ...		I disagree that ...

1. Today, ...
2. Firstly, ...
3. Also, ...
4. I think that ...
5. I don't think that ...
6. Actually, ...
7. To sum up, ...



9. Homework. Write an essay on the following topic.
"Charity begins at home"

Try to answer the following questions in your essay. Use words and phrases which you have learned in this Unit.

1. What is charity?
2. Do you give money to homeless people? Do you think people should give money to homeless people?
3. Who do you think needs charity the most?
4. How often do you do charity? When? How?



6

International relationship Lesson 2.A. Youth organization in Uzbekistan



1. Match the organizations with their duties.

- 1) YLDP (Young leaders development project)
- 2) YIC (Youth initiatives centre)
- 3) Voice of the future

- a) frequently organizes youth forums, trainings, camps and video conferences, workshop and trainings in various directions.
- b) providing the new generation of leaders with the necessary tools to achieve their intellectual, social and spiritual potential as individual and responsible citizens.
- c) the purpose is widening the circle of purposeful young people ready to offer relevant ideas for developing education system, arranging leisure and overall advancement of new generations, working out different projects, and direct participation in their realization.

2. Sort out the words into the following parts of speech.

Goal	Inspire	Motivate	Support	Thought	Willpower
Acquire	Principles	Obtain	Experience	Exchange	Realize

noun	verb	adjective



T12. 3. Listen to the youth who are giving information about YLDP. Fill in the gaps with the appropriate words.

What is YLDP?

- Young leaders development project
- No this is home
- With different people
- But with a single 1) _____
- This is family
- Where all can 2) _____
- 3) _____
- 4) _____
- And mainly feel free in his ...
- 5) _____
- Actions
- And 6) _____
- This is a place
- The place where we 7) _____
- And we learn from them the main 8) _____ of life
- And we 9) _____ 10) _____ and 11) _____ with each other
- It is the development of youth
- For youth
- By youth

Why are you here?

- Personally, for certificate
- Hmm... To 12) _____ what 13) _____ in my mind
- To realize all my thoughts and 14) _____ society...
- I am living at and help youth
- of the most affluent country
- homeland
- my motherland
- Uzbekistan
- Uzbekistan
- This is YLDP
- Will you join us?





4. Read the text and answer the following questions.

Young leaders development project. (YLDP).

YLDP is a youth project that aims at supporting young people of Uzbekistan to develop their leadership and interpersonal skills and community involvement. It is established under "Uzbekistan Teachers of English association" (UzTEA). Gathering enthusiastic, active and initiative students, this project has started its activity from February 2014. What makes it different from other youth projects? Promoting the English language learning among students, this project runs its activity in English, meaning that all events and activities are organized through the English medium. YLDP cooperates with ministries of education and different educational institutions in Tashkent. It also has international partners, such as U.S. Embassy in Tashkent, British Council Uzbekistan, UNDP and British School of Tashkent.

1. When this program was established?
2. Which ministries and educational institutions collaborated with this program?
3. What makes it different from other youth project?



5. Read the text and choose the best answer.

All of this is just the beginning of my (1) _____. After working for 4 or 5 years, I will have saved a lot of money, I will quit my job and start a (2) _____. I will buy three or four shops and run my shops and have another business such an office or (3) _____and anything that have a good (4) _____. In that way I will make more money compared with working in the company. Having my own business, I am going to start my family. I will live in a big house which has a garden (5) _____ or maybe a pool where my children can play inside my yard because, if my children play outside, it will be a little risky. I just don't want anything bad to happen to my family.

- | | | |
|-----------------|-------------|---------------|
| 1. A) dreams | B) world | C) money |
| 2. A) doctor | B) business | C) big house |
| 3. A) house | B) start | C) restaurant |
| 4. A) knowledge | B) prospect | C) girl |
| 5. A) inside | B) outside | C) above |



6. Answer the question and compare with your partner's answer.

What are the advantages and disadvantages of making a plan for your future in advance?



7. Look at the picture and say what your plan for the future is.

- Who is responsible for your future?
- How do people around affect on your future?



8. Homework

Make a list of vocabulary which you have learned today.



6

International Relationship Lesson 2.B. Youth organization in Uzbekistan



Check your grammar: Reported speech

- Put the sentences into reported speech summarizing what was said and using the verbs in the box.

decide	offer	complain	accuse
advise		remind	

e.g. "I know you've got a lot of work to do at the moment. I'll help you type up that report if you like," he said. He offered to help me type up the report.

1. "After giving the matter some serious thought, we have now reached a final decision. We are going to join you", he said.

2. "I really think I should have been hired for that work. I'm very unhappy about the fact that I wasn't," he said.

3. "Remember that you've got to apply for a new passport. Yours is out of date now," he said to me.

4. "Someone's been reading my diary. I found it in the wrong drawer this morning. It was you, wasn't it?"

5. "You're quite shy and you need to improve your communication skills. I really think you should be more sociable to become a reporter".



Studies show that students in extracurricular activities have higher academic scores. They learn to manage their time, relieve stress and learn to strive for excellence in more than one thing.



2. Find the opposite meanings of the following words and phrases.

positive	e.g. negative
interesting	
useful	
improving	
showing	
friendly	
confidence	
winner	
health	



3. In pairs, discuss these questions.

1. Have you got a hobby? If yes, what is it?
2. How long have you had this hobby?
3. Is it an expensive hobby?
4. Why do you like it?
5. How much time do you spend on your hobby?
6. Is it a common hobby in Uzbekistan?
7. Write down three other common hobbies in your country.





4. Write three things:

- that people often play.
- that people often collect.
- three outdoor hobbies which include some physical exercises.



5. Read Anna's story.

Most of our outside activities begin as things we do or join as a family. Five of us play the violin, so we go to lessons as a family, and work on our college work when it is not our turn to be working with the teacher. Music (violin, piano, and now trumpet) is more like another college subject than an “outside activity”, and I can’t imagine my week without it. Gymnastics started in the same way – the local gym offered classes in the afternoon for homeschooled students, and all of us went to the gym together.

I’m not a gymnast, but I enjoyed the company of other students, and the opportunity to work on my strength and balance.

But my younger sister is the only one who has continued these classes. She’s less social than I am, and likes to see how far she can push herself in gymnastics. I like team sports better.



6. What differences are there between Anna’s and her sister’s interests?

Read the girls’ mottos. Whose motto did you like most? Why?

Anna’s motto: “Never stop learning because life never stops teaching.”



Anna’s sister’s motto: “Don’t mistake activity for achievement.”



7. Make a list of activities that you do after your classes.



8. Fill the gaps with the correct word from the box.

subheading

information

recommend

aim

1. You might be asked to write a report when a person in authority needs _____.
2. In the first line of the introduction, you should say what the _____ of the report is.
3. A report should be divided into paragraphs, each with a clear _____ on the left.
4. At the end of the report, you will probably be asked to _____ what should be done.

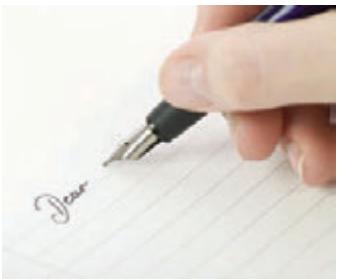


9. Complete the second sentence to make recommendations in a more formal way.

1. We should organise an interview.
Perhaps we could consider _____
2. We should make a book.
I would recommend _____
3. We should prepare questions for the interview.
It would be advisable _____
4. We should invite all students.
I would recommend _____
5. We should use a microphone for the interview.
Perhaps we could consider _____
6. We should choose representatives from each class.
It would be advisable _____
7. We should print the book professionally.
Perhaps we could consider _____
8. We should give students adequate time to prepare their contributions.
I would recommend _____



10. Make a report on the youth organization at your school or region.
(Word limit is 100–120 words)



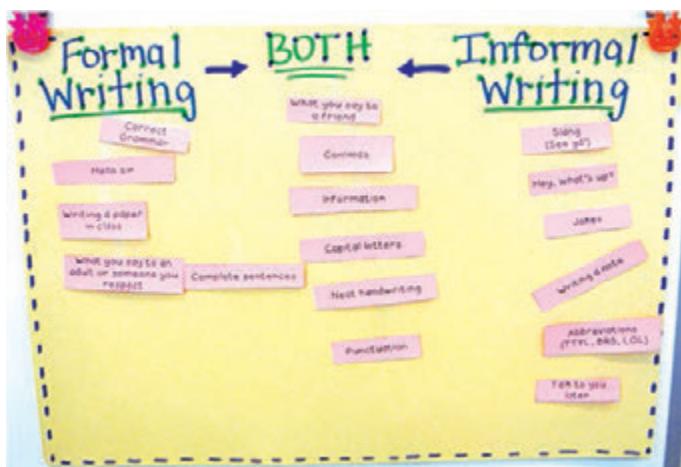
7

Filling in forms Lesson 1.A. Formal and informal writing



1. Look at these parts of letters below. Which ones are from formal and which are from informal letters?

Formal letters
are for people like head teachers or bank managers



Informal letters
are to your family or friends

Yours sincerely

Yours faithfully

I would like to remind you that your car is due for service

Dear Madam

Dear Fatima

I'm writing about your bank account...

Dear Ahmed

We are having a lovely time at the seaside

See you soon

The weather is wet

Dear Sir

Aunt Sara sent me 3 birthday cards last week.

Best wishes

I look forward to hearing from you

It is Auntie Jasmine's birthday tomorrow

2. Match the words with their pairs

- | | |
|-----------------|------------------|
| 1. different | a) manners |
| 2. good | b) communication |
| 3. informal | c) formation |
| 4. good | d) letter |
| 5. texting | e) people |
| 6. get in | f) meeting |
| 7. face-to-face | g) abbreviations |
| 8. complete | h) sentences |
| 9. well-written | i) idea |

3. Fill in the gaps with the phrases from exercise 2.

Communication, is how we 1) _____ to each other. We have many ways of communicating with all the 2) _____ in our lives. Depending on who you are communicating with there are appropriate and well not so appropriate ways to communicate. Different forms of communication can make a big impact on your message how your communicate influences the way people imagine you especially if it is someone who doesn't know you. Knowing the right way to communicate can open a lot of doors, but it takes practice. Casual or 3) _____ styles are fine when dealing with family, friends and other familiar people. 4) _____ emojis and being silly are great for giving your friends at laughs. But when delivering serious information it best to use 5) _____, 6) _____ and clarity. Use a 7) _____ or e-mail and if possible a 8) _____. sometimes a combinations of these is also 9) _____.



T.13 Listen and check.

4. Discuss with your partner. Tick (✓) the right box in the table below.

	Informal letter	Formal letter
Receivers are your friends		
Receiver is an employer		
Receivers are strangers		
It is great to use emoji		
Your are not allowed to use abbreviation		
Serious information is ...		
Casual communicating is...		



5. Match the vocabulary with the correct definition and write a-f next to the numbers 1-6.

1 a classmate

2 a school trip

3 a street performance

4 a foreign exchange student

5. a host family

6. a festival

- a) a student who goes to another country to study for a short time.
- b) a family which lets a foreign student stay in their home and live and eat together with them.
- c) a visit by students to a place to learn something about it.
- d) a special time or event when people celebrate something.
- e) somebody who studies with you in the same class.
- f) a show by an actor, musician or other performer in a public place.



6. Read the letter and find if the statements are true or false.

Hi, Simon

Sorry I haven't written till now. Since I got here, I have been really busy with the course and making new friends. I am speaking English all the time and going out in the evenings with my classmates. We are real mix of nationality: Chinese, Russian, Tai, Spanish, Italian, Brazilian... We all talk in English but I am learning loads about other languages and countries too.

My host family are really nice. His parents, Susan and Paul are very friendly and kind. The children are called Lewis and Amy. They are both in primary school and are very sweet but they can be a bit annoying too. If I have to watch the film Frozen with them one more time, I am going to be crazy. I know all the songs by heart now. Ahhhhhh!

We live pretty near the school so I walk there everyday. It's only a short bus ride from Edinburg city center, there are lots of shops and cafés there. There is an ancient castle too and we are going there on a school trip next week. Edinburg is a very interesting place to be and there is a festival on at the moment. It's awesome but a bit expensive for us students, so we have been hanging out in the streets watching free street performances from actors and musicians. Yesterday I saw magician doing card tricks-it was so much fun!

I'll send you some photos of Edinburg castle next time. Take care and let me know how you are doing.

Fran

1. Fran is in Edinburgh now. _____
2. Fran is staying at Simon's house. _____
3. Fran has been busy since he arrived. _____
4. Fran strongly dislikes the host family's children. _____
5. Fran has been to Edinburgh Castle. _____
6. Fran thinks the street performances are expensive. _____



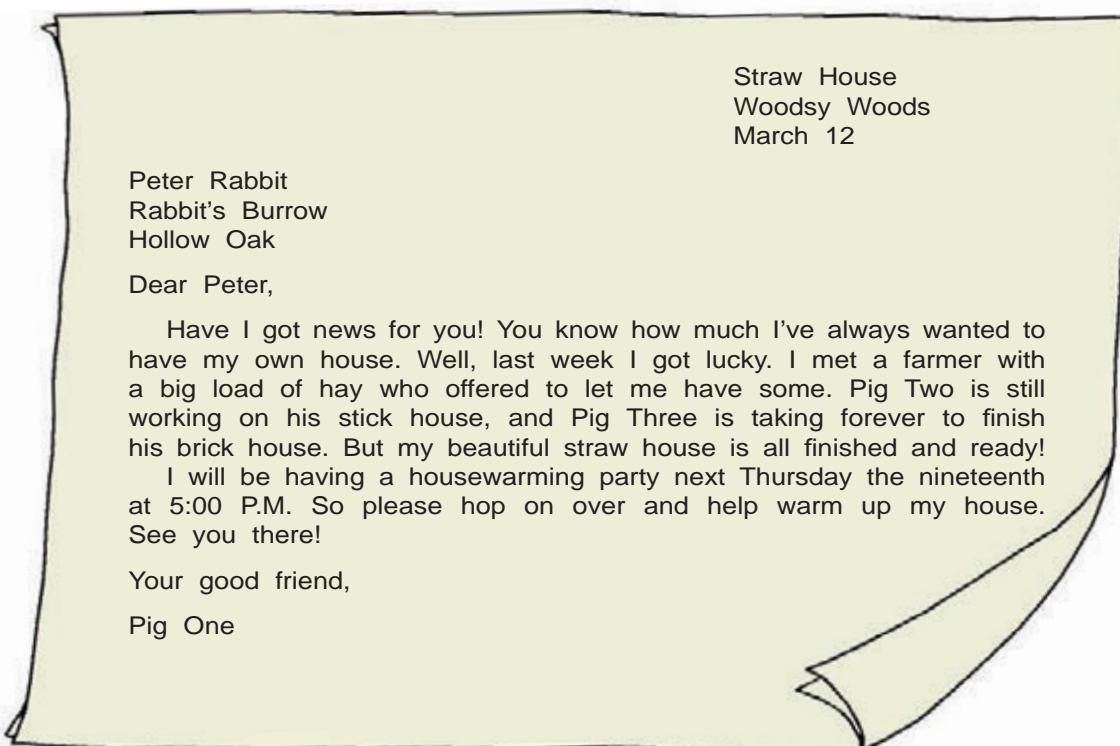
7. Write the informal word or phrase from the box next to the word or phrase with the same meaning.

pretty	loads of	How's it going?	a bit
Hi ... / Hey ...		OK	nice
			hang out

1. Dear ... _____
2. How are you? _____
3. lots of _____
4. quite _____
5. slightly _____
6. pleasant _____
7. spend time with friends _____
8. all right _____



8. Homework. Write informal letter to your friend about an exciting event in your life. The sample is given below.





7

Filling in forms

Lesson 1.B.

Formal and Informal writing



Check your grammar: Linking words

- Link the following sentences with appropriate linking words.

1. Formal conversation is left at work. Don't bring it out when you are having drinks or meals with co-workers.

e.g. When you are in the office use formal language, especially in front of the boss.

2. Usually joking around is not a good sign. Comic relief is always good when situations get too serious when it doesn't need to be. _____

3. Keep the conversation clear if you need to. Usually there are no limitations.

4. Formal speech is more accurate. Informal speech is the opposite.

5. My business partner kept formal speech. He was one of my best friend.

2. Try to make the same structured sentences using **linking words**:

e.g. Formal speech is used indoors, while informal is used outdoors.



What abbreviations do you know like this in texting language?

c or © – copyright (©1949)

e.g. – for example

ed. – editor, edited, edition

etc. (et cetera) – an so on

Mrs. – referring to a married woman

Mmes. – Plural of Mrs

Mr. – Mister

Messrs. – Plural of Mister

Dr. – doctor

IDK – I Don't Know

WBU – What About You?

IDC – I Don't Care

WDYMBT – What Do You Mean By That?

JK – Just Kidding

UOK – Are You OK?

TBH – To Be Honest

OMG – Oh My God!

LOL – Laughing Out Loud

NVM – Never Mind

CUL8R – See You Later

DW – Dear Wife

DS – Dear Son

DD – Dear Daughter

DH – Dear Husband

DB – Dear Brother

BTW – By the Way

WB – Welcome Back

NP – No Problem

PLZ – Please

TYVM – Thank You Very Much

ASAP – as soon as possible



3. Look at the phrases 1-11 and match them with a purpose a-k.

- | | |
|-----------------------------------|------------------------------------|
| 1. That reminds me, ... | a) to finish the letter |
| 2. Why don't we... | b) to apologize |
| 3. I'd better get going... | c) to thank the person for writing |
| 4. Thanks for your letter... | d) to begin the letter |
| 5. Please let me know... | e) to change the subject |
| 6. I'm really sorry... | f) to ask a favor |
| 7. Love, | g) before signing the letter |
| 8. Could you do something for me? | h) to suggest or invite |
| 9. Write soon... | i) to ask for a reply |
| 10. Did you know that... | j) to ask for a response |
| 11. I'm happy to hear that... | k) to share some information |



4. Write the phrases in the correct group.

How's everything going.

Hope to hear from you soon.

Take care.

Thanks for your letter and telling me all your news.

Say hello to your family and friends.

Sorry I haven't been written sooner. I have been away on holiday.

Please write back soon.

It was great to hear from you the other day.

To begin letter	To end a letter

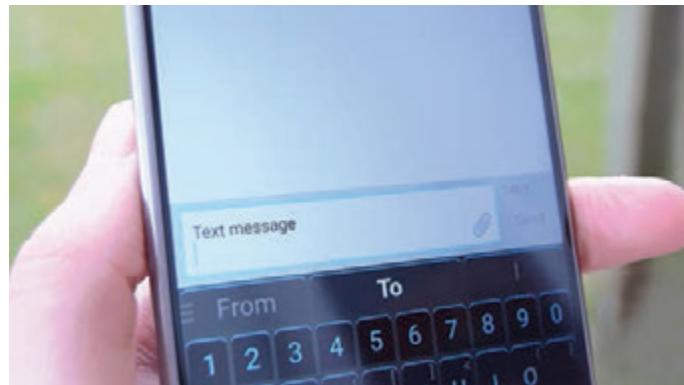


5. Discuss the following questions.

- How often do you use your mobile phone?
- What do you use your mobile for?
- How often do you send text messages?
- How long is the average text message that you send?
- How much do you spend on your mobile phone?
- How often do you change your mobile phone?
- What would your life be like without a mobile phone?

6. "Translate" the abbreviations and acronyms for informal texting.

1. CUL8R
2. BF
3. LOL
4. 4ever
5. HAGD
6. RU there?
7. gr8
8. TYVM
9. OUK?



7. Read the text and answer the question.

Who started the debate about the possible danger of texting?

Texting and literacy

Lately, some people have been concerned that the explosion in text messaging among young people is having a negative effect on their literacy skills. However, a recent study at the department of communication and science at City University in London compared the spelling and punctuation of 11 and 12-year old texters and non-texters, finding no significant differences between the two groups. It is important when texting to be fast and concise. This is to save on time and space. A reader who is unfamiliar with texting will feel lost when they see abbreviations, acronyms and emoticons. For texters, this 'language' is easy to read and easy to write. The debate about the harmful effects of texting started a few years ago. Teachers began noticing examples of texting language in their students' exam papers. One case, a 13-year-old Scottish girl who wrote an entire description of her summer holidays in text language, became famous. Her teacher sent a sample of the essay to a national newspaper and readers sent in hundreds of letters giving their opinion.

8. Read the text again and circle the correct option.
1. Some people think that young people who **don't send / send** a lot of text messages, write badly.
 2. A recent study compared the **literacy / exam results** of children who text and children who don't text.
 3. The results of the text showed that there was **hardly any / quite a big** difference between the two groups.
 4. Texters try to write their message **in code / using very few words**.
 5. **A Scottish girl / teacher** sent some text to the newspaper.



9. This is part of an essay written by a Scottish 13-year-old secondary school pupil.

Read the texting and 'translate' it into English.

My smmr hols wr CWOT. B4, we used 2 go 2 NY 2C my bro, his GF & thr 3 :- @ kds FTF. ILNY, its gr8. Bt my Ps wr so {:-/ BC o 9/11 tht thay dcdd 2 stay in SCO & spnd 2 wks up N. Up N, WUCIWUG -- O. I ws vvv brd in MON. O bt baas & ^



10. Homework

- ✓ Make a list of abbreviations and acronyms which you have learned today
- ✓ Write short text messages for your shoulder partner. Exchange your messages and "translate" them.



7

Filling in forms

Lesson 2.A.

Application forms



1. Discuss in a group.
Have you ever filled in forms?
If yes, share your experience.



Match the columns.

A	B	C
How old are you?	abdullaeva@mail.uz	name
Where are you from?	Tashkent Medical College	age
What's your surname?	English, Russian	surname
What's your e-mail address?	Tashkent	home
What's your name?	Biology and Chemistry	languages
What languages do you speak?	17	subject
What college/lyceum do you go to?	Abdullaeva	e-mail address
What's your favourite subject?	Madina	college/ lyceum



2. Match the following words and phrases with their definitions.

1. Curriculum Vitae (CV)	a) duty
2. qualification	b) can be trusted to work well
3. personal qualities	c) certificates or diplomas you need to get a job in a particular profession
4. work experience	d) good points about a person
5. reference	e) knowledge or skill gained in a particular job or activity
6. reliable	f) a written list of personal details, education, job somebody has had
7. responsibility	g) get on easily with people
8. challenge	h) information given by someone about you when you are applying for a job
9. sociable	i) something new and difficult which needs great efforts



T.14.

3. Complete the conversation between Nodira and the interviewer using the words in the box:
Nodira = N; Interviewer = I.

a nurse, Russian, ~~in Tashkent~~,
work experience, 2010, English,
qualifications, 2008, college,
sociable

I: Where do you live?
N: (1) In Tashkent.
I: Have you been to university?
N: No, I haven't. I have been
to (2) _____. I went to
Tashkent Medical College from (3)
_____ to (4) _____.
I: What subjects did you study
there?
N: Nursing.
I: Do you speak any languages?
N: Yes, I do. I speak (5)
_____ and (6) _____
fluently.

I: Do you have (7) _____
_____?

N: Yes, I do.

I: What work did you do?

N: I worked as (8) _____
at a hospital.

I: What are you doing now?

N: I'm working as a nurse at a
private clinic.

I: How long have you been
working there?

N: Since March 2013.

I: What (9) _____ do you
have?

N: I'm (10) _____ and hard-
working.

Listen and check.

4. Decide whether the sentences about Nodira are **true** or **false**.

e.g. Nodira lives in Samarkand.

false

1. She has got secondary specialised degree. ____
2. She studied astronomy. ____
3. She hardly speaks foreign languages. ____

4. She has work experience. ____

5. She is sociable and hardworking. ____

6. She has been working at a hospital since January 2013. ____



5. Discuss in a group.

- What forms give detailed information about a person?
- Have you ever filled in CV forms? If yes, when?



6. Read the text about Madina.

I am Madina Abdullaeva. I live at 47 Navoi Street in Tashkent. I'm 20 years old. My date of birth is 10 January 1993. My e-mail address is abdullaeva@mail.uz and my mobile number is +998 90 174 15 42. I finished Tashkent Vocational College of Tourism and Business in 2012. I've just finished a six-month training course in management and now I have a Certificate in Management. My IT skills are excellent and I can speak and write

both English and Russian well. I had a summer job as a receptionist at the Grand Mir Hotel in Tashkent working with the general manager, Mr Azim Kadirov who has agreed to give me a reference. I'm hardworking and sociable. I take responsibility, so I am not afraid of challenges. I'm a quick worker as well as being a reliable person. I like going for walks and reading books in my free time.



7. Complete Madina's CV using the text.

- Surname
- Given name(s)
- Address
- Phone
- Mobile
- E-mail
- Date of birth
- Education
- Qualification
- Work experience
- Personal qualities
- Reference
- Interests

Abdullayeva



8. Discuss the questions.

1. What is your name?
2. What is your address?
3. What experience do you have?
4. What are your personal qualities?
5. What do you do in your free time?
6. Where do you study?
7. Who can give you a reference?
8. What are your future plans?
9. What are your interests?



9. According to the sample, complete the information about yourself.

- | | |
|-----------------------|-------|
| 1. Surname | _____ |
| 2. Given name(s) | _____ |
| 3. Address | _____ |
| 4. Phone | _____ |
| 5. Mobile | _____ |
| 6. E-mail | _____ |
| 7. Date of birth | _____ |
| 8. Education | _____ |
| 9. Personal qualities | _____ |
| 10. Reference | _____ |
| 11. Interests | _____ |



10. Homework

Make a list of vocabulary which you have learned today.
Write full information about yourself.



7

Filling in forms Lesson 2.B. Application forms



Check your grammar: Prepositions

1. Fill in the sentences with prepositions of time (**on**, **in**, **at**):

e.g.: *Khilola is going to an interview **on** Monday.*

1. My father's birthday is ... 24th of May.
2. Mother's birthday is ... January.
3. I don't like walking alone in the streets ... night.
4. It's difficult to listen if everyone is speaking ... the same time.
5. I have to finish this essay about personal qualities ... time.
6. The price of electricity is going up ... October.
7. The course begins ... the 7th January ... 1 o'clock and ends sometime ... April.



2. Put in preposition of place (on, in, at):

e.g.: *There was a long queue of people **at** the bus stop.*

1. He spends most of the day sitting ... and looking outside.
2. The leaves ... that tree are beautiful colour.
3. One of the strings ... my rubab is broken.
4. The man the police are looking for has a scar... his right cheek.
5. I like that CV filled in accurately ... the manager's table.
6. I wouldn't like an office job. I couldn't spend the whole day sitting ... a desk.
7. If you come here by bus, get off... the stop after the traffic lights.



3. Tick (✓) all the things that you write on a CV.
Then look at the CV below and see if you were right.

1. Date of birth
2. Address
3. Family
4. Pets
5. Education history
6. Work experience
7. Skills
8. Friends
9. Languages spoken
10. References
11. Telephone number
12. Email address
13. Favourite food

Curriculum Vitae

Natasha Anne Lane

Date of birth: 15 January 1998



Contact information

✉ 37 Cherry Road
Liverpool
LA12 456
✉ natashanne@myworld.com
✉ 0044 151 123456

Education

9 GCSEs including English and maths
Evesop High School, Liverpool

Work experience

Helper at Playland Nursery School in summer holidays — 1 month
Waitress at Italia Pizza restaurant on Saturdays — 17 months

Languages

French — B1 level
Spanish — A2 level

Skills and interests

Swimming
Lifeguard course — Evesop Swimming Pool

References

Mrs M. Norton, Playland Nursery School, 42 Cherry Road, Liverpool

http://www.jobs-in-liverpool.com

Babysitter wanted
Weekends and some evenings.
Experience with children necessary.

Sol & Sombra café needs waiters and waitresses
Saturdays 10 a.m.–5 p.m.

Computer Bytes shop
Shop assistant needed Saturdays 9 a.m.–5 p.m. Good knowledge of computers necessary.

Lifeguard at Cherry Tree Road Swimming Pool
Tuesday and Thursday evenings, 5–8 p.m. Must have lifeguard certificate or qualification.



4. Circle the best answer or answers.

1. Where does Natasha live?

- a) Liverpool b) London c) Leeds

2. How many of her exams did Natasha pass at school?

- a) none b) two c) nine

3. Natasha doesn't have an email address.

- a) true b) false c) answer is not given

4. Are all the advertised jobs for weekend work?

- a) yes b) no c) answer is not given

5. Which two jobs are for weekday evenings?

6. Which three jobs could Natasha apply for?

- a) babysitter b) waitress c) computer shop assistant d) lifeguard



5. Use the headings in the box to complete the CV.

Languages	References	Email	Education
	Address	Date of birth	
Work experience		Skills and interests	
	Mobile		

CV – UT-Umida Tursunova

- 1 _____ : 26 August 1997
2 _____ : 94 Farkhad street, Tashkent, Uzbekistan
3 _____ : utursunov@gmail.com
4 _____ : 99894 635 06 86
5 _____ : secondary school N 195
6 _____ : Cashier at a large supermarket
7 _____ : English – A2, Russian – B2
8 _____ : Mountain biking, drawing and computer programming
9 _____ : Mr Soliyev, the director of secondary school N 195



7. Complete the CV with your own details.

Curriculum Vitae

Name:

Date of birth:

Contact information

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

.....
.....

.....
.....

Education

.....
.....

Work experience

.....
.....

Languages

.....
.....

Skills and interests

.....
.....

References

.....

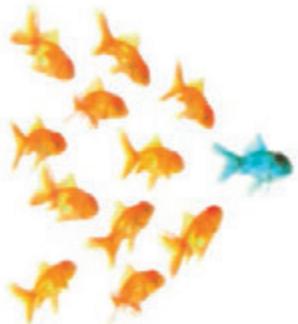


8

Identifying your skills Lesson 1.A. Success as a learner



1. Discuss with your partner.
How do you link these two pictures?



a)



b)



2. Divide the words in the box into the following skills.

confidence	reading	communication	punctuality	writing
thinking	leadership	friendship	hardworking	responsibility
reliability	adaptability	speaking	listening	



academic
skills



personal
management
skills



teamwork
skills



T 15. 3 Listen to the conversation and list Sevara and Laylo's qualities.

Laylo	Sevara



4. Discuss with your partner.

1. Why did Sevara call Laylo irresponsible?
2. Did Laylo have a reason? Did she tell Sevara about it?
3. Why did they praise Sevara?



5. a) Divide the following qualities into positive and negative.

punctual, impatient, responsible, mean, funny, serious, enthusiastic, bright, reliable, honest, unreliable, irresponsible, unfriendly, unable, dishonest, impatient.

Positive	Negative
<u>punctual</u> , _____	<u>unable</u> , _____
_____	_____
_____	_____
_____	_____

b) Discuss with your partner.

- Which of these qualities do you have?
- Have you ever tried to improve your negative qualities?



6. Answer the questions below.

- Have you had the kind of situation that Sevara had?
- Did you have to replace anybody?



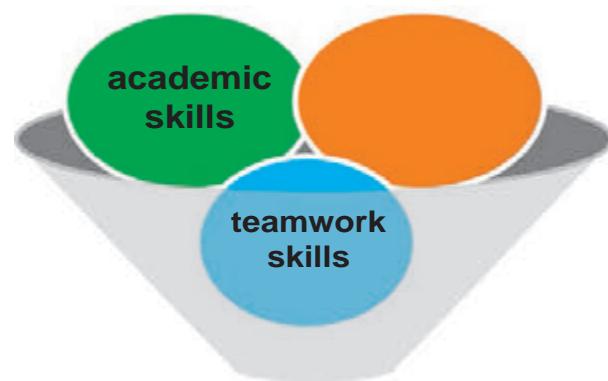
7. Read about Sardor. He is talking about himself and his new college.

My name is Sardor, I'm 17 years old. My hobbies are reading books, playing the guitar, listening to music and visiting different galleries.

Since I started coming to this college, I have made only few friends because I'm not sociable. I have difficulties in getting on with people, because I am very shy. So I found difficult to get on with my groupmates. My group-mate Jasur is a very talkative, cheerful, responsible, goal-oriented, sociable, easy-going and interesting student with a good sense of humour. He is also an intelligent and educated person. He is the first person who talked to me in this group. Now we are best friends.

Now I am trying to be able to work well both on my own initiative and as part of a team. I try to learn something new from every experience because I believe there is always room for self-improvement

Your skill set...



both personally and professionally. Despite my faults with my groupmates, I worked hard on my study. So I made progress in my English. By the way, my group is an English group. I used to study in a different way, but here I learned other methods that helped me a lot. I really enjoy coming here because there are so many clever and active students. The teachers are kind and helpful.



8. Find out whether the statements are **true** or **false**?

- a) Sardor is a very talkative and easy-going boy. —
- b) He changed his college. —
- c) His friend is very shy. —
- d) He made progress in his maths. —
- e) Sardor's teachers are supportive. —



9. Answer the questions.

1. What kind of person is Sardor?
2. What was difficult for him?
3. Have you ever been in a situation like Sardor's? If yes, what did you do?



10. Match the words with definitions.

- 1) analyse (v)
- 2) require (v)
- 3) customer (N)
- 4) research (N)
- 5) communicate (V)
- 6) investigation (N)
- 7) plan (V)
- 8) decision (N)
- 9) organize (V)

- a) a person who buys good or a service
- b) to share information with others by speaking
- c) to decide how to do something in the future
- d) to study or examine something in detail
- e) to make arrangements to something to happen
- f) a choice that you make about something after thinking about several possibilities
- g) need or make necessary
- h) the act or process of examining a crime, problem, especially to discover the truth
- i) a detailed study of a subject



11. Discuss the following questions with your partner.

1. What are some characteristics of your personality?
2. What makes you happy?
3. What are some things that make you angry?
4. Are you a shy person? In which occasions are you shy?
5. Do you consider yourself selfish ? Why?
6. In what way has your personality changed? Why has it changed?
7. Are you more introverted (focused on your inner world) or more extraverted (focused on other people and the outer world)?
8. What personality traits do you consider important in a good friend / boss / a partner?



12. Homework

1. Make a list of vocabulary of Unit 8 and form sentences for each.
2. Make a report on the personal and professional skills of your idle person (Actor, politician, family member). Word limit 80–100
3. Share your report with your peers.



8

Identifying your skills Lesson 1.B. Success as a learner



Check your grammar: Adjectives

1. Circle the correct option.

1. Imaginable
A) Inimaginable
B) Unimaginable
2. Perfect
A) Imperfect
B) Inperfect
3. Expected
A) Unexpected
B) Inexpected
4. Different
A) Undifferent
B) Indifferent
5. Available
A) Inavailable
B) Unavailable

6. Clean
A) Inclean
B) Unclean
7. Believable
A) Unbelievable
B) Inbelievable
8. Fashionable
A) Unfashionable
B) Infashionable
9. Worthy
A) Unworthy
B) Inworthy
10. Safe
A) Unsafe
B) Insafe



2. Use one of the adjectives in the box with a negative prefix to complete the sentences.

sensitive, expensive, regular, formal, comfortable, polite,
friendly, patient, sincere, loyal

1. The teacher told her pupils to learn twenty _____ verbs.
2. Mrs. Brown is really _____. She never wants to talk to anyone.
3. Susan does not want to be _____ to her friends.
4. Adam is so _____. He never wants to explain things twice.
5. These window locks are _____ and effective.
6. John said, he was sorry, but they were sure that he was _____.
7. It is very _____ to tell people that you don't like their clothes.
8. These parties are almost always _____, there is no dress code.
9. They were sitting in a very _____ position.
10. Mr. Black thinks it is very _____ of Tom to think he can do just what he likes.



3. Write down suitable synonym and antonym for each given word.

Word	Synonym	Antonym
Start		
Sociable		
Difficult		
Cheerful		
Educated		
Team		
Believe		
Hard		
Clever		
Different		



4. Read the following personal profiles. Have the writers included all information?

By Imron

My name is Imron. I am from Tashkent. I am 17 years old. I am studying in the 10th grade at school 307. I've got lots of hobbies and interests. I like reading psychological books, listening to pop music, watching films. I also do a lot of sports. I particularly enjoy swimming and football. I'm also interested in photography.

I'm quite an ambitious person. I want to go to University and then get a job in web design. I think I'm quite hard working. Being honestly, I am slightly stubborn and impatient too.





By Khonzoda

My name is Khonzoda. I'm 17 and I am a pupil of the 10th grade. I live with my parents and my brother, Saidbek.

My hobbies are traditional fashion and classical music. I am not very keen on sport, but I sometimes play tennis with my friends.

I'm not lazy. I am hardworking and friendly. I'm quite confident and I prefer talking to other people. I think I am kind and loyal to my close people.

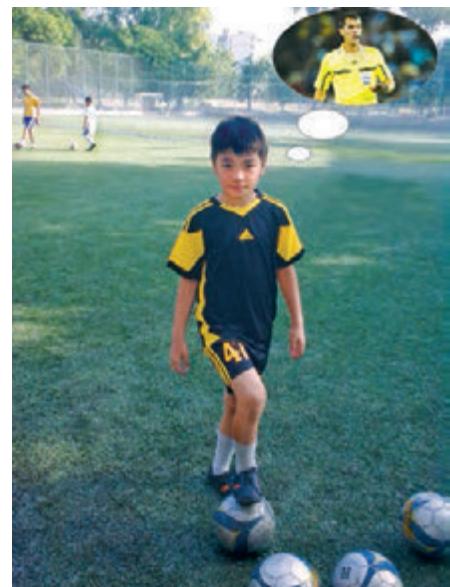


Answer the questions.

1. How old are they?
2. Where do they study?
3. Which sports do they like? What other hobbies and interests do he have?
4. What personality adjectives do they use to describe themselves?

5. Tick (✓) the statements that are suitable for your future plans.

- I will make good friends;
- I will make full use of school facilities;
- I will develop new interests;
- I will learn to work better with other people;
- I will learn to express myself better;
- I will really enjoy myself;
- I will develop my creativity;
- I will take care of my health;
- I will learn to manage myself as an adult;
- I will learn to be a well doing student;
- I will learn to balance family friendship and studying.





6. Give brief information about yourself using the following words and phrases.

Who you are:

highly skilled, highly motivated,
knowledgeable, creative, reliable, flexible,
adaptable, energetic

What you can do:

expert on, responsible for,
ability in, excellent at

What you want:

(career target); looking for,
a position in, objective is ...



7. Homework. Make notes about yourself. Organise your ideas into three sections.

Write a personal profile of 80–100 words for an Internet chat room. Call your profile “My personal profile”. Include:

- 1) an Introduction with your name, hometown, age and brief information about your school and family.
- 2) information about hobbies, interests and sports.
- 3) a description of your personality.



8

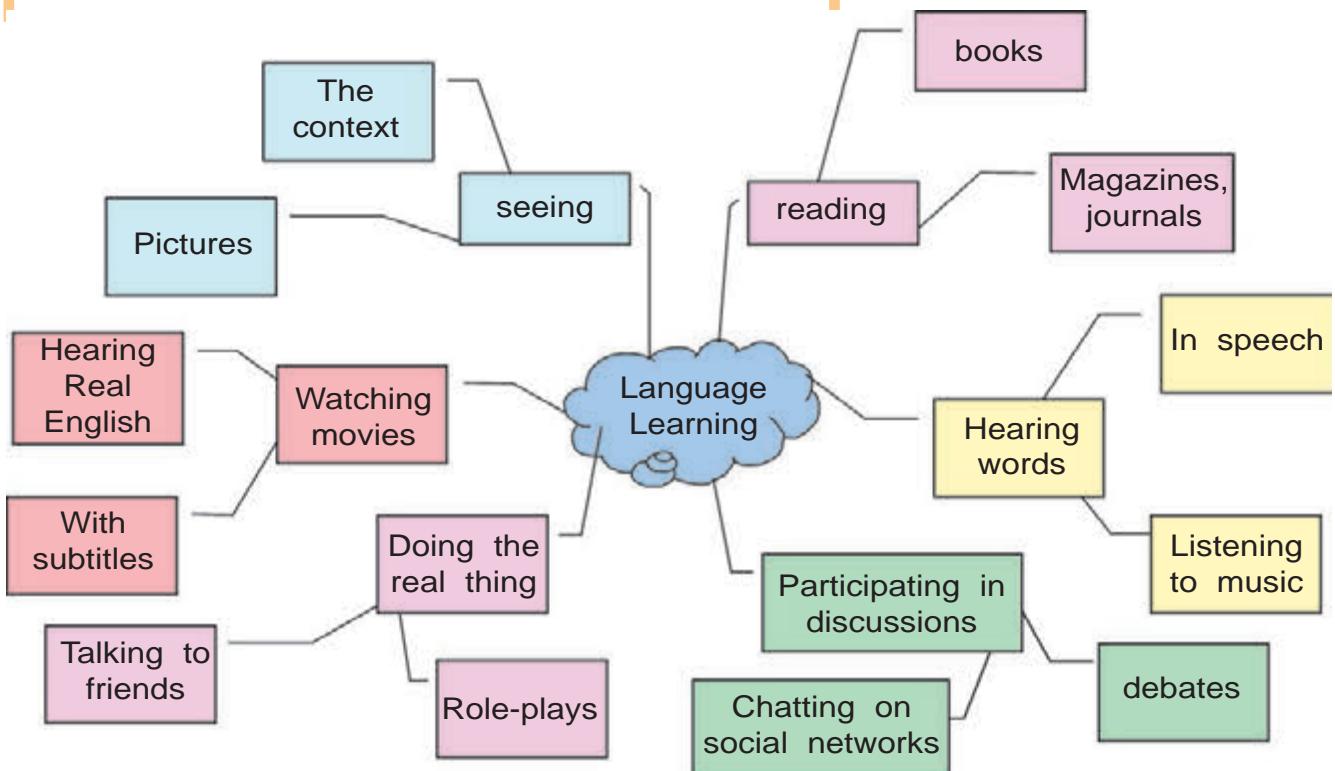
Identifying your skills Lesson 2.A. How smart are you?



1. Answer the questions of the quiz:
"What kind of student are you?"

	Mostly true	Sometimes true	Not true
I care about doing well at school			
I try my best at school each day			
I do my homework			
I understand things that I have read			
I have the things I need for class			
I get along well with my teachers			
I take good notes in the class			
I am good at taking tests			
I ask and answer questions in the class			
I am happy with my grades			

Good Study Habits mean Good Grades.
Good Grades lead to Good Career Options.
Good Career Options mean Good Life.





2. Look at the following words and match their synonyms.

Actually	I think
Kind of	Many, much
In my opinion	Truly
Plenty of	Similar to
Spare	I'd love to
With pleasure	Free



T 16. 3. Listen to the dialogue and complete the sentences.



Jack: Hi Lola, how are you doing? How are your _____?

Lola: Hi Jack, I'm doing _____. What about you? My studies are going well too.

Jack: Oh, nice to hear it. Actually I'm doing well too but there are some _____ with my studies.

Lola: Really? What kind of problems do you have? Can I help you?

Jack: I've got an exam soon, but in my _____ I'm not ready.
I got a very low score in last semester's exam.

Lola: Why you didn't prepare well for it this _____. I think you had a plenty of time, right?

Jack: Yes I had but as you know I work and study at the _____ time. That's why I couldn't find spare time for revision.

Lola: Yes, yes I know about it. What subject is the exam in?

Jack: It's in _____.

Lola: Ok, it's no problem for me. I will help you with pleasure.

Jack: Thanks, you _____ my life.



4. List eight effective ways of learning English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



5. Read the text and mark the statements with True or False.

How did I learn English?

My name is Mansur. I live in Tashkent and Uzbek is my native language. I am a mathematician, but I like learning English too. I learned English very well and now I want to share my experience with other people.

I had my first contact with English when I was six. My dad inspired me to listen to The Beatles. I listened to them every day for the next seven years. In the beginning I could understand nothing of what they were singing. But soon I started to understand every word, especially the ones which appeared in the titles. So The Beatles were my first motivation. Today, I can understand The Beatles very clearly. When I was 13 years old, I started reading science fiction books. I read in Uzbek. The books were all American. I could not read the original versions because I did not know English so well. Somehow I felt that in English the books will be even more interesting and reading will be more exciting. I finally decided that I wanted to read books in English. I learned every new English word that I met. I found that reading is much more exciting in English. Now I study mathematics. Most of the books in my math institute's library are in English. I discovered that my knowledge of English is very important for my learning mathematics.

1. Mansur is an architect. _____
2. He began learning English when he was six. _____
3. He began learning by reading books. _____
4. The first English songs he heard were by The Beatles. _____
5. He began reading English books when he was 13. _____
6. He wanted to read books in the original language. _____
7. He discovered that his English is useful for mathematics too. _____



6. Match the words with the suitable definitions. Find out their antonyms.

New words	Definitions	Antonym
1. Native	A) motivate	_____
2. Contact	B) start to be seen	_____
3. inspire	C) desire	_____
4. Appear	D) connected with the place where you were born	_____
5. Motivation	E) copy	_____
6. Version	F) to be sure for doing something	_____
7. decide	G) relationship	_____
8. discover	H) find something new	_____



7. Discuss the following questions with your partner.

1. When did you begin learning English?
2. What kind of ways did you use to remember new words?
3. What techniques of learning English do you know?
4. What was difficult for you to learn?
5. Did you attend a special course? If yes, was it helpful for you?
6. Did you do a lot of homework?
7. Do you think it is helpful to learn a language through songs?
8. Does reading books in the original language help? If yes, have you ever read any?



8. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report on the importance of learning English. Word limit is 80–100.
3. Share your report with your peers.



8

Identifying your skills Lesson 2.B. How smart are you?



Check your grammar: non finite forms of the verbs

1. Put the verbs in the correct form.

e.g.:

1. Auditory type people prefer listening to the speech and they can memorize it best.
2. Stephanie should keep _____ (write) the things several times to remember them.
3. Dildora likes _____ (touch) things and _____ (move) around in the class.
4. To remember scientific lectures Lily should start _____ (read) them aloud.
5. Stephanie enjoys _____ (read) the news on a newspaper.
6. My brother prefers _____ (watching) local films.



2. Fill the questionnaire. Ask the question:
Do you like...?

Activities	you	classmate	teacher
Dancing			
Riding a bicycle			
Walking the dog			
Playing computer games			
Reading comics			
Cleaning the house			
Plating basketball			
Shopping at the supermarket			



3. Look and match the pictures.



1.



2.

- A) Visual
- B) Tactile/kinesthetic
- C) Auditory



3.



4. Read the text. Read the statement and define the learning style. Put V-for visual, A-auditory, K-kinesthetic

Auditory Learners

Remember stories better if they hear them than if they read them, can follow spoken instruction better than written ones, and say every word in their head as they read silently.

Auditory Learners can try the following study tips:

- Record lectures and listen to them several times.
- Join a study group.
- Read and repeat important points out loud.

Visual Learners

Learn best from reading, like to see things written out, and picture things in their heads to remember them.

Visual Learners can try the following study tips:

- Watch the instructor and take notes during the lecture.
- Organise, rewrite, and highlight notes.
- Visualise words or facts that need to be memorised.

Tactile/kinesthetic Learners

Enjoy hands-on learning, are good at puzzles and mazes, and can often put things together without instructions.

Tactile/kinesthetic Learners can try the following study tips:

- Make lists or write things out several times.
- Use computers and hands-on study aids.
- Learn by doing and practising, or by role-playing.

1. Can remember best about a subject by listening to a lecture. _____
2. Requires explanations of diagrams, graphs, or visual directions. _____
3. Can easily understand and follow directions on a map. _____
4. Learns to spell better by repeating words out loud. _____
5. Can remember best by writing things down several times. _____
6. Follows oral directions better than written ones. _____
7. Feels very comfortable touching others, hugging, handshaking. _____
8. Good at working and solving jigsaw puzzles and mazes. _____
9. Play with coins or keys in his/her pocket. _____



5. Make a survey in class. Find out who are visual, kinesthetic or auditory types of learners.



Visual Learner:
Learns best by seeing



Auditory Lerner:
Learns best by hearing



Kinesthetic Learner:
Learns best by feeling
or experiencing

name 1	name 2	name 3	Types of learning



6. Make a required list.

- A. List of new words of the Unit 8.
- B. Form sentences using new words.



7. Discuss in small groups.

- a) When did you begin learning English?
- b) What kind of ways did you use to remember new words?
- c) What techniques of learning English do you know?
- d) What challenges do you come across while learning?



8. Read the text. Did the writer compose a narrative paragraph correctly?

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.

New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

The capacity to learn
is a gift; The
ability to learn is a
skill; The
willingness to learn
is a choice.

meetville.com

Brian Herbert

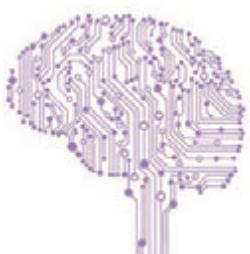
**NEVER STOP
LEARNING,
BECAUSE LIFE
NEVER STOPS
TEACHING** ↑

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9. Homework

Write a narrative paragraph about how you learnt a new skill.



9

IT skills Lesson 1.A. Basics of e-learning



1. Match the words with pictures:

SPEAKERS / USB CABLE / MONITOR (SCREEN) /
PRINTOUTS / MICROPHONE / KEYBOARD / CD DISK /
TABLET / LAPTOP/ COMPUTER / PRINTER / SCANNER /
USB FALSHDRIVE (MEMORY STICK) / FAX MACHINE /
PORTABLE HARD DISK / TURN OFF ICON /
HEADPHONES / JOYSTICK

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.

- 8.
- 9.
- 10.
- 11.

- 12.
- 13.
- 14.



2. Jamil and Sarvinoz are talking about important inventions. Listen to their conversation and answer the questions.

1. What does Sarvinoz think is the most useful invention?
2. How often does she use it?
3. In Jamil's opinion, what is the main purpose of TV?
4. In Sarvinoz's opinion, which types of TV programmes are very useful?
5. What is the most important thing that Jamil owns?
6. Which other useful invention does he mention?
7. How does his computer help him with his school work?
8. How does he use it to communicate with his friends?
9. Who else uses Jamil's computer?
10. Why doesn't Sarvinoz use a computer much?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



3. Discuss these questions with your partner.

1. How often do you use the Internet?
2. What are the advantages and disadvantages of working online?



• In the 19th century a teacher in England had a good idea. Instead of teaching students in a classroom, he taught each student at the students' home. This is the start of what would lead to "correspondence courses". Student and teacher communicated by post. It was distance learning.

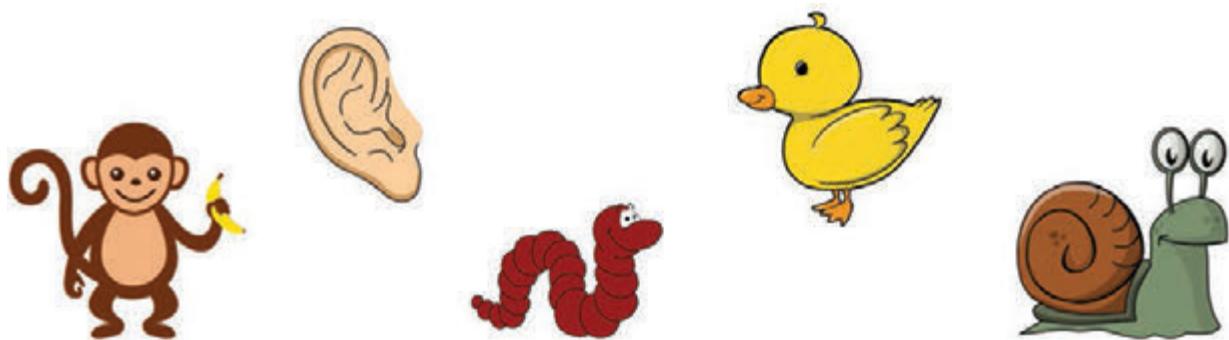
• In the 1990s, the Internet provided a new form of distance learning where teacher and students



communicated over the Internet. We call it e-learning.



WHO PUT @ in your E-mail?



In English it is called simply “at”, but other languages have more interesting names. In South Africa it is “monkey’s tail”; in Denmark it is often “pig’s tail”; in France it is sometimes “little snail”; in Greece it is “little duck”; in Hungary it is “worm”; in Poland it is sometimes “monkey”; in Russia it is usually “little dog”, in Sweden it is “elephant’s trunk” and Turkish emailers call it simply “ear”.



4. Read the text below and identify if they are True, False or Not Given.

Today we talk to Ray Tomlinson, the man who invented @ and email.

Q: When and why did you invent email?

It was in 1971 and I’m not sure there was a real reason for inventing it. It was a fun thing to try out and probably took four to six hours to do. I can’t remember exactly how long it took. Less than a day, spread over a week or two.

Q: How do you feel about spam and viruses?

I get annoyed when I get spam. It’s a tough problem but we’re going to solve it. So far the solutions aren’t working – they either filter too much or not enough. We must find a better way to stop spam. Viruses are another problem and you usually get them from an email attachment or a downloaded app or file. For example, an ISP could throw away all emails with attachments, but then email wouldn’t be any use. We’ll have to find a solution.

Q: Does it bother you that you’re not a household name – that most people don’t know what you’ve done?

No, it doesn’t bother me. Computer nerds know that I’ve done it. I get emails from people who say “What you did is great. Why don’t you do something about spam? It’s a kind of nice that some people are interested in what I did – but it’s not the centre of my life.”

- Ray Tomlinson said he had invented the computer in 1971. _____
- He said it was easy to invent email. _____
- He told the interviewer that email was a tough problem. _____
- He said that they were going to solve the problem of spam. _____
- He said that solutions to spam were working. _____
- He told the interviewer that he got lots of emails. _____
- He said computer nerds didn't know that he had invented email. _____
- Emails to Ray said what he had done was great. _____
- Ray said it was nice that no one was interested in what he had done. _____



5. Match the words to compound nouns.

- | | |
|---------|----------|
| 1. band | a) board |
| 2. down | b) cam |
| 3. fire | c) less |
| 4. home | d) line |
| 5. key | e) load |
| 6. on | f) page |
| 7. web | g) wall |
| 8. wire | h) width |



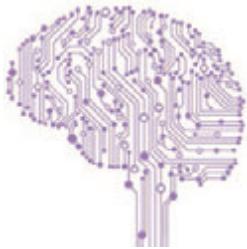
6. Use the words in exercise 1 to complete the sentences one word is not used.

- He hates cables; that's why he has a _____ mouse and _____. .
- My _____ blocks all those irritating adverts.
- This _____ has a simple design, but it gives a lot of information.
- My friends can _____ photos and song from my blog.
- The city's web is connected to a _____ which films people in the main street.
- _____ is important, it means your internet connection can go faster or slower.



7. Homework

Make a list of vocabulary you have learned today.
Write short story about your first computer.



9

IT skills Lesson 1.B. Basics of e-learning



Check your grammar: Reported speech.

1. Rewrite the following statements in the reported speech.

1. "Hackers attacked our school computers and stole important data" – the student said.
2. "My computer isn't functioning well" – Jamil said.
3. "The speed of the Internet will be better tomorrow" – said the technician.
4. "Nasim has been playing computer games since 10 in the morning" – her mother said.
5. "Stop downloading those films! It's illegal" – his brother told him.
6. "Nodira is surfing the Net at the moment" – the teacher said.
7. "My mother never watches reality shows" – Sarvinoz said.
8. "Cyber bullying is increasing all over the world" – our teacher said.



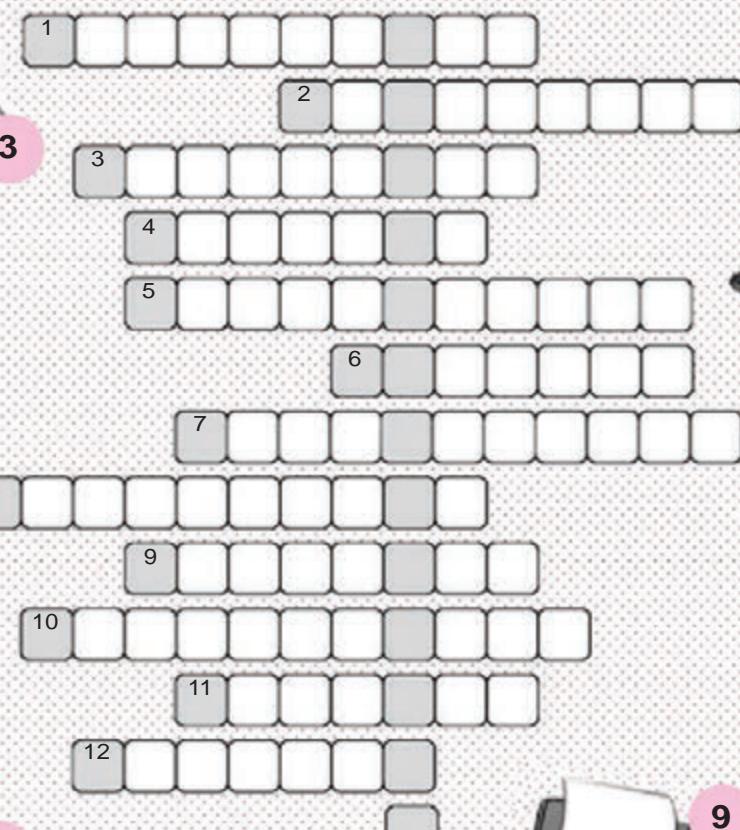
2. Rewrite the following questions in reported speech.

1. "Why doesn't this computer work?" – the teacher asked us.
2. "What are you coping and pasting from the Net?" – My mother asked me.
3. "Did you install the antivirus I bought yesterday?" – my father asked.
4. "Hadn't you already installed one before?" – my mother asked.
5. "What is the URL of the new site you told me about?" – Farrukh asked.
6. "Have you sent her an e-mail?" – the boy asked.
7. "Did she download the necessary files last week?" – the teacher asked.
8. "Was she sending mails when the headmaster arrived?" – Rakhim asked.



3. Do the crosswords.

TECHNICAL THINGS





4. Are these points about Video games or Sports?
Circle the correct subject.

1. You can play basketball, water-ski or dance in your own room.
Video games Sports
2. You can play them outside in the fresh air.
Video games Sports
3. It's the best way to stay physically fit and healthy.
Video games Sports
4. You can play them even when the weather is bad.
Video games Sports
5. You can compete with people all over the world via the internet.
Video games Sports



5. Discuss the following statements with your friends.

1. There are a lot of different types of games.
2. Video games are fun to play with your friends.
3. Video games allow you to play many different sports.
4. You can compete with people all over the world via the internet.
5. Playing video games is the best way to stay physically fit and healthy.
6. It's better to do exercise outside in the fresh air.
7. You can play video games even when the weather is bad.
8. Playing sport is more intense exercise than playing video games.



6. Match the words and phrases that have the same meaning and write them below.

In addition,
First of all,
Nowadays,
In fact,
In conclusion,
I believe that ...
I disagree that ...

1. Today, ... _____
2. Firstly, ... _____
3. Also, ... _____
4. I think that ... _____
5. I don't think that ... _____
6. Actually, ... _____
7. To sum up, ... _____



6. Read the people's ideas about computers.
Discuss in the group.

I'm so thankful, my childhood was filled with imagination & from playing outside, instead of apps & how many likes you get on a picture

How to travel in time: read.
How to escape time: music.
How to feel time: write.
How to waste time: social media.
Choose the best answer.



7. Homework. Take a note.

Advantages of computers	Disadvantages of computers

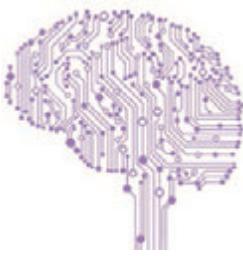


8. Write an essay "Advantages and disadvantages of using computers".



Some connectors you can use:
For adding ideas: and, also, too, moreover, besides, furthermore, not only ... but also..., in addition, as well as.

For contrasting ideas: on one hand / on the other hand, although, however, though, nevertheless, but, despite, even so.



9

IT skills Lesson 2.A. Internet safety



1. Decide whether the statements are true or false.

1. Information on the Internet can always be trusted to be factual. It wouldn't be online if it wasn't true. _____
2. Anything I send in my private email, address or birthday. _____
3. Websites must have my permission to put online any personal information about me, like my phone number. _____
4. If I want to know something about a stranger that sends me an Instant message, I can check their profile and trust that information. _____
5. Installing a virus checker on my machine will keep my PC safe.

6. Putting blocking software on my child's PC will keep my child safe.

7. I can always trust emails and attachments I get from friends. _____
8. People who look for children to harm often don't get caught until they've hurt over 30 children. _____
9. Criminal and terrorist are sending encrypted messages in photos as forwards being mass-email around the world. _____

2. Match the words with their pairs.

- | | |
|------------------|---------------------|
| 1. Meeting up | a) safe |
| 2. Keep | b) be dangerous |
| 3. Stay | c) your information |
| 4. Them | d) with strangers |
| 5. Stay safe | e) with people |
| 6. Strangers can | f) friends |
| 7. They can | g) online |
| 8. Make friends | h) the time |
| 9. Crying all | i) never met |
| 10. Keep your | g) information |
| 11. You have | k) say about |
| 12. You | l) share |
| 13. Colour of | m) on the internet |
| 14. Make | n) your hair |



3. Listen to the song and complete the sentences.
Write no more than four words.

1. You've got _____ on the internet, _____ with people that you've never met.
2. You have got _____ close to your chest.
3. _____ with _____ is a bad idea.
4. _____ it's true I fear.
5. Think about the information that _____, do you want the world to know the _____?
6. _____ your _____ all a secret so you, have no worries with the way the world will see you.
7. _____ don't _____ with people that you've never met.
8. Be nice to people when you talk to _____.
9. Be responsible and _____.
10. Think about the things that _____ you.
11. It's personal and just for you and not for people _____.



4. Read the text and find out if the following sentences are true or false.

Staying safe online

1. Don't post any personal informal online-like your address, email address or mobile number.
2. Think carefully before posting picture or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Never give out your passwords.
4. Don't be friend people you don't know.
5. Don't meet up with people you've met online. Speak to your parent or care about people suggesting you do.
6. Think carefully about what you say before you post something online.
7. If you see something online that makes you feel uncomfortable, unsafe or worried; leave the website, turn off your computer if you want to and tell a trusted adult immediately.

1. Don't send you address, phone number and some information about yourself to people who you don't know about _____ .
2. Certainly you can post you pictures and videos _____ .
3. You should show your password _____ .
4. Shouldn't make a friend with strangers _____ .
5. You meet with people, who you have met online _____ .
6. You should think about what you say before connect with people online
_____ .
7. If you feel yourself uncomfortable, you shouldn't leave website
_____ .

5. Fill in each blank with the best word from the box. Use each word only once.

Understand
virus
disk

bar graphs
software
receive

damage
remove
internet

1. If it is a virus, your computer might get _____.
2. You can avoid unwanted emails by getting the right _____.
3. You will have to pay to _____ it from your computer.
4. If you have an e-address, at some point you might _____ a message from someone you don't know.
5. The _____ in normal zones throughout you devises.
6. I don't think the _____ is the answer.
7. They _____ 4 years looking for dates online.
8. Fully _____ how to use the drive computer.



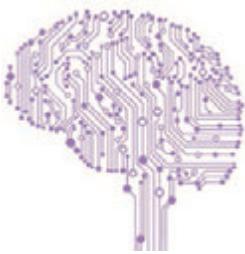
6. Discuss the following questions with your partner.
With the best word from the list. Use each word only once.

1. Do you know how to use internet?
2. What's internet safety?
3. What should we know before using internet such as facebook, you tube telegram and other?
4. Can you tell negative and benefit sides of internet?
5. What does spam mean?
6. What do you think how internet developing in Uzbekistan?



7. Homework

Make a list of vocabulary which you have learned today.
Write an essay about internet safety.
Share you report with your peers.



9

IT skills
Lesson 2.B.
Internet safety

Check your grammar: prepositions

1. Correct the underlined prepositions.

1. It's a big reality that now students take a lot of help to Internet.
2. There they can find on articles of scholar and other professional people which would be helpful to them.
3. One from the most important benefits at Internet is that students can earn through internet through bloggers.
4. Student can take interest at earning through internet.
5. By using internet wisely, students can get many information for enrich their knowledge.
6. Children nowadays seem losing their ability on communicate with others.
7. While the internet does a lot of students, there are also benefits to parents and teachers.

2. Put the suitable preposition in the gaps from the box.

of	to	to	of	with	on	from	in	to
				in	with			

As a disadvantage, educators may consider this information overload. With all 1. ____ the information available to students, they may find it difficult 2. ____ choose which information is most important to a topic and also when 3. ____ stop looking. In addition, the validity 4. ____ Internet sources varies considerably from website, which means students can very acquire inaccurate or outdated information online.

An online education provides students 5. ____ the convenience of going to class and completing assignments 6. ____ their own timetable. Students who take classes 7. ____ a college or university nowhere near their home and get an education experience not available to them locally. Students who travel with a job can take a class 8. ____ a house, hotel room or coffee shop. Students save on housing, gas money and travel.

However, an online education means face-to-face instruction does not exist, nor does ability 9. ____ get instant feedback on class assignments 10. ____ many situations. They also can't hear questions from other students (or ask questions themselves), which often can give clarification to a student struggling 11. ____ the concepts of the materials.



3. Read the information about internet.



Internet

- Sometimes called simply "the Net". It was conceived by the Advanced Research Project Agency (ARPA) of U.S. government in 1996 and was first known as the ARPANet
- Today the Internet is 8,354 days old. Check how old is the internet to keep up to date

4. Match the passages with the headings below.

Business support	Control	Informed purchasing decisions
Saving money	Saves time effort	Entertainment
Getting access to some of the best website		

1. _____

Using e-bank and e-government saves considerable time and effort which gives you and your family to pursue hobbies.

2. _____

I have some favourite websites which I often refer to for work or leisure. These come in handy when looking for something on the web.

3. _____

For being able to find up-to-date information and known-how on any topics. For example, when I wanted to select a PR company, American PR Association had articles on how to select the best PR company for your business. And it worked perfectly

4. _____

I used some award-winning designers from Chile, USA and Romania for a project for a fraction of the cost of using an overpriced regional design firm (which had also bid for the project).

5. _____

You can find information on almost any product and service. You can read reviews, see ratings and read actual consumer feedback and the latest products within minutes of their release

6. _____

You are in a position choose what you want to see, where, when and for how long.

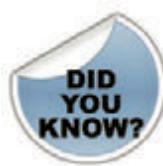
7. _____

I like reading those funny e-mail from friends. Now you can make all your friends around the world laugh. Even if you are not good at cracking jokes, you can simply download them from the Internet and forward them to your friends.



5. Discuss the following questions in the group.

1. What information have you got about “entertainment”?
2. Have you ever read about “business support”?
3. How often do you use the Internet?
4. Which web-sites do you often use?
5. What are the advantages and disadvantages of using the Internet?



Advantage and disadvantage essay
When you have this type of advantage, disadvantage essay it is important to distinguish between this and one that asks you to discuss advantages and disadvantages but does not ask your opinion



6. Make a list:

- A) List words related to the topic “Internet safety”.
- B) List of advantages and disadvantages of Internet.



7. Complete the columns using the words and phrases from the box.

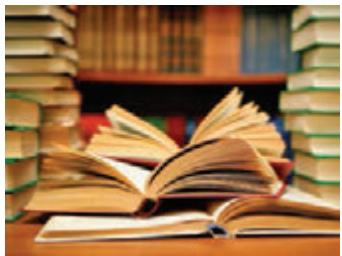
Researching	Social skills	Waste of time	Online education
Insomnia	Cheating	Online assignment help	
	Lack of creativity	Information	
		Physical inactivity	



Advantages of computers	Disadvantages of computers



9. Homework. Write an essay "Advantages and disadvantages of using social nets".



10

Literature Lesson 1.A. Uzbek literature



1. Test your knowledge with this quiz.

1. Who wrote novels "Kutluq qon", "Navoi"?
 - A) Oybek
 - B) Chulpon
 - C) Abdulla Qodiriy
 - D) Abdulla Oripov
2. Who was born in 1941 in Nekuz in the village in Kashkadarya region?
 - A) Tohir Malik
 - B) Gafur Gulam
 - C) Abdulla Oripov
 - D) Oybek
3. Who wrote "O'tgan kunlar" in 1919–1920 years, which is considered to be the first novel in Uzbek literature?
 - A) Utkir Khoshomov
 - B) Abdulla Khodiri
 - C) Fitrat
 - D) Mirmukhsin
4. Where did Abdulla Qodiriy study in 1925–1926?
 - A) In Moscow
 - B) In Sankt Petersburg
 - C) In Tashkent
 - D) In Fergana
5. Which novel did Abdulla Qodiriy finish writing in 1918, February?
 - A) "O'tkan kunlar"
 - B) "Baburnama"
 - C) "Ulug' yo'l"
 - D) "Navoi"

6. Where did Fitrat return in 1913?
 - A) Bukhara
 - B) Tashkent
 - C) Andijan
 - D) Namangan
7. Whose first collection of poetry "Pages of life" (Hayot varaqlari) was published in 1932?
 - A) Zulfiya
 - B) Fitrat
 - C) Muhammad Yusuf
 - D) Abdulla Oripov
8. Who was killed together with Chulpon and Fitrat in October 4, 1938 year?
 - A) Oybek
 - B) Abdulla Khodiri
 - C) Khamid Olimjon
 - D) Abdulla Avloniy
9. Who was born in Fergana region in 1933?
 - A) Xayriddin Saloh
 - B) Ozod Sharafiddinov
 - C) Tura Sulaymon
 - D) Xydoiberdi Tukhtaboyev
10. Where was Tohir Malik's first story written and published in 1960?
 - A) "Mushtum" journal
 - B) "Gulxan" magazine
 - C) "Saodat" magazine
 - D) "Guncha" newspaper

2. Match the genres with the authors.



1. Said Ahmad

2. Tohir Malik

3. Xudoyberdi Tukhtaboyev

4. Muhammad Yusuf

5. Hamid Olimjon

a) detective

b) country singer

c) happiness singer

d) comedy

e) children's literature



3. Listen to the pieces of music. Identify what kind of music is it?

4. Find out the Asqad Mukhtor's plays.

1. "The pick of the mysterious" ("Mardlik cho'qqisi")

2. "Samandar" ("Samandar")

3. "My comrades" ("Hamshaharlarim")

4. "Dice value" ("Zar qadri")

5. "Googness for goodness" ("Yaxshilikka yaxshilik")

6. "Silver fiber" ("Kumush tola")



5. Read the text and decide if the following sentences true or false.

Fitrat

Fitrat was a famous member of Jadid's movement in Central Asia and Uzbek literature a specialist in theory in and practice of Jadid's School, a playwright and scientist. He was born in Bukhara in 1886. At first he studied at old school, later in Madrassa called "Mir Arab". Fitrat lived in Bukhara and later he visited Turkey, India and Arabic countries. He also travelled to Moscow and St. Peterburg. During 1909–1913 he studied in "Dorul Muallimin". He made an organization called "Buhoro ta'limi maorifi". Fitrat engaged in political activity after February events in 1917. He was elected to the revolutionary party called "Yosh buhorolilar". Fitrat adjusted equal relations between Russian Government. But Amir's member's and Bolsheviks didn't let his wish about Independence. Therefore in 1917 it was called "Yurt qayg'usi".



1. Fitrat was a famous person in Central Asia. _____
2. Fitrat's birth place was Bukhara. _____
3. Fitrat travelled around the world. _____
4. In political activity was engaged after February events in 1917. _____

6. Fill in each blank with the best word from the box. Use each word only once.

military	faced	attending	instead	government
practiced	genre	department		union

Tohir Malik

Tohir Malik was born in a family of 1) workers. Malik 2) difficulties in his childhood in the aftermath of World War 2. These difficulties kept Malik from 3) Secondary school. He 4) learned from his older brothers and sisters. Uzbek writer and interpreter Mirzakalon Ismaili was his uncle who was killed by 5) in 1949.

Malik 6) writing short tales and started writing in fantasy 7), which was new to Uzbekistan. After graduation Malik taught in many schools, and became the 8) director of "Lenin uchqun". He then worked in Republican tele radio 9), for publisher Gulistan and for the Uzbek writers union.



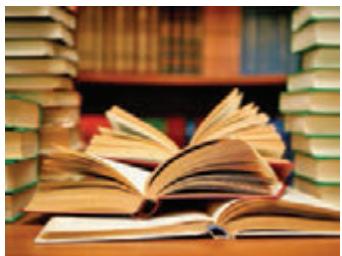
7. Discuss the following questions with your partner.

1. Who is the symbol of faithfulness in Uzbek literature?
2. Who has written a famous crime novel called "Shaytanat"?
3. Who has written "The heart must flush" ("Yurak yonmog'i kerak) and "When the apple tree blossoms." ("Olma gullaganda")



8. Homework

1. Make a list of vocabulary which you have learned today.
2. Make a report about writers in Uzbekistan. (Word limit 80–100 words).



10

Literature Lesson 1.B. Uzbek literature



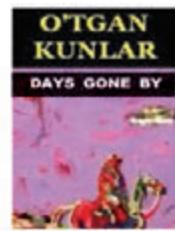
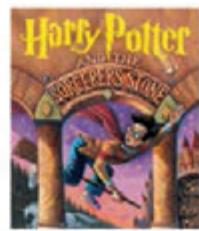
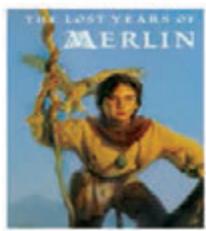
Check your grammar: Sentence structure

1. Rearrange the words to compose the sentences.

1. Utkir Khoshimov / finishing / school / at the / Philology Faculty / secondary / studied / of the Tashkent State University.
2. In Tashkent / there / and school / streets / and Bukhara / named Fitrat / after.
3. Celebrated / in 1996/ 110 the anniversary / country/ was / the / throughout / Fitrat'
4. Navoi / and / Fitrat was awarded / to / decree of the / According / with / bonus / the / Mustaqillik orden / Republic of Uzbekistan of the Prezident.
5. When / Fitrat's / languages / translated /works/ highly/ were / he / various / was alive / praised / and / into.
6. Philosopher / has been / heritage / creative / and lawyers / Fitrat's / investigated / as / by / B. Ergashev / such / and D. Tashkuziev.
7. People / was / "Cho'l havosi" / by the /recognized /warmly.
8. Novelist / as a Gafur Gulam / skilled / was / famous.
9. By his collection / and methods / developed / with new conceptions / Gafur Gulom / Uzbek poetry / "Tirik qo'shiqlar", / "Dinamo", / "Sharkdan kelayotirman", / "Sarhisob" / of poems.
10. Several creative schools / established / is outstanding / in Uzbek / figure / Erkin Vohidov / literature.

2. Look at the pictures. Discuss with your partner.

- Have you ever read any of these books?
- Have you ever watched the movies based on them?





Read the text.

Interviewer: How often do you read books?

Woman: I can't say that I read very often. Maybe, one or two books a month.

Interviewer: What are you reading at the moment?

Woman: Now I'm reading "Uch ildiz" by Pirimkul Kodirov. The last one.

Interviewer: How often do you go to the cinema?

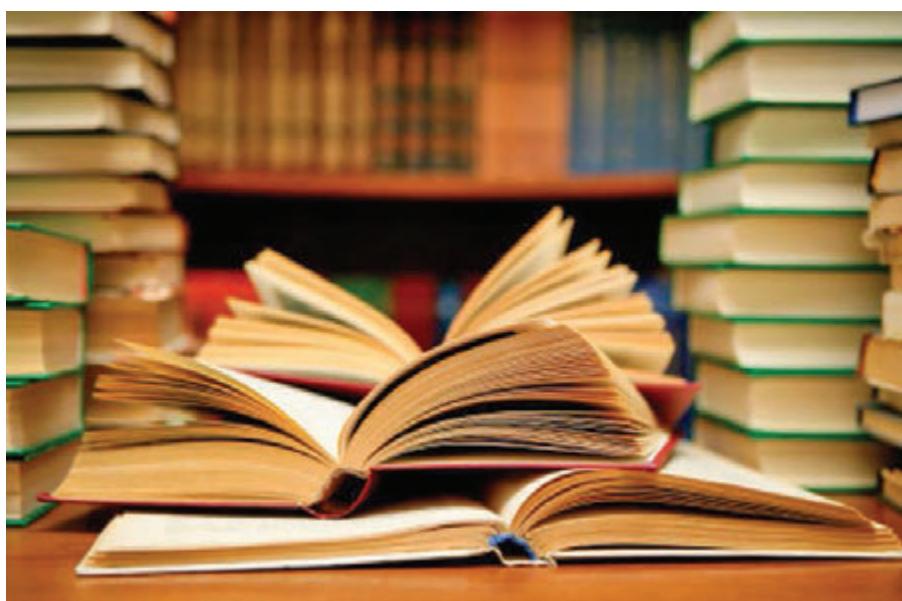
Woman: Well, I seldom go to the cinema; even less often than reading a book. Twice or three times a year.

Interviewer: Do you ever go to see film adaptations of books?

Woman: Yes, sometimes do this.

Interviewer: But what do you think is better? Reading a book or seeing the film of the book?

Woman: Definitely, reading a book is much more interesting. I think with books you know what the characters feel and think. You understand them. The characters are almost like real people. What about films... uhh... sometimes they are successful. But sometimes I get shocked watching films because characters are different to the way I imagined.



3. Are the statements *true* or *false*?

e.g. He asked her how often she bought books. false

1. He wanted to know how often she read historical fiction. _____
2. He asked her what she was reading at that moment. _____
3. The man asked the woman how often she went to the cinema. _____
4. He asked her if she had seen The Lords of the Rings films. _____
5. He asked her whether she preferred reading books or watching TV. _____



4. Read the passage below and fill in the gaps with the names of characters of the famous epoch "The Alpamysh". The names are given in the box. You can use each name more than once.

Baysari	Alpomysh	The Alpomysh	Barchin	Bayburi
Konirat	Kalmyc	Taycha – khan	Kalmycshah	

The first part of 1) _____ tells about 2) _____ and his bride 3) _____, whom he has been engaged to since childhood. Their fathers, 4) _____ and 5) _____, were from the 6) _____ tribe and were childless for a very long time, until their pleas were heard by God, and 7) _____ had one daughter, whilst 8) _____ had a daughter and a son. After an argument, 9) _____ and his family moved to the 10) _____ country. There 11) _____, by then a very pretty young lady, attracted the attention of the pehlivans (strongmen) of 12) _____, 13) _____. In order to avoid an involuntary marriage to any of the hated by her pehlivan, 14) _____ declares that she will marry anyone, who wins all four contests: horse race ("bayga"), archery skills, target shooting from a bow, and wrestling... .



5. Complete the table. Use a dictionary if necessary.

word	synonym	a sentence with it
seldom (adv)	<i>not often</i>	<i>He seldom watches TV.</i>
adaptation (n)		
definitely (adv)		
character (n)		
successful (adj)		
get shocked (coll)		
imagine (v)		



6. Take a note about your favorite book by answering the following questions.

1. Who is the author of the book?

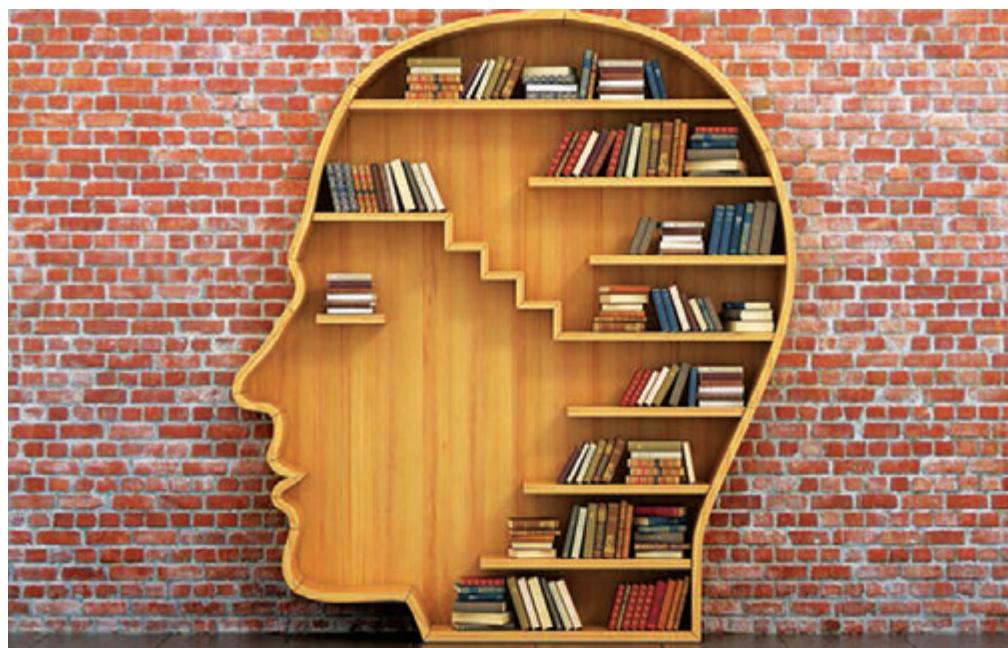
2. What is the book about?

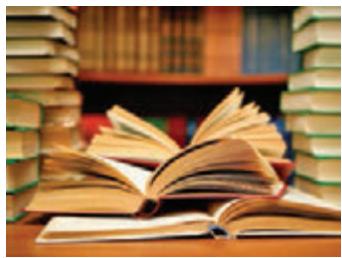
3. Where do the events happen?

4. Who are the main characters?

5. The most exciting part of the story?

6. Who would this book be best suitable for? Age/interests?





10

Literature Lesson 2.A. World literature



- Find 7 words about world literature.

e	r	w	u	n	i	w	i	w	p	a	s	f	g	h
y	u	r	c	o	p	b	o	n	n	o	v	e	l	u
d	h	i	s	o	k	q	s	s	x	q	e	p	r	o
y	l	t	p	b	v	u	p	i	g	m	g	t	j	b
q	d	e	u	t	o	e	k	d	o	g	f	i	r	q
a	u	r	g	o	u	n	r	k	k	j	k	c	z	y
g	i	n	s	p	i	r	a	t	i	o	n	s	m	w
a	k	l	a	h	i	p	u	b	l	j	s	h	p	n
c	e	l	e	b	r	a	t	e	d	a	c	g	x	k
m	n	s	b	p	i	c	k	e	y	j	z	h	j	o



- Match these words with their definitions or synonyms.

- | | |
|-----------|--------------------------------------------------------------------------|
| 1. Camp | a) living or growing in the natural environment. |
| 2. Forest | b) place with temporary accommodation of hunts, tents |
| 3. Wild | c) extremely cold. |
| 4. Travel | d) a large area covered chiefly with trees. |
| 5. Native | e) make a journey, typically of some length. |
| 6. Freeze | f) person born in a specified place or associated with a place by birth. |



3. Listen to the tape and write TRUE or FALSE.

1. Yukon is situated in Canada. ____
2. There are a lot of houses and people. ____
3. This area covered with forest. ____
4. White Fang was written in 1906. ____
5. White people lived before Indians. ____
6. The Indians ate rabbits and fish. ____
7. This story is about wolf. ____

4. Try to find out the writers of these novels.

- | | |
|-----------------------|---------------------------|
| 1. Jack London | a) The death of the heart |
| 2. Arthur Konan Doyle | b) Magus |
| 3. John Fowls | c) Loving |
| 4. Elizabeth Bower | d) Sherlock Holmes |
| 5. Henry Green | e) White Fang |



5. Read the text and answer the questions.

William Shakespeare was born in Stratford on April 23rd, 1564. His father, John Shakespeare, was an important man in the town – William didn't come from a poor family.

When he was eighteen, William married Anne Hathaway in Stratford but he didn't want to stay there. He wanted to be an actor and the best theatres were in London. So, in 1587, William went to London, where he worked as an actor in a theatre called The Rose.

He began to write plays for the actors. He wrote Romeo and Juliet, Julius Caesar, Richard II, Antony and Cleopatra and many more. Everyone liked his plays, and he became famous.

When James I became king in 1603, Shakespeare worked for him, and performed his plays for the King and his friends. He also worked at the famous Globe Theatre. This play presented his last play, Henry VIII. There was a gun in this play, and the fire from the gun burned the theatre down.

In 1610, Shakespeare went back to Stratford. He wanted to live there with his family, but he died on April 23rd, 1610. He was only forty-six years old.

1. How old was Shakespeare when he got married?

2. What was his wife's name?

3. Why did Shakespeare go to London?

4. What was the name of the first theatre he worked in?

5. What was he famous for?



6. Fill in the table with the information that happened in Shakespeare's life in these years.

1564	_____
1582	_____
1587	_____
1603	_____
1610	_____



7. Fill in the gaps with appropriate words from the box.

poetry	fascination	decade	excitement	similarity
	several	disciple	reception	concept

1. This remarkable acting career spanned six _____ and scores of movies.
2. Anticipation is keen _____ is not far away, people are living for the moment.
3. The author spoke briefly about the _____ between Tamil and Japanese languages.

4. The _____ about this musical is the exciting rock rhythms and the memorable lyrical melodies.
5. He is chiefly famous for his love _____ .
6. I know _____ of them personally and have always felt I have been given a fair hearing.
7. This woman and this man cure in the most concrete way possible, the first _____ of Christ.
8. This work makes abstract _____ of technology come alive for me.
9. Other possibilities which are urgent are the _____ of communion after divorce and remarriage.



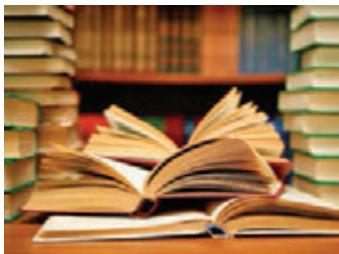
8. Discuss the following questions with your partner.

1. What is the importance of Literature in education?
2. Which great people of the World literature do you know?
3. Which novel is the most famous one in the World Literature?
4. Which books have you read of the World Literature?
5. What is the similarity between Tahir Malik and Arthur Konan Doyle?



9. Homework

1. What is the importance of Literature in education?
2. Which great people of the World literature do you know?
3. Which novel is the most famous one in the World Literature?
4. Which books have you read in the World Literature?
5. What is the similarity between Tahir Malik and Arthur Konan Doyle?



10

Literature Lesson 2.B. World literature



Check your grammar: Revision.

1. Complete the following sentences using the appropriate form of the adjective.

1. Mother Teresa is a _____ woman.
 - a) Nice
 - b) Nicer
 - c) Nicest
2. Shakespeare speaks German _____.
 - a) Worse
 - b) The best
 - c) Well
3. This is the _____ book I have ever read.
 - a) Interesting
 - b) Boring
 - c) Most interesting
4. Arthur Conan Doyle wrote _____ book which is "Sherlock Holmes".
 - a) The most famous
 - b) More detective
 - c) Better
5. Bob Dylan is _____ with his fantasy than Edgar Allan Poe. But both of them are American writers.
 - a) The worst
 - b) Better
 - c) The most famous

2. Match the adjectives with their definitions.

1. nervous
2. memorable
3. soaking
4. frightening
5. beautiful
6. expensive
7. sad

- a) pleasing the senses or mind aesthetically.
- b) costing a lot of money.
- c) feeling or showing sorrow
- d) making someone afraid or anxious.
- e) easily agitated or alarmed
- f) easily remembered especially because of special or unusual.
- g) extremely wet.



3. Write comparative and superlative forms of these adjectives and make sentences using these adjectives.

- | | | |
|--------------|-------|-------|
| 1. Cheap | _____ | _____ |
| 2. Strong | _____ | _____ |
| 3. Important | _____ | _____ |
| 4. Modern | _____ | _____ |
| 5. Long | _____ | _____ |
| 6. Bad | _____ | _____ |
| 7. Good | _____ | _____ |
| 8. Dangerous | _____ | _____ |
| 9. Enjoyable | _____ | _____ |
| 10. Old | _____ | _____ |



4. Read the poem and discuss.

LIFE

Life is an opportunity, benefit from it.
Life is a beauty, admire it.
Life is a dream, realize it.
Life is a challenge, meet it.
Life is a duty, complete it.
Life is a game, play it
Life is a promise, fulfill it.
Life is sorrow, overcome it.
Life is a song, sing it.
Life is a struggle, accept it.
Life is a tragedy, confront it.
Life is an adventure, dare it.
Life is luck, make it.
Life is too precious, do not destroy it.
Life is life, fight for it!!!

Mother Teresa (1910–1997)



5. Complete the sentences with the correct form of the verbs. Use Present Simple or Past Simple.

be die visit write love become
work move not live be

Example: William Shakespeare __ was __ born in Stratford on the 23th April 1564.

- 1) He _____ on the same day, 23th April, fifty-two years later.
- 2) Over 500,000 tourists _____ Stratford every year.
- 3) Shakespeare _____ in Stratford all his life. He _____ to London in 1585.
- 4) In London, he _____ as an actor and he _____ plays.
- 5) People _____ Shakespeare's plays and he _____ a rich man.
- 6) Shakespeare's plays _____ still very popular today.



6. Complete the text with the correct form of the verbs. Use Past simple or Past continuous.

The first Globe Theatre __ burned __ (burn) to the ground in 1613.
Actors 1) _____ (perform) the play Henry VII at the time.
They 2) _____ (use) a real cannon on the stage when suddenly a fire 3) _____ (start) in the roof. The fire 4) _____ (move) quickly through the wooden building and 5) _____ (destroy) it completely. A year later they 6) _____ (open) the Glebe theatre again.



7. Complete the text with the correct form of the verbs. Use Present perfect.

- 1) _____ (you / see) the film of Romeo and Juliet with Leonardo DiCaprio?
- 2) Shakespeare's plays _____ (be) popular for centuries.
- 3) She _____ (work) in the theatre, but she _____ (not appear) in any films.
- 4) We _____ (just study) some of Shakespeare's poetry; it's difficult to understand because English _____ (change) a lot since the 16th century.
- 5) How long _____ (he / know) the drama teacher?



8. Complete the sentences with the relative pronouns: who/where/which.

Example: The balcony scene in Romeo and Juliet is the part which people know best.

- 1) Verona is the city in Italy _____ Romeo and Juliet lived.
- 2) Friar Lawrence is the character _____ helped Romeo and Juliet to marry secretly.
- 3) We're studying Love de Vega, _____ lived at the same time as Shakespeare.
- 4) A sonnet is a poem _____ has fourteen lines with ten syllables in each line.
- 5) The "gallery" in the Globe theatre is the place _____ the rich people sat.



9. Homework. Take a note about your favorite book by answering the following questions.

1. Who is the author of the book?
2. What is the book about?
3. Where do the events happen?
4. Who are the main characters?
5. What is the most exciting part of the story?
6. Who would this book be best suitable for? Age/interests?

TAPE SCRIPTS

T.1

I am a dancer and I am a traveler. And whenever I go I experience the world one day at a time. I am Mikela Malosi and this is bare foot. Uzbekistan's capital city is Tashkent. was devastated by a massive earthquake in 1960s. Which destroyed almost all of the ancient buildings. It is now one of the modern cities in the country. During the time of reconstruction under the Soviet rule the new buildings lost their original style of architecture, but Islamic design can still be found within the walls. The city's main attraction is Independence square, known as the heart of Tashkent. Nearby all modern museums, monuments and statues venerating Amir Timur the 14th century ruler of Central Asia.

Back to the markets we go a must do in any city in Uzbekistan is shopping. These markets and bazaars sell handmade textile goods of extremely high quality from shoes to trinket to traditional wedding gowns. Silks and fabrics have always been one of the Uzbekistan's most valuable commodities.

The next morning we head to one of the most oldest cities of Uzbekistan-Samarkand. We headed into the ancient city to see what life looked like over 600 years ago. One of the most architecturally influential buildings from the 14th century is Mazoleum of Amir Temur also known as Tamerlane. This building is a perfect example of ornate Islamic art work with the ceiling and walls are covered with gold and black onyx. With Tamerlane were also buried his two sons, two grandsons and his spiritual leader. Nearby is another wonderful architectural beauty Registan Square whose walls are historical markets. Markets are very huge. Samarkand is a major city on the Silk road trade route. Samarkand is famous for bread. Uzbekistan is a place where old meets new.

T.2

Avicenna, otherwise known by his full name of Abū 'Alī al-Husayn ibn 'Abd Allāh ibn Al-Hasan ibn Ali ibn Sīn, was born in 980 (believed to have been August) and died sometime in June 1037. He was one of the foremost philosophers and thinkers of the Islamic Golden Age, and a leader in understanding medicine.

Avicenna was born near Bukhara, which at the time was ruled by Samanid dynasty. His father was a government official and his home served as a meeting place for men of learning. Avicenna had been educated by teachers while growing up. By age 14 he had mastered many subjects and had already memorized the Quran. From the age of 14 to 18 he taught himself because he could not find a tutor to provide more information that he already knew. He began to practice and learn about medicine at 16. He also learned about law and natural sciences. He was good at all of the subjects but he had a talent for medicine. Sometime before he turned 18 years old, he cured a Samanid chief. Because of what he did he was allowed into the libraries that were taken care of by the Samanid dynasty princes. By the age of 18 he had become a master of the most important works of science in his time. At 20 he was regarded as one of the wisest people of his time.

Avicenna wrote almost 450 treatises on a wide range of subjects. Of these, around 240 survive concentrate on medicine. He wrote a book called The Canon of Medicine. This was used as medical text for over 600 years. His major work in philosophy was a book called The Book of Healing. It included his interpretation of the work of Aristotle.

T.3.

My Future Profession

Teacher

Hi! I'm Kamila. I am going to be a teacher. My future speciality is English teacher. I love children very much and to be a teacher has been my dream since my early childhood.

To teach and bring up children is the most important and noble thing, to my mind. I am eager to get a proper education to be able to do my best to teach my future pupils my favourite subject.

Doctor

My name is Dilnoza. I want to be a doctor. It is an interesting profession.

My mother and my grandfather are doctors. My grandfather works as a surgeon in a hospital. I have been to the hospital several times and spent some time watching him working.

His main task is to operate on people. After each operation he takes care of patients until they are recovered.

My grandfather can also help if anybody catches

a cold or has a fever. I want to become a doctor as well.

Interpreter

Hello! I'm Sevara. I want to be an interpreter. To my mind this is an interesting profession. I want to help different people to understand each other.

Today English is the language of the world. It is the language of communication, science, business and culture.

I cannot imagine my future life without English. English is a must for every educated person. I am sure it will help me in my life.

Lawyer

Hi! I'm Temur. It is very important for everybody to make the right choice of profession. I changed my plans several times about what I want to be. I have decided that I want to be a lawyer.

A lawyer gives you advice on legal problems or defends people in court.

A good lawyer is in great demand in all countries.

T.4

Job interview

Mansur: Hi, Zafar! How has the job interview gone?

Zafar: Excellent! I'm sure I'm going to be a shop assistant.

Mansur: Congratulations! What questions did they ask?

Zafar: They asked how I had heard about the job. If I had seen the advertisement in a newspaper or on the Internet.

Mansur: And what was your answer?

Zafar: I said no, my friend told me, that here people were always leaving, so you must need somebody.

Mansur: What?! You shouldn't answer like that. OK. What happened next?

Zafar: Then, they asked if I had any experience. I said no, but I'm a fast learner. I'll learn in a month or so.

Mansur: I don't believe it! What else?

Zafar: Let me think. They asked what hours I could work.

Mansur: And you...?

Zafar: I said that I can't wake up early. So I couldn't be on time, I would only be late if they give me mornings. And... in the evenings I might have parties with my friends. So they had better give me afternoons.

Mansur: No way, you are joking, aren't you?

Zafar: No, they really liked me. They asked me why I wanted to work as a shop assistant.

Mansur: And you said, it's a great job. And you are very interested in this job.

TAPE SCRIPTS

T.5

A: "Hi. Has the lecture started yet?"

B: "Hello. No it hasn't... I'm Jasur Akhmedov. What's your name?"

A: "My name is Jessica. It's nice to meet you."

B: "Yes. It's nice to meet you too. Are you a freshman too?"

A: "No. I'm a second year student. I thought you are a new student?"

B: "Yeah. It's pretty exciting to be here."

A: "Have fun while it lasts. The excitement wears off real quick. Especially after you see how much homework you get. Where are you from?"

B: "I'm from Uzbekistan. My parents wanted me to go to an American university, so I came here."

A: "I have never been to Uzbekistan. I've been to Kazakhstan before, but never Uzbekistan."

B: "Why were you in Kazakhstan?"

A: "My father thought it would be a good experience to take a vacation to a different country. He's so into learning about different cultures."

B: "That's pretty cool."

A: "I thought it would have been more fun if I went without my parents."

B: "Well, if you ever want to visit Uzbekistan, I would be happy to show you around."

A: "Thanks for the offer. I'll keep that in mind. Oh, the professor is coming. We'll talk more after class."

B: "OK."

T.6

WIN (Brian McKnight)

Dark is the night

I can weather the storm

Never say die

I've been down this road before

I'll never quit

I'll never lay down, mm

See I promised myself that I'd never let me down

[1] – I'll never give up

Never give in

Never let a ray of doubt slip in

And if I fall

I'll never fail

I'll just get up and try again

Never lose hope

Never lose faith

There's much too much at stake

Upon myself I must depend

I'm not looking for place or show

I'm gonna win

No stopping now

There's still a ways to go, oh

Someway, somehow

Whatever it takes, I know

I'll never quit, no no

I'll never go down, mm, mm

I'll make sure they remember my name

A hundred years from now

[Repeat 1]

When it's all said and done

My once in a lifetime will be back again

Now is the time

To take a stand

Here is my chance

That's why I...

[Repeat 1]

Mmm, I'm gonna win

T.7.

Kamila: I'm very busy with work! I can't do all the things I have to do. You're always so organised and efficient. How do you manage it?

Surayyo: I'm not always organised and efficient, but I've gotten better since I read a book about time management. I use a few tools that the book recommends, which help me to plan and do everything before deadlines.

Kamila: Do you think it will help me?

Surayyo: Definitely! This is what I do. I keep a to-do list of all the things I need to do. Then, I decide which tasks are urgent and which are less urgent. I write down the deadline I'm given for the task or I set a deadline of my own, and I make a note of the most urgent tasks.

Kamila: That seems pretty simple, but how do you keep the track of the progress?

Surayyo: I do a couple of things. First, I keep my list updated. I check off or cross those that I've done. I also put reminders for myself on my computer to help me with scheduling. It helps me to remember my appointments.

Kamila: Oh, Surayyo... That sounds like a great system. All I need now is some extra time so I can start doing some time management!

T.8.

To Everything There is a Season
(by The Byrds)

Turn! Turn! Turn!
To everything – turn, turn, turn
There is a season turn, turn, turn
And a time to every purpose
under heaven

A time to be born, a time to die
A time to plant, a time to reap
A time to kill, a time to heal
A time to laugh,a time to weep

To everything – turn, turn, turn
There is a season turn, turn, turn
And a time to every purpose
under heaven

A time to build up, a time to
break down

A time to dance, a time to mourn
A time to cast away stone A time
to gather stone together

To everything – turn, turn, turn
There is a season turn, turn, turn
And a time to every purpose
under heaven

A time of war, a time of peace
A time of love a time of hate
A time you may embrace
A time to refrain from embracing
To everything – turn, turn, turn
There is a season turn, turn, turn
And a time to every purpose
under heaven

A time to gain, a time to lose
A time to rend, a time to sew
A time to love, a time to hate
time of peace, I swear it's not too
late!

TAPE SCRIPTS

T.9

Being the new kid in school is not an easy task. With some determination and the right attitude, you can quickly turn some of those strangers into friends.

Step 1:

Whether you like it or not, kids form initial opinions based on clothes, hair, and fashion sense. Make an extra effort to look your best those first few days. Looking good will boost your confidence, too!

Tip

You're not going to be rolling in friends on Day 1. Devote the first couple of weeks to laying solid groundwork.

Step 2:

Come out of your shell. If you're naturally shy, you don't have to fake a new personality. But try to avoid looking at the ground, and flash a smile once in a while. The easier you are to approach and start a conversation with, the more other kids will want to talk to you.

Step 3:

Find excuses to talk to people. Once you get a conversation going, be a good listener and offer up a compliment or two, no matter how small.

Tip

Build up a little courage and sit in the middle of the classroom to surround yourself with as many potential new friends as possible.

Step 4:

Get involved in the extra-curricular activities you enjoyed at your old school. Join a sports team, help with the yearbook, try out for a play –

anything that interests you. Joining a club or team is a great way to start because you have at least one thing in common with everyone in the room.

Tip

Cast a wide net – don't just focus on the popular people. Making friends in different circles will open you up to more options.

Step 5:

Use the web. Sign up for a social-networking site and join your school's group page. Post some videos and pictures and write a few blog entries to showcase who you are. Kids at school will discover your personality through the web and all that small-talk torture will start to disappear.

Step 6:

Get a part-time job where you know fellow classmates work. Meeting kids outside of school and bonding over menial work is often a recipe for friendship.

Did You Know?

Between kindergarten and 12th grade, children in active-duty military families often change schools more than 12 times.

T.10

Lyrics to We're All In This Together:

Together, together, together everyone

Together, together, come on let's have some fun

Together, we're there for each other every time

Together together come on let's do this right

Here and now it's time for celebration

I finally figured it out (yeah yeah)

That all our dreams have no limitations

That's what it's all about

Everyone is special in their own way

We make each other strong (each other strong)

We're not the same

We're different in a good way

Together's where we belong

We're all in this together

Once we know

That we are

We're all stars

And we see that

We're all in this together

And it shows

When we stand

Hand in hand

Make our dreams come true

Together, together, together everyone

Together, together, come on let's have some fun

Together, we're there for each other every time

Together together come on let's do this right

We're all here

and speaking out with one voice

we're going to rock the house
(rock the house)

the party's on now everybody make some noise

come on scream and shout

We've arrived because we stuck together

Champions one and all

T.11

Organizations are groups of people, businesses, or governments that work together to solve an issue. International organizations involve governments or people from different countries. There are two main types of international organizations. Intergovernmental Organizations "Inter" means among or between. It is a prefix that shows there is a connection between things. Intergovernmental organizations are organizations that are formed between governments. They are based on formal agreements between three or more countries that have come together for a specific purpose. For example, several governments might come together to share the national experts and resources to develop solutions. Nongovernmental Organizations "Non" means not, of course. Nongovernmental organizations are groups that work to solve problems around the world. Although they may have members that come from government organizations, they are not connected to any government. A nongovernmental organization is free to work toward its own goals without interference from any government. If an NGO wanted to fight hunger globally, it might collaborate with other. Nongovernmental Organization or raise money independently to fund projects. International organizations also keep the peace in countries that are having violent uprisings or civil war. In addition they try to provide better education and medical care to people in war-torn areas.

TAPE SCRIPTS

T.12

What is YLDP?

- Young leaders development project
- No this is home
- With different people
- But with a single goal
- This is family
- Where all can
- inspire
- motivate
- And mainly feel free in his ...
- thought
- Actions
- And willpower
- This is a place
- The place where we acquire
- And we learn from them the main principles of life
- And we obtain experience and exchange with each other
- It is the development of youth
- For youth
- By youth

Why are you here?????

- Personally, for certificate
- Hmm... To realize what rush in my mind
- To realize all my thoughts and benefit society.
- I am living at and help youth
- of the most affluent country
- homeland
- my motherland
- Uzbekistan
- Uzbekistan
- This is YLDP
- Will you join us?

T.13

Communication, is how we get information to each other. We have many ways of communicating with all the different people in our lives. Depending on who you are communicating with there are appropriate and well not so appropriate ways to communicate. Different forms of communication can make a big impact on your message how your communicate influences the way people imagine you especially if it is someone who doesn't know you. Knowing the right way to communicate can open a lot of doors, but it takes practice. Casual or informal communication styles are fine when dealing with family, friends and other familiar people. Texting abbreviations emojis and being silly are great for giving your friends at laughs. But when delivering serious information it best to use complete sentences good manners and clarity. Use a well-written letter or e-mail and if possible a face-to-face meeting sometimes a combinations of these is also good idea.

T.14

Nodira = N; Interviewer = I.

I: – Where do you live?
N: – In Tashkent.
I: – Have you been to university?
N: – No, I haven't. I have been to college. I went to Tashkent Medical College from 2008 to 2010.
I: – What subjects did you study there?
N: – Nursing.
I: – Do you speak any languages?
N: – Yes, I do. I speak Russian and English fluently.
I: – Do you have work experience?
N: – Yes, I do.
I: – What kind of work did you do?
N: – I worked as a nurse at a hospital.
I: – What are you doing now?
N: – I'm working as a nurse at a private clinic.
I: – How long have you been working there?
N: – Since March 2013.
I: – What qualifications do you have?
N: – I'm sociable and hardworking.

T.15.

Sevara: Hi, Laylo. I thought you were a very responsible person. But now I see it is not so. Why didn't you come to the lesson yesterday? You should have made your presentation! You knew that it was a demo lesson. Our teacher complained a lot because she was embarrassed in front of the principal. She said you were irresponsible, not punctual, unreliable and you never keep a promise. Why?

Laylo: Stop, stop. Can you stop for a while? I can explain. I have a good reason. But I can't tell you

now. I wanted to come but it wasn't in my hands.

Sevara: I know. The only person I can trust is you. Don't worry. I said to the teacher and I replaced you. But it wasn't easy. However, I tried to do my best. Lots of people praised me with honourable words like a hard-working, enthusiastic, responsible, adaptable and bright person with active concern.

Laylo: Thank you so much for your support, Sevara. You are my best friend.

T.16

Jack: Hi Lola, how are you doing? How are your studies?
Lola: Hi Jack, I'm doing great. What about you? My study is going well too.

Jack: Oh, nice to hear it. Actually I'm doing well too but there are some problems with my study.

Lola: Really? What kind of problems do you have? Can I help you?

Jack: I've got an exam soon, but in my opinion I'm not ready. I got very low score in last semester's exam.

Lola: Why you didn't prepare well for it this semester. I think you had a plenty of time, right?

Jack: Yes I had but as you know I work and study at the same time that's why I couldn't find spare time for the preparation.

Lola: Yes, yes I know about it. On what subject do you have exam?

Jack: It's in German.

Lola: Ok, it is no problem for me. I will help you with pleasure.

Jack: Thanks, you saved my life.

TAPE SCRIPTS

T.17

Jamil: OK, so what do you think is the most useful invention then?

Sarvinoz: What, in the world? Yeah, well, that's a difficult question! Hmm, I'm pretty sure I couldn't live without a television!

Jamil: Really?

Sarvinoz: Yes, really! I mean, what would I do after school every day and at the weekends?

Jamil: But television is just entertainment, isn't it? Do you think it's useful?

Sarvinoz: Well, yeah – it means we can learn about major news events. You know, with digital television and 24-hour channels, we can always find out what's happening in the world. Yeah, I think it's really useful. But anyway, what about you then? What invention do you think is the most useful?

Jamil: Hmm ... well, my computer means everything to me.

Sarvinoz: Do you use it a lot?

Jamil: Yes, all the time. Yes, I'd certainly say it's the most useful invention in our house – even more useful than my mobile phone! You know, I do my homework on it, send emails to my friends, and visit websites and chat rooms.

Sarvinoz: Do you have it in your bedroom?

Jamil: Well, no, it's in the study. You see, my mum and dad sometimes use it for work, too. And hey, if it crashes, we all get really annoyed!

Sarvinoz: Although we got a computer at home, so I don't use one much.

Jamil: Really, I can't imagine life without a computer!

T.18

"Stay safe on the Internet"

You have got to stay on the Internet,
Don't make friends with people that
you have never met

You have got to keep your information
close to your chest.

It's personal and just for you

And not for people you have never
met

Meeting up with strangers

Is a bad idea

Strangers can be dangerous

It is true, I fear

Think about the information

You share

Do you want the world

To know the colour of your hair

How about the place you live or

School you got to?

Do you want the world to turn up

At your home or will you...

Keep your information all

A secret so you,

Have no worries with the world will
see you.

Stay safe on the Internet,

Don't make friends with people that
you have never met

You have got to keep your information
close to your chest.

It's personal and just for you

And not for people you have never
met

Be nice to people when you talk
them online

Be responsible and caring all the
time

Only talk the people you know that
you know

Strangers can be dangerous I am
sure you know

Think about the pictures you are
posting too.

Think about the things that they can
say about you.

Each and everyone and anyone can
view,

So never in your uniform, just think
it through

T.20

This story is about wolf called White Fang. White Fang was born in the wild, in an area called the Yukon. This area is in the north-west of Canada. There are lots of mountains and rivers in the Yukon and the land covered with forest. You can travel for hours without seeing people or houses. Winters in the Yukon are very cold and very long. In some areas the ground is frozen all year. Many animals live in the wild there – for example, bears, moose, porcupines, weasels and squirrels, as well as wolves.

White Fang was written in 1906. At that time many Indians – native or first people-lived in the Yukon. They lived there long before white people. The Indians killed moose and rabbits, and they caught fish. They lived in camps and sleep in big tents. The tents were called tepees. The Indians travelled around in long boats called canoes. Or they traveled on sleds pulled by dogs.

GRAMMAR GUIDE

SIMPLE PRESENT TENSE

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

THE SIMPLE PRESENT TENSE IS USED:

To express habits, **general truths, repeated actions or unchanging situations, emotions and wishes:**

I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)

To give instructions or directions:

You walk for two hundred meters, then you turn left.

To express fixed arrangements, present or future:

Your exam starts at 09.00

To express future time, after some conjunctions: after, when, before, as soon as, until:

He'll give it to you when you come next Saturday.

FORMING THE SIMPLE PRESENT TENSE: TO THINK

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR

In the third person singular the verb always ends in -s:

he wants, she needs, he gives, she thinks.

Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.

He wants ice cream. Does he want strawberry? He does not want vanilla.

Verbs ending in -y : the third person changes the -y to -ies:

fly --> flies, cry --> cries

Exception: if there is a vowel before the -y:

play --> plays, pray --> prays

Add -es to verbs ending in: -ss, -x, -sh, -ch:

he passes, she catches, he fixes, it pushes

PRESENT CONTINUOUS

FORMING THE PRESENT CONTINUOUS

The present continuous of any verb is composed of two parts – the present tense of the verb to be + the present participle of the main verb.

Affirmative

Subject + to be + base + ing

She is talking.

Negative

Subject + to be + not + base + ing

She is not (isn't) talking

Interrogative

to be + subject + base + ing

Is she talking?

EXAMPLES: TO GO, PRESENT CONTINUOUS

Affirmative

I am going

You are going

He, she, it is going

We are going

You are going

They are going

Negative

I am not going

You aren't going.

He, she, it isn't going

We aren't going

You aren't going

They aren't going

Interrogative

Am I going?

Are you going?

Is he, she, it going?

Are we going?

Are you going?

Are they going?

As with all tenses in English, the speaker's attitude is as important as the time of the action or event. When someone uses the present continuous, they are thinking about something that is unfinished or incomplete

THE PRESENT CONTINUOUS IS USED:

To describe an action that is going on at this moment: You are using the Internet.

You are studying English grammar.

To describe an action that is going on during this period of time or a trend:

Are you still working for the same company? More and more people are becoming vegetarian.

To describe an action or event in the future, which has already been planned or prepared:

We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?

To describe a temporary event or situation:

He usually plays the drums, but he's playing bass guitar tonight. The weather forecast was good, but it's raining at the moment.

With "always, forever, constantly", to describe and emphasise a continuing series of repeated actions: Harry and Sally are always arguing! You're constantly complaining about your mother-in-law!

GRAMMAR GUIDE

PRESENT PERFECT

DEFINITION OF THE PRESENT PERFECT TENSE

The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.

THE PRESENT PERFECT IS USED TO DESCRIBE

- ✓ An action or situation that started in the past and continues in the present.
- ✓ An action performed during a period that has not yet finished. She has been to the cinema twice this week (= and the week isn't over yet.)
- ✓ A repeated action in an unspecified period between the past and now. We have visited Portugal several times.
- ✓ An action that was completed in the very recent past, expressed by 'just'. I have just finished my work.
- ✓ An action when the time is not important. He has read 'War and Peace'. (= the result of his reading is important)

ACTIONS STARTED IN THE PAST AND CONTINUING IN THE PRESENT

They haven't lived here for years.

WHEN THE TIME PERIOD REFERRED TO HAS NOT FINISHED

I have worked hard this week.

ACTIONS REPEATED IN AN UNSPECIFIED PERIOD BETWEEN THE PAST AND NOW.

She has visited them frequently.

We have eaten at that restaurant many times.

ACTIONS COMPLETED IN THE VERY RECENT PAST (+JUST)

Have you just finished work?

FORMING THE PRESENT PERFECT

Affirmative

Subject to have past participle
She has visited.

Negative

Subject to have + not past participle
She has not (hasn't) visited.

SIMPLE PAST TENSE

DEFINITION OF THE SIMPLE PAST TENSE

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

EXAMPLES

John Cabot sailed to America in 1498.

My father died last year.

He lived in Fiji in 1976.

FREQUENCY: OFTEN, SOMETIMES, ALWAYS

I sometimes walked home at lunchtime.

I often brought my lunch to school.

A DEFINITE POINT IN TIME: LAST WEEK, WHEN I WAS A CHILD, YESTERDAY, SIX WEEKS AGO

We saw a good film last week.

Yesterday, I arrived in Geneva.

AN INDEFINITE POINT IN TIME: THE OTHER DAY, AGES AGO, A LONG TIME AGO

She played the piano when she was a child.

Be Careful: The simple past in English may look like a tense in your own language, but the meaning may be different.

FORMING THE SIMPLE PAST TENSE

PATTERNS OF SIMPLE PAST TENSE FOR REGULAR VERBS

Affirmative

Subject + verb + ed
I skipped.

Negative

Subject + did not + infinitive without to
They didn't go.

Interrogative

Did + subject + infinitive without to
Did she arrive?

Interrogative negative

Did not + subject + infinitive without to
Didn't you play?

GRAMMAR GUIDE

PAST CONTINUOUS TENSE

FUNCTIONS OF THE PAST CONTINUOUS

The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

It is used:

- ✓ Often, to describe the background in a story written in the past tense, e.g. "The sun was shining and the birds were singing as the elephant came out of the jungle."
- ✓ to describe an unfinished action that was interrupted by another event or action, e.g. "I was having a beautiful dream when the alarm clock rang."
- ✓ to express a change of mind: e.g. "I was going to spend the day at the beach but I've decided to get my homework done instead."
- ✓ with 'wonder', to make a very polite request: e.g. "I was wondering if you could baby-sit for me tonight."

FORMING THE PAST CONTINUOUS

The past continuous of any verb is composed of two parts: the past tense of the verb "to be" (was/were), and the base of the main verb +ing.

Subject	was/were	base + ing
They	were	watching
Affirmative		
She	was	reading
Negative		
She	wasn't	reading
Interrogative		
Was	she	reading?
Interrogative negative		
Wasn't	she	reading?

PAST PERFECT TENSE

FUNCTIONS OF THE PAST PERFECT

The past perfect refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past. It does not matter which event is mentioned first – the tense makes it clear which one happened first.

In these examples, Event A is the event that happened first and Event B is the second or more recent event:

Event A	Event B	
John had gone out		when I arrived in the office.
Event A	Event B	
I had saved my document		before the computer crashed.
Event B	Event A	
When they arrived		we had already started cooking.
Event B	Event A	
He was very tired		because he hadn't slept well.

FORMING THE PAST PERFECT

The Past Perfect tense in English is composed of two parts: the past tense of the verb to have (had) + the past participle of the main verb.

Subject	had	past participle
Affirmative		
She	had	given
Negative		
She	hadn't	asked.
Interrogative		
Had	they	arrived?

'Just' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.

The train had just left when I arrived at the station.

She had just left the room when the police arrived.

I had just put the washing out when it started to rain.

GRAMMAR GUIDE

SIMPLE FUTURE TENSE

FUNCTIONS OF THE SIMPLE FUTURE TENSE

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The simple future is used:

To predict a future event:

It will rain tomorrow.

With I or We, to express a spontaneous decision:

I'll pay for the tickets by credit card.

To express willingness: I'll do the washing-up.

He'll carry your bag for you.

In the negative form, to express unwillingness:

The baby won't eat his soup.

With I in the interrogative form using "shall", to make an offer:

Shall I open the window?

With we in the interrogative form using "shall", to make a suggestion:

Shall we go to the cinema tonight?

With I in the interrogative form using "shall", to ask for advice or instructions:

What shall I tell the boss about this money?

With you, to give orders:

You will do exactly as I say.

With you in the interrogative form, to give an invitation:

Will you come to the dance with me?

Note: In modern English will is preferred to shall. Shall is mainly used with I and we to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) shall is only used in literary or poetic situations, e.g. "With rings on her fingers and bells on her toes, She shall have music wherever she goes."

FORMING THE SIMPLE FUTURE

The simple future tense is composed of two parts: will / shall + the infinitive without to.

FUTURE CONTINUOUS

FORM

The future continuous is made up of two elements:
the simple future of the verb 'to be' + the present participle (base+ing)

Subject	simple future of the verb 'to be'	present participle
You	will be	watching
I	will be	staying

FUNCTIONS

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes.

The future continuous can be used to project ourselves into the future.

EXAMPLES

This time next week I will be sun-bathing in Bali.

By Christmas I will be skiing like a pro.

EXAMPLES

He'll be coming to the meeting, I expect.

I guess you'll be feeling thirsty after working in the sun.

GRAMMAR GUIDE

FUTURE PERFECT

FORM

The future perfect is composed of two elements:
the simple future of the verb “to have” (will have) + the past participle
of the main verb

Subject	+ will have	+ past participle of the main verb
He	will have	finished.
I	will have	finished.

FUNCTION

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression.

EXAMPLES

I will have been here for six months on June 23rd.

By the time you read this I will have left.

You will have finished your report by this time next week.

Won't they have arrived by 5:00?

Will you have eaten when I pick you up?

ZERO CONDITIONAL

FORM

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

If clause (condition)	Main clause (result)
If + simple present	simple present
If this thing happens	that thing happens.

EXAMPLES

If you heat ice, it melts.
Ice melts if you heat it.
When you heat ice, it melts.

FUNCTION

The zero conditional is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is now or always and the situation is real and possible.

TYPE 1 CONDITIONAL

FORM

In a Type 1 conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future.

If clause (condition)	Main clause (result)
If + simple present	simple future
If this thing happens	that thing will happen.

EXAMPLES

If it rains, you will get wet.
You will get wet if it rains.

FUNCTION

The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the present or future and the situation is real.

GRAMMAR GUIDE

TYPE 2 CONDITIONAL

FORM

In a Type 2 conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the present conditional or the present continuous conditional.

If clause (condition)	Main clause (result)
If + simple past	present conditional or present continuous conditional
If this thing happened	that thing would happen.

EXAMPLES

If it rained, you would get wet.
You would get wet if it rained.

FUNCTION

The type 2 conditional refers to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type 2 conditional sentences, the time is now or any time and the situation is hypothetical.

TYPE 3 CONDITIONAL

FORM

In a Type 3 conditional sentence, the tense in the 'if' clause is the past perfect, and the tense in the main clause is the perfect conditional or the perfect continuous conditional.

If clause (condition)	Main clause (result)
If + past perfect	perfect conditional or perfect continuous conditional
If this thing had happened	that thing would have happened.

EXAMPLES

If it had rained, you would have gotten wet.
You would have gotten wet if it had rained.

FUNCTION

The type 3 conditional refers to an impossible condition in the past and its probable result in the past. These sentences are truly hypothetical and unreal, because it is now too late for the condition or its result to exist. There is always some implication of regret with type 3 conditional sentences. The reality is the opposite of, or contrary to, what the sentence expresses. In type 3 conditional sentences, the time is the past and the situation is hypothetical.

GERUND

The gerund looks exactly the same as a present participle, but it is useful to understand the difference between the two. The gerund always has the same function as a noun (although it looks like a verb). Some uses of the gerund are covered on this page. A separate page deals with verbs that are followed by the gerund.

THE GERUND AS THE SUBJECT OF THE SENTENCE

EXAMPLES

Eating people is wrong.
Hunting tigers is dangerous.

THE GERUND AS THE COMPLEMENT OF THE VERB 'TO BE'

EXAMPLES

One of his duties is attending meetings.
The hardest thing about learning English is understanding the gerund.

THE GERUND AFTER PREPOSITIONS

The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions in spite of & there's no point in.

EXAMPLES

Can you sneeze without opening your mouth?
She is good at painting.

THE GERUND AFTER PHRASAL VERBS

Phrasal verbs are composed of a verb + preposition or adverb.

EXAMPLES

When will you give up smoking?

GRAMMAR GUIDE

INFINITIVE

FORMING THE INFINITIVE

The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, & the passive infinitive.

The infinitive has two forms:

the to-infinitive = to + base

the zero infinitive = base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive Zero infinitive

to sit sit

to eat eat

The negative infinitive is formed by putting not in front of any form of the infinitive.

EXAMPLES

I decided not to go to London.

I'd rather not eat meat.

I might not come.

FUNCTIONS OF THE TO-INFINITIVE

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. See this page about verbs followed by infinitives.

SINGULAR AND PLURAL NOUNS

REGULAR NOUNS

Most singular nouns form the plural by adding -s.

EXAMPLES

Singular	Plural
boat	boats
house	houses

IRREGULAR NOUNS

There are some irregular noun plurals. The most common ones are listed below.

EXAMPLES

Singular	Plural
woman	women
man	men
child	children
tooth	teeth
foot	feet
person	people
leaf	leaves
mouse	mice
goose	geese
half	halves
knife	knives
wife	wives
life	lives
elf	elves
loaf	loaves
potato	potatoes
tomato	tomatoes
cactus	cacti
focus	foci
fungus	fungi
nucleus	nuclei
syllabus	syllabi/syllabuses
analysis	analyses
diagnosis	diagnoses
oasis	oases
thesis	theses
crisis	crises
phenomenon	phenomena
criterion	criteria
datum	data

GRAMMAR GUIDE

COUNTABLE AND UNCOUNTABLE NOUNS

COUNTABLE NOUNS

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Singular	Plural
one dog	two dogs
one horse	two horses
one man	two men
one idea	two ideas
one shop	two shops

UNCOUNTABLE NOUNS

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

EXAMPLES

tea
sugar
water
air
rice
knowledge
beauty

We cannot use a/an with these nouns. To express a quantity of an uncountable noun, use a word or expression like some, a lot of, much, a bit of, a great deal of, or else use an exact measurement like a cup of, a bag of, 1 kg of, 1 L of, a handful of, a pinch of, an hour of, a day of. If you want to ask about the quantity of an uncountable noun, you ask "How much?"

THE DEFINITE ARTICLE

The word “the” is one of the most common words in English. It is our only definite article. Nouns in English are preceded by the definite article when the speaker believes that the listener already knows what he is referring to. The speaker may believe this for many different reasons, some of which are listed below.

WHEN TO USE “THE” GENERAL RULES

Use the to refer to something which has already been mentioned.

Use the when you assume there is just one of something in that place, even if it has not been mentioned before.

Use the in sentences or clauses where you define or identify a particular person or object.

Use the to refer to people or objects that are unique.

Use the before superlatives and ordinal numbers.

Use the with adjectives, to refer to a whole group of people.

Use the with decades.

Use the with countries that have plural names

Use the with countries that include the words “republic”, “kingdom”, or “states” in their names.

Use the with newspaper names.

Use the with the names of famous buildings, works of art, museums, or monuments.

Use the with the names of hotels & restaurants, unless these are named after a person.

Use the with the names of families, but not with the names of individuals.

Do not use the with names of countries (except for the special cases above).

Do not use the with the names of languages.

Do not use the with the names of meals.

Do not use the with people's names.

Do not use the with titles when combined with names.

Do not use the after the 's possessive case

Do not use the with professions

Do not use the with names of shops

Do not use the with years

Do not use the with uncountable nouns

Do not use the with the names of individual mountains, lakes and islands

Do not use the with most names of towns, streets, stations and airports

GRAMMAR GUIDE

INDEFINITE ARTICLES

In English, the two indefinite articles are a and an. Like other articles, indefinite articles are invariable. You use one or the other, depending on the first letter of the word following the article, for pronunciation reasons. Use a when the next word starts with a consonant, or before words starting in u and eu when they sound like you. Use an when the next word starts with a vowel (a, e, i, o, u) or with a mute h.

EXAMPLES

a boy
an apple
a car

The indefinite article is used to refer to something for the first time or to refer to a particular member of a group or class. Some use cases and examples are given below.

- Use a to refer to something for the first time.
- Use a with names of jobs.
- Use a with nationalities and religions in the singular.
- Use a with the names of days of the week when not referring to any particular day.
- Use a to refer to an example of something.
- Use a with singular nouns after the words 'what' and 'such'.
- Use a meaning 'one', referring to a single object or person, or a single unit of measure. In these sentences using "one" instead of the indefinite article is grammatically correct. It will add emphasis to the number, and contrast with other numbers.

RELATIVE CLAUSES

Relative clauses are non-essential parts of a sentence. They may add meaning, but if they are removed, the sentence will still function grammatically. There are two broad types of relative clauses in English. It is important to distinguish between them because it affects the choice of pronoun used to introduce the clause. There is a more detailed page about preposition placement in relative clauses.

DEFINING CLAUSES

A defining or identifying clause tells us which specific person or thing we are talking about in a larger group of people or things. If a defining relative clause is removed, the meaning of the sentence changes significantly. A defining relative clause is not separated from the rest of the sentence by commas or parentheses.

EXAMPLES

The woman who visited me in the hospital was very kind.

The umbrella that I bought last week is already broken.

The man who stole my backpack has been arrested.

The weather that we had this summer was beautiful.

Learn more about using defining relative clauses correctly.

NON-DEFINING CLAUSES

A non-defining or non-essential clause gives us more information about the person or thing we are talking about. If a non-defining relative clause is removed from a sentence, we lose some detail, but the overall meaning of the sentence remains the same. Non-defining relative clauses are always set off from the rest of the sentence with commas or parentheses.

EXAMPLES

The farmer, whose name was Fred, sold us 10 pounds of potatoes.

Elephants, which are the largest land mammals, live in herds of 10 or more adults.

The author, who graduated from the same university I did, gave a wonderful presentation.

My mother, who is 86, lives in Paris.

GRAMMAR GUIDE

How to use Reported Speech

If you have a sentence in Direct Speech, try to follow our 5 steps to put the sentence into Reported Speech.

Define the type of the sentence (statement, questions, command)

What tense is used in the introductory sentence?

Do you have to change the person (pronoun)?

Do you have to backshift the tenses?

Do you have to change expressions of time and place?

Reported Speech:

Introductory sentence in the Simple Present → Susan says (that)* Mary works in an office.

Introductory sentence in the Simple Past → Susan said (that)* Mary worked in an office.

Backshift of tenses

If there is backshift of tenses in Reported Speech, the tenses are shifted the following way.

Direct Speech → Peter: "I work in the garden."

Reported Speech → Peter said (that)* he worked in the garden.

Direct Speech Reported Speech

Simple forms

Simple Present Simple Past

Simple Past Past Perfect

Progressive forms

am/are/is was/were

was/were had been

Both/ Either/ Neither

Here are some rules to remember when using both, neither or either.

Both = this AND that

Either = this OR that

Neither = NOT this and NOT that.

Both is used with 'and' e.g.

"Emma and Megan both went to the party."

We don't usually use this with a negative sentence, but use neither instead.

e.g.

"Both of us don't swim regularly." WRONG.

"Neither of us swim regularly." MUCH BETTER!

Either is used with 'or' e.g.

"Do you want either chocolate or crisps?"

We often use neither with 'nor', although this is quite formal. E.g.

"Neither Caroline nor Marguerite worked for EC during the world cup."

Be careful not to use neither with another negative e.g.

"I don't want neither chocolate nor crisps." WRONG.

We cannot have a double negative!

PHRASAL VERBS

Back away!	move backwards, away from something frightening or dangerous
Back off!	(slang – rude) stop bothering or threatening someone
Back up!	move backwards; step backwards; drive backwards
Bear down!	push or press down hard
Bend down!	lean over and forward; lean down
Bend over!	lean forward from the waist
Breathe in!	take a breath in; take air into the lungs
Breathe out!	take a breath out; push air out of the lungs
Brighten up!	be cheerful; be happier
Buckle down!	start working, studying, or doing something else seriously
Buddy up!	find a partner
Calm down!	relax, don't be angry, don't be upset, don't be worried
Carry on!	keep doing what you were doing
Cheer up!	be happier; don't be sad
Chill out!	relax; don't be upset or angry
Clean up!	clean yourself or your surroundings
Close down!	close a shop or business so it is not operating
Come back!	return to where you were
Come down!	move down off something high
Come on!	(encouraging someone) do what I am telling you to do (not believing someone) I don't believe you (rushing someone) move faster
Come in!	enter a closed space
Come out!	leave a closed space
Come over!	come to my house; come to where I am
Come up!	move to a higher place
Cool down!	Relax; don't be upset or angry
Cover up!	put on more clothes
Double up!	form pairs because space or resources are limited
Dream on!	(slang) I don't think what you have just said will happen
Drink up!	finish your drink
Eat up!	finish your food
Fess up!	(slang) confess / admit what you did; tell the truth about what you did
Finish up!	finish what you have been doing
Fuck off!	(slang – very, very rude) Go away!
Gather around!	make a group and come together in one place
Gear up!	get ready to do something
Get away!	move away; run away; escape
Get down!	come down from a high place
Get in!	go inside something, like a car or bus
Get off!	go out of something, like a bus or train
Get on!	climb on board something moving or about to start moving, like a train
Get out!	(slang – rude) Leave this place! (used when angry at someone)
Get up!	become awake; don't sleep
Give up!	stop doing what you're doing give yourself to the police or authorities

Go around!	move to where you need to go by passing some obstacle instead of going straight
Go away!	leave the place where you are
Go back!	return to where you were
Go on!	continue what you were saying
Grow up!	behave in a mature way; don't act like a child
Hang on!	wait
Hang up!	end the phone call
Hold on!	waithold this tight or you might fall
Keep away!	stay away; do not go near
Keep out!	stay outside; do not enter
Lay off!	(slang – rude) stop doing something that bothers someone
Lie down!	put your body in a horizontal position; relax on a bed or sofa
Lighten up!	cheer up; don't be so serious or worried
Line up!	make or form a line
Loosen up!	(slang) relax; don't be so stressed
Move along!	keep moving; don't stop in this spot
Move on!	continue your life; go on with your life
Perk up!	cheer up; don't be sad
Press on!	keep doing what you need to do; don't give up
Pull back!	move backward
Quieten down!	stop being noisy
Queue up!	Make or form a line
Saddle up!	Get ready to ride a horse by putting the saddle on the horse
Scoot over!	(slang) move to make space for someone else
Sit up!	sit straight in your chair, bed, etc.
Smarten up!	become more intelligent and aware of what's happening around you
Speed up!	move faster
Stay away!	don't go near
Straighten up!	stand straight; do not bend
Stretch out!	lie down comfortably
Sum up!	summarize
Take off!	leave fast
Tidy up!	clean the place; put things in the right places
Turn back!	go backwards
Turn over!	move your body so that the other side faces up
Wait up!	wait for me to catch up with you
Wake up!	don't sleep anymore; become awake
Walk away!	leave a difficult situation
Watch out!	be very careful
Work away!	continue working
Write back!	reply to a letter or email

IRREGULAR VERBS

arise	arose	arisen	give	gave	given
awake	awoke	awoken	go	went	gone
be	was/were	been	grind	ground	ground
bear	bore	born(e)	grow	grew	grown
beat	beat	beaten	hang	hung	hung
become	became	become	have	had	had
begin	began	begun	hear	heard	heard
bend	bent	bent	hide	hid	hidden
bet	bet	bet	hit	hit	hit
bind	bound	bound	hold	held	held
bite	bit	bitten	hurt	hurt	hurt
bleed	bled	bled	keep	kept	kept
blow	blew	blown	kneel	knelt	knelt
break	broke	broken	know	knew	known
breed	bred	bred	lay	laid	laid
bring	brought	brought	lead	led	led
broadcast	broadcast	broadcast	leave	left	left
build	built	built	lent	lent	lent
burst	burst	burst	lie	lay	lain
buy	bought	bought	lie	lied	lied
can	could	... (been able)	light	lit/lighted	lit/lighted
catch	caught	caught	lose	lost	lost
choose	chose	chosen	make	made	made
cling	clung	clung	may	might	...
come	came	come	mean	meant	meant
cost	cost	cost	meet	met	met
creep	crept	crept	mow	mowed	mown/ mowed
cut	cut	cut	must	had to	...
deal	dealt	dealt	overtake	overtook	overtaken
dig	dug	dug	pay	paid	paid
do	did	done	put	put	put
draw	drew	drawn	read	read	read
drink	drank	drunk	ride	rode	ridden
drive	drove	driven	ring	rang	rung
eat	ate	eaten	rise	rose	risen
fall	fell	fallen	run	ran	run
feed	fed	fed	saw	sawed	sawn/ sawed
feel	felt	felt	say	said	said
fight	fought	fought	see	saw	seen
find	found	found	sell	sold	sold
fly	flew	flown	send	sent	sent
forbid	forbade	forbidden	set	set	set
forget	forgot	forgotten	sew	sewed	sewn/ sewed
forgive	forgave	forgiven	shake	shook	shaken
freeze	froze	frozen			
get	got	got			

shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	Showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/ sowed
spend	spent	spent
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/ swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written

WORD LIST

A	B	C	D
ability	baby	call	dark
able	back	camera	data
about	bad	campaign	daughter
above	bag	can	day
accept	ball	cancer	dead
according	bank	candidate	deal
account	bar	capital	death
across	base	car	debate
act	be	card	decade
action	beat	care	decide
activity	beautiful	career	decision
actually	because	carry	deep
add	become	case	defense
address	bed	catch	degree
administration	before	cause	Democrat
admit	begin	cell	democratic
adult	behavior	center	describe
affect	behind	central	design
after	believe	century	despite
again	benefit	certain	detail
against	best	certainly	determine
age	better	chair	develop
agency	between	challenge	development
agent	beyond	chance	die
ago	big	change	difference
agree	bill	character	different
agreement	billion	charge	difficult
ahead	bit	check	dinner
air	black	child	direction
all	blood	choice	director
allow	blue	choose	discover
almost	board	church	discuss
alone	body	citizen	discussion
along	book	city	disease
already	born	civil	do
also	both	claim	doctor
although	box	class	dog
always	boy	clear	door
American	break	clearly	down
among	bring	close	draw
amount	brother	coach	dream
analysis	budget	cold	drive
and	build	collection	drop
animal	building		drug
			during

E	F	G	I
each	face	game	idea
early	fact	garden	identify
east	factor	gas	if
easy	fail	general	image
eat	fall	generation	imagine
economic	family	get	impact
economy	far	girl	important
edge	fast	give	improve
education	father	glass	in
effect	fear	go	include
effort	federal	goal	including
eight	feel	good	increase
either	feeling	government	indeed
election	few	great	indicate
else	field	green	individual
employee	fight	ground	industry
end	figure	group	information
energy	fill	grow	inside
enjoy	film	growth	instead
enough	final	guess	institution
enter	finally	gun	interest
entire	financial	guy	interesting
environment	find		international
environmental	fine		interview
especially	finger	H	into
establish	finish	hair	investment
even	fire	half	involve
evening	firm	hand	issue
event	first	hang	it
ever	fish	happen	item
every	five	happy	its
everybody	floor	hard	itself
everyone	fly	head	
everything	focus	health	
evidence	follow	hear	
exactly	food	heart	
example	foot	heat	
executive	for	heavy	
exist	force	help	
expect	foreign	her	
experience	forget	here	
expert		herself	
explain		high	
		him	
		himself	

WORD LIST

J	M	N	P
job	machine	name	page
join	magazine	nation	pain
just	main	national	painting
	maintain	natural	paper
K	major	nature	parent
keep	majority	near	part
kid	make	nearly	participant
kill	man	necessary	particular
kind	manage	need	particularly
kitchen	management	network	partner
know	manager	never	party
knowledge	many	new	pass
	market	news	past
L	marriage	newspaper	patient
land	material	next	pattern
large	matter	nice	pay
last	may	night	peace
late	maybe	no	people
later	me	none	per
laugh	mean	nor	perform
law	measure	north	performance
lawyer	media	not	perhaps
lay	medical	note	period
lead	meet	nothing	person
leader	meeting	notice	personal
learn	member	now	phone
least	memory	n't	physical
leave	mention	number	pick
legal	message		picture
let	method	O	piece
letter	middle	occur	place
level	might	of	plan
lie	military	off	plant
life	million	offer	play
light	mind	office	player
like		officer	PM
list		official	point
listen		often	police
little		oh	policy
live		oil	political
local		ok	
long		old	
lose		on	
loss		once	
lot		one	
low			

Q	S		T
quality	safe	sit	table
question	same	site	take
quickly	save	situation	talk
quite	say	six	task
	scene	size	tax
R	school	skill	teach
race	science	skin	teacher
radio	scientist	small	team
raise	score	smile	technology
range	sea	so	television
rate	season	social	tend
rather	seat	society	term
reach	second	soldier	test
read	section	some	than
ready	security	somebody	thank
real	see	someone	that
reality	seek	something	the
realize	seem	sometimes	their
really	sell	son	them
reason	send	song	themselves
receive	senior	soon	then
recent	sense	sort	theory
recently	series	sound	there
recognize	serious	source	these
record	serve	south	thing
red	service	southern	think
reduce	set	space	third
reflect	seven	speak	this
region	several	special	those
relate	shake	specific	though
relationship	share	speech	thought
religious	she	spend	thousand
remain	shoot	sport	threat
remember	short	spring	three
remove	shot	staff	through
report	should	stage	throughout
represent	shoulder	stand	throw
Republican	show	standard	thus
require	side	star	time
research	sign		to
resource	significant		today
respond	similar		together
response	simple		tonight
responsibility	simply		total
rest	since		tough
	sing		town
	single		
	sister		

WORD LIST

under	whom
understand	whose
unit	why
until	wide
up	wife
upon	will
us	win
use	wind
usually	window

V

value	within
various	without
very	woman
victim	wonder
view	word
violence	work
visit	worker
voice	world
vote	worry

W

wait	would
walk	write
wall	writer

Y

want	yard
war	yeah
watch	year
water	yes
way	yet
we	you
weapon	young
wear	your
week	yourself
weight	
well	
west	
western	
what	
whatever	
when	
where	
whether	
which	
while	
white	
who	
whole	

ADDITIONAL EXERCISES

Choose the best answer.

1. _____ name is Robert.
a) Me b) I c) My
2. They _____ from Spain.
a) is b) are c) do
3. _____ are you from?
a) What b) Who c) Where
4. What do you do? I'm _____ student.
a) the b) a c) the
5. Peter _____ at seven o'clock.
a) goes up b) gets c) gets up
6. _____ you like this DVD?
a) Are b) Have c) Do
7. We _____ live in a flat.
a) don't b) hasn't c) doesn't
8. Wednesday, Thursday, Friday,

a) Saturday b) Tuesday c) Monday
9. _____ he play tennis?
a) Where b) Does c) Do
10. Have you _____ a car?
a) any b) have c) got
11. We don't have _____ butter.
a) a b) any c) got
12. _____ some money here.
a) There're b) There c) There's
13. We _____ got a garage.
a) haven't b) hasn't c) don't
14. Those shoes are very _____.
a) expensive b) a lot c) cost
15. Have you got a pen? Yes, I

a) am b) have c) got
16. It is a busy, _____ city.
a) traffic b) quite c) noisy
17. They _____ at home yesterday.
a) was b) are c) were
18. I _____ there for a long time.
a) lived b) living c) live
19. He didn't _____ glasses.
a) put b) wear c) take
20. The restaurant was _____ busy.
a) very b) a lot c) many
21. Do you like the red _____?
a) it b) that c) one
22. He _____ to Brazil on business.
a) go b) goed c) went

23. Yesterday was the _____ of April.
a) third b) three c) day three
24. She's got _____ hair.
a) dark, long b) long and dark
c) dark long
25. I _____ play football at the weekend.
a) usually b) use c) usual
26. I _____ in an armchair at the moment.
a) sitting b) 'm sitting c) sit
27. My brother is older _____ me.
a) then b) that c) than
28. Their car is _____ biggest on the road.
a) than b) this c) the
29. It's the _____ interesting of his films.
a) more b) much c) most
30. The phone's ringing: _____ answer it.
a) I'll b) I c) will
31. Do you _____ classical or rock music?
a) rather b) prefer c) more
32. He has _____ breakfast.
a) ate b) eaten c) eat
33. The _____ have seen it before.
a) child b) child c) children
34. I've never met an actor _____.
a) before b) already c) after
35. _____ is very good exercise.
a) Swim b) To swim c) Swimming
36. Have you _____ been on a winter sports holiday?
a) always b) ever c) soon
37. I can't _____ another language.
a) speaking b) speak c) to speak
38. They _____ pay for the tickets.
a) haven't to b) don't have
c) don't have to
39. _____ old is their car?
a) What b) When c) How
40. Are you _____ for one or two weeks?
a) staying b) stayed c) stay

ADDITIONAL EXERCISES

41. Stephen _____ to visit his parents.
a) will b) going c) is going
42. I don't _____ getting up early.
a) not like b) want c) enjoy
43. We _____ like to see the mountains.
a) would b) will c) are
44. They _____ ever check their emails.
a) hard b) harder c) hardly
45. They won't come, _____ they?
a) won't b) come c) will
46. He _____ know how to spell it.
a) doesn't b) hasn't c) don't
47. Carla _____ to the radio all morning.
a) listening b) heard c) listened
48. They _____ come to the cinema with us.
a) doesn't b) not c) didn't
49. I like this song. _____ do I.
a) Either b) So c) Neither
50. We _____ them at eight o'clock.
a) meet b) 're meet c) 're meeting

Reported speech revision test

1. Lena said, "I will invite you to my birthday party."
2. Anderson said, "I will turn twenty today."
3. Daniel said, "Things will get better."
4. The doctor said, "Your aunt doesn't need an operation."
5. Wilma told me, "I will help you finish your homework."
6. Robert said, "I will pass the exam."
7. John told me, "I have seen this movie."
8. Helen said, "I can speak Spanish fluently."
9. Lucas told John, "I will not go swimming with you."
10. Josh said, "I have finished my lunch."
11. Mother to daughter: "Put on your shoes."
12. The teacher to me: "Open your notebook."
13. Merry to her uncle: "Don't be mad at me."
14. Coach to Jack: "do your exercise regularly!"
15. The cashier to Angela: "Give me your receipt."
16. Adan to his mother: "Help me with my homework."
17. The officer to us: "Do not park here."
18. The ambulance driver to pedestrians: "Move out of the way!"
19. Daniel to his mother: "Wait for me."
20. Pam to her husband: "Stop acting like a child."

Present tense revision

1. A: Can I borrow your calculator?
B: Sorry, but I _____ (still / use) it.
- A: Ok, it _____ (not matter). I'll ask for it to John.
2. See you in the morning. I _____ (leave) in a minute.
3. I _____ (never / wear) a tie to work and I _____ (refuse) to start now!
4. If you drop it, it will explode! What _____ (you / do)?
5. You are a great cook! This cake _____ (taste) wonderfully.
6. Excuse me, but _____ (this bus / stop) outside the Post Office?
7. Henry _____ (still / not find) a job.
8. I _____ (drive)! You can sit in the back with Martin.
9. How long _____ (you / wait) for the bus? You _____ (look) really annoyed!
10. Ugh, don't show me that picture! I _____ (can't stand) spiders!
11. Joan _____ (seldom / sit) next to Eve.
12. I've finished my exams so I _____ (lie) on the beach the rest of the summer.
13. Stop doing that! You _____ (be) very silly today, Paul!
14. It's ages since I _____ (not be) to an Indian restaurant.
_____ (you / fancy) coming today with me?
15. In winter, what _____ (you / wear)?
16. Why _____ (you / look) at me like that? Have I done something wrong?
17. The coat _____ (not fit) me. I need a larger size.
18. Thanks for this great time. I _____ (have) a lovely evening.
19. This is an exam. Why _____ (you / talk)?
20. I _____ (not decide) yet about buying a new bike. I _____ (think) about it.
21. The dog _____ (dig) all the morning but it _____ (not find) any bones yet.
22. Every Easter my granny _____ (visit) us and my mum and her _____ (argue) angrily all the time.
23. We _____ (walk) the whole day. Let's have a rest.
24. How many books _____ (she / edit) so far?

ADDITIONAL EXERCISES

Past tenses revision test

Fill in the gaps with the correct tenses.

1. By the time we _____ (get) to the theatre, the play _____ (already, start).
2. Last night I _____ (dream) about going to the Moon.
3. When Ginny _____ (see) me yesterday, I _____ (cross) the street.
4. My dad _____ (paint) the living room for two hours before my brother _____ (come) to help him.
5. Nora _____ (lie) in a hammock while Phil _____ (weed) the garden.
6. Before the Smiths _____ (buy) their new house, they _____ (look) for a suitable one for a year.
7. Laura _____ (send) us a postcard from her holiday in Italy.
8. As Claire _____ (dust) the furniture, she _____ (break) her mum's vase.
9. My sister _____ (never, be) to the circus before last week.
10. Pam and I _____ (study) for the history exam when the lights _____ (go) off.
11. The alarm clock _____ (not, ring) yesterday morning and I _____ (be) late for work.
12. Mr. Roberts _____ (work) in the company for six years before it _____ (go) bankrupt.
13. You _____ (not, sleep) when I _____ (return) last night.
14. When _____ (they, visit) you last time?
15. Yesterday at this time, Karen _____ (write) a letter of application to the manager of L'Oréal.
16. I _____ (not, pay) attention to the teacher and my friends _____ (not, pay) attention, either.
17. When we _____ (go) out for a walk last Sunday morning, the sun _____ (shine) and it _____ (be) quite warm.
18. We _____ (never, see) the Pyramids before our trip to Egypt in 2005.
19. _____ (Simon and Alice, get) married last summer?
20. They _____ (wait) for more than an hour before the singer _____ (appear) on the stage.
21. Michael and Robert _____ (rollerblade) in the backyard when Sally _____ (phone).
22. I _____ (meet) Harry at Brenda's birthday party last month.
23. Where _____ (you, spend) your last winter holidays?
24. My cousin and I _____ (sit) at a park bench when we _____ (hear) a thunder.
25. By six o'clock Ted _____ (pack) all his staff in his backpack.

Future tenses revision test

Fill in the gaps with the correct tenses.

1. The train _____ (to arrive) at 12:30.
2. We _____ (to have) dinner at a seaside restaurant on Sunday.
3. It _____ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I _____ (to meet) my friend.
5. Paul _____ (to fly) to London on Monday morning.
6. Wait! I _____ (to drive) you to the station.
7. The English lesson _____ (to start) at 8:45.
8. Are you still writing your essay? If you _____ (to finish) by 4 pm, we can go for a walk.
9. I _____ (to see) my mother in April.
10. Look at the clouds – it _____ (to rain) in a few minutes.
11. When they _____ (to get) married in March, they _____ (to be) together for six years.
12. You're carrying too much. I _____ (to open) the door for you.
13. Do you think the teacher _____ (to mark) our homework by Monday morning?
14. When I _____ (to see) you tomorrow, I _____ (show) you my new book.
15. After you _____ (to take) a nap, you _____ (to feel) a lot better.
16. I'm sorry but you need to stay in the office until you _____ (to finish) your work.
17. I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).
18. I _____ (to let) you know the second the builders _____ (to finish) decorating.
19. Before we _____ (to start) our lesson, we _____ (to have) a review.
20. We _____ (to wait) in the shelter until the bus _____ (to come).
21. I'm very sorry Dr. Jones _____ (not be) back in the clinic until 2 pm.
22. This summer, I _____ (to live) in Brighton for four years.
23. I don't think you _____ (to have) any problems when you land in Boston.
24. By the time we get home, they _____ (to play) football for 30 minutes.
25. In three years I _____ (to live) in a different country.
26. When you _____ (to get) off the train, I _____ (to wait) for you by the ticket machine.
27. _____ (to take) your children with you to France?
28. This time next week I _____ (ski) in Switzerland!
29. Now I _____ (to check) my answers.

ADDITIONAL EXERCISES

Mixed tenses revision test

Fill the gaps with the correct tenses.

1. I (learn) _____ English for seven years now.
2. But last year I (not / work) _____ hard enough for English, that's why my marks (not / be) _____ really that good then.
3. As I (pass / want) _____ my English exam successfully next year, I (study) _____ harder this term.
4. During my last summer holidays, my parents (send) _____ me on a language course to London.
5. It (be) _____ great and I (think) _____ I (learn) _____ a lot.
6. Before I (go) _____ to London, I (not / enjoy) _____ learning English.
7. But while I (do) _____ the language course, I (meet) _____ lots of young people from all over the world.
8. There I (notice) _____ how important it (be) _____ to speak foreign languages nowadays.
9. Now I (have) _____ much more fun learning English than I (have) _____ before the course.
10. At the moment I (revise) _____ English grammar.
11. And I (begin / already) _____ to read the texts in my English textbooks again.
12. I (think) _____ I (do) _____ one unit every week.
13. My exam (be) _____ on 15 May, so there (not / be) _____ any time to be lost.
14. If I (pass) _____ my exams successfully, I (start) _____ an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) _____ back to London to work there for a while.
16. As you (see / can) _____, I (become) _____ a real London fan already.

Active and Passive voice Revision test

Fill the gaps with the correct tenses (active or passive voice).

Hadrian's Wall

1. In the year 122 AD, the Roman Emperor Hadrian (visit) _____ his provinces in Britain.
2. On his visit, the Roman soldiers (tell) _____ him that Pictish tribes from Britain's north(attack) _____ them.
3. So Hadrian (give) _____ the order to build a protective wall across one of the narrowest parts of the country.
4. After 6 years of hard work, the Wall (finish) _____ in 128.
5. It (be) _____ 117 kilometres long and about 4 metres high.
6. The Wall (guard) _____ by 15,000 Roman soldiers.
7. Every 8 kilometres there (be) _____ a large fort in which up to 1,000 soldiers (find) _____ shelter.
8. The soldiers (watch) _____ over the frontier to the north and (check) _____ the people who (want) _____ to enter or leave Roman Britain.
9. In order to pass through the Wall, people (must go) _____ to one of the small forts that(serve) _____ as gateways.
10. Those forts (call) _____ milecastles because the distance from one fort to another (be) _____ one Roman mile (about 1,500 metres).
11. Between the milecastles there (be) _____ two turrets from which the soldiers (guard) _____ the Wall.
12. If the Wall (attack) _____ by enemies, the soldiers at the turrets (run) _____ to the nearest milecastle for help or (light) _____ a fire that (can / see) _____ by the soldiers in the milecastle.
13. In 383 Hadrian's Wall (abandon) _____.
14. Today Hadrian's Wall (be) _____ the most popular tourist attraction in northern England.
15. In 1987, it (become) _____ a UNESCO World Heritage Site.

ADDITIONAL EXERCISES

Adjectives and adverbs

Fill in the gaps with the correct forms.

1. Think _____ about whether you want to quit this job. (calm)
2. I'm _____ he didn't mean to frighten you. It was an accident. (sure)
3. Her hair looks so _____ always. I'd love to know what she uses on it. (soft)
4. My wife felt rather _____ about the play she was in, but she performed wonderfully. (nervous)
5. Look in the fridge – something smells very _____. (bad)
6. The grass grew _____ because of the dry weather. (slow)
7. The new couple next door seem very _____, don't they? (nice)
8. The company performed _____ for a few years, then got into difficulty. (strong)
9. She got a new laptop for free/freely I don't know how she did it.
10. In some countries you can't speak free/freely about politics or religion.
11. She near/nearly because a viper bit her.
12. We were flying so high/highly that we had to use the oxygen masks.
13. The pirates had to dig deep/deeply to find the treasure.
14. The well is so deep/deeply that I can't see the bottom.
15. The mountain is 1245 metres high/highly.
16. They are very proud of their children so they always speak high/highly of them.
17. She lives near/nearly the station, it is a rather noisy place.
18. She trains hard/hardly that's why she doesn't have much free time.
19. She hard/hardly trains that's why she has lost so many matches late/lately.
20. There is a free/freely bus from the city centre to the mall.
21. He admitted free/freely that she had stolen the money.
22. She is deep/deeply hurt because of your attitude.
23. The helicopter was flying so low/lowly that it near/nearly crashed against a building.

Prepositions revision test

1. Are you afraid _____ exams?
A) at B) from C) on D) of
2. My friend and I always go to school _____ the bus.
A) by B) on C) in D) at
3. He tried to open the tin _____ a knife.
A) with B) by C) from D) out of
4. His office is _____ the second floor of the building.
A) at B) in C) of D) on
5. Mike is sitting _____ the desk _____ front of the door.
A) at / in B) in / on C) on / on D) at / at
6. Listen! I think there is someone _____ the front door.
A) on B) at C) in D) with
7. There's a paper _____ the floor. Please put it _____ the wastebasket.
A) at / into B) on / at C) on / in D) over / at
8. There was a storm _____ the night, it rained _____ three or four hours.
A) at / in B) during / for C) in / since D) during / at
9. See you _____ Monday morning.
A) under B) at C) in D) on
10. We are giving him a surprise party _____ his birthday.
A) in B) at C) with D) on
11. What's the price _____ this tie?
A) of B) at C) in D) to
12. We are meeting _____ next Thursday.
A) on B) – C) at D) in
13. They have lived in Spain _____ the second World War.
A) during B) for C) since D) at
14. How do the children get _____ school in the morning?
A) to B) at C) off D) –
15. A dictionary has information _____ words.
A) to B) about C) in D) at

ADDITIONAL EXERCISES

16. The children wore boots to play _____ the snow.
A) at B) by C) of D) in
17. There's a good restaurant _____ the Bolu road.
A) between B) in C) on D) at
18. We stopped for three-quarters of an hour _____ Heathrow Airport.
A) at B) in C) over D) on
19. Where is your mother? Is she _____ the hairdresser's again?
A) in B) on C) at D) –
20. Who's the blonde girl _____ the first raw?
A) in B) on C) at D) over
21. You'll find the poem _____ page 16.
A) at B) on C) in D) –
22. He lived with Nomads _____ the Sahara desert for two days.
A) over B) on C) in D) of
23. I won't stay _____ bed; I'll just lie down _____ the bed for an hour.
A) in / in B) at / in C) at / on D) in / on
24. I last saw her _____ the car park.
A) in B) at C) on D) –
25. He grows corn _____ his farm.
A) over B) with C) at D) on
26. She opened her mouth so the doctor could look _____ her throat.
A) to B) on C) at D) for
27. He will stay here _____ Monday.
A) by B) till C) at D) to
28. You'd better go to London _____ the next plane.
A) at B) in C) by D) on
29. She said hello _____ everyone except me.
A) to B) – C) at D) of
30. She is worried _____ her exams.
A) of B) about C) with D) –
31. Tell us _____ your holiday.
A) – B) of C) about D) with
32. Mr. Collins always talks _____ himself.
A) to B) with C) at D) in
33. Is it possible for me to keep it _____ Tuesday?
A) by B) at C) since D) until

34. Who's the man _____ the funny hat?

- A) in B) from C) at D) to

35. Will you come _____ bus or _____ a late train?

- A) by / by B) on / in C) by / on D) in / by

36. I saw an accident _____ my way home.

- A) on B) at C) in D) to

37. The doctor gave me a prescription _____ my cough.

- A) with B) to C) at D) for

38. I usually stay at home _____ night.

- A) on B) at C) in D) over

39. Have you seen the new bridge they've built _____ the river?

- A) over B) under C) between D) at

40. I'll call you _____ seven o'clock.

- A) in B) on C) at D) of

41. Can't you come _____ your bicycle?

- A) in B) with C) on D) by

42. She arrived _____ Friday.

- A) in B) on C) at D) over

43. We'll go _____ Marmaris _____ June.

- A) – / in B) at / on C) to / on D) to / in

44. I was born _____ September 9th.

- A) in B) on C) at D) of

45. John and Mary are talking _____ the telephone.

- A) – B) to C) on D) with

46. Classes began _____ last week.

- A) in B) – C) at D) on

47. They took my temperature _____ the operation.

- A) before B) by C) – D) of

48. Do you take sugar _____ your tea?

- A) in B) on C) by D) –

49. I'm afraid _____ falling trees.

- A) from B) of C) with D) at

50. She didn't get a passing grade _____ her test.

- A) on B) with C) at D) o

ADDITIONAL EXERCISES

Reading comprehension test

In an interview yesterday Mr. Wilson was questioned about the harmful effects of horror movies on teenagers. He argued that such effects were often exaggerated and claimed that other types of films were far more dangerous for young people. When asked to prove this, he pointed out that horror films were often set in unreal situations and were clearly not to be taken seriously. In contrast, he claimed that films showing violent crime were often set in everyday life, and were therefore more damaging.

1. In Mr. Wilson's opinion, horror films _____.
A) cost more than other kinds of films.

B) are more popular among the elderly than among the young.
C) should be banned altogether.
D) are less damaging to young people than films of violent crime.
E) have recently ceased to appeal to the young.

2. For Mr. Wilson the main difference between a horror film and one showing violent crime is that the former _____.
A) is mainly concerned with everyday situations.

B) is liked by the young, and the latter by the old.
C) is unrelated to real life, whereas the latter is.
D) is less expensive to produce than the latter.
E) rarely receives any attention from the young.

3. The interviewer wanted to find out whether _____.
A) young people were being harmed by horror films.
B) Mr. Wilson preferred horror films to films of violence.
C) people were seriously objecting to horror films.
D) the effects of crime films were being exaggerated.

The famous Tower of London was built as a fortress by William the Conqueror. Early in the Middle Ages the kings used it as a palace; later on it was turned into a prison, but only distinguished prisoners, including statesmen and princes, were held there. Today the Tower is a national museum, where, among other things, the jewelry of the English kings and queens is on display.

4. It is obvious from the passage that the functions of the Tower of London _____.
A) were all established by William the Conqueror.

B) have always been controlled by the kings.
C) have varied greatly over the centuries.

D) are all of a military nature.
E) have not changed at all since the Middle Ages.

5. We learn from the passage that the Tower _____.
A) was not originally intended to be a fortress.

B) was never a prison for ordinary people.
C) is still a unique example of medieval architecture.

D) was never a residence of English kings.
E) functions today only as a jewelers museum.

6. William the Conqueror's original purpose in building the Tower of London _____.
A) was one of defense
B) was to exhibit his valuable jewellery.
C) was strongly criticized later in the Middle Ages.
D) remains unknown even now.
E) is still being debated among historians.
- D) how people make a living in the world.
E) environmental problems.

Never before in history have people been so aware of what is going on in the world. Television, newspapers and radio keep us continually informed and stimulate our interest. The sociologist's interest in the world around him is intense, for society is his field of study. Indeed, he needs to know what is happening in society; he wants to know what makes the social world what it is, how it is organized, why it changes in the ways that it does. Such knowledge is valuable not only for those who make great decisions, but also for you, since this is the world in which you live and make your way.

7. The passage emphasizes that whatever goes on in the world today _____.
A) is quickly forgotten by the majority.
B) only concerns the sociologist.
C) first makes the headlines in the press.
D) is of great interest to everyone.
E) can easily be ignored by people in power.

8. It is pointed out in the passage that, among other things, sociologists are very much interested in _____.
A) our reaction to their studies.
B) the effect of television on education.
C) the reasons for social change.

9. One may conclude from the passage that the studies made by sociologists _____.
A) are extremely useful both to decision makers and to ordinary people.
B) are of little general interest.
C) receive a lot of attention from the media.
D) are primarily intended for students of sociology.
E) do not adequately reflect real conditions in the world.

Every summer many people, girls and women as well as boys and men, try to swim from England to France or from France to England. The distance at the nearest points is only about twenty miles, but because of the strong currents the distance that must be swum is usually twice as far. The first man to succeed in swimming across the Channel was Captain Webb, an Englishman. This was in August 1875. He landed in France 21 hours 45 minutes after entering the water at Dover.

Since then there have been many successful swims and the time has been shortened. One French swimmer crossed in 11 hours and 5 minutes.

10. Swimming the Channel is not as easy as it might seem _____.
A) as the distance between the two counties is far too much.
B) and it always takes more or less 20 hours.
C) and only two people have managed to do it so far.
D) so few people even try to swim it.
E) for there are very strong currents.

ADDITIONAL EXERCISES

11. The first time anyone swam across the Channel _____.
A) was in the last century.
B) was when England and France organized a swimming competition.
C) no one really believed him.
D) he was helped by favorable currents.
E) he reached Dover just before 10 in the evening.
12. The time Captain Webb needed to swim across the Channel _____.
A) was unbelievably short.
B) has since been nearly reduced to half
C) still remains a record.
D) was thought to be far too long.
E) hasn't been equaled by any French swimmer.

O'quv nashri

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ENGLISH

(10)

Pupil's Book

*O'rta ta'lif muassasalarining 10-sinfi va o'rta maxsus,
kasb-hunar ta'limi muassasalari o'quvchilari uchun darslik*

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