

Ministry of Public Education of the Republic of Uzbekistan

ENGLISH

Pupil's Book

**For the 11th grade pupils
of secondary schools**

O'rta ta'lif muassasalarining 11-sinfi va o'rta maxsus,
kasb-hunar ta'lifi muassasalarining o'quvchilari uchun darslik

1-nashri

O'zbekiston Respublikasi Xalq ta'lifi vazirligi tasdiqlagan



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Shartli belgilar:



Starter



Reading



Listening



Speaking



Writing

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

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INTRODUCTION

This course book has been created according to the CEFR for the B1 level for the 11th 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 Study skills achievement p10	1.A. <i>Active learning</i> p10	Academic vocabulary	Radio programme T.1
	1.B. <i>Active learning</i> p14	Academic vocabulary word building	—
	2.A. <i>Creative ways of learning</i> p18	Academic vocabulary	Dialogue T.2 A professor and a student
	2.B. <i>Creative ways of learning</i> p22	Word building Word combinations	—
2 Save the Earth p26	1.A. <i>Environmental problems</i> p26	Environmental vocabulary Pollution	Greenhouse gases T.3
	1.B. <i>Environmental problems</i> p30	Word building Word combinations	—
	2.A. <i>Global Warming</i> p34	Global Warming	Song about deforestation T.4
	2.B. <i>Global Warming</i> p38	Global Warming Vocabulary Quiz	—
3 Keeping Fit p42	1.A. <i>My health – My wealth</i> p42	Vocabulary classification	Conversations between patients and medical specialists T.5
	1.B. <i>My health – My wealth</i> p46	Word building Word combinations	—
	2.A. <i>Healthy food</i> p50	Food related vocabulary	Mother talking to the school nurse T.6
	2.B. <i>Healthy food</i> p54	Food related vocabulary crosswords	—

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Infinitive of purpose	Thomas Alva Edison	Inventors and inventions	Writing a report
Infinitive of purpose	Story about woodcutter	Discussion: "Path to success."	"The best thing I learned last year."
For, since or yet	Young successful people	Discussion: "Learning problems."	"My bright future."
For, since or yet	Story of Nguyen Ngoc Truong Son	Questions using since, for, yet	Descriptive essay "My hero – my motivator."
Conditionals I.II	The Story of the Aral Sea	Discussion: "The Aral Sea."	Report about current ecological problems.
Conditionals I.II	Noise pollution	Story telling	Causes and effects of noise pollution
Conditional III	Deforestation	Discussion on the topic	List of causes, effects and solutions of global warming
Conditional III	Psychological test	Discussion: "How green are you?"	Problem solving essay about Deforestation
Linking words for reason:	Second-hand smoke	Attitude towards smoking	List of diseases caused by passive smoking
Linking words for reason:	—	Discussion: "Healthy lifestyle."	Essay: "Causes and effects of noise pollution."
Relative Clauses	How to stay healthy	Presentation: "Healthy lifestyle."	Giving advice
Relative Clauses	Eating the right things	Recipe	Writing the recipe

UNITS	LESSONS	VOCABULARY	LISTENING
4 <i>Tourism, travel</i> p58	1.A. <i>On the move</i> p58	Travel and leisure vocabulary	A man talking about a recent trip T.7
	1.B. <i>On the move</i> p62	Crosswords	—
	2.A. <i>Uzbek tourism</i> p66	Word combinations	4 speakers T.8
	2.B. <i>Uzbek tourism</i> p70	Travel words	—
5 <i>Market economy</i> p74	1.A. <i>What is marketing?</i> p74	Introduction to marketing	Educational program T.9
	1.B. <i>What is marketing?</i> p78	Word buildings	—
	2.A. <i>Advertising and shopping</i> p82	Vocabulary related to Business	Dialogue T.10
	2.B. <i>Advertising and shopping</i> p86	Word buildings	—
6 <i>Service</i> p90	1.A. <i>Selling the service</i> p90	Vocabulary related to Service	Dialogues T.11
	1.B. <i>Selling the service</i> p94	Word buildings	—
	2.A. <i>Good or poor service</i> p98	Service vocabulary	Customers' report T.12
	2.B. <i>Good or poor service</i> p102	Service vocabulary	—
7 <i>Literature</i> p106	1.A. <i>Literature Genres</i> p106	Literature vocabulary	Lecture about library T.13
	1.B. <i>Literature Genres</i> p110	Literature vocabulary	—
	2.A. <i>A Book Review</i> p114	Literature vocabulary	Conversation about library T.14
	2.B. <i>A Book Review</i> p118	Literature vocabulary	—

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Adjectives order:	Your room at a glance	Talking about travelling	Describing a place to travel
Adjectives order:	Postcards	Postcards	Writing a postcard
-ed or-ing adjectives	Nodir Devon-Beghi	Discussion: "Historical places."	Writing invitation
-ed or-ing adjectives	Time for adventures!	Discussion: "Tourism in Uzbekistan."	Project – based task: "Ecotourism."
Linking verbs	KFC	Discussion: "Business"	Making a presentation based on a questionnaire
Linking verbs	Diagram	Discussion: "The process."	Writing a report
Conjunctions	Advertising	Discussion: "Shopping."	Making up advertisement
Conjunctions	Customer review	Making a suggestion on a product	Writing a review of a product
Modal verbs: request, offer, invitation	Service based business	Discussion: "Types of service."	Making a presentation
Modal verbs: request, offer, suggestion	How the process works	Discussion: "Advertisement."	Writing a letter of request
Adverbs of manner	Ferruccio Lamborghini	Discussion	Writing a letter
Adverbs of manner	Formal letter	Role play	Writing a complaint letter
Phrasal verbs	Fiction or Nonfiction	Discussion: "Types of genres."	Autobiography
Phrasal verbs	Which literary genre are you?	Discussion: "Types of genres."	Book review
Parallelism	J.K. Rowling	Books: "My favourite hero."	Recommendation letter
Parallelism	Filling gaps	Books: "My favourite book."	Book review

UNITS	LESSONS	VOCABULARY	LISTENING
8 Plagiarism p122	1.A. <i>What is Plagiarism</i> p122	Synonyms and antonyms	Plagiarism report T.15
	1.B. <i>What is Plagiarism</i> p126	Word buildings	—
	2.A. <i>How to avoid plagiarism</i> p130	Vocabulary in context	Guideline T.16
	2.B. <i>How to avoid plagiarism</i> p134	Word buildings	—
9 Self-evaluation p138	1.A. <i>Self-assessment</i> p138	Vocabulary in context	Speaker's ideas about self-assessment T.17
	1.B. <i>Self-assessment</i> p142	Word buildings	—
	2.A. <i>The role of Feedback</i> p146	Vocabulary in context	Lecture about feedback T.18
	2.B. <i>The role of Feedback</i> p150	Word buildings	—
10 My student life – my golden period p150	1.A. <i>The preparation</i> p154	Academic vocabulary	Report T.19
	1.B. <i>The preparation</i> p158	Word buildings	—
	2.A. <i>My dream job</i> p162	Career related vocabulary	Report T.20
	2.B. <i>My dream job</i> p166	Word buildings	—

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
Tag questions	Why are students plagiarizing?	Why are students plagiarizing?	Writing a report
Tag questions	Dialogue	Discussion: “Plagiarism.”	Narrative essay: “How it is important to avoid plagiarism.”
Relative clauses	Original text	Discussion quotes	Essay: “Plagiarism and how to avoid it!”
Relative clauses	Paraphrasing	Conversation	Narrative essay: “How did you learn a new skill?”
Present perfect	Self-assessment tool	Conversation: “Assess your family”	Narrative essay: “Learning process at school.”
Present perfect	Crosswords	Discussion	The best life experience I have ever had
Present perfect Continuous	Giving and Receiving Feedback	Quotes	Giving and receiving feedback
Present perfect Continuous	Learning from feedback	Quotes	Writing feedback
Future simple	Setting a goal	Discussion: “My goals.”	Narrative essay: “My student life-my golden period.”
Future simple	Write in a journal	Discussion	Making future plans
Future perfect	8 Steps to Successful Career Planning	Quotes	Descriptive essay: “Famous jobs.”
Future perfect	The Relationship map	Discussion: “My plans.”	Opinion essay: “Career Planning Process.”

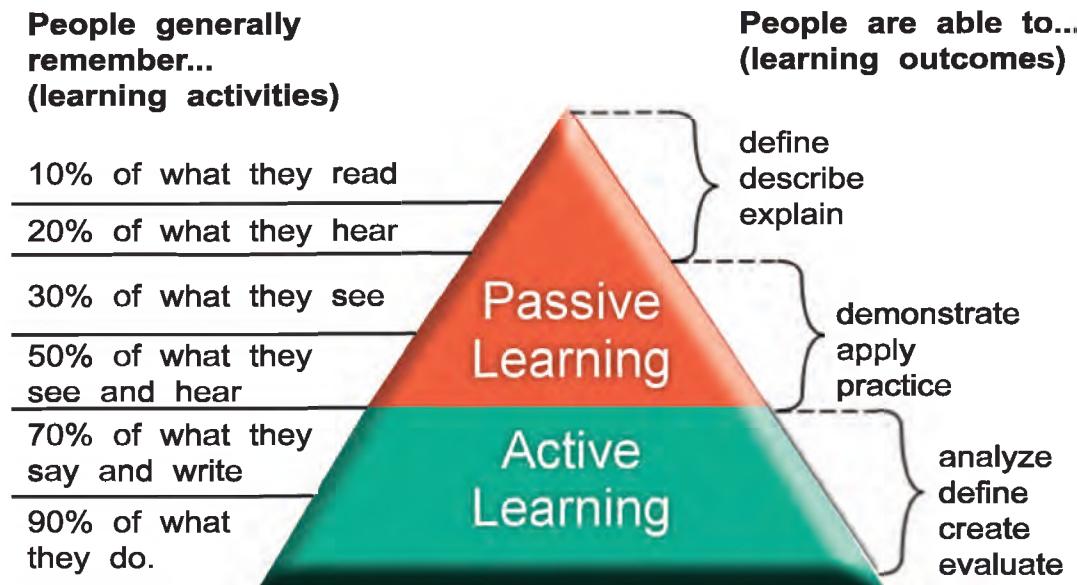


1

Study skills achievement 1.A. Active learning



1. Look at the picture. Are you an active learner or a passive learner?



2. Filling the gaps with the words and phrases from the box.

1. In order to get _____ you should practise regularly all the vocabulary which you have learned.
2. It is important _____ on your presentation from your teacher.
3. _____ is also necessary when you are involved in different activities, because you can see your own mistakes.
4. It is important _____ to have results in your project, in that case you may find information easily.
5. To have your own _____ is a necessary criterion in active learning.
6. Active learning is a highly valuable tool for _____ and professional development.
7. An active learner learns _____ and share the process of learning with others.

**self-evaluation
to get feedback
to organise information
to collaborate
focusing on
high results
learning style**



T.1. 3. Listen to the radio programme about active learning and complete the table.

Name	Occupation	Improved skills	Type of active learning
 Alisher			
 Temur			
 Nargiza			



4. Group work. Discuss the following questions with your partners.

What would you like to learn?

How important is learning? Why?

Besides English, what are you currently learning?



5. How much do you know about inventors and inventions? Who invented what?



Find the inventions for each inventor:

1. Thomas Edison
2. Alexander Bell
3. Steve Jobs
4. Galileo Galilei
5. Charles Rolls and Henry Royce
6. Thomas Moore



6. Work in pairs. Scan the words in bold. Match the words with their definitions from the box.

Thomas Alva Edison was probably the greatest **inventor**. His first job was selling newspapers on trains, and later, at the age of 16, he got a job working in a telegraph office. Not all of Edison's inventions were **successful**. In fact, his first one was a **failure**. Many that followed, however, were bright successes and Edison became famous. Most people **regard** him as a **genius**. Edison worked hard all his life, often working all night in his laboratory, and would not come home for days sometimes. When asked what makes a genius he said: "Genius is 99% perspiration and 1% **inspiration**." Although most of the inventions which made Edison famous were made in the first half of his life, Edison continued to work and invent till he was over 70, often working 16 hours a day! During his long and **productive** life, Edison made 1,300 inventions.

One of the most important inventions is the light bulb. Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked **satisfactorily**, his **assistant** complained, "All our work is in vain. We have learned nothing."

Edison replied very **confidently**, "Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb. Edison died on October 18, 1931, at the age of 84.

1 **having achieved fame, wealth, or social status**

2 **lack of success**

3 **an intelligent person**

4 **fulfilling the demand**

5 **the author of invention**

6 **believing in himself**

7 **motivation**

8 **consider, respect**

9 **fruitful**

10 **a student**



7. Read the passage and answer the comprehension questions below.

1. What was Edison's first job?
2. What did Edison answer when asked what makes a genius?
3. How many inventions did Edison make in his life?
4. How old was he when he died?

8. Read the passage again. Write true (T) or false (F).

1. Thomas Edison worked in a telegraph office as a paper boy. _____
2. He became famous because of his first invention. _____
3. A great achievement doesn't depend so much on cleverness as on hard work. _____
4. Edison made his greatest inventions before he was 42. _____
5. He usually worked less than 12 hours a day. _____
6. It was challenging to invent the light bulb. _____
7. Tomas Edison's assistant was inspired by the challenges. _____



9. Homework. Are you active or passive at learning? Complete the following checklist.

Effective learning behaviours	I do this in every subject all the time	I do this in most subjects sometimes	I sometimes do this if the teacher or others push me	I don't really do this at all
I ask the teacher for help when I don't understand things.				
I ask the teacher where I have been wrong.				
I check my work with the teacher or the textbook to check for errors.				
When I get stuck, I try to work it out before asking someone else for help.				
I try to plan how I will do it before starting complex problems or assignments.				
I ask questions in class and I am not worried about raising my hand to answer or ask questions.				
I can make a list of the weaknesses I have to work on.				
I can disagree with the teacher or others in a constructive manner.				



10. Homework.

- Make a list of vocabulary which you have learned today.
- Make a report on your learning style using the checklist in exercise 9.



1

Study skills achievement

1.B. Active learning



1. Fill in the gaps using the infinitive forms of the verbs in the box.

/ chat / be / learn ×2 / take part in / organize / get / have ×2 / go / collaborate

e.g.: It was difficult for Alisher to learn English.

1. He found the web sites so as _____ with foreigners.
2. In order _____ high results you should practise regularly all vocabulary.
3. _____ English Temur decided _____ to the English club.
4. Feedback from the teacher was helpful for Temur _____ more confident.
5. An active learner learns _____ and share the process of learning with others.
6. Nargiza's friend invited her _____ in one project.
7. It is important _____ information _____ results in the project.
8. _____ your own learning style is a necessary criterion in active learning.

2. Write sentences using the prompts.

e.g. **this button / turn on the computer.**

You use this button to turn on the computer.

1. A camera / take photographs.
2. A dictionary / look up the word.
3. A book/ improve a reading skill.
4. A radio/ listen to the news.
5. The teacher's feedback / make better writing.

INFINITIVE OF PURPOSE

to-infinitive can be used to express purpose:

- I'm calling to place an order for delivery.

- To pass this test, you need to achieve a score of 60% or more.

In order and **so as** can be used before **to-infinitive** for emphasis in more formal styles:

- He took a book with him in order to have something to read on the train.

- I'm doing English course in order to pass my exam.

- In order to attract a wider audience, we need to rethink our marketing strategy.

• The negative is always **in order not + to-infinitive** or **so as not + to-infinitive**:

- He tiptoed through the hall so as not to be heard.

- In order not to lose time, we must act at once.

In order + that-clause is also possible in this case; however, it is more formal and less common. In the that-clause, we can use the modal verbs **may**, **shall**, **might** or **should**:

- Our company does everything in order that all complaints may be dealt fairly and effectively.

If **come** and **go** are used as infinitives or as imperatives, we use **and** instead of **to**:

- I must go and check the heater.

- He will come and dance with you.

- Go and fetch a glass.



3. Pairwork.

Answer the questions using “purpose language”

**in order to...
to...**

Why do you learn English?
Why should you work hard?
Why should you save money?

**so as...
so that...**

Why should you be nice to people?
Why should you be optimistic?
Why should you do exercises?



4. Scan the text below and underline the following words and phrases.

/ woodcutter / timber merchant / salary / working conditions / motivated / strength / sharpened / update / expected / success /

Once upon a time a very strong woodcutter asked for a job in a timber merchant and he got it. His salary was really good and so were the working conditions. For that reason, the woodcutter was determined to do his best.

His boss gave him an axe and showed him the area where he was supposed to cut the trees down. The first day, the woodcutter brought fifteen trees. "Congratulations!" the boss said, "Carry on your work!" Highly motivated by the words of his boss, the woodcutter tried harder the next day, but he was only able to bring ten trees. The third day he tried even harder, but he was only able to bring seven trees. Day after day, he was bringing fewer and fewer trees.

"I must be losing my strength." The woodcutter thought. He went to the boss and apologized, saying that he could not understand what was going on. "When was the last time you sharpened your axe?" the boss asked. "Sharpen? I had no time to sharpen my axe. I have been very busy trying to cut trees down..."

Moral: Most of us never update our skills. We think that whatever we have learned is quite enough. But good is not good when better is expected. Enlarging your knowledge regularly is the key to success.





5. Read the text again and match the words you have underlined with the following definitions.

1. The environment in which an individual or staff works.
2. The quality or state of being physically strong.
3. Make (something) more modern.
4. A person who sells wood.
5. The achievement of the results wanted or hoped for.
6. A person who cuts down trees or branches.
7. Believe someone / something will arrive or happen soon.
8. Being encouraged to do something.
9. A fixed regular payment, typically paid monthly.
10. Being improved or updated.

6. Answer the following multiple – choice questions.

1. What is the best suitable title for the passage?

- a) Knowledge and wealth
- b) Sharpening skills
- c) Friendship
- d) Achieving success



2. What motivates the wood-cutter to do his best?

- a) Nature and payment
- b) Trees and nature
- c) Condition and trees
- d) Payment and working environment



3. What happened on the first day of his job?

- a) He worked harder than the other days.
- b) He was encouraged by the employer's words.
- c) He congratulated himself.
- d) He lost his strength.

4. What is the moral of the story?

- a) Working hard is the guarantee of success.
- b) Once you have learned something, you will never forget.
- c) Try to learn something new every day.
- d) Always try to be motivated.



7. Word building. Complete the table.

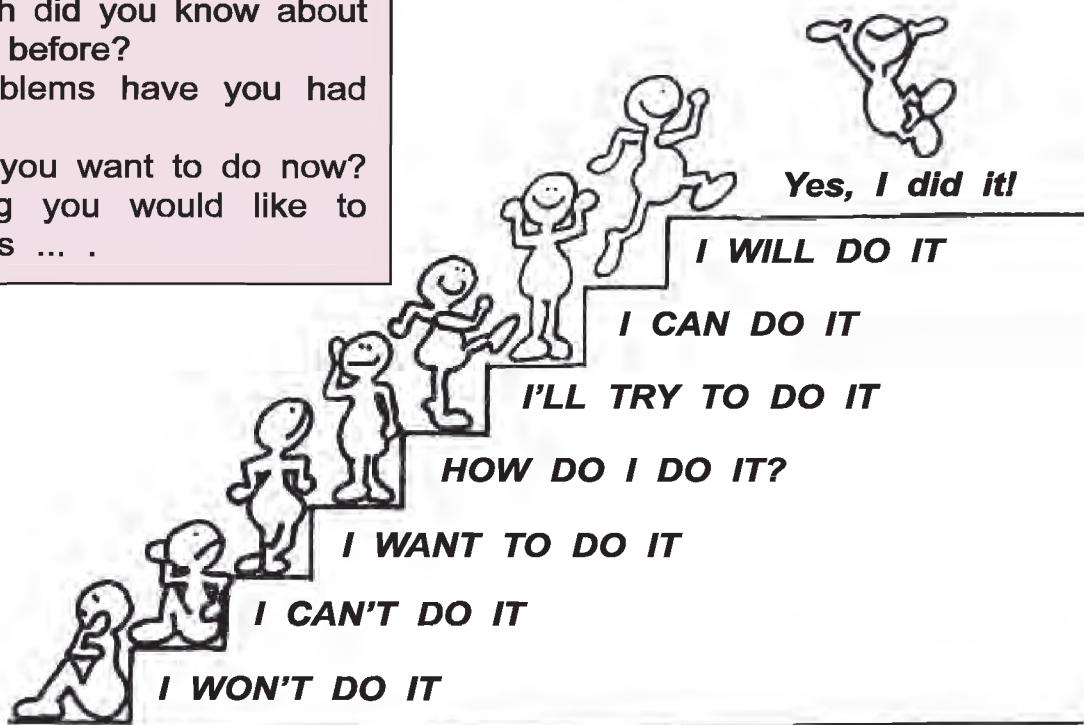
	NOUN	VERB	ADJECTIVE
1	strength		
2		congratulate	
3			determined/undetermined
4		motivate	
5	thought		
6			apologetic
7		understand	
8	sharpness		

Compare your answers with your partner.



8. Discussion. Look at the picture. And answer the following questions.

1. What have you done today?
2. How much did you know about the topic before?
3. What problems have you had today?
4. What do you want to do now?
5. One thing you would like to improve is



WHICH STEP HAVE YOU REACHED TODAY?



9. Homework.

- Make a list of vocabulary which you have learned today.
- Write a narrative essay: "The best thing I learned last year".
 - How is it important? What made it so useful for you? (100–150 words).
 - Use the "purpose language", words and phrases you have learned today.



1

Study skills achievement 2.A. Creative ways of learning



Discuss the following questions in pairs.

- Are you afraid of exams?
- Can you give the reasons of your fear?



1. Pairwork. Complete the sentences using the words from the box.

self-assessment	self-evaluation	supportive
absence	contribute	self-confidence
audience	consult	encouragement
collaborate	argumentative	compulsory

1. His family was _____ of his attempts to be a writer.
2. _____ your teacher before making a presentation.
3. He is only seventeen, but he has enormous _____.
4. Fresh air and exercises _____ to good health.
5. You missed the new theme during your _____.
6. In Uzbekistan, 11 years of education is _____ and free.
7. _____ is a process by which you learn more about yourself.
8. _____ is a necessary device for professional development.
9. While writing, it is important to know the _____ you are writing for!
10. One of my students _____ with me on this book.
11. It was _____ but an interesting topic.
12. _____ is to inspire someone with the courage and confidence to do something new.



T.2. 2. You are going to listen to the dialogue between a professor and a first-year student. Choose the best answer for each question below.

1. The professor wanted to have a talk with Sayyora because she . . .
 - a) ... was late for the lesson.
 - b) ... had a problem with her presentation.
 - c) ... didn't attend several lessons.
 - d) ... didn't participate in the previous lesson.
2. Sayyora is ..., but she is not satisfied.
 - a) studying independently.
 - b) collaborating with friends.
 - c) working with her teacher.
 - d) doing quizzes.
3. A tutor consults,
 - a) and explains difficult themes.
 - b) assesses and encourages learners.
 - c) makes presentations.
 - d) contributes to self-confidence.
4. Doing quizzes helps
 - a) to enjoy learning.
 - b) to improve knowledge.
 - c) to achieve success.
 - d) to check own knowledge.

3. Write the correct letter A-F next to the statement i-v.

- i. You should have self-confidence when
 - ii. You have a chance to be consulted and to achieve 20% of your success when
 - iii. Compulsory education is free, but
 - iv. In order to consolidate your knowledge
 - v. Progress in learning depends on
- A. ...you should do quizzes and crosswords.
 - B. ...it requires permanent attendance.
 - C. ...you begin tutorial work.
 - D. ...several factors.
 - E. ...you are making a presentation.



4. Discuss with your partner.

What are Sayyora's problems?

What factors were mentioned?

How do you find this conversation?

How did the professor encourage Sayyora?

Have you faced with such kind of situation? If yes, how did you manage?



5. Read the interesting fact about creativity. Why did younger children perform better results than older children?



In 1968 George Land distributed among 1,600 5-year-old children creativity test used by NASA to select innovative engineers and scientists. He re-tested the same children at 10 years of age and again 15 years of age.

Test results:
5-year-olds – 98%
10-year-olds – 30%
15-year-olds – 12%
Adults – 2%



6. Group work. Answer the following questions in sub-groups. A student A reads passage 1, student B reads passage 2 and student C reads passage 3.

Fraser Doherty: the 14-year-old ‘business teen’ who earned a fortune by making jam

While most successful young entrepreneurs make their money building popular web sites, Fraser Doherty built his empire using a more traditional way. Fraser started making jams at the age of 14 from his grandmother's recipes in his parents' Scotland kitchen, and by 16 left school to work on his jam business SuperJam full-time. SuperJam sells around 500,000 jars a year, which currently has around 10 percent of UK jam market. Doherty's stake is now worth \$1 to 2 million.



Milan Karki: the 18-year-old who invented a £23 solar panel made from human hair

A new type of solar panel using human hair could provide the world with cheap, green electricity, as its teenage inventor believes. Milan Karki, 18, who comes from a village in rural Nepal, thinks he has found the solution to develop world's energy needs. The young inventor says, hair is easy to use as a conductor in solar panels and could revolutionize renewable energy. The solar panel, which produces 9 V (18 W) of energy, costs around £23 to make from raw materials. The solar panel can charge a mobile phone or a pack of batteries capable of providing light all evening.

Jordan Romero: the 13-year-old who became the youngest person to summit the Everest

13-year-old Jordan Romero became the youngest person to ever summit Mt. Everest. He completed the climb with his dad and a trusty team of Sherpas; since they couldn't tackle it from the Nepal side due to age restrictions, the team headed to China and ended up summittting via a much more difficult route. He's one summit away from completing the Seven Summit – the highest peaks on each continent – he climbed Kilimanjaro at the age of nine, and is planning a trip to the last summit, Vinson Massif in Antarctica.



Discuss the following questions in sub-groups. Each group should consist of at least 1 student A, 1 student B and 1 student C.

1. Who contributed to science?
2. Who is the bravest one among the above mentioned teenagers?
3. Whose success was based on a family member's instruction?
4. Whose business can be very useful for everybody?
5. Who had to visit another country to achieve success?
6. Whose production is being manufactured?
7. Whose business is more ordinary than other youngsters?
8. Who was not allowed to participate in the activity because of his age?

**“Accident is
the name of
the greatest
of all inventors.”**

—Mark Twain (1835-1910),
American author



7. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Write a plan for your future: “My bright future.”**

Answer the following questions.

- *How can you imagine your future after 10 years?*
- *How can you contribute to the society in the future?*
- *What are you doing nowadays to be successful in the future?*
- *Use the vocabulary which you have learned today. (100–150 words)*



1

Study skills achievement

2.B. Creative ways of learning



1. Fill in the gaps with the suitable one from **for**, **since** and **yet**.

1. Wait a moment, please! I have not finished the last exercise _____.
2. I haven't eaten _____ morning.
3. We have not seen each other _____ Saturday.
4. They study _____ two hours every day.
5. They haven't finished the project work _____.
6. She didn't study hard _____ her exam.
7. My dad fixed the radio _____ me.
8. _____ the article is easy, I don't have to use a dictionary.
9. I would like to learn English _____ fun.
10. Did you buy this little book _____ 20 000 soums?! It's impossible!!!

2. Read the revision about Sayyora. Put either **for**, **since** or **yet**.

Sayyora is a 1st-year student of Uzbek State World Languages University. She has been studying English (1) _____ 3 years. (2) _____ she can't speak English fluently. She hasn't participated in classes (3) _____ last month. (4) _____ she has a problem with her attendance, her teacher wants to have a talk with her. He encourages her to do tutorial work. The professor also gives some advice to improve self-confidence which is very important (5) _____ her to collaborate in argumentative and supportive group work. Sayyora doesn't know the benefit of doing quizzes, (6) _____ she hasn't tried it. He mentions that self-study is important and useful, so she mustn't ignore how poor attendance decreases her chance of using educational facilities.

Using **for, **since** and **yet** in different situations.**

For as a coordinating conjunction:

- I cannot tell a lie, for that would be dishonest(**for=because**).

For in phrases of duration:

- He lived in Khorezm for 10 years.

For to indicate "on behalf of":

- The professor made a presentation for his students.

For to indicate intended recipient:

- My father bought this e-book for you.

For to indicate occasion:

- Write down list of literature for your holiday.

For to indicate the cost:

- I bought this monolingual dictionary for 83 000 soums.

For to indicate purpose:

- I'm learning sewing for fun.

Since to indicate duration:

- I have been in Tashkent since last year.

- I have been in Tashkent since I was a child.

Since to indicate reason:

- Since I have a lot of homework to do, I will not attend your party.

Yet as an adverb:

- I haven't consulted my teacher yet.

Yet as a conjunction (yet=but**):**

- I worked hard, yet I wasn't able to complete my assignment on time.



3. Pair work. Answer the questions using since, for, yet.

How long...

- ... have you been studying English?
- ... have you lived in your current house?
- ... have you had an email address?

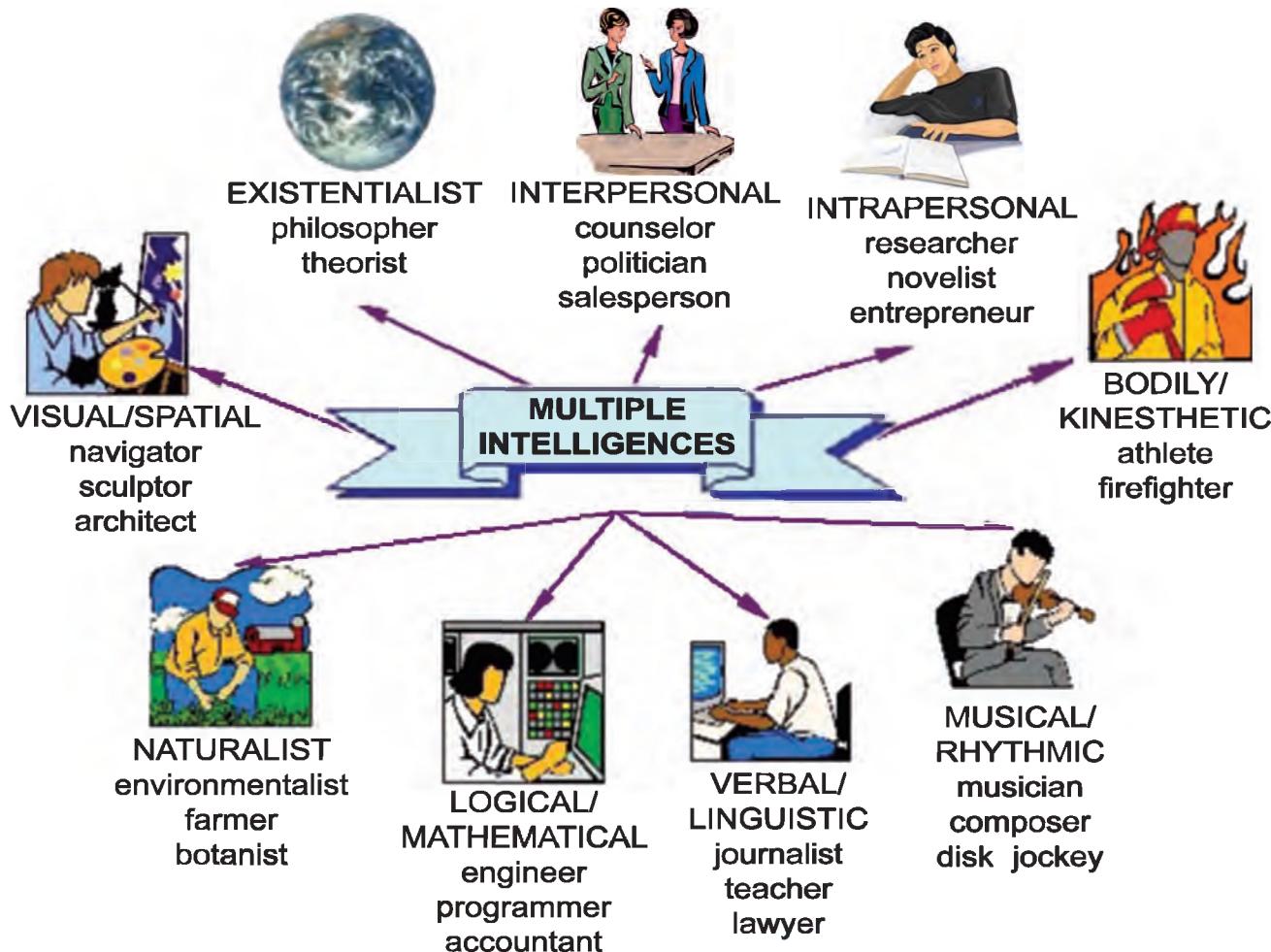
Why...?

- ... do you want to learn English?
- ... do you read a fiction book?
- ... do people study hard?

	4. Read each statement below. Mark each statement from 0 to 5 in the blank. (0 = Not at All to 5 = Very True) The highest score proves your smartness in the field.							
	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
	TOTAL:							



5. Look at the diagram below. Identify your skills and your future job due to the results in exercise 4. Compare your answers with your partner.



6. Word building. Complete the table.

	VERB	NOUN	ADJECTIVE
1.	surprise		surprising
2.		explanation	explainable
3.		creativity	creative
4.	understand	understanding	
5.	watch		watchful
6.	amaze		amazing
7.	move	movement	
8.		selection	selected

7. Match the words to make word combinations. Match word combinations with their definitions.

	WORDS	WORDS	DEFINITION
1.	take	surprise	to be easy to understand
2.	provincial	money	an extraordinary talent
3.	grand	ability	to be involved in an activity with other people
4.	great	master	a local educational establishment
5.	make	part	to be paid in return for work or service
6.	earn	school	something unexpected
7.	incredible	sense	a chess player of the highest class



8. Read the passages below. Put the paragraphs into correct order to make the story.

A One year later, at the age of just four, Truong Son took part in the national young chess championship. Then at seven, he won a silver medal at the under-nine national chess championship. He was later chosen to take part in the world young chess championship held in Spain in 2000. Here Truong Son played so successfully that he became the second Vietnamese chess player to win the world under-10 chess championship and take home a gold medal. Now he is Vietnam's youngest champion and on his way to becoming a grand master.



C Born in the Mekong Delta of Vietnam, Truong Son is a great surprise to his parents. They are both teachers, earning less than US\$100 a month, and cannot explain how their child can play so well. His father thinks that Son was perhaps born with the ability, he didn't train his son to play, Son simply picked it up.

D And what does Truong Son himself think? "I just see things on the board and know what to do," he says. For him the game is logical and has come naturally to him. "It's just always made sense to me."

B Nguyen Ngoc Truong Son learnt to play chess by watching his parents in their home. When he first asked to play as well they refused. But he insisted. So eventually they agreed and were astonished that he understood how to play. Why? Because little Truong Son was only three years old at that time! Chess is a difficult game to learn with different pieces having different moves but Truong Son knew them all. And, even more amazing, a month later, he was beating his parents at their favourite game. Truong Son's incredible ability for chess was soon well-known and he was selected to be a pupil of the provincial school of talents.

9. Read the article again and match a heading below with a paragraph. Write A, B, C and D.

- His views _____
- His background _____
- His experience _____
- His talent _____



10. Homework.

- Make a list of vocabulary which you have learned today.
- Write a descriptive essay: "My hero – my motivator".
 - Who is he? Why do you think he/she is ideal? (100–150 words).
 - Use the "for, since and yet", words and phrases you have learned today.



2

Save the Earth

1.A. Environmental problems



1. Label the pictures with the expressions from the box.

- a) land pollution b) water pollution c) air pollution d) noise pollution**



1

2

3

4

2. Match the words and phrases with their definitions.

	Words		Definitions
1.	atmosphere	a.	gradual increase in world temperatures caused by gases
2.	carbon dioxide	b.	the ... that causes the greenhouse effect, especially carbon dioxide
3.	climate	c.	all the living things in an area and the way they affect each other and the environment
4.	ecosystem	d.	the general weather conditions usually found in a particular place
5.	extinct	e.	... that uses the power of the sun to produce electricity
6.	fossil fuel	f.	gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago
7.	global warming	g.	the mixture of gases around the earth
8.	greenhouse effect	h.	an increase in the amount of carbon dioxide and other gases in the atmosphere
9.	greenhouse gases	i.	the gas formed when people or animals breathe out
10.	solar energy	j.	not now existing



T.3. 3. Listen to the tape and choose the best answer for each question.

1. According to the speaker, greenhouse gases are produced by
 - a) heat from the sun
 - b) the actions of people
 - c) the sun's rays, also actions of people
 - d) the speaker didn't say
2. Which of these is greenhouse gas?
 - a) carbon monoxide
 - b) carbon dioxide
 - c) oxygen
 - d) the speaker didn't say
3. Which of these ways can produce a clean source of energy?
 - a) gas
 - b) oil
 - c) wind power
 - d) they are all clean sources of energy
4. Which of these things can help to reduce levels of carbon dioxide?
 - a) driving to work
 - b) heating with coal instead of gas
 - c) using public transport
 - d) leaving your TV on rather than switching it off
5. The word extinct means...
 - a) to become rare
 - b) in need of protection
 - c) to become endangered
 - d) something that has died and no longer exists
6. Which of these things isn't mentioned in the listening material?
 - a) wave energy
 - b) car pooling
 - c) coral reefs
 - d) heat waves

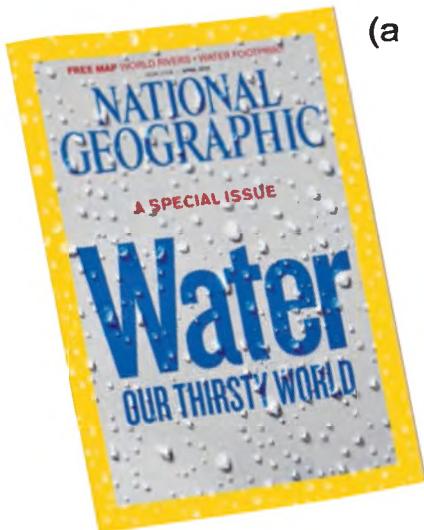


4. Discuss the following questions with your partner.

1. What causes climate to change?
2. Why is a climate change a problem?
3. What can we do to prevent it?



5. Read the passage and match the words in italics with their definitions below.



The Story of the Aral Sea

(a news item about it from the National Geographic news page)

In 2009 a group of *fishermen* met on a Sunday afternoon. They were on the *beach* of the North Aral Sea. They ate food. They did some sports. Afterwards, they told stories and sang songs about the Aral Sea and fishing. It was a good party.

The fishermen were happy because there were fish in the water. For many years, there weren't many fish. At one time, the Aral Sea in Central Asia was the fourth largest lake in the world. It had an area of 67,300 square kilometres. Two of the biggest *rivers* in Central Asia, the Amu Darya and the Syr Darya, went into the Aral Sea. But the water almost disappeared.

The Aral Sea was a busy place. Almost 20 percent of the Soviet Union's fish came from here. 40,000 people lived and worked near the *lake*. Then people used the water in the two rivers for agriculture, so the water didn't arrive at the Aral Sea. Also, it didn't *rain* for many years.

Then, in 2005, the Kazakh government and the World Bank built a *dam*. The *dam* separated the *north* and *south* parts of the sea. Then the north part of the Aral Sea started to fill with water again.

Philip Micklin is a scientist. He studies the Aral Sea. In 2010, he said 'Nature can come back.' But in 2014, he saw satellite pictures of the *east* part of the Aral Sea. It was completely dry.

In June 2015 a scientist from Uzbekistan, Yusuf Kamalov, and a National Geographic reporter visited the Aral Sea. They found a huge *desert*. They stood on the *sand*. Once it was the edge of the water. Now the water is 80 kilometres away. They drove to the water. On the way, they passed oil and natural gas rigs. Kamalov said that every year there are more oil *rigs*. They arrived at the edge of the Aral Sea. The water was very salty. There were no fish. Kamalov said, 'This is what the end of the world looks like'.

1. men whose job is to catch fish
2. a wall to stop water flowing
3. a structure for getting oil or gas out of the ground
4. land with sand or stones that is next to the sea
5. a large area of land where there is little rain and not many plants grow
6. the direction from which the sun rises in the morning; opposite to the west.
7. a large area of water with land all around it

8. the direction on the left when you look at the sunrise; opposite to the south _____
9. when water falls from the sky in drops _____
10. water that travels along a natural channel across the land to the sea _____
11. the substance usually found on beaches and in deserts that is made of very small pieces of rock _____
12. the salty water that covers about three-quarters of the Earth's surface _____
13. the direction on the right when you look at the sunrise; opposite to the north. _____

6. Work in pairs. Read the article again and decide if the statements below are True or False.

1. The Aral Sea is in Uzbekistan. _____
2. The Aral Sea is getting smaller. _____
3. Kazakhstan is next to the north part of the Aral Sea. _____
4. The fishermen met to have a party. _____
5. The fisherman were sad in 2009. _____
6. The biggest lake in the world is bigger than 67,300 square kilometres. _____
7. There are two reasons why the Aral Sea has got smaller. _____
8. There was more water in the South of the Aral Sea because of the dam. _____
9. Yusuf Kamalov and the reporter travel to the Aral Sea by boat. _____
10. There were no fish in the sea because of the salt. _____



7. Discuss the following questions with your partner using your background knowledge.

1. What countries is the Aral Sea surrounded by?
2. What is the climate of those countries?
3. What rivers flow into the Aral Sea?
4. Where do these rivers begin?
5. What can farmers, living around the Aral Sea, do to help to repair the environmental degradation of the sea itself?
6. What problems can the lack of fresh water cause?
7. What industry has suffered because of the shrinking of the Aral Sea?



8. Homework

- Make a list of vocabulary which you have learned today.
- Make a report about one of the current ecological problems.
 - Try to give reliable data and show the resource.



2

Save the Earth

1.B. Environmental problems



1. Complete the blanks with the verbs in the brackets.

What will happen to the Earth ...?

1. Many wildlife habitats will be destroyed if mankind _____ (keep) polluting the environment.
2. If we _____ (not stop) cutting down so many trees, we _____ (endanger) our oxygen supply.
3. Soon the Earth's resources will be exhausted if the human population _____ (continue) to grow.
4. If the global temperature _____ (rise), sea levels _____ (rise) too.
5. People _____ (run out of) drinking water one day if they _____ (not use) it more rationally.
6. If he _____ (want) to help the planet, then he _____ (have to) change his habits.

Conditional Type 1

To talk about situations that will possibly or probably happen in the future:

- *If I study harder, I will pass my exams easily.*

**IF-CLAUSE + SIMPLE PRESENT
go /goes / don't go / doesn't go
MAIN CLAUSE + FUTURE SIMPLE
will + infinitive**

2. Complete the blanks with the verbs in brackets.

What would happen to the Earth ...?

1. If people _____ (not be) so careless, Earth wouldn't be in danger.
2. The amount of waste _____ (decrease) if people started to buy reusable packages.
3. Many fish wouldn't die if factories _____ (not dump) so many chemicals into rivers and oceans.
4. If people really _____ (not care) about the environment, they _____ (not try) to save it.
5. We _____ (be) less worried if oil spills _____ (not have) such destructive effects.
6. If we _____ (destroy) the ozone layer, nothing _____ (save) us from the UV rays.

Conditional Type 2

To talk about hypothetical, unreal or impossible situations in the present:

- *If I studied harder, I would pass my exams.*

**If I were you, I would study more.
IF-CLAUSE + SIMPLE PAST
went / didn't go
MAIN CLAUSE + CONDITIONAL
would + infinitive**

3. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.		change	
2.		affect	
3.	heat		
4.		expect	
5.			additional
6.	extinction	become ...	extinct
7.		reduce	

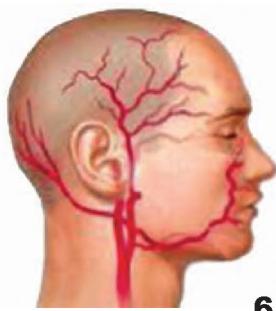
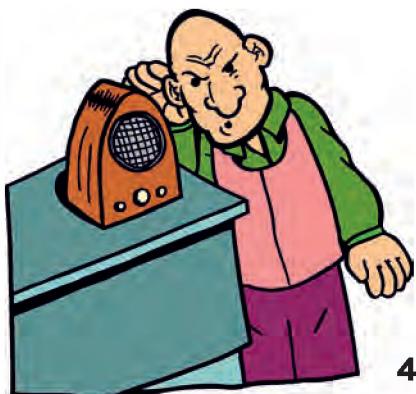
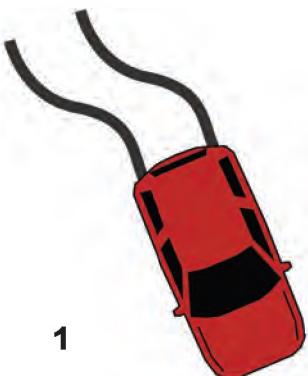
4. Match the words to make word combinations.

1.	getting	the action
2.	ice	difference
3.	take	shortage
4.	powerful	storms
5.	make	space
6.	climate	reefs
7.	coral	change
8.	water	warmer
9.	outer	sheets

5. Fill in the blanks with the appropriate word combinations from exercise 4.

1. The two _____ on the Earth today cover most of Greenland and Antarctica.
2. The climate is _____ because systems on and beyond the earth are changing.
3. _____ may refer to an event which average weather conditions can be different.
4. Hurricanes are massive and _____ systems that form over the water and move toward land.
5. They launched at least 2 spaceships into _____ each year.
6. She says that she got into science because she wanted to _____.
7. _____, which are formed from the skeletons of sea creatures, give shelter to a variety of plants and animals.
8. Be Green and _____ for your environment.
9. In parts of Africa, there is a _____.

6. Pairwork. There are some types of noise pollution. Look at the pictures and match them with the words from the box.



/ expanding blood vessels / a clap of thunder / the screech of tyres / headaches / hearing loss / loud music in the brain / stress / the wail of a siren / a ringing bell /



7. Answer the questions.

1. What are the causes of noise?
2. What are the effects of noise?



8. Read the text. Find the cause and effects of the problem.

Although sound is something that is important in our daily lives, noise is not. The sound that is unpleasant for the ears is noise. Noise pollution generally happens with normal activities, for example, speaking or sleeping. This type of pollution can also reduce the quality of life. Not all noise is considered to be pollution. If it happens in a short period, noise is usually accepted as "annoyance."

Noise pollution is not the problem only for people, it is also harmful for the world's whale population. These mammals use their ears more than their eyes. They make sounds. They need to do this to communicate, in much the same way as humans need to. It also helps them prevent from becoming lost during migration. However, with today's heavy, and regular ship traffic, these majestic creatures are suffering.



9. Work in pairs. Retell the story in Exercise 8 to your partner using the phrases below.

- *I think.....was caused by.....*
- *The main cause of.....was probably.....*
- *The effects of.....were.....*
- *Due to the fact that.....*
- *The reason for.....was.....*
- *.....occurred, and consequently....*
- *That wasn't caused by.....because.....*



10. Homework.

- Make a list of vocabulary which you have learned today.
- Write an essay: "Causes and effects of noise pollution" (100–120 words)
 - Use the essay template and prompts below.

1. Essay Template

Introduction
(general idea about noise pollution)

Cause 1 – effect(s)
(detailed information)

Cause effect 2 – effect(s)
(detailed information)

Conclusion
Your own opinion and hope – how to reduce noise pollution.

2. Prompts

CAUSES

- Traffic noise (cars, buses, trucks)
- Planes
- Construction noise
- Industrial (factory) noise
- Classroom noise

EFFECTS

- Hearing loss
- Stress
- Headaches
- Getting nervous
- Expanding blood vessels

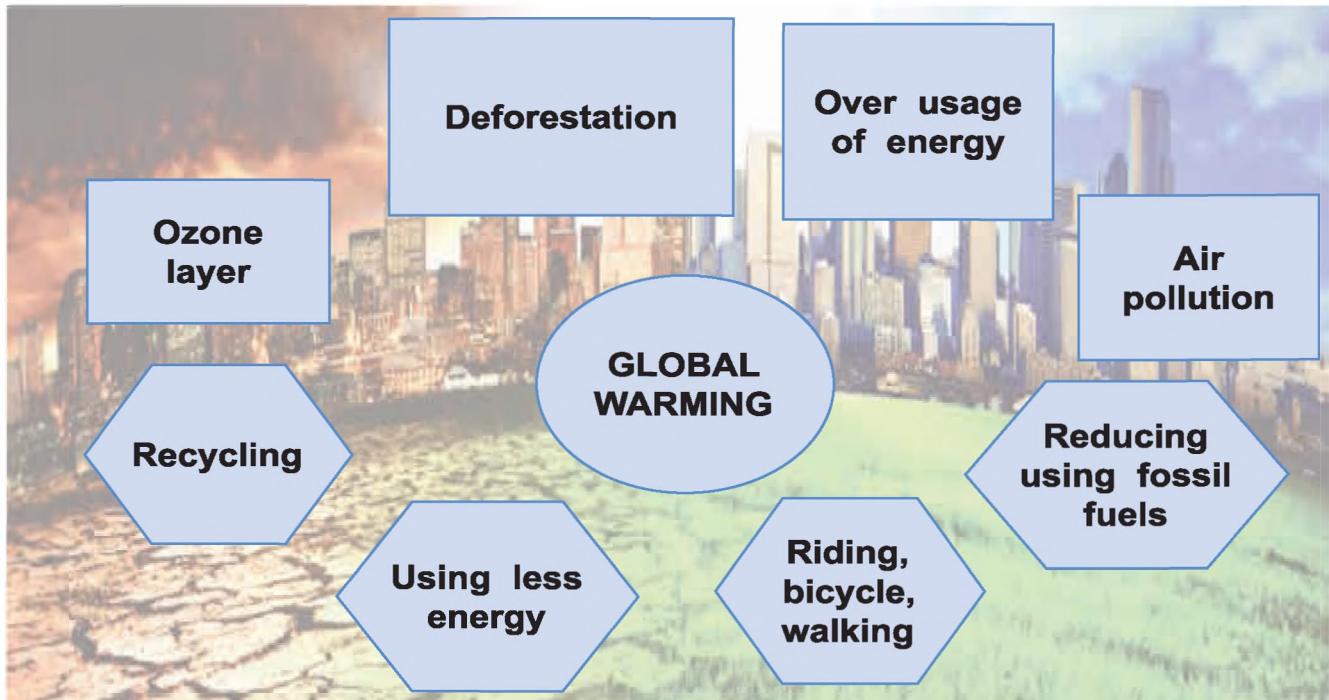


2

Save the Earth 2.A. Global Warming



1. With a partner, try to explain the terms in the diagram below. Why are the words divided into two groups – those in squares and those in diamonds?



2. Match the words and phrases with their synonyms.

1. damage (n)	a. rain forest
2. people (n)	b. escape
3. jungle (n)	c. threaten
4. set on fire (v)	d. harm
5. rescue (v)	e. medicine
6. endanger	f. human race
7. remedy (n)	g. rain falls
8. rush (v)	h. burn
9. precipitation (n)	j. hurry





T.4. 3. Read the lyrics below and fill in the gaps with the words and phrases from the box.

**medicines, insect, threatened, tropical trees, harm, burn,
human race, rain falls, escape, rainforest, breathe, rush**

Here's a song about a place
That's 1) _____ by the 2) _____
Want to let you know, want to let you know
Tropical 3) _____ on 4) _____
The tropical 5) _____ won't you please
Help us save it now, help us save it now

Chorus:

Ooh, it gives us air to 6) _____
Ooh, the animals call it home
Ooh, its 7) _____ help you and me
Ooh, help us save it before it's gone
They 8) _____ and cut it down to farm
But we all know it's doing 9) _____
To the animals, there's no place to go
Monkey's 10) _____ from tree to tree
Calling out for their family
Fire's coming now, must 11) _____
somehow

Chorus:

All the birds in all the trees
Every 12) _____ and every leaf
Is important, too, here's what we must do
Tell everybody that it's not okay
To let the forests just burn away
Got to say it loud, got to say it proud!

Chorus



4. Discuss the causes and effects of deforestation with your partner. Fill in the charts below.

Causes of Deforestation	Effects of Deforestation



5. Read the passages below. Underline unfamiliar words with your partner.



1) Deforestation is cutting or burning trees. Most deforestation happens because people need lands for farming. In poor countries, most people must plant vegetables. Farming is the main resource for living.

2) Economy is the main reason of deforestation. Poorer countries use their only resources for money. People use land for farming to make money because of poverty. Governments cut trees because of their debts

and development of industries.

3) But these solutions can cause even worse problems. Trees are made of about 50% carbon, so when trees are burnt, carbon is released into the atmosphere. Cutting them down reduces the amount of rain, raising temperatures. The sun heats the land and dry it out. Also it is very harmful for the animals and plants that live in the rainforests. Tropical rainforests hold about 50% of earth's species of animal. When we burn forests, we kill the animals too.

4) The solutions to problems such as deforestation must be found urgently. And, if deforestation continues, in just 100 years there will be no more rainforests left.

Adapted from ISLcollective.com

6. Tick (✓) the correct answer.

- a. The text is: ♦ argumentative ♦ informative ♦ narrative
b. The text is mainly about:
♦ the solutions to deforestation
♦ the causes and effects of deforestation
♦ the effects and solutions to deforestation

7. Correct the following false statements with the details.

- a. Deforestation takes place in developed countries.
(paragraph 1)

- b. Only Governmental actions can be the reason for deforestation.
(paragraph 2)

- c. The cutting and burning of trees effects mainly the Man.
(paragraph 3)

- d. Deforestation is not as dangerous as many people think.
(paragraph 4)

8. Focus on paragraph (3) and complete the table.

Event	Result
The cutting of trees
The burning of trees



9. Group work. Discuss the following questions with your partners.

Why are some governments for deforestation?

Whose responsibility is to resolve the problem?

According to you, how can we stop deforestation?



10. Homework.

- Make a list of vocabulary which you have learned today.
- Make a list of causes, effects and solutions of Global warming.





2

Save the Earth 2.B. Global Warming



1. Complete the blanks with the verbs in brackets.

1. The towns _____ (not/be destroy) if the volcano hadn't been so destructive.
2. The disaster wouldn't have been so terrible, if all the hotels _____ (prepare) for the possibility of a tsunami.
3. Many lives would have been saved if the guest at the hotel _____ (take) precautions.
4. If the singer hadn't worried about the nature, he _____ (not sing) about this problem.
5. The tropical rainforests wouldn't have disappeared if men _____ (not cut) the tropical trees.
6. If some governments had been careful about the future, about half of the tropical forests of the world _____ (not/be clean).
7. If the people hadn't created the farms for domestic animals, wild animals in forests _____ (not/suffer).
8. If people _____ (not waste) the paper, they would have saved some rainforests.
9. If people had been very careful, some forests _____ (not/be destroy) because of fire.

**2. Complete the following sentences using your own words.
Follow the third conditional structure. Share your ideas with your partner.**

1. The Earth wouldn't have suffered if
2. The rainforests wouldn't have disappeared if
3. Global warming wouldn't have happened if
4. Air pollution wouldn't have happened if

Conditional Type 3

This is the way we imagine how things could have been different in the past. If something had been different, something else would have happened. Notice that both the condition and the result are impossible now.

- *If I had known about pollution, I would have tried to be green earlier.*

**IF CLAUSE + HAD DONE
MAIN CLAUSE + WOULD HAVE DONE**



3. Do the Environment Vocabulary Quiz with your partner to check your vocabulary for The Environment.

Environment Vocabulary Quiz

1. You can _____ plastic bags again and again until they get holes in them.
a) reuse b) resume c) reduce
2. Burning fossil fuels can cause _____ to fall from the clouds.
a) smoke b) carbon footprints c) acid rain
3. Instead of throwing away old clothes, _____ them to organizations that help poor people.
a) use b) donate c) reuse
4. The company is _____ an ancient forest in order to sell the wood.
a) clear-cutting b) reducing c) recycling
5. Which is an example of climate change?
a) reforestation b) global warming c) air pollution
6. Environmentalists understand the importance of _____ forests and wetlands.
a) minimizing b) banning c) preserving
7. Energy-efficient vehicles and appliances use _____.
a) no energy b) more energy c) less energy
8. If you're working for a reforestation project you're probably _____.
a) planting b) clearcutting c) poisoning
9. To stop global warming we have to use _____ energy like solar and wind.
a) electrical energy b) fossil-fuel c) renewable
10. Gases that stop heat from escaping into space are called _____.
a) green b) greenhouse c) zero-emission



4. Pairwork. Rearrange these words to make meaningful sentences.

1. house / don't have / What / the use of / you / a planet / is / if?
2. Acid / and / trees / buildings / rain / destroys.
3. ecology / is / To keep / our duty / in balance.
4. the health problems / one / our time / of / Air pollution / of / has become.
5. cause / Carbon / is / greenhouse effect / dioxide / of / the / the main.
6. forest / rain / destroying / Deforestation / areas / of / tropical / is / large.

5. Do the quiz and find out if you behave in a proper way to help save our planet!

1. Do you sort out glass, paper, plastic bottles and cans?
 - a) Yes, always.
 - b) Sometimes.
 - c) Never.
2. Do you buy organic or local food?
 - a) Yes, always.
 - b) Sometimes.
 - c) Never, it's too expensive.
3. Do you use your own shopping bags?
 - a) Yes, always.
 - b) Often.
 - c) Once in a while.
4. Do you recycle light bulbs and used batteries?
 - a) Yes, always.
 - b) Sometimes.
 - c) Never.
5. Do you always throw the garbage in a proper way?
 - a) Yes, always of course.
 - b) Most of the times.
 - c) Sometimes I don't pay attention!
6. Do you pick up other people's litter?
 - a) Yes, always.
 - b) Sometimes.
 - c) Never.
7. Do you switch off the lights when you leave a room?
 - a) Yes, always.
 - b) Sometimes.
 - c) Never.



8. Do you switch off other electric appliances at night? (TV, computer)

- a) Yes, always.
- b) Sometimes.
- c) Never.

9. Do you put on warmer clothes when it's cold instead of switching on the heating?

- a) Yes, always.
- b) Sometimes.
- c) Never, I prefer switching the heating on more.

10. Do you have showers instead of baths?

- a) Yes, always.
- b) Often.
- c) Never.

11. Do you close the tap while you brush your teeth?

- a) Yes, always.
- b) Sometimes.
- c) Never, I never think about it.

12. Do you leave the fridge door open when you do the cooking?

- a) No, never, I always close it.
- b) Sometimes.
- c) Yes, it often happens.

13. Do you use public transport or a bike or walk when possible?

- a) Yes, always.
- b) Sometimes.
- c) Never.

Check the number of points you have and see if you are GREEN!

Your teacher will explain your results.

a-2 points

b-1 point

c-0 point





6. Pairwork. What do you think? Mark the sentences 1–9 with a, b or c.

- a) will happen in the next 50 years?
- b) could happen?
- c) won't happen?

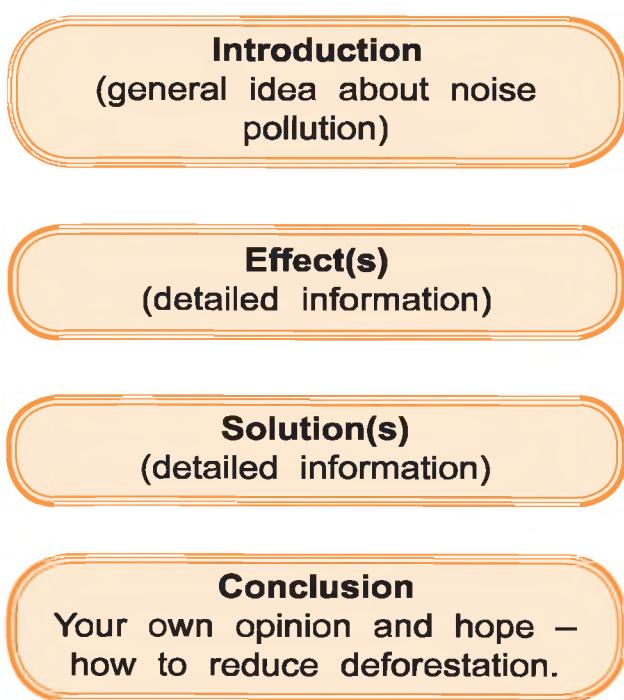
1. Most cars will be electric. _____
2. Nuclear Energy will end. _____
3. Alternative energy will be more important than oil. _____
4. You will recycle all your bags, cans and paper. _____
5. Almost all the rainforests will disappear. _____
6. The climate will get worse. _____
7. The next generation will care more about the environment than the present. _____
8. In elections "Green Issues" will become more important than any other. _____
9. People will destroy the earth. _____



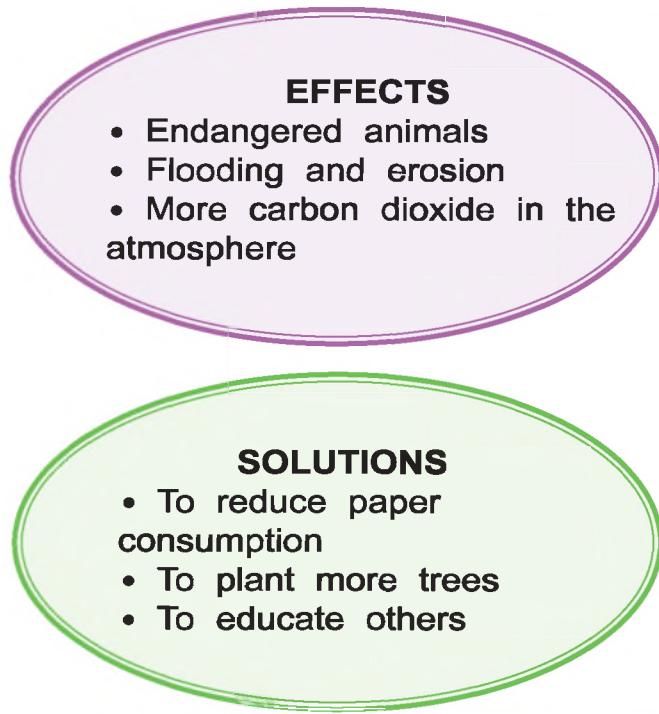
7. Homework.

- Make a list of vocabulary which you have learned today.
- Write a problem solving essay about Deforestation.
 - Use the essay template and the mind map below.

1. Essay Template



2. Mind map





3

Keeping Fit 1.A. My health – My wealth



1. Group work activity. Ask the following questions from your groupmates and find someone who

- ... is a member of a gym/fitness club or works out regularly?
- ... drinks a lot of water?
- ... always has breakfast in the morning?
- ... thinks that a healthy diet is important?
- ... likes PE (physical education)?
- ... often buys a snack at school?
- ... sleeps enough?

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

Vocabulary	Noun	Adjective	Phrasal verb	Collocation	Adverb
1. lifestyle					
2. losing weight					
3. clear the mind					
4. infection					
5. take out					
6. a sore throat					
7. flu					
8. antibiotics					
9. liquids					
10. take off					
11. scales					
12. overweight					
13. obesity					
14. heart disease					
15. healthily					



T.5. 3. Listen to four conversations between patients and medical specialists. Identify the treatment suggested by the medical practitioner in each conversation. There is one extra treatment.



a)



b)



c)



d)



e)

Adapted from www.examenglish.com

1. Patient 1 _____
2. Patient 2 _____

3. Patient 3 _____
4. Patient 4 _____

4. Listen to the tape again and do the summary filling task.

<p>Patient 1.</p> <p>She really wants to feel 1) _____. The doctor advised her a different 2) _____. The patient enjoys watching TV but the doctor recommended her to do exercise regularly. The doctor mentioned that the physical activity is helpful for 3) _____ and getting some fresh air.</p>		<p>Patient 2.</p> <p>The patient has a 4) _____ face. He is suffering from the pain of wisdom tooth. The doctor offered her some 5) _____. The doctor warned the patient to take the tablets until the absence of 6) _____.</p>
<p>Patient 3.</p> <p>The patient is suffering from the 7) _____ and blocked nose. Moreover, he is having a 8) _____. He seems to be suffering from (a case of) flu. The doctor thinks 9) _____ is not useful in this situation.</p>		<p>Patient 4.</p> <p>The dietician asks the patient to step up the 10) _____. The patient is 11) _____. The dietician mentioned that there are several diseases such as heart diseases and 12) _____ which are caused by obesity.</p>



5. Discuss the following questions in the group.

- What is your attitude to smoking?
- What is the influence of smoking on health?
- What do you know about passive smoking?



6. Read the passage and choose the best answer for the following questions.

What is second-hand smoke? Second-hand smoke is the smoke that comes from the burning end of a cigarette, pipe or cigar and the smoke that is produced by a smoker. Second-hand smoke is breathed in by adults and children who are near people who are smoking. Millions of children and adults suffer from second-hand smoke each year. Second-hand smoke is also called involuntary smoking, passive smoke or environmental tobacco smoke (ETS).

Is second-hand smoke harmful? You might think that smoking only harms smokers, but people who breathe second-hand smoke are also harmed. Second-hand smoke contains more than 250 toxic chemicals that can make people sick. More than 50 of these chemicals cause cancer in humans. Breathing in second-hand smoke even for a short time harms the cardiovascular system and increases the risk of heart attack. Each year in the U.S. second-hand smoke causes about 50,000 deaths among nonsmokers, including 3,400 deaths from lung cancer and 46,000 deaths from heart disease.

Studies show that children exposed to second-hand smoke have more colds, more ear infections, and more respiratory infections such as bronchitis and pneumonia than children who do not breathe second-hand smoke.

The home is where children are exposed to second-hand smoke the most.

- 1. What is second-hand smoke?**
 - The smoke that comes from a second cigarette.
 - The smoke that comes from the burning end of a cigarette that is breathed in by other people.
 - The smoke that a smoker breathes in
 - The smoke that a nonsmoker breathes out.
- 2. About how many nonsmokers die each year due to exposure to second-hand smoke?**
 - 3,400
 - 46,0000
 - 50,000
 - 200,000
- 3. Children who breathe in second-hand smoke suffer from the following diseases.**
 - Ear infections
 - Bronchitis
 - Pneumonia
 - All of the above
- 4. Where are children most often exposed to second-hand smoke?**
 - At home
 - In public parks
 - At school
 - In restaurants

7. Complete the gaps with the words from the box.

breathe, cigarettes, die, lung cancer, addicted to, cough,
warning, second-hand smoke, non-smoking

1. People who smoke often _____ quite a lot, even when they don't have a cold.
2. A) Can I smoke here?
B) I'm sorry, no. It's a _____ area.
3. How much does a pack of _____ cost?
4. _____ is a disease caused by smoking.
5. I can't _____ very well when there is smoke in the air.
6. Many people are _____ cigarettes. That means they can't stop smoking easily.
7. Some children breathe _____ from smokers who are near them.
8. You can find a _____ on cigarette packages in many countries.
9. It's a fact that smoking causes many people to _____ at an early age.



8. The national average cost of a pack of cigarettes today is roughly \$3.00. Complete the chart below to see how much money would be spent on cigarettes over time. Assume that one pack of cigarettes is purchased each day.

TIME PERIOD	COST OF CIGARETTE
1 day	
1 week	
1 month	
1 year	
5 years	



9. Homework.

- Make a list of vocabulary which you have learned today.
- Make a list of diseases which are caused by passive smoking.
- Research the costs of some of your favourite items.
 - Choose 5 of them and calculate how many items one person can buy in a year if they stop smoking.



3

Keeping Fit 1.B. My health – My wealth



1. Listen to the tape 5 again. Complete the gaps with linking words for reason from the grammar box.

I. 1) _____ the patient is feeling stressed she is having a problem with her family members. She visits the doctor 2) _____ she wants to be relaxed. The doctor recommends her to change her lifestyle. The doctor thinks that her problems is 3) _____ the unhealthy lifestyle. The doctor mentions that the patient can improve her health 4) _____ regular exercises.

II. The patient is feeling pain 5) _____ wisdom tooth. 6) _____ the toothache hurts too much she decides to go to the dentist. The main cause of the tooth problem is 7) _____ infection. The dentist doesn't recommend her to get her tooth taken out, 8) _____ antibiotics can be helpful. The dentist thinks that infection goes away because of tablets.

III. The patient visits the doctor 9) _____ headache and blocked nose. 10) _____ he is suffering from sore throat, he has no energy at all. Doctor thinks that the patient's problem is 11) _____ the flu. The doctor doesn't prescribe the drug 12) _____ antibiotics don't help in this situation. He recommends the patient to stay in bed for some days and drink more water.

IV. The patient doesn't like jumping on the scale 13) _____ her weight. She doesn't want to keep a diet 14) _____ she thinks it doesn't help her. The dietician mentions that the main cause of some diseases like heart attack is 15) _____ obesity. 16) _____ healthy food guarantees our healthy life we should be careful with what we are eating.

Linking words for reason:

• (S+V) because (+S+V)

The reason is very important in the sentence

- *He doesn't have any complaints about his health, because he does regular exercises.*

• (S+V) as (S+V)

The reason is already known.

- *As he does regular exercises, he doesn't complain about his health.*

• (S+V) because of (+N)

As a result of something

- *He doesn't complain about his health because of regular exercises.*

• (S+V) (to be +)due to (+N)

The result of/from something.

- *His health problem is due to the lack of regular exercises.*

2. Complete the sentences using your own ideas. Pay attention to the linking words for reason.

1. Smoking is very harmful for our body because
2. As lung cancer is caused by smoking
3. Children are suffering from different diseases because of
4. Personally, I think nowadays most health issues are due to.....

3. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.	health		
2.		breathe	
3.			infectious
4.	harm		
5.		relax	
6.		_____	obese
7.	increase		

4. Match the words to make word combinations.

1.	work	smoking
2.	healthy	chemicals
3.	physical	disease
4.	heart	weight
5.	a sore	infection
6.	lose	education
7.	passive	throat
8.	toxic	lifestyle
9.	ear	care
10.	take	out

5. Rearrange the words to make meaningful sentences.

1. health/ The greatest/ is/ wealth.
2. who /laugh/ actually /who/ longer/ People/ than/ live/ don't/ laugh/ those.
3. happiness/ good health/ for/ all/ is/ The groundwork.
4. blessings/ and/ Health/ the two / of life/ intellect/ are.
5. only place/ Take care/ have to live/ because/ it is/ you/ of your body.



6. Discuss the following questions with your partner.

How often should you visit the doctor?

What should you do in order to be active during the day?

How much sleep do we really need?



7. Label the pictures with the words from the box.

Optometrist

Dentist

Orthopedic Doctor

Surgeon

Pediatrician General Practitioner (GP)

Cardiologist

Dermatologist



1



2



3



4



5



6



7



8

8. Match the columns

Types of doctors		Duties	
1.	Dermatologist	a.	A family doctor who you would usually go to see for common health problems
2.	Optometrist	b.	A doctor for children
3.	Surgeon	c.	A doctor who performs operation
4.	Cardiologist	d.	A skin doctor
5.	Orthopedic Doctor	e.	A doctor who treats the teeth
6.	Pediatrician	f.	A heart doctor
7.	General Practitioner (G.P.)	g.	A doctor who specialises in bones
8.	Dentist	h.	An eye doctor

9. Pairwork. Complete the sentences and the text below with these phrasal verbs. You can use the phrases more than ones.

work out = exercise build up = increase burn off = eliminate
put on = increase (weight) keep up = maintain the same speed as others
do in = kill/hurt warm up = warm muscles before exercise
stretch out = relax tire out = exhaust

A. Sentences

- 1) Resistance exercises (e.g. weight lifting) can help to _____ your muscles.
- 2) A sportsman must _____ a lot to maintain his physique.
- 3) I go to aerobics to _____ the calories I _____ at the weekend.
- 4) Yoga helps to _____ my muscles.
- 5) You should _____ before you exercise or you might _____ your muscles _____.
- 6) I think I ate too much at the party. I've _____ two kilograms.
- 7) I'll never go to a physical exercise class again. The last one nearly _____ me _____. The other people were really fit so I struggled to _____.
- 8) Just the thought of exercise _____ me _____.

B. Text

I suppose I'm quite lucky because I don't
a) _____ weight easily. I never b) _____ in
the gym and the only time I c) _____ is
when I need something from the top shelf. I tried
aerobics once but I couldn't d) _____ with the
others. I take my dog for a walk three times a day
though, and that helps to e) _____ the calories.
I usually watch what I eat.



My brother is real fitness fanatic. Before he works out he f) _____ every day with press ups, sit ups, stretches and a jog around the park. He says it's important to g) _____ good levels of strength. I don't want to overdo it though. A fitness would h) _____ me ____! (i) / ____ me ____!



10. Homework.

- Make a list of vocabulary which you have learned today.
- Answer the following questions. Make a report about your health.
 - How often do you work out?
 - Do you always warm up and stretch out before you exercise?
 - What activities do you do that burn off calories?
 - Do you put on weight easily?
 - Could you run a marathon or would it do you in?



3

Keeping Fit 2.A. Healthy food



1. Divide the following words related to food into “healthy” and “unhealthy” column.

Ice Cream	Fruits and Berries	Dark Chocolate	Carrots		
Eggs	Ketchup	White Bread	Candy Bars		
Meat	Sugary Drinks	Nut	Potato Chips	Almond	Peanuts
Cauliflower	Margarine	Cucumber	Fizzy drinks	Seafood	
Kidney Beans	Dairy	Cheese	Butter From Grass-Fed Cows		
			Popcorn		



Healthy food



Unhealthy food

2. Discuss the following new words with your friend. Use the dictionary.

**SATURATED
CARBOHYDRATES
UNSATURATED
FIBRE
SUGAR
SALT
PROTEIN**

3. Use the words from exercise 2 to finish the sentences.

- White bread, white rice and potatoes are high in _____
- Butter and cheese are high in _____
- Oily fish, for example, salmon is high in _____
- Brown rice and wholegrain bread are high in _____
- Salted nuts, cheese and olives are high in _____
- Chicken, beef and lamb are high in _____
- Chocolate is high in _____

4. Discuss the following questions.



- What do we need to eat more to keep healthy?
- What do we need to eat less to keep healthy?



T.6. 5. Listen to the mother talking to the school nurse. Match the beginnings to the endings of the sentences.

1.	The mother came to see the school nurse	<i>crisps and biscuits for fruit sometimes</i>
2.	She doesn't want her son to ride to school	<i>take her son to the park sometimes</i>
3.	The school nurse thinks children should eat	<i>because she thinks it's dangerous</i>
4.	The mother thinks she could	<i>5 portions of fruit and veg every day.</i>
5.	The nurse thinks crisps and biscuits	<i>because she thinks her son is too fat</i>
6.	The nurse thinks the mother should swap	<i>are unhealthy</i>





6. What can you see in the picture? How often do you buy these products?



7. This is an article about healthy eating. Read the article and match the titles with the paragraphs.

HOW TO STAY HEALTHY

1.

People who eat a lot of fruit and vegetables are less likely to have heart problems. You should eat at least five portions of fruit and vegetables a day. One portion is e.g. a banana, an apple, one slice of melon or pineapple or two plums. Remember that potatoes are not included on that list.

2.

Eating too much salt can raise your blood pressure. And people with high blood pressure are three times more likely to develop heart disease or have a stroke than people with normal blood pressure. Three-quarters (75%) of the salt we eat is already in the food we buy, such as breakfast cereals, soups, sauces and ready meals. So you could easily be eating too much salt without realising it.

3.

Having too much saturated fat can cause heart disease. Products that contain large amounts of saturated fats are meat pies, cheese, butter, cream, cakes. You should replace butter with vegetable oils, which don't contain saturated fat.

4.

Having sugary foods and drinks too often can cause tooth decay. Cutting down on sugar will help you control your weight. Sugar is added to many types of food e.g. fizzy drinks, juice, sweets, biscuits, cakes, ice cream.

5.

We should drink about 6 to 8 glasses of water every day and even more when the weather is warm. Don't drink too much coffee or tea as they can dehydrate you.

- a) cut down on salt
- b) dangers of saturated fat
- c) five-a-day
- d) drink a lot of water
- e) cut down on sugar

8. Read these sentences and decide whether they are true or false:

	True	False
1. Eating vegetables and fruit is good for your heart.	<input type="checkbox"/>	<input type="checkbox"/>
2. One melon is a portion of fruit.	<input type="checkbox"/>	<input type="checkbox"/>
3. Potatoes can be eaten as part of your five-a-day.	<input type="checkbox"/>	<input type="checkbox"/>
4. Eating much salt increases blood pressure.	<input type="checkbox"/>	<input type="checkbox"/>
5. High blood pressure doesn't cause you any harm.	<input type="checkbox"/>	<input type="checkbox"/>
6. There is a lot of salt in the food we buy.	<input type="checkbox"/>	<input type="checkbox"/>
7. Eating saturated fats causes heart problems.	<input type="checkbox"/>	<input type="checkbox"/>
8. There is a lot of saturated fat in vegetable oil.	<input type="checkbox"/>	<input type="checkbox"/>
9. Sugary food is good for your teeth.	<input type="checkbox"/>	<input type="checkbox"/>

the greatest Wealth is Health



9. Group work. Discuss the following questions with your partners in the subgroup. Then try to make a presentation in front of the class with your group.

- What is some healthy food that you eat?
- Where is the best place to buy healthy food where you live?
- What do you think is the healthiest drink?
- Talk about healthy food from your country.
- Talk about a healthy meal you like to make.
- Talk about a restaurant that has healthy food.
- Talk about unhealthy food that you like.



10. Homework.

- **Make a list of vocabulary which you have learned today.**

Mardon is a 15-year-old schoolboy. He likes eating fast food and snacks.

He often misses lunch. He doesn't do any sport. He eats cakes a lot.

- **What advice would you give him?**



3

Keeping Fit 2.B. Healthy food



1. Read the sentences and try to think if they are Defining or Non-defining relative clause. Highlight the RELATIVE PRONOUNS.

1. People, who train every day, are healthy.
2. Tom doesn't like fruit that is bitter.
3. My sister, who usually gets up at 6 a.m, has toasts and juice for breakfast.
4. I don't think we should choose food which is canned.
5. These students, who are working hard, like healthy food.
6. Doctors say we should adapt habits that are healthy for our life.
7. The boys, who drink a lot of water a day, prepare their own lunch at school.
8. People, who work at offices, should eat something that gives them energy.

Relative Clauses (who/which/that)

Defining relative clause:

We use defining relative clause to give important information. It usually comes immediately after the noun it describes without comma. Who/that describes person, which/that describes thing.

Examples:

- *I like peaches which/that are really healthy.*
- *We should buy healthy food which/that can be found at the market.*

Non-defining relative clause:

We use non-defining relative clauses to give extra information about the person or thing. "Who" describes a person, "which" describes a thing. We don't use that to introduce non-defining relative clause.

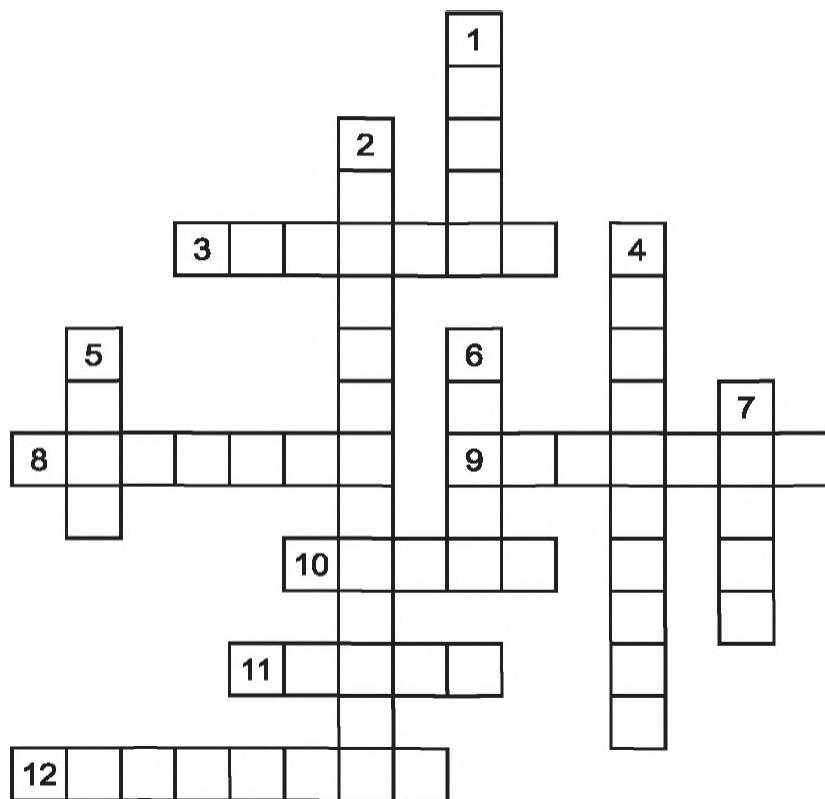
Examples:

- *Tom, who always eat healthy food, is happy.*
- *Mr. Blunt, who sells healthy food, is 65 years old.*

2. Read the sentences and rewrite them using relative pronouns in order to form one sentence.

1. We can find fruits in our markets. They give us mainly vitamins.
2. People should drink water. It's essential.
3. A physical activity is important for us. It gives us pleasure.
4. People should eat spinach. It contains many vitamins.
5. People like planning their shopping. People try to eat healthily.
6. People eat animal fats. They increase the amount of cholesterol in their bodies.
7. Akmal tries to be as healthy as possible. He knows what he wants for his future.
8. I love chocolate. It has a lot of sugar.
9. My friend loves having kebab every Sunday. He thinks he is healthy.

3. Group work. Healthy eating. Crosswords. Use the vocabulary you have learned in this unit.



Across

- 3. they are orange
- 8. eating your fruit and veg will make you this
- 9. found in meat, fish and eggs
- 10. colour of vegetables
- 11. you drink it
- 12. running, sport and walking, etc



Down

- 1. 1 of your 5 a day
- 2. found in fruit and veg
- 4. they grow in the ground
- 5. eating healthily
- 6. an ... a day keeps the doctor away
- 7. fruit and ...



4. There are so many unusual words that you will see when you read about diet. Here are some words from the article. Read the text and scan the following words in the box.

**fibre calorie recommended variety vitamin C calcium
soya nutrient quick-fix protein vegan**

Eating the right things

Trying to eat more of the right things does not mean "going on a diet", especially not a quick-fix diet. True, you may lose weight, but it could be only temporary and you could be less healthy as some diets don't provide all the things you need.

There's no such a thing as a single superfood which contains every nutrient you'll need, so only by eating a varied diet will get you all you need to stay healthy. There are five main food groups and you should eat a good balance of each of them.

Fruit and vegetables

Fresh fruit and vegetables, frozen, canned, and dried fruit & vegetables all count. You should try to eat at least five portions of fruit & veg each day. Juice also counts as a portion, but however much you drink in a day it will only count as one portion. This is because juice doesn't contain as much fibre as whole fruit.

Bread, potatoes and cereals (including noodles, pasta and rice)

Foods like these should make up half your plate. They are your body's main source of energy. Surprisingly, potatoes also contain vitamin C and absolutely no fat.

Lean meat, fish, poultry, eggs, nuts, beans

All of these provide protein, which helps your body rebuild itself (repairing damaged muscles, hair, nails etc). If you're vegetarian or vegan you're not going to eat the meat & fish, but eating soya also does this and there are smaller amounts in grains and dairy products.

Milk and dairy products

These are a source of calcium, which strengthens your bones and teeth and helps your muscles and nerves function properly. The best products are those having lower fat. A glass of milk a day is enough to ensure you're getting the recommended amount of calcium.

Food containing fat

Fat is a great energy source, but fatty foods don't contain very many nutrients. Just one gram of fat contains about nine calories so unless you take a lot of exercises your body will retain the fat and you'll put on weight. But don't avoid eating fat altogether – your body needs energy and in smaller doses fat is an important part of healthy eating.

5. Read the passage above and match the words from the passage with their definitions.

1.	quick-fix	anything in the food that your body needs
2.	variety	someone who doesn't eat meat, fish, cheese or eggs
3.	recommended	vegetable food that can be used instead of meat
4.	nutrient	a solution that works quickly but might not be very good
5.	fibre	part of the food that is not digested but helps your digestion
6.	vegan	needed to prevent flu and found in many kinds of fruit
7.	soya	many different things
8.	calcium	needed to build healthy muscles, found in meat, nuts, soya and other foods
9.	vitamin C	a measure of how much energy you get from food
10.	protein	a mineral needed for strong bones and teeth
11.	calorie	said to be good or correct

6. Read the recipe below and follow the top tips for recipe writing.

My favourite dish: Pasta with beef and tomatoto

Ingredients:

- 1 red onion
- 2 red peppers
- 120 g beef
- 450 g tomato
- 1 cup water
- garlic
- 50 g pasta per person
- some spice

Method:

1. Cut the onion, red peppers and beef into small pieces.
2. Heat some olive oil in a pan and fry the onion, red pepper and beef
3. Add some spice, garlic, tomato and water and cook for 20 minutes.
4. Cook the pasta in a big pot of boiling water.
5. Serve the pasta with the sauce and enjoy.



TOP TIPS FOR RECIPE WRITING:

1. When writing a recipe or instructions, use numbers to indicate the stages and use the base form of the verb (imperative) or present simple to give instruction.
2. Use commas between things in a list. Use "and" between the last two things.



- 7. Homework.**
- **Make a list of vocabulary which you have learned today.**
 - **Write the recipe of your favorite dish.**



4

Tourism, travel 1.A. On the move



1. Group work. "World Cities" quiz.



1. City: _____
Continent: _____



3. City: _____
Continent: _____



5. City: _____
Continent: _____



2. City: _____
Continent: _____



4. City: _____
Continent: _____



6. City: _____
Continent: _____

2. Work in pairs. Firstly categorize the words according to the following columns. Then compare your list with your peers. Help each other by sharing ideas.

travel	enjoyable	trip	advise	advice	mosque	carpet
fascinating	welcoming	visitors	impressive	textile	wildlife	
remote	frightening	buildings	local	crafts	silk	
	colourful	spiders		rug		

The words I know	The words I don't know	The words I am not sure

3. a) Guess what countries are described in the pictures.



1. _____

2. _____

3. _____



T.7. 3. b) Listen to the tape check if you were right.

4. Listen again and complete the table below. Write no more than two words for each answer.

Countries visited	Interesting facts
1. _____	❖ many 2. _____ and beautiful mosques.
3. _____	❖ travelled there by 4. _____ ❖ good for 5. _____ ❖ bought a beautiful 6. _____
7. _____	❖ visited Gujarati Textile 8. _____ ❖ great examples of 9. _____ ❖ lots of wildlife in 10. _____ areas ❖ saw incredible 11. _____ birds and several poisonous 12. _____





5. Discuss the following questions in the group.

Which city would you like to take a tour around? Why?

Have you ever stayed in a hotel?



6. a) Read the information provided in a room leaflet from The Barclay Hotel in New York.

YOUR ROOM AT A GLANCE

INSTANT SERVICE

To make your stay more enjoyable, Instant Service is available "around the clock" for any requests.

WAKE-UP SERVICE

Please, contact "Instant Service".

IN-ROOM BAR

Your private bar is stocked daily with a variety of drinks and snacks. Items removed are automatically charged to your account. A menu with pricing is located in your room.

THE INTERNET

Your room is equipped with high speed Internet access. A daily access fee will be assessed to your account.

EXPRESS CHECK-OUT

For a fast and effortless check-out, please utilize our voicemail check-out by dialing extension 4510 and leave your name and room number.

IN-ROOM COFFEE

Complimentary coffee is replenished daily in your room. Coffee-makers have directions located on the front of the machine. If further assistance is required please dial Instant Service. Complimentary coffee and tea is also served in the Lobby from 6:00a.m to 7:00a.m

FITNESS CENTER

The Fitness Center offers an assortment of cardio and weight training equipment. Available for 24 hours a day with a guest room key card access on the third floor. Access to the steam room and sauna are available from 6:00a.m to 8:00p.m.

IN-ROOM SAFE

The safe can be programmed with a personalized four-digit pin code for each use. Please see detailed instructions located in the safe. Alternatively, safe deposit boxes are available at the Reception Desk.

HOUSEKEEPING SERVICE

Your room is serviced daily between 8:30a.m and 2:30p.m Monday through Friday; between 9:00a.m and 3:00p.m Saturday, Sunday and holidays. For fresh towels after service hours, please, dial "Instant Service".

LAUNDRY & SHOE SHINE

Please, find instructions in your closet for Laundry, Pressing and Dry Cleaning Service. For Shoe Shine service, please contact "Instant Service" for pick-up.

ENTERTAINMENT

For your viewing pleasure, we are pleased to offer a selection of pay per view movies and entertainment options. To view these and other options, press the menu button on the remote control.

Material from Intercontinental New York Barclay Hotel

6. b) Read the passage and choose the correct answer for each question below.

1. You can contact Instant Service ...
 - a) twelve hours a day
 - b) twenty-four hours a day
 - c) in the hotel lobby next to the clock
 - d) every hour on the hour: at 6 o'clock, 7 o'clock, etc
2. There is a variety of drinks and snacks ...
 - a) in the hotel's private bar
 - b) that are removed from your room every day
 - c) that you can have and pay with your room bill
 - d) that are automatically charged to your bank account
3. There is ... Internet access in your room.
 - a) fast b) free
 - c) basic d) wireless
4. If you want a coffee, you can ...
 - a) dial Instant Service
 - b) put money in a machine in your room
 - c) follow the directions to the nearest coffee bar
 - d) have it for free in the lobby early in the morning
5. To enter the Fitness Center you need ...
 - a) your room key card
 - b) to ask for a specific key
 - c) to be a guest on the third floor
 - d. to go between 6:00AM and 8:00PM
6. The in-room safe is ...
 - a) an alarm system that you can program
7. You can find that your room hasn't been cleaned yet if you come back at ...
 - a) 2:00AM on Friday
 - b) 2:00PM on Friday
 - c) 3:00AM on Sunday
 - d) 3:30PM on Sunday
8. If you need to clean your shoes
 - a) you'll find instructions in your closet
 - b) call Instant Service for instructions on how to clean them
 - c) call Instant Service and they'll clean them for you in your room
 - d) call Instant Service and they'll collect the shoes from your room
9. The hotel offers a selection of films that you can watch ...
 - a) for free
 - b) for a daily amount of money
 - c) and pay for each film you watch
 - d) in the hotel's entertainment area
10. Which one is NOT TRUE? You should contact Instant Service if you need ...
 - a) to check out
 - b) fresh towels
 - c) to wake up early
 - d) to clean your shoes



7. Homework.

- Make a list of vocabulary which you have learned today.
- Make a list of places where you want to visit.
- Describe a place that you would like to travel to.

You should say:

- Where you would like to go
- How you would go there
- Who you would go with



4

Tourism, travel 1.B. On the move



1. Listen to the tape 7 again and make a list of the adjectives.

- | | |
|-----------------------|-----------|
| 1. <u>Interestina</u> | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

2. Read the speaking task and the students' responses. Some of the adjectives they used are underlined. If they are used correctly, put (✓). If they are wrong correct them.

Describe your favourite place.

You should say:

- Where it is
- What kind of place it is
- What makes it special.
- And explain why you like it so much

Adjectives order:

Sometimes we use two or more adjectives together. You should follow the rules of order of adjectives:

Opinion: unusual, beautiful, lovely

Size: big, small, tiny

Physical quality: thin, untidy

Shape: round, square

Age: young, old

Colour: red, blue

Origin: Chinese, British

Material: plastic, metal

Type: general purpose, U-turned

Purpose: cleaning, cooking

Eg.: What an amazing (1), little (2), old (5), Chinese (7) cup.

When more than two or more adjectives come from linking verbs such as "be" the second last adjective is normally connected to the last adjective by "and".

Eg.: It was a blue and green shirt.

My favorite place is a 1) quiet little wood near my home town in Indonesia. I like it because it is a 2) green peaceful place. It is full of 3) old tall trees and there are lots of 4) wild interesting animals.

I am going to tell you about my bedroom. I love it because it is full of my things. The walls are painted with 5) blue yellow stripes, and there is a 6) wooden dark floor. There is a 7) lovely old photo of my family next to my bed. and all my precious books are on the shelves.

My favourite place is the town I grew up in. It has an 8) ancient beautiful ruined castle and lots of 9) historical old buildings. The streets are 10) narrow winding, and there are lots of good shops. It is 11) busy noisy, but I like that. I feel good there because I have so many 12) childhood happy memories.

- | |
|-----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |
| 6. _____ |
| 7. _____ |
| 8. _____ |
| 9. _____ |
| 10. _____ |
| 11. _____ |
| 12. _____ |

TRAVEL WORDS

3. Underline the correct words in the sentences.

1. There's a lot of time for *travel* / *sightseeing*, so take your camera.
2. How was the *sightseeing* / *flight* to Paris?
3. The holiday *travel* / *package* included five nights in a good hotel and all our meals.
4. You should never *ride* / *travel* a bicycle without wearing a safety helmet.
5. During the seven-day *tour* / *voyage*, the ship travelled to three different countries.
6. It's a long *journey* / *package* by bus and it can be very uncomfortable.
7. Visitors can take a *trip* / *tour* of the museum with a trained guide.
8. I hope your business *trip* / *journey* to Japan was successful.



4. Complete the word puzzle with words connected with travelling. Use the clues below.

1. The activity of travelling, usually over a long distance. (*6 letters*)
2. A guided visit to a particular place. (*4 letters*)
3. The noun which means going from one place to another (can be long or short). (*7 letters*)
4. When you stop driving your car and want to leave it, you it. (*4 letters*)
5. The plane was late so the passengers missed their in London. (*6 letters*)
6. Mark went for a on a horse when he was in Spain. (*4 letters*)

	1						
			2				
3							
			4				
	5						
	6						

5. Choose the verbs connected with “travel”.

**fly / draw / climb / take off / clean / pack / visit / sing / iron / leave
/ wait / understand / see off / cook / land / book**

6. Match the verbs with the correct forms of transport.

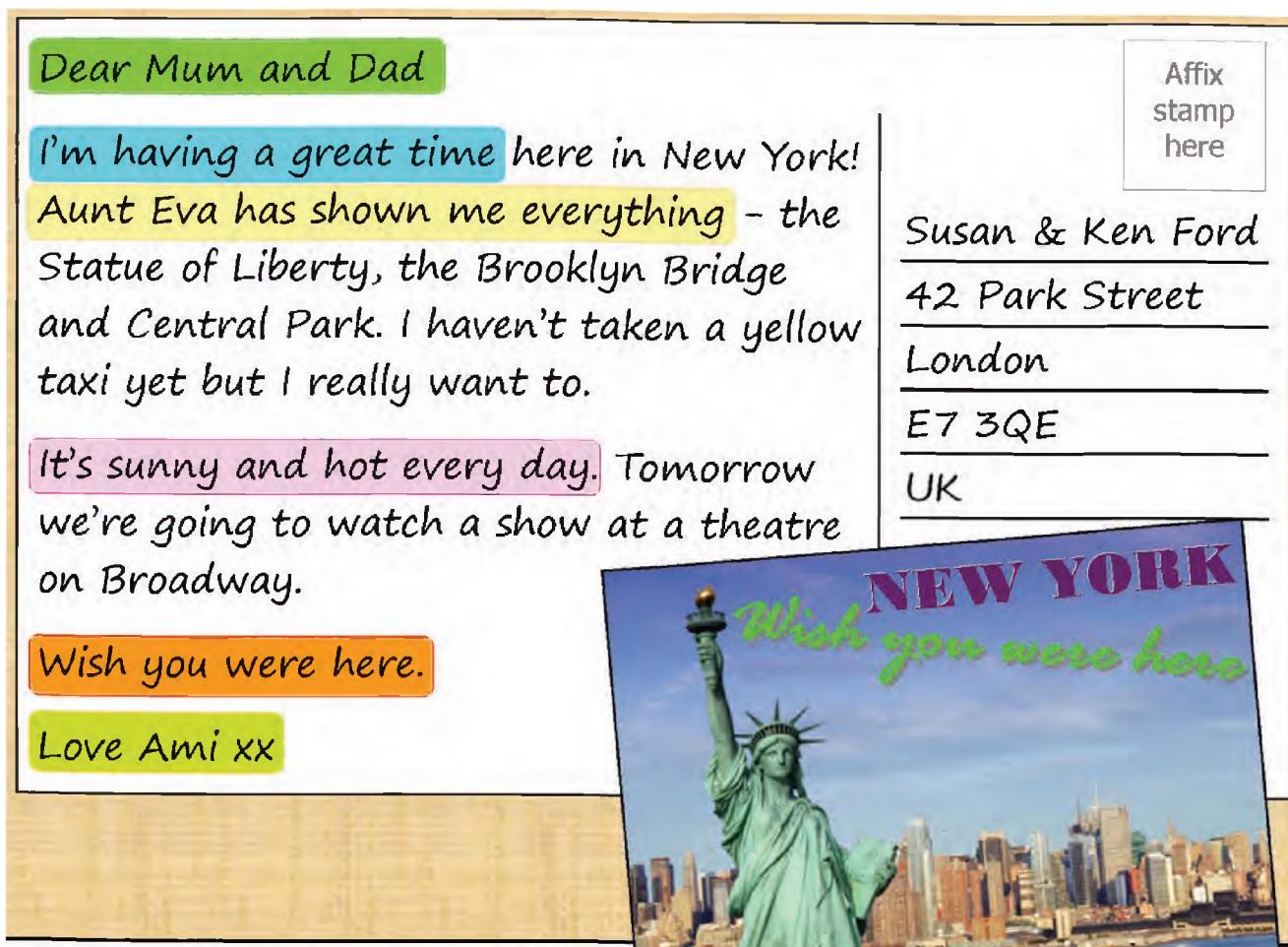
- | | |
|-------------------|----------|
| a) park (1, 2, 3) | 1. car |
| b) drive | 2. bike |
| c) ride | 3. bus |
| d) catch | 4. plane |
| e) miss | 5. train |
| f) get into | |
| g) get off/on | |
| h) land | |
| i) take | |



7. Use one of the verbs from Ex. 6 to complete the sentence.

1. The plane a couple of hours before dawn.
2. Cars are not allowed to through the city centre.
3. Frank the car at the side of the road yesterday.
4. Jeremy was late for school because he the bus.
5. The little kids were their tricycles around the playground.
6. The policeman stopped the boy and asked him to his bike.
7. If we want to that train, we'll have to leave right now.

8. Look at the postcard below. Match the tips for writing a postcard with the paragraphs of the postcard.



Top Tips for writing

1. Start your postcard: Dear + name.
2. Use the present continuous to say you're enjoying the holiday.
3. Use the present perfect to say what you have done.
4. Use going to for your future plans.
5. A good way to finish a postcard.
6. Finish your postcard: Love + your name. xx are kisses!

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9. Homework.

- Make a list of vocabulary which you have learned today.
- Have you ever written a postcard? Imagine you are visiting London. Write a postcard to your friend telling what you have done, seen, been, visited, eaten and bought. Follow the top tips for writing a postcard in exercise 8.



4

Tourism, travel 2.A. Uzbek tourism



1. Answer the questions about the place where you live in.

- A. What can the visitor see in your home town?
B. Which of the following options best describes the place where you live in?
a) coastal b) mountainous c) rural d) urban

2. Match the words from box A with the words from box B to make collocations.

oversea
neighbouring
traditional
local
white
crystal
scuba
deep-sea
sea
shopping
fresh
traffic
public
air
escape

malls
fishing
pollution
visitors
production
air
the heat
houses
diving
village
sand
clear
jam
level
transport

1. eg.: oversea visitor
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____





T.8. 3. Listen to four people describing where they live and complete the table below. Use the correct adjectives from exercise 1.B for the “type of place” column. Write down any words that helped you decide.

Speaker	Type of place	Words that helped you decide
1.		
2.		
3.		
4.		

4. Fill in the gaps with the collocations or phrases from exercise 2.

Speaker 1. I live far from the big city, I really enjoy living here because of 1) _____. At the weekends, people from neighbouring villages come to my village and bring their 2) _____ for the market to sell.	Speaker 3. This place is very wonderful for shopping. You can find a lot of 7) _____. You can meet here a lot of 8) _____ from different parts of the world. Because of the traffic jam, people prefer to use 9) _____.
Speaker 2. My hometown is famous for its beach. You will love long stretches of 3) _____. Additionally the water is 4) _____. The visitors enjoy some water sports like 5) _____ and 6) _____.	Speaker 4. I live in a place where 200 metres higher than 10) _____. The tourists usually like our 11) _____. The weather is so wonderful that people usually come here to 12) _____.



5. Read the information below. Discuss it with the partner.

Uzbekistan tourism

"What Uzbekistan particularly has to offer is something unique in Central Asia. Kazakhstan may have its wide open steppe and be the home of apples. Kyrgyzstan is still intact with its nomadic lives and huge mountains – something also true of Tajikistan. But Uzbekistan is the true heart and soul of the region with a rich agrarian, settled, culture-laden atmosphere. Its ancient cities sum up the sheer romanticism of the region – from Samarkand to Bukhara... a heady scent of the Old Silk Road. It never disappoints. The image and the reality are heavily intertwined here. Muslim scholars, traditional dress, bountiful food from the steppe, the music, the architecture... it's all here – the heart of cultural Turkic-speaking Central Asia."

*By Nick Easen
British writer, broadcaster and journalist*

6. Read the following two passages below and do the TRUE (T)/FALSE(F) activity.

A. Nodir Devon-Beghi

The most famous square in the old part of Bukhara is the Lyabi-Havuz ("Lyabi" means "bank of a river", "Havuz" – a pool). Lyabi-Havuz is the most beautiful and popular place in the city.

The history of this place is very fascinating. Nodir Devon-Beghi, a vizir (a minister) of the Bukhara Emir, decided to get married. On his wedding day he presented his bride with only one pair of earrings. His sweetheart took offence. "My groom is not from a poor family, he could have given me a more expensive present." But the vizir kept silent.

Several years later, Nodir Devon-Beghi built a mosque, medrassah and a few other buildings. His wife said to him: "You had no money for an expensive wedding and presents, but you have found plenty for your buildings! Her husband answered her: Darling, look in your jewellery box. The wife took a look and did not see even one earring.

"What does this mean? We were robbed!" "Darling, everything which has been built here was built at the expense of your earrings. You did not appreciate my present, so please appreciate what has been built at the expense of it."



B. The Fountain of Aiyub

A long time ago in the Central Asian desert, where the city of Bukhara is situated, the people were dying of thirst. There was not even a single drop of water to be found. One day, the people were so thirsty, that they all sat down and prayed. They looked at the heavens and asked God for rain. It wasn't long before he sent a messenger to rescue them.



The messenger's name was Aiyub. He had a stick and with it he struck the earth. At the place where he struck the earth, a hole suddenly appeared and a fountain gushed forth. It wasn't long before they discovered the great cures that could be achieved by drinking this water. The people were so happy that they built a beautiful shrine there. Since those days, many people have been visiting the well to partake of the refreshing clear, clean, healing water, and to pray in thankfulness to God.

A)

1. The word "Lyabi-Havuz" is related to "water". _____
2. Nodir Devon Beghi was the king of Bukhara. _____
3. Nodir Devon Beghi's wife was happy about the present. _____
4. Nodir Devon Beghi's wife asked his husband to buy her earrings. _____
5. Nodir Devon Beghi sold the wife's earring to build a mosque, a medrassah. _____

B)

6. There was a shortage of water some days. _____
7. People digged the ground to find water. _____
8. People considered Aiyub a person who was sent by God. _____
9. Aiyub used the stick to find water. _____
10. The water can be helpful for your health. _____



7. Homework.

- Make a list of vocabulary which you have learned today.
- Make a list of sightseeing places of Uzbekistan.
- Describe a place that you would like to invite your oversea friend.

You should write:

- Where you would like to invite
- How you would go there
- Why you would go there

- Make a poster with some of your friends about the place where you would like to invite your foreign friends using your descriptive essay. Make a presentation in front of the class.



4

Tourism, travel 2.B. Uzbek tourism



1. Use the adjectives, -ed or -ing. Choose the best option to complete each sentences. Use the verbs in the brackets to form adjectives.

1. (to excite)

My most _____ experience as a teenager was travelling to Samarkand.

I remember I was so _____ that couldn't sleep the night before my flight.

2. (to surprise)

I was really _____ when I got to the airport and found out that one of my friends was travelling with me.

3. (to worry)

My friend told me that she was a little bit _____.

4. (to relax)

I advised her to listen to some _____ music. Soon we both felt more _____.

5. (to interest)

I found out my friend is _____ in ancient places. So, we visited some historical buildings. Our stay in Samarkand was extremely _____.

-ed or-ing adjectives

-ed: describes an effect

- I am interested in visiting historical buildings

-ing: describes the cause

- Visiting ancient buildings is always interesting.

We usually use -ed or -ing adjectives after following verbs:
be, become, feel, grow, look, seem and turn.

We can form -ed or -ing adjectives using the following verbs:

to alarm, to amaze, to amuse, to annoy, to astonish, to bore, to confuse, to depress, to disappoint, to encourage, to exhaust, to fascinate, to frighten





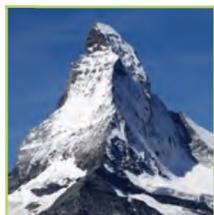
2. Complete the questions with the correct form of adjectives. Interview a friend using the questions. Record the answers. Tell the class some things about the person you interviewed.

- What's the most trip you have ever done? (exciting/excited)
- Where is the most place in the world? (fascinated/fascinating)
- When was the most trip in your life? (tiring/tired)

3. Group work. Complete each definition with the correct words from the box. Match the pictures (1–10) with the definitions (A–J)

campsite	village	stream	valley	ocean	seaside
forest	island	port	mountain		

- A) A small river. _____
- B) Much taller than a hill. _____
- C) Land with water all around it. _____
- D) The Atlantic is an _____
- E) This is where you'll find lots of tents. _____
- F) Larger than a 'wood' with lots of trees. _____
- G) A town or city by the sea where ships arrive _____ and depart.
- H) Smaller than a town, and usually in the countryside. _____
- I) A place near the sea where people enjoy their holiday. _____
- J) A low area of land between mountains or hills. _____



1.



2.



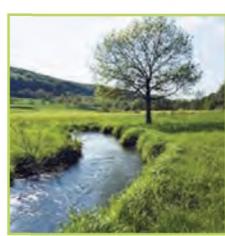
3.



4.



5.



6.



7.



8.



9.



10.



4. Group work. Read the information about Uzbekistan and do the exercises below.



Time for an adventure

Yurt camp Nurata

Explore the ancient sights from the time of Alexander Great in Nurata city. Stay in the Yurt camp and explore the desert landscape walking around the dunes or riding on the camels. Take a walk to the desert village 'Dungalak' (4 km / one way) to get to know the daily livelihood activities and land use practices of the desert inhabitants. Ride on the camel or drive by car to explore country's largest man-made Lake Aydarkul located 8 km to the south-east from the Yurt camp. Enjoy the evening around the camp fire listening to the traditional songs of local band.

Best time: April – end of June, September, November.



Welcome to Zamin Travel Uzbekistan!

Uzbekistan, in the heart of Central Asia, is a real civilization crossroad. It has a diverse cultural and architectural heritage due to its rich history and strategic location. Uzbekistan is the country of historical and cultural tourism. Moreover, Uzbekistan is mostly desert though, there are big mountains such as the Pamir mountain range extended to Tajikistan and the Tian-Shan mountain range extended to Kyrgyzstan which creates opportunity for hiking and trekking.

"Zamin Travel Uzbekistan", our travel agency, offers you to discover this unique region in the world where you can take trekking, hiking and cultural tours all together.



5. Read the text and find if the following sentences are true (T) or false (F). Correct the the false sentences.

1. Nurota is one of the modern parts of Uzbekistan. _____
2. Yurt Camp is a bright example of the lifestyle of Uzbek people. _____
3. Camels are the main part of the entertainment of Nurota Camp. _____
4. There is nothing to do in the evenings in this camp. _____
5. Aydarkul is not a natural lake. _____
6. The culture of Uzbekistan is various. _____
7. The Pamir mountain range is situated between two countries. _____
8. Zamin is the part of the desert. _____
9. The other part of the Tian-Shan mountain range is Kyrgyzstan. _____
10. Zamin is very comfortable to have a rest by walking. _____



6. Discuss the following questions with your partner.

- Why do people usually travel?
- What kind of places in Uzbekistan can be interesting for oversea visitors?
- What should we do in order to develop tourism in Uzbekistan?
- Why is the tourism important for our country?



7. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Project – based task (mini groups).**
 - Do the research and find the definition to the word "Ecotourism".
 - What should be done in order to develop Ecotourism in Uzbekistan.
 - Which parts of Uzbekistan can be Ecotourism destinations.
- **Make a report using your research, make a poster and present your poster in front of the class.**



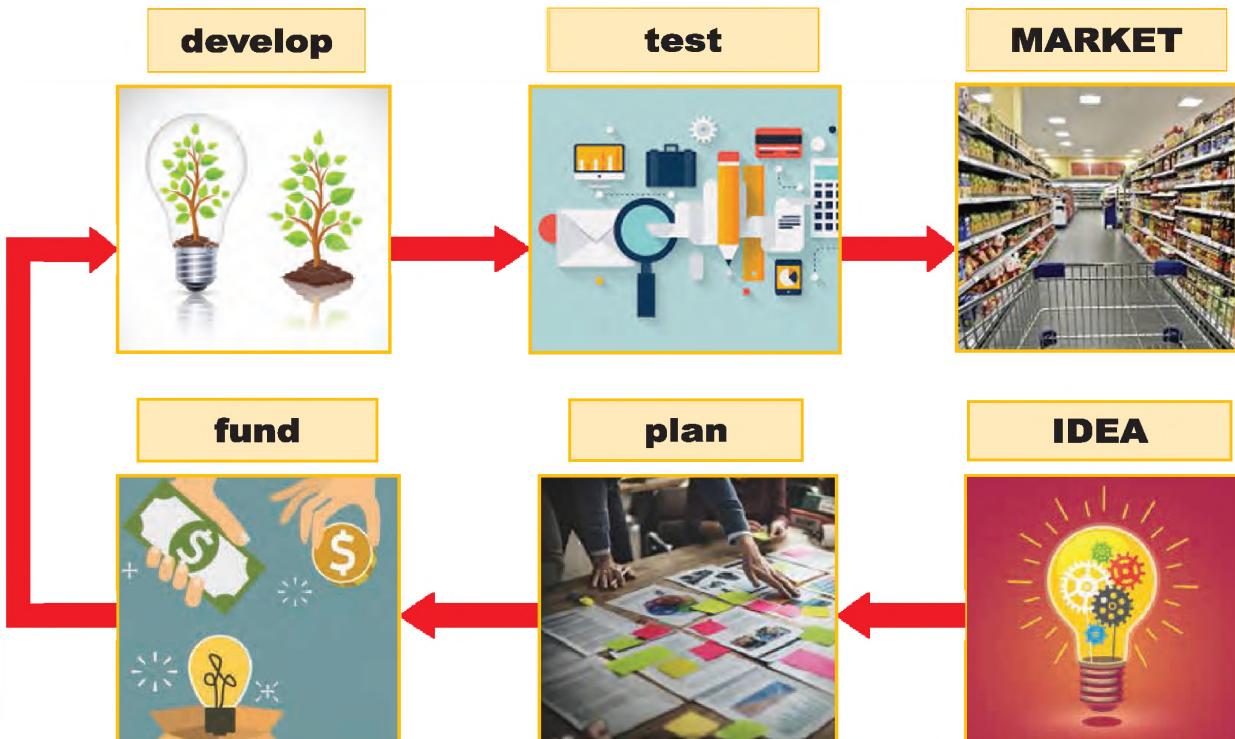


5

Market economy 1.A. What is marketing?



1. Look at the first stages of business start-up.
Discuss each stage.



2. Match the words with their definitions.

1. advertising	a.	the process of giving things out to consumers, spreading something
2. consumer	b.	to buy something, to get something by paying for it
3. distribution	c.	the act of providing a particular thing or type of work that people need by organizations or private companies
4. sales promotion	d.	a person who purchases goods or service for personal use
5. target	e.	a level, situation that you aim at or want to achieve
6. service	f.	activities which are done to increase sales of a particular product especially by advertising it or reducing its price
7. to purchase	g.	the act of calling public attention to someone's product or service by announcements in newspaper or on TV



T.9. 3. Listen to the educational program about marketing and fill in the gaps using words from the box below. Note that there are two extra words which you don't need to use.

deliver	economy	providing	consumer	place	Disney	evaluate
resources	pricing	promotion	Procter		marketing	

Marketing is made up of	public relations, sales 1), advertising, social media, 2), distribution and other functions.
Each year companies spend	over 15 billion dollars on 3) to just children.
The cumulative function of marketing is	to communicate, 4), create value to the consumer.
Developed companies deal with	5) oriented marketing, and spend a lot of money, time and 6)
Companies which are famous for their creative marketing are	7), Pepsi, Apple and 8) &Gamble
Marketing consists of 4 elements which are	product, 9), promotion and price
If we describe marketing in an official way it is	a philosophy whose main target is 10) customer satisfaction.



4. Group work. Discuss the following questions with your partner.

Have you ever tried to sell anything?
What was it? How did you sell it?

What opportunities are given to start your own business in your country?

Have you ever thought to run your own business?

What problems could someone face with while starting his or her own business?



5. Read the passage. Decide if the following statements are true (T) or false (F).

KENTUCKY FRIED CHICKEN



The story of Colonel Sanders, a man who started at 65 and failed 1009 times before succeeding is encouraging.

Colonel Harland Sanders became a world-known figure by marketing his “finger licking” – Kentucky Fried Chicken.

One of the most amazing aspects of his life is the fact that when he reached the age of sixty-five, after running a restaurant for several years, Harland Sanders found himself penniless. He retired and received his first social security check which was for one hundred and five dollars. And that was just the beginning of his international fame and financial success story...

Colonel Sanders was a fellow who really loved to share his fried chicken recipe. He had a lot of positive influences from those who tasted the chicken. He was a retired man and while most people believed in the enjoyment of retirement, Colonel decided to sell the world his new chicken recipe. Colonel Sanders traveled door-to-door to houses and restaurants all over his local area. He wanted to partner with someone to help promote his chicken recipe. Needless to say, he was met with little enthusiasm.

He started travelling by car to different restaurants and cooked his fried chicken for restaurant owners. If the owner liked the chicken, they would enter into a handshake agreement to sell the Colonel's chicken. He got 1009 “NO's” before he got his first “Yes”. With that one success Colonel Harland Sanders changed the eating habits of the whole world with Kentucky Fried Chicken, popularly known as KFC. The deal was that for each piece of chicken the restaurant sold, Sanders would receive a nickel. By 1964, Colonel Sanders had 600 franchises selling his trademark chicken.

1. The story of Colonel Harland Sanders is about a businessman who started his business at an early age. _____
2. Before his retirement Colonel Sanders was a businessman who had a chain of restaurants cooking and selling chicken. _____
3. The pension Colonel got from the government was very little that he decided to market his own recipe of fried chicken. _____
4. After Colonel received less than one thousand “NO's” he got his first “YES”. _____



7. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Pairwork: Make a presentation of your business to the rest of the class. Remember to include all the points in the questionnaire. You could present your company using these phrases and any other ideas you can come up with.**

Task 1: Fill in this questionnaire about your new business.

a) **Name of the company:** _____

b) **Date you started the business:** _____

c) **Write a short description of the business. What does your company do?** _____

d) **Who is your product aimed at? Circle the answers.**

men	teenage boys	children	parents
women	teenage girls	senior citizens	single people

e) **How would you describe your customers? Circle the answers.**

adventurous, fashionable, fit, supportive, calm, conventional, physically inactive, self-centred, creative, pet lover, concerned about food, aware of global issues, narrow-minded, animal hater, junk food consumer, indifferent about problems.

f) **How are you going to sell your product or provide your service? Circle the answers.**

door-to-door	in shops	home delivery	telesales
on the Internet	in a catalogue	fairs and expositions	

g) **How would you like to advertise your product or service? Circle the answers.**

on the Internet, on the radio, leaflets, in newspaper and magazines, on local TV, bus shelter advertisements, local business groups' meetings, offer discount coupons, local fairs.

h) **If you need to employ more people in the future, what qualities do they need? Circle the most important.**

easy-going	funny	serious	responsible	imaginative
creative	caring	intelligent	competent	cooperative
trustworthy	hardworking			

Task 2: Make a presentation based on a questionnaire in task 1.

e.g., Hello. We are... Our business is called... and we started it on... What we do is... We intend to... Our products/services are aimed at... We think that our customers are ... We would like to sell... In the future, we are planning to advertise our company... If we ever need more employees, they must be... We think our business will be successful because...



5

Market economy 1.B. What is marketing?



1. Fill in the gaps with linking verbs.

1. Do you ... a business start up plan to run your own company?
2. You should ... calm in any situation if you want to work with customers.
3. Really? Is she 20 years old? She ... older.
4. Anvar ... furious when someone interrupts him.
5. The reason for his decision ... clear soon.
6. At the beginning Madina didn't ... an efficient salesperson but after some time she ... to be an enthusiastic employer.
7. Mr. Simpson didn't dare to go in because his six-month-old baby ... to be asleep.
8. Some people tend to ... alone even though they have a lot of people around them.

Linking verbs.

Linking verbs are verbs which don't express action. They connect the subject with a word that gives information about the subject, such as a condition or relationship or denote a change of state.

- Some linking verbs are:

appear be keep smell become
grow look stay feel prove
taste get remain turn have
seem

- Bobur looks exhausted after studying all day.
- Lola is a shop assistant.
- When the traffic lights turn green, you can pull away.

- Linking verbs are followed by adjectives or nouns.

- The room appears bright and broad due to the mirrors on the walls.
- The soup tastes delicious. I recommend trying it.

- Some verbs can be used as both action verb and linking verb with a different meaning.

Compare:

- He looked strange. (linking verb)
- He looked at me strangely. (action verb)

2. Read the sentences and decide whether the verbs are linking verbs (L.V.) or action verbs (A.V.).

1. I won't take this medicine. It tastes awful. _____
2. She tasted the cake nervously. _____
3. Don't disturb him. He looks angry. _____
4. Rano had some doubts, so she looked at the signature carefully. _____
5. My cousin is interested in gardening. She grows the most beautiful red roses. _____
6. When the spokesman began his speech, audience grew silent. _____

3. Fill in the gaps with the words in bold.

A. storage, process, grass

At first cows graze on 1) in the fields after which they are taken to a milking machine twice a day. Following this, the milk is put into refrigeration 2) on a daily basis. Next, the milk is put into a tanker and when the milk has been transferred to a tanker, it is then ready to be delivered to the dairy. This is repeated every day.

B. sale, consumers, diagram

The 4) illustrates the way milk, cheese, cream and butter are produced, processed and packaged in order to be sold to 5) There are 8 stages in the diagram starting with cows grazing on grass, to the 6) of dairy products in supermarkets and shops.

C. purchase, sent out, products

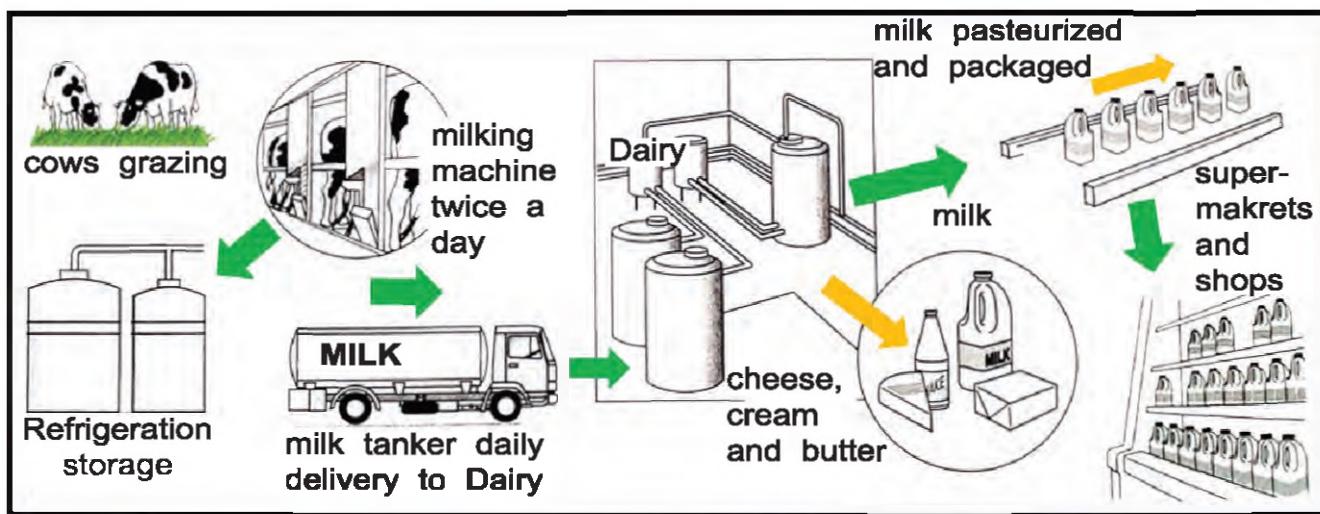
Finally, when the milk and dairy 7) have been processed, packaged, they are then 8) to supermarkets and shops where they are ready for 9) by consumers.

D. Following this, packaged, various

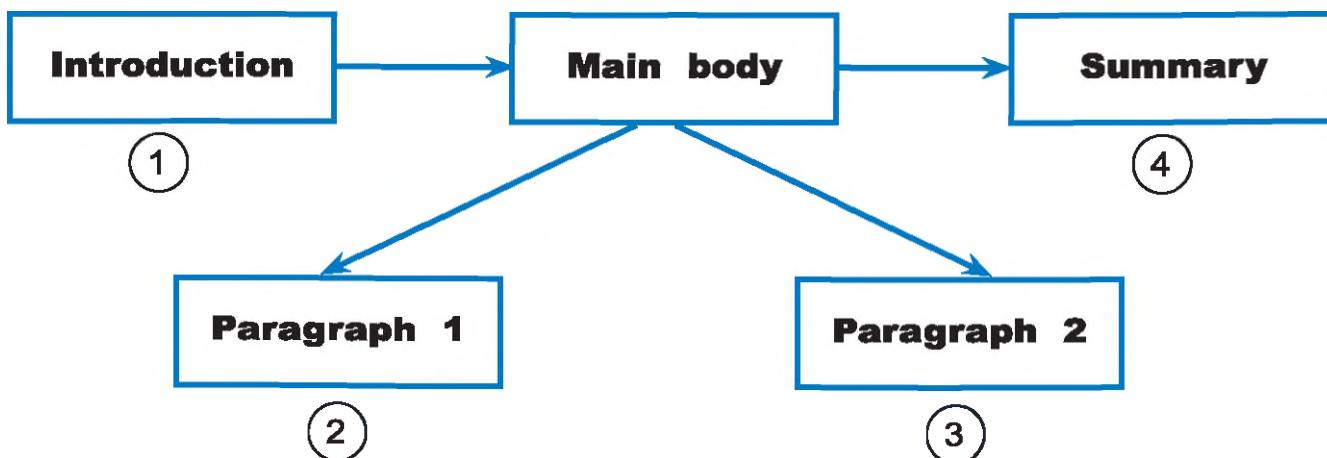
When the milk has been delivered to the dairy, it is subsequently processed into 10) dairy products such as cheese, cream and butter. 11), milk is then put through a pasteurization process and it is now ready to be 12)

4. Rearrange the jumbled pieces of the report in ex. 3 using the following diagram.

The diagram below shows the production and processing of milk and dairy products for commercial sale.



5. Match the jumbled pieces in ex. 3 with the parts of the template.



6. Word building. Complete the table.

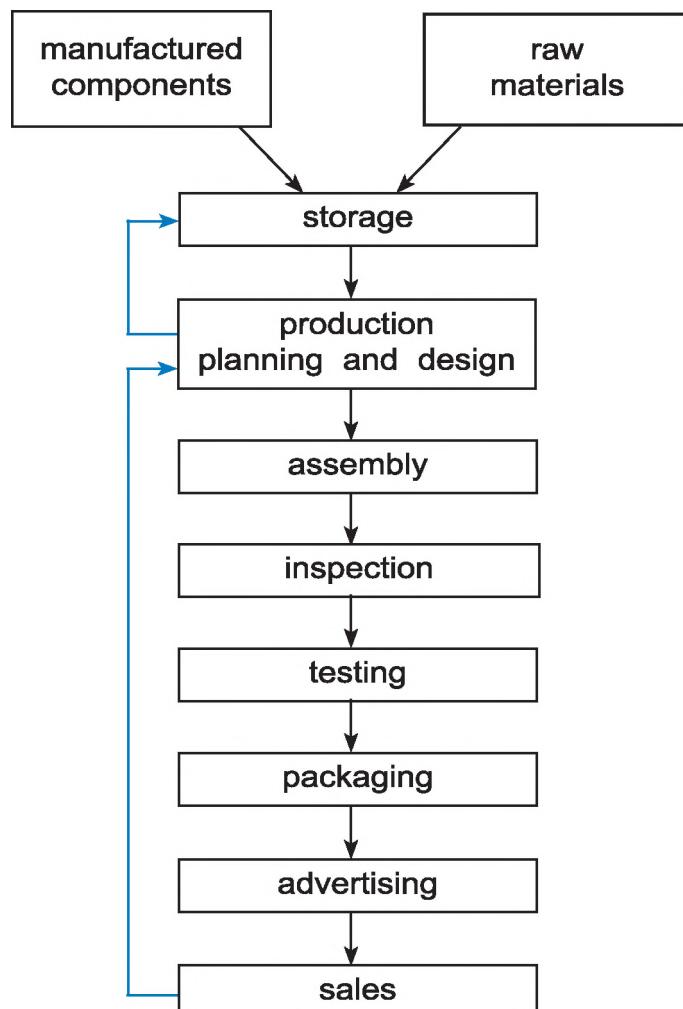
	NOUN	ADJECTIVE	VERB
1.			store
2.	purchase		
3.			sell
4.	package		
5.	delivery		
6.			produce



7. Homework.

- Make a list of vocabulary which you have learned today.
- Write a report based on the information given in the flowchart.
 - You should write at least 150 words.

The diagram below shows the typical stages of consumer goods manufacturing





5

Market economy

2.A. Advertising and shopping



1. Look at the photos and answer the questions.



- What products are advertised in these photos?
- Which of these products would you buy?
- Why do you buy one product over another?
- Why is it necessary to advertise?

2. Work in pairs. First categorize the words and phrases according to the following columns. Then compare your list with your peers. Help each other by sharing ideas.

*discount, bargain, to fit, to browse, in stock,
to have something in another colour, to come in other colours,
to try on, changing room, to have something in another size,
special offer, deal, to pay by card, to enter pin, to sign, receipt*

Words and phrases I know	Words and phrases I am not sure	Words and phrases I don't know



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

- Hello can I help you?
- No thanks I am just 1)?
- OK. Let me know if you need any help.
- Actually, do you have any dresses in 2)?
- Yes, Let me show you.
- Hmm, I like this one. Do you have it in another 3)?
- Yes. This dress also 4) in red, blue, black and green.
- I'd like to try the blue one, please.
- Sure. The 5) are over there.
- Can I try this in a smaller size?
- Sorry. We don't have any in stock left in that colour. Would you like to try another colour?
- Hmm... I really like the blue one.
- We have a 6) – buy one get one free.
- Really? That's a 7)
- Yes, we have a lot of special 8) on our clothing.
- In that case, I'll take the red one and the black one.
- Would you like anything else?
- No, thanks. I'll just get this. Can I pay by card?
- Of course. Please 9) your PIN.
- Hmm... What is my PIN number? Oh, yes.
- Please wait one moment ... Sign here.
- Can I get a 10)
- Of course. Here you go!
- Thank you. Have a nice day!
- Thanks for shopping with us!



4. Group work. Discuss the following questions.

How often do you do the shopping? Can you remember the product you have bought recently?

Who or what helps you to choose a product?

Do you buy products because of advertising? Do you find advertising persuasive?

Is there truth in advertising? What is the most advertised product in your country? What kind of advertisements attracts your attention?



5. A. What types of advertisements are illustrated in the photos?



B. Read the passages and match them with the headings.

Types of advertisement

- A) Outdoor advertising
- B) Television advertising
- C) Mobile advertising
- D) Radio advertising
- E) Newspaper advertising

Advertising is the way how a company encourages people to buy their products, services or ideas. An advertisement is anything that draws good attention towards these things. There are different ways to advertise a product and service.

1. _____

This type of advertising is a traditional form of advertising. Daily and weekly ads allow you to target specific geographic neighbourhoods. Purchasing an ad in a section relevant to your business – for example, a home improvement business ad in the home and garden section – can also help you to reach target clients.

2. _____

A catchy jingle and quick tag line can enhance this type of ad's effectiveness. You can add some bells and whistles with background music and sound effects and it will cost you much cheaper than TV ads. What's more, it gives you the chance to be very creative on a small budget, as you are relying on the customers imagination to create the visuals. An alternative or urban station is good to reach youth aged 18 to 24.

3. _____

This type of ads on local stations might require time and effort to produce, but can be especially effective if you sell a product or service with a high price point. Although it is more expensive than other types of advertisements, it allows you to demonstrate the benefits of your product, how your product or service works and how it's packaged.

4. _____

Also known as out-of-home (OOH) advertising, this is a broad term that describes any type of advertising that reaches consumers when they are away from home. Think of billboards, bus shelter posters, fly posters, and even those big digital boards in Times Square.

5. _____

A relatively new form of advertising compared to the others, but one that's dominating the media mix, cell phones, iPads, Kindles, and other portable electronic devices with internet connectivity. Current trends in mobile advertising involve major use of social media such as Twitter, Instagram, Snapchat, and Facebook.

6. What types of advertisements from the passage are mentioned in these sentences?

1. This type of advertising needs a lot of time and money to be released. _____
2. You have to go out to enjoy these ads on buildings. _____
3. If you want to save money and reach large audience of different age you are welcome to use this type of advertising. _____
4. You prefer classic type of ads and want to see your product every week on columns, if yes, we are looking forward to you. You can visit our office at Willbord Street67 or can contact us on xxx xxx xx. _____
5. If you are a real fan of social media and would like your product to be advertised via the internet, join us. _____
6. Your product will reach millions of houses through the air and find its customer _____



7. Answer the questions.

1. What is the most impressive advertisement you have ever seen? What was it? How was it advertised?
2. What type of advertisement is the most effective? Why?
3. What features do our national advertising companies have?



8. Homework.

➤ **Make a list of vocabulary which you have learned today.**

➤ **Make up an advertisement for your product.**

Imagine that you have to record an advertisement for a local radio station to advertise your small company that has just started running.

In your advertisement, you should include:

- *Name of the company.*
- *Product/service you offer.*
- *The customers (whom the product/service is aimed at).*
- *Why you think people should buy/use your product/service.*
- *Mention why it is so good.*
- *Address, phone number or website where customers can find you.*



5

Market economy 2.B. Advertising and shopping



1. Complete the table with the words in the box.

and, so that, reason clause, unless, contrast clause,
neither ... nor, time clause, but

Subordinating conjunctions	
1)	Although; though; while; even though
2)	Because; since; as
Purpose clause	3) in order that
4)	when; before; after; since; while; as; until; as soon as; by the time
Conditional clause	5) if
Coordinating conjunctions	
Connecting ideas	6)
Contrast of ideas	7)
Showing the reason	so
Correlative conjunctions	
	8) either ... or

CONJUNCTIONS

There are 3 types of conjunctions:

- subordinating
- coordinating
- correlative

Subordinating conjunctions are used to join independent and dependent clauses. They can go either before or after an independent clause.

– Unless you hurry, you will

dependent clause

be late for school.

independent clause

Coordinating conjunctions are used to join words and clauses of equal rank in a sentence. They can go in the mid position.

– *You can study hard, or you can fail.*

Correlative conjunctions are pair of conjunctions that work together.

– *Neither Martin nor his brother wanted to participate in the competition as opponents to each other.*

2. Rewrite the sentences using the conjunctions in the brackets.

1. He started his own business because he wanted to earn much more money. (so)

.....

2. Unless you advertise your product, you can't sell it. (or)

.....

3. Both Radio advertising and Television advertising are effective ways of making your product popular. (and)

.....

4. Although we looked everywhere, we couldn't find the latest album of that band. (but)

.....

5. He doesn't like chocolate and ice-cream. (neither/nor)

3. Fill in the gaps with the words from the box.

if, while, although, but, and, because

Dear Gulnoza,

It is good that you emailed me first for consultation about the jobs that you are planning to apply for 1) there are details that might not be included in the advertisements.

I have called each of the companies and there are a few additional things you may need to take into consideration. 2) you are interested in being a graphic designer, you have to know how to organise advertising, design television adverts and create posters in order to be eligible for the job. 3) the job can be tiring, you can actually work at home. Working as a chef requires you to work from 8 a.m. to 4 p.m., 4) working as a receptionist needs you to work from 8.30 a.m. to 5.30 p.m. Even though both jobs are within office hour, you only need to work from Wednesday to Sunday as a chef and during weekend shifts as a receptionist. If you choose to be a tour guide, you will be able to travel everywhere across the country since you will have to take lots of tourists to visit various tourist spots. Interestingly, you will have flexible working hours as a teacher, 5) you must have a university degree 6) teaching experience in order to be eligible to apply. You should also consider working as a TV host especially when the salary is 15 000 000 soums per year.

I hope this information helps you to decide which one you would like to apply for. If there is anything, you can just email me and I will be happy to reply. I wish you all the best.

Kind Regards,
Rashid Akromov
Employment Agent

4. Word building. Complete the table.

	NOUN	ADJECTIVE	VERB
1.			resist
2.	comfort		
3.		stylish	
4.			afford
5.	rock		
6.		safe	
7.	fashion		
8.	quality		-

5. Customer review. Correct the wrong word forms in bold.

A: customer reviews	
<p>Great quality By: Rashid I had never worn any hiking boots before until two weeks ago when my friends and I decided to climb Mount Kinabalu. I am glad that I bought these boots because they really helped me to climb over 1) rock hills and walk on rough terrain. Although Mountain Hikers are more expensive (110\$) than Rain Forest Explorers (95\$), the boots are really 2) comfort and water resistant. Rain Forest Explorers are lighter and less expensive. Those who love hiking and jungle-trekking should buy at least one pair of these boots.</p>	<p>Can be improved By: Toby I was in a desperate need of a new camera since my last one broke. I had been searching for new cameras for two weeks until I saw these two and immediately bought them. They are not really what I am looking for, but it's fine considering that both are exactly new models. Quickster camera is actually very light and cheap compared to other similar types of cameras that are usually more expensive. Snap & Shot has better 5) qualitative and it is easy to use. Although it is slightly more expensive than Quicksterk it is worth the money. You would like these two if you are looking for, cameras that are easy to use, fun to use, inexpensive, and safe.</p>
<p>Best Sunglasses ever!!!! By: Vanessa Since I needed more than one pair of sunglasses, I ordered both Fabulous Ray and Fame Violet. I must say that I love both of them. It is hard to say which one is better because Fabulous Ray sunglasses are 3) resist to scratches and have longer durability while Fame Violet sunglasses are light and 4) fashion. I guess each has its own advantages. I recommend you to buy both especially when you go out often in sunlight.</p>	<p>Cheap, yet comfortable By: Amy I have always been a fan of Harmonica's Fashion clothing line. Although they are cheap, they are very comfortable and classy. I bought Harmonica's leather jacket for my husband and he loved it. He said it is very 6) style and durable and I am happy because it did not cost me much. I bought myself Mesmeriza Jacket since it is very warm and easy to clean. I am glad that they keep producing these jackets of good quality because it is very hard to find this kind of jackets nowadays. Plus, they are so cheap that everyone can afford them. I spent 100\$ on both, 40\$ for Mesmeriza and the rest of money was paid for my husband's jacket.</p>

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

6. Match the advertising slogans with the photos.



a



b



c



d

1	<i>Don't hesitate!!! You'll be surprised of how good it feels to wear our outfit.</i>
2	If you want to look fabulous you need to have one of these during the summer. Fabulous Ray 20\$ and Fabulous violet 26\$.
3	<i>Discover the world with our comfortable footwear. You may visit our online store.</i>
4	The smallest. The strongest. The lightest. Superblink's is always with you just to make the history Snap & shot 225\$ Quickster 175\$ Order online Pay by credit card or in cash.



7. Pairwork. Make a suggestion on one product from exercise 6 that you would recommend for your pair to buy.

e.g. You can use these shoes for any event: formal dinners, sports competitions, parties.



8. Homework.

- Make a list of vocabulary which you have learned today.
- Write a review of a product which you have bought recently.

In your review write ...

- where you bought a product
- when you bought a product
- what brand a product was
- why you bought it



6

SERVICE

1.A. Selling the service



1. Look at the pictures. What services are they?
Have you ever used one of these services before?



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2. Match the words with their definitions.

	Words		Definitions
1.	consumer (n)	a.	a part of a ticket given to a consumer for claiming his or her possessions.
2.	Hairdresser's/Barbershop (n)	b.	money which is paid for service.
3.	order (n)	c.	a style in which a person's hair is cut.
4.	haircut (n)	d.	to collect something that has been left.
5.	claim check (n)	e.	a shop where clothes are cleaned.
6.	Dry cleaner's (n)	f.	a person who buys goods or services.
7.	reservation (n)	g.	to make something look more attractive by adding extra items.
8.	charge (n)	h.	a salon where you can have your hair cut.
9.	pick up (v)	j.	an arrangement in which something is kept for you.
10.	decorate (v)	k.	a request to make or deliver food or goods.



T.11. 3. Listen to the conversation and fill in the gaps.

		What service is it?	Whom is the consumer talking to?	What does the consumer want?
1.		1) Business	assistant manager	She would like to make a 2) for her 3)
2.		Hairdressing	4)	He wants to have his hair 5)
3.		6)	7)	She came 8) her husband's trousers and leave her dress to clean.



4. Group work. Discuss the following questions with your partner.

1. Which of the services mentioned above have you used recently?
2. How much did it cost? Were you satisfied with the service?
3. What are the top three qualities everyone who works in customer service must have?
4. What types of services have been developed and have a good potential in your country?



5. Read the article about service based business. Choose an appropriate heading to the text.

- **Advantages and disadvantages of service.**
- **Ideas for service-based business.**
- **In home services.**

Service-based businesses are often the easiest and most **affordable** to start, especially if you're already skilled in the service and have the equipment you need to provide it. Personal services are those given directly to consumers as opposed to other businesses.

This kind of business is usually needed because consumers want convenience, time savings, or additional help for a variety of reasons. Some of the top markets for **personal** services include busy working, overwhelmed people. Here are some personal service business ideas for you to consider.

In-Home Services. People who work hard, long hours don't have time to clean, cook, do **chores** and a host of other typical home-keeping tasks. Providing these services requires you to leave your home to deliver service, but everything else can be done from home. Or you can pull together a team of workers who provide the service, and you work from home managing the team and the rest of the business. Great in-home service ideas include Personal Chef, House Cleaning, **Lawn** and Yard care.

Catering. Do you enjoy cooking a variety of meals for events? Although catering can be a big task, many caterers got their start working at weekends catering for smaller events. In fact, you might consider specializing in an important event, such as a type of event or specific meals. You'll need a few extra helping hands on the day of the event to insure that all items are prepared and ready to be served on time.

Personal Trainer. People of all ages and stages want to get fit. If you enjoy exercising and helping others improve their health, then a fitness coach or personal trainer might be a good **option**. Ideally, you should become certified from a reputable organization. These programs educate you in



important exercise terminology, current research, and anatomy; although it's generally expected that you have exercise experience. To run a personal training business from home, you'll have to make sure you carry appropriate **insurance**, and if people are working out in your home, insurance on your home as well.

Unless you're managing a team of service providers, one disadvantage of providing services is that similar to a job, you're trading time for money. As a result, it's important to make sure you price your services right so that you know you're earning enough to survive. If your business grows, you can consider **hiring** or contracting with others to provide the service, while you manage all the other aspects of the business.

6. Work in pairs. Scan the words in bold from the text and match the words with their definitions.

1. a routine task _____
2. not expensive _____
3. ground that is covered with grass _____
4. an arrangement by which a company provides a guarantee of compensation for accident or damage _____
5. belonging to a particular person _____
6. employing someone _____
7. a choice _____
8. a type of business providing food service _____

7. Read the passage again and decide if each statement is true (T) or false (F).

1. Service-based business is a type of business which is not expensive to start. _____
2. People who work for long hours can find time to do their routine tasks. _____
3. In-home service doesn't include gardening work. _____
4. Many food providing companies began their business for big events. _____
5. If your business develops, you can employ some people for providing service. _____

8. Homework.



- **Make a list of vocabulary which you have learned today.**
- **Group work: make a presentation on the theme: "The most prospective service-based business in our country".**



6

SERVICE

1.B. Selling the service



1. Fill in the gaps with an appropriate modal verb.

Dialogue1.

- Excuse me a) ... you like tea or coffee while you are waiting?
- Hmm, that would be lovely. Coffee please.
- How b) ... you like your coffee?
- Strong, without sugar.
- Ok. It's one coffee. I c) ... be right back.

Dialogue2.

- Hey, a) you help me?
- Sure, how b) I help you?
- Do you know how to copy a CD?
- Sure, I know how to copy a CD.
- I want to make a CD of my favorite songs.
- OK, No problem. I can do that. It's easy.
- Thanks. I c) pay you.
- You don't need to pay me. It's my pleasure.
- Thanks. Is there anything I d) do to help?
- Where are the CDs you wanted to copy?

Dialogue3.

- a) ... we go out at the weekend
- That's a good idea. I'm bored.
- Then, we b) go to the beach.
- We always go to the beach. c) do something different.
- d) camping?
- Oh, Great idea.
- Do you have a tent?
- No, but I e) borrow a large one from my friend.

OFFER, REQUEST, SUGGESTION

For offering some help we use:

- Can – Can I help you?
- Shall – Shall I help you?
- Will – I will do that for you.

For offering food or drink we use:

- Would/like – Would you like coffee?
- Will/Won't – Won't you have something to eat?
- Imperatives (informal) – Have a biscuit.

For making requests we use:

- Can (basic requests)
- Can you pass the juice?
- Could (more polite)
- Could you help me with this task, Mr. Johnson?
- Would+you+mind+V+ing? (more polite) – Would you mind opening the window?

For making suggestions we use:

- Could – We could go for a walk after work if you like.
- Shall – Shall we take a 15 minute break?
- We also can use
Let's+Verb
How about+V+ing...?
Why don't we+Verb?
to express suggestions.
- Let's go out
- How about going out?
- Why don't we go out?



2. Pairwork. Make up dialogues for the given situations.



Situation A:

A friend of yours has difficulty in deciding how to celebrate her/his birthday and needs some more ideas. Make some suggestions.

Situation B:

You need some information about food which is provided by a catering company. Phone the company and ask for some information.

Situation C:

One of your neighbours is moving out he needs extra hands to be helped. Offer your help.

3. Word building. Complete the table.

	NOUN	ADJECTIVE	VERB
1.			satisfy
2.	appointment		
3.			assist
4.	order		
5.		changeable	
6.		required	
7.	choice		
8.			process
9.		packed	



4. Correct the underlined words using an appropriate form of words in the box above.

How the process works

1. Make an appointment.

You can book an **appoint** on our website or by using the Raja Fashions iPhone App. You can also send us an email by writing to **appointments** or call us at **xxx xxxx**.

a) _____

2. Discuss your requirements.

When you come for an appointment, let us know what you are looking for and our tailors will **assistant** you in choosing a fabric that meets your **require**.

b) _____

c) _____

3. Choose the style.

Once you've selected the fabric, we will discuss the style of the garment from the collar style right down to the numbers of buttons. Again, we will guide you in choosing a style that suits you. You can also bring in an image of a style you would like to copy.

4. Get measured.

After the fabric and style have been selected, we will measure you and take front and side profile photos of you so that we have an accurate record of your size as well as your body shape.

5. The order is processed.

For orders placed outside of Hong Kong, the order is sent to the head office where it is immediately **process**. When the garments are ready, they are checked, **package** and mailed to you. This process usually takes 4–6 weeks.

d) _____

e) _____

For orders placed in Hong Kong, you can come in 1–2 days later for fitting and one day after to pick up your completed suit.

If you are not **satisfy** with the fit, you can always come see us and we'll **changeable** it free of charge.

f) _____

g) _____



5. Fill in the gaps with the words in the box.

price list host getting the best needs offer satisfied
provide meal plan hiring catering

Dear Sir or Madam,

I am writing this letter on behalf of Trademark Corporation to inform you that we would like to have your 1) service for upcoming business conference which is held on 15th July, 2018 at Uzeksposcentre conference hall in Tashkent.

Because we do not have enough information of the variety of services that you 2), we would be glad if you inform us about your various 3) and services. Moreover, we would like you to 4) us with the 5) We are highly interested in 6) your services for our conference with the hope for 7)

As we 8) several events throughout the year, we often need a good catering company that can meet our 9) and we would be pleased to offer you our yearly contract if we are 10) with your service at this event.

You could mail the information to our address or contact us at xxxxxxxxx. We are looking forward to your reply.

Yours faithfully,
Kamil Abdullayev
Trademark Corporation.



6. Homework.

- Make a list of vocabulary which you have learned today.
- Write an informal letter.

You had the service which was provided by one of the local service companies. Write a letter to your friend about the service you got. In your letter you should write:

- when you got the service.
- why you needed the service.
- whether you are satisfied with the service or not.



6

SERVICE 2.A. Good or poor service



1. Read the complaints and match them with the photos.

I would like to make a complaint about a service from your business. Your waiter brought me the order after 1 hour.

1



I am calling to complain about one of your shop assistants. I bought some shoes and she was very rude to me. She yelled at me in public and I felt very disappointed.

2



I have a complaint about one of your employees. My luggage got lost and the flight attendant refused to help me with the situation.

3



a

b

c



2. Answer the following questions.

1. Have you ever faced with these kinds of problems?
2. How was the problem solved? Were you satisfied with the solution?

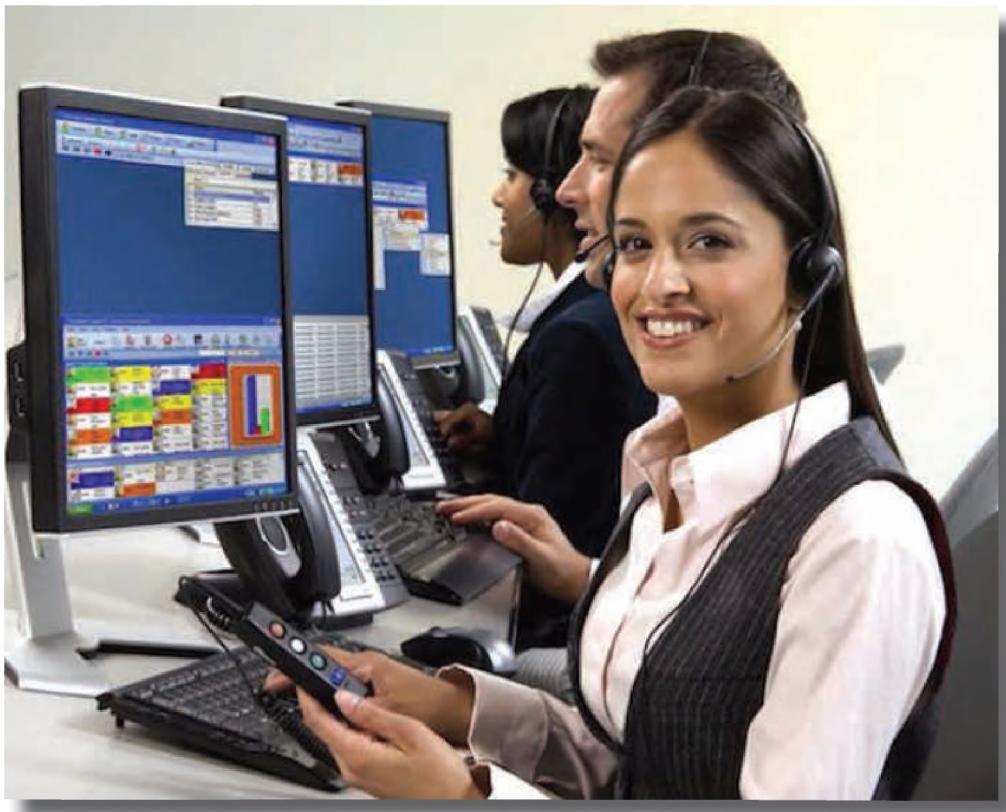
3. Match the words with their definitions.

1. suit (v)	a.	a regretful acknowledgement of offence or failure
2. apology (n)	b.	harmed or spoiled
3. concerned (adj)	c.	an amount of money that is given back to customers because they are not happy with product or service
4. charge (v)	d.	to make someone look attractive (usually of colour or style of clothes).
5. deliver (v)	e.	the act of providing something new instead of something broken, damaged or lost.
6. replacement (n)	f.	worried
7. refund (n)	g.	to ask an amount of money for something
8. damaged (adj)	h.	to take goods, letters, parcels, etc. to people's house



T.12. 4. Listen to the dialogue and fill in the gaps.

Speaker	Product	Problem	The Customer wants ...
Speaker 1.	1)	the products haven't arrived yet.	to check if the order has been 2)
Speaker 2.	dress	the dress doesn't 3) her	to send it back and get a 4)
Speaker 3.	5)	The company has sent a wrong model of a product twice	to be sent an 6)
Speaker 4.	a pair of jeans	The company has 7) twice for a product	to get 8)
Speaker 5.	9)	The product is 10)	a replacement



5. Group work. Discuss the following questions with your partner.

1. Have you ever done online shopping? What product did you order? Were you satisfied with your shopping? If not, what did you do?
2. Can you suggest some solutions to the problems in exercise 4?



6. Scan the passage and match the words in bold with their synonyms.



Italian industrialist and entrepreneur Ferruccio Lamborghini, who is widely known as the inventor and founder of one of the most fashionable, **luxurious** cars of all time, once bought himself the most **prestigious** car of his time "Ferrari" to celebrate the success of his tractor business in the early 1960's. But after buying the car he felt quite disappointed with some of the **features** including **inferior** clutches and noisy gearbox for which, as a **loyal** "Ferrari" customer, he went to meet the owner Enzo Ferrari. He went to him with his suggestions on features he, apparently, felt needed improvement and immediate attention. However, proud Enzo ignored all his complaints and **rejected** even to consider his offers boasting that he probably didn't need any advice from a tractor owner. This **insult** initiated Ferruccio to build his own top V-shaped performance car to show Enzo Ferrari how he was right on his suggestions and what he was missing out. He decided to create a V12 engine and **hired** a very talented engineer Giampaolo Dallara, who had previously worked on a Ferrari V12 engine. Lamborghini **founded** an auto factory in the small town of Sant'Agata and in the next four decades what he did is a history.

1.	luxurious	a.	low grade
2.	prestigious	b.	true-hearted
3.	feature	c.	to offend
4.	inferior	d.	to establish
5.	loyal	e.	to refuse
6.	to reject	f.	to cause
7.	to insult	g.	magnificent
8.	to initiate	h.	to employ
9.	to hire	i.	characteristic, quality
10.	to found	j.	well known, reputable



7. Read the text again. Choose the best answer for each question.

- 1. Which title is the most suitable for the passage?**
 - a) The development of the Lamborghini.
 - b) How an enthusiastic owner of Ferrari invented his new model of car.
 - c) An insult that motivated Ferruccio Lamborgini to change the automobile world.
- 2. Why did Ferruccio visit Ferrari?**
 - a) Being a true hearted user of Ferrari car he wanted to suggest some improvements.
 - b) He was annoyed with the clutches and gearbox of the car that he decided to return the car to his owner.
 - c) He was a loyal customer and wanted to buy another model of a Ferrari car.
- 3. How did Ferrari offend Ferruccio?**
 - a) He boasted with a new model of his car.
 - b) He rejected to receive his visit and told him that he didn't have time to listen to his advice.
 - c) He said that he was not likely to need any advice of a tractor owner.
- 4. Whom did Ferruccio employ to work on the engine of a new car?**
 - a) a very talented, but not experienced engineer.
 - b) an ex-employee of a Ferrari company.
 - c) Ferrari.



8. Pairwork. Answer the questions.

Student A: Company director: What would you do if you were informed about a fault of your product?

Student B: Customer: What would you do if you noticed a fault of the product you bought?



9. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Write a letter.**

A local company has asked its customers to write suggestions about how a product/service can be improved.

Write a letter to the manager of the company. In your letter:

- state what you like about the product/service;
- say what features of the product/service you find unsatisfactory;
- suggest ways in which it could be improved;

Write your letter in an appropriate style at least 100 words.



6

SERVICE 2.B. Good or poor service



1. Complete each sentence by choosing the adverb from the box.

**completely, slowly, quickly,
soundly, badly, yesterday,
early, angrily, late, beautifully**

1. I woke up _____ this morning, so I read for a while.
2. I enjoyed the concert. The choir sang _____.
3. My brother shouted at me _____.
4. We walked home _____ because we were tired.
5. The builders finished ahead of schedule. They worked really _____.
6. Janet went to the cinema with Phil _____.
7. I can play the piano a bit, but I play it _____.
8. We arrived at the station _____, due to the traffic jam.
9. The baby was sleeping _____.
10. I'm afraid that I disagree with you _____.

2. Complete the table with adverbs in the complaint letter.

1. Adverbs of time	
2. Adverbs of frequency	
3. Adverbs of place	
4. Adverbs of manner	
5. Adverbs of degree	

Adverbs

1. **Adverb of time** is used to express when something happens. This type of adverbs can be used at the beginning or at the end of a sentence.

e.g., *We visited your restaurant a few months ago.*

2. **Adverb of place** tells us where something happens and can be used after the verb, direct object or at the end of a sentence.

e.g., *He walked outside the house.*

3. **Adverb of manner** gives information about the way or how something is done or happens. This type of adverb can be used after the verb or before past participle.

e.g., *A ballet dancer performed the dance beautifully.*

4. **Adverb of degree** gives information about the level or extent that something happens and can be used before adjective or adverb.

e.g., *The dietitian told me that I am quite fat for my age.*

5. **Adverb of frequency** is used to express how often something happens.

e.g., *He often argues with his siblings.*

Dear Sir or Madam,

I am writing this letter regarding the poor service I received from one of your shops on the 20 of April 2017. I visited the store at Camptown Alley and want to inform you about the inappropriate behaviour of the shop assistant.

I visit your store regularly due to your convenient location. On the 20th of April I did some shopping there. After coming home, I opened the package and discovered that the fish I purchased did not look suitable for consumption and had a rot smell although the date of the production mentioned on the package was the 20th of April. Not only a rot smell, but it also had a strange colour inside.

I returned back to the shop with the hope to replace the product, but on my demands to make something of the situation, the shop assistant totally ignored me and refused to change the product. I got annoyed because I could not receive the assistance. I asked for a manager to return the spoiled product and get a full refund, but the shop assistant told me that I could not see the manager as he was away. I wasted a day waiting the manager. Such unacceptable attitude not only claims the rights of consumers, but also moral standards.

I used to be pleased with everything in the store, but this problem made me feel cautious about the product we purchase. The way I was treated was extremely disappointing.

I insist you on taking appropriate measures against the shop assistant to avoid such situations and making a compensation of the spoiled product. I am enclosing a copy of my receipt. I can be contacted on xx xxxxxx for further discussions.

Yours faithfully,
Aziza Alimova

3. Complete the table with appropriate words in box which are used to describe service, staff and product.

friendly, prompt delivery, incompetent, come with stain, impersonal, impeccable, torn, substandard, scratched, poor, spoiled, uncooperative, fake, unsaleable, damaged, trendy

Service	Staff	Product



4. Role play. Dealing with an angry customer. Use the following key words and phrases for complaining and apologising.



Student A: Customer.

You are complaining because you discovered a stain on your new sweater you bought a day before

Student B: Shop assistant.

You can't give a refund because the customer hasn't got a receipt.

Student A: Customer

You are complaining because you aren't satisfied with the renovation of your bedroom that the company provided

Student B: Manager

You are very sorry, but the only thing you can offer is to send a group of workers for redecoration.

Student A: Customer

You are complaining because you have been waiting for a long time to be serviced and the waiter has brought you a cold meal.

Student B: Waiter

You are very sorry and offer to replace the order.

Key words for complaining and apologising.

Customer

- I am very dissatisfied with the quality of
- I expected more for
- I am unhappy with
- This is not good enough
- I want my money back now.
- What are you going to do about it?
- I want to speak to the manager.
- Who is in charge? I want to speak to him/her.

Shop assistant or Manager

- I am so sorry
- I must apologise for this
- I can only apologise sir/madam
- Please accept my apologies.
- I'm afraid I can not do that sir/madam
- I will do my best to assist.
- It is not the policy of this shop to offer a refund without a receipt.
- I am afraid that all we can offer you is a replacement.
- If you are not prepared to take a replacement there is little I can do sir/madam.

5. Homework.



➤ Make a list of vocabulary which you have learned today.

➤ Write a complaint letter.

You rented a house through an agency. The heating system has stopped working. You phoned the agency a week ago, but the heating system has still not been repaired.

Write a letter to the agency. In your letter:

- introduce yourself
- explain the situation
- say what action you would like the agency to take

Write your letter in an appropriate style in at least 100 words.





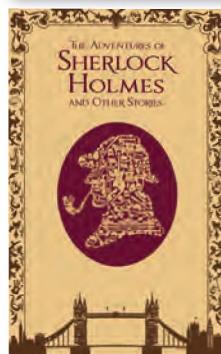
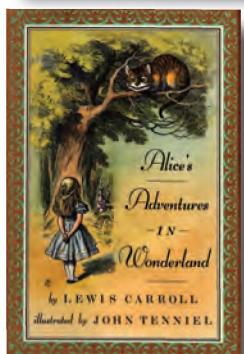
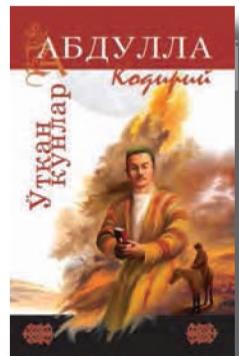
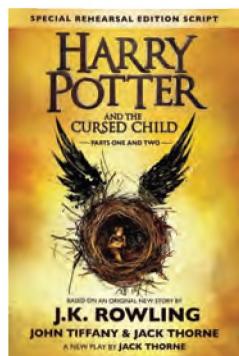
7

Literature

1.A. Literature Genres



1. Look at the photos and answer the following questions.



1. Have you ever read these books before?
2. What are the genres of these books?

2. Match the words with the definitions.

1. Genre	a.	a book, film or play especially about crime
2. Folktale	b.	a genre in which feelings and ideas are expressed in a distinctive style and rhythm
3. Science fiction	c.	books, films about imagined future, especially about space, travel or other planets
4. Poetry	d.	a literature genre that describes a situation that is imaginary and very different from a real life
5. Fairy tale	e.	a traditional story that people of a particular region or group repeat among themselves.
6. Mystery	f.	a children's story about magical and imaginary characters
7. Fantasy	g.	style



T.13. 3. Listen to the tape and choose the best answer for each question.



1. Where is the speaker giving information about books?
 - a) at the book shop
 - b) at the library
 - c) at the kiosk

2. How can you choose a book to read?
 - a) by its cover
 - b) by its sale
 - c) by its genre

3. What genre is based on real events of the past?
 - a) Historical fiction
 - b) Fantasy
 - c) Fairy tales

4. What is a traditional way to begin fairy tales?
 - a) one day
 - b) once upon a time
 - c) in the history

5. What kind of books contains the mixture of text and pictures to describe the story?
 - a) Graphic novel
 - b) Mystery
 - c) Folktales

6. Biographies or autobiographies are...
 - a) books about real subjects with unreal facts
 - b) stories about real life situations which are made up
 - c) true stories based on real people's life



4. Group work. Answer the questions.

1. How do you choose a book to read?
2. What books have you read? What genre do they belong to?
3. Do you have a favourite genre? Why do you like this genre?



5. Scan the text and complete the table with the words from the box.

Fiction or Nonfiction?

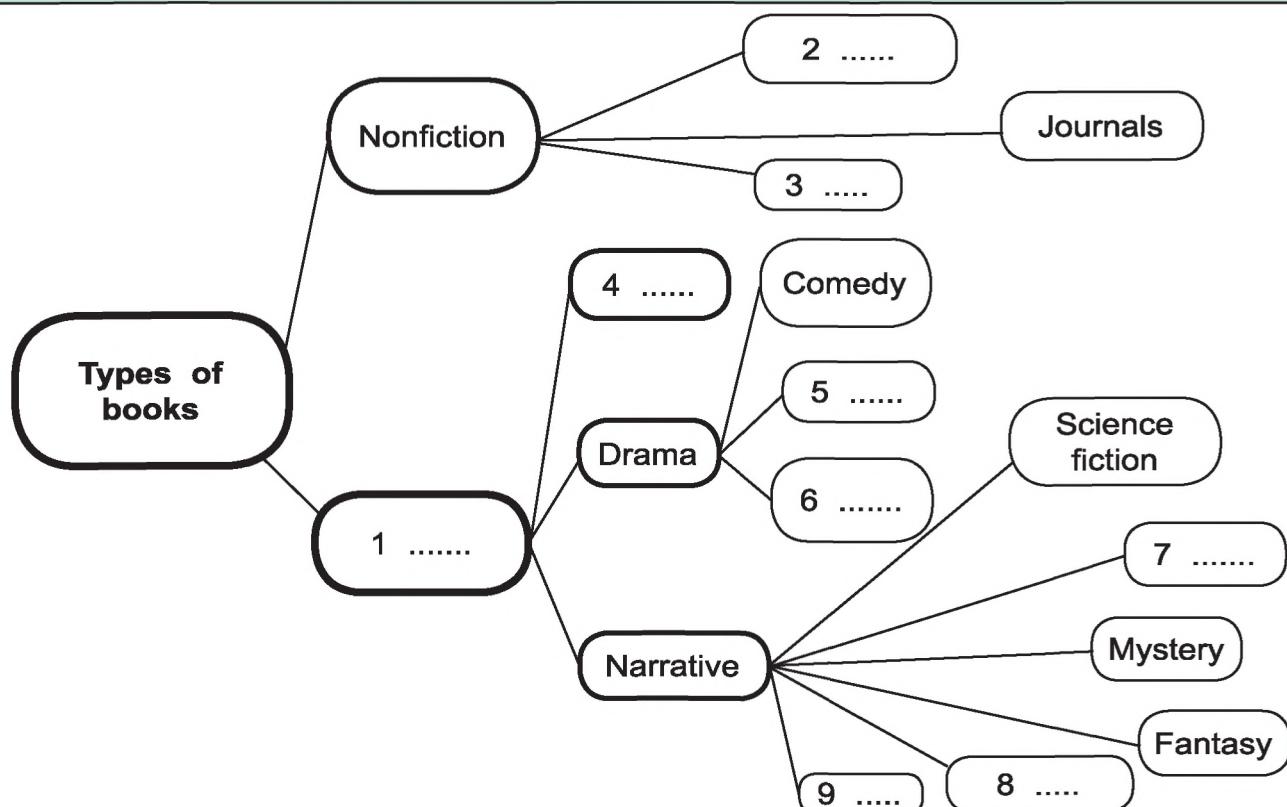
Genres of literature are important to learn. The two main categories separating the different genres of literature are fiction and nonfiction. There are several genres of literature that fall under the nonfiction category. Nonfiction sits in direct opposition to fiction.

Nonfiction refers to literature based on facts. It is the broadest category of literature. You can find many categories of books including autobiography, business, cooking, health and fitness, crafts, home decorating, languages, travel, home improvement, religion, art, music, history, true crime, science and history in the Nonfiction Department of libraries. Essays are also included in nonfiction category as they are short literary compositions that reflect the author's outlook or print.



Fiction refers to literature created from imagination. It is divided into 3 sub-groups: Drama, Poetry, Narratives. Drama is composed in prose, usually for theatrical performance, such as tragedy, melodrama and comedy. They are expressed through dialogue and action. Poetry is a rhythmic writing which is written or spoken. Narratives are novels or short stories, which are made up.

**fiction, tragedy, autobiography, poetry, fairy tales,
history, melodrama, novels, legends**



6. Match the words with their meanings.

1. TITLE	A. A main division of a book
2. CHARACTER(S)	B. The person/ people in the book/ film
3. PLOT	C. The 'big moment/s' in a book
4. SETTING	D. Important topics, ideas that a book explores
5. CHAPTER	E. The country/ city/ planet where the story takes place
6. ISSUE	F. The name of a book
7. CLIMAX	G. The main events of a novel, play, film



7. Pairwork. Using this vocabulary, it is your turn to talk about a book you've read.

POSITIVE

- 1. Adventurous
- 2. Amusing
- 3. Breath-taking
- 4. Brilliant
- 5. Emotional
- 6. Exciting
- 7. Exhilarating
- 8. Motivating
- 9. Realistic

NEGATIVE

- 1. Boring
- 2. Confusing
- 3. Complicated
- 4. Deceptive
- 5. Nonsensical
- 6. Predictable
- 7. Repetitive
- 8. Silly
- 9. Simple

TITLE? _____

AUTHOR? _____.



8. Homework.

- Make a list of vocabulary which you have learned today.
- Write a comparative essay:

"Three books I have read".

- Compare the genres of each book.
- Write the similarities and differences of those three books in their characters and the plot.



7

Literature

1.B. Literature Genres



1. Match the phrasal verbs with their definitions.

1.	put off	a.	to like each other and be friendly to each other
2.	come out	b.	to prevent someone from concentrating
3.	get on with	c.	to look after a child until he or she becomes an adult
4.	take off	d.	to remove clothing
5.	bring up	e.	to be published

2. Fill in the gaps using the phrasal verbs above. Put them in an appropriate tense if needed.

1. The book first in 1997.
2. Don't me..... . I'm trying to concentrate on my exams.
3. She three kids all alone.
4. In Uzbekistan people their shoes while entering the house.
5. Do you your neighbours?

3. There are some mistakes in the sentences. Find them and correct.

1. The plane took an hour late off.

2. John and Sue have three children. They brought up them together.

3. Can you call back me? _____
4. Sonia takes her mother after _____.

Phrasal verbs

A phrasal verb is a combination of a verb and preposition (*put on*), a verb and an adverb (*look around*) or a verb and both adverb and preposition (*look down on*). The meaning of a phrasal verb isn't obvious from the meanings of the individual words themselves. You may need to try to guess the meaning from the context or look it up in a dictionary.

Phrasal verbs can be transitive or intransitive.

Intransitive phrasal verbs aren't followed by objects:

They set off early not to be late.

Transitive phrasal verbs can have an object after them:

They pulled down an old building to redevelop the site.

If the direct object in phrasal verbs is a noun it can come before or after preposition or an adverb:

They pulled the house down. or
They pulled down the house.

If the object is a pronoun (me, you, him, her, it, us, them), then the object comes only between the verb and the adverb.

My parents saw me off at the airport.



4. Give the definitions to the following words.

1. a novel
2. a short story
3. a detective story
4. a writer
5. a fairy tale
6. a poem
7. a play
8. a playwright
9. a novelist



5. Characters and Company: Find the characters' friends or world.

Friday – Ron and Hermione – the Beast – Juliet – Huckleberry Finn –
the Round Table – Wonderland

	Characters	Friends or World
1	<i>Harry Potter</i>	
2	<i>Romeo</i>	
3	<i>Robinson Crusoe</i>	
4	<i>Robin Hood</i>	
5	<i>Tom Sawyer</i>	
6	<i>Beauty</i>	
7	<i>Alice</i>	



6. Who wrote What?

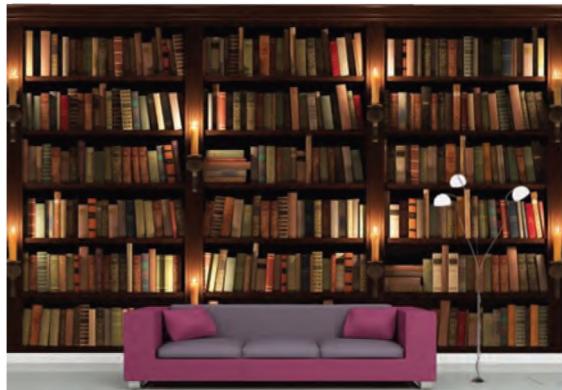
- | | |
|-----------------------------------|------------------------|
| 1 – Alice in Wonderland | a. Sir Conan Doyle |
| 2 – Harry Potter | b. J.R.R Tolkien |
| 3 – Hamlet | c. Agatha Christie |
| 4 – Oliver Twist | d. Sir Walter Scott |
| 5 – Tom Sawyer | e. Lewis Carroll |
| 6 – James Bond | f. J.K. Rowling |
| 7 – Robinson Crusoe | g. William Shakespeare |
| 8 – The Lord of the Rings | h. Daniel Defoe |
| 9 – Ivanhoe | i. Charles Dickens |
| 10 – The Jungle Book | j. Jonathan Swift |
| 11 – Gulliver's Travels | k. Rudyard Kipling |
| 12 – Murder in the Orient Express | l. Ian Fleming |
| 13 – Sherlock Holmes | m. Mark Twain |



7. Scan the text and match the words in italics with the following definitions.

Which literary genre are you?

Take a look at your bookshelf and you'll probably have no problem determining your favorite genre. The *rows* of multiple Harry Potter books and the *collection* of "The Chronicles of Narnia" probably means you're a big fan of fantasy. Or, when you visit your local bookstore, do you find yourself roaming toward the science fiction *section*?



The book genre you love most definitely says a lot about who you are as a person. Books can *influence* on you, so it's only natural that you learned from the characters within, whether they were fairies, aliens, or your average human. So, *grab* your favorite books, figure out your favorite kind of novels and get ready to find out what it means for you. Better than your zodiac sign, your most loved book genre will *reveal* your truest self:

Fantasy: You prefer to read about huge and complex worlds where your imagination can roam as it pleases. Ever since you were a child, you've been more interested in mythology than anything else. You're a daydreamer, and often zone out while at school or work thinking of the next great adventure you'll go on. When it comes to your friends, you've got some of the best, and you'll never treat them badly because you know how valuable true friendship is after reading "The Lord of the Rings" and "Harry Potter"

Historical Fiction: You love fiction — but you also love fact. You like knowing what's going to happen, and aren't a big fan of surprises. You have a very detailed planner on you at all times, but ever so often aren't afraid to allow a few *spontaneous* activities. You have an eye for detail and are sometimes (more like all the time) called a perfectionist in your work. You're a people-watcher, and enjoy listening to your friends and family when they tell you stories of their past.

Mystery/Thrillers: After reading something mystery, you couldn't stop thinking about it for weeks. You're exceptionally talented at picking up on *foreshadowing* and clues. You look at life as a mystery itself, and are always searching for the bigger meaning in things. You're a little quieter than the rest, but that's only because you genuinely enjoy being a mysterious yourself.

Nonfiction: You always have the newest memoir or autobiography in-hand before anyone else does. You're a great listener and enjoy getting to know someone by their unusual habits and anecdotes. You often look for new ways to improve yourself and the lives around you. You love making big gestures because you desire to live a great life worth telling someday.

1. happening or done in a natural way _____
2. to hold something _____
3. one of the parts of something which is divided into _____
4. a line of things _____
5. a group of objects of one type _____
6. predict, forecast _____
7. to make known _____
8. the power to have an effect _____



8. Answer the questions.

How do you choose a book?

Did you find a similar character to yours while you were reading a book?

What kind of books would you suggest reading to your partner?



9. Homework

- Make a list of vocabulary which you have learned today.
- Write an informal letter.

You have watched a film recently in the cinema. The film was based on one of the books that you had read. Write a letter to your friend to share your impressions. In your letter write about:

- when and with whom you went.
- what film it was.
- whether you liked the film or the book was more interesting.



7

Literature

2.A. A Book Review

1. Look at the photos. Who are in the photos? What do they have in common? Have you ever read their works?



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____

2. Complete the sentences with the words in the box. Put them in an appropriate tense if needed.

get the chance, make ... interesting, read in bed, get through

1. I tried not to ... because I often fall asleep.
2. Have you ever ... to read one of Harry Potter books?
3. I won't take a book from the library as I haven't ... the one I took last week.
4. Joanne Rowling tried to find unusual names for the characters and places she made up in her books and it ... the book ... to read.



T.14. 3. Listen to the conversation and decide if the statements are true(T) or false(F).

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Mark reads at least one book a month. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teresa is reading a good book right now. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mark is interested in reading this book if Teresa lends it to him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Teresa falls asleep after reading less than fifteen minutes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The book that she is talking about isn't over 350 pages long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Reading this book took Teresa more than five months. | <input type="checkbox"/> | <input type="checkbox"/> |



T.14. 4. Listen to the conversation again. Answer the questions.

1. The author and the title of the book.	_____
2. What is the plot about? Is it a narrative or a true story?	_____
3. How many generations is it about?	_____
4. How much did she know about this country before reading the book?	_____
5. Why is the story so interesting for Teresa to read?	_____



5. Scan the text and match the words in bold with the following definitions.



Rowling owes her success to an eight-year-old girl

Every Potter fan knows that Rowling was an unemployed single mother on public assistance when she wrote the first book. But still, we found some other worthy facts worth knowing about one of the most **beloved** children's book authors.

Joanne Rowling first had the idea for Harry Potter while delayed on a train traveling from Manchester to London King's Cross in 1990. Over the next five years, she began to plan out the seven books of the series. She wrote mostly on **scraps** of paper. In 1993 she arrived in Edinburgh with three chapters of *Harry Potter and the Philosopher's Stone* in her suitcase. Although she had a baby she continued to write in every **spare** moment she could find. When Joanne had finished the **manuscript**, she sent the first three **chapters** to a number of literary agents most of whom refused to publish her work. Finally, a small British publisher, Bloomsbury, said yes. Bloomsbury accepted the book because the chairman of the publishing house gave the first chapter to his eight-year-old daughter, Alice, to read. After finishing, she immediately demanded the rest of the book. However, Bloomsbury didn't know that he had a **bestseller** in his hands. The book has been published in 78 languages and over 450 million copies have been sold.

For every Harry Potter fan, there are multiple reasons why they chose to be lost in the magical world. There are so many lessons to be learned and magical moments to experience every time someone opens the book.

1.	beloved (adj)	a.	part
2.	scrap (n)	b.	favorite
3.	chapter (n)	c.	an author's handwritten or typed text
4.	spare (adj)	d.	piece
5.	manuscript (n)	e.	extra
6.	bestseller (n)	f.	a very popular book that many people have bought

6. Read the passage and decide if the statements are True(T) or False(F).

1. Joanne was working in a public company when she began to write Harry Potter series. _____
2. The idea to write a book popped to her head while she was riding on a train. _____
3. Joanne used typing machine to type manuscript of Harry Potter. _____
4. The author didn't have difficulty in publishing her finished manuscript. _____
5. Joanne took a break and didn't write anything when she had a baby. _____
6. The girl who read the manuscript of Harry Potter asked to read other series. _____
7. When Bloomsbury got the book, he wasn't sure that it would be a bestseller. _____



7. Answer the questions.

Have you ever read one of Harry Potter books? Did you like it?

Why do you think the book became popular around the world?

Have you ever read any Uzbek fantasy novel?



8. Homework.

- Make a list of vocabulary which you have learned today.
- Write a letter to your friend to share your impressions on a book you have recently read. In your letter:
 - give information about the book
 - write about what you liked or disliked
 - give recommendation

Write your letter in an appropriate style in 60–80 words.



7

Literature

2.B. A Book Review

1. Choose an appropriate word.

1. I prefer jogging to **run/running**
2. I prefer to jog rather than **run/running**.
3. She writes both novels and **poems/poetic**.
4. I would rather have listened to him than **ignore/ignored**.
5. My son can play the piano, trumpet and **play the violin/violin**.
6. As we get older, we become wiser and **the wisest/wiser**.
7. Public transport, such as buses or a **train/trains**, can help reduce air pollution.
8. The task was challenging and **different/ differently** from what we used to practice.

Parallelism

Parallelism is the balance between two or more similar words, phrases or clauses. It is used to balance nouns with nouns, prepositional phrases with prepositional phrases, infinitives with infinitives and etc.:

- ✓ My mother likes cooking and reading.
- * My mother likes cooking and to read.
- ✓ She played basketball, had a shower and went to school.
- * She played basketball, had a shower and gone to school.

Parallelism is also called parallel structure. It improves writing style and readability.

2. Choose the right parallel structure.

1. a. The doctor advised me to sleep early, eat healthy food and exercise regularly.
b. The doctor advised me to sleep early, eat healthy food and to exercise regularly.
2. a. She was known for her beauty and generous.
b. She was known for her beauty and generosity.
3. a. Complaints were made by teachers and administrators also make.
b. Complaints were made by teachers and administrators.
4. a. To learn is understanding the world.
b. To learn is to understand the world.
5. a. She likes baseball and running.
b. She likes playing baseball and run.
6. a. For dinner we would like lamb chops and to fry potato.
b. For dinner we would like lamb chops and fried potato.
7. a. My friends never judge me by my words or I did.
b. My friends never judge me by my words or my actions



3. A. Match some popular characters with their books and characteristics.

1. Harry Potter
2. Sir Lancelot
3. Frodo Baggins
4. Alice
5. Charlie
6. Sherlock Holmes

*The Legends of King Arthur
... in Wonderland
... and the Chocolate Factory
... and the Philosopher's Stone
The Hound of Baskerville
Lord of the Rings*

Detective
Wizard
Imaginative girl
Knight
Hobbit
Poor boy



B. Choose the words to describe the books which are in 3A.

Adjectives describing books:

fascinating interesting mysterious violent predictable amusing
horrible romantic scary boring amazing exciting adventurous
life-like witty moving inspirational entertaining astonishing
depressing heavy-going terrifying confusing

Auditory mostly for
teenagers adults children for everybody
for elderly for grown ups

4. Match the information in box with the review.



A
Recommendation

B
Personal opinion

C
Summary of the story

D
Title, Type, Setting, Characters

{ The book I have recently read is "Prince Caspian", written by C.S. Lewis. It is a fantasy story which takes place in a land called Narnia. Narnia was a pleasant place where there were rivers and forests. Animals and trees could talk. Dwarfs and giants also lived there.

{ The Telmarines, people from a neighbouring country, conquered Narnia and banished all its inhabitants from there and silenced the trees. The king of Telmarines, Miraz-a cruel man, did not want anybody to know about Narnia's past. Prince Caspian, the main character and nephew of the king, was a very honest and kind boy. His nurse used to tell him the stories about Old Narnia. When the king came to know about it, he sent Prince Caspian's nurse away. Later Prince came to know that his life was also in danger because he knew the truth about Old Narnia. That's why he ran away to a distant forest where he found talking animals that were driven out of Narnia. They became friends and decided to fight against King Miraz and regain Narnia.

{ Though the story is a fantasy, the character and setting become almost real. The writer's descriptions are so dramatic that you can see all the details and hear the characters as they talk. He tells the story in such a way that it is hard to put the book away. You are in suspense until the end.

{ I highly recommend reading this book. Once you read this book, I know you will like to read other books of the same series. I believe that it teaches us to be honest and to protect our motherland from evils.



5. Pairwork. Answer the following questions.

How often do you go to the library?

Is there a book that you have read more than once?

What do you think of the idea of e-books?

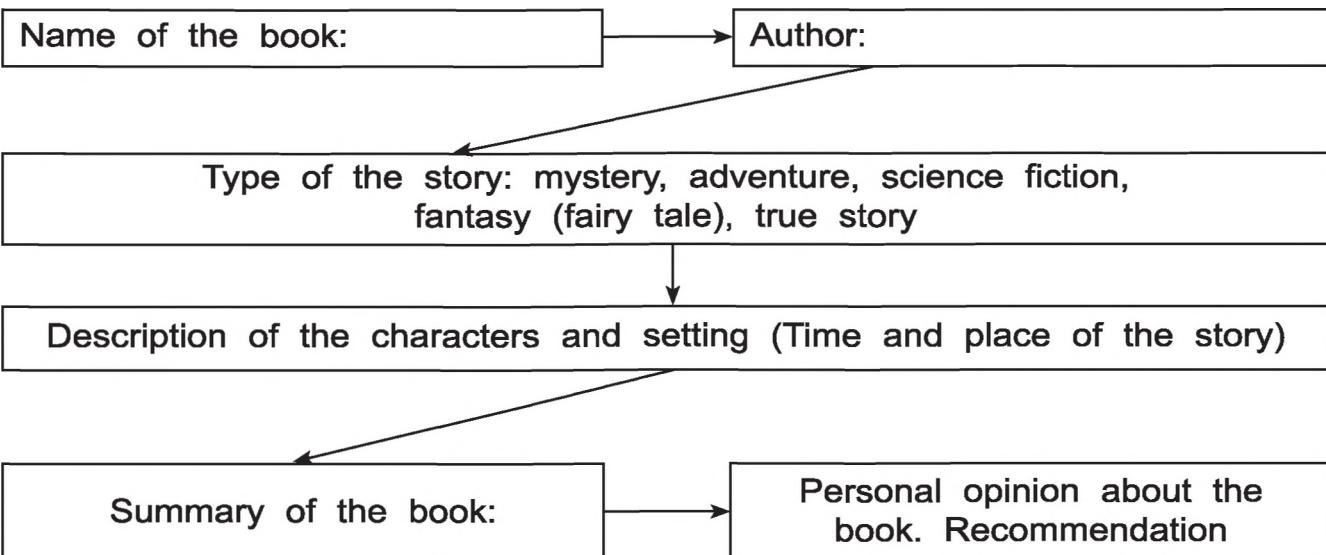
Have you ever read a fiction book in English?

Have you ever read a book and then watched the movie? Which was better?



8. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Write a review of a book you have recently read. Use this template.**





8

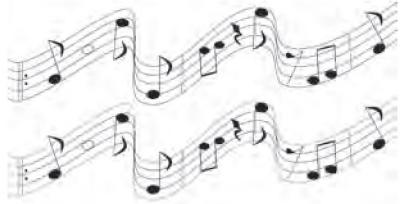
Plagiarism

1.A. What is Plagiarism?



1. Answer the following questions.

1. What does "Plagiarism" mean?
2. What types of "Plagiarism" are described in the pictures given below?



1. _____

2. _____

3. _____

2. Match the words and phrases with their definitions.

	Words		Definitions
1.	research	a.	to copy a text into a document from another document
2.	to reference	b.	changing from one position to another
3.	to acknowledge	c.	the act of mentioning somebody or something
4.	to paste	d.	interest of somebody
5.	decade	e.	to join two different aspects
6.	shift	f.	a study of a subject in order to discover new facts
7.	common	g.	to say/write that somebody is responsible for writing
8.	tendency	h.	to accept that something is true
9.	to integrate	i.	a period of ten years
10.	to attribute	j.	happening often

3. Fill the table according to the category.

WORD	VERB	NOUN	ADJECTIVE
1. research	<i>to research</i>	<i>research researcher</i>	_____
2. reference			_____
3. acknowledge			
4. paste			_____
5. decade	_____		_____
6. shift			_____
7. common	_____		
8. tendency			
9. integrate			
10. attribute			



T.15. 4. Listen to the tape and fill in the gaps.



1. Plagiarism is the knowing or more commonly, unknowing passing of somebody else's _____, _____, _____ as your own.
2. Plagiarism is where you use anyone else's work _____ kind of _____ it and _____ that you've used someone else's work.
3. Plagiarism might be _____ and _____ something from a website.
4. Plagiarism can come in any forms, certainly over the _____ or so, we've had a _____ from the old style of writing out a book.
5. Now this is the _____ _____ form of plagiarism we find, certainly "wholesale" plagiarism.
6. There will be a _____ to pull paragraphs out, kind of _____ them a little bit.
7. Plagiarism will be _____ that's not _____.



5. Read the passage about the reasons of plagiarizing. Match the words in *italics* to their definitions below.

Why are the students plagiarizing?

(What do the professor and student think about plagiarism?)

Professor: I think a lot of time; students do not *realize* that they are plagiarizing because of *potentially* bad *time management* and the processes of *developing effective* written work. In addition, it can be just through poor *scholarship*.



Student: I think that the main *reason* students *plagiarize* is because for some of us, I guess, the amount of work that you get in comparison to your college, work or, you know, sixth form, or wherever *background* you come from can be slightly *overwhelming*. So then, if you leave your *assignments* to the last night, you just get so *stressed* and you just do not know what to do and you feel like you cannot do it. Therefore, I guess, the easiest way is to hope for the best, and *copy* something off the internet.

1. Too anxious or tired to be able to relax _____
2. Task given to the students _____
3. To make something that is exactly like something else _____
4. Very strong/powerful that is difficult to decide _____
5. Understand or be aware of something _____
6. Spend time wisely _____
7. Possibly _____
8. To improve _____
9. To copy another person's ideas, words and work without referencing _____
10. An amount of money given to students by an organization for their education _____
11. Producing a successful result _____
12. Explanation or excuse _____
13. The details of a person's family, education or experience _____

6. Work in pairs. Read the passage of Exercise 5 again. Decide if the statements below are related to the professor (P) or the student (S).

1. One of the reasons of plagiarism is that learners do not do the tasks on time. _____
2. The details of student's family, education and experience may affect their learning process. _____
3. I reckon, pupils do not understand the plagiarism. _____
4. The educational organizations may reduce the plagiarism through providing students with higher rewards. _____
5. Bad time management will result in being anxious among students. _____
6. The student's desire to improve successful report may cause plagiarism. _____



7. Discuss the following questions with your partner using your own opinions.

1. What is "Plagiarism"?
2. Who are guilty in the process of plagiarism: teachers or students?
3. What type of plagiarism have you faced in your life?
4. Have you ever plagiarized in your learning?
5. What do you think about the reasons of plagiarism?



8. Homework

- Make a list of vocabulary, which you have learned today.
- Interview three teachers of any subjects and 3 classmates using a questionnaire of Exercise 7.
- Make a report based on their answers.



8

Plagiarism 1.B. What is Plagiarism?



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

auxiliary

positive

negative

be

do

1. If the main part of the sentence is positive, we add a _____ question tag.
2. If the main part of the sentence is negative, we add a _____ question tag.
3. If the sentence contains an _____ verb or modal verb, we use that for the question tag.
4. The other exception is the verb _____. We use that for the question tag if it appears in the main part of the sentence.
5. If the main part of the sentence contains a different verb, we make the question tag using _____, in the correct form.

TAG QUESTIONS

- ◎ a tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in tag questions.
- ◎ Use tag questions to make a comment, check, or confirm information.
 - That's a nice sweater, isn't it?
 - You're coming to my party, aren't you?
 - You won't forget me, will you?
- ◎ Use only pronouns in question tags.
 - Our teachers are great, aren't they?

2. Write the correct verb to complete the question tag.

1. It is a lovely day, _____?
2. The pasta was not very good, _____?
3. He does not often wash up, _____?
4. You cannot check my homework, _____?
5. I'm going in your car, _____?
6. You booked the tickets for the play, _____?
7. The teacher has finished her report, _____?
8. Vegetarians do not eat meat, _____?
9. They are taking an examination tomorrow, _____?
10. You have been to Great Britain, _____?



LEARN ENGLISH



3. Find and correct the mistakes in the tag questions.

1. We are late, do we?
2. He can't swim, does he?
3. She was a student, isn't she?
4. Thomas saw a movie, wasn't he?
5. He couldn't answer the question, did he?
6. Mr. Smith was late, wasn't she?
7. They had dinner, were they?
8. Your sister bought a new house, didn't it?
9. You don't exercise, don't you?
10. It's three o'clock, aren't it?

+ Positive statement,	- negative tag?
Snow is white,	isn't it?
- Negative statement,	+ positive tag?
You don't speak Spanish	do you?

4. Scan the text below and find the following words.



copyright submit property software fraud
type derive detect original confusing

Teacher: Dilshod, I need to talk to you about the research paper you submitted.

Dilshod: What do you mean? My paper was good.

Teacher: The plagiarism detection software showed multiple passages that were similar to the text found on the Internet.

Dilshod: I don't know what you are talking about. I typed the paper myself.

Teacher: You may have typed the paper yourself, but you used words and ideas from other people without giving them credit. You presented the ideas as your own. That is plagiarism.

Dilshod: I don't understand. How am I supposed to learn if I don't read what other people think?

Teacher: That is a part of learning, but you cannot pass off the words and ideas of others as your own.

Dilshod: This is confusing.

Teacher: Let me help. According to the Merriam-Webster Online Dictionary, to plagiarize means to steal and pass off the ideas or words of another as one's own, or to present as a new and original idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Dilshod: Wow! I had no idea! But can words and ideas really be stolen?

Teacher: According to the law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expressions fall under copyright protection as long as they are recorded in some ways, such as a book or a computer file.

5. Read the text again. Match the words you have underlined with the following definitions.

1. Not allowed to be copied without permission _____
2. To give a written report to the teacher _____
3. Something that is not as good, useful, etc, as people claim it is _____
4. The programs, etc. used to operate a computer. _____
5. New and interesting in a way that is different from anything exists. _____
6. To write something using a word processor or typewriter _____
7. Notice something, especially something is not easy to see or hear. _____
8. Not clear, difficult to understand _____
9. A thing that is owned by somebody; a possession _____
10. To get something from someone _____



6. Answer the following questions.

1. What is the dialogue about?

2. How did the teacher find out the plagiarism?

3. What is the difference between plagiarism and reading other people's ideas?

4. What is Merriam Webster? _____

5. How was the word "Plagiarism" defined in the dictionary?

6. Did Dilshod plagiarize on purpose?

7. Can words and ideas be stolen?

Plagiarism Detection

Check your writing for plagiarism and correct grammar.



Try Now

 grammarly

7. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.	<i>protection</i>		
2.		<i>submit</i>	
3.			<i>confusing</i>
4.		<i>derive</i>	
5.		<i>detect</i>	
6.	<i>fraud</i>		
7.			<i>original</i>
8.		<i>type</i>	



8. Discussion. Read the tips. And answer the following questions.

How to Avoid Plagiarism

- ⦿ Practice good research method
- ⦿ Know how to quote, paraphrase and cite
- ⦿ Know when something is common knowledge
- ⦿ Keep track of every source you use
- ⦿ Indicate in your notes which ideas are taken from your sources (S) and which are your own insights (ME)

- *Have you ever faced plagiarism?*
- *How is it important to avoid plagiarism?*
- *Who has given you clear explanation about plagiarism?*



9. Homework

- Make a list of vocabulary which you have learned today.
- Write a narrative essay: “How is it important to avoid plagiarism?” (100–120 words).
 - Use the “tag questions”, words and phrases you have learned today.



8

Plagiarism 2.A. How to avoid plagiarism



1. Match the way of how to stop plagiarizing with the suitable pictures.

Brainstorming

Never copy and Paste

Writing pages and references

Paraphrasing



1. _____



2. _____



3. _____



4. _____

2. Match the words from the box with their definitions.

**to reference
available**

**to belong
complicated**

**academic
citation**

**offense
to paraphrase**

**to follow
vital**

1. Necessary, essential _____.
2. To write an author, page, publishing year that show where you have found the information _____.
3. Involving a lot of reading and studying rather than practical skills _____.
4. Words or lines taken from a book or a speech _____.
5. To accept advice or instructions _____.
6. Possible to get or find _____.
7. To express what somebody has said/written by using different words _____.
8. To be owned by somebody _____.
9. Difficult to understand _____.
10. An illegal act of upsetting or insulting somebody _____.



T.16. 3. Listen to the tape and fill in the gaps.

Currently, this is a boring bit from a friendly _____. You may come from a _____ place and have used various _____. However, learning citation is essential in the _____. You must reference everything: someone's ____, a _____, and his or her words. The reason for that is it _____ to someone else and not to you. Otherwise, you are _____ and that is the severe academic _____.



4. Listen to the tape again and define the direct and indirect citation.

DIRECT CITATION

INDIRECT CITATION



5. Compare the following three pieces of draft essay text with the original text and decide which has avoided plagiarizing.

Original text

"Having a home is a basic human need; we all need somewhere to live. For those people within society without a home, life is challenging. For a society (especially a modern welfare state), a continuing problem of homelessness is accusing the society to meet the welfare needs of all its citizens. Yet homelessness remains a significant problem in affluent, welfare, Britain at the beginning of the 21st century, with hundreds of people sleeping rough on the streets of towns and cities every night because they do not have a home of their own to go to". (Alcock 2003, p. 73).



Draft essay 1.

"Having a home is a basic human need; we all need somewhere to live". However, despite the fact, Britain is a wealthy society with an established welfare state; there are still many homeless people on the streets.

Draft essay 2.

"Having a home is a basic human need; we all need somewhere to live" (Alcock 2003, p. 73). However, as Alcock (2003) points out, despite the fact, Britain is a wealthy society with an established welfare state; there are still many homeless people on the streets.

Draft essay 3.

Having a home is a basic human need; we all need somewhere to live. (Alcock 2003, p. 73). However, even in affluent, welfare Britain, there are still hundreds of people sleeping rough.

6. Read the passages and find the words which are suitable for the following definitions.

1. Having no home _____
2. Necessary, important _____
3. Used to show that something happened or is true in spite of something _____
4. People in general, living together in communities. _____
5. Having a lot of money and a good standard of living _____
6. Rich and powerful _____
7. To be still in the same condition _____
8. A person living in a particular country _____
9. Difficult and unpleasant _____



7. Look at the quotes about learning languages and discuss within the group.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.

Nelson Mandela

**"YOU LIVE A
NEW LIFE FOR
EVERY NEW
LANGUAGE YOU
SPEAK. IF YOU
KNOW ONLY
ONE LANGUAGE,
YOU LIVE ONLY
ONCE."**

-czech proverb

—
**ONE LANGUAGE
SETS YOU IN
A CORRIDOR FOR LIFE.
TWO LANGUAGES OPEN
EVERY DOOR ALONG
THE WAY.**
...

Frank Smith



8. Homework.

- **Make a list of vocabulary, which you have learned today.**
- **Make a report about "Plagiarism and how to avoid it!"**
 - Try to give reliable data and show the resource.





8

Plagiarism 2.B. How to avoid plagiarism

1. Make one sentence from the two short ones using relative pronouns.

1. She worked for a man. The man used to be an athlete.
2. They called a lawyer. The lawyer lived nearby.
3. I sent an email to my brother. My brother lives in Fergana.
4. The customer liked the waitress. The waitress was very friendly.
5. We broke the computer. The computer belonged to my father.
6. I dropped a mug. The mug was new.

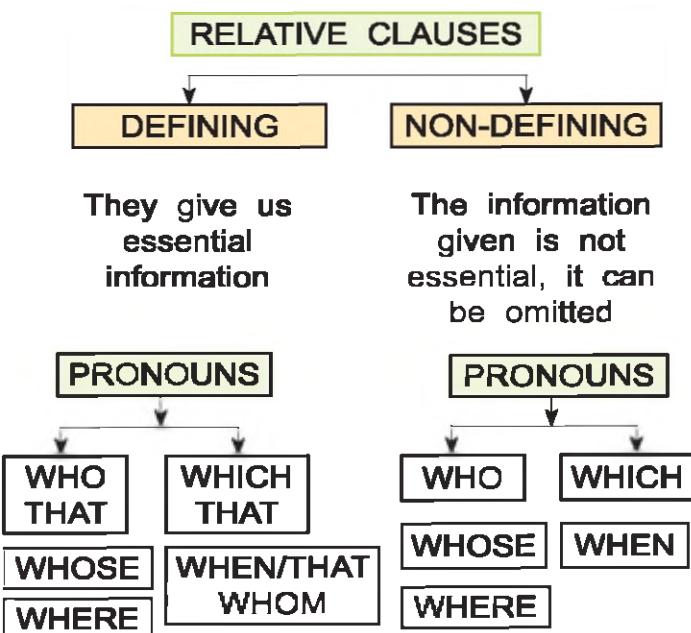
Relative clauses

We can use relative pronouns to join two English sentences, or to give more information about something.

- *I bought a new car. It is very fast.*
- *I bought a new car that is very fast.*
- *She lives in New York. She likes living in New York.*
- *She lives in New York, which she likes.*

2. Fill in the gaps with: who, whom, which, whose, where or when.

1. Can you give me back the book _____ I lent you last month?
2. This is the restaurant _____ we used to eat when we lived in Samarkand.
3. Nurgaulet has sent me an e-mail _____ I haven't replied yet.
4. Who's the person _____ is sitting next to Aydin?
5. They complained about the wrong goods _____ were sent to them.
6. This is Gulnora _____ uncle works in the sales department.
7. Aziza is wearing a new dress _____ she bought in the summer sales.
8. Monday is the day _____ bills have to be paid.
9. The secretary showed me the filling cabinet _____ important documents are filed.
10. Do you like the teacher _____ Bakhtiyor is talking to?





3. Interview your classmates and find the person who the given information is true about.

FIND SOMEONE WHO ...

- speaks the English language fluently.
- has driven a car.
- has always wanted to study in UzSWLU.
- desires to travel the world.
- is a winner in the Olympiad of History.
- has never climbed a tree.
- has been attending reading clubs.
- has tried snowboarding.
- is afraid of making a presentation in front of the audience.
- always wants to be a translator.
- is the best student in your school.



4. Scan the text below and find the following words from box.

cite, effective, brain, understanding, academic, common, memory, process, ability, communicate

Paraphrasing means putting other people's words into your own words, communicating something that you read or heard and putting into your own words, which shows understanding and also shows good academic honesty.

Steps of paraphrasing:

Read carefully – an important step, because we cannot paraphrase.

Make sure you understand – that's where the ability to paraphrase come from: It comes from our understanding.

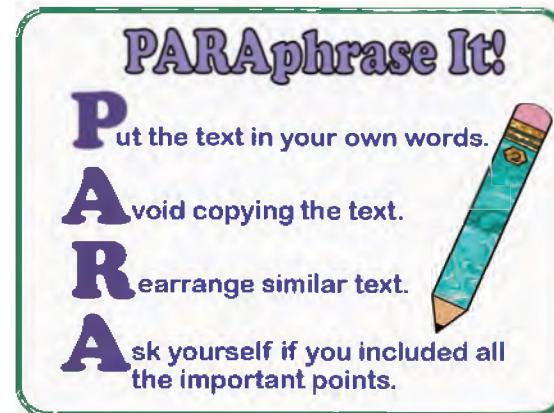
Go away and take a break – let the information process; Let it become part of your brain.

When you return from your nice break, rewrite it in your own words – without looking at the original text; write it in your way from your memory and this can be effective. Make sure to change grammar and vocabulary as necessary.

Check to see the differences in words and grammar. Use this tool to help you:

<http://handymandanonline.com/Paraphrasing-tool.html>

Cite the paraphrased text, especially when it is new information to you. If it is common knowledge, then there is no need to cite. Example: Breakfast is important. This is common knowledge.



5. Read the text again and match the words you have found to the following definitions.

1. Connected with education, especially studying in schools and universities _____
2. The knowledge that somebody has about a particular subject _____
3. The organ inside the head that controls movement, thought, memory and feeling _____
4. Producing a successful result _____
5. To mention something as a reason or an example, or in order to support what you are saying _____
6. Ordinary, not usual or special _____
7. Your ability to remember things _____
8. To deal officially with a document, request, etc. _____
9. A level of skill or intelligence _____
10. To exchange information, news, ideas _____

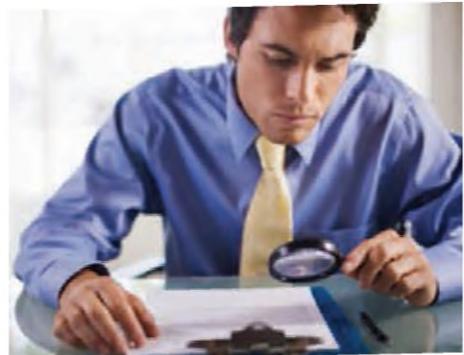
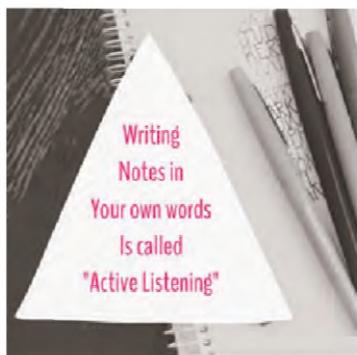
6. Pair work. There are six steps of paraphrasing. Look at the pictures and write the steps in order.



A. _____

B. _____

C. _____



D. _____

E. _____

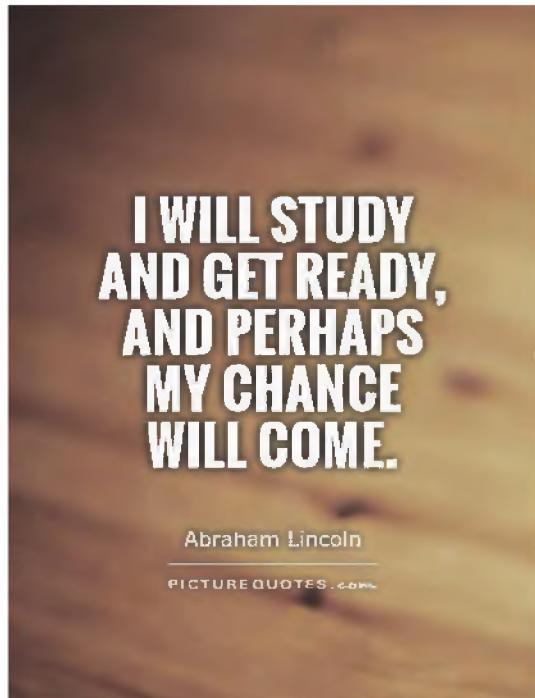
F. _____

7. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.			academic
2.	understanding		
3.			effective
4.	memory		
5.	ability		
6.	communication		



8. Discussion. Look at the pictures. And answer the following questions.



One day, I want to honestly say,
"I made it."

- *How are you preparing to realize your targets?*
- *What is the challenging task that you really want to obtain?*



9. Homework.

- Make a list of vocabulary which you have learned today.
- Find the original text in English, and paraphrase it into your own words by using 6 steps given in this unit (100–120 words).
 - Use the “Relative clause”, words and phrases you have learned today.



9

Self-evaluation 1.A. Self-assessment



- 1. Match the ways of how to stop plagiarizing from the box with the suitable pictures.**

Diary

Planning timetable

Self-assessing pictures



1. _____

Self Assess your learning



I can do this!



I'm almost there.



I don't understand.



3. _____

Weekly Planner

Week starting.....

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

2. _____

- 2. Match the words from the box with their definitions.**

discovery	incredible	self-assessment	to compliment	practical
to identify	to create	entire	to revise	self-directed

1. Doing tasks without involving other people _____
2. Make something new _____
3. To tell somebody that you like or admire something they have done _____
4. A thing or fact that is found for the first time _____
5. To look again at work that you have done _____
6. Impossible to believe _____
7. The whole _____
8. To recognize somebody or something _____
9. The process of judging your own progress, achievements _____
10. Connected with real situations rather than with ideas or theories _____



T.17. 3. Listen to the tape and fill in the gaps.



Teacher 1: Learners _____ themselves.
It's incredible that my students _____ so much.

Student 1: Take your time for a _____. You _____ your mistakes.



Student 2: Tell yourself what you did _____ and _____. _____ yourself.



Teacher 2: The most important thing was to _____ learners. Self-direction feeds their _____ life.



4. Listen to the tape again and find word-associations to the given words in the pictures.



5. Read the self-assessment tool and match the words in *italics* in the sentences and the pictures with their **synonyms below.**

I am just starting to learn this and I do not
a) **comprehend** it yet.



I can do this on my own without help.



I can do this if I get c) **assistance** or
look at an d) **Instance**.



I can do this independently and can f) **explain**
others how to do it.

Use the Learning g) **Target** Self-Assessment
given above and h) **evaluate** yourself in
learning process.

1. Assess
2. Example
3. Understand
4. Goal
5. Help
6. Beginner
7. Make something easy to understand
8. Learner



6. Work in pairs. Read the self-assessment tool again and decide whether the statements below are Novice (N), Apprentice (A), Practitioner (P) and Expert (E).

1. Last year I won the international scholarship and studied in Canada for two years. Currently, I'm conducting seminars in Uzbekistan. _____
2. As an English learner, I am going to attend speaking club in order to enhance my speaking skill. _____
3. I think I do not require the supervisor's assistance for my Diploma work. _____
4. Fortunately, the English courses are being organized in our school to help pupils, who wants to start learning this language. _____
5. If my teacher shows me other pupil's power point presentations, I will do my best to do my own one. _____
6. Les Kirkham visited Uzbekistan last year and gave brief valuable information to the teachers about how to create interesting materials for the class. _____
7. My little brother is studying in the 8th grade. However, that is quite difficult for him to do his math homework. _____
8. I am interested in the pottery. After talking about my interests with my father, he decided to introduce me with one of the talented potters. _____

7. Look at the table given below. Assess your current level of the given subjects.

Subject	Novice	Apprentice	Practitioner	Expert
1. Maths				
2. English				
3. Geography				
4. Mother tongue				
5. Literature				
6. Russian				
7. History				
8. Art				
9. Handicraft				
10. PT				



8. Homework.

- Make a list of vocabulary, which you have learned today.
- Assess your family members, classmates and teachers by using a tool of exercise 7.
- Write a descriptive essay about your “Learning process at school”.



9

Self-evaluation 1.B. Self-assessment



1. Make affirmative present perfect sentences.

1. (I / study / French)
2. (She / eat / octopus)
3. (They / go / to Scotland)
4. (We / read / that book)
5. (He / live / here for three years)
6. (You / know / David for ten years)
7. (We / be / here for two weeks)
8. (I / lose / my keys)
9. (He / drink / too much coffee)
10. (They / miss / the train)

Present Perfect

1: We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.

1. *I've known Karen since 1994.*

Have you known her since 1994?

2. *She's lived in London for three years.*

She hasn't lived in London for three years.

Has she lived in London for three years?

3. *I've worked here for six months.*

2. Make negative and interrogative present perfect sentences.

1. (We / not / go / to Urgench)
2. (She / not / see / 'The Lord of the Rings')
3. (He / not / meet / my mother)
4. (They / not / visit / Bukhara)
5. (I / not / know / him for three months)
6. (You / not / study / English for ten years)
7. (They / not / be / in Tashkent for six months)
8. (He / not / hurt / his leg)
9. (She / not / leave / her phone in a taxi)
10. (We / not / lose / our tickets)
11. (They / go / to Kazakhstan?)
12. (You / read / 'War and Peace'?)
13. (She / be / late for a meeting?)
14. (He / meet / your family yet?)
15. (They / live / here as long as we have?)
16. (You / go / to Termiz?)
17. (She / miss / the bus?)
18. (I / meet / you before?)
19. (They / take / the exam?)
20. (She / work / in this company for fifteen years?)



3. Answer the questions about you. Use the present perfect in your answers.

1. How many countries have you travelled to?
2. What interesting food have you eaten?
3. Which famous person have you seen?
4. Where have you lived?
5. What language have you studied?
6. What dangerous things have you done?
7. How much money have you spent today?
8. Have you ever won in the Olympiad?
9. Which of your targets have you realized?
10. Have you ever gone to the University?

life life life
experience
experience
experience
experience
experience
experience
experience
experience
experience
experience



4. Scan the text below and find the following words in the box.

Self-Esteem Quiz

1. Do you frequently compare yourself to other people?
2. Do you frequently feel self-conscious?
3. Do you beat yourself up mentally when you make a mistake?
4. When you make a mistake, do you assume that others are thinking about or talking about what you did?
5. Do you think more negative thoughts about yourself than positive ones?
6. Does your fear of failure prevent you from doing things you would like to do?
7. Do you have one or more physical features that you have difficulties in accepting?
8. Do you fear of making a mistake in front of other people?
9. Do you experience anxiety in social situations?
10. Do you feel bad about your past mistakes?
11. Does it bother you considerably when others disapprove of you?
12. Do you do things you don't want to do out of fear of disapproval and rejection?
13. Do you minimize the things about yourself that are good?
14. Do you believe you deserve any treatment people give you because you must have done something to cause it?
15. Do you spend a considerable amount of time by worrying about how you look?
16. Do you believe if people could see the real you, they wouldn't like you?
17. Do you think about yourself as an inadequate person in any areas of your life?
18. Do you feel incompetent most of the time?
19. When others disagree with you or criticize you, do you assume you could be wrong and they are right?
20. Do you judge your worth by the people you hang out with?

**incompetent
considerable
disapprove
prevent
mentally
self-conscious
thought
social
judge
inadequate**

5. Read the text again and match the words you have underlined to the following definitions.

1. Nervous or embarrassed about your appearance or what other people think of you
2. Connected with the mind
3. The process of thinking
4. To stop something from happening
5. Connected with society
6. To think that somebody is not good or suitable
7. To form an opinion about somebody
8. Great in amount, size, importance
9. Not confident enough to deal with situation
10. Not having the ability or skills to do your job

6. Look at the pictures. Find the most effective good mood products and write them.



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

7. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.	<i>thought</i>		
2.		<i>prevent</i>	
3.			<i>social</i>
4.			<i>considerable</i>
5.			<i>mental</i>
6.			<i>Self-conscious</i>
7.			<i>incompetent</i>
8.		<i>disapprove</i>	

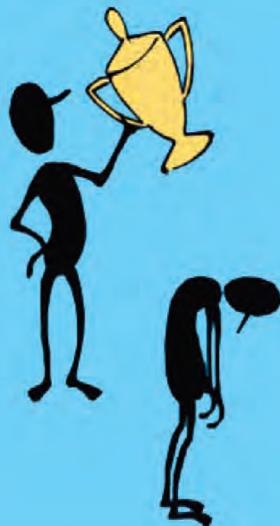


8. Discussion. Look at the picture. And answer the following questions.

WHY IS SELF-ESTEEM IMPORTANT?

Self-esteem is important because it can affect:

- Your mental health
- How you behave
- Your decisions
- Your friendships
- Your success
- Your life



- How do you evaluate your self-esteem?
- Whom do you know with self-esteem?



9. Homework.

- Make a list of vocabulary which you have learned today.
- Write a narrative essay: "The best life experience I have ever had". (100–120 words)
 - How is it important to have interesting experience?
 - Use the "Present Perfect Simple", words and phrases you have learned today.



9

Self-evaluation 2.A. The role of Feedback



1. Label the pictures with the expressions from the box.

Teacher's feedback
Negative feedback

Peer feedback
Positive feedback



1. _____ 2. _____ 3. _____ 4. _____

2. Match the words and phrases with their definitions.

	Words		Definitions
1.	to achieve	a.	to make somebody take part in something
2.	integral	b.	important
3.	to involve	c.	detailed information on how to do something
4.	essential	d.	to succeed in doing something
5.	evidence	e.	an advantage
6.	to unlock	f.	proof
7.	benefit	g.	to think carefully
8.	instruction	h.	being an important part of something
9.	to propose	i.	self-control
10.	to consider	j.	result of an action
11.	to clarify	k.	to discover something
12.	self-regulation	l.	to suggest a plan or an idea



T.18. 3. Listen to the tape and fill in the gaps.

1. What is a powerful way to enhance teaching and learning? _____

2. Who can you receive feedback from?

- a) _____
- b) _____
- c) _____

3. What kind of models for giving feedback have Hattie and Timperley developed?



4. What kind of questions do 'the models of giving a feedback' propose?

- a) _____
- b) _____
- c) _____

5. Which goals help the students succeed and grow?

6. According to the evidence, what are the students' knowledge, skills and performance connected with?



4. Group work. Discuss the following table and fill in with your ideas.

Benefits of feedback	
For teachers	For learners
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



5. Read the passage and match the words in *italics* to their definitions below.



Giving and Receiving Feedback

1) What is feedback?

It is helpful information or *criticism* that is received or given to an individual to say what can be done to improve a *performance* or product.

Most effective when it is timely, perceived as *relevant*, meaningful and *encouraging*, and offers suggestions for improvement that are within a receiver's grasp.

Feedback is a process by which it communicates to people something about their behavior, output, work, attitude, etc.

2) Types of feedback

1. Positive or affirming – *constructive* or developmental
2. Negative or critical

3) Feedback should be:

- Timely
- Clear
- *Nonjudgmental*
- Actionable



4) Steps of giving feedback

1. State the *purpose* of the feedback
2. Describe *observations*
3. Listen to other person's view
4. Jointly agree on action to be taken
5. Summarize and express *appreciation*

5) Four essentials of giving Great Feedback

1. The right time – there is always a right time and place to give feedback
2. The action – effective feedback *explicitly* describes actions and behavior
3. The impact – a good feedback makes the receiver aware of their *impact*
4. The next step – the final feedback stage – Encouragement

6) Barriers to giving feedback

- A fear of upsetting each other
- A fear of doing more harm than good
- Being *defensive* when receiving criticism
- Too generalized feedback and not related to specific facts or observations.

1. Protecting something from attack _____
2. The feeling of being grateful for something _____
3. Not judging people and criticizing them too quickly _____
4. Closely connected with the subject you're discussing _____
5. The powerful effect _____
6. A comment based on something you've seen _____
7. Having a useful and helpful effect _____
8. The act of performing entertainment _____
9. Clearly and easy to understand _____
10. Intention, aim, function of something _____
11. To give somebody support, courage or hope _____
12. Activity of making fair, careful judgments _____

6. Work in pairs. Read the article again and decide whether the statements below True (T) or False (F).

1. Feedback should include supportive information. _____
2. Feedback can be positive or affirming. _____
3. General feedback is not effective. _____
4. Encouragement is the first stage of giving feedback. _____
5. The students, who do not want to upset others, avoid giving feedback. _____



7. Discuss the following quotes about feedback with your partner.

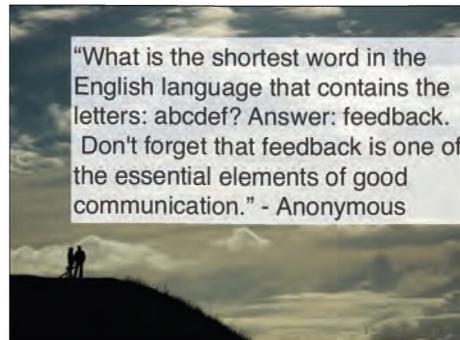
"Learners need endless feedback more than they need endless teaching."

-Grant Wiggins, Less Teaching and More Feedback?, ASCD Inservice,



We all need people who will give us feedback. That's how we improve.

Bill Gates



8. Homework.

- **Make a list of vocabulary, which you have learned today.**
- **Make a report about "Giving and receiving feedback".**
 - Try to give reliable information and show the resource.



9

Self-evaluation 2.B. The role of Feedback



1. Make affirmative present perfect continuous sentences.

1. (she / work here for five years)
2. (I / study all day)
3. (you / eat a lot recently)
4. (we / live in Tashkent for six months)
5. (he / play football so he's tired)
6. (they / learn English for two years)
7. (I / cook so I'm really hot)
8. (she / go to the cinema every weekend for years)
9. (it / rain, the pavement is wet)
10. (you / sleep for twelve hours)
11. (I / not / work today)
12. (you / not / eat well recently)
13. (we / not / exercise enough)
14. (she / not / study)
15. (they / not / live here for very long)
16. (it / not / snow)
17. (he / not / play football for five years)
18. (we / not / drink enough water – that's why we feel tired)
19. (I / not / sleep – I was reading)
20. (they / not / watch TV much recently)

The Present perfect Continuous

We use the Present perfect Continuous to say how long for unfinished actions which started in the past and continue to the present. We often use this with 'for' and 'since'.

1. *I've been living in Tashkent for two years.*

I haven't been living in Tashkent for two years.

Have you been living in Tashkent for two years?

2. *She's been working here since 2004.*

She hasn't been working here since 2004.

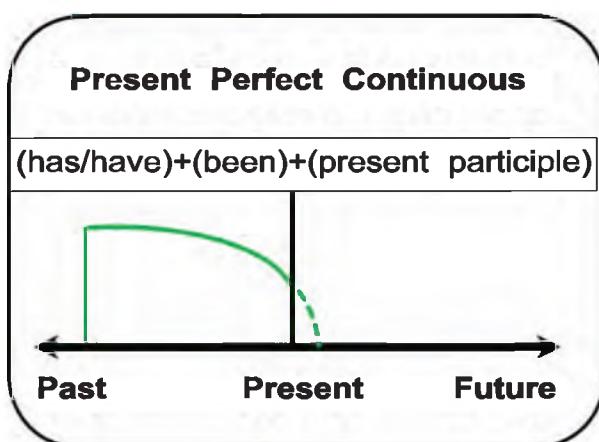
Has she been working here since 2004?

3. *We've been waiting for the bus for hours.*

2. Write down the sentences with Present Perfect Simple or Present Perfect Continuous.

1. _____ (they / arrive) already?
2. Gulnora _____ (run) 2000 metres today.
3. I _____ (clean) all morning – I'm fed up!
4. How long _____ (you / know) Nilufar?
5. I _____ (drink) more water lately, and I feel better.
6. Sorry about the mess! I _____ (bake).
7. How many times _____ (you / take) this exam?
8. He _____ (eat) six bars of chocolate today!
9. Zuhra _____ (cook) dinner. Let's go and eat!
10. The students _____ (finish) their exams. They're very happy.

3. Make up sentences with Present Perfect Simple or Present Perfect Continuous.



1. _____ (you / buy) your train ticket yet?
2. The kitchen is a complete mess! What _____ (the children / do)?
3. Aydin _____ (learn) to drive for six years!
4. Gulnora _____ (already / have) lunch, so she'll meet us later.
5. How much coffee _____ (she / drink) this morning?
6. Nurdaulet _____ (write) three books.
7. I _____ (do) everything I needed to do today! Hurray!
8. It _____ (not / rain) all summer, so the garden is dead.



4. Scan the text below and underline the following words.

assignments, summary, clarify, session, improve, advice, a distance learner, concept, clear up, structure

Learning from feedback

It is an envelope. Nevertheless, it is not only an envelope, because inside there is your essay with the grade: "C". Additionally, there is a feedback: that is useful. On the other hand, you are not quite ready to read it. Never mind! Put it away for the moment and read it at your next study session.

Feedback that tutors give after assignments is usually about academic things like understanding the concepts showing evidence and evaluating information; it can be about structure, spelling and grammar. Moreover, sometimes general feedback or a summary comes at the end. So, what to do with this feedback? Well, the first question is: Do you understand it? If not, make a note of what you do not understand. This is something you can email or call your tutor. You can chat on your online study group. The next question: Do you agree with feedback? If you do not agree, again you can contact your teacher or online study group. If you're a distance learner, your tutor can clarify her feedback by email, video calling or messaging online. You should make sure you get everything cleared up. The most important thing is – what you have learned from this feedback. You should ask yourself: What steps can you take to solve problems and improve? You should take at least one thing from the feedback that you will act on. In addition, it is useful for you to keep the feedback safe, so you can refer to it later. Because if you follow the suggestions, there's a better chance of getting one of these in your next assignment.



5. Read the text again and match the words you have underlined to the following definitions.

1. A task or piece of work that somebody is given to do _____
2. To form an opinion of something after thinking about it carefully _____
3. The student, who has lessons online _____
4. An idea _____
5. Advice, criticism about how good somebody's work is _____
6. To become better than before _____
7. To make something understandable _____
8. A short statement giving only the main points of something _____
9. A plan _____
10. A period of time that is spent on doing a particular activity _____

6. Look at the pictures of types of giving feedback from the box and write them.

<i>written</i>	<i>oral</i>	<i>peer</i>	<i>group</i>	<i>electronic</i>	<i>meeting</i>
----------------	-------------	-------------	--------------	-------------------	----------------



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

7. Word building. Complete the table.

	NOUN	VERB	ADJECTIVE
1.	assignment		
2.		evaluate	
3.	summary		
4.		clarify	
5.		improve	
6.	suggestion		
7.	concept		
8.		save	



8. Discussion. Look at the picture. And answer the following questions.

7 criteria for effective feedback:

- 1 The feedback provider is credible in the eyes of the feedback recipient
- 2 The feedback provider is trusted by the feedback recipient
- 3 The feedback is conveyed with good intentions
- 4 The timing and circumstances of giving the feedback are appropriate
- 5 The feedback is given in an interactive manner
- 6 The feedback message is clear
- 7 The feedback is helpful to recipient

1. Do you follow some criteria when you are giving feedback?
2. How often do you give a feedback?



9. Homework.

- Make a list of vocabulary which you have learned today.
- Watch one presentation about any topic in English and write your feedback according to the following criteria. (100–150 words).
 - Use the “Present Perfect Continuous”, words and phrases you have learned today.



10

My student life – my golden period

1.A. The preparation



1. Label the pictures about the student's life with the expressions from the box.

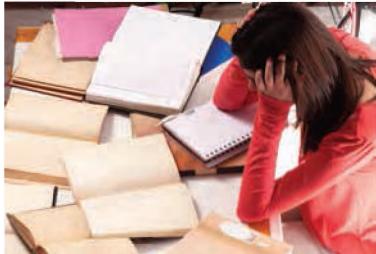
- A) Scholarship B) Examination
C) Excursion with coursemates D) Supervisor



1. _____



2. _____



3. _____



4. _____

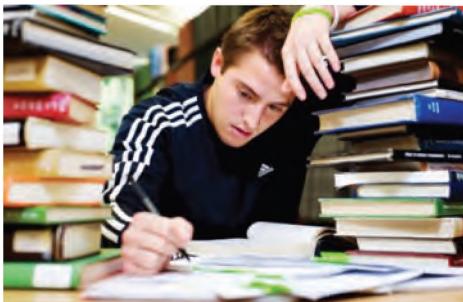
2. Label the words with their definitions from the box.

to cram	intensive	session	to reduce	schedule
to review	consistent	to highlight	approach	nimble

- To learn a lot of things in a short time, in preparation for an exam
- Being able to think and understand quickly
- A school or university year
- To emphasize or give something more attention
- Timetable
- To look again at something you have read or studied
- Involving a lot of work or activity done in a short time
- A way of doing a task
- To change something to a more general or simple form
- Always behaving in the same way, or having the same opinions



T.19. 3. Listen to the tape and fill in the gaps.



- 5 hours of study (1) _____ into one intensive (2) _____ is not as good as that same 5 hours spread out over two weeks.
- You'll also (3) _____ the time you need to study in the future.
- Make a plan and (4) _____ short study sessions into your calendar.
- (5) _____ information from each class, starting a day later.
- The key is (6) _____ short study sessions over time.
- Switching will (7) _____ and contrast the similarities or differences between topics.
- Switching can assist you to choose the correct (8) _____ to solve a problem.
- Each learner wants his mind to be (9) _____ and easily able to jump between ideas.



4. Pairwork. Discuss the following timetable with your partner.

	Need to know	How?	Why?
a.			
b.			
c.			
d.			



5. Read the passage and match the words in *italics* to their definitions below.

Short term
GOALS
lead to
long term
SUCCESS!

B. **Short-term Goals.** Set small weekly goals that you can work towards. Without short-term goals, it's easy to get *overwhelmed* and stressed. By *separating* your goals into small parts, it makes the tasks easier to approach. Short-term *sacrifices* help to reach your long term goals. Plan ahead to know what sacrifices need to be made. You should not think about failure. You can always learn something from the experience. Do not be *discouraged* if you don't complete a goal. You should look at what went wrong and how you can *avoid* it next time.

Setting goals

There are two types of *goals* you can set for yourself:

Long-term Goals

Short-term Goals

A. **Long-term Goals** help set an *objective* to work towards. It's easy to lose *motivation* if you do not set long-term goals for yourself. You should ask yourself what you want to *accomplish* and how you can get there.



1. To keep away from something _____
2. Something that you hope to achieve _____
3. Less confident or less enthusiastic about doing something _____
4. Something that you are trying to achieve _____
5. To give up something important in order to get something that seems more important _____
6. Something that makes you want to do something, especially involving hard work _____
7. To divide into different parts or groups _____
8. Given too much of a thing to do _____
9. To achieve _____



6. Work in pairs. Read the article again and decide if the statements below are *Short-term Goals* or *Long-term Goals*.

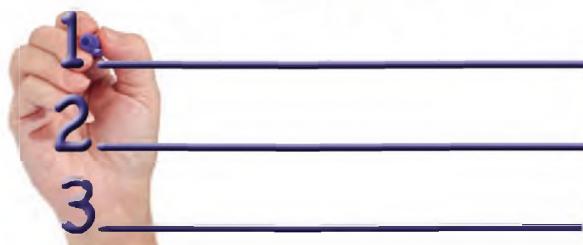
1. You become less motivated without it. _____
2. It helps you to learn something from the experience. _____
3. It assists you not to have a panic. _____
4. It is made weekly. _____
5. With the help of it, you ask yourself what you want to achieve. _____
6. It consists of two aspects:
(1) What you want.
(2) How to accomplish. _____
7. It makes your tasks simpler. _____



7. Work in pairs. Fill in the following table with your partner.

My long-term goals	My short-term goals

Setting Goals



8. Homework

- Make a list of vocabulary which you have learned today.
- Write an essay “My student life – my golden period” about your future achievements.



10

My student life – my golden period

1.B. The preparation



1. Look at the pictures of future plans of Bakhtinur. Write down his plans in the *Future Simple Tense*.



1



2



3



4



6



5



7



8

Future Simple Tense

We use the future simple with ‘will’ to predict the future. It is the basic way of how we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.

They will win the next election.

They won't win the next election.

Will they win the next election?

Promises / requests / refusals / offers.

I'll help you with your homework.

Will you give me a hand?

I won't go!

2. Make up the Future Simple Questions.

Will: Questions

Will	Subject	Verb in simple form
Will	I	play?
Will	you	study?
Will	he, she, it	work?
Will	we	eat?
Will	you	try?
Will	they	cook?

Yes, I will
No, I won't

- _____ (they / come) tomorrow?
- When _____ (you / get) back?
- If you lose your job, what _____ (you / do)?
- In your opinion, _____ (she / be) a good teacher?
- What time ____ (the sun / set) today?
- _____ (she / get) the job, do you think?
- ____ (David / be) at home this evening?
- What _____ (the weather / be) like tomorrow?
- There's someone at the door, _____ (you / open) it?
- How _____ (he / get) here?

3. Make up the Future Continuous sentences.

At three o'clock tomorrow...

- I _____ (work) in my office.
- You _____ (lie) on the beach.
- He _____ (wait) for the train.
- She _____ (shop) in Chorsu.
- It _____ (rain).
- We _____ (get) ready to go out.
- They _____ (meet) their parents.
- He _____ (study) in the library.
- She _____ (exercise) at the gym.
- I _____ (sleep).
- I _____ (not/read).
- You _____ (not/sleep), will you?
- We _____ (not/work).
- Asal _____ (not/watch) a film.
- It _____ (not/snow).
- Aziza and Sanjar _____ (not/cook).
- He _____ (not/play) computer games.
- I _____ (not/study).
- You _____ (not/cry).
- Begzod _____ (not/use) the internet.

The Future Continuous

We use the future continuous to talk about an action in the future that overlaps another, shorter action or a time. The action in the future continuous usually starts before and might continue after the second action or time. This is very similar to how we use the past continuous in the past. The verb after 'when' is usually in the present simple.

I'll be waiting when you arrive.

I won't be waiting when you arrive.

Will you be waiting when I arrive?

Remember, we can't use the future continuous with stative verbs.

4. Make up the Future Continuous sentences.

When the teacher comes,

1. _____ (I / sit) here?
2. _____ (Otabek / use) the computer?
3. _____ (Husnora and Bakhtiyor / discuss) the new project?
4. _____ (Kamola / work) hard?
5. _____ (Shabnam / talk) on the telephone?

At 8pm,

6. (where / I / wait/the German tourists?) _____
7. (what / you / do/in your classroom?) _____
8. (why / he / study/IT technologies?) _____
9. (how / she / travel/the United Kingdom?) _____
10. (who / they / meet/in the club of "Leader's Talk?") _____



5. Read the following questions and write down ten sentences for each question.

1. What will you be doing on September next year?
2. What will you be doing in spring next year?

6. Label the pictures with the expressions from the box.

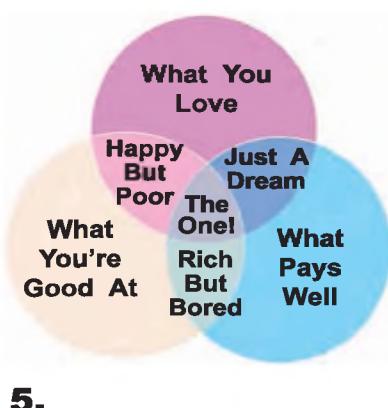


1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

- a) Explore key questions
- b) Stop thinking about the past
- c) Find your passion
- d) Save money
- e) Make changes in your lifestyle
- f) Work on your plan



7. Scan the text below and underline the following words from the box.

adjust	perspective	capable	progress	timeline
diverge	realistically	achieve	goal	manageable

Write in a journal to keep track of your progress. This can also help you to see how much you are diverging away from your original plan (as you will most likely do), but don't be afraid if you are. Most of the people who have achieved their dreams took the first steps by writing in a journal.

Having things laid out before your eyes on paper can put things into perspective. If this is in a list format, then you can see whether or not you are taking on too much that can tire you out before you even reach your goals. Sometimes we dream bigger than reality. This is not a bad thing, but it is important to keep in mind what you are mentally capable of handling realistically.

Set benchmarks. When you have seen what you have done, a lot of what is in your journal (or wherever you're writing), then group it as a small success. This is also a great way of keeping track of how long it takes you to complete things. Don't shy away from adjusting the goals as it may help you succeed in what you want to do in a more manageable timeline. It's a way to celebrate! Checking things off lists are sure signs that you are on the right track to what you want. Take these small wins, and make time to celebrate how far you've got in making that small dream you had in reality.

8. Read the text again and match the words you have underlined to the following definitions.

1. Setting the time for the particular task
2. Can be achieved in a particular situation
3. The process of developing
4. Succeed in reaching a particular job
5. Having the ability necessary for doing something
6. Something that you hope to achieve
7. A way of thinking about something
8. Possible to deal with or control
9. To adapt for a new situation
10. To be different



9. Homework.

- Make a list of vocabulary which you have learned today.
- Make a report about your future plans for the next 3 years.
 - Use the future simple and the future continuous in your report.



10

My student life – my golden period **2.A. My dream job**



1. Label the pictures about the student's life with the expressions from the box.

- a) sportsman b) pilot c) music producer d) actor e) teacher
f) movie director g) writer h) singer i) principal j) photographer



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



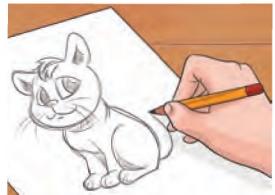
10. _____

2. Match the words and phrases with their definitions.

	Words		Definitions
1.	performer	a.	a sport in which 2 people fight holding each other and throwing to the ground
2.	to lecture	b.	a particular ability
3.	wrestling	c.	likely to happen
4.	particular	d.	a person who presents for an audience in a show, concert
5.	skill	e.	head teacher
6.	probably	f.	to give somebody money for work
7.	principal	g.	special or specific
8.	amazing	h.	to teach at a university or college
9.	to pay	i.	to be present in a place or situation
10.	to exist	j.	very surprising



T.20. 3. Listen to the tape and choose the best picture for each student.



1._____

2._____

3._____

4._____

5._____



6._____

7._____

8._____

9._____

10._____



4. Group work. Discuss the following questions with your partners.

1. Which factors help you to choose your dream job?
2. What is your dream job?
3. Fill the following table:

<i>The jobs I like</i>	<i>The jobs I don't like</i>



5. Read the passage and match the words in *italics* to their definitions below.

8 Steps to Successful Career Planning

1. Define your goals:

- a) Short term
- b) Medium-term
- c) Long-term

2. Evaluate your *current* skill set

Analyze your strengths and weaknesses



3. Reflect on what you've achieved.

You should memorize your achievements and the process how you've *realized* your dreams.

4. Think about what you want and don't want.

Analyzing your likes and dislikes assists you to plan your successful career.

5. Identify who can help you.

- Explore your connections.
- Use networks.

6. Look for *training* and development opportunities.



7. Get a *mentor* and coach. They support you with your plan.



8. Re-evaluate and *update* your plan each year.

1. To make something more modern by adding new parts _____

2. The process of learning skills that you need to do a job _____

3. To describe something accurately _____

4. To achieve something important that you want very much _____

5. A closely connected group of people that exchange information _____

6. Advantage _____

7. To examine something completely _____

8. Happening now _____

9. To assess _____

10. To think carefully/deeply about something _____

11. An experienced person who advises and helps somebody over a period time _____

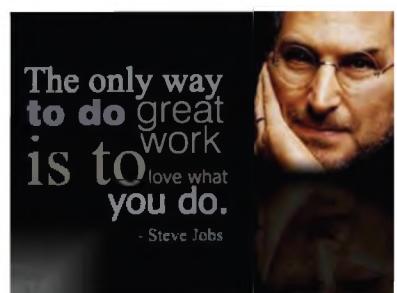
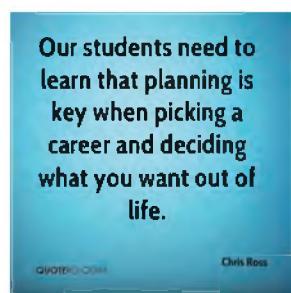
12. To find or to discover something _____

6. Work in pairs. Fill the table for your future career by using the information of the passage.

8 steps to Successful Career Planning	
1. Define your goals	1. 2.
2. Your current skills	1. 2.
3. Your achievements	1. 2.
4. Your likes and dislikes	1. 2.
5. Who helps you	1. 2.
6. Training courses	1. 2.
7. Your mentors	1. 2.
8. Your plan	1. 2.
9. Your Dream Job	1. 2



7. Discuss the following quotes about career planning with your partner.



8. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Make a presentation about one of the popular jobs in your country.**
 - Try to give reliable information and show the resource.



10

Unit 10. My student life – my golden period 2.B. My dream job



1. Make affirmative and negative future perfect sentences.

By 10 p.m. tonight ...

1. I _____ (finish) this report.
2. We _____ (have) dinner.
3. She _____ (leave) Kashkadarya.
4. Alisher _____ (meet) his coach.
5. They _____ (take) the exam.
6. It _____ (stop) snowing.
7. I _____ (read) all of this book.
8. You _____ (fall) asleep.
9. She _____ (watch) the film.

The Future Perfect

- We use the *future perfect* with a future time word, (and often with 'by') to talk about an action that will finish before a certain time in the future, but we don't know exactly when.
 - *By 10 o'clock, I will have finished my homework.* (= *I will finish my homework some time before 10, but we don't know exactly when.*)
 - *By 10 o'clock, I won't have finished my homework.*
 - *Will you have finished your homework by 10 o'clock?*
 - *By the time I'm sixty, I will have retired.* (= *I will retire sometime before I'm sixty. Maybe when I'm fifty-nine, maybe when I'm fifty-two.*)

2. Write down the interrogative sentences with the Future Perfect Simple Tense.

Questions

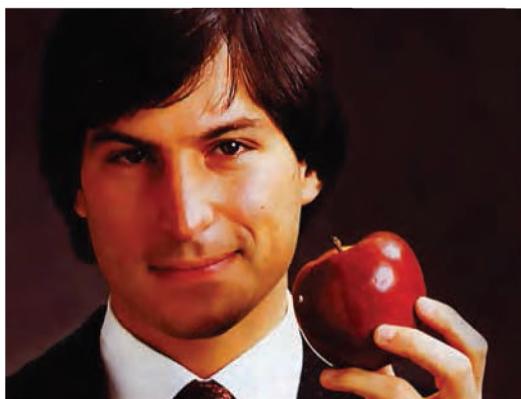
Will	I You She, he, it You We They	HAVE	V ₃ ed ?
------	--	------	---------------------

Will they have worked with these children by next May?

1. _____ (she / arrive) by 10 o'clock?
2. _____ (you / eat) by 6?
3. _____ (it / stop) raining by tomorrow morning?
4. _____ (we / watch) the film by 7?
5. _____ (she / arrive) by Friday?
6. When _____ (you / finish) the report?
7. What _____ (you / do) by the end of the day?

3. Read the given words and decide if they are related to Noun, Verb or Adjective.

	WORD	NOUN	VERB	ADJECTIVE
1.	<i>generosity</i>			
2.	<i>limited</i>			
3.	<i>power</i>			
4.	<i>pride</i>			
5.	<i>reinvent</i>			
6.	<i>surgery</i>			
7.	<i>electronic</i>			
8.	<i>era</i>			



4. Match the words in bold in the text with the definitions on the right. Put the correct letter into the box next to each word.

1. gadgets		a. prevented them from coming close
2. lined up		b. a feeling of thankfulness
3. hailed		c. shown, displayed
4. acquiring		d. left his position
5. commencement		e. praised, said how good it was
6. kept reporters at bay		f. stood in a line
7. revealed		g. students who had just got their degrees
8. gratitude		h. graduation ceremony
9. stepped down		i. small useful devices or machines
10. grads		j. getting, buying



5. Fill in the gaps in the text using the following words.

era, generosity, intensely, limited, power, transplant, electronic, pride, reinvent, string, equals, surgery

a look back at the life of Steve Jobs

Apple Inc. company co-founder and former Chief Executive, Steve Jobs died at the age of 56. Here is a look back at his career.

He was the father of the iPhone, the iPod and the Apple Mac computers turning 1._____ gadgets into objects of desire. "I think if you do something and it turns out pretty good, then you should go do something else wonderful." As he was fond of saying, "Wait, there's more!" "Today Apple is going to 2._____ the phone." And people did wait in long lines for the first iPhones in 2007. Then three years later they *lined up* for the iPad changing the way people consume media. "Design plus function 3._____ the right life style and that's what he felt."

In 1976 Jobs co-founded Apple Computer and within a few years was worth one hundred million dollars. In 1984 he was showing off his new 4._____ and joy, the Macintosh. "And this has turned out insanely great." As critics *hailed* the Mac, Jobs was on the losing end of a 5._____ struggle at his company and left Apple a year later. He went into computer animation *acquiring* Pixar Studios and striking failure with a 6._____ of hit movies starting with Toy Story "To infinity and beyond!" Jobs came back to Apple in 1996 and began reinventing the Mac dressing it up in a variety of colours.

Concerns about the health of Steve Jobs began in 2004 when he underwent 7._____ for pancreatic cancer. A year later he spoke about that during a *commencement* at Stanford University. "This was the closest I've been to facing death and I hope it's the closest I get for a few more decades." An 8._____ private man with a quick temper *kept reporters at bay* saying his health was nobody's business. But Jobs was losing weight, something *revealed* in these photos taken in 2007 and 2008. In April 2009 he underwent a liver 9._____. Five months later back on the job at Apple he expressed his *gratitude*. "I now have the liver of a mid-twenties person who died in a car crash and was generous enough to donate his organs. And I wouldn't be here without such 10._____. On August 24th of this year he *stepped down* as Apple's CEO.

Back in 2005 he offered this bit of advice to the Stanford University *grads* "Your time is 11._____ so don't waste it living someone else's life. Don't let the noise of others' opinions drown out your inner voice." Steve Jobs, a man whose own inner voice led him to create some of the most visionary products of the internet 12._____. Jobs leaves behind a wife and four children.

George Lewis, NBC News, Los Angeles

SPECIAL COMMEMORATIVE ISSUE

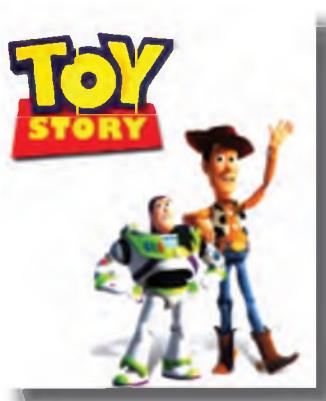
Newsweek



6. Fill in the key dates in the timeline of Steve Jobs' life and work.

A timeline of Steve Jobs' life and career

	Steve Jobs co-founds Apple Computer.
	The Macintosh computer goes on sale.
	Jobs resigns from Apple.
	He buys Pixar.
	He comes back to Apple.
	He undergoes surgery for pancreatic cancer.
	He gives his famous commencement speech at Stanford University.
	Apple releases its first smartphone, the iPhone.
	He undergoes a liver transplant.
	The iPad, Apple's tablet computer, goes on sale.
	He steps down as Apple's CEO.
	Jobs dies after a long battle with pancreatic cancer.



7. Homework.

- **Make a list of vocabulary which you have learned today.**
- **Make a report about the life of one successful person.**
 - Search for interesting facts about one successful person using the internet or books.
 - Underline the new words and write their definitions.

WORD LIST

n. – noun

v. – verb

adj. – adjective

adv. – adverb

conj. – conjunction

prep. – preposition

pron. – pronoun

phr. v. – phrasal verb

Unit 1.

1. absence (n)
2. active (adj)
3. allow (v)
4. argumentative (adj)
5. assistant (n)
6. audience (n)
7. collaborate (v)
8. compulsory (adj)
9. confidently (adv)
10. consult (v)
11. contribute (v)
12. expected (adj)
13. failure (n)
14. focus on (phr.v)
15. genius (adj)
16. get feedback (phr)
17. information (n)
18. inspiration (n)
19. inventor (n)
20. learning style (phr)
21. motivated (adj)
22. occupation (n)
23. organize (v)
24. productive (adj)
25. regard (n)
26. result (n)
27. salary (n)
28. satisfactorily (adv)
29. self-assessment (n)
30. self-evaluation (n)
31. sharpened (adj)
32. skill (n)
33. strength (n)
34. success (n)
35. successful (adj)
36. supportive (adj)
37. timber merchant (n)
38. update (v)
39. woodcutter (n)
40. working condition (n)

Unit 2.

1. affect (v)
2. action (n)
3. additional (adj)
4. atmosphere (n)
5. breathe (v)
6. carbon dioxide (n)
7. change (v)
8. climate (n)
9. dam (n)
10. damage (v)
11. deforestation (n)
12. difference (n)
13. ecosystem (n)
14. extinct (adj)
15. expect (v)
16. fisherman (n)
17. fossil fuel (n)
18. global warming (n)
19. greenhouse effect (n)
20. greenhouse gases (n)
21. harm (v)
22. heat (n)
23. jungle (n)
24. medicine (n)
25. north (n)
26. ozone layer (n)
27. pollution (n)
28. powerful (adj)
29. precipitation (n)
30. recycle (v)
31. reduce (v)
32. remedy (n)
33. rescue (v)
34. rush (v)
35. sand (n)
36. shortage (n)
37. solar energy (n)
38. south (n)
39. tropical (adj)
40. warm (adj)

WORD LIST

Unit 3.

1. antibiotics (n)
2. active (adj)
3. blocked (adj)
4. cancer (n)
5. cardiologist (n)
6. cardiovascular system (n)
7. chemicals (n)
8. clear (v)
9. dermatologist (n)
10. fitness (n)
11. flu (n)
12. General Practitioner (n)
13. gym (n)
14. healthy (adj)
15. heart disease (n)
16. important (adj)
17. infection (n)
18. lifestyle (n)
19. liquid (n)
20. mind (n)
21. need (v)
22. obesity (n)
23. Optometrist Dentist (n)
24. Orthopedic Doctor (n)
25. overweight (adj)
26. patient (n)
27. pediatrician (n)
28. physical education (n)
29. practitioner (n)
30. regularly (adv)
31. scale (n)
32. snack (n)
33. sore throat (n)
34. specialist (n)
35. suffer (v)
36. summary (n)
37. surgeon (n)
38. treatment (n)
39. visit (v)
40. weight (n)

Unit 4.

1. advise (v)
2. campsite (n)
3. continent (n)
4. craft (n)
5. enjoyable (adj)
6. entertainment (n)

7. fact (n)
8. fascinating (adj)
9. forest (n)
10. frightening (adj)
11. glance (n)
12. housekeeping (n)
13. impressive (adj)
14. incredible (adj)
15. intercontinental (adj)
16. island (n)
17. local (adj)
18. mosque (n)
19. mountain (n)
20. ocean (n)
21. option (n)
22. port (n)
23. press (v)
24. remote (adj)
25. rug (n)
26. seaside (n)
27. silk (n)
28. stream (n)
29. textile (n)
30. tour (n)
31. tourism (n)
32. travel (v)
33. trip (n)
34. valley (n)
35. village (n)
36. visitor (n)
37. welcoming (adj)
38. wildlife (n)
39. world (n)
40. water (n)

Unit 5.

1. advertising (n)
2. afford (v)
3. assembly (n)
4. bargain (n)
5. citizen (n)
6. comfort (n)
7. communicate (v)
8. consumer (n)
9. deliver (v)
10. diagram (n)
11. distribution (n)
12. eco-friendly (adj)
13. economy (n)

WORD LIST

- | | |
|-------------------------|-----------------------|
| 14. entrepreneur (n) | 21. initiate (n) |
| 15. evaluate (v) | 22. insult (v) |
| 16. fashion (n) | 23. insurance (n) |
| 17. fund (n) | 24. lawn (n) |
| 18. idea (n) | 25. loyal (adj) |
| 19. local (adj) | 26. luxurious (adj) |
| 20. manufacture (n) | 27. meal plan (n) |
| 21. narrow-minded (adj) | 28. order (v) |
| 22. oriented (adj) | 29. overwhelmed (adj) |
| 23. process (n) | 30. personal (adj) |
| 24. price list (n) | 31. pick up (phr. v) |
| 25. promotion (n) | 32. prestigious (adj) |
| 26. provide (v) | 33. price list (n) |
| 27. purchase (v) | 34. refund (n) |
| 28. qualify (v) | 35. reject (v) |
| 29. questionnaire (n) | 36. replacement (n) |
| 30. resist (v) | 37. reservation (n) |
| 31. resource (n) | 38. satisfy (v) |
| 32. safe (adj) | 39. service (n) |
| 33. sale (n) | 40. suit (n) |
| 34. sales promotion (n) | |
| 35. service (n) | |
| 36. self-centered (adj) | |
| 37. storage (n) | |
| 38. stylish (adj) | |
| 39. succeed (v) | |
| 40. target (n) | |

Unit 6.

1. affordable (adj)
2. apology (n)
3. appointment (n)
4. assist (v)
5. barbershop (n)
6. catering (n)
7. charge (v)
8. check (v)
9. claim (v)
10. concerned (adj)
11. consumer (n)
12. damaged (adj)
13. decorate (v)
14. dry cleaner's (n)
15. feature (n)
16. haircut (n)
17. hairdresser's (n)
18. hire (v)
19. hosting (n)
20. inferior (n)

Unit 7.

1. admit (v)
2. adventure (n)
3. appropriate (adj)
4. astonishing (adj)
5. autobiography (n)
6. beloved (adj)
7. bestseller (n)
8. book review (n)
9. chapter (n)
10. collection (n)
11. fairy-tale (n)
12. fantasy (n)
13. fiction (n)
14. folktale (n)
15. foreshadowing (adj)
16. generation (n)
17. genre (n)
18. grab (v)
19. influence (v)
20. inspirational (adj)
21. legend (n)
22. literature (n)
23. manuscript (n)
24. melodrama (n)
25. mystery (n)
26. nonfiction (n)
27. owe (v)

WORD LIST

- 28. plot (n)
- 29. poetry (n)
- 30. predictable (adj)
- 31. public (adj)
- 32. publish (v)
- 33. real (adj)
- 34. recently (adv)
- 35. reveal (v)
- 36. romance (n)
- 37. science fiction (n)
- 38. scrap (v)
- 39. section (n)
- 40. spontaneous (adj)

Unit 8.

- 1. academic (adj)
- 2. acknowledge (v)
- 3. assignment (n)
- 4. attribute (v)
- 5. available (adj)
- 6. background (n)
- 7. basic (adj)
- 8. belong (v)
- 9. citation (n)
- 10. common (adj)
- 11. complicated (adj)
- 12. confusing (adj)
- 13. copy (v)
- 14. copyright protection (n)
- 15. decade (n)
- 16. derive (v)
- 17. detect (v)
- 18. direct (adj)
- 19. effective (adj)
- 20. follow (v)
- 21. fraud (n)
- 22. indirect (adj)
- 23. integrate (v)
- 24. offence (n)
- 25. original (adj)
- 26. overwhelming (adj)
- 27. paste (v)
- 28. plagiarize (v)
- 29. property (n)
- 30. realize (v)
- 31. reason (n)
- 32. reference (n)
- 33. research (n)
- 34. scholarship (n)

- 35. shift (n)
- 36. stressed (adj)
- 37. software (n)
- 38. submit (v)
- 39. tendency (n)
- 40. type (n)

Unit 9.

- 1. achieve (v)
- 2. assistance (n)
- 3. benefit (n)
- 4. clarify (v)
- 5. compliment (v)
- 6. comprehend (v)
- 7. consider (v)
- 8. considerable (adj)
- 9. disapprove (v)
- 10. discovery (n)
- 11. entire (adj)
- 12. essential (adj)
- 13. evaluate (v)
- 14. explain (v)
- 15. evidence (n)
- 16. feedback (n)
- 17. judge (v)
- 18. identify (v)
- 19. inadequate (adj)
- 20. incompetent (adj)
- 21. incredible (adj)
- 22. instance (n)
- 23. integral (adj)
- 24. involve (v)
- 25. mentally (adv)
- 26. performance (n)
- 27. practical (adj)
- 28. prevent (v)
- 29. propose (v)
- 30. purpose (n)
- 31. rubric (n)
- 32. relevant (adj)
- 33. self-conscious (adj)
- 34. self-directed (adj)
- 35. self-regulation (n)
- 36. target (n)
- 37. timetable (n)
- 38. thought (n)
- 39. social (adj)
- 40. unlock (v)

WORD LIST

Unit 10.

1. accomplish (v)
2. achieve (v)
3. adjust (v)
4. amazing (adj)
5. approach (n)
6. avoid (v)
7. capable (adj)
8. cram (v)
9. consistent (adj)
10. current (adj)
11. define (v)
12. discouraged (adj)
13. diverge (v)
14. excursion (n)
15. exist (v)
16. goal (n)
17. highlight (v)
18. intensive (adj)
19. journal (n)
20. lecture (n)
21. manageable (adj)
22. motivation (n)
23. nimble (adj)
24. objective (n)
25. particular (adj)
26. pay (v)
27. performer (n)
28. perspective (adj)
29. principal (n)
30. progress (n)
31. reflect (v)
32. realistically (adv)
33. review (v)
34. sacrifice (v)
35. schedule (n)
36. session (n)
37. separate (v)
38. supervisor (n)
39. timeline (n)
40. wrestling (n)

TAPE SCRIPTS

T. 1.

1. Hello my name is Alisher. I want to share with you about how I get success in learning English. I am an engineer. It was difficult, but I did my best. I started learning on the internet. I found the web sites where I could chat with foreigners. It became more interesting, because I started to communicate with native speakers, and using computer improved my IT skills. In order to get high results you should practise regularly all the vocabulary which you have learned. Active learning is a highly valuable tool for self-assessment and professional development.

2. Hi. I am Temur. I am a student. To learn English I decided to go to the English club. There we used different activities. I started to get more feedback from teachers and friends, that was helpful for me to be more confident. Focusing on is also necessary when you are involved in different activities because you can see your own mistakes. Active learner learns to collaborate and share the process of learning with others. Because of this, I improved my communicative skills.

3. Hi. I am Nargiza. My friend invited me to take part in one project where knowing English was important. I said that it was not for me. I had difficulties in English. Anyway, she made me take part in. It was easy to learn a foreign language. I was involved in a project through active learning. It is important to organize information to have results in your project. In that case, you may find information easily. To have your own learning style is a necessary criterion in active learning.

T. 2

(S=Sayyora, P=professor)

S: Good morning, Professor!

P: Good morning, Sayyora. It's nice that you have come earlier. I wanted to have a talk with you about your attendance.

S: I'm so sorry, Professor. I couldn't attend your previous lesson... .

P: Not only the previous one. You have missed my lectures several times.

S: I'm doing self-study, but it's not much more effective.

P: This is not enough. Your progress depends on several factors.

S: What factors?

P: Are you doing tutorial work?

S: No. Is it necessary?

P: It's about 20% of your desired achievement. Your tutor consults, checks and supports encouragement. And while attending lectures you will gain necessary knowledge to make presentations which leads and contributes you to feel self-confidence in front of the audience.

S: OK, I'll take into consideration. But ... I'm quite shy and I feel nervous in front of the audience.

P: That's why collaborating in argumentative and supportive group work is essential. Every member of the group tries to support each other in order to achieve success. There you'll learn how to act in a group and self-evaluate yourself.

S: Thanks a lot. This information is useful.

P: One more thing, doing quizzes helps you to self-assess your knowledge.

S: But when I start doing them, I feel sleepy.

P: Remember! They will help you to consolidate your knowledge. And, of course the main point is that your absence decreases your chance of using free and compulsory education.

S: Thanks one more time, Sir. I'll try to follow your advice.

P: You're always welcome! (the bell is ringing) It is high time to start our lesson...

TAPE SCRIPTS

T.3

Climate change has been in the news for years. But what is it? And how will it affect us? To understand climate change, you first need to know about greenhouse effect. The Earth gets heat from the sun. In the atmosphere, greenhouse gases like carbon dioxide trap this heat and keep it from escaping from back to outer space. Trapping some heat in the atmosphere is a good thing because it keeps the planet warm enough for us to live. But there is a problem. People all over the world are adding extra carbon dioxide to the atmosphere. That's because we burn fossil fuels like coal, oil, and gas to do many of our everyday activities, like driving our cars, using our computers, and heating our homes. All this extra carbon dioxide is trapping more heat in the atmosphere, making the Earth warmer and causing other climate changes too. The signs of climate change are all around us. The temperature is getting warmer, giant ice sheets are melting, and the oceans are rising. In many places, flowers are blooming earlier, snow is melting sooner, and birds aren't flying as far south for the winter. So why does this matter? Well, if the planet keeps getting warmer, we can expect more powerful storms and more flooding, droughts, and heat waves. And this changes could cause additional problems, like the spread of certain diseases, more wildfires, and food and water shortages. Climate change could put entire ecosystems, like coral reefs, in danger, and many plants and animals could become extinct. The good news is that we can take an action. We can put less carbon dioxide into the atmosphere if we generate the electricity from the clean sources like solar and wind power instead of burning coal, oil,

or gas. We can also drive less, use public transport, and choose cars for that go further using less gas. And you can do your part. Reduce your energy use by turning off the lights, computers and TV when you're not using them, and walk or ride your bike to work or school. By making smart choices and working together, we can make a difference.

T.4.

"The Rain Forest Song"

J. P. Taylor

**Here's a song about a place
That's threatened by the human race**

Want to let you know, want to let you know

**Tropical rain falls on tropical trees
The tropical rain forest won't you please**

Help us save it now, help us save it now

Chorus:

Ooh, it gives us air to breathe

Ooh, the animals call it home

Ooh, its medicines help you and me

Ooh, help us save it before it's gone

**They burn and cut it down to farm
But we all know it's doing harm
To the animals, there's no place to go**

Monkeys rush from tree to tree

Calling out for their family

Fire's coming now, must escape somehow

Chorus

All the birds in all the trees

Every insect and every leaf

Is important, too, here's what we must do

TAPE SCRIPTS

**Tell everybody that it's not okay
To let the forests just burn away
Got to say it loud, got to say it
proud!**

Chorus

T.5

1.

Woman: I've just been feeling really stressed lately. I'm shouting at my family, and I start crying at the smallest thing. I'm so tense all the time. Can you give me something to make me feel more relaxed?

Doctor: Well, I'm not the kind of doctor who will prescribe drugs for something that just requires a change in lifestyle. What do you do for pleasure these days?

Woman: I don't know. I watch some TV in the evenings.

Doctor: Do you get much exercise?

Woman: No. But I watch my weight. I don't overeat.

Doctor: That's not the point. Exercise isn't just about losing weight. It's about relaxation, getting some fresh air and being involved in an activity that you have some control over. It helps you to clear your mind. So, what I want you to do for the next week is to do at least 30 minutes of physical activity every day. It doesn't matter what. Just as long as you're getting, your heart rates up.

2.

Patient: I've been having problems with my wisdom tooth. It's really painful.

Dentist: Yes, I can see the side of your face is swollen. Let me have a look... Ah, yes, you've got an infection here.

Patient: Will I need to get the tooth taken out?

Dentist: I don't think we need to do an extraction yet. The tooth will probably come through alright. It

often takes a long time. I can give you some antibiotics for the infection, though.

Patient: Okay.

Dentist: Take one, three times a day. Make sure you finish the course. Don't stop taking the tablets until the infection goes away.

Patient: Okay, thanks.

3.

Doctor: What seems to be the problem?

Patient: I've got a really bad headache, and a blocked nose. I have a sore throat too, and I've just got no energy at all.

Doctor: It sounds like a bad case of flu. There's a bad bug going around at the moment.

Patient: Can you give me anything for it?

Doctor: There's no point in giving antibiotics – it will have no effect on a virus. What you need is plenty of rest, and drink lots of liquids. You should feel better in about three days. If you don't, come back and see me again.

Patient: Alright.

4.

Dietician: Can you take off your shoes and jump on the scales, please?

Patient: Oh, I hate this part...

Dietician: Hmm, yes, well, clearly you are considerably overweight. Have you tried dieting?

Patient: Loads of times, but it doesn't work for me.

Dietician: Well, it's important that you do – otherwise, you're going to get really sick one of these days. There are lots of problems associated with obesity – heart disease, diabetes and many more. I really suggest you eating more healthily. And if you can't manage it yourself, join a group like Weightwatchers. They can give you some support.

Patient: Okay, I'll give it a go.

TAPE SCRIPTS

T.6

(SN – School nurse, M – Mother)

SN: Hello, I'm the school nurse. I believe you wanted to see me.

M: Yes, I'm a bit worried about my son's weight. I think, he's, perhaps, a bit too fat.

SN: OK. Let's think about that: what is he like with his eating habits?

M: Oh, he likes his food.

SN: He does. Does he eat lots of fruit and vegetables?

M: Well, you know, he likes bananas.

SN: Do you know how many fruits and vegetables a child should have every day?

M: No, not really.

SN: We like to suggest five portions.

M: OK. I see, is there anything else apart from... .

SN: Is he very active?

M: Eh, well, I don't know really – he runs around at playtime, I suppose.

SN: How does he get to school in the morning?

M: Oh, we go in the car.

SN: Is there any possibility you could walk or he could ride his bicycle?

M: I think riding a bike's a bit dangerous, don't you? And we're always a bit short of time in the morning.

SN: OK. That can be difficult, how about after school; does he do any activities after school?

M: No, he usually watches TV.

SN: Is there any way you could take him to the park once or twice a week or maybe to the swimming pool?

M: Yeah, we could go down the park, I suppose. We could do that, we could try anyway.

SN: OK, so if you just try to increase the amount of fruit and vegetables that he eats, eh, maybe a few less snacks. Does he eat a lot of snacks?..

T.7

Good evening, everyone. As many of you know, I often travel for my job as rug buyer. And this evening I have been asked to give a talk about travelling in Europe and Asia. I'll try to pass on some useful advice for those of you who are planning to travel there yourselves. At the end of my talk, I'll be happy to answer the questions.

My first piece of advice is to work hard on your research before you go if you want to make your trip enjoyable and rewarding. I plan my trips very carefully for at least three months before I leave, reading about the places I am going to visit on the Internet and in books

I had a very memorable trip recently, starting out in Morocco. The city of Marrakesh is an absolutely amazing place to visit and well worth adding to your itinerary. Try to stay near the old part of the city. There are so many historical buildings and so much to see. The mosque, in particular, is very beautiful.

After leaving Morocco I took a long tiring boat ride to Turkey. It was a well worth trip, especially if you like local crafts. I bought a beautiful Turkish carpet in one of the villages while I was there. The man that sold it to me spoke very good English and he told me all about the different styles of carpet. I was fascinated to see the extraordinary range of patterns.

I left the small mountain village of Turkey to travel to the huge, crowded cities of India. India is a fascinating country, and I have always enjoyed my visits there. Everywhere you go the people are very welcoming and friendly towards visitors. They always seem pleased to see you. It is easy to see why India is such a popular destination for travellers.

TAPE SCRIPTS

One of the highlights for me during this visit was the Gujarati Textile Museum. It was the first time I had been there. If you are interested in textiles, this museum is really impressive, with lots of information and some absolutely stunning examples of Indian silk embroidery and other fabrics.

If you are interested in seeing wildlife, I recommend travelling to most remote areas of the country. I was amazed by the variety of wonderful animals, which I saw on my trip and the most incredible colourful birds with vivid blue and green feathers. I also saw several poisonous spiders, although, I have to say, that I found the insects rather frightening!

T.8

Speaker 1

I live in a quite little village about 300 kilometers from the nearest big city. Although, it's a long way, the drive from the city is well worth the effort, because the surrounding countryside is very scenic. I like living here, because it's so peaceful and the air is really fresh, so it's much nicer than in the city. It's a pretty sleepy village, but on Sundays there is a huge market and people come from all the neighbouring villages to buy and sell their local produce.

Speaker 2

The most popular part of my hometown is the beach. We have long stretches of white sand and the water is crystal clear. The sea can be very calm at times, but the surf can also be spectacular. Visitors, who enjoy water sports, are really well catered for, as you can go snorkeling, scuba diving and deep-sea fishing. Soon we are going to get our own airport, but for now people can only get here by ferry.

Speaker 3

My city is famous for skyscrapers, statues and fountains, but, most of

all, for it's shopping! You can buy anything you want here and we have over fifty large shopping malls. We get a lot of oversea visitors, so our airport is one of the busiest in the world. It's a very exciting and cosmopolitan place to live. Most people don't drive, because there are always traffic jams, but the public transport is really well organised. We have some great attractions nearby for visitors, as well as huge sports stadium and fantastic theme parks. I suppose, the only downside is that the air can get a little polluted at times.

Speaker 4

My village is 200 metres above the sea level and we overlook the villages and lakes down in the village below. It is very picturesque up here so we get a lot of visitors, especially artists who want to paint the landscape. They also like our traditional houses. The air is very crisp up here as well, so a lot of people come up here to escape the heat in the city. The roads are pretty treacherous because they are very steep and winding, so most people arrive by train. The scenery on the way up here is really breathtaking.

T.9

What is marketing? How would you explain marketing? The first few words that usually pop into a person's head are that marketing equals sales. Marketing is not just personal selling or even just advertising. Most people define marketing in a very limited way. Marketing includes activities such as Public relations, Sales promotion, Advertising, Social Media, Pricing, Distribution and many other functions. Companies have increased their marketing budgets dramatically. For example, it is estimated that companies spend over 15 billion

TAPE SCRIPTS

dollars annually on marketing to just kids. This is an increase of over 2.5 times more than they were spending in 1992. The cumulative function of marketing is to Communicate, Deliver, Create value to the consumer. In addition, companies must take into consideration their employees, stakeholders and society. The most successful companies engage in very consumer oriented marketing, they spend enormous amount of time, money and resources examining the everyday lives of their customers. And then create products to fill a need. Examples of companies that are known for creative, leading-edge marketing are Disney, Pepsi, Apple and Procter and Gamble. Marketing is made up of four elements: Product, Place, Promotion and Price. The elements must be used in a cohesive plan to effectively target the consumer. A product can be either a physical product or a service. Place is where the product is purchased. Price is the amount a consumer pays for a product. And promotion consists of communication tools used to effectively get the company's message out. The official definition of marketing is – it is a philosophy whose main focus is providing customer satisfaction.

T.10

- Hello, can I help you?
- No, thanks, I am just browsing?
- OK. Let me know if you need any help.
- Actually, do you have any dresses in stock?
- Yes, let me show you.
- Hmm, I like this one. Do you have it in another colour?
- Yes. This dress also comes in red, blue, black and green.
- I'd like to try the blue one, please.

- Sure. The changing rooms are over there.
- Can I try this in a smaller size?
- Sorry. We don't have any in stock left in that colour. Would you like to try another colour?
- Hmm... I really like the blue one.
- We have a special offer: buy one, get free one.
- Really? That's a bargain!
- Yes, we have a lot of special deals on our clothing.
- In that case, I'll take the red one and the black one.
- Would you like anything else?
- No, thanks. I'll just get this. Can I pay by card?
- Of course. Please, enter your PIN.
- Hmm... What is my PIN number? Oh, yes.
- Please wait one moment... Sign here.
- Can I get a receipt?
- Of course. Here you go!
- Thank you. Have a nice day!
- Thanks for shopping with us!

T.11

Conversation 1:

- Hi, is this Moon Luck restaurant?
- Yes, it is. On this side. How may I help you?
- Actually I wanted to ask if I can book a section of the restaurant for a birthday party.
- Yes, you definitely can. But you will have to pay extra for that.
- Yes, I'm willing to pay extra. I have around 20 people on my guest list, how much would it cost?
- With meal and extra charges, it would cost you around 1200 dollars.
- Okay, fine. Can you reserve tables for 25 people for the party coming this Thursday? From 2 to 6.
- Yes, sure. If you want, we can also decorate the section for you, free of charge.

TAPE SCRIPTS

- Yes, sure thank you.
- You are welcome. Have a nice day!

Conversation 2:

- Good morning.
- Good morning. What can I do for you today?
- I just need a haircut.
- Sure. How would you like me to cut it?
- Short, please.
- Yes, Sir. I see your hair is quite rough. I'll...shampoo it first.
- No problem. Just make sure you cut it short, but not too short.

Conversation 3:

- Hello.
- Hello. Nice day, isn't it?
- Yes, but it is a little chilly.
- How can I help you?
- I would like to pick up my dry cleaning, please. I brought it last night.
- Do you have a claim check?
- Yes, here it is. The name is Ran-Mansoureh Ran.
- You have one suit and two pairs of trousers?
- That's right. The suit is my husband's.
- I'll see if they are ready.
- Oh, I have these dresses that I would like to have cleaned, too.

T.12

Speaker 1:

- Yes. Good morning. I'm calling to say I still haven't received the books I ordered from your website over 3 weeks ago. I called this number last week and a colleague of yours told me they would arrive by Monday. Well, it's Wednesday now and there is still no sign of them. Please, can you check if my order has been sent?

Speaker 2:

- Hi, I ordered a dress from your website which arrived a few days ago. I've tried it on, though, and I don't think I like it after all. It isn't damaged or anything it just doesn't suit me. Is it possible to send it back and get a refund, please.

Speaker 3:

- Good afternoon. I ordered a teapot from your shopping site 3 weeks ago and you sent me a totally different model from the one I ordered. I sent it back to you. But now you've sent me the wrong one again. I know that mistakes happen, but I can't believe this has happened twice I really do feel like deserving an apology for this.

Speaker 4:

- Yes. Hello, I'm very concerned. I've recently bought a pair of jeans from your online catalogue and paid by credit card. Now I've just received my credit card bill and I can see that you've charged me twice for the jeans. I definitely only ordered one pair. Could you look into the matter and send me a refund, please?

Speaker 5:

- Good morning, I'm calling to complain about the sofa bed that's just been delivered from your company. Unfortunately, it's damaged. The material is all torn on the back, so I'll need to return it. I am very disappointed. It's a gift for my son's birthday, so is it possible for you to send a replacement by express delivery?

T.13

We have great books at our library, but how can you decide which book you want to read? Do I want a fiction or a non-fiction book? One way to select a book is by its genre.

TAPE SCRIPTS

What does genre mean? Think of the category or kind of the book. Fantasy is one type of genre with imaginary characters and settings. Maybe you like historical fiction? These are made up stories of real events that occurred in history. "Once upon a time" is a classic way to start a fairy tale. You probably know many fairy tales. Mysteries are books that are suspenseful. There are usually clues throughout up the book that lead to a solution at the end. Science Fiction books often combine real science theories with imaginary ideas. The most popular section of our library these days is the Graphic Novel section. These books use text and pictures to tell a story. Folk tales are myths or fables that have been told over a long period of time, often from generation to generation. Biographies and autobiographies are true stories about real people. If you like books about real subjects with real photographs and facts you probably love informational text. These books inform you about something. Realistic fictions are stories about real life situations, but they're made up. Let's not forget about poetry. Poetry, poetry, poetry.... . We love poetry at our school.

T.14

Mark: You know me, I read anything. Whenever I get a minute, I get a book out. I get through at least a book a week.

Teresa: Lucky you. I never get the chance to read. Maybe, that's not quite true. I did read a good book recently. What is it called? Emm... Wild Swans!

Mark: Wild Swans? Who's that by?

Teresa: A Chinese woman. Her name is Jung Chung.

Mark: What's it about?

Teresa: Well, basically, it's about her family and their life in China. It shows how her life has changed there.

Mark: So, is it a true story?

Teresa: Yeah, in fact, she writes about three generations of her family. I must admit that I didn't know anything about China or Chinese history before, but she makes it really interesting, because you see everything through the eyes of real people. Listen, I'll lend you it if you like...

Mark: Yes, it sounds good! Anyway, I thought you said you never had the chance to read.

Teresa: That's right! I'm in reading in bed at night and after ten minutes I usually fall asleep. *Wild Swans* is over five hundred pages long, so it took me about six months to finish that book...

T.15

Plagiarism is the knowing or, more commonly, unknowing passing of somebody else's ideas, research, opinions as your own.

Plagiarism is where you use anyone else's work without kind of referencing it and acknowledging that you've used someone else's work.

Plagiarism might be cutting and pasting something from a website.

Plagiarism can come in any forms, certainly, over the past decade or so, we've had a shift from the old style of writing out a book.

Now this is the most common form of plagiarism we find, certainly "wholesale" plagiarism.

There will be a tendency to pull paragraphs out, kind of integrate them a little bit.

Plagiarism will be a quote that's not attributed.

TAPE SCRIPTS

T.16

Now this is a boring bit from a friendly librarian. You may be from a different country, you may have used a different referencing system, and you may not have had to reference at all. But here in the UK, this is something we all need to learn. You must reference everything that you use in your work. That might be someone's idea, a thought, their words. It could be an image of the building, a photograph, a painting. That's because it belongs to someone else and not to you. And if you don't reference, you are plagiarizing, and that is the worst academic offence. Some people come to University knowing how to reference and others don't, but it doesn't matter. There are some simple rules for you to follow and lots of help available. Some people think that this is really complicated, but there are actually only two ways to cite somebody else's work in your assignment, direct and indirect citation. For both, you need the author and the date. Direct citation, as you probably know, is where we use the exact same words in the same order as the author. We use quotation marks around these and we also provide the page number. This as well as the author and the date. On the other hand, an indirect citation is where we paraphrase, summarise, or rewrite someone else's work. And for this, remember, you will still need the author and the date. So, remember, you are responsible for this vital academic skill, but don't worry about it. There's plenty of help available.

T.17

Teacher 1: They are making decisions themselves. The greatest discovery is definitely how my students can improve so much from this. It's like an incredible discovery.

Student 1: If you take your time for a self-assessment, it will make it work better, because you have to take time to do your own work and not just hand it in instantly and then, when you realize your mistakes, you can't make it.

Student 2: Check yourself and tell yourself what you did wrong and right. And so you're complimenting yourself. And usually do this on a writing piece you can do it on anything. And it's always about improving, because you know you can do better the next time you write something. You're always looking out for those mistakes, that do make me notice things that you wouldn't usually notice.

Teacher 2: When I came into teaching, the most important thing for me as a teacher was to create independent learners that feeds their entire life.

I say learning, you say growth. I say question, you say answer. I say self-assessment, you say a practical method of helping students to identify their strengths and weaknesses in their own work. It is our hope, that these methods, your students may develop the skills they need as independent, self-directed and lifelong learners. So what's the point of having school, if you can't learn from your mistakes?

T.18

Feedback is a powerful way to achieve improvement in teaching and learning. It is an integral part of every teacher's practice and, when used effectively, can improve the students' learning in as much as eight months. As teachers and school leaders it's essential to understand what evidence-based feedback if we're to unlock the greatest possible benefits for our students.

TAPE SCRIPTS

So what does the research tell us about feedback in teaching?

Feedback is an ongoing process of goal setting, gathering evidence about a student's learning and providing instruction that makes clear the next actions to improve performance. Feedback can be given by the teacher, peers, or the students themselves. Two evidence-based models for feedback have been developed by Hattie and Timperley, and Black and William. Both models propose three important questions for both the student and teacher to consider.

1) Where is the learner going? Students and teachers need to be clear about learning goals and what success looks like. Goals need to be appropriately challenging so the students can succeed and grow.

2) Where is the learner right now? Evidence is gathered about the students' knowledge, skills and performance relative to the learning goals and tasks.

3) How does the learner get there? This involves clarifying the steps the student needs to take to achieve the learning goals. If needed, the teacher adapts or changes the teaching and learning activities to meet the students' needs.

Feedback can be directly related to the learning task, which is useful, however, feedback about the processes underlying the task or about how students self-regulate their learning is more powerful.

T.19

The first strategy is called spaced practice. 5 hours of study crammed into one intensive session is not as good as that same 5 hours spread over two weeks. You'll learn more and get better results with the same amount of time or less. It'll be less stressful than the panic of cramming,

and because you'll learn more you'll also reduce the time you need to study in the future. You won't have to re-learn the same information. Make a plan and schedule for short study sessions into your calendar. This is not about marathon, intensive period of study. Review information from each class, starting a day later. After you've covered the most recent class, go back and study important older information to keep it fresh. And don't just re-read your notes – that is ineffective. Use the other strategies in this video. And leave 2–3 days between study sessions on the same subject, the key is consistent short study sessions over time.

Switch between ideas during a single study session for a particular class, this is called interleaving. Don't study one idea, topic or type of problem for too long. Switching will highlight and contrast the similarities or differences between topics or types of questions. If you're doing problem solving, switching can help you choose the correct approach to solve a problem. This strategy will encourage you to make links between ideas as you switch between them. You want your mind to be nimble and easily able to jump between ideas and know how they relate to each other. Make sure you study enough information to understand an idea. Before you switch, you'll need to figure out what works best for you – don't spend an entire session on one topic, but don't switch too often either. Try to make links between ideas as you move between them. And for your next study session, change the order you work through topics, because that will strengthen your understanding even more. Switching will probably

TAPE SCRIPTS

feel harder than studying one topic for a long time, but remember, we want to use what's most effective, not what's the easiest.

T.20

- 1) My dream job is probably just to draw pictures every day for the rest of my life.
- 2) My dream job is, maybe, to be a principal in a high school. That sounds like it would be fun.
- 3) I'd like to do a production. I'd like to be a performer still, you know, right up until my last breath.
- 4) My dream job is lecturing at Oxford.
- 5) If I could write for the World wrestling Entertainment, that'd be amazing.
- 6) Yeah, my dream job is to become a lecturer at UWS. No other university but UWS.
 - Have they paid you to say that?
 - No
- 7) My dream job would be any job, and I can't say it's a job that already exists right now, but it would just be any job that would help to make people's life easier or better and that would be any sort of job that does that.
- 8) It's hard to explain. I'd like to do a bit of acting, like, presenting.
- 9) Yeah, I wanna be a concept artist for, like, one of the big companies, like Dream Works, Pixar or Weta, so...
- 10) I would love to perform for films, like, I would love to do something in the performance realm, anyway. But something along those lines would be perfect.

PRACTICE

CEFR – The Common European Framework of Reference for Languages

A2 (Waystage / Elementary)

An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.

Examples:

- Can take part in a routine conversation on simple predictable topics.
- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1 (Threshold)

An ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information.

Examples:

- Can ask to open an account at a bank, provided that the procedure is straightforward.
- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while traveling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

LISTENING

IMPROVING LISTENING COMPREHENSION SKILL (TIPS)

7 Ways to Hear English Everywhere

- **to hear:** to receive sound with the ears
- **to listen:** to try to hear

1. The more relaxed and confident you are, the more you enjoy your listening and reading, the better you will do.

2. Make sure you listen a lot, at least an hour a day, whenever you have the chance while doing other tasks. Do so in a relaxed manner. Choose content that interests you, and focus mostly on the meaning.

3. If possible, try to find content that has matching audio and text so that you can look up words or phrases that you are missing. This is not necessary but helpful. However, don't limit yourself to this.

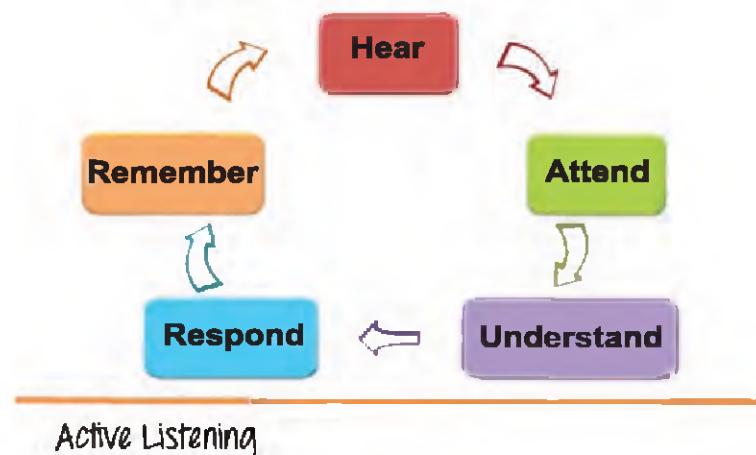
4. When you find audio content that you like, where you are interested in the subject and like the voice, listen more than once to the same audio material. If you like the voice, the intonation and the rhythm of the language it can be easy for you to improve your listening comprehension skill. Wherever possible, while listening or reading for meaning, try to focus on a few phrases or terms that you have just discovered or noticed.

5. When you are at an intermediate or higher level in a language, you need to speak and write a lot. You will then pay more attention to the words and phrases in your reading and listening. This makes your listening more focused, as you come across words and phrases that you once tried to use.

6. Listen to songs in English. Songs in English are everywhere, even on foreign-language radio and TV stations. Listen to them often. Buy some MP3s or CDs, or make recordings, and try to write the words for an entire song. But choose one that is not too difficult. That means it should be reasonably slow, and with real words sung clearly.

7. Most of all remain relaxed, focus on enjoyment, and be confident that you can improve your listening skills a great deal in two months if you remain committed to these activities.

Listening Process



LISTENING

Part 1 (Questions 1–5)

You will hear five utterances. Match the utterances of each speaker (1–5) with the sentences below (A–F). Use each letter only once. One letter is extra.

- a) My parents don't give me a lot of freedom
- b) I'd like to spend more time with my parents
- c) My parents put a lot of pressure on me to work hard
- d) I've learned a lot from talking to my parents
- e) My parents don't agree with my future plans
- f) My parents try to choose my friends for me

- Q1 Speaker 1 –**
- Q2 Speaker 2 –**
- Q3 Speaker 3 –**
- Q4 Speaker 4 –**
- Q5 Speaker 5 –**

Part 2 (Questions 6–11)

You will hear a conversation between a home-owner and a builder. For questions 6–11, decide if the following statements agree with the information from the conversation or not.

- Q6 A home-owner is experiencing a problem with the garden**
 - a) True
 - b) False
- Q7 Recent bad weather has caused the problem**
 - a) True
 - b) False
- Q8 The builder says the work will take a long time**
 - a) True
 - b) False
- Q9 The home-owner is planning to build a new house**
 - a) True
 - b) False
- Q10 The builder suggests that the home-owner put her ideas on the paper**
 - a) True
 - b) False
- Q11 The builder advises hiring a good architect**
 - a) True
 - b) False

Part 3 (Questions 12–18)

**You will hear people's statements in seven different situations
Choose the best answer A, B or C.**

- Q12. You will hear a woman talking about a sport she is involved in.
Why is the sport no more popular?**
- A) The media tend to ignore it.
 - B) Her team rarely wins any matches.
 - C) Young people aren't interested in it.

LISTENING

Q13. You will hear a radio commercial for a hotel. What is special about it?

- A) The rooms are very cheap.
- B) The food is very good.
- C) The facilities are very impressive.

Q14. You will hear a man talking about a decision of his local town council. How does the man feel about it?

- A) He disapproves of it
- B) He is indifferent to it.
- C) He approves of it.

Q15. You will hear a woman talking to a colleague. What is the problem with his work?

- A) He often arrives late.
- B) He often leaves early.
- C) He takes long breaks during the day.

Q16. You will hear a man talking about his hobby. What does he enjoy about it?

- A) creating something beautiful
- B) spending time on his own
- C) displaying his things in galleries

Q17. You will hear a woman talking about a recent accident. What was unexpected?

- A) the other driver's reaction
- B) the policeman's reaction
- C) her own reaction

Q18. You will hear a man's opinion on whether 16-year-olds should be allowed to vote. What does he think about it?

- A) He disapproves of the idea.
- B) He supports the idea.
- C) He is uncertain about it

Part 4 (Questions 19–24)

You will hear a man called Duncan talking to a group of people about being a photographer. For questions 19–24, choose the best answer, A, B, or C.

Q19. Duncan realized he wanted to be a photographer when ...

- A) he was a child
- B) he left school
- C) he visited Africa

Q20. After Duncan's first trip abroad, he ...

- A) went back to his job in the bank.
- B) decided to return to Africa
- C) planned a visit to Asia.

Q21. How did Duncan feel about the very slow bus journey in India?

- A) pleased he could take lots of photographs
- B) annoyed he could not get out of the bus
- C) worried he would arrive late in Delhi

Q22. He didn't get the photograph of sunrise in Nepal because ...

- A) there were too many people there.
- B) the sun was covered by clouds.
- C) he could only spend one day there.

LISTENING

Q23. Where is he planning to go next?

- A) India
- B) China
- C) South Africa

Q24. His favourite photograph shows...

- A) a child.
- B) a sunset.
- C) some animals

Part 5 (Questions 25–30)

You will hear a conversation between a girl, Louise, and a boy, Adam about Louise's birthday.

Q25 Adam is confused about the date of Louise's birthday.

- a) Correct
- b) Incorrect

Q26 Louise's parents are happy for her to have a party at home.

- a) Correct
- b) Incorrect

Q27 Louise thinks she can have a party if she invites the neighbours.

- a) Correct
- b) Incorrect

Q28 They agree that a restaurant would cost too much for some friends.

- a) Correct
- b) Incorrect

Q29 Louise will bring all the food for the picnic.

- a) Correct
- b) Incorrect

Q30 The picnic will be on Louise's birthday.

- a) Correct
- b) Incorrect

16–21	21–25	26–30
A2	B1	B1+

LISTENING

Part 1 (Questions 1–5)

You will hear ten utterances. Match the utterances of each speaker (1–10) with the statements below (A–L). Use each letter once only.

Note: There are TWO statements which you do not need to use.

- A) Children should get pocket money if they understand its value.
- B) Children shouldn't get pocket money; instead of it, they should learn its value.
- C) Having a credit card can cause troubles.
- D) Having a credit card needs carefully spending.
- E) I believe cashless ways of payment are not safe.
- F) I feel ready for any unexpected situation.
- G) It is children's right to make mistakes when they use pocket money.
- H) Kids are being given less pocket money than they were three years ago.
- I) Pocket money helps to develop some traits of character.
- J) Pocket money is a good opportunity to learn about money management.
- K) Possessing a banking card is not enough.
- L) Using a debit card is an ideal option for on-line shopping.

- Q1. Speaker 1** _____
- Q2. Speaker 2** _____
- Q3. Speaker 3** _____
- Q4. Speaker 4** _____
- Q5. Speaker 5** _____
- Q6. Speaker 6** _____
- Q7. Speaker 7** _____
- Q8. Speaker 8** _____
- Q9. Speaker 9** _____
- Q10. Speaker 10** _____

Part 2 (Questions 11–16)

You will hear a dialogue.

For questions 11–16, decide if the following statements agree with the information from the conversation or not.

Q11. Zoe got the article from one of her teachers.

- A) True B) False

Q12. Zoe thinks that boys prefer friends who are funny.

- A) True B) False

Q13. Jack says he is usually on time.

- A) True B) False

Q14. Jack and his best friend are both in the same class.

- A) True B) False

Q15. Jack says people who worry are unusual.

- A) True B) False

Q16. Zoe thinks that arguing can be positive.

- A) True B) False

LISTENING

Part 3 (Questions 17–22)

You will hear an interview.

For questions 17–22, choose the best answer, A, B, or C.

Q17. According to the professor's theory, ...

- A) all people can equally enjoy benefits of free time.
- B) wealthy people have more leisure time than others.
- C) less prosperous people have more spare time.

Q18. The professor thinks an effective time schedule ...

- A) makes people happier.
- B) encourages efficient work.
- C) helps to avoid stress.

Q19. The professor's research on free time shows that people ...

- A) get nervous about wasting time.
- B) never plan their leisure activities.
- C) often get tired of a long rest.

Q20. The professor is sure that living fast ...

- A) brings about exciting experience.
- B) causes stress and disorders.
- C) improves the quality of life.

Q21. The professor's idea of a different lifestyle is in ...

- A) going back to peaceful days.
- B) changing the order time dictates.
- C) using breaks to slow life down.

Q22. In the professor's opinion people can avoid time pressure only if they ...

- A) give up regular time measurement.
- B) use mobile phones and e-mail on a regular basis.
- C) launch new anti-stress programmes.

Part 4 (questions 23–30)

You will hear part of a lecture.

Choose the best answer, A, B, or C.

Q23. The battle at Antietam Creek is mentioned as ... in the Civil War.

- A) the most prolonged
- B) the most fierce
- C) the most decisive

Q24. Before the Civil War, Mathew Brady ...

- A) used to take pictures of famous people.
- B) worked for the government in Washington.
- C) was involved in conflicts with celebrities.

Q25. Brady was mostly involved in ...

- A) taking pictures of camp life of soldiers.
- B) collecting the photos later attributed to him.
- C) overseeing the work of his employees.

LISTENING

Q26. The lecturer mentions the exhibition at New York gallery because it ...

- A) provided a vivid picture of the consequences of the war.
- B) marked a new era in display of war technologies.
- C) included the first photos of the Civil War leaders.

Q27. The New York Times mentioned that Brady ...

- A) portrayed soldiers as romantic heroes.
- B) changed the public image of the war.
- C) provoked protests among soldiers' mothers.

Q28. One of the limitations of photography of the Civil War period was ...

- A) prohibition to take photos at battlefields.
- B) long time needed to prepare negatives.
- C) impossibility to make action shots.

Q29. Newspapers of that period could NOT ...

- A) use photos to illustrate the story.
- B) send their journalists to cover war.
- C) include drawings on their pages.

Q30. The focus of the lecture is ...

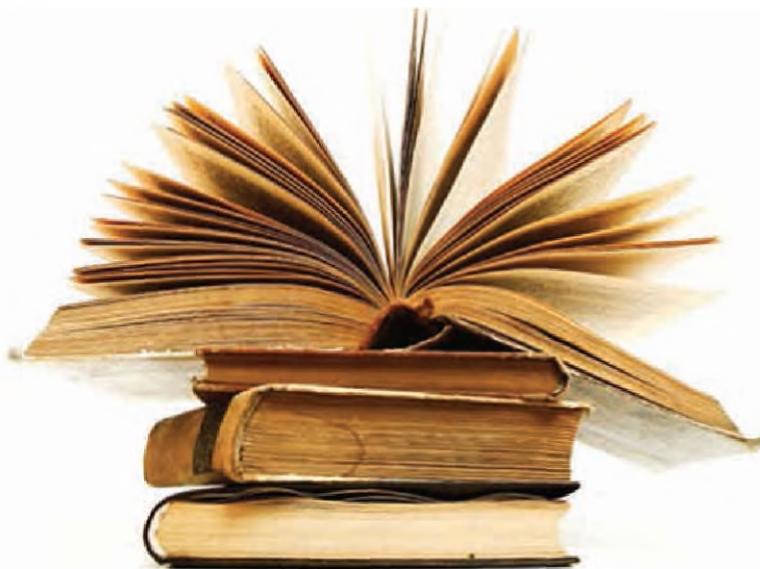
- A) key developments in photography.
- B) early periods of war documentation.
- C) popularization of photo art in the USA.

16–21	21–25	26–30
A2	B1	B1+

READING

READING COMPREHENSION GUIDELINES (TIPS)

- ✓ Keep in mind the exact amount of time you have to complete the exercise.
- ✓ Read the text through quickly without stopping to check your understanding of individual words. The first reading is to get a general understanding of the text.
- ✓ Read the text a second time more carefully. This time take time to pause at sections you may find more difficult.
- ✓ Scan the questions without looking at the answers. See if you can answer the questions easily by yourself. Skip any questions that you cannot answer immediately.
- ✓ Re-read the questions and answer. Skip any questions that you find too difficult.
- ✓ If you cannot find something close to your original answer to the question, take a look at the text again.
- ✓ After you have answered each question, return to the text to find a justification for each of your answers.
- ✓ Return to the questions that you were not able to answer immediately and see if you can answer them now.
- ✓ If you still have time, check that the other possible answers are not specifically referred to the text.



READING

Read through the text and choose ONE answer for each question.

1. Pet Doctor

There's an old saying in the theatre world "Never work with children or animals". It's a pity that Herman Gross has never heard this piece of advice, or if he has, that he didn't pay attention to it. It's not so much that Pet Doctor is a bad film, although I can't really find many reasons for saying it's a good one. It's more that it makes me angry. Gross is a good actor. His appearance on the New York stage last winter in Shakespeare's 'Romeo and Juliet' showed that he really can act. So what's he doing in this nonsense? It's a story about a small town doctor who finds he's making more money by looking after the local children's pets than by looking after humans. Then he gets into trouble with the police, because he doesn't have the right sort of licence to do this and, surprise, the children and their pets find a way to solve his problems. I won't say how, as it's the only part of the film that's even slightly original or amusing. If you have to see it, you'd be annoyed with me for telling you. But my advice is, when it comes to a cinema near you stay in and shampoo the cat.

Questions

- 1. What is the writer trying to do in the text?**
 - a) Compare Herman Gross with another actor.
 - b) Give his or her opinion about using animals in films.
 - c) Give his or her opinion about Pet Doctor.

- 2. The text gives the reader ...**
 - a) information about a new film.
 - b) ideas about how animals should be cared for.
 - c) news about the lives of film stars.

- 3. The writer thinks that Pet Doctor is ...**
 - a) amusing.
 - b) original.
 - c) not worth seeing.

- 4. Why did the writer mention Romeo and Juliet?**
 - a) It's an example of a really good play.
 - b) Gross proved he's a good actor in it.
 - c) The central characters are very young.

- 5. Which one of these TV guides is describing Pet Doctor?**
 - a) A doctor is loved by the children whose pets he cures. But everything goes wrong and he is sent to prison.
 - b) A doctor finds he can cure local animals, then discovers this isn't allowed. But it all finishes happily.
 - c) A doctor prefers animals to humans and stops looking after his patients. People are dying, the animals are cured, then the police arrive ...

READING

2. The Body Shop

When I opened the first 'Body Shop' in 1976 my only object was to earn enough to feed my children. Today 'The Body Shop' is an international company rapidly growing all around the world. In the years since we began I have learned a lot. Much of what I have learned will be found in this book, for I believe that we, as a company, have something worth saying about how to run a successful business without giving up what we really believe in. It's not a normal business book, it is just about my life. The message is that to succeed in business you have to be different. Business can be fun, business can be run with love and it can do good. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for 'The Body Shop' to feel the same way.

Now this book sends these ideas of mine out into the world, makes them public. I'd like to think there are no limits to our 'family', no limits to what can be done. I find that an exciting thought. I hope you do, too.

Questions

- 1. What is the writer's main purpose in writing this text?**
 - a) To tell the reader her life story.
 - b) To introduce her ideas to the reader.
 - c) To explain how international companies operate.

- 2. What would someone learn from this text?**
 - a) How to make a lot of money.
 - b) How to write a book about business.
 - c) What the writer's book is about.

- 3. How does the writer feel about the business she runs?**
 - a) She just runs it for her own entertainment.
 - b) It is not like any other company.
 - c) It is likely to become even more successful.

- 4. What kind of workers does the writer like to employ?**
 - a) Workers who get on well with the public.
 - b) Workers who have the same attitude as she does.
 - c) Workers who have their own families.

- 5. What kind of person does the writer seem to be?**
 - a) She seems to be someone with strong opinions.
 - b) She doesn't seem to be very confident.
 - c) She sees running business as just a job.

READING

3. The Toy Museum

This museum is in the centre of the town, a few metres from the cathedral, and near the market. It contains dolls, dolls' houses, books, games and pastimes, mechanical and constructional toys. In this collection there are toys made by all sorts of toy manufacturers from the most important to the smallest, including the most ordinary toys and the most precious. There are also records of children's pastimes over the last hundred and fifty years. Most major manufacturing countries of Europe had toy industries in the last century; French and German factories produced millions of toys each year. Many collectors of toys think that the second half of the nineteenth century was the best period for toy production and the museum has many examples of toys from this period, which are still in perfect condition. There is now a growing interest in the toys of the 1920s and 1930s and as a result of this the museum has begun to build up a collection from these years. Visitors to the museum will find that someone is always available to answer questions – we hope you will visit us. Hours of opening 10.00–17.30 every day (except December 25 and 26)

Questions

- 1. This writing is from ...**
 - a) an advertisement.
 - b) a school history book.
 - c) a storybook.

- 2. What is the writer trying to do?**
 - a) To give advice.
 - b) To give opinions.
 - c) To give information.

- 3. The museum has so many toys from the late 19th century because**
...
 - a) it is located in the middle of town.
 - b) many consider this period the best for manufactured toys.
 - c) visitors are interested in toys from that time.

- 4. What period of toy manufacturing is receiving increased attention?**
 - a) Every day except December.
 - b) The 1920s and 1930s.
 - c) The 20th century.

- 5. Which of the following advertisements would you find outside the Toy Museum?**
 - a) Toys of Ancient Civilizations
 - b) BEFORE TV! – a special exhibition of indoor games from 1890 to 1940
 - c) How Children Dressed 1600–1900 "Clothes for all Ages"

READING

4. Photo printing firm pays out compensation

Charlotte King made a once-in-a-lifetime visit to China last October and took lots of photographs. When she got back, she decided to send away her films for printing one at a time. In this way she would be more easily able to match her photographs to the diary she had kept while she was there. It was a good thing that she did, because the first film she sent to the company for printing was lost. Miss King was very upset that she would never see her precious pictures of Shanghai and Souzhou. The company offered her a free roll of film, but Miss King refused to accept this offer and wrote back to say that their offer wasn't enough. They then offered her £20 but she refused this too and asked for £75, which she thought was quite fair. When the firm refused to pay, she said she would go to court. Before the matter went to court, however, the firm decided to pay Miss King £75. This shows what can be done if you make the effort to complain to a firm or manufacturer and insist on getting fair treatment.

Questions

- 1. What is the writer trying to do?**
 - a) To complain about photographic printing.
 - b) To give advice on how to complain.
 - c) To inform us about legal problems.

- 2. This text is from ...**
 - a) a diary.
 - b) a letter.
 - c) a newspaper.

- 3. Before her visit, Charlotte had ...**
 - a) been to China once before.
 - b) never been to China before.
 - c) already been to China several times.

- 4. It was a good thing that Miss King sent her films away one at a time because ...**
 - a) not all the films were lost.
 - b) she was offered a free roll of film.
 - c) she was able to complete her diary.

- 5. When Miss King said she would go to court, the company ...**
 - a) offered her £20.
 - b) said their offer wasn't enough.
 - c) made the decision to pay £75.

READING

5. Alternative medicine

Alternative medicine is, by definition, an alternative to something else: modern, Western medicine. But the term 'alternative' can be misleading, even off-putting for some people. Few practitioners of homeopathy, acupuncture, herbalism and the like regard their therapies as complete substitutes for modern medicine. Rather, they consider their disciplines as supplementary to orthodox medicine. The problem is that many doctors refuse even to recognize 'natural' or alternative medicine, to do so calls for a radically different view of health, illness and cure. But whatever doctors may think, the demand for alternative forms of medical therapy is stronger than ever before, as the limitations of modern medical science become more widely understood. Alternative therapies are often dismissed by orthodox medicine because they are sometimes administered by people with no formal medical training. But, in comparison with many traditional therapies, western medicine as we know it today is a very recent phenomenon. Until only 150 years ago, herbal medicine and simple inorganic compounds were the most effective treatments available. Despite the medical establishment's intolerant attitude, alternative therapies are being accepted by more and more doctors, and the World Health Organization has agreed to promote the integration of proven, valuable, 'alternative' knowledge and skills in western medicine.

Questions

- 1. The term 'alternative' is ...**
 - a) not entirely appropriate.
 - b) rejected by Western medicine.
 - c) very recent.
- 2. Alternative therapy is often rejected by conventional doctors because**
...
 - a) it is not beneficial.
 - b) it is misleading.
 - c) practitioners are often not qualified.
- 3. Few practitioners of alternative medicine think their therapies should**
...
 - a) substitute modern medicine.
 - b) complement modern medicine.
 - c) be accepted by the medical establishment.
- 4. Western medicine ...**
 - a) is based on many traditional therapies.
 - b) has existed for a comparatively short time.
 - c) is practised by people with no formal medical training.
- 5. The World Health Organization ...**
 - a) has an intolerant attitude towards alternative therapies.
 - b) will support effective knowledge and skills.
 - c) will support all alternative medicine.

READING

Read through the text and say whether the following statements are True or False.

1. Norwich

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. The first cathedral was built in 1095 and has recently celebrated its 900th anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800th anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently. Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16th century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year.

Nowadays, there are far fewer churches and pubs. With its fast growing university student population and its success as a modern commercial centre, the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafes, excellent restaurants, and a number of arts and leisure centres. Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city and next to the new development.

Questions

1. The River Wensum flows through East Anglia. _____
2. People have lived by the River Wensum for at least 2,000 years. _____
3. In the 11th century Norwich was a small village. _____
4. Norwich has been a city since its first cathedral was built. _____
5. Norwich has always been one of the smallest English cities. _____
6. The number of students in Norwich is increasing. _____
7. The Castle Mall took more than two years to build. _____
8. Norwich people still like shopping at the old market. _____
9. The city park surrounds the Mall. _____

READING

2. Carnival Safety Success

This year's Notting Hill Carnival, Europe's biggest street festival, was the best ever. Despite the cloudy skies, the carnival brought the streets to life in its own unique way with record numbers and little reported crime. After the two murders in 2009, there had been major safety worries concerning this year's carnival. To deal with these fears several changes were made. Firstly, the route for the carnival was changed to avoid the narrowest streets in Notting Hill, a residential area with many small roads. Secondly, the carnival organisers provided more stewards and they received better training. Finally, the organisers ensured that the ending time, 9 p.m., was closely observed.

Following these changes, Carnival 2010 saw more than a million people party in the streets of Notting Hill. More than 3,000 people dressed in spectacular colourful costumes paraded and danced through the streets, crowds of four and five people deep lined the route to try and see the event. Residents partied on apartment balconies and even the police took part.

Apart from the carnival parade, the local area was filled with sound systems pumping out music of all different kinds – Samba, Reggae and Rap music being the most common.

Police yesterday said that 56 arrests were made over the weekend, which included 30 arrests for pick-pocketing and three for robbery. The chairman of the Notting Hill Carnival Trust, Chris Mullard, yesterday said, "The criticism of the event has been ill-founded and I hope people will now see the carnival for what it is; a wonderful opportunity to project the multiculturalism that is metropolitan London."

Questions

1. In Europe, there is a bigger festival than Notting Hill Carnival. _____
2. The weather was very good at this year's Carnival. _____
3. The carnival parade went a different way this year. _____
4. Many activities continued till midnight. _____
5. Over a million people wore special costumes. _____
6. For some people, it was difficult to see the parade. _____
7. Some police officers danced and partied. _____
8. There were many kinds of music. _____
9. More than half the arrests were for theft. _____
10. The carnival represents only one group or community in London. _____

READING

3. The Western Alphabet

The Western alphabet, which is used in Europe, the Americas, Africa, Australia and New Zealand as well as in other countries, originated in the Middle East. The people who gave the world this alphabet were the Phoenicians, people who established colonies all over the Mediterranean, including Carthage in Africa and Gades in Spain. In their alphabet, the letters were represented by little pictures which represented sounds. The Phoenician A was aleph, which means "bull", and it was made from a little picture of a bull's head. The letter B was Beth which meant "house", and showed the round-roofed buildings which you can still see today in Syria. The Phoenicians had contact with another nation of sailors, the Greeks, with whom they fought and traded. The Greeks also started to use the Phoenician alphabet. They changed the names so aleph and beth became alpha and beta. The shapes of the letters are the same but they have been turned sideways. Of course, the first two letters of the alphabet give it its name. Over the years there have been changes. Latin developed an alphabet with some different letters to the Greeks, and other letters have been added since. But really westerners are using the same system of writing which has served them so well for thousands of years.

Questions

T F

1. The purpose of this text is to tell something of Phoenician history.
2. The information in the text is meant to be funny.
3. The Phoenicians came from Carthage.
4. The Phoenicians were a nation of sailors.
5. The Phoenician alphabet was composed of individual signs.
6. The Greeks turned the letters in a different direction.
7. The Greeks developed the alphabet from Latin.
8. There were fewer letters in the original alphabet than there are now.
9. Three letters compose the name of the alphabet.
10. Our modern system of writing is similar to the Phoenician alphabet.

READING

4. The Battle of Bannockburn

Robert the Bruce, King of Scotland, is one of the great heroes of Scottish history. At that time the English king Edward II wanted to rule the whole country, but Robert the Bruce helped the Scots to resist and to form a large army which attacked Stirling castle. King Edward's army came to help the soldiers in the castle, and the two armies met at the small town of Bannockburn on June 24, 1314. At that time the strongest part of the English army was bowmen. These bowmen, with their long bows had won many victories for the English in France. The Scots did not have many bowmen, so when the English archers attacked they could not defend themselves or fight back. However, Robert the Bruce was ready for this, and he called for his cavalry, (his soldiers on horseback). The horses were too quick for the bowmen, and the Scots knights chased them from the battlefield. As the English knights advanced, Robert the Bruce ordered the Scots to put sharp sticks in front of their soldiers, and to dig holes in the ground for the English cavalry to fall into. As a result, the English were discouraged by what happened and they did not fight very well. Many people in the area knew that a great battle was being fought, and when they heard that the Scots army was winning, they came to watch the battle. The English soldiers saw them appear on the top of a nearby hill, and they thought that they were another Scottish army arriving. The English were terrified that they would be caught between two Scots armies and they ran away. Then the Scots cavalry returned to the battle and the horsemen killed many English soldiers as they ran away. After this, the English army never really succeeded in conquering Scotland, also because they had to fight wars in other countries, such as France and Holland.

Questions

1. The battle of Bannockburn was in the 14th Century.
2. The battle took place in winter.
3. At the time of the battle the English were in Stirling Castle.
4. Many Scots at Bannockburn were killed by arrows.
5. The English bowmen were the weakest part of the English army.
6. The English horsemen chased the Scots horsemen away.
7. It was very difficult for the English to attack the Scots army.
8. The English were frightened when another Scottish army appeared.
9. The English soldiers won the battle.
10. Scotland was also fighting with the French.

T	F

READING

5. Facebook

Do you use any of the social networking websites which are so popular these days, the places where you can connect with friends and relatives and meet people who share the same interests with you? If you're younger, you may use MySpace. Young adults are more likely to be found on Facebook and busy professionals may prefer something like LinkedIn. But at least two of these sites have one thing in common: apart from being social spaces where you can meet and chat to people, share photos and other things, they've all added new verbs and nouns to the language in the past couple of years. Let's take a look at some examples. You can facebook your holiday photos (upload them to your Facebook page), facebook someone to see who they are (look him up in Facebook), facebook someone about a party (contact someone through their Facebook page) and ask permission to facebook someone (add them as a Facebook friend). As you can see, 'facebook' is a pretty versatile word, and you could say the same about 'myspace', which you will find being used in much the same way all over the Net. LinkedIn (being a more adult, professional community) has not been used in the same way. While you're 'facebooking' or 'myspacing' you may also find yourself 'commenting' (writing a comment on someone's Facebook or MySpace page), as in this example: 'I commented Mary that she should come to the pub on Saturday and she commented me that she couldn't, because she was going away for the weekend'.

Questions

- | | T | F |
|---|--------------------------|--------------------------|
| 1. People who use Myspace are generally not as old as people who use Facebook. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. LinkedIn is for people with good jobs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sites like these have given new words such as adverbs and adjectives to the language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Myspace has proven to be a less versatile word than Facebook. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. All three of the sites mentioned have provided some new words. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. In this Internet context, 'to comment' means to leave a message for someone on their site. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. You can use Facebook for different purposes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The new terms have been in use for ten years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The word 'facebook' has various uses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. You need someone's authorisation to add their name to your facebook page. | <input type="checkbox"/> | <input type="checkbox"/> |

READING READING COMPREHENSION LEVEL TEST

(Time limit 15 minutes)

- 1. A dog is bigger than a mouse, but smaller than an elephant.**
 - a) A dog is smaller than a mouse.
 - b) A dog is very big.
 - c) A dog is the biggest.
 - d) An elephant is bigger than a dog.
- 2. Sangay is English, but Teresa isn't; she's American.**
 - a) Teresa is English.
 - b) Sangay isn't English.
 - c) Sangay isn't American.
 - d) Teresa and Sangay aren't English.
- 3. He is the oldest man in the world.**
 - a) He is not as old as my grandmother.
 - b) Many men are older.
 - c) There are no older men anywhere.
 - d) He's older than some other men.
- 4. You can't come without a ticket.**
 - a) You can come if you have a ticket.
 - b) You mustn't go with a ticket.
 - c) You don't need a ticket to come.
 - d) You cannot buy a ticket outside.
- 5. Andrea is looking after the children.**
 - a) She can see the children.
 - b) She is taking care of the children.
 - c) She is looking at the children.
 - d) The children are in front of her.
- 6. They only have one car for the family.**
 - a) They only like cars.
 - b) They do not like any other cars.
 - c) They do not have two cars.
 - d) They have a big family.
- 7. What does Vonica like?**
 - a) What are her favourite things?
 - b) How is she?
 - c) Does she look like Vonica?
 - d) Does she like Vonica?
- 8. He hopes to go home, but he may go to work.**
 - a) He'll be at home before the office.
 - b) It is possible that he will go to work.
 - c) He's allowed to go to work.
 - d) He always goes home after work.
- 9. I want you to clean the car when you come back.**
 - a) You want to clean it.
 - b) We will clean it together.
 - c) I don't want you to forget to clean it.
 - d) I want to clean the car.
- 10. He used to live in England.**
 - a) She is used to live in England.
 - b) She lived in England before, but she doesn't now.
 - c) She lives in England.
 - d) She didn't live in England.
- 11. Shall I take you to the station?**
 - a) Would you like me to take you to the station?
 - b) Must I take you?
 - c) Will it be necessary to take you there?
 - d) Did I take you before?
- 12. They should talk more slowly.**
 - a) They talk too quickly.
 - b) They would like to talk more slowly.
 - c) They might have slower talks.
 - d) Talking is not fast.
- 13. Mirana remembered to phone the doctor.**
 - a) She remembered phoning the doctor.
 - b) Mirana forgot to remember to phone.
 - c) She didn't forget to phone the doctor.
 - d) She remembered that she phoned her.
- 14. Madame Traiviey has lived nearly 115 years.**
 - a) She was very old.
 - b) She is very old.
 - c) She died when she was nearly 115.
 - d) Madame Traiviey has many more years.

READING

15. She can hardly see it.

- a) She sees very hard.
- b) She is hard with it.
- c) She cannot see it very well.
- d) It is hard to see her.

16. Yeuk Yee had her house painted white yesterday.

- a) She had to paint her house white yesterday.
- b) Her house was not blue last week.
- c) They painted her house white for her yesterday.
- d) She painted her house yesterday.

17. Either teacher knows the answer.

- a) One of the teachers knows the answer.
- b) Both teachers know the answer.
- c) All the teachers know the answer.
- d) Any teacher can answer.

18. I'd rather be a millionaire.

- a) I've been a millionaire.
- b) I'd better be a millionaire.
- c) I'd prefer to be a millionaire.
- d) You have more millions than me.

19. You don't have to do this test.

- a) You can choose not to do this test.

b) You mustn't do it.

c) You can't do this test.

d) You have no desire to do it.

20. If Muriel had come, she would have won.

a) If she hadn't won, she'd have come.

b) Muriel didn't win because she didn't come.

c) When Muriel came she always won.

d) She didn't come, but she won anyway.

If your score was _____, your level in reading is _____

4–7	8–12	13–15	16–18	19–20
A 1	A 2	B 1	B 1+	B 2

Note that these levels are approximate. In addition, this test does not evaluate your global or overall level.

SPEAKING

SPEAKING SKILL GUIDELINES (TIPS)

Do you think speaking is the difficult task for you? In fact it is not. Read the following tips and enjoy speaking.

Listen a lot

I mean more than one hour a day, just about every day. Just listen and listen. You will start with short, easier content and graduate to longer more interesting content. Just keep doing it. Ideally listen to material where you also have the transcript so that you have a better chance of understanding it.

Read a lot

Reading is the best way to increase your vocabulary. To express yourself you need words. To communicate you need to understand what the other person is saying, and this requires even more words. The combination of reading and speaking will enable your brain to become used to the new language, and this will build up your potential to speak well.

Imitate

Listening when combined with reading will fill your brain with phrases you recognize and will eventually be able to use. You may want to imitate out loud the odd word or phrase, even as you are listening. This is sometimes referred to as shadowing. But you need even more practice at getting the words out. Listen a few minutes to content for which you have the transcript, and where you like the voice and the way the person speaks. After listening, read the same text out loud trying to imitate the way the person speaks. Focus on the rhythm and intonation. Don't worry about words that you mispronounce, get the rhythm and flow. Do this over and over.

Write

Writing is a great way to start producing the language. You may not really feel like writing much at first. You will only be writing out the words and phrases that you have saved. Hopefully that will give you the confidence to write more. The main thing, however, is to write to get used to expressing things in the language, without the pressure of speaking with someone.

Record yourself

Use of words is more important than pronunciation. However, we all like to work on getting closer to the pronunciation of the native speaker, although we won't quite get there. In order to work on pronunciation, you can practice recording yourself every now and again, perhaps once or twice a month but not too often.

Speak

If you can find someone to speak to where you live, that is great. Don't worry about your mistakes, even encourage your partner not to correct you while you speak.

**I speak
English!**

SPEAKING

SPEAKING SAMPLE QUESTIONS

PART 1 (General questions)

Hometown

- Where is your hometown?
- Is there much to do in your hometown?
- What are the people like in your hometown?

Leisure time

- What do you like to do in your free time?
- Have your leisure activities changed since you were a child?
- Do you prefer to spend your free time alone or with other people?

Time

- Are you good at managing your time?
- How do you manage your time?
- When is it most important for you to manage your time?

Books

- What kind of books do you like to read?
- Do you read the same kind of books now that you read when you were a child?
- When do you think is the best time to read?

PART 2 (description of somebody, something or place)

Describe someone in your family who you really admire

You should say:

- What relation this person is to you
- What are your first memories of this person
- How often you see this person

and explain why do you admire this person

Describe one of your childhood memories

You should say:

- What is it
- When it happened
- How it affected you in your life

and explain why you still remember it

PART 3 (opinion)

In part 3, the Examiner will ask you some questions related to the part 2 topic. The questions usually are argumentative. You should tell your own opinion on the topic.

Life experience

- Do you agree that we learn best from our mistakes?
- What's the best way to gain experience in life?
- Can we gain life experience from books and movies?
- Which is more important, experience or potential?
- What experience do you wish you'd gained?

WRITING WRITING SKILL GUIDELINES (TIPS)

Many people struggle with writing in English and it can seem like a real challenge to improve. Don't worry, though. Here are some simple steps that you can take to improve your written English and impress people with your writing skills.

1. Expand your vocabulary

To express yourself clearly, you need a good active vocabulary. That's not just being able to recognise lots of words – it means actually being able to use them correctly. Do this by learning new words with example sentences, not just word lists.

Tip: When you learn a new word, try to learn all the forms of that word and the prepositions that are usually used with it. (For example, rather than just the word 'depend', make a note of: to depend on, to be dependent on, a dependant.)

2. Master English spelling

You must know how to spell those words correctly. Incorrect spelling changes the meaning of your sentence. Additionally, incorrect spelling makes it difficult for the reader to understand what you've written.

Tip: Practice your spelling using flash cards and test yourself whenever you have some spare time.

3. Read regularly

People often say that we learn to write best by reading. Reading in English is useful in many ways. It is a great way to get an idea of the different styles of writing and see how to use words appropriately.

Tip: Choose books or articles with topics that interest you. Learning shouldn't be boring. Read each text several times to make sure you understand how to use new words and expressions in the text.

4. Improve your grammar

Grammar is very important because it improves the quality of your writing. Always use the appropriate tense and remember to use punctuation. Punctuation is a great way to make your writing clear and fluent.

Tip: Always proof-read your writing twice. The first time, look for general mistakes and the second time look for mistakes with the particular grammar point you are studying at the moment.

5. Just do it!

Writing can be boring. However, the best way to improve is to get a pen and paper or sit in front of your computer and actually write. Be prepared to write several versions of each text because even for professional writers, the first draft is never perfect. Remember, practice makes perfect.



WRITING

KEY WORDS FOR FORMAL LETTER WRITING

Apologizing

I'm sorry about...
I am sorry that...
I'm very sorry about...
I'm very sorry for...
Please forgive me for...
I'd like to apologize for...
Please accept my apologies.
Please accept my sincere apologies.
(very formal)

Asking for Help

I'd be grateful if you could...
I would be grateful if you could...
I would appreciate it if you could...
Could you please...
I was wondering if you could help me. (informal)
I would like to know...

Asking for Information

I am writing to enquire about...
I am writing to find out about...
What I am looking for is...
I would like to know about/if...

Closing

I look forward to seeing you.
I look forward to hearing from you.
I look forward to meeting you.

Complaining / expressing dissatisfaction

I'm writing to express my dissatisfaction with...
I'm writing to express my annoyance with...
I am not happy about...
...was very disappointing.

Conveying regards

Please give my best regards to your family.
Please pass on my best wishes to your wife and children.
Please give my regards to your parents.

Expressing satisfaction

I was delighted to hear that...
I was very happy to learn that...

I was thrilled to find out that...
I was glad to hear that...
...was very enjoyable.

Expressing concern / sympathy

I was sorry to hear about... (your accident/ illness)
I am writing to express my concern about...

Giving bad news

I regret to inform you that... (semi-formal)
I regret to advise you that...

Giving good news

I am pleased to inform you that... (semi-formal)
I am happy to advise you that...
I thought you might like to know that...

Giving reasons

This is because...
This is because of...
This is due to...
This is as a result of...
This is owing to...

Making suggestions

Would it be a good idea to...
Perhaps it would be a good idea to...

Thanking

Thanks.
Thank you.
Thank you very much.
Thank you kindly.
I can't thank you enough.
No words can express my gratitude.
I am extremely grateful for...
I very much appreciate your ...

WRITING

KEY WORDS FOR INFORMAL LETTER WRITING

The words and expressions below are often used by native speakers when writing to friends and relatives. Using them will help you write in an informal style and will also help you organise your letter into clear paragraphs.

Starting your letter (Paragraph 1)

Thanks for your letter.
Lovely to hear from you.
How are you?
How are things?
Hope you're well.

Commenting on something (Paragraph 1)

I'm sorry to hear/learn ...
I'm so pleased to hear ...
It's great to hear ...
What wonderful news about ...

Moving the topic on (Paragraph 2)

Anyway, the reason I'm writing ...
I thought I'd write to tell/ask you ...
Anyway, I was wondering ...

Ending your letter (Paragraph 3)

Well, that's all for now.
Write back soon.
Looking forward to hearing from you again.
All the best,
Best wishes,
See you soon,
Take care,
Yours,
Love,
Lots of love,



WRITING

KEY WORDS FOR NARRATIVE ESSAY

- In between the time
- In the meantime
- The following day
- Some time later
- By (four o'clock)
- In (the late afternoon)
- As soon as
- In just (twenty minutes)
- Almost as quickly
- When (we arrived)
- An hour later
- Meanwhile
- Immediately
- Afterward
- After that
- At first (I saw)
- After (we walked a mile)
- Later
- Then
- Before (I could)
- Before (dark)
- Just before (dawn)
- While (we studied)
- Moments later For a long time
- In (the spring)
- Late (in the day)
- By the time
- Before (sunrise)
- On (Wednesday)
- During (dinner)
- While (visiting)
- As (it rained)
- A short while later
- That evening
- At the same time
- As (we made a plan)
- Quickly
- Suddenly
- The next day
- That night
- At dusk
- At dawn
- A day later
- Finally
- Never
- During the day

➤ When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal – allowing students to express themselves in a creative and, quite often, moving ways.

WRITING

WRITING SAMPLE

TASK 1

You took your family to a nearby restaurant. You were disappointed with the meal and wish to complain to the manager.

Write a letter to the manager of the restaurant. In your letter

- » **explain why you were at the restaurant**
- » **describe the problems**
- » **write about the action you want the manager to take**

Dear Sir or Madam,

On January 9th my family and I visited your establishment to have a traditional celebration of my sister's birthday. Since she lives in France we annually go to this restaurant, because we always considered it as the most classy French cuisine place. Having the onion soup there is also our family tradition because my sister loved it very much before her moving to France. I suppose you can imagine our disappointment when we found the onion soup absolutely inedible last time. Firstly, it was cold. Secondly, it seemed your chef did not stir it well while cooking, so there were some clogs of flour. The last but not the least, its taste made us feel that the cook used artificial instant soup base. We asked our waitress about the reasons of soup being so awful and she told the cook of the current shift had been changed and this was the vision of the soup of the new one.

It is highly unlikely this new chef with his vision is suitable for such famous restaurant as yours. I recommend changing or sending him to training in order your customers could further enjoy genuine French cuisine.

Faithfully yours,
Elizabeth Harley

WRITING

TASK 2

Some people believe that teaching children at home is best for a child's development while others think that it is important for children to go to school.

Discuss the advantages of both methods and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 200 words.

Model answer:

The argument over whether learning at home or at school is better for children has not been settled yet. Whereas home education offers better protection with individual learning and opportunities for families to bond, schools have a superior range of material and human resources. Ultimately, I think the school experience is best for children. There are several advantages for children who learn at home. Firstly, they can spend more time with their parents and siblings. Many social problems are associated with families not spending enough quality time together. Teaching children at home also provides them with an individualised learning environment. Instruction is custom designed and moves at the child's own pace and in accordance with his or her individual learning style. Finally, home schooling protects children from bullies and others who might be a bad influence.

On the other hand, the school environment also offers advantages for children. Schools encourage children to socialise with their peers and learn how to cope with gossip, bullying and peer pressure. In addition, children will receive better tuition across a range of disciplines, as schools have teachers who are trained in special subjects. What is more, schools provide better access to physical resources such as sports equipment, musical instruments and library books. I believe that children are better off in a school environment. Although family time and individual learning are important, the range of expertise and resources that schools offer cannot be matched in the home. School environments may present difficult social situations, but so does the real world and children must learn to navigate these on their own.

WRITING

TYPES OF LETTERS

COMPARISON	FORMAL LETTER	INFORMAL LETTER
Meaning	A formal letter is a letter, written in a formal language, in the stipulated format, for official purpose.	A letter written in a friendly manner, to someone you are familiar with, is called an informal letter
Objective	Professional Communication	Personal Communication
Written to	Business, college/institute, employer, organizations, etc.	Friends, family, acquaintances
Voice	Passive	Active
Sentences	Long and complex	Short and simple
Contractions and Abbreviations	Avoided	Used

TYPES OF ESSAYS

NARRATIVE ESSAY	FACTUAL ESSAY
<p>In a <u>narrative essay</u>, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being a part of the story.</p>	<p>Factual essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples.</p>
DESCRIPTIVE ESSAY	ARGUMENTATIVE ESSAY
<p><i>Painting a Picture</i> A cousin of the narrative essay, a <u>descriptive essay</u> paints a picture with words. A writer might describe a person, place, object, or even memory of special significance.</p>	<p>The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.</p>

GRAMMAR AND VOCABULARY

Grammar and vocabulary. Level test

Underline the correct answer. (For each correct answer 1 point)

- 1) Water **to boil / is boiling / boils** at a temperature of 100°C. _____
- 2) In some countries, **there is / is / it is** very hot all the time. _____
- 3) In cold countries, people wear thick clothes **for keeping / to keep / for to keep** warm. _____
- 4) In England people are always talking about a **weather / the weather / weather**. _____
- 5) In some places **it rains / there rains / it raining** almost every day. _____
- 6) In deserts there isn't **the / some / any** grass. _____
- 7) Places near the Equator have a **warm / the warm / warm** weather even in the cold season. _____
- 8) In England **coldest / the coldest / colder** time of year is usually from December to February. _____
- 9) **The most / Most of / Most** people don't know what it's like in other countries. _____
- 10) Very **less / little / few** people can travel abroad. _____

#

- 11) Mohammed Ali **has won / win / is winning** his first world title fight in 1960. _____
- 12) After he **had won / have won / was winning** an Olympic gold medal, he became a professional boxer. _____
- 13) His religious beliefs **have made him / made him to / made him** change his name when he became a champion. _____
- 14) If he **has / would have / had lost** his first fight with Sonny Liston, no one would have been surprised. _____
- 15) He has travelled a lot **both / and / or** as a boxer and as a world-famous personality. _____
- 16) He is very well known **all in / all over / in all** the world. _____
- 17) Many people **is believing / are believing / believe** he was the greatest boxer of all time. _____
- 18) To be the best **from / in / of** the world is not easy. _____
- 19) Like any top sportsman Ali **had to / must / should** train very hard. _____
- 20) Even though he has now lost his title, people **would / will / did** always remember him as a champion. _____

#

- 21) The history of **airplane / the airplane / an airplane** is _____
- 22) **quite a / a quite / quite** short one.
For many centuries men _____
- 23) **are trying / try / had tried** to fly, but with _____
- 24) **little / few / a little** success. In the 19 th century a few people _____

GRAMMAR AND VOCABULARY

- 25) succeeded *to fly / in flying / into flying* in balloons.
But it _____
- 26) wasn't until the beginning of *this / next / that* century that _____
- 27) anybody *were / is / was* able to fly in a machine _____
- 28) *who / which / what* was heavier than air,
in other words, in _____
- 29) *who / which / what* we now call a 'plane'. The first
people to achieve 'powered flight' were the Wright brothers. _____
- 30) *His / Their / Theirs* was the machine which was the
31) forerunner of the Jumbo jets and supersonic airliners
that are *such / such a / so* common sight today. _____
- 32) They *could / should / couldn't* hardly have imagined that _____
- 33) in 1969 *not much / not many / no much more* than
half a century later, _____
- 34) a man *will be / had been / would be* landed
on the moon. _____
- 35) Already *a man / man / the man* is taking the
first steps towards the stars. _____
- 36) Although space satellites have existed *since / during /*
for less _____
- 37) than forty years, we are now dependent *from / of /*
on them _____
- 38) for all kinds of *informations / information / an information*. _____
- 39) Not only *are they / they are / there are* being used
for scientific research in space, but also to see what kind
of weather *is coming / comes / coming*. _____
- 40) By 1998 there *would / must / will* have been satellites in
space for forty years and the 'space superpowers'
42) are planning to *have / make / let* massive space stations built. _____
- 43) When these *will be / are / will have been* completed
44) it will be the first time *when / where / that* astronauts will
be able to work in space in large numbers _____
- 45) *Apart / For / Except* all that, in many ways
46) the most remarkable flight *of / above / at* all was
47) *it / that / that one* of the flying bicycle, which the
world saw on television, _____
- 48) *flying / to fly / fly* across the Channel from England
to France, with nothing _____
- 49) *apart / but / than* a man to power it.
As the bicycle-flyer said, _____
- 50) "It's the first time *I realize / I've realized / I am realizing*
what hard work it is to be a bird!" _____

#

- 51) Many teachers *say to / say / tell* their students should
learn a foreign language. _____
- 52) Learning a second language is not the same *as /*
like / than learning a first language. _____

GRAMMAR AND VOCABULARY

- 53) It takes *long time / long / a long time* to learn any language. _____
- 54) It is said that Chinese is the world's *harder / hardest / more hard* language to master. _____
- 55) English is quite difficult because of all the exceptions *who / which / what* have to be learnt. _____
- 56) You can learn the basic structures of a language quickly, but only if you are *wanting / will to / are willing* to make an effort. _____
- 57) A lot of people aren't used to *the study / to study / to studying* grammar in their own language. _____
- 58) Many adult students wish they *would start / would have started / had started* their language studies earlier. _____
- 59) In some countries students have to spend a lot of time working *on / by / in* their own. _____
- 60) There aren't *no / any / some* easy ways of learning a foreign language in your own country. _____
- 61) Some people try to improve their English by *hearing / listening / listening to* the BBC World Service. _____
- 62) *Live / Life / Living* with a foreign family can be a good way to learn a language. _____
- 63) It's no use *to try / trying / in trying* to learn a language just by studying a dictionary. _____
- 64) Many students *would rather not / would rather prefer not / would rather not to* take tests. _____
- 65) Some people think it's time we all *learn / should learn / learnt* a single international language. _____

#

- 66) Charles Walker is a teacher at a school in Norwich. He *has joined / joined / joins* the staff of the school in 1988. _____
- 67) and *has been working / worked / works* there ever since. _____
- 68) Before *move / to move / moving* to Norwich, he taught in Italy and Wales, and before that _____
- 69) he *has been / was / was being* a student at Cambridge University. _____
- 70) So far he *isn't / wasn't / hasn't been* in Norwich for as long as he was in Wales, but he likes the city a lot and _____
- 71) *should / would / could* like to stay there for at least _____
- 72) another two years, or, *how / which / as* he puts it, until his two children _____
- 73) *have / will have / will be grown* up a bit. He met his wife, Kate, in 1982. _____
- 74) while he was *to live / was living / had been living* abroad for a while, and they got married _____
- 75) in 1986. Their two children, Mark and Susan, *are / were / have been* both born in Norwich. _____

GRAMMAR AND VOCABULARY

- 76) Mark, **who / which / he** is four, has just started _____
 77) at nursery school, but **his / their / her** sister _____
 78) **shall stay / stays / will be staying** at home for another couple of years, because she is nearly _____
 79) two years **younger / more young / the younger** than him. _____
 80) Charles and Kate **are used / use / used** to live in the country, _____
 81) but now they have children, they **have moved / move / moved** into the city. _____
 82) Charles wanted a house **next / near / close** the school _____
 83) **in order / for / to get** to work easily. Unfortunately, _____
 84) **the / a / that** one the two of them really wanted was too expensive, _____
 85) so they **must / should / had to** buy one a bit further away. By the time the children _____
 86) **go / will go / wil have gone** to secondary school, _____
 87) **that / which / what** Charles and Kate hope will be in Norwich, _____
 88) the Walkers **will have been / have been / will be living** there for at least fifteen years. _____
 89) They can't be sure if they **stay / do stay / will stay**, _____
 90) but if they **don't / didn't / won't**, their friends won't be too surprised. _____

Now underline the correct question tags in the following 10 items.

(For each correct answer 1 point)

- 91) John's coming to see you, **hasn't he / wasn't he / isn't he?** _____
 92) It's been a long time since you've seen him, **hasn't it / isn't it / haven't you?** _____
 93) He's due to arrive tomorrow, **won't he / isn't he / will he?** _____
 94) He won't be getting in till about 10.30, **Isn't he / is he / will he?** _____
 95) You met him while you were on holiday, **didn't you / weren't you / haven't you?** _____
 96) I think I'm expected to pick him up, **aren't I / don't I / are you?** _____
 97) No doubt you'd rather be staying in England now, **didn't you / wouldn't you / shouldn't you?** _____
 98) Nobody else has been told he's coming, **is he / has he / have they?** _____
 99) We'd better not stay up too late tonight, **didn't we / have we / had we ?** _____
 100) I suppose, it's time we called it a day, **didn't we / isn't it / don't I?** _____

Total: _____

50–70	71–80	80–100
A 2	B 1	B 2

GRAMMAR AND VOCABULARY

II. Grammar and vocabulary. Level test

Grammar

1. _____ at school yesterday?
 - a) Was you
 - b) Were you
 - c) Did you
 - d) Is you
2. – Is your family large?
– _____.
 - a) Yes, it is.
 - b) Yes, they are.
 - c) No, it not.
 - d) No, they isn't.
3. What _____ he want?
 - a) does
 - b) do
 - c) have
 - d) was
4. _____ do you have dinner?
 - a) When time
 - b) What time
 - c) What kind of
 - d) What for
5. He _____ to go home.
 - a) want
 - b) did
 - c) didn't want
 - d) didn't wanted
6. Where _____ to school?
 - a) did you go
 - b) went you
 - c) did you went
 - d) did go
7. Latin _____ compulsory in Irish school.
 - a) used to be
 - b) would be
 - c) has
 - d) has been
8. The boy _____ cake when his mother came into the room.
 - a) was eat
 - b) eats
 - c) was eating
 - d) has eating
9. There _____ milk for my breakfast.
 - a) isn't some
 - b) isn't any
 - c) any
 - d) –
10. _____ people from Poland went to Scotland in the 20th century.
 - a) Many of
 - b) Many
 - c) Some of
 - d) –
11. There are _____ French speakers in Montreal.
 - a) too much
 - b) a lot of
 - c) a little
 - d) not much
12. She _____ with her friends on Facebook everyday.
 - a) is communicating
 - b) communicates
 - c) will communicating
 - d) –
13. More and more people _____ divorced every year.
 - a) are wanting
 - b) wanting
 - c) getting
 - d) are getting
14. Many, but not all, people _____ learn a second language.
 - a) want to
 - b) are wanting to
 - c) wanting to
 - d) used to want
15. Would you like _____ to the theatre tonight?
 - a) go
 - b) to go
 - c) going
 - d) to going
16. I _____ to Samarkand on holiday next month.
 - a) am flying
 - b) flying
 - c) am go flying
 - d) will flying
17. Oh! It _____. I'll take an umbrella with me.
 - a) raining
 - b) will raining
 - c) rains
 - d) 's raining

GRAMMAR AND VOCABULARY

18. – Do you have any plans for tonight?
– Yes, we ____ to the cinema.
a) will go
b) going
c) go
d) are going
19. I plan to ____ two weeks by the beach.
a) bring
b) spend
c) spending
d) making
20. The fast food restaurant was ____ dirty. We didn't eat there.
a) extreme
b) extremely
c) bit
d) very much
21. This restaurant is ____ the one over there.
a) traditional
b) traditionaler
c) more traditional than
d) traditionaler than
22. My coffee was ____ yours. I almost burned by my mouth.
a) hotter than
b) more hot than
c) hotter as
d) as hot
23. The ____ coffee in the world comes from Indonesia.
a) expensive
b) expensivest
c) more expensive
d) most expensive
24. I ____ sushi.
a) eaten
b) have eat
c) have ever eaten
d) have never eaten
25. She has ____ finished this week's report.
a) yet
b) already
c) ever
d) never
26. I don't think you ____ them.
a) should to email
b) should email
c) should emailing
d) –
27. In the future there ____ cures to the world's worst.
a) might be
b) is going to being
c) will being
d) might have
28. The space tourists ____ certainly need to be very fit.
a) won't
b) will
c) –
d) going to
29. If my new company is successful, I ____ employ people to help me.
a) will
b) be able to
c) will be able to
d) will able to
30. The first reality TV show ____ in Sweden in 1997.
a) showed
b) shown
c) is shown
d) was shown
30. The film 'Avatar' was directed ____ James Cameron.
a) by
b) from
c) for
d) with
31. I've had my cat ____ 4 years.
a) since
b) for
c) with
d) it
32. Her horse is lovely. She ____ it since she was a teenager.
a) had
b) has had
c) had
d) is had
33. I've received 33 emails ____
a) on Friday
b) yesterday
c) two days ago
d) this week
34. How often have you been to the doctor ____?
a) one year ago
b) in the last twelve months
c) yesterday
d) last week
35. I was saving up ____ a new computer.

GRAMMAR AND VOCABULARY

- a) for buying
 b) to buy
 c) to buying
 d) —
36. You ____ wear a suit to work, but you can if you want.
 a) must
 b) mustn't
 c) could
 d) don't have to
37. I had to ____ a uniform to school when I was younger.
 a) have
 b) wearing
 c) wear
 d) having
38. Cecilia knows someone ____ went to the carnival in Rio de Janeiro.
 a) who
 b) which
 c) she
 d) where
39. 'Oxfam' is a charity ____ tries to find lasting solutions to poverty.
 a) who
 b) which
 c) it
 d) —
40. I am saving money ____ a present to my mother.
 a) for giving
 b) to give
 c) to giving
 d) —
- Vocabulary**
41. A lot of ____ came to Ireland in the 1990s.
 a) immigrants
 b) emigrants
 c) invaders
 d) colonies
42. There was a nice meal and a band at the wedding ____
 a) ceremony
 b) reception
 c) speech
 d) group
43. I mostly ____ my friends via email.
 a) get on well with
 b) have in commn
- c) keep in touch with
 d) see each other
44. Bob has had a very interesting _____. He has had jobs in many countries and industries.
 a) carrier
 b) job
 c) career
 d) work
45. She's very successful. Her ____ has risen a lot in the past few years.
 a) money
 b) salary
 c) job
 d) earnings
46. I am very _____ in old cars.
 a) keen
 b) interesting
 c) interested
 d) fond
47. He ____ his exam because he didn't study.
 a) failed
 b) passed
 c) missed
 d) fell
48. The house will look cleaner when you have finished the _____.
 a) home
 b) housewife
 c) housework
 d) homework
49. Stress is not an illness, but it can ____ to many illnesses.
 a) get
 b) celebrate
 c) contribute
 d) affect
50. He ____ off his holiday until after the winter.
 a) took
 b) put
 c) called
 d) logged

Total score	Level
0–36	Pre-Intermediate
37–49	Intermediate

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O'quv nashri

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ENGLISH

11

Pupil's Book

*Umumiy o'rta ta'lim muassasalarining 11-sinfi va o'rta maxsus,
kasb-hunar ta'limi muassasalari uchun darslik*

1-nashri

Muharrir J. Mahmudova
Dizayner Yu. Tillayev
Badiiy muharrir Sh. Xodjayev
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Nashriyot litsenziyasi AI №158. 14.08.2009.

Bosishga 2018-yil 28-mayda ruxsat etildi. Bichimi 60×90 $\frac{1}{8}$. Ofset qog'oz. Ofset bosma. «Arial» garniturada ofset usulida bosildi. Shartli bosma tabog'i 28,0. Nashr tabog'i 31,73. Adadi 387 066 nusxa. Buyurtma №18-291.

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