

M. YA. AKHMEDOVA, M. SH. ISMATOVA,
G. Z. TOSHMUKHAMMEDOVA

INTEGRATED LANGUAGE SKILLS



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OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
SAMARQAND DAVLAT CHET TILLAR INSTITUTI

M.Ya.Akhmedova, M.Sh.Ismatova,
G.Z.Toshmukhammedova

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Ushbu o'quv qo'llanma pedagogika ta'lim sohasining “Xorijiy til va adabiyot” yo'nalishida tahsil oladigan talabalarga mo'ljallangan bo'lib, birinchi kursda o'qitiladigan “Til ko'nikmalari integratsiyasi” fanining mavzularini qamrab oladi.

Данное учебное пособие предназначено для студентов обучающихся в направлении “Иностранный язык и литература” по педагогике, и охватывает предмет первого курса “Интеграция языковых навыков”.

This manual is designed for the first-year students of “Foreign language and literature” speciality in pedagogy, and covers topics of the subject “Integrated Language Skills”.

Reviewers: Atayeva G.M. – Head of “English language” Department of Samarkand State University, Docent.

Obruyeva G.H. – Head of “English language and literature” Department of Samarkand State Institute of Foreign Languages, Docent.

Editor: Ashurov Sh.S. – Vice-rector of Samarkand State Institute of Foreign Languages, Docent.

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PREFACE

"Integrated Language Skills" is a book of practice, which aims to develop students' knowledge and skills in practical English language teaching. This book illustrates sample materials such as working with texts, discussion processes, questions and answers, that are important to teach English based on the language skills.

The book is divided into two parts, each containing a set of exercises that are used in practical lessons to develop integrated language skills.

The book is recommended for the students of 5111400- Foreign Language and Literature (English). Reviews for the book are provided by Candidate of Philology G. Obruyeva and Associate Professor G. Atayeva.

SO'ZBOSHI

"Til ko'nikmalari integratsiyasi" o'quv qo'llanmasi ingliz tilini amaliy o'rgatish jarayonida talabalar bilim va ko'nikmalarini rivojlantirishga mo'ljallangan. Ingliz tilini til ko'nikmalariga asoslangan holda o'rgatishda matnlar bilan ishlash, muhokama jarayonlari, savol-javoblar, tinglab munosabat bildirish kabi faoliyatlar muhim hisoblanib, ushbu o'quv qo'llanmada namunalar aks etgan.

O'quv qo'llanma amaliy mashg'ulotlarda foydalaniladigan mashqlar to'plamidan iborat bo'lib, fanni integrallashgan holda tinglab tushunish va gapirish ko'nikmalarini rivojlantiruvchi ikki mantiqiy qismdan iborat.

O'quv qo'llanma 5111400- Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi talabalarini o'qitishda tavsiya etiladi. O'quv qo'llanmaga taqrizlar filologiya fanlari nomzodi G.Obruyeva va dotsent G.Atayevalar tomonidan berilgan.

ПРЕДИСЛОВИЕ

Учебное пособие **«Интеграция языковых навыков»** направлено на развитие знания и навыков в практическом обучении студентов английскому языку. Важным является преподавание английского языка на основе языковых навыков, таких как работа с текстами, процессы обсуждения, вопросы и ответы, а также иллюстрировано в данном учебном руководстве.

Учебное пособие состоит из двух частей, представляющий набор упражнений, для развития навыков слушания и разговорной речи которые используются в практических занятиях.

Учебное пособие рекомендовано для обучения иностранному языку и литературе (английский язык)- 5111400. Рецензии на учебное пособие предоставлены кандидатом филологических наук Г. Обруевой и доцентом Г.Атаевой.

Contents

Module 1 INTEGRATED LANGUAGE SKILLS

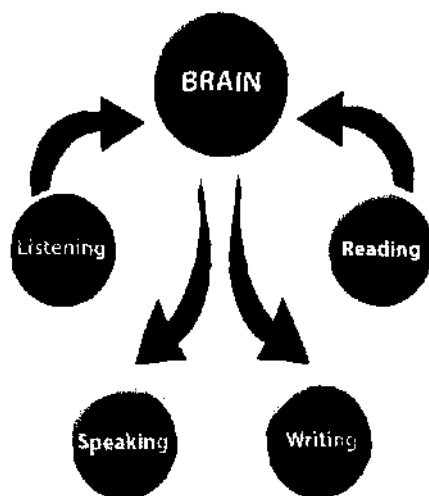
Unit 1 People and personalities	8
<i>Lesson 1 People's appearance and character</i>	8
<i>Lesson 2 Talents and in-born talents, geniuses</i>	10
<i>Lesson 3 Horoscopes, stereotypes</i>	16
Unit 2 National Identities of Uzbekistan and	
English-speaking countries	23
<i>Lesson 1 Uzbekistan and Great Britain; Political system</i>	23
<i>Lesson 2 Traditions, holidays, customs of Uzbekistan and the UK</i>	27
<i>Lesson 3 Sightseeing and language of Uzbekistan and the UK</i>	30
Unit 3 Food	34
<i>Lesson 1 National foods, cooking and recipes</i>	35
<i>Lesson 2 Eating places: cafes, restaurants, pubs, choykhona</i>	41
<i>Lesson 3 Healthy food, fast food, keeping diet and fasting</i>	43
Unit 4 Health	48
<i>Lesson 1 Visiting a doctor</i>	48
<i>Lesson 2 Traditional and modern medicine</i>	50
<i>Lesson 3 Opportunities for disabled people</i>	51
Unit 5 Family values	55
<i>Lesson 1 Marriage, divorce, planning the family</i>	55
<i>Lesson 2 Family tree, upbringing children, generation gap</i>	59
<i>Lesson 3 Family matters</i>	62
Unit 6 Education	65
<i>Lesson 1 School life, student life, teacher</i>	65
<i>Lesson 2 Comparison of educational systems, where to</i> <i>study, decision-making</i>	67
<i>Lesson 3 Exchange students, scholarships, studying abroad</i>	71

Unit 7 City and country life	75
Lesson 1 City life, problem of big cities, famous cities in the world.....	75
Lesson 2 Home towns, transport, and the best place to live....	81
Lesson 3 Migration from countries to cities.....	80
Unit 8 Leisure and Sports	85
Lesson 1 Sport events, travel	85
Lesson 2 Hobbies, gambling, crosswords	90
Lesson 3 Cinema, theatre, celebrities	92
Unit 9 Technology and communication.....	96
Lesson 1 Computer and internet.....	96
Lesson 2 E-mails and internet.....	97
Lesson 3 Mobile phones, sms	100
Module 2 LISTENING AND SPEAKING	
Unit 1 People and personalities	106
Lesson 1 People's appearance and character	106
Lesson 2 Talents and in-born talents, geniuses.....	110
Lesson 3 Horoscopes, stereotypes	112
Unit 2 National Identities of Uzbekistan and English-speaking countries.....	117
Lesson 1 Uzbekistan and Great Britain; Political system.....	117
Lesson 2 Traditions, holidays, customs of Uzbekistan and the UK.....	119
Lesson 3 Sightseeing and language of Uzbekistan and the UK	121
Unit 3 Food	125
Lesson 1 National foods, cooking and recipes	125
Lesson 2 Eating places: cafes, restaurants, pubs, choykhonas	132
Lesson 3 Healthy food, fast food, keeping diet and fasting.....	135
Unit 4 Health	139
Lesson 1 Visiting a doctor	139

<i>Lesson 2 Traditional and modern medicine</i>	141
<i>Lesson 3 Opportunities for disabled people</i>	144
<i>Unit 5 Family values</i>	148
<i>Lesson 1 Marriage, divorce, planning the family</i>	148
<i>Lesson 2 Family tree, upbringing children, generation gap</i>	150
<i>Lesson 3 Family matters</i>	153
<i>Unit 6 Education</i>	156
<i>Lesson 1 School life, student life, teacher</i>	157
<i>Lesson 2 Comparison of educational systems, where to study, decision-making</i>	159
<i>Lesson 3 Exchange students, scholarships, studying abroad</i>	163
<i>Unit 7 City and country life</i>	169
<i>Lesson 1 City life, problem of big cities, famous cities in the world</i>	169
<i>Lesson 2 Home towns, transport, and the best place to live</i>	173
<i>Lesson 3 Migration from countries to cities</i>	174
<i>Unit 8 Leisure and Sports</i>	178
<i>Lesson 1 Sport events, travel</i>	178
<i>Lesson 2 Hobbies, gambling, crosswords</i>	180
<i>Lesson 3 Cinema, theatre, celebrities</i>	184
<i>Unit 9 Technology and communication</i>	181
<i>Lesson 1 Computer and internet</i>	189
<i>Lesson 2 E-mails and internet</i>	191
<i>Lesson 3 Mobile phones, sms</i>	193
<i>Used Literature</i>	198

Integrated Language Skills

Module 1



Unit 1 People and personalities

Objectives of this unit:

- to get acquainted with each other
- to know how to describe people
- to understand how geniuses think
- reading skills: finding examples that help explain new ideas
- vocabulary: grouping words
- to talk about ways of being genius
- reading skills: skimming
- to know about Chinese horoscope

Lesson 1 People's appearance and character

Objectives of this lesson:

- to get acquainted with each other
- to know how to describe people

1. Look at the following adjectives and decide if any of them apply to you.

Talkative eccentric cheerful indecisive clumsy



Now listen to three people. Decide who they are talking about and choose the adjectives in 1 to describe that person. Then complete the sentences.

1. Speaker 1 is describing his _____, who sounds _____.
2. Speaker 1 is describing his _____, who sounds _____
but _____.
3. Speaker 1 is describing his _____, who sounds _____.

1. Look at the following adjectives and decide if any of them apply to you.



2. Look at the following questions and answer them.

Describe a friend you have known for a long time. You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common and say what you like doing together.



4. Watch the video "7 Curious Facts Your Appearance

Says About You" and discuss.

Objectives of this lesson:

- to understand how geniuses think
- reading skills: finding examples that help explain new ideas
- vocabulary: grouping words
- to talk about ways of being genius

1. Work in groups and place six pens of the same size on a table in front of you. Then do the following:

1. to arrange the pens so that they form two equal triangles;
2. to arrange the pens so that they form four triangles of any size;
3. to make four triangles of equal size;
4. to use these six pens to make eight triangles of any size.

2. Read the title of the article and skim it in one minute.

THE ART OF GENIUS: SIX WAYS TO THINK LIKE EINSTEIN

by Michael Michalko from The Futurist/Utne Reader

How do geniuses come up with ideas? What links the thinking style that produced *Mona Lisa* with the one that spawned² the theory of relativity? What can we learn from the thinking strategies of the Galileos, Edisons, and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25 and usually were sickly children.

Other researchers reported that many were celibate³ (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated⁴ nothing.

Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill⁵ physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, whose IQ was a merely

respectable 122. Genius is not about mastering 14 languages at the age of seven or even being especially smart. Creativity is not the same as intelligence.

Most people of average intelligence can figure out the expected conventional response⁶ to a given problem. For example, when asked "What is one-half of 13?" most of us immediately answer six and one half. That's because we tend to think reproductively. When confronted with a problem, we sift through what we've been taught and what has worked for us in the past, select the most promising approach, and work toward the solution.

Geniuses, on the other hand, think productively. They ask: "How many different ways can I look at this problem?" and "How many ways can I solve it?" A productive thinker, for example, would find a number of ways to "halve 13"⁷: 6.5

$$1/3=1 \text{ and } 3$$

$$\text{THIRTEEN} = 4$$

$$XI/II^8 = 11 \text{ and } 2$$

The mark of genius⁹ is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking fosters rigidity.¹⁰ This is why we often fail when we're confronted with a new problem that appears on the surface to be similar to others we've solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray.¹¹ If you think the way you've always thought, you'll get what you've always gotten. For centuries, the Swiss dominated the watch industry. But in 1968, when a U.S. inventor unveiled¹² a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn't fit their limited paradigm.¹³ Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

By studying the notebooks, correspondence, and conversations of some of the world's great thinkers in science, art, and industry scholars have identified the following thinking strategies that enable geniuses to generate original ideas:

1. Geniuses look at problems from all angles.¹⁴ Sigmund Freud's analytical methods were designed to find details that didn't fit traditional paradigms in order to come up with a completely new point of view. To solve a problem creatively, you must abandon the first approach that comes to mind, which usually stems from past experience, and reconceptualize the problem.¹⁵ Geniuses do not merely solve existing problems; they identify new ones.

2. Geniuses make their thought visible. Geniuses develop visual and spatial abilities that allow them to display information in new ways. The explosion of creativity in the Renaissance was tied to the development of graphic illustration during that period, notably the scientific diagrams of Leonardo da Vinci and Galileo Galilei. Galileo revolutionized science by making his thought graphically visible while his contemporaries¹⁶ used more conventional means.

3. Geniuses produce. Thomas Edison held 1,093 patents,¹⁷ still a record. He guaranteed a high level of productivity by giving himself idea quotas:¹⁸ one minor invention every 10 days and a major invention every six months. Johann Sebastian Bach wrote a cantata¹⁹ every week, even when he was sick or exhausted. Wolfgang Mozart produced more than 600 pieces of music.

4. Geniuses make novel combinations. Like playful children with buckets of building blocks,²⁰ geniuses constantly combine and recombine ideas, images, and thoughts. The laws of heredity²¹ were developed by Gregor Mendel, who combined mathematics and biology to create a new science of genetics.

5. Geniuses force relationships. Their facility²² to connect the unconnected enables geniuses to see things others miss. Da Vinci noticed the similarity between the sound of a bell and stone hitting water - and concluded that sound travels in waves.

6. Geniuses prepare themselves for chance. Whenever we attempt to do something and fail, we end up doing something else. That's the first principle of

creative accident. We may ask ourselves why we have failed to do what we intended, which is a reasonable question. But the creative accident leads to the question: What have we done? Answering that one in a novel, unexpected way is the essential creative act. It is not luck, but creative insight of the highest order.²³ This may be the most important lesson of all: When you find something interesting, drop everything and go with it. Too many talented people fail to make significant leaps of imagination because they've become fixated on their preconceived plan. But not the truly great minds. They don't wait for gifts of chance; they make them happen.

²**spawned** gave birth to; was responsible for

³**celibate** not active sexually ⁴**illuminated** showed; proved ⁵**run-of-the-mill** ordinary

⁶**conventional response** typical answer

⁷**halve 13** divide 13 into two equal parts

⁸**XI/II** Roman numerals

⁹**mark of genius** true sign that someone is a genius ¹⁰**fosters rigidity** leads to uncreative thinking ¹¹**lead you astray** take you in the wrong direction ¹²**unveiled** showed for the first time

¹³**paradigm** model that shows how something works

¹⁴**look at something from all angles** think about something from many different perspectives

¹⁵**reconceptualize** the problem find creative new ways to think about and solve the problem

¹⁶**contemporaries** people who lived at the same time as Galileo

¹⁷**held patents** owned the rights to new inventions

¹⁸**idea quota** minimum number of new ideas within a certain time period

¹⁹**cantata** piece of religious music with singing

²⁰**building blocks** small pieces of wood that children play with

²¹**heredity** scientific process of passing qualities from parents to children ²²**facility** ability to do something well

²³**highest order** highest level or quality

Read the sentences below and write T (True) or F (False).

1. The author's main purpose is to discuss the importance of 12 famous geniuses. _
2. The author would agree that all geniuses are creative. _____
3. Geniuses always have an exceptionally high IQ. _____
4. Most people are reproductive thinkers. _____
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people. ____
6. Geniuses have little patience for accidents. _____

Complete the chart below with examples that support each idea from the reading. Then share your ideas with a partner.

IDEAS ABOUT GENIUSES

- They try to solve problems in as many different ways as possible.

Example: Finding five or more ways to divide 13 in half.

- They open their minds to new ways of thinking about things.

Example: _____

- They creatively combine two or more things or ideas to make something new.

Example: _____

- They create a large quantity of things or ideas.

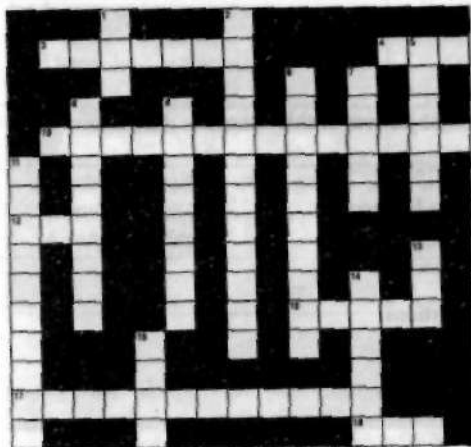
Example: _____

3. Review the following adjectives used to describe people in the reading. Put each word in the correct column in the chart below:

average run-of-the-mill playful talented creative extraordinary
original conventional

GENUISES	ORDINARY PEOPLE

4. Complete crossword puzzle using words from the reading.



Crossword puzzle

Across:

3. A very knowledgeable person who has done advanced study in a subject can be called a _____.

4. make, made;
have, _____.

10. Most people tend to think _____.

12. _____, or, but

15. A person from Switzerland is _____.

17. *Standard and typical* are synonyms for _____.

18. me, my; _____, your

Down:

1. _____, what, where, when, why

2. The noun form of *productive* is _____.

3. 3. Geniuses look at problems from ll _____.

4. Someone who doesn't have a father is _____.

5. A new or unusual idea is a _____ idea.

6. Gregor Mendel developed the laws of

7. When you solve a problem, you come up with a _____

8. Numerical facts are called _____

9. live, lived; is, _____

10. A _____ person is someone who is often unwell,

11. The past form of *tie* is _____

Lesson 3 Horoscopes, stereotypes

Objectives of this lesson:

➤ *reading skills: skimming*

➤ *to know about Chinese horoscope*

1. Answer the following questions:

1. What is a horoscope?

2. Do you often read horoscopes?

3. Do you believe in horoscopes or astrology?
4. What's a rooster?
5. What's the difference between a sheep and a goat?

2. Read these 12 descriptions. Which one describes you best? Make a note of the number.

Bright and inspiring. Fun and easy going. You make an exceptional parent. 1	Sometimes too honest and ambitious. Prone to spending too much. Prone to anger quickly. 2
Very impatient. Cheerful and popular. A winner with money. 3	Creative and elegant, best suited for the arts. Passionate but timid. 4
Trustworthy leader of people. Generous but stubborn. High chance for success. 5	Very shy but short tempered. Likes to be surrounded by family. Very impulsive and honest. 6
Intense and wise, but vain. Determined and passionate.	Good work attitude and hungry for knowledge.
A winner with money. 7	Sometimes eccentric and selfish. 8
Stubborn on outside - very good-hearted inside. A natural leader. 9	Highly intelligent and able to influence others. Great politician. Inventive and talented, but can be easily discouraged. 10

A tough spirit- aggressive and courageous. A sensitive deep thinker who is honest with friends. 11	Always very lucky. Talented and affectionate, yet shy You are a peace seeker. 12
--	--

3. Read the text and answer the following questions:

1. Does the author believe in horoscopes? Prove your answer.
2. What legend has been mentioned in the text?
3. What is astrology?
4. What is astronomy?
5. What does the word "disaster" mean?

Astrology

There's something about the New Year that always makes me read my horoscope to see what lies ahead. I don't believe in any of it really but there's comfort in being told that the next 12 months will bring health, wealth and happiness (well, it's usually over optimistic, isn't it?).

There are many other people who are also sceptical about astrology and its belief that knowledge of the position of the stars and planets can help us understand our personality or predict human affairs. However, despite the lack of scientific evidence in its favour, astrology (not to be confused with astronomy which is the scientific study of astronomical objects) has been around for thousands of years, and is believed by millions of people in both the West and the East.

The Occident has its star signs every month and the Orient has its animals every year. I have to confess that this year I'm now more intrigued by the predictions for the future because 2007 is significant for me – yes, I'm a *Pig* (actually I prefer the alternative *Wild Boar*!). When I first found out I was a *Pig* person I was a little disappointed, and my friends (mighty *Dragons*, friendly

Dogs and ferocious *Tigers*) sniggered. Pigs have a bad reputation – people think they're dirty animals that smell horrible and many cultures don't even eat them.

In the Chinese zodiac there are 12 animals and according to one legend, when Buddha left the earth only 12 animals came to say goodbye to him. As a reward Buddha named a year after each of the animals in the order that they came to him, and the pig (you've guessed it) came last – no doubt snuffling in the undergrowth for food rather than bounding forward like the sneaky rat that came first. So, I thought I was unlucky being a *Pig* but this isn't so. It appears that *Pigs* are kindly people who are helpful and giving. They tend to make good friends as they are loyal, thoughtful and trusting. *Pigs* are happy, optimistic people and have lots of fun – that sounds OK to me! However, *Pigs* are often naive and apparently, it's easy to con a *Pig*. They can also be very impulsive and react without thinking, and they're not that great with money either. *Pigs*, it seems, get along with *Sheep* and *Rabbits* but, interestingly, not other *Pigs*, who they should stay clear of (I'd better cancel my dinner date with Ewan McGregor then!).

The *Pig* year itself is one of benevolence and is meant to make people feel good. It's also considered a good year for business. However, although life in this year will be lived to the full, care is recommended with any matters concerning money – no wonder I'm not rich!

There are different kinds of *Pigs* though. Like all the animals of the Chinese zodiac they can be one of the five elements: *Wood*, *Fire*, *Earth*, *Metal* and *Water*.

I'm an *Earth Pig* which is interesting because, according to Western astrology, I'm *Taurus* the bull and *Taurus* is an *Earth* sign too. There are many similarities between the two: *Taureans* also make good friends, are patient and loyal, and hard working. They both dislike quarrels but can be hot tempered at times, and they both have a love for the good things in life including good food and wine. Fortunately, *Taureans* have a horror of falling into debt and will do anything to stop this happening so that's useful! However, unlike *Pigs*,

Taureans can be jealous, inflexible, greedy and stubborn! Both are industrious, practical, motivated by common sense and level-headed, so no wonder I take all this with a pinch of salt!

Incidentally the word *astrology*, and *astronomy* too, comes from the Greek word *astron*, which means *star*. There are some other interesting origins of words that are linked to the stars or planets too. The word *disaster*, for example, comes from the Latin *dis-aster* meaning *bad star*. We sometimes call a crazy or strange person a *lunatic* (or the shortened form *loony*), this is from the word *lunar* meaning moon – it was believed that the moon could make some people crazy, especially a full moon. A *jovial* person is jolly because they are influenced by *Jove*, the Latin word for the planet Jupiter. Finally, the word *influenza*, or *flu*, comes from the Latin *influentia*. It was believed the illness was caused by unfavourable star influences. And of course, we call famous singers or film actors *stars* in recognition of the lucky stars that have brought them fame and fortune. So perhaps I have a good year ahead. I won't make a lot of money but it seems I'll be happy with my life and my friends so that's fine by me. Sun ninfylok!

3. The Chinese have decided to add 13th animal in the Chinese Horoscope.

You should choose an animal and make an imaginary personality profile someone born in the year of that animal.

TESTS

1. An open friendly manner is of this region.

- | | |
|----------------|-------------------|
| A. personality | C. characteristic |
| B. character | D. individuality |

2. The children have been as good as gold. So well-.....

- | | |
|-------------|----------------|
| A. adjusted | C. intentioned |
| B. dressed | D. behaved |

3. thought his comment about my putting on too much weight was quite

- | | |
|----------------|-------------|
| A. sensitive | C. tactless |
| B. egotistical | D. cynical |

4. Our decision to go on holiday abroad was very The weather at home was terrible.

- | | |
|-------------|--------------|
| A. sensible | C. sensitive |
| B. selfish | D. selfless |

5. My sister is really self-..... She can join in a group without any introductions.

- | | |
|--------------|---------------|
| A. centred | C. controlled |
| B. confident | D. absorbed |

GLOSSARY

Appearance- the state, condition, manner, or style in which a person or object appears; outward look or aspect.

Astrology- the study of the movements and relative positions of celestial bodies interpreted as having an influence on human affairs and the natural world.

Character- the mental and moral qualities distinctive to an individual.

Cheerful- noticeably happy and optimistic.

Clumsy- awkward in movement or in handling things.

Curious- eager to know or learn something.

Eccentric- unconventional and slightly strange.

Genius- exceptional intellectual or creative power or other natural ability.

Horoscope- a forecast of a person's future, typically including a delineation of character and circumstances, based on the relative positions of the stars and planets at the time of that person's birth.

Indecisive- not providing a clear and definite result.

Personality- the combination of characteristics or qualities that form an individual's distinctive character.

Stereotype- a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Talkative- fond of or given to talking.

Unit 2 National Identities of Uzbekistan and

English- speaking countries

Objectives of this unit:

- to enhance reading skills
- to work with grammar
- to use word-stock
- to listen for details
- to develop speaking skills

Lesson 1 Uzbekistan and Great Britain; Political system

Objectives of this lesson:

- reading comprehension
- questionnaire
- to watch for information

1. Read the text and answer the questions.

The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the political name of the country which **consists of** England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast of the European continent. In **everyday speech** "Britain" is used to mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The **upright** Red Cross on a white **background** is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the **patron** saint of Scotland. The red

diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is **regarded** as England's national day. On this day some patriotic Englishmen wear a rose **pinned** to their jackets'. **A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).**

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear a **thistle** in their **buttonhole**. As a national emblem of Scotland, thistle **apparently** first used in the 15th century as a symbol of **defence**. The Order of the Thistle is one of the highest orders of **knighthood**. It was founded in 1687, and is mainly given to Scottish **noblemen** (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official **bank holiday** there. The national emblem of Ireland is **shamrock**. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century c and **bishop**, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday.

On this day, however, many Welshmen wear either a yellow **daffodil** or a **leek** pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion **rampant** — Scotland, and a **harp** — Ireland. The whole is encircled and is supported by a lion and a unicorn. The lion has been used as a symbol of national strength and of the British monarchy for many centuries. The unicorn, a mythical animal that looks like a horse with a long straight horn, has appeared on the Scottish and British royal coats of arms for many centuries, and is a symbol of purity.

1. Read the sentences below and write T (True) or F (False).

1. The flag of the United Kingdom, known as the Union Jack, is made up of two crosses. _____
2. St. George's Day falls on 23 April and is regarded as England's national day.

3. The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the geographical name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). ____
4. St. Andrew's Day (the 31th of November) is regarded as Scotland's national day.

5. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales. _____
6. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland. _____
7. St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. _____
8. St. David's Day (the 1st of March) is the church festival of St. David, a 6th century c and bishop, the patron saint of Wales. _____

2. Choose the correct word in brackets to complete the sentence.

1. In Vietnam, everyone _____ (celebrated; celebrates; is celebrating) their birthday on the New Year as it is _____ (consider; considering; considered) unlucky to celebrate their actual birthday.
2. Some Indian shop-owners will not _____ (letting; be letting; let) the first window-shopper of the day leave without buying something, even if it _____ (be; are; is) only a button or a pin, as it is considered unlucky for the rest of the day.

3. Pine needles are sometimes _____ (burning; burn; burnt) with juniper and cedar to _____ (purifies; purify; purified) the atmosphere.

3. Find the words from picture below.

England Word Search

E	G	D	I	R	B	N	O	D	N	O	L	N	B	U
P	G	C	M	H	C	U	S	V	R	D	U	O	O	N
E	B	Y	V	R	S	S	C	I	R	U	W	D	B	I
E	E	K	O	K	L	I	Y	K	G	J	W	N	B	O
H	E	W	H	E	N	Y	T	D	I	B	R	O	Y	N
S	N	Z	W	K	I	N	G	I	R	N	E	L	B	J
H	T	E	B	A	Z	I	L	E	R	A	G	N	R	A
R	J	T	R	I	F	L	E	N	S	B	U	H	C	O
S	H	A	K	E	S	P	E	A	R	E	F	G	A	K
F	I	S	H	B	N	D	C	H	I	P	S	O	B	M

Big Ben
British
Buckingham
crown
Elizabeth
fish
chips
guard



jewels
King
London
London bridge
Shakespeare
sheep
trifle
Union Jack



4. Watch video and answer the questions which are given for you.

1. What is the biggest single cause of air pollution in London?
2. Why does nitrogen dioxide present a major threat to health?
3. Why are environmental groups planning to sue the UK government?

Objectives of this lesson:

- to listen for details
- reading comprehension
- to revise grammar (pronunciation)

1. Read the text and answer the questions.

Text A

Wedding Customs (Insert image of wedding)

There are a great number of traditional wedding customs across the world and they are all equally fascinating. Of course, not everyone follows them nowadays but it is interesting to learn about them. In England, brides traditionally wear a white or ivory-coloured dress. There is a little saying that they should also wear 'something borrowed, something blue, something old and something new.' In the Middle East and the Indian sub-continent, the female relatives and friends from both the bride's and groom's families decorate their hands and feet with beautiful intricate designs using deep red henna paste. In India, the bride and groom exchange garlands of flowers after the religious ceremony to cement their relationship. In Germany, when a little girl is born, several trees are planted which are later sold to pay for the wedding. One of the customs in Greece is to bring old crockery and smash it to attract good luck. In China, auspicious dates are set by expert astrologers to ensure the union remains secure. Brides do not see the grooms before the actual wedding day as it is seen as bad luck.

Text B

Birthday Celebrations (Insert image of birthday party)

Different countries around the world celebrate birthdays in a variety of ways. Birthday cakes have increasingly become popular across the world with many bakers producing brilliant works of art. There are many customs unique to different cultures which are also fun. In China, long noodles signify longevity and the person celebrating their birthday needs to slurp a super-long noodle before biting into it. In many countries in Europe, people often have two birthdays – one for the name of the saint they are named after and their own. In Mexico, the piñata is popular at birthdays. A piñata is a form made of papier- mâché filled with sweets and chocolates, moved around to be chased and broken open by guests using a stick. In Vietnam, everyone celebrates their birthday on the New Year as it is considered unlucky to celebrate the actual birthday.

The Summary Notes below contain information from the texts about national customs. Find a suitable word or a phrase in the texts to complete the missing information in gaps 1-5. Write your answers in the spaces provided and you can use up to 5 words.

Wedding and birthday customs:

- In England, brides usually wear a white or (1) _____ dress. □
In the Middle East and Indian Sub-continent, brides and female guests decorate their hands and feet with (2) _____ henna tattoos.
- In Germany, trees are planted when baby girls are born and sold to raise money for weddings
- In China, long noodles mean (3) _____ Plants:
- Basil is said to prevent bad luck and illness.
- Four-leaf clovers are considered to be lucky
- Purify the atmosphere by burning (4) _____.
- Garlic is used to keep away (5) _____ and evil spirits.

2. Complete these sentences using the correct form of the verb in brackets:

1. In Turkey, it is believed (believe) that if the first customer _____
(throw) silver coins on to the floor of a business, it will _____
(attract) more people.
2. In China, long noodles _____ (signify) longevity and the
person celebrating their birthday needs _____ (slurp) a
super-long noodle before biting into it.
3. Thyme _____ (supposed) to give courage and a sprig of dried
rosemary _____ (use) to protect the home.



3. Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

- | | |
|------------------|--------------------------------|
| 1..... Speaker A | a. golden wedding anniversary |
| 2..... Speaker B | b. Notting Hill Carnival |
| 3..... Speaker C | c. end of term party at school |
| 4..... Speaker D | d. Royal wedding |
| 5..... Speaker E | e. surprise birthday party |

4. Circle the best preposition to complete these sentences.

1. British people usually have their holidays *in / on / at* summer.
2. School children are *in / on / at* holiday from approximately the end of July.
3. *In / On / At* winter some people go skiing.
4. You can sign up to try a new roller coaster ride *in / on / at* their website.
5. As well as plants you can also see top bands play *in / on / at* the Eden Project.
6. Newquay is *in / on / at* the south coast of England.
7. A seven-day July summer holiday *in / on / at* Butlin's costs about 130 pounds per person.
8. In a language exchange, a teenager spends a week or two *in / on / at* a foreign country.

3. Before writing your emails look through some of the rules of email writing.

DOS	DON'TS
Use an informative subject line, which says what the email is about. Write the most important information first.	Write 'hello' as your subject line.
• Use numbers and bullet points to make the message clearer.	• Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.
Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.)	Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)
Write short sentences.	Use capital letters to write whole words as in emails, this is considered shouting.
Use paragraphs to keep the email clear and easy to understand	Use different fonts in the email (the recipient's computer may not be compatible)
	Use Italics (the reason may be misunderstood, due to cultural differences).
	Use exclamation marks.
	Use abbreviations like coz and uni, as the recipient may not understand them.
	Use acronyms like BTW for the same reason.
	Use smiles. They may be misunderstood and come across as unprofessional.

4. Write an email to the information centre of the city of your choice asking for any information you require. Use the following model email as an example and follow the list of rules you have.

Dear Mr Jones,

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards, Jaana Nikkinen

Write your e-mail here:

Blank lined paper.

Objectives of this lesson:

- *reading comprehension*
- *to revise grammar (pronunciation)*

1. Whether your aim is to make new friends or ask someone out on a date, your first conversation can be a real challenge. But don't worry, just try some of psychologist Samantha's simple tips, and you'll be on your way in no time

- **Listen and ask questions**

Other people like to know you are listening. By being a good listener, you let others know that you are interested in them and the things they like

- **Keep it equal**

Remember, relationships are about compromise. You have to find something that you both want to do. Don't give into friends who always want you to do what they want

- **Give a compliment**

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or her is a great way to start a conversation.

- **Turn off the technology!**

If you are constantly checking your voicemail, text messages or listening to an MP3 player you give other people the message that you are unavailable or uninterested in them.

2. You are going to ask someone out on a date. Choose who will be student

A and student B

Student A

You are going to ask student B out on a date. You should....

- ❖ Ask about how he/she spends their free time
- ❖ Try to show a genuine interest in what you hear
- ❖ Use Samantha's tips to move the conversation on to the key question.

Invite student B out on a date

Student B

You are potentially interested in student A as a partner for a date.

However, your decision depends on whether he/she

.....

- ❖ Shows genuine interest in you
- ❖ Has similar free-time interests in you



Proposes something that sounds fun

Remember to turn down student A if you are not satisfied!

3. Write the words under the correct headings

teenagers	students	DVDs	watches
Three-quarters	respondents		
/s/	/z/	/iz/	

4. Make complete sentences to create a dialogue using the prompts below.

Mike: you/ free/ Saturday/ night?

Anna: why?

Mike: wonder/ fancy/ go out/ pizza?

Anna: mmm/ not fancy/ pizza

Mike: Chinese?

Anna: good idea

Mike: 8 o'clock

Anna: make/ later?

Mike: 8:30?

Anna: great/ call/ you/ then.

TESTS

1. Mobile phones make me feel to the world around me.

- | | |
|-------------|------------|
| A Contacted | C Embrace |
| B Connected | D Touching |

2. Despite the advantages of wireless internet connections, technology seems more

- | | |
|-------------|--------------|
| A invasive | C convenient |
| B essential | D harassed |

3. The school banned social networking sites when

- | | |
|---------------------|--------------------|
| A illegal downloads | C cyberbullying |
| B internet fraud | D security threats |

4. You can slow the train down by on this level.

- | | |
|-----------|-----------|
| A pushing | C pulling |
| B turning | D braking |

5. Everything in the house could be operated with just the press of a.....

- | | |
|-----------|--------|
| A button | C dial |
| B control | D nail |

GLOSSARY

Apps – an application, especially as downloaded by a user to a mobile device.

Date – a social or romantic appointment or engagement.

Communication – the imparting or exchanging of information by speaking, writing, or using some other medium.

Compliment – a polite expression of praise or admiration.

Computer – an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program.

E-mail – messages distributed by electronic means from one computer user to one or more recipients via a network.

Gadget – a small mechanical or electronic device or tool, especially an ingenious or novel one.

Information – facts provided or learned about something or someone.

Internet – a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

Message – a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly.

Technology – the application of scientific knowledge for practical purposes, especially in industry.

Listening and speaking module 2



Unit 1 People and personalities

Objectives of this unit:

- to listen for descriptions
- to learn about job qualities
- to understand how geniuses think
- * ➤ to talk about ways of being genius
- to listen for details
- to know about Chinese horoscope

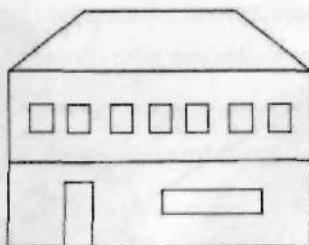
Lesson 1 People's appearance and character

Objectives of this lesson:

- to listen for descriptions
- to learn about job qualities



1. Look at the following houses. Write a short description of each.



A. _____



B. _____



C. _____

Now listen to the conversation. Where does the woman live?

Choose the correct letter A, B, or C.

Questions 1-2

1. Look at the following men. Write a short description of each.



A.



B.



C.

2. Look at the following women. Write a short description of each.



A.



B.



C.

Now listen to the conversation. Choose the letter that matches the description

A, B, or C.






2. Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	<i>short</i>	<i>tall</i>
Build	<i>quite muscular</i>	<i>skinny</i>
Age	1. _____	5. _____
Complexion	<i>tanned</i>	6. _____
Face	2. _____	<i>square</i>
Hair	<i>thick, 3. _____, grey</i>	<i>short, 7. _____</i>
Eyes	4. _____	<i>slanting</i>
Nose	<i>crooked</i>	<i>curved</i>
Lips	<i>thin</i>	8. _____
Special features	<i>walks with a limp</i>	9. _____



3. A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

	Qualities	Advantages	Disadvantages
	_____ , persuasive	_____ , people respect me	Travelling a lot, not much free time
	courageous, calm, 3. _____	save lives, 4. _____	5. _____ , not well paid
	6. _____ , sympathetic, caring	7. _____ , because you help people	8. _____ , upsetting

4. What are the qualities, the advantages and disadvantages of being



a) a pilot: _____



b) a miner: _____



c) a fashion model: _____ Discuss with your

partner, then write a short paragraph.

Lesson 2 Talents and in-born talents, geniuses

Objectives of this lesson:

- to understand how geniuses think
- to talk about ways of being genius
- to listen for details

1. Look at the following quotations and discuss them.

"Genius is the capacity to see 10 things where the ordinary man sees 1."

Ezra Pound, American poet and writer (1885-1972)

"Genius is 1 % inspiration and 99 % perspiration."

Tomas Edison, American inventor (1847-1931)

"Imagination is more important than knowledge."

Albert Einstein, German-American physicist (1879-1955)

"Never be afraid to sit awhile and think."

Lorraine Hansberry, American playwright (1930-1965)

2. In pairs / groups, discuss which of these you like / are good at. Put them in order of most useful to know.

- *mental arithmetic* ☐ *times tables*
- *geometry* ☐ *statistics*
- *algebra* ☐ *probability*
- *long division* ☐ *chaos theory*

3. Discuss these questions with your partner(s):

(a) What are you really good at? (b) What would you like to be a genius at?

(c) What do you need to be really good at in your life? Use the following:

- maths
- computers
- basic car repairs and maintenance
- DIY
- a sport
- general knowledge
- English
- your own language
- budgeting
- time management

4. Spend one minute writing down all of the different words you associate with child prodigies. Share your words with your partner(s) and talk about them.

Together, put the words into different categories.



5. Listen and fill in the spaces. Write ONE word only.

Boy aged 9 to study Maths at university

A nine-year-old 1. _____ Hong Kong has been accepted to study mathematics 2. _____. Child prodigy March Boedihardjo will attend the Hong Kong Baptist University (HKBU) and become the youngest college student in the city. The 3. _____

_____ designed five-year course which will see him gain a Bachelor's and Master's degree. Authorities

4. _____ about whether or not to admit March. HKBU president Professor Franklin Luk announced at a press conference: "The decision 5. _____-month discussion among various departments of the university and March's parents." March also met the press and 6. _____ when he entered the media room. He seemed very confident 7. _____ flash light from photographers. There has been concern from educationalists that March 8. _____ new classmates will all 9. _____ social skills by attending university so young. *Histhan he is.* March said this would not be a problem as 10. _____ of studying with older students. He has already spent two years in England, where he sat and 11. _____ with A grades. "When I was in Oxford, all my schoolmates were over 18 and we often discussed mathematics problems. I think I won't have problems in communicating 12. _____ me," said the nine-year-old. Professor Luk is 13. _____: "With a view to developing his...personal growth...we will tailor a learning roadmap that best benefits March...and also give his 14. _____," he said.

Lesson 3 Horoscopes, stereotypes

Objectives of this lesson:

- to know about Chinese horoscope
- to listen for details

1. Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

New sign	Personality	Prediction for this year
Panda		
Microchip		
Snowflake		
Book		
Ant		
Electricity		

2. Which is the best system of predicting our personality and character? Rank these and share your rankings with your partner. Put the best at the top.

Change partners and share your rankings again.

- *star signs*
- *handwriting*
- *blood type*
- *tea leaves*
- *palm reading*
- *crystal ball*
- *personality tests*
- *fortune cookie*

3. Spend one minute writing down all of the different words you associate with the word 'orbit'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.



4. Listen and fill in the spaces. Write ONE word only.

An astronomy professor has turned the astrology 1. _____ suggesting the 3,000-year-old zodiac system is wrong. Professor Parke

Kunkle said the Earth's 2. _____ have changed in the past three millennia and now has a different relationship to the stars. He said the ancient Babylonians 3. _____ of the Zodiac and decided not to include a thirteenth sign called Ophiuchus. He believes the changes in the Earth's orbit 4. _____ must be included in the Zodiac. This would change all of the dates we are used

5. _____ many of us would have a new one. Professor Kunkle is surprised his recent announcement has shocked people: "Astronomers 6. _____ since about 130BC," he said.

The story has caused millions around the world 7. _____ might change because of this news. People who were happy at being a Virgo

8. _____ are now Leos. Kunkle says people should not be worried because star signs were never 9. _____ our future or provide an income to horoscope writers, saying: "You could predict when to harvest, when to plant, by the stars. So, there is some predictive nature there. Then 10. _____, using it to determine when to go to war and people's personalities." Popular astrologer Susan Miller has 11. _____ needn't worry and called the news "ridiculous." In an interview with ABC News, she joked: "We've known

12. _____ Trying to explain something technical in 140 characters [on Twitter] is hard."

5. Look at the words below. With your partner, try to recall how they were used in the audio:

• head	• happy
• wrong	• meant
• include	• writers
• used to	• war
• surprised	• ridiculous
• 130BC	• hard

TESTS

1. A lot of successful entrepreneurs have not only a.....imagination, but also the willingness to work hard.

A bright

B lucid

C vivid

2. He really hurt my when he called me an idiot.

A emotions

B feelings

C senses

3. His superioritymakes him impossible to work with because he won't listen to suggestions.

A belief

B complex

C tendency

4. I had to.....my pride and apologize to Janet for overreacting to her criticism.

A chew

B eat

C swallow

5. I like to date men with a great.....of humor.

A feel

B sense

C touch

GLOSSARY

Budgeting – allow or provide a particular amount of money in a budget.

Crooked – bent or twisted out of shape or out of place.

Long division – arithmetical division in which the divisor has two or more figures, and a series of workings is made as successive groups of digits of the dividend are divided by the divisor, to avoid excessive mental calculation.

Palm reading – the art or practice of supposedly interpreting a person's character or predicting their future by examining the palm of their hand.

Personality test – A test, usually involving a standardized series of questions or tasks, used to describe or evaluate a subject's personality characteristics.

Persuasive – good at persuading someone to do or believe something through reasoning or the use of temptation.

Ridiculous – deserving or inviting derision or mockery;

absurd **Slanting** – positioned or directed in a sloping or oblique direction. **Star sign** – a sign of the zodiac.

Sympathetic – feeling, showing, or expressing sympathy.

Tanned – (of a pale-skinned person or their skin) become brown or browner after exposure to the sun.

Time management – the ability to use one's time effectively or productively, especially at work.

Unit 2 National Identities of Uzbekistan and English - speaking countries

Objectives of this unit:

- to label for descriptions
- to work with grammar
- to use word-stock
- to listen for details
- to develop speaking skills

Lesson 1 Uzbekistan and Great Britain; Political system

Objectives of this lesson:

- to label with descriptions
- to enhance speaking skills
- to match for details

1. Discuss the questions below with another student or a friend.

1. What makes a good citizen? What kind of qualities do you think good citizens need to have?
2. How important do you think it is to learn about the culture of a country if you plan to live there?
3. What important things would new citizens moving to your country need to know about life there?

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

- | | |
|-----------------|--|
| 1.....rural | a. a government building where politicians meet and discuss things |
| 2.....an accent | b. a rule that everyone in a country must follow |

- 3.....a parliament c. about the countryside
- 4.....a law d. the way that people speak in a particular city or area
- 5.....traditional e. having many different cultures
- 6.....multicultural f. typical of a country and its culture

3. Check your grammar. Complete the sentences with a word from the box.

across	through	between x2	next to	to about	all over
in x2					

- The English Channel is in the south, _____ England and France.
- People travel to France by ferry _____ the English Channel or by train _____ the Channel Tunnel.
- The Houses of Parliament are in central London _____ the River Thames.
- Many students go to England from other countries _____ study the language and learn _____ the culture.
- French was the official language _____ England _____ 1066 and 1362.
- Women's football teams play _____ leagues and competitions _____ the country.

4. Speaking with each person about national day.

Describe a national day in your country.

You should say:

- what day it is
- how is it celebrated?

- what the historical significance of this day is and explain how you feel to this day.

Lesson 2 Traditions, holidays, customs of Uzbekistan and the UK

Objectives of this lesson:

- to speak for dialogue
- to match for information
- to revise vocabulary

1. Work in pairs. Look at the words related to weddings and answer the questions.

bride groom hen night stag night veil

1. Which word means a pre-wedding party for the man? And for the woman?
2. Which word means the woman on her wedding day? And the man on his?
3. Which word means a piece of fine cloth that covers the woman's face?

2. Find the necessary words from picture which are given for you.

Celebrate Halloween

Match the words and expressions in the box to the pictures below. Then find them in the word search.

1	back	11	ghost
2	bat	12	witch
3	ghost	13	ghost
4	ghost	14	ghost
5	ghost	15	ghost
6	ghost	16	ghost
7	ghost	17	ghost
8	ghost	18	ghost
9	ghost	19	ghost
10	ghost	20	ghost

Celebrate Halloween

Match the words and expressions in the box to the pictures below. Then find them in the word search.

1	ghost	11	ghost
2	bat	12	witch
3	ghost	13	ghost
4	ghost	14	ghost
5	ghost	15	ghost
6	ghost	16	ghost
7	ghost	17	ghost
8	ghost	18	ghost
9	ghost	19	ghost
10	ghost	20	ghost

3. Work in pairs. Find the odd one out in each group of words and expressions. Explain the reason for your choice.

1. punish, discipline, nag, spoil
2. educate, bring up, look after, raise
3. encourage, shame, praise, reward
4. bread, cheese, rice, pasta
5. sit back, shake hands, wave, point
6. interrupt, stare, smile, chew gum
7. well-behaved, offensive, polite, courteous

4. Look at the pictures and discuss weddings of both English-speaking countries and Uzbek nation.



1. What is the difference of weddings in both countries?
2. Can you tell the about national clothes of the wedding?
3. Do you know more about customs of both countries?

Lesson 3 Sightseeing and language of Uzbekistan and the UK

Objectives of this lesson:

- to listen for description
- to match for information

1. Do this exercise before you listen. Draw a line to match the pictures with the words below.



Big Ben	London bus	London Eye	Tower of London
Oxford Street	Tower Bridge	Houses of Parliament	Buckingham Palace



Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.

- Oxford Street
- Madame Tussauds, Museum
- Tower of London
- London Eye
- Houses of Parliament
- Buckingham Palace
- Big Ben
- Tower Bridge



2. Listen and answer the following questions.

1. What does he say about backpackers?

- A He is a backpacker.
- B Backpackers are not tourists.
- C Neither of these.

2. What else does he say about backpackers?

- A They do more than most tourists.
- B They tend to stick together.
- C They are bad for culture

3. What country has comparatively few travelers?

- A The United States
- B Canada
- C New Zealand

4. What is a wheely-packer?

A An old

backpacker B

A young

backpacker

C Jeff's term for Jonathan



4. Listen carefully and fill the gaps.

Travelling gives you 1. _____ you cannot find in your own country. You meet local people and get to 2. _____.

It's so exciting. I 3. _____ and doing some research on the country or countries I want to visit. Sometimes I like to plan 4. _____, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with 5. _____ and no fixed plans. I 6. _____ and guest houses. You get to meet and talk to different and interesting people

7. _____. I also like to visit places that are 8 _____.

Being somewhere with thousands of other tourists? It's not my cup of tea.

TESTS

1. Another name for Northern Ireland is ""

A Ulster

B Gaelic

C Celtic

2. What autonomous republic is the part of Uzbekistan?

A Nurobod

B Tataristan

C Karakalpakstan

3. What is the official language of Uzbekistan?

A Arabic B Uzbek C Russian

4. On which of the following days is "Independence Day" of the United States ?

A June 28

B July 4

C January 14

5. Which of the following things does "stars and stripes" mean?

A Hollywood

B the White House C the American flag

GLOSSARY

Big Ben – the nickname for the Great Bell of the striking clock at the north end of the Palace of Westminster in London.

Celebrate – acknowledge (a significant or happy day or event) with a social gathering or enjoyable activity.

Citizen – a legally recognized subject or national of a state or commonwealth, either native or naturalized.

Culture – the arts and other manifestations of human intellectual achievement regarded collectively.

Custom – a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time.

Law – the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.

Multicultural – relating to or containing several cultural or ethnic groups within a society.

Parliament-(in the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.

Tower of London-a fortress in the City of London, on the River Thames.

Wedding-a marriage ceremony, especially considered as including the associated celebrations.

Unit 3 Food

Objectives of this unit:

- to learn or revise vocabulary relating to food, restaurants, tastes and textures
- to develop reading and comprehension skills
- to develop speaking skills/ discussing preferences and attitudes towards food and restaurants
- to learn or revise vocabulary relating to food and restaurants,
- to develop listening skills
- to develop speaking skills towards restaurants

Lesson 1 National foods, cooking and recipes

Objectives of this lesson:

- to learn or revise vocabulary relating to food, restaurants, tastes and textures
- to develop reading and comprehension skills
- to develop speaking skills/ discussing preferences and attitudes towards food and restaurants

Food for Thought**Food: vegetarian****Price per person: £5-10**

This tiny colourful vegetarian restaurant and takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don't come here at busy times if you want a slow, leisurely meal.

Café Sol**Food: Mexican****Price: £20-30**

Café Sol is a great place to go at any time. Enjoy authentic Mexican cuisine at lunchtime (watch out for the chilli!) or go for a drink and a dance when it gets dark. The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

The Hard Rock Café**Food: Tex-Mex and burgers****Price per person: £10-20**

A genuine celebration of rock 'n' roll! This is the original Hard Rock Café, here since the 1970s, and it's the first ever theme restaurant. The queue to get in is

legendary. You can't make reservations and you will find a queue almost all day long, every day of the year. But this actually adds to the memorable experience.

Once in, there's good food and a great atmosphere, created by rock music, dim lighting and walls covered in rock memorabilia.

Read the restaurant reviews in worksheet E and answer the questions. What restaurant would you recommend for...

a. ... music fans who don't mind queueing!

- b. ... a tourist wanting to try different English beers and ales.
- c. ... a person looking for a fun evening and good food on a budget.
- d. ... some young and hip professionals who like to dance.
- e. ... an adventurous couple looking for a romantic night out.
- f. ... a family looking for value for money.
- g. ... a health-conscious person on a budget.
- h. ... a person who enjoys spending money on high class dining.

3. Work in groups of 3-5. Imagine you are going to open a new restaurant. Discuss and decide on the following aspects.

1. Who are your target consumers?
2. What cuisine will you serve?
3. Will you have any specialties, or a daily menu, or takeaway?
4. What type of atmosphere will you try to generate? How?
5. Will there be any entertainment?
6. What decor will you have?
7. Where will your restaurant be located?
8. How will you advertise?
9. What prices will you charge?
10. What are you going to call your restaurant?

Be ready to present your new restaurant to the rest of the class!

4. Read the quotes and proverbs about food and answer these questions:

1. What is the meaning or implication of each proverb/quote?
2. Which proverbs or quotes do you agree with?
3. Are there any which you disagree with?
4. Which is your favourite?
5. Do you have any proverbs in your own language which refer to food or diet?

Food Proverbs

'To eat is a necessity, but to eat intelligently is an art.'

La Rochefoucauld

'Stomach: A slave that must accept everything that is given to it, but which avenges wrongs as slyly as does the slave.'

Emile Souvestre

'Part of the success in life is to eat what you like and let the food fight it out inside.'

Mark Twain

'The discovery of a new dish does more for human happiness than the discovery of a new star.'

Jean Anthelme Brillat-Savarin

'When diet is wrong medicine is of no use. When diet is correct medicine is of no need.'

Proverb

'An apple a day keeps the doctor away.'

Proverb

'You are what you eat.'

Proverb

'Hunger is the best sauce in the world.'

Cervantes

'Strange to see how a good dinner and feasting reconciles everybody.'

Samuel Pepys

'Kissing doesn't last: cookery does.'

George

Meredith 'Cooking is like love. It should be entered into with abandon or not at all.'

Harriet Van Horne

'Fish, to taste right, must swim three times – in water, in butter and in wine.'

Proverb

'Even were a cook to cook a fly, he would keep the breast for himself.'

Proverb

'One cannot think well, love well, sleep well, if one has not dined well.'

Virginia Woolf

There is no such thing as a little garlic.'

Proverb

'A smiling face is half the meal.'

Proverb

'Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for life.'

Proverb

'There is no sincerer love than the love of food.'

George Bernard

Shaw 'I didn't fight my way to the top of the food chain to be a vegetarian.'

Unknown

Lesson 2 Eating places: cafes, restaurants, pubs, choykhonas

Objectives of this lesson:

- to learn or revise vocabulary relating to food and restaurants
- to develop listening skills
- to develop speaking skills towards restaurants

- 1. How many types of meat/fish/seafood, fruit/vegetable and cooking methods do you know?**
- 2. Explain the difference between the following words, and then complete the sentences below.**
 1. a **bill** and a **check**?
 2. a **cook** and a **chef**?
 3. a **service charge** and a **tip**?
 4. a **dish** and a **plate**?
 5. **eat in** and **eat out**?

1. 'Fish and chips' is a typical British _____.
2. You don't need to leave a _____ for the waiter - the bill includes a _____.
3. When I lived in Greece, I used to _____ all the time. The restaurants were so cheap.
4. My _____ wasn't very clean so I asked the waiter to bring me another one.
5. The food at this restaurant is excellent. Compliments to the _____!
6. Diego always _____. His wife is a very good _____.

3. Match the parts of a meal with their descriptions:

- | | |
|---------------------|---|
| 1. starter | a. an alcoholic drink usually drunk before a meal |
| 2. main course meal | b. a small amount of food that you eat before a meal |
| 3. dessert plate | c. a small extra order of food served on a separate plate |
| 4. appetiser | d. sweet food that you eat at the end of a meal |
| 5. side dish | e. the first part of a meal |
| 6. aperitif | f. the largest or most important part of a meal |



4. Listen to the dialogue. Write down what Simon orders for lunch.

Starter: _____

Main course: _____

Drink: _____

Dessert: _____

5. Put the following phrases in the correct order to form a dialogue between two people having a meal in a restaurant.

Cheers, here's to our new

friendship. _____ I'll drink to that.

I'm having the same. _____

I recommend the 'bouillabaisse'. _____

It's a local speciality. It's a stew made of different kinds of cooked fish, seafood and vegetables. _____

It's normally served with grilled slices of bread. _____

OK, that sounds fine. I'll have it. And what are you having? _____ Some wine before your meal? _____

That sounds nice. What does it come with? _____ What exactly is it? _____

What shall we order? _____

Yes, please. _____

Now do the same with the second part of the conversation:

Are you going to have a _____

dessert? I'll get this. ____

Me too. Waiter, can we have the bill,
please? _____

No, no. You're my guest. It's on me. ____

No problem. ____

No thanks, I'm completely full. ____

OK, if you insist. Let me pay next time. ____



Listen to the dialogue and check your answers.

Lesson 3 Healthy food, fast food, keeping diet and fasting

Objectives of this lesson:

- *to identify fast food choices with less saturated fat, added sugar, and sodium.*
- *to evaluate fast food choices and identify ways to improve choices.*

1. Answer the following questions:

1. List five reasons why we eat fast food.
2. On average, Americans eat out times a week and times a year.
3. Fast foods are often high in: _____
4. Eating too much fat can raise levels in the blood.
5. What nutrients provide calories?
6. List five healthier choices that you can make at a fast food restaurant.

2. Find the following words from Word Search:

Salad

Water

Fruit

Grilled

Small

Chicken

Fast Food Word Search

BLTDODBSTGTCCT

ASNCTRKSEVMPSE

KARHTSNIACORGV

EKLIULAARNNAKE

DELCWEDLPZLRHG

PHGKEZFTWFBDAE

ODREHERTAWGUHT

THINCRUSTPIZZA

AALEADIAELGCLB

TLLIEETLRSMALL

OWEPESHAREATAE

OEDTTFADWOTORS

LARSTUADSLRUSP

MKAPAAEGTTHPLR

**3. Watch the video and answer the following questions:**

- . What is a healthy plate?
- . What is the proportion of nonstarchy vegetables in a healthy plate? What about protein and grain?

4. Work in groups of three or four. Choose what kind of party you would like to plan. You may choose from the following list:

- *a dinner party*
- *a birthday party*
- *a wedding party*
- *an end-of-school party*

You should make a shopping list for the selected celebration, including food, decorations, invitation cards, gift bags, etc. Ensure that the lists include specific quantities, such as:

- *2 packages of balloons*
- *1 package of paper cups*
- *1 block of cheddar cheese*

Also, work around a budget and estimate the price of each item.

TESTS

cuisine / diet / fresh / helping / junk / moderation / nourishing / poisoning / processed / snack

1. During the summer, our kids eat a lot of _____ food - popcorn, candy, ice cream, cookies, etc.
2. He got food _____ after eating some seafood from a street vendor.
3. I buy _____ produce at the farmer's market.
4. I drink in _____; I don't like getting drunk.
5. I'm not a huge fan of Mexican _____. It's too spicy for me.

GLOSSARY

Bill – a printed or written statement of the money owed for goods or services.

Calorie – the energy needed to raise the temperature of 1 gram of water through 1°C

Check – examine (something) in order to determine its accuracy, quality, or condition, or to detect the presence of something.

Cuisine – a style or method of cooking, especially as characteristic of a particular country, region, or establishment.

Fast food – easily prepared processed food served in snack bars and restaurants as a quick meal or to be taken away.

Food – any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.

Main course – the most substantial course of a meal.

Starter – a person or thing that starts in a specified way.

Saturated fat – a type of fat containing a high proportion of fatty acid molecules without double bonds, considered to be less healthy in the diet than unsaturated fat.

Serve – perform duties or services for (another person or an organization).

Takeaway – a restaurant or shop selling cooked food to be eaten elsewhere.

Tip – a sum of money given to someone as a reward for a service.

Unit 4 Health

Objectives of this unit:

- to develop reading skills
- to develop speaking skill
- to use grammar
- to listen for information

Lesson 1 Visiting a doctor

Objectives of this lesson:

- to develop reading skills
- to develop speaking skill

1. Now read along with the audio recording and discuss the definitions of the words in bold.

Last week, I suddenly became really sick, and I was feeling a great deal of pain in my side, so my father **rushed** me to the emergency room at the nearest hospital. I started feeling a strong pain in my side, and there wasn't any sign that I was getting better. We didn't feel that we needed to call an **ambulance** because we lived so close to the hospital. When we arrived, my dad helped me into the emergency room, and the doctor **on duty** realized I had **appendicitis**. I was quickly **admitted** to the hospital. A nurse took my **vital signs** (blood pressure, temperature, and **pulse**) while my dad filled out all the necessary **paperwork**. Soon thereafter, I was prepared for emergency surgery.

The surgery didn't last that long, but I felt sore afterwards. I was released the following day from the hospital, and I was **back on my feet** in a couple of days. No one likes to visit a hospital, but I'm glad we have them.

Having good health insurance is also **extremely** important because medical costs are so expensive.

This is particularly true for international students who are traveling abroad.

2. Has someone in your family be admitted to the hospital due to a serious illness or other medical problem? If so, please explain the circumstances and the outcome.

3. Listen the conversation and find out the answers. Are the sentences true or false?

1. The man has only recently decided to join the gym.

A True B False

2. The woman says the gym will make sure it has the lowest price in the city.

A True B False

3. The woman says that other gyms charge people when they leave.

A True B False

4. The gym used to be open for 24 hours but it was too busy.

A True B False

5. The personal trainer will tell you what and what not to eat.

A True B False

6. The personal trainer doesn't cost anything at all.

A True

B False

7. The man is not convinced at the end of the conversation.

A True

B False

8. The gym offers a sample visit.

A True

B False

Lesson 2 Traditional and modern medicine

Objectives of this lesson:

➤ to use grammar

➤ to listen for information



1. Listen to six conversations between patients and medical specialists. Identify the treatment suggested by the medical practitioner in each conversation.



2. Staying healthy is something we all try to do, but getting sick is sometimes unavoidable. Many people now seek online medical advice from doctors and Websites, and people even consider buying prescription medication online. Listen to the words below and consult a dictionary if you need a definition.

3. Write a sample sentence for each word to learn how it is used in context. Illnesses that use the article "a/an"

- *• cold
- cough
- cut
- eye infection
- fever
- headache
- stomachache
- sore throat
- toothache
- sunburn

Illnesses that use the article "the"

- flu
- hiccups
- measles

Illnesses that use no article

- AIDS
- cancer
- diarrhea □ dry skin
- insomnia
- malaria

Remedies

- eat right
- get plenty of rest
- go on a diet
- put on a bandage
- put on some ointment
- take some aspirin
- take some cough drops
- take some medicine ~~stay~~ physically fit

2. Now, complete the sentences below with the best answer:

1. Heather has been running _____ for the past two days,
and we can't seem to lower her temperature.

A a fever B the hiccups C insomnia

2. You ought to _____ on that cut before it gets
infected. A take some medicine

B get

plenty of

rest C put a

bandage

3. Sasha has really _____ caused, in part, by this area's
climate. She might want to buy some lotion to moisturize
her hands.

A the flu B dry skin C cough

Lesson 3 Opportunities for disabled people

Objectives of this lesson:

- to listen for information
- to develop speaking skills



Listen to the conversation and answer the questions.

1. What does the man want to do?

- A play basketball with friends
- from work B try out for the
- company baseball team
- C get in shape and compete in a cycling race

2. What is the woman's main concern?

- A She is worried her husband will spend too much time away from home.
- B She is afraid her husband will become a
- fitness freak. C She is concerned about her
- husband's health.

3. What is the woman's first suggestion to her husband?

- A He should see a doctor.
- B Her husband should start with a light
- workout. C Her husband needs to visit a
- fitness trainer.

4. What does the woman advise about the man's diet?

- A He should consume
- less salt. B He should
- eat less fatty foods.
- C He should add more protein products to his diet.

5. Why does the man's wife recommend cycling?

- A It is good for improving muscle tone.
- B It helps strengthen the heart.
- C It helps develop mental toughness.

2. Find information on the following topics and discuss your findings with a partner:

- serious health concerns in different countries and solutions to resolving these problems
 - a basic daily menu for a healthy lifestyle
 - recommended exercises for different age groups and people with certain health risks
-
-
-
-
-



3. Listen to the recording, answer the questions.

1. Last week, the man went to the hospital with_____.

- A heart pain
- B a broken foot
- C a pain in his side

2. The man needed_____, and he needed emergency surgery.

- A a coronary artery bypass
- B an appendectomy
- C a bowel obstruction

3. International students should _____ in cases of medical emergencies overseas.

A learn medical

vocabulary B have

health insurance

C know the closest hospital

TESTS

Match the two halves of these sentences:

- | | |
|---|--|
| 1. Adults who have diabetes need to make some lifestyle | a) with multiple sclerosis. |
| 2. After a series of exams, Diana was diagnosed | b) vaccinations before traveling to a tropical country. |
| 3. He suffers from chronic | c) the pain and reduce swelling. |
| 4. He takes some very strong prescription | d) medications to treat his bipolar disorder. |
| 5. If you pull a muscle, ice can help relieve | e) insurance, so she had to pay for the surgery herself. |
| 6. Japan has the highest life | f) injuries - just some cuts and bruises. |
| 7. My daughter has a bad | g) ill and should be made as comfortable as possible. |
| 8. My son needs to get some | h) expectancy in the world, at 83 years. |
| 9. She didn't have health | i) diet and get lots of exercise. |
| 10. The best way to lose weight is to eat a balanced | j) cold, so she's staying home from school today. |

11. The patient in room 4 is terminally

k) changes, such as cutting down on sugar.

12. They walked away from the accident with minor

l) back pain thanks to years of poor posture.

GLOSSARY

Ambulance – a vehicle equipped for taking sick or injured people to and from hospital, especially in emergencies.

Appendicitis – a serious medical condition in which the appendix becomes inflamed and painful.

Cold – of or at a low or relatively low temperature, especially when compared with the human body.

Cough – expel air from the lungs with a sudden sharp sound.

Extremely – to a very great degree; very.

Go on a diet – To begin a specific nutritional plan typically consisting of eating smaller amounts of food, eating (or avoiding) particular foods, or both in an attempt to lose weight or achieve some other health benefit.

Healthy lifestyle – a way of living or doing things in a healthy style.

Health risks – an adverse event or negative health consequence due to a specific event, disease, or condition.

Pulse – a rhythmical throbbing of the arteries as blood is propelled through them, typically as felt in the wrists or neck.

Unit 5 Family values

Objectives of the unit:

- to learn and revise vocabulary relating to divorce
- to develop listening skills
- to revise vocabulary relating to family
- to develop listening skills
- to develop speaking skills
- to listen for details

Lesson 1 Marriage, divorce, planning the family

Objectives of the lesson:

- to learn and revise vocabulary relating to divorce
- to develop listening skills

Walk around the class and talk to other students about divorce. Change partners often and share your findings.

1. What advice would you give to a married couple with the following problems? Complete this table with your partner(s). Change partners often and share what you wrote.

	What kinds of problems?	Advice
Money		
In-laws		
Different interests		
Romance gone		
Housework		
Boredom		

2. Rank these with your partner. Put the biggest stresses in a marriage at the top. Change partners often and share your rankings.

- money
- housework
- cheating
- marrying too young
- children
- abuse
- in-laws
- different interests



3. Listen and fill in blanks. Write no more than FOUR words.

Couples might want 1. _____ extra effort into their marriage just before March and August every year. Sociologists have identified annual spikes 2. _____ divorces filed in these two months.

Researchers from the University of Washington analysed

3. _____ filed in the U.S. state of Washington between 2001 and 2015. There were almost 25,000 divorces filed in the state in 2014 alone. The scientists found that over the 4. _____ of the study, divorce rates peaked in August, after the 5. _____, and in March, after the Christmas and New Year holidays. Some researchers said the divorces could be due to financial problems 6. _____ winter and summer holidays.

Researcher Julie Brines suggested that 7. _____ felt after the build-up to holidays, and the holidays themselves, may leave couples feeling stressed 8. _____. She said: "People tend to face the holidays with 9. _____, despite what disappointments they might have had in years past." She added: "[Holidays] represent periods in the year when there's the anticipation or 10. _____ a new beginning, a

new start, something different, a transition into a 11. _____.

It's like an optimism cycle." Couples generally spend more time in closer proximity to each other during holidays, which may actually 12.

_____ rather than rekindle romance.

Lesson 2 Family tree, upbringing children, generation gap

Objectives of the lesson:

- to revise vocabulary relating to family
- to develop listening skills
- to develop speaking skills

1. In pairs, talk about following topics. What will the audio say about them?

What can you say about these words and your life?

TV channel

under fire

couples

complaint

relationship

dating

married

generation gap

age

sensitive

family

perfect

Have a chat about the topics you liked. Change topics and partners frequently.

2. Do differences in these things matter? What problems might they have?

Complete this table with your partner(s).

	Do the differences matter?	What problems might they have?
Age		
Income		
Religion		
Nationality		

Education		
Race		



3. Listen and fill in the blanks. Write no more than THREE

words. A TV channel in the UK is 1. _____ members of the public for one of its programmes that follows the lives of couples with a big age difference. Viewers 2. _____ Channel 5 series Age Gap Love of "normalising grooming". The complaints came after a 3. _____ the relationship of a couple who got together when the man was 44 and his partner was 16. The man 4. _____ friend of the 16-year-old's mother. He became friendly with the daughter when she was a child and started dating her when she turned 16. After this 5. _____, the channel received a flood of complaints from viewers who slammed the show for "making this 6. _____".

The couple in the show are married and have two children. He is now 47 and she is 19. The man said: "I 7. _____ people would think. It's a big gap. It's 8. _____. So it's like, what are people going to think?" His wife also spoke about the relationship. She said: "The age doesn't 9. _____. It never has done. I don't see him as an old man, or my dad, or anything like that. 10. _____ - like a big teddy bear." She added: "I've always wanted to have a family, so I just thought he would be 11. _____. Life has not been easy for the couple. When they first started dating, they received a lot of abuse from neighbours and the 12. _____ had to move to another city.

4. Look at the words below. With your partner, try to recall



7. Most people think they resemble their _____.

A pets B parents C grandparent D friends

4. In the video people in the street answer three questions about family.

1. Do you spend much time with your family?

2. Have you inherited any family characteristics?

3. Does your family history play a part in your sense of who you are?

Watch the video and make notes about how they answer for the given questions.

TESTS

1. The process of creating friendships is called...

A getting

friends B

earning

friends C

making

friends

2. A "close friend" is someone...

A who lives near you

B who is similar to you

C with whom you have a strong friendship

3. When you develop romantic feelings for another person, you're re...

A becoming

passionate B

falling in love

C giving your heart



4. If only one of the two people has romantic feelings, we say the feeling is not...

- A mutual B returned C together

5. A polite way to say you're not attracted to someone is: "He/she's not my..."

- A kind B style C type

GLOSSARY

Family – a group consisting of two parents and their children living together as a unit.

Cheating – act dishonestly or unfairly in order to gain an advantage.

Complaint – a statement that something is unsatisfactory or unacceptable.

Divorce – the legal dissolution of a marriage by a court or other competent body.

Generation gap – a difference of attitudes between people of different generations, leading to a lack of understanding.

In-law – a relative by marriage.

Marriage – the legally or formally recognized union of two people as partners in a personal relationship

Relationship – the way in which two or more people or things are connected, or the state of being connected.

Small family – a family having a mother, father and one or two children.

Unit 6 Education

Objectives of this unit:

- to listen for descriptions
- to activate group-works
- to develop speaking skills
- to create discussion board

Lesson 1 School life, student life, teacher

Objectives of this lesson:

- to label with descriptions
- to enhance listening skills

1. Put the adjectives into three categories: Positive, Negative and Either

*Key language: Frightened, happy, angry, excited, worried, shy,
sad, proud, delighted, scared, upset*

POSITIVE (GOOD)	NEGATIVE (BAD)	EITHER (NOT SURE)



2. Listen to three people answering the question "Is your school well equipped?" What do they think?

Speaker (1) _____

Speaker (2) _____

Speaker (3) _____

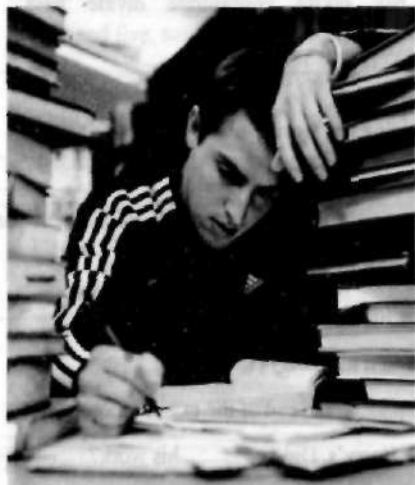


3. Work in groups. Discuss the questions.

1. Do you think your school is well-resourced? Why/Why not?
2. What are its best facilities?
3. What is missing?



4. Listen and check.



A typical Monday at school?
Well first thing we have
is 1.

_____ at 9 am when our
2. _____ checks who's
here at the start of the day. Then
we have 3. _____ we all go
to the main school hall for about
16 minutes. The 4. _____
gives us a talk and reads out
notices and information. We have
two classes and then it's the
first

5. _____ and we all go to the playground.

After that we have double physics in the lab with MrCorder he's very strict
and makes us all 6. _____ in the corridor before we go into the room. Then
it's lunch and after that we are free till 2. 40pm. Monday afternoons are great
because I have art first and then I have a 7. _____ but
unfortunately, they don't let us go home early. But anyway, I can go to the
library and do most of my 8. _____.

Lesson 2 Comparison of educational systems, where to study, decision-making

Objectives:

- to enhance listening skills
- reading skills: to analyze
- to match words
- discussion

1. Read the words written below and explain their meanings.

cheat copy memorize pay revise concentrate divide pass
underline

2. Complete the sentences using the words in 1.

- a. Our teachers used to us by making us stay behind after school.
- b. If you twenty seven by nine, the answer is three.
- c. Try to the most important rules.
- d. It's difficult to attention in a noisy classroom.
- e. Paulina tried her best to the end of the examinations.
- f. Your work is the same as Harry's. Did you his work?
- g. Your mind is wondering? You must more.
- h. Helen decided to All her work at the end of every week.
- i. It is a good idea to important parts of the book in red.
- j. The teacher saw Jerry trying to In the exam.

3. Read the texts and decide which text is about someone's best day, and which is about their worst day.

Text 1

My day was a school trip to the Forest of Dean Sculpture Trail. As I had arranged a trip before, I worked closely with the year 4 teacher to learn from her what I needed to do.

I remembered from my time at university that you had to do a risk assessment before a trip. This meant visiting the sculpture park and noting anything that may cause accidents- for example, steep hills or streams.

Doing the research meant my colleague and I knew what to expect and felt fully prepared. There were 52 children on the trip- they were split into groups of four and five, and each group was allocated an adult.

My class can be a difficult group and I was worried about their behavior on this trip. But the day was really great- we came back totally relaxed. The children were brilliant, enjoying every part of the day, and we were really proud of them.

I learned a lot from my colleague and I can confidently say now that I could organize a school outing on my own.

Text 2

My day happened when I was with a class of 11- year – olds and there was trouble with a gang of boys. They were swearing and making threats to another boy in the class. They thought he was a “swot”- he worked too hard.

At this point, I imposed my authority- I may be just 1 meter 60, but I can really shout – and the group of boys who had been causing the problem stopped. I gave the whole class some warnings of my own. But later, the victim hit one of the boys who had been using bad language. I attempted to separate them, but the victimized boy started to have a problem with his breathing and began to cough. By this point, I was really stressed and unsure what to do, so I sent the child next door to calm down. At the end of the day, I came away from that class mentally exhausted.

But the experience has not put me off. It was just a bad day and most teachers get those. So, do children. In any case, I enjoy a challenge and will not be defeated.



4. Listen to the first part of an interview about a special type of school called an academy. Two of the three statements are correct-which ones?

Children go to an academy in the evening, after their normal school. An academy is a school which specializes in an area of study.

An academy has a special connection with an outside expert.



5. Listen to the complete interview and decide if the sentences are true or false. Then correct the false sentences.

There different types of academy.....

An academy only teaches its specialist subjects.....

Students could only study European languages.....

The school has special resources and equipment.....

Children from the school got jobs at British Airways.....

The academies have all been a great success.....

6. Would you like to go this school? Or to another type of specialist academy?

Why/Why not?

Lesson 3 Exchange students, scholarships, studying abroad

Objectives:

- *reading skills: to label headings*
- *speaking: discussion*

1. Read the text to predict which of the following the text might be about:

- A. A dream interpretation school.
- B. A perfect school
- C. A school where pupils learn while they are sleeping

Dream school

Everyone in Britain knows Jamie Oliver, the multimillionaire TV chef. But when he left school at 16 with just 2 GCSE qualifications his teachers didn't imagine that he would become so famous a few years later. Jamie's school experience is unfortunately unusual. In the UK, 47% of young people leave school at 16 with very few qualifications.

Jamie is now on TV again in the documentary series Jamie's Dream School. The programme tries to create the school that Jamie wanted when he was younger. A class of 20 kids aged 16-18 are taught subjects by a team of experts in their field including hip hop vocalist TinchyStryder and around-the-world sailor Ellen MacArthur. The idea is to inspire the young people to

become interested in learning, to feel positive about school and to encourage them to stay in education.

If you want to go to Dream school you can see clips of this fascinating show on YouTube.

What's your idea of a Dream school? A newspaper asked school students to describe their ideal school. These were some of the things that the children wanted:

A flexible timetable

Time to understand things

Speakers that play music instead of a bell A teacher-pupil swap day

A very big door so that everyone can go into school together Tables in the playground

More flexibility to choose subjects Better whiteboards

A bigger building

More stationery for pupils Longer ICT lessons

Nice, smiling teachers Friendly children

Read the text again and decide if these statements are true or false.

1. Jamie Oliver is famous for cooking.
2. Jamie passed a lot of exams at school.
3. Jamie's Dream school is a reality TV programme.
4. Jamie wants to help young people to learn more at school.
5. The teachers at Dream school are education experts.
6. School children told a newspaper that they want more discipline but no exams.

Underline all the words in the text related to school and education. How many words can you find?

2. My dream school

A) Design your ideal school with a partner. Make some notes.

Facilities	
Materials	
School building	
Exams	
Discipline	
Teachers	
Students	
Other	

B) You are going to present your ideal school to the class.

Use your notes to prepare a mini presentation.

Useful language:

Our ideal school

is/has... We

think that...

We would like

more/less... And

that's all.

3. Look at the different descriptions and find types of school in the UK. Then discuss.

1. A school which receives funding from the state and follows the National Curriculum.
2. A state-funded school which is connected to a specific religious group.
3. A state secondary school with a strong academic focus. Students do an entrance test and are selected according to ability.
4. Parents must pay tuition fees at this type of school. It has its own curriculum.
5. Students both study and live in this school.
6. Students do not attend school and are educated at home by their parents.

4. Work in pairs. Prepare similar presentation on the different types of school in your country. Include information about..... How the schools are funded.

If they tend to be single-sex or

co-ed. The importance of

religion in the school.

If the schools are selective or open to all students.

TESTS

1. Christine has been a school teacher for many years.

A central

B medium

C middle

2. Could you give me some on my presentation? I'd like to know how to improve it.

A degree

B concentration

C feedback

3. He's to all the best universities in the country.

A applying

B submitting

C trying

4. I think I got every question on the exam wrong - I have no doubt that I

A dropped

B failed

C lost

5. I'm a course on Latin American politics.

A having

B taking

C going

GLOSSARY

Cheat – act dishonestly or unfairly in order to gain an advantage.

Concentrate – focus all one's attention on a particular object or activity.

Dream school – To dream that you are in school signifies feelings of inadequacy and childhood insecurities that have never been resolved.

Flexible timetable – allows an employee to work hours that differ from the normal company start and stop time.

Library – a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution.

Memorize – commit to memory; learn by heart.

Punish – inflict a penalty or sanction on (someone) as retribution for an offence, especially a transgression of a legal or moral code.

Stationary – not moving or not intended to be moved.

Well-equipped – supplied with all the necessary equipment. **Well-organized** – having or showing good organization.

Unit 7 City and country life

Objectives of the unit:

- to develop communication skills
- to develop vocabulary around the topic of cities and how to describe them
- to listen for details
- to some of the issues and opportunities involved in moving to a new country

Lesson 1 City life, problem of big cities, famous cities in the world

Objectives of the lesson:

- to develop communication skills
- to develop vocabulary around the topic of cities and how to describe them
- to listen for details

1. Answer the following questions.

1. What is the capital of Italy?
2. Where is the European Parliament?
3. What is the biggest city in the south of Spain?
4. What is the capital of Scotland?

2. Read the text and answer the questions below.

1. Which three ways of classifying a city are mentioned in paragraph one?
2. What factors did the European Union's study of the state of Europe's cities concentrate on?
3. How many types of city did the study identify?
4. What is an international hub?
5. What is a specialised pole?
6. What is a regional pole?

Categorising Europe's Cities

There are lots of different ways of classifying cities and lots of studies have been done. Some studies concentrate on how big cities are, on economic factors like how expensive a city is, others on how many artists or musicians work in the city. There are hundreds of factors that can be studied.

Recently, the European Union commissioned a study to find out about the present state of Europe's cities. The study concentrated on the size of the cities' populations as well as economic and financial factors. The researchers decided to categorise Europe's cities into three main types: International hubs, specialised poles and regional poles.

- **International hubs** are big cities with an international reputation, like London or Barcelona.
- **Specialised poles** are big cities with an important role in the national economy, and sometimes in the global economy, like Cardiff in the UK or Zaragoza in Spain.
- **Regional poles** are small to medium-sized cities that have an important place in their region or province.

3. Are these statements True or false? Write TRUE or FALSE.

1. Rotterdam has got a port.
2. Cardiff is in Scotland.
3. Milan is in the south of Italy.
4. Portsmouth has a bigger population than Birmingham.

5. Cambridge is famous for its university.

6. Riga is in Russia.

7. London is more expensive than Zaragoza.

8. Las Palmas is an important tourist centre.

9. Volkswagen cars are produced in Goteborg 10. Budapest is in Eastern

Europe.

4. Choose the correct letter A, B, C or D.

1. One hundred years ago, what percentage of the human population lived in cities?

A 10%

B 20%

C 40%

D 80%

2. What led to the development of the first semi-permanent settlements?

A Changes in the global climate

B An increase in fresh water supplies

C Improvements in healthcare

D Advancements in agriculture

3. Which of these technologies developed because of the desire to trade with other cities?

A Tractors

B City walls

C Roads

D Aqueducts

4. Why did people first move into cities?

A Jobs B Fun

C Safety

D More farmland

5. Why were some cities in 2000 BC overcrowded?

A There was no birth control

B Transportations was not widely available

C Food supplies were enough

D Because of cold climate

6. When do modern cities get their start as today?

A After Industrial Revolution

B After the collapse of Roman Empire

C In 2000 BC

D After invention of new technologies

7. The global population is expected to peak at _____ billion.

A 7

B 6

C 9

D 10

Lesson 2 Home towns, transport, and the best place to live

- to develop communication skills
- to develop vocabulary around the topic of cities and how to describe them
- to understand some of the issues and opportunities involved in moving to a new country

1. **Work in pairs. Tell each other about your favourite city and what you like about them.**
2. **What types of places you like to visit and things you like doing when you go on holiday to another city.**
3. **Imagine you are going to visit Barcelona next weekend. With your pair you should plan what you are going to do there. If necessary you can use your mobile phone to find out about places of interest, and tourist and cultural activities in Barcelona.**
4. **You are going to watch a timelapse video in which you will see an entire day in Barcelona in just two minutes. As you watch you should look out for any of the places and activities you mentioned earlier. Then answer the following questions:**
 - *Did you like the film?*
 - *Would you like to visit Barcelona?*
5. **Imagine you are going to make a time-lapse video of your home town which will show a day of life in just two minutes. In small groups you should decide what monuments, places and activities you are going to film.**

Lesson 3 Migration from countries to cities

➤ to develop communication skills

➤ to listen for details

1. Walk around the class and talk to other students about foreigners. Is this a good or bad word? Does the word 'foreigners' in your language have a good or bad image? Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. What are the pros and cons of lots of people from other countries coming to your country to live. Discuss this with your partner(s). Use the items below to guide your discussions:

- | | |
|-------------|------------------------|
| • culture | • housing |
| • language | • crime |
| • wealth | • food and restaurants |
| • festivals | • tolerance |
| • tax | • other _____ |

3. With your partner(s), talk about these newspaper headlines and the stories behind them. Which do you think are possible?

- *Water refugees flood Southern Africa*
- *Record pollution forces evacuation of China*
- *UK now an iceberg – 50 million heading south*
- *Bangladesh flooded – Indian borders closed*
- *Mexico officially a desert – Millions at US border*
- *World financial system collapses – 200 million Americans homeless*
- *Nuclear war threatens Mid-East – millions on the move*



4. Listen and fill in the spaces. Write ONE word only.

Rate of UK immigration rises sharply

The number 1. _____ the United Kingdom is increasing at a rate that 2. _____ surprise. The annual rise is 45,000 more than previously predicted. This is according 3. _____ from Britain's National Statistics Office. Officials originally thought the increase in Britain's population due to immigration 4. _____ 145,000 a year. However, it has revised that figure to 190,000 migrants per annum. Population expert Sir Andrew Green said: "The result is that 86% of our population increase 5. _____ immigration, which will add 7.2 million to our population between 2004 and 2031." Politicians are warning this figure is the same size as a city and will 6. _____ Britain's infrastructure and public services.

British politicians are 7. _____ slow down the volume of people relocating to the UK, before a population crisis sets in. The Conservative Party wants "8. _____" on the number of people entering the UK. Members of the government agree. Immigration Minister Liam Byrne urged "9. _____ sweeping changes to the immigration system in the next 12 months". He added: "Migration is bringing new wealth

10. _____ to Britain. That means we need to drive through radical action now to make sure our ... policy 11. _____." Another migration expert, Danny Sriskandarajah, warned that Britain had to continue to build "cohesive communities" despite 12. _____ of people arriving at its ports.

TESTS

1. Her father paid the payment on her apartment.

A affordable

B down

C studio

2. I can't stand living with my parents; I need a place of my.....

A independent

B own

C short-term

3. I hope the apartment is..... because I can't afford to buy appliances.

A decorated

B furnished

C upscale

4. I was having so much fun during my semester abroad that I didn't feel at all. A cramped B homesick C houseware

5. It's a ten.....building with two elevators.

A level

B room

C story

GLOSSARY

Capital – the city or town that functions as the seat of government and administrative centre of a country or region.

Cultural activities – something you do, or just the state of doing.

Migration – movement from one part of something to another.

Rate – a measure, quantity, or frequency, typically one measured against another quantity or measure.

Refugee – a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Regional pole – the regions contiguous to the extremities of the earth's rotational axis, the North Pole or the South Pole.

Tolerance – the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.

Tourist – a person who is travelling or visiting a place for pleasure.

Unit 8 Leisure and Sports

Objectives of this unit:

- to listen for details
- to develop speaking skills
- to learn new word stock
- to develop grammar skills

Lesson 1 Sport events, travel

Objectives of this lesson:

- to develop speaking skills
- to use questionnaire
- to listen for details

1. Stand up and search information about your friends and fill the table.

Student's name	
ex: Karim Khalimov	... exercised this morning.
	... played a sport yesterday.
	... is a member of a sports team.
	... loves to watch sports on TV.
	... wants to exercise after class.
	... swims almost every week.
	... played basketball with friends
	last month.

2. Work in pairs. Match at least one sport to each verb.

Catch hit jump kick pass run serve throw

Athletics baseball boxing football gymnastics rugby volleyball water polo

3. Answer the questions.

1. Do you have a particular sports person that you admire? Who? Why?
Discuss a class.
2. What do you think the life of a professional sportsman is like? What are the highs and lows?
3. Do you have any person whose job is related to sport?



4. Work in two groups.

Group A *Listen to Mick and Jez talking about Steve Redgrave, the Olympic rower.*

Group B *Listen to Adelhaide and Kate talking about Darcey Bussell, the ballerina.*

- 1 Why are the speakers interested in Steve/Darcey?
- 2 What have been the best moments of Darcey's /Steve's career?
- 3 What health problems has he/she had?
- 4 What is her /his training programme?
- 5 What does his/her diet consist of?
- 6 How does she/he feel during a performance?
- 7 What sacrifices has he/she had to make?
- 8 Who are the significant people in her/his life?
- 9 What are his/her ambitions for the future?

10 What kind of a relationship do the two speakers have? What do you learn about them?

Lesson 2 Hobbies, gambling, crosswords

Objectives of this lesson:

- to develop speaking skills
- to listen for details

1. Take it in turns to talk with your partner about sport and hobby. Give yourself two minutes to prepare your answer.

A) Think about the following questions:

- Are you good at sport?
- Do you enjoy playing or watching sport? Why?
- Which sports are most popular in your culture?
- What is your favorite activity?
- Do you enjoy collecting anything as a hobby?

B) Discuss the following statement with your partner:

Sport plays a crucial role in international relations and it makes the world a better place to live.

Share your thoughts with rest of the class.



2. Are you keen on travelling? Is it your hobby? Imagine that you are having a long journey and you have to go to "Bureau de change".



Put the dialogue at a *Bureau de change* in the correct order. Then listen and check.

Part 1

A) Hi. I'd like to change these euros into pounds.....

A) And do I have to pay commission?.....

A) 500 euros.....

A) Great.....

A) No, that's included in the rate.....

B) Ok, sure, how much would you like to change?.....

B) Ok, let's see, at today's exchange rate that's 438 pounds and 49 pence.....

Part 2

B) Could I see your passport please?.....

B) Sure, So that's 50,100,150,200,250,300 pounds and 20, 40, 60, 80, 100, that's 400 pounds: and 10,20,30, and the rest in change.....

B) You're welcome sir.....

B) How would you like your money-50 pound notes? 20 pound notes?.....

B) And how would you like your money?.....

A) OK, great, thanks.....

A) Sorry?.....

A) Sure, here you are.....

A) Um, let's see, can I have 300 pounds in 50s and the rest in 20s and 10s?.....

3. Look at the graphs of the most popular sports and exercise activities for 16-24-year-olds in Britain. Predict which activities are among the top five for men and for women.

snooker/pool
swimming

football
aerobics

cycling
running

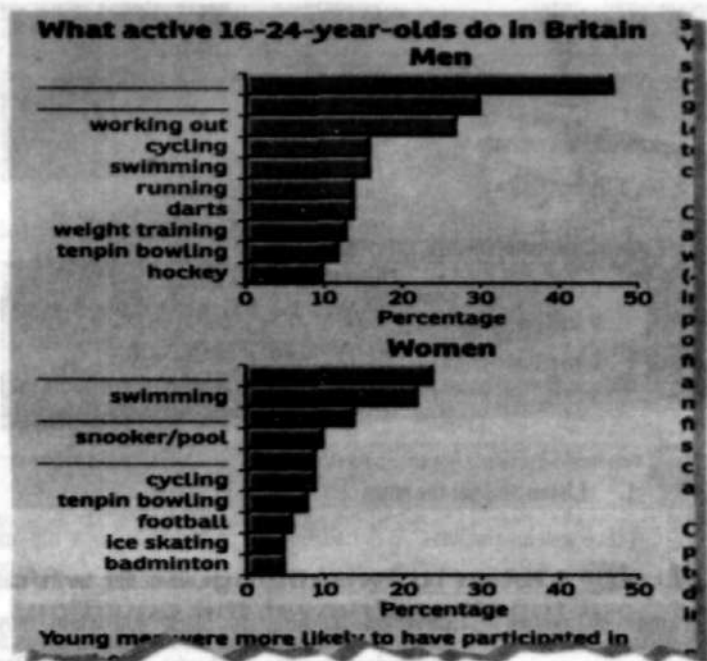
working out

snooker/pool
swimming

football
aerobics

cycling
running

working out



Listen and check your predictions. Work in pairs. Choose which student to be by tossing a coin. Write a dialogue about making plans to go out.

You want to go out with Student B. Try suggesting.... going to watch a sports match going out for something to eat

Student B

You don't mind going out with Student A but you want to suggest...

- a different activity
- a different time

lesson 3 Cinema, theatre, celebrities

Objectives of this lesson:

- > *to develop speaking skills*
- > *to listen for details*

1. Listen and fill the gaps.

I love watching movies. At the cinema, I _computer. I'm a big movie fan and love 2. _____ my favourite movie stars. I like all kinds of movies - Hollywood blockbusters, black and white movies 3. _____, independent movies... They're all good. Recently 4. _____ watching foreign movies. I like the films that come out of Bollywood - they're very different. The first film I saw at the movie theatre was Star Wars. 5. _____ the special effects. Nowadays, so many movies have such good computer graphics that we 6. _____ the effects are. One of my favourite ways of relaxing 7. _____ latest DVD and sit on the sofa with a big bag of potato chips. The sound has to be 8. _____ and the lights have to be off.

2. Write questions to your partner about cinema and theatre. Then answer in turns

STUDENT A's QUESTIONS (Do not show these to student B)

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

^^ 3. Listen a dialogue and fill the gaps.

Man: So, you went to see it? 1 _____?

Woman: I wasn't sure at first, but in the end, I really liked it.

Man: I've been thinking about going to see it, but some people say it's

2 _____.

Woman: No, it's worth seeing. I just think a lot of people find the story a bit too 3 _____.

Man: So what, is it hard to follow?

Woman: No, not really, there are just a lot of 4 _____.
I thought it was really interesting, and really well-acted as well.

Man: Who's in it?

Woman: Jim Rodgers, Katherine Lamb, a few other people.

Man: I don't like Jim Rodgers. He always plays the same character, and he's
5 _____.

Woman: I quite like him...

Man: Yeah, I wonder why. Must be his acting ability!

Woman: Shut up! Anyway, definitely go see it.

Man: 6 _____?

Woman: I don't know, have a look online.

Vocabulary notes to help you:

1. *What did you make of it?* = What did you think of it?
2. *Overhyped* = people have said a lot of good things about something, but it isn't as good as everyone says.
3. *Convolutd* = To ocomplicated and confusing
4. *Twists and turns* = when something unexpected happens in a story, or a story changes direction suddenly.
5. *Wooden* = emotionless
6. *Is it still on?* = Are they still showing it?

4. Can you match the words and phrases with the same meaning?

1. difficult to understand	a) shut up
2. showing [on TV or at the cinema]	b) hard to follow
3. you should go to see it	c) he was in...
4. be quiet	d) on
5. he acted in...	e) it's worth seeing

TESTS

1. A movie from an amateur filmmaker was..... for three awards at an international film festival.

A based

B nominated

C presented

2. Did you see the..... for the new Star Wars movie? It looks like it'll be awesome!

A trailer

B trilogy

C theater

3. The openingof the movie is very violent.

A chapter

B genre

C scene

4. I didn't like theof the movie; it just didn't seem believable.

A close

B end

C finish

5. I enjoyed the book because I could really identify with the main character / role / star.

A character

B role

C star

GLOSSARY

Catch - intercept and hold (something which has been thrown, propelled, or dropped).

Cinema - a theatre where films are shown for public entertainment.

Crucial - decisive or critical, especially in the success or failure of something.

Hit - bring one's hand or a tool or weapon into contact with (someone or something) quickly and forcefully.

International relation - the way in which two or more nations interact with and regard each other, especially in the context of political, economic, or cultural relationships.

Kick - strike or propel forcibly with the foot.

Overhyped - make exaggerated claims about (a product, idea, or event); publicize or promote excessively.

Theatr - a building or outdoor area in which plays and other dramatic performances are given.

Throw - propel (something) with force through the air by a movement of the arm and hand.

Work out - be capable of being solved.

Unit 9 Technology and communication

Objectives of this unit:

- to practise listening skills
- to improve vocabulary – collocations

Lesson 1 Computer and internet

Objectives of this lesson:

- to practise listening skills
- to improve vocabulary – collocations

1. Match the words below to make strong collocations. When you have finished, try to think of more related to technology.

calls	and quiet	being	week
machine	pub	country	

	open
	working
	peace
	human
	phone
	local
	computerised



Listen to the recording and check your collocations.

2. Answer the questions. Circle true or false, or write short answers.

- The speaker enjoys using technology. True False
- The speaker talks on the phone more than using social networking sites.

True False

3. What does the speaker do on Saturday morning?
4. Why does the speaker go to the pub?
5. How does the weekend help the speaker?

3. Discuss the followings:

- If you could invent any piece of technology, what would it be and why?
- What's the most important piece of technology in your life?
- What piece of technology has had the most impact on society?



4. Listen and fill in the spaces. Write no more than FOUR words.

It's hard to believe 1. _____ had computers a few years ago. I wonder how people lived. There must have been 2. _____ paperwork. I can't imagine writing everything by _____ hand. I 3. _____ computers. Everything worked without We need computers today for everything. Hospitals, airports, the police... nothing can work without computers. I'm 4. _____ ten times busier than now if I didn't have a computer. Imagine 5. _____ find 6. _____ paper and an envelope and then walking down the street 7. _____ letter! I love my computer. It makes everything 8. _____ convenient. Sure, it freezes and crashes sometimes. Sure 9. _____ data. But that's not _____ often. Most 10. _____ my computer is like my best friend.

Lesson 2 E-mails and internet

Objectives of this lesson:

- to develop speaking skills
- to listen for details
- to enhance writing skills



1. Read the text and give definitions to the underlined words.

Internet news sites

We looked at some of the websites where you can get the latest news. Here's our pick of the best

sources

publication

articles

updated

links

search result

clutter

versions

provided access to the hard copy

daily newspaper and to obtain background information on articles loaded since the last time you visited the site. But you may have to register for an email address and password to access some sections.

www.bbc.co.uk/news

Access to current and archive news on events world-wide, plus links to background information and relevant sites. Free service.

www.guardian.co.uk

One of the few UK newspapers to still offer free access to both current and archived web content.

www.independent.co.uk

Free access to selected articles from the last seven days. The priced 'Independent Portfolio' covers all articles by regular columnists and commentators, leading articles from the *Independent* and *Independent on Sunday*, articles by Middle East Correspondent Robert Fisk, and all articles more than seven days old in the news and sport channels. Priced service, but some current content is free.

2. Listen the track and fill the gaps.

I think the Internet is the greatest. _____.

Think how it has changed the world. So much information is out there.

2. _____ changed my life. I can chat with friends, download music, buy books and

3. _____ I need for my homework. It took days or 4.

_____ any of these things before the Internet. I

spend hours every day online. I think I 5. _____ too

long. I'm sure

6. _____ computer screen all day isn't good for

my eyes. I think it's also 7. _____. I need to exercise a little

more. The only thing I don't like about the Internet

8. _____ be dangerous. I

don't really 9. _____ personal

information online, especially on 10. _____ sites like

Facebook.

3. Work in pairs. Complete the table with as many words about mobile phones as you can.

Mobile phone operators	
Mobile phone apparatus, its parts	
Mobile phone conversations	

4. Correct the spelling

I think the Internet is the greatest ninvneoit ever. Think how it has nhgedca the world. So much information is out there. It has totally changed my life. I can

chat with friends, dodlnowa music, buy books and get all the info I need for my hmewkoor. It took days or weeks to do any of these things before the Internet.

I sednp hours every day online. I think I spend a little too long. I'm sure staring at a computer nrsece all day isn't good for my eyes. I think it's also making me fat. I need to reeicsxe a little more. The only thing I don't like about the Internet is that it can be soganrdue. I don't really like ptnitug my personal information onenil, especially on social networking sites like Facebook.

Lesson 3 Mobile phones, sms

Objectives of this lesson:

- to develop speaking skills
- to listen for details
- to enhance writing skills

1. Reasons people use phones. Write all statements into the box.

Reasons people use phones	Reasons you use your mobile phone	Conversation or text message
To let their people, know where they are		
To flirt with someone		
As a clock		
To play games		

Just to say hello		
To arrange to meet friends		
To find out about the cinema or football results		



2. Listen to Tom and his father talking about movies. Then answer the questions below.

1. What did Tom and his Dad just watch on TV together?

A Star Wars

B Star Trek

C The Incredible Hulk

2. Tom says the special effects are . . .

A good

B okay

C bad

3. Tom says an imagination isn't . . .

A important

B bad

C fun

4. Who is Tom's favorite superhero?

A Superman

B Spock

C He doesn't say.

5. Why does Tom's Dad like the Incredible Hulk?

A He looks like an alien.

B He's strong

C he doesn't say



3. Listen again and fill in the missing words.

Dad: Oh, that was great! I love the part where Captain Kirk is fighting the alien!

Tom: Ugh! That was terrible! You can tell that the alien was just a guy with green make-up. The 1. _____ are terrible.

Dad: Yeah, but Star Trek was made in the 1960s. Special effects weren't so good back then.

Tom: They were 2. _____ . . .

Dad: You just have to use your imagination a little. 3. _____ have no imagination these days.

Tom: We don't need imagination! Anyway, the 4 _____ in that TV show wasn't that great either.

Dad: What do you mean?

Tom: I mean that 5. _____ with the big ears, from another planet ... what's his name ... Spork, Splock ...?

Dad: You mean Spock?

Tom: Yeah! Well, anyway, his acting is terrible. He

6. _____ smiles or gets 7. _____ or anything. That's not acting!

Dad: He's not supposed to smile or get angry. He's an

8. _____ with no human feelings.

Tom: Yeah, well I think I could be an 9. _____ and do that.

Dad: Really?

Tom: Yeah.

Dad: Well, then, what 10. _____ of movies or TV shows do you like?

Tom: I like superhero movies!

Dad: Hmmm ...

Tom: Like Batman, or Iron Man, or Superman. Who's your

11. _____ superhero? **Dad:** I'm not sure that I have ...

Tom: But if you had to choose,who would you choose? Ant Man? Spiderman?

Dad: Um, let me think ...

Tom: Wonder Woman?

Dad: I think I would choose ...

Tom: Yeah?

Dad: I think I would choose the Incredible Hulk.

Tom: Why?

Dad: 12. _____ he's big and green, just like the alien we saw in Star Trek!

4. Work with a partner and write a dialogue on the topic movies. Act out the conversation for your other classmates.

TESTS

1. After my computer was stolen, I was so glad I had all my data on an external hard drive.

A backed up B locked up C started up

2. Could I use your computer for a minute? I'd like to my e-mail.

A check B look C verify

3. Do I need to a special program to be able to view this video?

A attach B implements C install

4. I you a CD of some of my favorite music.

A burned B locked C scanned

1. I can't check the event schedule online because the conference website seems to be

A off B down C frozen

GLOSSARY

Arrange - put (things) in a neat, attractive, or required order.

E-mail - messages distributed by electronic means from one computer user to one or more recipients via a network.

Internet - a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

News - newly received or noteworthy information, especially about recent events.

Invent - create or design (something that has not existed before); be the originator of.

Mobile phone - a telephone with access to a cellular radio system so it can be used over a wide area, without a physical connection to a network.

Conversation - a talk, especially an informal one, between two or more people, in which news and ideas are exchanged.

Reason - a cause, explanation, or justification for an action or event

Technology - the application of scientific knowledge for practical purposes, especially in industry.

Machine - an apparatus using mechanical power and having several parts, each with a definite function and together performing a particular task.

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G.Z.TOSHMUKHAMMEDOVA**

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Murojaat uchun telefonlar:

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Marketing bo'limi: (98) 128-78-43;

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e-mail: yangiasravlodi@mail.ru



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