

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ
ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ**

“Инглиз тили ва адабиёти” кафедраси

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ИНГЛИЗ ТИЛИ

ЎҚУВ-УСЛУБИЙ МАЖМУА

Гулистон – 2012-2013

Гулистон давлат университети ўқув-услугий кенгашининг 2012 йил 30
августдаги йиғилишида муҳокама қилинган ва тасдиқланган.

Баённома № 1

Ушбу ўқув-услугий мажмуа замонавий педагогик технологиялар асосида
олий таълим муассасалари филология факультети Инглиз тили таълим
йўналиши 4-босқич “Инглиз тили” фани ўқув дастури бўйича тайёрланган.
Ўқув-услугий мажмуа Гулистон давлат университети ўқув-услугий кенгаши
томонидан тавсия этилган.

Тузувчи: Тилаволдиев О.Х.

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Данный учебно-методический комплекс английскому языку,
рекомендуемый для публикации учебно-методическим советом Гулистанского
государственного университета, основан на современных педагогических
технологиях, составлен согласно программе по английскому языку для
студентов 4-курса по направлению филология английского языка факультетов
филологии вузов.

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The given teaching methodological aid is based on new pedagogical
technologies and prepared in accordance with the academic program of English
language for the 4th year students of philological faculties of higher education
institutions.

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MUNDARIJA

FAN ISHCHI O'QUV DASTURI.....	3
FANNING MAZMUNI.....	5
FAN BO'YICHA REYTING ISHLANMA VA BAHOLASH MEZONI.....	9
FAN TAQVIM MAVZUI REJASI.....	12
AMALIY MASHG'ULOTLAR.....	14
1-AMALIY MASHG'ULOT.....	14
2 AMALIY MASHG'ULOT.....	18
3 AMALIY MASHG'ULOT.....	23
4 AMALIY MASHG'ULOT.....	28
5 AMALIY MASHG'ULOT.....	35
6 AMALIY MASHG'ULOT.....	38
7 AMALIY MASHG'ULOT.....	43
8 AMALIY MASHG'ULOT.....	48
9 AMALIY MASHG'ULOT.....	53
10 AMALIY MASHG'ULOT.....	58
11 AMALIY MASHG'ULOT.....	62
12 AMALIY MASHG'ULOT.....	68
13 AMALIY MASHG'ULOT.....	73
14 AMALIY MASHG'ULOT.....	78
15 AMALIY MASHG'ULOT.....	83
TALABA MUSTAQIL ISHLARI.....	88
NAZORAT TOPSHIRIQLARI.....	89
TEST TOPSHIRIQLARI.....	99
GLOSSARI.....	104
FOYDALANILGAN ADABIYOTLAR.....	118

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“Тасдиқлайман”
Ректор _____ А. Эминов
“ _____ ” _____ 2012 йил

**“Инглиз тили” фанидан
ИШЧИ ЎҚУВ ДАСТУР**

Таълим соҳаси:	220000 – гуманитар фанлар
Таълим йўналиши:	5120100 – Филология ва тилларни ўқитиш (инглиз тили)
Кафедра:	Инглиз тили ва адабиёти
Умумий ўқув соати:	68
Шу жумладан:	Амалий машғулот – 34 Мустақил ишлаш соати - 34

Гулистон – 2012-2013

“Инглиз тили” фанидан ишчи ўқув дастури Гулистон ДУ ўқув методик Кенгашининг 2012 йил 26 август 1-сонли мажлисида мҳокама этилди ва маъқулланди.

Ишчи дастур 5120100 Филология ва тилларни ўқитиш (инглиз тили) бакалавриат таълим йўналиши учун тавсия этилган, Ўзбекистон Давлат жаҳон тиллари университетида ишлаб чиқилган ҳамда Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигига тасдиқлаш учун тақдим этилган ДТС ва намунавий ўқув режасига мувофиқ тайёрланди.

Тузувчи: Тилаволдиев О.Х.

Такризчи: Уразбаев Х.И.

Фаннинг ишчи ўқув дастури филология факультети Илмий кенгашининг 2012 йил _____ - сонли қарори билан тасдиқланди.

Факультет илмий кенгаши раиси _____ М.Бойэшонов

Келишилди:

Кафедра мудири: _____ Д. Бўтаева

ЎИ проректори _____ Ҳ.Қ. Қаршибоев

“ _____ ” _____ 2012 йил

1.1. Фаннинг мақсади: талабаларнинг лингвистик, коммуникатив ва лингво-мамлакатшунослик имкониятларини шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутати. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Лингво-мамлакатшунослик компетенцияси тили ўрганилаётган мамлакатни айна пайтдаги ижтимоий-иқтисодий ва маданий ривож ва шунга мос тарзда нутқ муомала маданиятини назарда тутати. Оғзаки ва ёзма нутқ амалиёти фанининг касбий педагогик мақсади жса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

Фаннинг вазифалари: янги лексик материалларни сақловчи янги нутқий консутрукциялар намуналарини кейинги босқичларда мустаҳкамлаш. Инглиз тилида сўзлашувчи мамлакатларнинг талаффузидаги ўхшашликларни ва фарқли томонларини кўрсатиш. Талабаларни тўғри талаффуз қилишга ўргатиш, фонемаларнинг морфемалар ясашдаги ўрни ва аҳамияти ҳақида тушунча бери. Нутқ амалиёти талабаларнинг мантиқий тафаккурини чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларини, тил бўйича мустақил ишлаш малакаларини ривожлантириш. Асосий чет тили дарсларида ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларини қўлланилишини кўзда тутати.

1.2. Фан бўйича талабаларнинг билимига, кўникма ва малакаласига қўйиладиган талабалар:

Асосий чет тили (инглиз тили) ўқув фанини ўзлаштириш жараёнида бакалавр:

- ўрганилаётган тилнинг морфологик тузилиши ва товуш тизими
- ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- ўрганилаётган тилнинг ривож ва тил доирасидаги асосий экстралингвистик шаклланишнинг асосий факторлари ҳамда тарихий манбалари, унинг диалектик ҳилма-ҳиллиги;
- мулоқотнинг оғзаки ва ёзма турлари билиши лозим

I. АМАЛИЙ МАШҒУЛОТЛАР

№	Themes	Doing Works	Hours
1	Hobbies and Free Time	Hobbies and leisure activities. Talking about pictures of free time. Roleplay a hobby doctor and a patient. The effectiveness of hobby consultations.	2
2	Science and Technology	Talking about pictures of science and discoveries and inventions.	2
3	Sports and Games	Diet, sport and lifestyle. Roleplay a coach and a sportman/woman.	2
4	Tourism, Holidays and transport.	Three short texts: tourist sites in UK. Asking polite indirect questions. Interrupting politely.	2
5	Culture and entertainment	Asking open questions. Asking for explanations. Roleplay – a tourist and a tourist information officer.	2
6	The media and communications	Talking about the future. Ideas for a news programme. Choosing the best programme proposal.	2
7	The first intermediate control work		2
8	Customs and Celebrations	Describing and comparing photos showing different ways of celebrating Christmas. A class debate on modern society and materialism	2
9	Famous British and American People.	Expressing wishes and regrets.	2
10	The World of Work	Oral exercises on the themes of work and professions in modern societies. Word combinations and speech patterns.	2
11	Housing and Families	Templates of asking for an admission, opinion, agreement, or an explanation. Possible guests at a wedding.	2
12	Health	Oral exercises and debates on health problems and health protection.	2
13	Clothes and Fashion	Exercises in talking about clothes and fashion.	2
14	Education	Describing photos of school activities. How your country's	2

		education system can be improved?	
15	Crime	Exercises in talking about crime. Phrases and speech patterns used in giving opinion.	2
16	The Environment	The environmental problems. Exercises in correct utterance of ideas dedicated to the problem of nature and environment.	2
17	The second intermediate control work		2
		TOTAL	34

II. ТАЛАБАЛАР МУСТАҚИЛ ИШЛАРИ

РЕФЕРАТ ВА ТАҚДИМОТ МАВЗУЛАРИ РЎЙХАТИ

№	Themes
1	Mahatma Gandhi and his contribution to the world history
2	Nelson Mandela and his contribution to the world history
3	Martin Luther King and his contribution to the world history
4	Alfred Nobel and his contribution to the world history
5	Christopher Columbus and his contribution to the world history
6	Dalai Lama XIV and his contribution to the world history
7	The Greatest Inventions and their impact on the world history
8	The Greatest Disasters of the 20 th Century and their impact on the world history
9	The Greatest Novels of the Mankind and their impact on the world history
10	The Greatest Writers of History and their impact on the world history
11	100 Men who changed the History
12	Customs and Traditions of Uzbekistan
13	Customs and Traditions of the USA
14	Customs and Traditions of the UK
15	Famous People of Uzbekistan
16	Famous People of the UK
17	Famous People of the USA
18	American Writer
19	Information Technologies in Our Life
20	Healthcare and Medicine in Modern World
21	Olympic Games Sports
22	Tourism, Holidays and transport in Uzbekistan
23	Culture and entertainment
24	The media and communications

25	Mass Media and Youth
26	Customs and Celebrations
27	Famous British and American People.
28	The World of Work
29	Housing and Families
30	Health and Health Services
31	Clothes and Fashion and Youth
32	Education and Development
33	Crime and Punishment
34	The Environment and Ecology

III. ФАН БЎЙИЧА РЕЙТИНГ ИШЛАНМА

№	Назорат тури	Сўровлар сони	Ажратилган балл	Жами балл
1.	Жорий назорат			
1.1	Дебатлар	5	2	10
1.2	Диалоглар тузиш машқлари	10	1	10
1.3	Лексик машқлар	10	1	10
1.4	Грамматик машқлар	10	1	10
2.1	Реферат (ТМИ)	8	1	8
2.2	Презентация (ТМИ)	2	1	2
	Жами балл			50
3.	Оралик назорат (ОН)			
3.1	1-Оралик назорат Ёзма иш	1	10	10
3.2	2-Оралик назорат Ёзма иш	1	10	10
	Жами балл			20
4.	Якуний назорат (ЯН)			
4.1	Ёзма шакли	1	20	20
4.2	Оғзаки шакли	1	10	10
	Жами балл			30
	ФАН БЎЙИЧА МАКСИМАЛ БАЛЛ			100

Инглиз тили фани бўйича талабалар билимини БАҲОЛАШ МЕЗОНИ

1. ЖОРИЙ НАЗОРАТ

- 1.1 Амалий машғулотларда талабаларга монологик нутқни ривожлантириш машқлари берилиб, уларнинг жами сони 6 тани ташкил қилади. Машқларни бажаришда талаба ҳар бир машқ учун мақсимум 0.5 баллдан 1 баллгача берилиши мумкин. Машқнинг бажариш давомида талаба лексик ва грамматик хатоларга йўл қўйса 0.6 балл, фақатгина лексик хатоларга йўл қўйса ва талаффуз қоидаларига риоя қилса 0.7 дан 0.8 баллгача берилади. Талаба монологик нутқ машқларини бажариш давомида камчиликларга йўл қўймаса 0.9 баллдан 1 баллгача олиши мумкин.
- 1.2 Амалий машғулотларда талабаларга диалоглар тузатиш машқлари берилиб, уларнинг жами сони 10 тани ташкил қилади. Ҳар бир машқ учун талабага 0.5 баллдан 1 баллгача берилади. Машқларни бажариш давомида талаба лексик хатоларга йўл қўйса, грамматик жиҳатдан айрим хатоларга йўл қўйса, талабага 0.5 баллдан 0.6 баллгача берилиши мумкин. Агар талаба машқларни бажариш давомида грамматик ва лексик хатоларга йўл қўймаса, лекин фонетик хатоларга йўл қўйса талабага 0.6 дан 0.8 баллгача берилиши мумкин. Талаба машқларни бажариш давомида хатога йўл қўймаса 0.9 баллдан 1 баллгача берилади.
- 1.3 Амалий машғулотларда талабаларга, шунингдек, лексик машқлар, грамматик машқлар ва матнлар тузиш машқлари берилиб, Ҳар бир машқни бажариш давомида талабага 0.5 баллдан 1 баллгача берилади. ажратилган балл 1 балл.

2. ТАЛАБАЛАР МУСТАҚИЛ ИШИ

- 2.1 Талабалар мустақил иши сифатида инглиз тили фанидан 1 та реферат тайёрлаш ва реферат материаллари асосида 1 та Power Point дастурида тақдимот тайёрлаш берилади. Рефератга ажратилган мақсимум балл 8 балл, тақдимотга ажратилган мақсимум балл 2 балл.
- 2.2 Тайёрланган реферат учун талаба 1 баллдан 8 баллгача олиши мумкин.
 - Тайёрланган рефератлар асосан адабиётлардан кўчирилган бўлса ва талабанинг фикрлари баён этилмаган бўлса, расмийлаштириш қоидаларига амал қилинмаган бўлса ва рефератни оғзаки ҳимоя қила олмаса 1 баллдан 2 баллгача берилади.
 - Тайёрланган рефератда адабиётлардан тўғри фойдаланилган аммо талабанинг мустақил фикрлаш қобилияти намоён қилинмаган, расмийлаштириш қоидаларига амал қилинган бўлса, реферат ҳимоясини бажара олмаса, 2 баллдан 3 баллгача берилади.
 - Тайёрланган реферат рефератларни бажариш тартиб қоидаларига кўра бажарилган бўлса, расмийлаштириш қоидаларига амал қилинган бўлса ва қисман талабанинг мустақил фикрлари берилган бўлса, талаба реферат ҳимоясини яхши бажарса, 3 баллдан 4 баллгача берилади.

- Тайёрланган реферат расмийлаштириш қоидаларига биноан тайёрланган бўлса, рефератда янги адабиётлардан фойдаланилган ва интернет маълумотларидан унумли фойдаланилган бўлса ва рефератда талабанинг мустақил фикрлай олиш қобилиятлари намоён этилган бўлса ва рефератни ҳимоя қилишда айрим камчиликларга йўл қўйса 4 баллдан 6 баллгача берилади.
- Тайёрланган реферат рефератларни расмийлаштириш қоидаларига биноан тайёрланган бўлса, адабиётлардан ва интернет маълумотларидан унумли фойдаланилган бўлса, талабанинг мустақил фикрлай олиш қобилиятлари рефератда акс этган бўлса ва рефератни оғзаки ҳимоя қилиши яхши бўлса талабага 6 баллдан 8 баллгача берилади.
- Рефератни ҳимояга тайёрлашда талаба томонидан реферат материаллари асосида Microsoft Office Power Point дастурида электрон такдимот тайёрланади. Такдимот учун талаба максимал 2 балл олиши мумкин.
- Тайёрланган такдимотда аналитик маълумотлар ва расмийлаштириш даражаси суств бўлса талаба такдимотиға 0.5 дан 1 баллгача бералади.
- Тайёрланган такдимотда аналитик маълумотлар мавжуд бўлса, расмийлаштириш қоидаларига амал қилинган бўлса. Ушбу кўрсаткичларнинг сифатиға қараб 1.5 баллдан 2 баллгача берилади.

3. ОРАЛИҚ НАЗОРАТ

3.1 Оралиқ назорат ёзма тарзда ўтказилиб, талабаларға 3 та савол берилади. Ҳар бир саволға берилган жавоб 2.5 баллик шкала бўйича баҳоланади.

- агар савол моҳияти тўла очилган бўлса, жавоблар тўлиқ ва аниқ ҳамда ижодий фикрлари билан бўлса 2 – 2.5 балл
- саволнинг моҳияти умумий очилган асосий фактлар тўғри баён этилган бўлса, 1.5 баллдан - 2 баллгача
- саволға умумий тарзда жавоб берилган аммо айрим камчиликлари бўлса 1 баллдан – 1.5 баллгача
- Саволға жавоб беришға ҳаракат қилинган аммо чалкашликлар бўлса 0.5 баллдан – 1 баллгача берилади.

4. ЯКУНИЙ НАЗОРАТ

4.1 Якуний назорат ёзма ва оғзаки шаклда бўлиб, талаба 2 та саволға ёзма ва 1 та саволға оғзаки жавоб бериши лозим.

- Ҳар бир савол 10 баллик шкала бўйича баҳоланади;
- Савол моҳияти тўла очилган бўлиб, мавзу бўйича талабанинг танқидий нуқтаи назари баён қилинган бўлса, 7-10
- Саволнинг моҳияти тўла очилган, асосий фактлар тўғри баён қилинган бўлса 5,1-6,4 балл
- Саволға тўғри жавоб берилган, лекин айрим камчиликлар бор бўлса, 3,1-4,0
- Берилган саволда жавоб умумий ва камчиликлар кўп бўлса, 2,6-3,0

ФАН ТАҚВИМ МАВЗУИ РЕЖАСИ

№	Theme of the lesson	Type of the lesson	Data on performance		Theme of the independent work	Type of the work	Data on performance		Signature
			Hour	Date			Hour	Date	
1	Hobbies and Free Time	Practical	2		Mahatma Gandhi and his contribution to the world history	Written	2		
2	Science and Technology	Practical	2		Nelson Mandela and his contribution to the world history	Written	2		
3	Sports and Games	Practical	2		Martin Luther King and his contribution to the world history	Written	2		
4	Tourism, Holidays and transport.	Practical	2		Alfred Nobel and his contribution to the world history	Written	2		
5	Culture and entertainment	Practical	2		Christopher Columbus and his contribution to the world history	Written	2		
6	The media and communications	Practical	2		Dalai Lama XIV and his contribution to the world history	Written	2		
7	The first intermediate control work	Practical	2		The Greatest Inventions and their impact on the world history	Written	2		
8	Customs and Celebrations	Practical	2		The Greatest Disasters of the 20 th Century and their impact on the world history	Written	2		
9	Famous British and American People.	Practical	2		The Greatest Novels of the Mankind and their impact on the world history	Written	2		

10	The World of Work	Practical	2		The Greatest Writers of History and their impact on the world history	Written	2		
11	Housing and Families	Practical	2		Women Writers in the History	Written	2		
12	Health	Practical	2		100 Men who changed the History	Written	2		
13	Clothes and Fashion	Practical	2		Customs and Traditions of Uzbekistan	Written	2		
14	Education	Practical	2		Customs and Traditions of the USA	Written	2		
15	Crime	Practical	2		Customs and Traditions of the UK	Written	2		
16	The Environment	Practical	2		Famous People of Uzbekistan	Written	2		
17	The second intermediate control work	Practical	2		Famous People of the UK	Written	2		
	Total		34				34		

PRACTICAL SESSIONS

Session 1

Theme: Hobbies and Free Time

Technological Schedule

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the leisure activities in the UK. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: leisure time, drunken football fans, pubs, take part in, participate in, season sport, expenditure.</p> <ul style="list-style-type: none"> • Organization of the lesson: working in groups and micro groups. • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the questions, - Making the debate using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Hobbies and Free Time

The main key questions: 1).Hobbies and free time; Leisure activities in the UK
2) Work with audio and video

Key words: leisure time, drunken football fans, pubs, take part in, participate in, season sport, expenditure.

The main notion: The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

Work or play?

- 1 Answer these questions as a class.
 - 1 How much time do you usually spend each week doing homework?
 - 2 When do you enjoy your hobbies?
 - 3 Why do you think it is important to have time for your leisure activities?
- 2 Work in groups of four. Complete the summary below using the information the class gave in exercise 1. Choose a person in your group to read your summary to the class.

Summary

- 1 The students in our class spend between _____ and _____ hours on homework every week. _____ spends the longest time: _____ hours, and _____ spends the least time: _____ hours.
- 2 Most people enjoy their hobbies _____. Other times mentioned were _____. No one enjoyed their hobbies _____.
- 3 People thought that leisure time was important because _____ and _____. The most common reason given was _____.

PRACTISING VOCABULARY



- 1 Work with a partner. Look at the pictures and answer the questions, using the words below to help you.

- 1 Where are the people?
- 2 What are they doing?
- 3 Why are they doing it?
- 4 How do they feel? What are they like?
- 5 What kind of hobbies are shown (cultural, sport, intellectual)?

Picture a river, rapids, raft, life jacket, helmet, paddle, adventurous, excitement, danger

Picture b sofa, living room, lazy, inactive, couch potato

Picture c pitch, strip, goal, fit, exercise, aggressive

Picture d chessboard, pieces, concentration, intelligence, quiet

Picture e audience, singer, stage, noisy, fun-loving, fan

Picture f texting, chatting, hanging out, gossiping

Picture g painting, brush, easel, landscape, paints, artist

Can you think of any other words to describe the pictures?

- 2 Choose one picture and describe it to the class.
- 3 Choose one activity shown in the pictures. Complete the questions about the activity you chose.
 - 1 How much time _____?
 - 2 When _____?
 - 3 Why _____?
- 4 Ask the other students in the class your questions.
- 5 Prepare a summary like the one in 'What do you think?' exercise 2. Read your summary to the class.

c



d



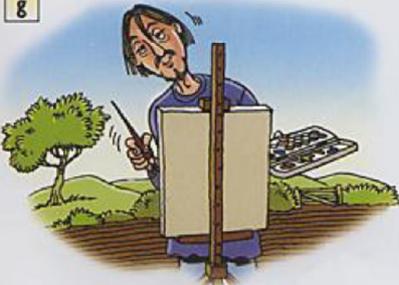
e



f



g



PRACTISING LANGUAGE

1 Look at the language we use when giving a talk. Write your own examples.

Introducing a presentation

I'm going to talk about ...

I'm going to talk about stamp collecting.

I'd like to say something about ...

I'd like to say something about my main hobby.

Starting a new topic

So, what can I say about ... ?

So, what can I say about my new hobby of rafting?

Speaking personally, ...

Speaking personally, I find that ballroom dancing is a very relaxing hobby.

Ask a question about the topic

Why exactly are hobbies important?

2 Look at the language we use to make a list of points in an argument. Write your own examples using one of these ideas.

- Give five reasons why you like your favourite hobby.
- Give five reasons why doing homework is important.

Making a list of points

First item

To begin with/First of all

To begin with, exercise keeps our bodies healthy.

Next items

Secondly/Next/Also

Also, doing something new is good for our minds.

Last item

To finish with/Finally

Finally, a hobby is a great way of relaxing.

3 Look at the language we use to end a presentation. Write your own examples.

Ending a presentation

To sum up

To sum up, people with lots of hobbies are happy people.

PREPARING TO TALK

- 1 Read the article on leisure activities in the UK. Is it different in your country?
- 2 Prepare to talk about lifestyles in the UK and your own country. First complete gaps 1–6 in this model with phrases from the language boxes on page 7. Then complete the remaining gaps with your own ideas.

Lifestyles in the UK and my own country

I'm going to talk about _____.

- (1) _____, I'll talk about sport.
(2) _____, I'll say a little about what people do at the weekends. (3) _____ I'll describe other things people do in their spare time.
(4) _____, I'll try to explain why the UK is different from my country.

So, what can I say about sport? Well, in the UK it's not very _____.

People there only spend _____ while here in _____, people _____.

What do British people do instead of sport? Where can you find them on Saturday afternoons? They're all at the _____. The women are happy, but the men would rather be _____. In my country, _____.

Apart from sport and shopping, what other hobbies do the British have? The most popular is _____, _____, and _____. _____ are also popular. In my country, the most popular pastimes are _____, _____ and _____.

(5) _____, I would say that British people are _____ than people in my country. Why should this be? (6) _____ it is because _____.

I'm not sure if I would like to live in the UK. My own favourite pastimes are _____ and _____.

So I would say that living in the UK would _____.

- 3 Discuss your ideas with a partner and answer any questions that he/she may have.

Leisure activities in the UK

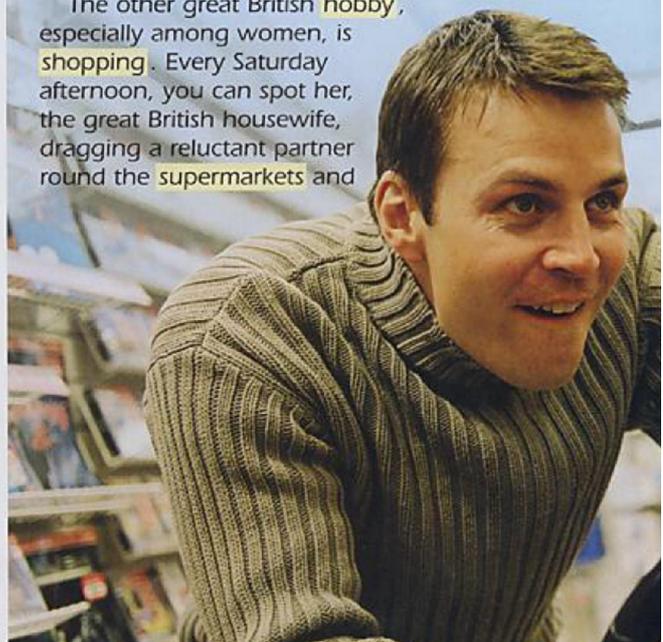
People in our part of the world may think the British have odd ideas about what they should do with their **leisure** time. They have seen so many caricatures of the average 'Brit'. **Drunken football fans** – 'lager louts' – appear on TV screens worldwide almost every week during the football **season**.

Young people come to our cities and make fools of themselves in the **pubs and night clubs**. You may wonder if they are really **typical** examples of average British youth. Just look on the Internet and you will find some interesting information.

Unlike in many countries, young people do not **take part in** sports activities very much in the UK. Government statistics show that the British spend on average only 15 minutes a day doing sports. And, contrary to what you might think, young people don't **participate in** sport more than older people. The average time spent **doing sport, playing games, or going swimming or hiking** doesn't change much with age.

If they are not **sporty**, what does the average UK citizen do in his or her **free time**? The answer might surprise you. He or she watches TV. Statistics show that British people watch TV between two and three hours daily, and men watch more than women.

The other great British hobby, especially among women, is **shopping**. Every Saturday afternoon, you can spot her, the great British housewife, dragging a reluctant partner round the **supermarkets** and



SESSION 2
Theme: Science and Technology

Technological Schedule

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the Television. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: telephone, writing, fire, light, heat, wire, communication, power, electricity, printing, cooking, education.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, Making the debate using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Science and Technology

The main key questions: 1). Science and Technology: Penicilling
2) Work with the audio and VCD.

Key words: telephone, writing, fire, light, heat, wire, communication, power, electricity, printing, cooking, education.

The main notion: : The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

What did we do without it?

- 1 Look at the photos of important inventions and discoveries. Match these words with the photos. Some words are used more than once.

telephone	writing	fire	light	heat	wire	communication
power	electricity	printing	cooking	education		

Photo 1	Photo 2	Photo 3	Photo 4
---------	---------	---------	---------

telephone

- 2 Choose one photo and answer the questions.

- 1 What is the invention/discovery?
- 2 What is it used for?
- 3 Why is it important?
- 4 How did people manage before they had this invention/discovery?

- 3 Choose one of the photos. Complete the chart in a similar way to the example given.

Invention	Advantages	How people managed before
<i>aeroplane</i>	<i>travels long distances very quickly</i>	<i>travelled by horse carriage, boat or train, allowed more time for travel</i>

- 4 Prepare to talk about your invention/discovery. Complete the model, using the information in exercise 3.

In my opinion , _____ was a very important event for mankind. Thanks to this innovation, today we are able to _____. But how did people manage before they had _____? Well, **firstly** they _____ . **Secondly** , they _____ . **Finally** , they _____ .



- 5 Discuss your ideas with the class and answer any questions you are asked.

- Which of the four inventions or discoveries do you think was most important for mankind? Why?

PRACTISING VOCABULARY

- 1 Replace the underlined words in the sentences with these synonyms. Put the word in the correct form.

select	routine	manufacture
essential	amendment	

- Our daily life would be so boring if we didn't have television.
 - The government is thinking about some changes to the law on animal research.
 - To be a successful scientific researcher it is necessary to have a logical mind.
 - They chose twenty students as subjects for their experiment.
 - Petrol is made from crude oil.
- 2 Sometimes words are similar, but do not have exactly the same meaning. Complete the sentences with the best word from each pair of words given.
- (issue, subject) The most controversial issue connected with the subject of genetic engineering is whether or not it is dangerous.
 - (prize, honour) It was a great _____ to win the _____ for the first commercial space flight.
 - (discovery, invention) The _____ of satellites led to the _____ of a lot of information about our solar system.
 - (fascinated, interested) I am _____ in all sciences, but my favourite is astronomy. In particular, I am _____ by the planet Saturn and its rings.
 - (research, development) Pharmaceutical companies pay universities to do _____ to help them with the _____ of new drugs and medicines.
 - (experimentation, survey) A recent _____ of public opinion showed that most people were against _____ on live animals.

PRACTISING LANGUAGE

- 1 Look at the language we use to give opinions. Write your own examples, giving your opinions on modern technology, such as mobile phones, computers, MP3 players, etc.

Strong opinions

<i>I'm convinced that ...</i>	I'm convinced that cloning a human being would set a dangerous precedent.
<i>It is really clear that ...</i>	It is really clear that the government must fund more scientific research.
<i>It is obvious that ...</i>	It is obvious that schools need better laboratory facilities.

Neutral opinions

<i>I think that ...</i>	I think that life would be better without the motor car.
<i>I believe that ...</i>	I believe that I owe a lot to science, but only a little to my science teacher.

Weak opinions

<i>It seems to me that ...</i>	It seems to me that not enough students study science at school.
<i>I would say that ...</i>	I would say that scientists should be paid more than business people.

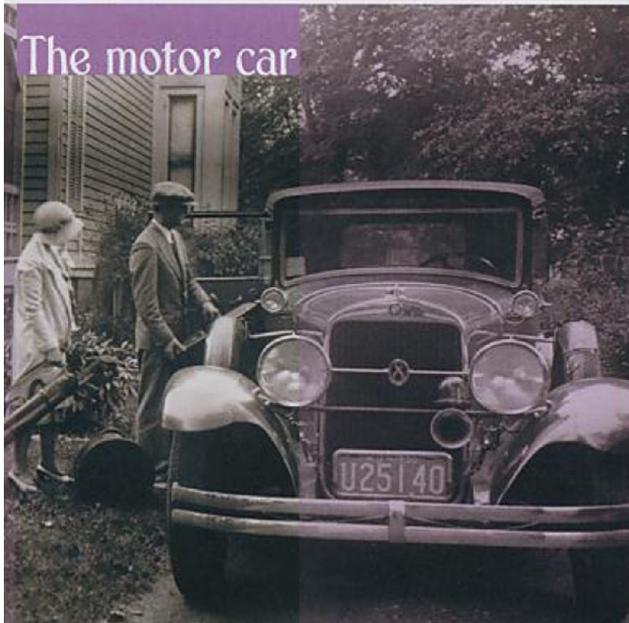
Expressing concessions

<i>Although ...</i>	Although nuclear energy is cheap, I wonder if it really is safe.
<i>In spite of the fact that ...</i>	In spite of the fact that it is dangerous, a lot of young people still smoke.

PREPARING TO TALK

1 Choose one of the photos. Read the text about the invention and answer the questions.

- 1 Who invented it?
- 2 When was it invented?
- 3 Why is it important?



The motor car

The motor car is probably the most important invention in the history of transportation since the wheel.

A Frenchman, Amedee Bollee, built a car for 12 passengers in 1873, but its steam engine was impractical and the vehicle was too slow. Then came the invention of a practical petrol engine.

In 1889, in Germany, Gottlieb Daimler and Wilhelm Maybach built a car with a two-cylinder petrol engine which travelled at 10 mph. Another German, Karl Benz, also built a petrol-engined car in the same year. However, only a few motor cars were manufactured in Europe and the United States before 1900.

In 1901, The Curved Dash Oldsmobile was the first automobile to be produced in large numbers, but Henry Ford of Detroit is said to have introduced the modern method of mass production using assembly lines. He began making his Model-T in 1908, and by 1927, when Ford stopped making it, over 18 million had been produced. The model-T Ford opened the way to affordable motorized transport, and is considered to be the father of today's family car.



Television

2

The Scottish electrical engineer John Logie Baird invented a mechanical television system.

This television pioneer created the first televised pictures of moving objects in 1924. Then, in 1928, he succeeded in transmitting an image of a human face across the Atlantic and demonstrated a colour television.

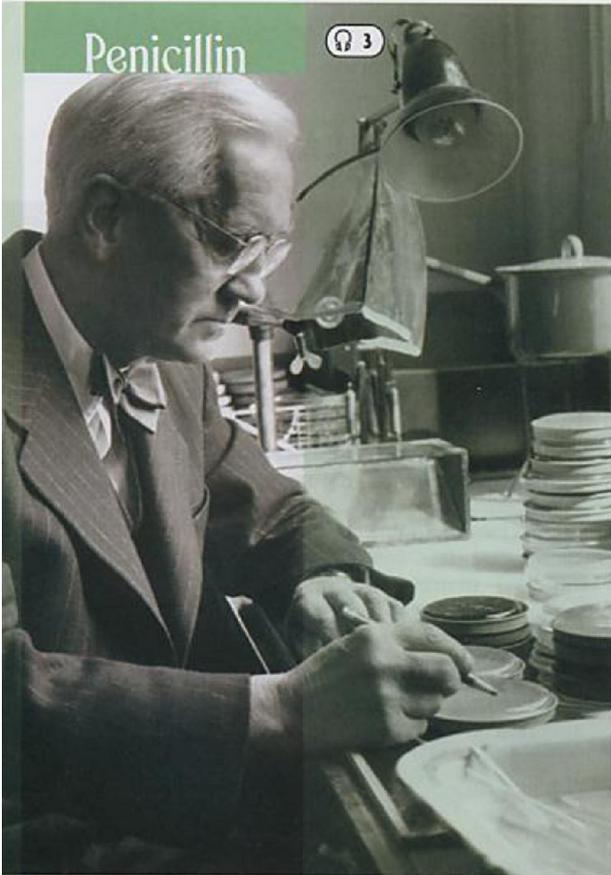
He persuaded the BBC to start broadcasting television on the Baird 30-line system in 1929. Simultaneous sound and vision was first broadcast in 1930. In July 1930, the first British television play was transmitted.

But in 1936, the BBC adopted the electronic television technology of Marconi-EMI. This technology had 405 lines per picture, compared to Baird's 30. The quality of the picture was much better.

Although Baird lost his early advantage, many people think he was the founder of the modern television which is enjoyed throughout the world today.

Penicillin

3



In 1928, a scientist named Alexander Fleming was doing research at St Mary's Hospital in London. He was looking for something to fight bacterial infections.

When Fleming went on holiday, he did not wash his culture plates. To his surprise, when he came back a few weeks later he noticed that a mould had grown on one of them. The exciting part was that there were no bacteria growing around it. The mould prevented the bacteria from growing by producing some type of substance. Fleming named the substance 'penicillin'.

Fleming published his findings in 1929. After his discovery, much research began into finding out more about this incredible substance.

Although Fleming carried out many experiments with penicillin, he was not able to use its potential as a treatment against infections. Nevertheless, he is still known as the scientist who discovered penicillin.

Howard Florey, Ernst Chain, and Norman Heatley further developed Fleming's work in 1938 at Oxford University. They were able to make enough penicillin to establish it as a valuable drug.

The world now had a valuable treatment that would save the lives of many millions.

2 'The invention of the millennium' is an award for the most important scientific invention in the last 1000 years. In groups, talk about nominating an invention. Use the invention you chose in exercise 1 or any other invention or discovery. Use these headings to help you.

- What is the invention?
- When was it discovered or invented, and by whom?
- Why was it a great achievement?
- What are its benefits?
- Why do you think this invention should win the award?

TALKING POINTS

- 1 Discuss your ideas with the class and answer any questions you are asked.
- 2 Read the voting instructions. In your groups, discuss and award the points.

Voting instructions

- You cannot vote for your own invention.
- Discuss which invention was the most important.
- Give the most important invention three points.
- Give two points to the second most important invention, and one point to the third.

	invention	points
1st	_____	_____
2nd	_____	_____
3rd	_____	_____

- 3 Read out your votes to the class and explain why you made your choice. Which invention won the most votes?

Off the cuff

You have one minute! What technical innovation would you miss most, and why?

SESSION 3
Theme: Sports and Games

Technological Schedule

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the Ex Olympics chief wants to “go soft” on drugs. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: meat, sweet, treatment, jogging, physiotherapist, Meditation, fats, drinking too much alcohol, injuring, sleeping, vitamins, dietician, medication, weight-training, fish, potatoes, Coach, drug abuse.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Sports and Games

The main key questions: 1) **Sports and Games:** Ex Olympics chief wants to “go soft” on drugs.

2) Work with the audio and VCD.

Key words: meat, sweet, treatment, jogging, physiotherapist, Meditation, fats, drinking too much alcohol, injuring, sleeping, vitamins, dietician, medication, weight-training, fish, potatoes, Coach, drug abuse.

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

Objectives:

- have developed student’s fluency in speaking and writing.
- to prepare student for making up the composition.
- to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

How to be the best

1 Work with a partner. Complete gaps 1–18 in the spider-diagrams with words and phrases from the box. Think of other words to put in the remaining spaces.

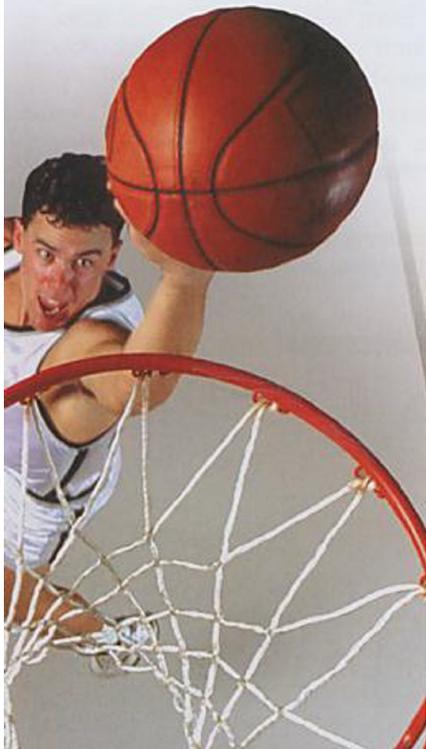
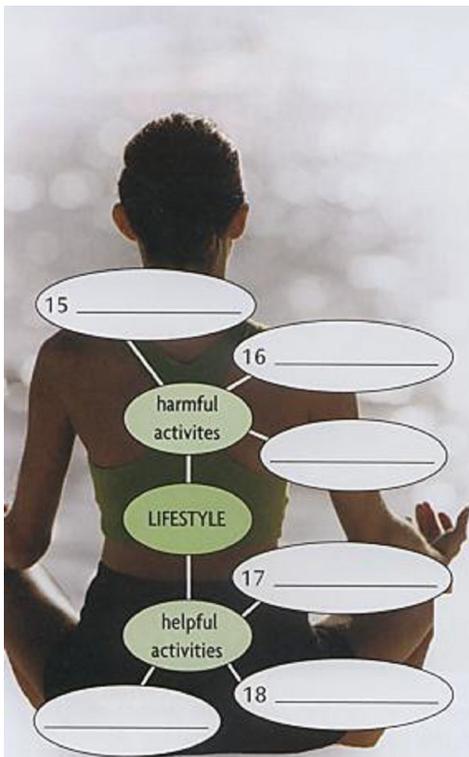
meat sweets treatment jogging physiotherapist
 meditation fats drinking too much alcohol injury
 sleeping vitamins dietician medication
 weight-training fish potatoes coach drug abuse

2 Work in groups. How should sportsmen/women improve their performance? Make a list of ‘do’s’ and ‘don’t’s’.

DO	DON’T
<i>train every day</i>	<i>drink beer after training</i>

3 Roleplay a conversation between a coach and a sportsman/woman. Work with a partner from another group.

Student A Look at p86.
Student B Look at p87.



PRACTISING VOCABULARY

1 Complete the chart with suitable words.

Sport	People	Playing area	Equipment
football	footballer, forward, goalkeeper, defender, referee	stadium, pitch, goal	ball, strip, boots
cycling			
golf		hole	club
athletics	runner, high jumper		javelin
water sports	swimmer		
motor sports	rally driver	track	
winter sports	skier		puck
tennis			racquet

2 Work with a partner. Tell your partner about a sport you like. Talk about where it is played, what you need, and how to play it.

PRACTISING LANGUAGE

1 Look at the language we use to ask for and agree/disagree with an opinion. Write your own examples about equipment for one of your favourite sports.

Asking for an opinion

Do you agree/think that ... ? Do you agree that people who do boxing are a bit mad?

How do you feel about it? I believe that skiing is a sport only for the rich. How do you feel about it?

Question tags Cycling is a great sport for summer, isn't it?

Agreeing with an opinion

You're quite right about ... You're quite right about football, and golf is good, too.

Of course ... Of course skiing equipment is too expensive.

Disagreeing with an opinion

I'm sorry, but ... I'm sorry, but in my opinion you can find good prices for skiwear if you shop around.

I really can't agree. ... I really can't agree. I think that cycling without a helmet is very dangerous.

You may have a point, but ... You may have a point, but a little danger is important in sport, isn't it?

PREPARING TO TALK

1 Read the text. What are the two different opinions on drug use in sport?



4

EX-OLYMPICS CHIEF WANTS TO 'GO SOFT' ON DRUGS

Juan Antonio Samaranch, the former president of the International Olympics Committee (IOC), has angered many British sportsmen, sportswomen, and sports administrators. In an interview with a Spanish newspaper, he demanded that some performance-enhancing drugs be legalised in sport. In his opinion, only drugs which harm health need to be banned.

Cycling has one of the worst reputations for drug abuse in sport. Many officials and cyclists really believe that using certain drugs is no different from having a special diet. So it is perhaps not surprising that the directors of Spain's top two cycling teams agreed with Mr Samaranch's point of view, saying that such a decision would improve the image of their sport.

However, Mr Samaranch's comments upset British experts, who have been asking for stricter controls, fearing that more freedom would make the current

problems even worse. Sir Arthur Gold, an anti-doping campaigner, and the president of the Amateur Athletic Association, called Mr Samaranch's comments 'unwise'. Craig Reddie, chairman of the British Olympic Association (BOA) said that the BOA was opposed to the use of all performance-enhancing drugs, whether they can harm an athlete's health or not. The former British world-record holders Steve Ovett and Steve Cram also spoke out against Mr Samaranch's views. Mr Ovett asked, 'How do you define dangerous? Is it when someone dies?'

Meanwhile, a leading British distance runner, Jon Brown, said that the banned performance-enhancing drug EPO was being used as much in his own sport as in cycling.

As a result of the controversy, the IOC announced a special conference in Lausanne to review the fight against doping in sport.

- 2 Make notes on the text. Use this chart to structure your notes.

Mr Samaranch's opinion	
People who support his opinion	
Reasons for their support	
People who disagree with Mr Samaranch	
Reasons for their disagreement	
Further action suggested	

- 3 Cover the text. Use the notes you made in exercise 2 to tell a partner what the text was about. Find out if your partner agrees or disagrees with Mr Samaranch, and why.
- 4 Prepare to talk about 'The drug problem in sport'. First, complete gaps 1–5 in this model with these linking words and phrases.

first of all finally also secondly to sum up

Then complete the remaining gaps with your own ideas.

The drug problem in sport

We think that there are _____ important problems we have to talk about.

(1) _____, we believe that _____

(2) _____, it seems to us that _____

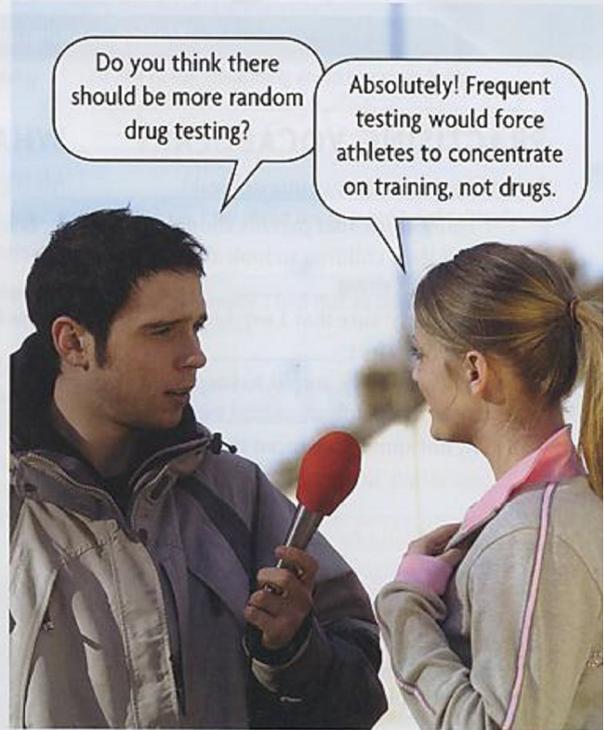
(3) _____, in our opinion, _____

(4) _____

So, (5) _____, we'd like to say _____

TALKING POINTS

- 1 Role play. One of you is a sportsman/woman. The other is a sports administrator. Discuss the problems mentioned in exercise 5. Make a list of possible solutions.



- 2 Class discussion. You are attending the conference on drug abuse mentioned in the text. Present some of your solutions. Prepare a plan of action to combat drug-taking in sport.

Off the cuff

You have one minute! Say which sport your teacher should take up, and why.

SESSION 4
Theme: Animals
Technological Schedule

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the Save the Whale. Tigers under Threat. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: Whale species, endangered, vulnerable, porpoises, collisions, intensive, diminishing, moratorium, WWF, conservation, stricter, significant, threat, suffer same fate, fear, predators, prey, extinct, roam, habitat, victim, poaching, poisoned, blown up.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Animals

The main key questions: 1) **Animals: Save the Whale. Tigers under Threat.**
2) Work with the audio and VCD.

Key words: Whale species, endangered, vulnerable, porpoises, collisions, intensive, diminishing, moratorium, WWF, conservation, stricter, significant, threat, suffer same fate, fear, predators, prey, extinct, roam, habitat, victim, poaching, poisoned, blown up.

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

Objectives:

- have developed student's fluency in speaking and writing.
- to prepare student for making up the composition.
- to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

PRACTISING VOCABULARY

- 1 Are these opinions strong or weak?
- 1 I **really** think that parents should teach their children to look after pets properly. **strong** _____
 - 2 I am **fairly** sure that I wouldn't like a **spider** as a pet. _____
 - 3 It is **completely** stupid to keep a big dog in a small flat. _____
 - 4 I'm not quite convinced that being a **vegetarian** helps animals. _____
 - 5 I am **absolutely** certain that I wouldn't like a **lion** as a birthday present. _____

- 2 Add an adverb from the box to each sentence. Remember to put the adverb in the correct place.

completely fairly really absolutely quite

- 1 We ought to do more to protect **endangered** species.
- 2 I'm sure that people today know how to look after their pets, but they would benefit from more information.
- 3 There is no way that **fishermen** should be allowed to catch whales.
- 4 I am certain that governments should spend more money on the environment, or we'll soon have no **wild animals** left.
- 5 I'm confident that we will be able to save the tiger in Bengal, but it will need a lot of **dedication**.

WHAT DO YOU THINK?

Man's best friend?

- 1 Look at the photos and the words that go with them. Make four sentences about each photo, using each word once.

Photo 1:

Fox-hunting is a controversial sport in the UK.

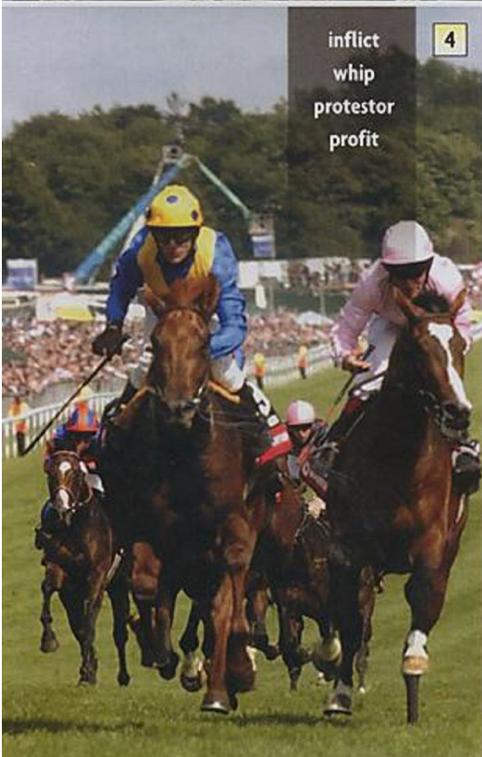
- 2 With a partner, choose one of the photos and discuss it. Do you think what is shown in the photo should be banned, or not? Prepare to explain your opinions to the class.
- 3 Discuss your ideas with the class. Do the other students agree with you? Why/Why not? Vote on whether each of the activities in the photos should be banned, or not.





endangered
net
food chain
depleted

3



inflict
whip
protector
profit

4

PRACTISING LANGUAGE

- 1 Look at the language we use to make, refuse, and accept offers. Write your own examples. Imagine you are being asked to help an environmental group such as the World Wildlife Fund (WWF). Offer to do something to help an endangered species of animal.

Making offers

Why don't I ... ?

Why don't I write an article on tigers?

I could ...

I could make a poster on how we are destroying the environment.

If you (do), I will ...

If you design a poster, I'll have it printed.

- 2 Write your own examples. Refuse to do something which endangers a rare species of animal.

Refusing offers

I'm sorry, but I'd rather ...

I'm sorry, but I'd rather eat vegetarian food.

No thanks, I really prefer ...

No thanks, I really prefer to avoid eating meat.

- 3 Write your own examples. Accept an offer to work helping to protect wild animals.

Accepting offers

I'd be pleased to ...

I'd be pleased to accept the job of game warden.

Fine, I agree to ...

Fine, I agree to organize the protest march on Sunday.

PREPARING TO TALK

- 1 Choose one of the animal species in the photos. Read the text about the animal and answer the questions.
 - 1 Where does the animal live?
 - 2 What does the animal eat?
 - 3 Why is the animal under threat?
 - 4 How is the World Wildlife Fund helping the animal?

SAVE THE WHALE

Although they have been protected for decades, seven of the thirteen great whale species are still endangered or vulnerable. Whales, dolphins, and porpoises are fighting a losing battle against ever-increasing dangers.

In the North Atlantic, they are killed in collisions with ships or are caught up in fishing nets. In the Western North Pacific, intensive oil and gas development is affecting their feeding grounds and diminishing their food supplies. To protect them, a moratorium on commercial whaling was agreed, but in spite of this, over 1,000 whales are killed every year for the commercial market.

The World Wildlife Fund (WWF) is developing a conservation programme for whales which will address these threats to the species. It is also trying to bring whale-hunting under stricter control. Its activities include research in the field, education, and working to improve national and international agreements.

Through its actions, the WWF hopes to ensure a significant reduction in the threat to whales by the year 2012. If it does not succeed, the whole family of whale species will suffer the same fate as the dinosaur.  5

TIGERS UNDER THREAT

In the parts of Asia where they live, people respect and fear tigers. They are predators who keep the ecosystem in balance by killing their prey. But with only 6,000 of them left in the wild, and three of the eight species already extinct, how much longer will tigers roam around their habitat?

Tigers are victims of illegal poaching by poor people, who sell them on to make a living. To make things worse, as humans invade their natural territory, these animals are often poisoned, electrocuted, or blown up by land mines. But the greatest threat to the tiger is the loss of its habitat and the falling numbers of the animals on which it feeds.

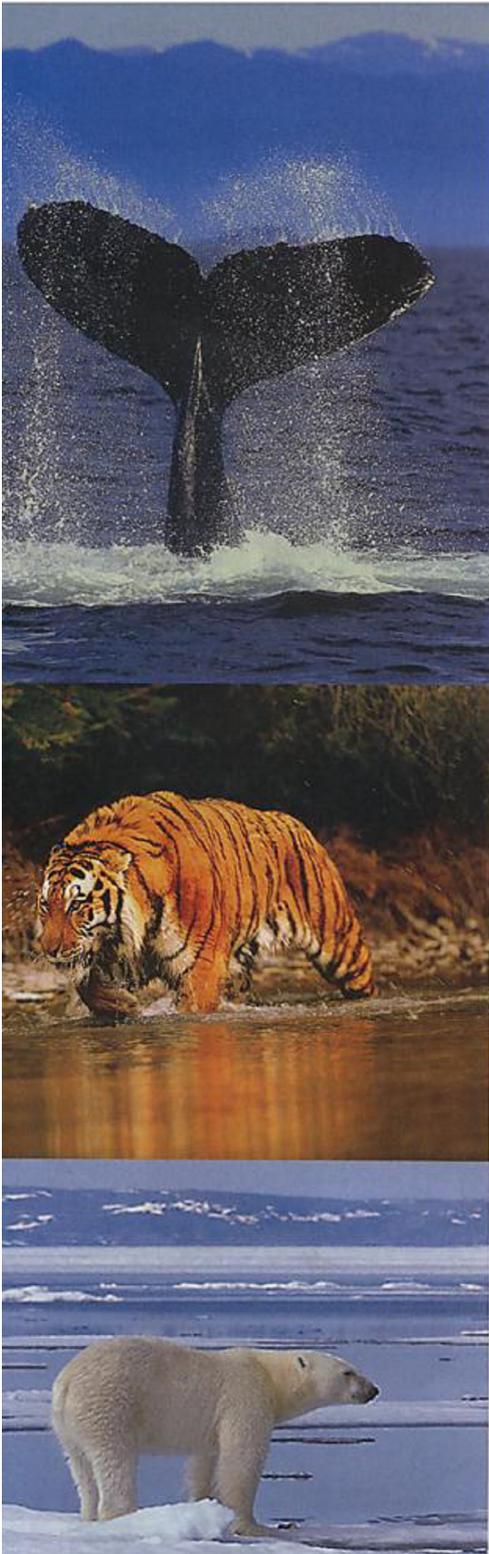
The World Wildlife Fund (WWF) is acting to save the tiger by finding places where the prospects for long-term conservation are best. In these areas, it is setting up programmes to reduce poaching, to eliminate the illegal trade in tiger parts, and to encourage local communities to support tiger conservation.  6

WILL THE POLAR BEAR DISAPPEAR?

Polar bears need about two kilograms of fat every day. They get it from eating seals, which live under the sea ice in winter. The seals make holes in the ice so they can breathe. A polar bear can wait for hours and, when the seal comes up for air, the bear catches it. The problem with this is simple: no ice – no food.

Unfortunately, because of climatic changes the Arctic sea ice is melting faster than ever before, depriving the polar bears of their food. In addition, they are being threatened by toxic chemicals brought to their habitat by humans, and by the disturbance caused by Arctic oil exploration. As if this were not enough, the polar bear is being hunted by people. Although a certain level of hunting is sustainable, too many bears are currently being killed, and this is a major threat to the bear population.

To help protect the polar bear's environment, the World Wildlife Fund (WWF) provides financial support for research projects into changes in the climate and their effect on the polar bear population.



2 Prepare to tell the class about the animal you chose. Use these prompt cards, the information from your text, and your own opinions and ideas.

The animal

 • what it is
 • where it lives
 Notes: _____

The threats

 • what they are
 • their causes
 Notes: _____

What can be done

 • WWF action
 • other possibilities
 Notes: _____

3 Discuss your ideas with the class and answer any questions you are asked.

TALKING POINTS

- 1 Work in groups. You are the committee in charge of a project at your school to support the WWF. Prepare a list of activities the school could organize.
- 2 Prepare a list of tasks which need to be done. Decide who is going to do each task.
- 3 Present the results of your discussion to the class. Listen to the other presentations and ask questions.
- 4 Find a partner from another group. Discuss your plan with your partner and try to persuade him/her to support your plan.
- 5 Class discussion. Vote on which group's plan is the best.

Off the cuff
 You have one minute! Give your opinion on the importance of wildlife preservation and how effectively it is being done.

SESSION 5
Theme: Shopping
Technological Schedule

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the Liberty, Virgin. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: tear, sleeve, damage, five euro note, package, missing, purse, inspect, garments, rail, flat park furniture, out of stock, clothes for a party, casual clothes, refund, piled high, home ware.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Shopping

- The main key questions: 1) Shopping; Liberty, Virgin.
2) Work with the audio and VCD.

Key words: : tear, sleeve, damage, five euro note, package, missing, purse, inspect, garments, rail, flat park furniture, out of stock, clothes for a party, casual clothes, refund, piled high, home ware.

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

Customer service?

- 1 Look at the pictures of problems that can happen when you buy things. Match these sentences with the pictures. Put the sentences in the correct order.

Picture a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 Look at this top, there's a big tear in the sleeve!
- 2 You've made a mistake with my change.
- 3 I've tried this battery and it doesn't fit.
- 4 Are you sure it was damaged when you left the shop?
- 5 I thought you gave me a five-euro note.
- 6 I can't finish building this. There's a piece missing.
- 7 I'm sorry, but I'll need to check the till.
- 8 Could it have fallen out when you opened the package?
- 9 OK. I'll exchange this battery for the correct one.
- 10 I only had a ten-euro note in my purse.
- 11 That's your problem! All I want is the right one.
- 12 That's strange! We usually inspect all the garments before putting them on the rail.
- 13 I don't think so. Could you send me the missing part out by post?
- 14 Well, I'd like a refund or a replacement for it.
- 15 Certainly. I'm sorry. We don't usually have problems with flat-pack furniture.
- 16 Perhaps the correct batteries were out of stock when they packed it.



- 2 Roleplay. Work with a partner. Think of a shopping problem and prepare a dialogue. Use the model below.

Student A You are the customer.

Student B You are the shop assistant.

Dialogue in a shop

Shop assistant asks what the customer wants

Can I help you?

Customer explains what is wrong

There's something wrong with this shirt. It's ...

Shop assistant suggests the cause of the problem

Perhaps it was damaged when someone tried it on.

Customer says what he/she wants the shop to do

I'd like a refund.

Shop assistant offers a solution to the problem

We can replace it.

Customer accepts or rejects the solution

No, I'd prefer my money back.

- 3 Act out the dialogue. Listen to your classmates' dialogues.
- 4 Class discussion. Answer these questions about the dialogues.
- 1 Who was to blame for the problem?
 - 2 Was the solution offered the best one? If not, what might have been better?
 - 3 What's your opinion of the behaviour of the customer and shop assistant?

EXTENSION TASK

Work with a partner. Tell each other about a problem you have had when shopping.

- What was the problem?
- How did the shop assistant respond?
- Were you satisfied?

PRACTISING VOCABULARY

- 1 Write these words in the correct column.

fashion chain promotional event car-boot sale designer labels reliability
charity shop price fashion show hypermarket value book-signing
guarantee quality market stall department store background music

Places to shop	The shopping experience	Product features

- 2 Work with a partner. Choose items from the box. Ask your partner where he/she would go to buy each item, and why.

clothes for a party fresh fruit shoes casual clothes
the latest DVD a computer antique jewellery

PRACTISING LANGUAGE

- 1 Look at the language we use to emphasize positive things and minimize negative things. Write your own examples. Imagine you are selling a car, an item of clothing, a computer, or anything else you like.

Emphasizing positive things

<i>extremely</i>	This DVD player is extremely good value for money.
<i>really</i>	It's really simple to use.
<i>exceptionally</i>	The quality of the picture is exceptionally high.

Minimizing negative things

<i>a little</i>	Although it is a little expensive, it is a top brand name.
<i>slightly</i>	In spite of it being slightly large, its beautiful design will look good in your living room.
<i>a bit</i>	It is a bit complicated, but you will soon get used to it.

- 2 Practise the language. Design a new product, e.g. a new kind of mobile phone. Then work in pairs and try to sell the product to your partner.

PREPARING TO TALK

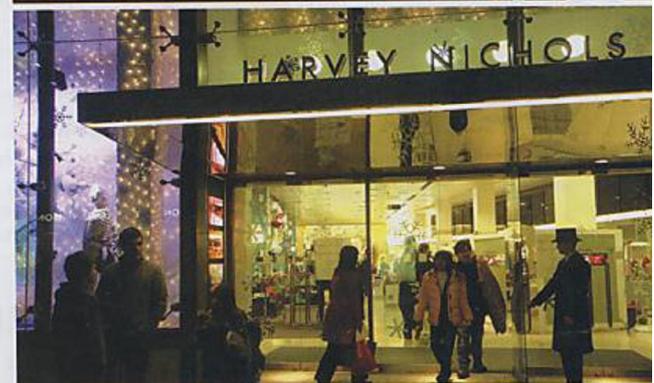
- 1 Read the text about one of the four London shops and answer the questions.
 - 1 What does it sell?
 - 2 Who are its customers?
 - 3 Why should you visit it?
- 2 Work in groups. Describe the store you read about. Say what it sells, who its customers are, and why it is famous.
- 3 In your groups, write a script for a TV programme about London shopping. Use these headings, and your own ideas. Emphasize the advantages of each shop.
 - Presenter introduces a family that is visiting London for the first time
 - Mum talks about Liberty's and what she bought there
 - Son talks about Virgin megastore and what he bought there
 - Dad talks about Fortnum's and what he bought there
 - Daughter talks about Harvey Nichols' and what she bought there
 - Presenter sums up with advice for tourists shopping in London

TALKING POINTS

- 1 Present your TV programme to the class.
- 2 Class discussion.
 - What advice would you give to tourists coming to shop in your country?
 - What are good items to buy?
 - Which shops offer the best value and service? Which are your favourites?
 - Make a list of 'do's' and 'don'ts' for tourist shopping in your country.

Off the cuff

You have one minute! What do you like and dislike most about shopping?



Fortnum & Mason

This famous food store is one of the oldest and most famous shops in Piccadilly. It was opened by Mr Fortnum and Mr Mason in 1705. Over the years it has been a favourite of the rich and famous, and still sells food and wine to the royal family.

'Fortnum's' is a tourist attraction for anyone visiting London. Its pre-war gentility, gilded furnishings, and exquisitely-wrapped produce will have you reaching for your purse in no time. Although it is best known for its fantastic food-hall, piled high with exotic and tasty goods, it also stock womenswear, furniture, and homeware.

Address: 181 Piccadilly

HARVEY NICHOLS

'Harvey Nicks' is the younger, more fashionable cousin of Harrod's in Knightsbridge. While Harrod's offers a huge variety across a large range of products, this shop offers designer clothes, furnishings, and food of a far superior quality. The beautiful interior and minimalist design allows the products to sell themselves. All your favourite designer labels are here, including Alexander McQueen, Comme des Garçons, and Versace. You will also find homeware and cosmetics. The fifth-floor café has spectacular views across West London. Harvey Nichols is a fantastic spot for an afternoon of shopping, eating, and spotting famous people. Expensive, but beautiful.

Address: 109–125 Knightsbridge

LIBERTY

7

Since it opened in 1875, Liberty has been loved by shoppers around the world, and has even created its own range of fabrics, which were made famous by designers like Mary Quant and Jean Muir in the 1960s. The shop is located in a striking building on Regent Street. Liberty specialises in new design and Eastern influences. For Liberty, following trends is not good enough; it regularly sponsors new designers and introduces their work. Browse designer womenswear, explore the arts and crafts antiques, and enjoy the colours and textures of the numerous fabrics.

Address: 210–220 Regent Street



8

Richard Branson, the highly successful founder of the Virgin group of companies, opened his first record shop in Oxford Street in 1971. Today there are Virgin megastores everywhere, but the one in Oxford Street is the flagship. Youngsters from all over the world flock there to get the latest albums, DVDs, and videos of their favourite bands, or to pick up the current version of the hottest computer games. Turn up on a Thursday night at 6 p.m., when live DJs play for Virgin Radio. Or check out their website to find out when some megastar will be there, signing copies of his or her most recent CD. Be there! It could be a cool shopping experience.

Address: Oxford Street

SESSION 6
Theme: Tourism, Holidays and Transport

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the Prague, Czech Republic. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: Fascinated, tales, occupying forces, artillery, legend, eyeballs, poker, councilors, skeleton, fortress, whitewashed, cells, ravens.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Tourism Holidays and Transport

The main key questions: 1) **Tourism, Holidays and Transport. Prague, Czech Republic.**

2) Work with the audio and VCD.

Key words: Fascinated, tales, occupying forces, artillery, legend, eyeballs, poker, councilors, skeleton, fortress, whitewashed, cells, ravens.

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

Objectives: - have developed student's fluency in speaking and writing.

- to prepare student for making up the composition.

- to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

Have a good trip!



1 Match these headlines with the pictures.

a **Rail strike brings havoc and frustration to angry holidaymakers**

b **Tired passengers facing uncomfortable journeys in cramped coaches**

c **Traffic jams and bored children take the fun out of motorway travel**

d **Long queues at security barriers and early check-in times annoy air travellers**

2 Work with a partner. Look at the chart below. Which words would you use for each means of transport? Explain your reasons.

	Car	Plane	Coach	Train
slow	✓	X	✓	✓
expensive		✓		
romantic				
exclusive				
cramped				
exciting				
need to book				
flexible				
dangerous				
often breaks down				
punctual				



TRAIN DEPARTURES		
4	Edinburgh	CANCELLED
5	Brighton	CANCELLED
33	Penzance	CANCELLED
34	Dover	CANCELLED
37	London Heathrow	CANCELLED
42	Birmingham	DELAYED
50	Brighton	Platform 6
	17:00	Dover
	17:04	Southend
	17:10	Glasgow
	17:12	Norwich
	17:23	Liverpool
	17:31	London Gatwick
	17:38	Edinburgh
		DELAYED
		CANCELLED
		CANCELLED
		DELAYED
		CANCELLED
		CANCELLED



PRACTISING VOCABULARY

1 Complete the text with phrasal verbs from the box. You may have to change the tense.

set off take off get on check in get into break down
put back get out touch down get off

We didn't want to miss the flight, so we decided to _____ really early. We _____ the taxi at 6 a.m. But unfortunately the taxi _____ on the way to the airport and we had to _____ with all our luggage. Luckily, a bus came along and we _____ it. By the time we _____ the bus at the airport and went to _____ we were 20 minutes late. But by another stroke of luck the departure had been _____ by one hour. The plane _____ 70 minutes late, but there was a following wind so it _____ with only a 50-minute delay.

PRACTISING LANGUAGE

1 Look at the language we use to ask polite questions. When we want to ask a question politely, we can use an indirect form, with an introduction followed by our question. Note that we use the normal statement form for this question. For *yes/no* questions we use *if*.

Write your own examples. Imagine you are at a railway station asking about train times and fares.

Polite indirect questions

I'd like to know ... I'd like to know when the next train for Paris leaves.

Could you tell me ...? Could you tell me if I can smoke on the train?

May I ask ...? May I ask how long the journey takes?

Do you happen to know ...? Do you happen to know which platform the train leaves from?

2 Look at the language we use to interrupt someone politely. Write your own examples. Imagine you are listening to a travel agent telling you about a holiday.

Interrupting politely

Excuse me, but ... Excuse me, but could you tell me how much it would be for full board?

May I ask a question? May I ask a question? Where can I buy tram tickets?

Could I (please) ask ...? Could I please ask if we can have an early-morning flight?

3 Work in groups. Choose one of the pictures. Invent a story for your picture. Use this outline to help you.

Last summer, _____

The morning of our departure, _____

When we _____

At first, _____

but later _____

In future, _____

PREPARING TO TALK

- 1 Read the text about one of the photos of famous sites and answer the questions.
 - 1 What tourist attraction is described?
 - 2 When was it built?
 - 3 What do you learn about its history?

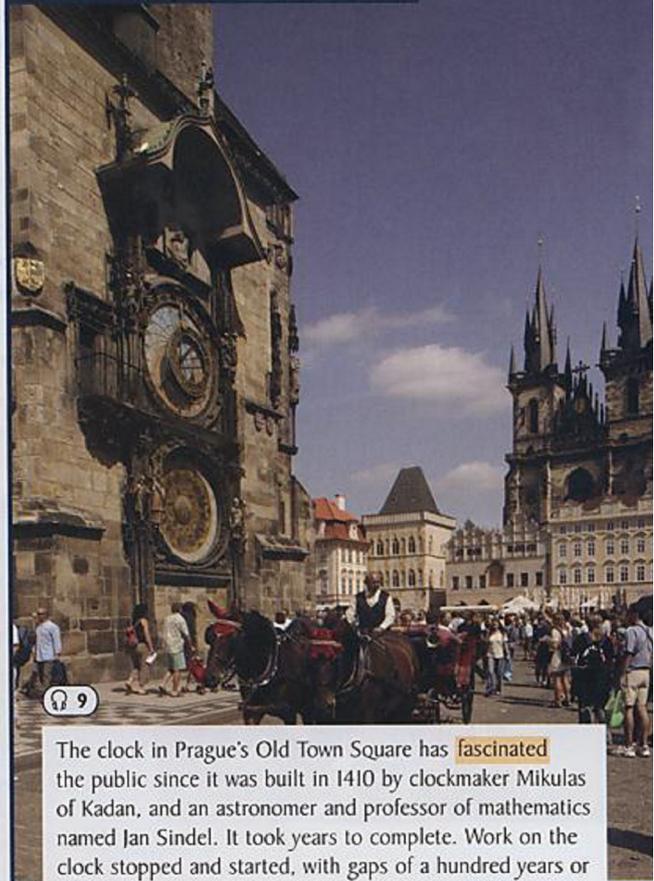


LONDON, ENGLAND

Although today the Tower of London is a famous **tourist attraction**, in the past it was a **fortress**, a **palace**, a **prison**, and even a place where money was made. Just after 1066, William the Conqueror ordered the construction of the main **tower**, which came to be known as the White Tower after it was **whitewashed** in 1241. A famous part of the Tower of London is the **Traitor's Gate**, through which those who had upset the Kings and Queens of England were brought to the Tower. Later, prisoners would be taken from their **cells** to be **executed** at Tower Green, inside the Tower's walls. Do the **ghosts** of Henry VIII's wives still walk these paths?

Today the Tower is home to the famous black **ravens**, the **Crown jewels**, and the **Beefeaters** in their colourful **uniforms**, all of them well-known **symbols** of England throughout the world. Every evening, at 10 p.m., tourists can watch the famous **ceremony** of the keys, when the tower is locked for the night.

PRAGUE, CZECH REPUBLIC



9

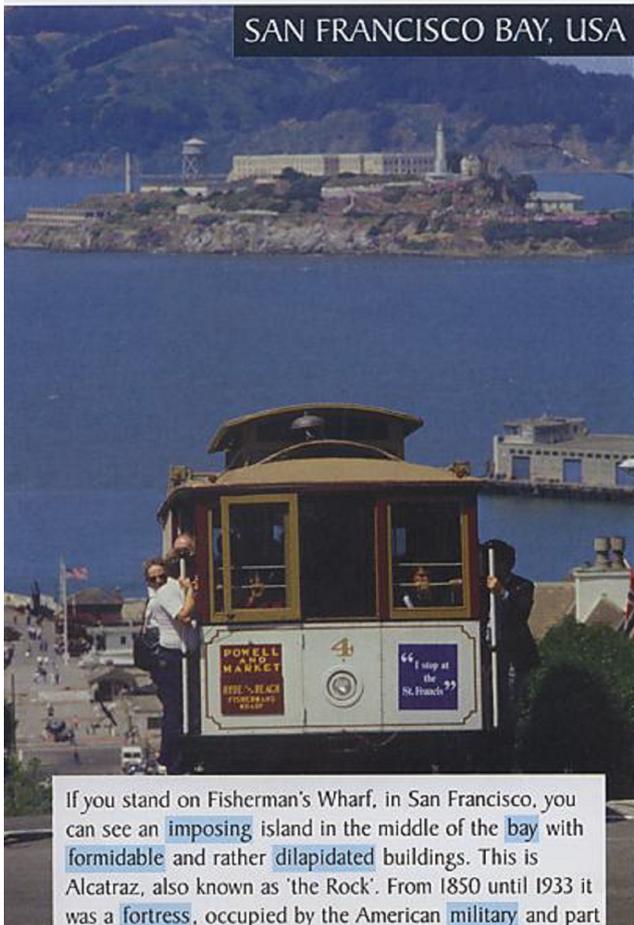
The clock in Prague's Old Town Square has **fascinated** the public since it was built in 1410 by clockmaker Mikulas of Kadan, and an astronomer and professor of mathematics named Jan Sindel. It took years to complete. Work on the clock stopped and started, with gaps of a hundred years or more. The clock we see today was finished in 1866.

There are lots of interesting **tales** about this fabulous clock with its moving figures, windows that open and close, and of course, astronomical information. The City of Prague nearly sold it twice for scrap metal, and during the Second World War the **occupying forces** deliberately tried to blow it up with **artillery**.

The most famous **legend** about the clock tells the story of master clockmaker Hanus, who had his **eyeballs** burned out with a hot **poker** by the city **councillors**. They wanted to stop him creating another similar or better clock somewhere else. Hanus then climbed the tower and damaged the clock so badly that it didn't run for many years.

It is also said that the **skeleton** on the clock has magical powers which keep the clock running. And, locals say, if it is allowed to stop working the city will also suffer. So the city looks after it well.

SAN FRANCISCO BAY, USA



If you stand on Fisherman's Wharf, in San Francisco, you can see an **imposing** island in the middle of the **bay** with **formidable** and rather **dilapidated** buildings. This is Alcatraz, also known as 'the Rock'. From 1850 until 1933 it was a **fortress**, occupied by the American **military** and part of the **defences** of the area. But the island is best known for its period as a **penitentiary**, where many of the USA's most famous and dangerous **criminals** were securely locked up to **ensure** the protection of the American people.

Al Capone, the **notorious** Mafia boss, spent some time here. But the most famous **inmate** was surely Robert Franklin Stroud, a violent and dangerous prisoner who became famous for his work with birds and was known as 'the Birdman of Alcatraz'.

The prison was closed in 1963, but from 1969 to 1971 the island was **occupied** by some Native American college students who claimed it in the name of the Indian people. At first the US government tried to ignore this occupation, but when a **maritime** accident occurred because the island's **lighthouse** was out of service, they acted and removed the illegal residents. Today the island is a **tourist attraction**, and a regular **ferry** service takes visitors there to see the old prison buildings, the museum, and the wildlife **sanctuary**.

- 2 Work in your groups. You are tourist guides for the place you read about. Prepare to talk about your site. Complete the model, using information from your text, and your own knowledge and ideas.

First of all, let me welcome you to _____.
I'd like to point out some important features of the site.

There are some interesting stories about this famous place. _____

Thank you very much for listening. If you have any questions _____.

- 3 Give your talk to the class and answer any questions you are asked.

TALKING POINTS

- 1 Imagine you are a tourist in your country. Make a list of ten questions you would like to ask (about travelling, history, local food, accommodation, etc.).
- 2 Roleplay with a partner. Prepare and act out a dialogue.

Student A

You are a tourist. Ask the questions you prepared in exercise 1. Practise polite interruptions and questions.

Student B

You are an information officer in the local tourist information office. Answer the tourist's questions.

- 3 Class discussion. Talk about tourism in your area.
 - What would you show tourists in your town or district?
 - Where would you take a tourist for lunch?
 - Are there any interesting stories or legends?
 - How would tourism help the local economy?
 - Are there any disadvantages of tourism for your area?
 - How can tourism best be developed in your area?

Off the cuff

You have one minute! Would you like to be a tourist guide? Why/Why not?

SESSION 7
Theme: Culture and Entertainment

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the ELLIE. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <div style="background-color: #e0e0e0; padding: 5px; border: 1px solid #ccc;"> <p>guitarist abstract sculpture rock director stage gig surrealist period scenario musical film/movie loud speakers supporting role choreography set special effects oil-painting support band still life dance artist microphone exhibition lead singer subtitles rehearsal lighting designer editor scene</p> </div> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: Culture and Entertainment

The main key questions: 1) **Culture and Entertainment: ELLIE**
2) Work with the audio and VCD.

Key words

guitarist abstract sculpture rock director stage
gig surrealist period scenario musical film/movie
loud speakers supporting role choreography set
special effects oil-painting support band still life
dance artist microphone exhibition lead singer
subtitles rehearsal lighting designer editor scene :

The main notion The students will be able to listen to argument.
Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student’s fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

A good night out

- 1 Work in groups. Match these words with the photos. Some words are used more than once.

guitarist abstract sculpture rock director stage
gig surrealist period scenario musical film/movie
loud speakers supporting role choreography set
special effects oil-painting support band still life
dance artist microphone exhibition lead singer
subtitles rehearsal lighting designer editor scene

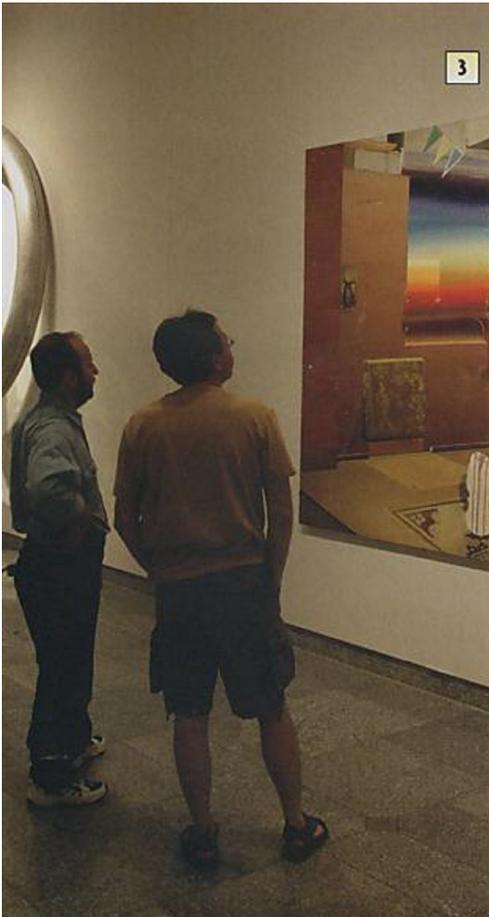
Photo 1	
Photo 2	
Photo 3	
Photo 4	

- 2 Choose one of the photos. Make a list of the reasons why the whole class might like to go to this event.
- 3 Work with a partner who chose a different event from you. Try to persuade him/her to go to your event instead.
- 4 Form a group with others who chose the same photo as you. Make a list of the reasons for your choice.
- 5 Prepare to tell the class about your list of reasons. Use these linking words to connect your ideas.

first of all then next finally in addition secondly

- 6 Discuss your ideas with the class and answer any questions you are asked.
- 7 Vote on which is the best event.





3

PRACTISING VOCABULARY

1 Complete the sentences with words from the box.

plot cast characters score script set stage setting on location trailer

- The story of a **novel**, **play**, or **film** is known as the _____.
- The _____ of a play contains not only the **dialogue**, but also **stage directions**, and other information.
- A _____ is the written instructions for playing music, but it can also mean the **background music** for a film.
- The **actors** and **actresses** who play the _____ in a film or play are known as the _____.
- In the **theatre**, the actors perform on a _____, but in a film they act on a _____.
- Films can be **shot** inside, in the **studio**, or outside _____.
- The _____ is where a film, novel or play takes place.
- A _____ is a short film made to advertise a **main feature**.

PRACTISING LANGUAGE

1 Look at the language we use to ask questions. Write your own examples. Imagine you are interviewing a famous artist.

Open questions

<i>How ... ?</i>	How do you choose what to paint? _____
<i>Why ... ?</i>	Why do you like modern art? _____
<i>For what reasons ... ?</i>	For what reasons do you prefer painting to sculpture? _____

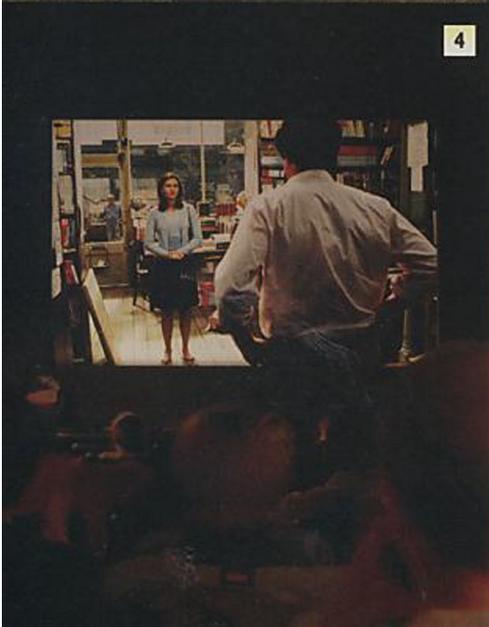
Asking for explanations

<i>What exactly do you mean by ... ?</i>	What exactly do you mean by 'abstract painting'? _____
<i>Could you explain a bit further ... ?</i>	Could you explain a bit further how you mix your colours? _____
<i>Would you like to add to your comments about ... ?</i>	Would you like to add to your comments about the works of da Vinci? _____

2 Roleplay. Work with a partner.

Student A You are a TV interviewer. Ask the writer/artist questions about his/her life and work.

Student B You are a writer or an artist. Answer the questions.



4

PREPARING TO TALK

- 1 Read the text. What does Ellie think is important when she chooses a book, a film, or a CD? Do you think you would like her choices?

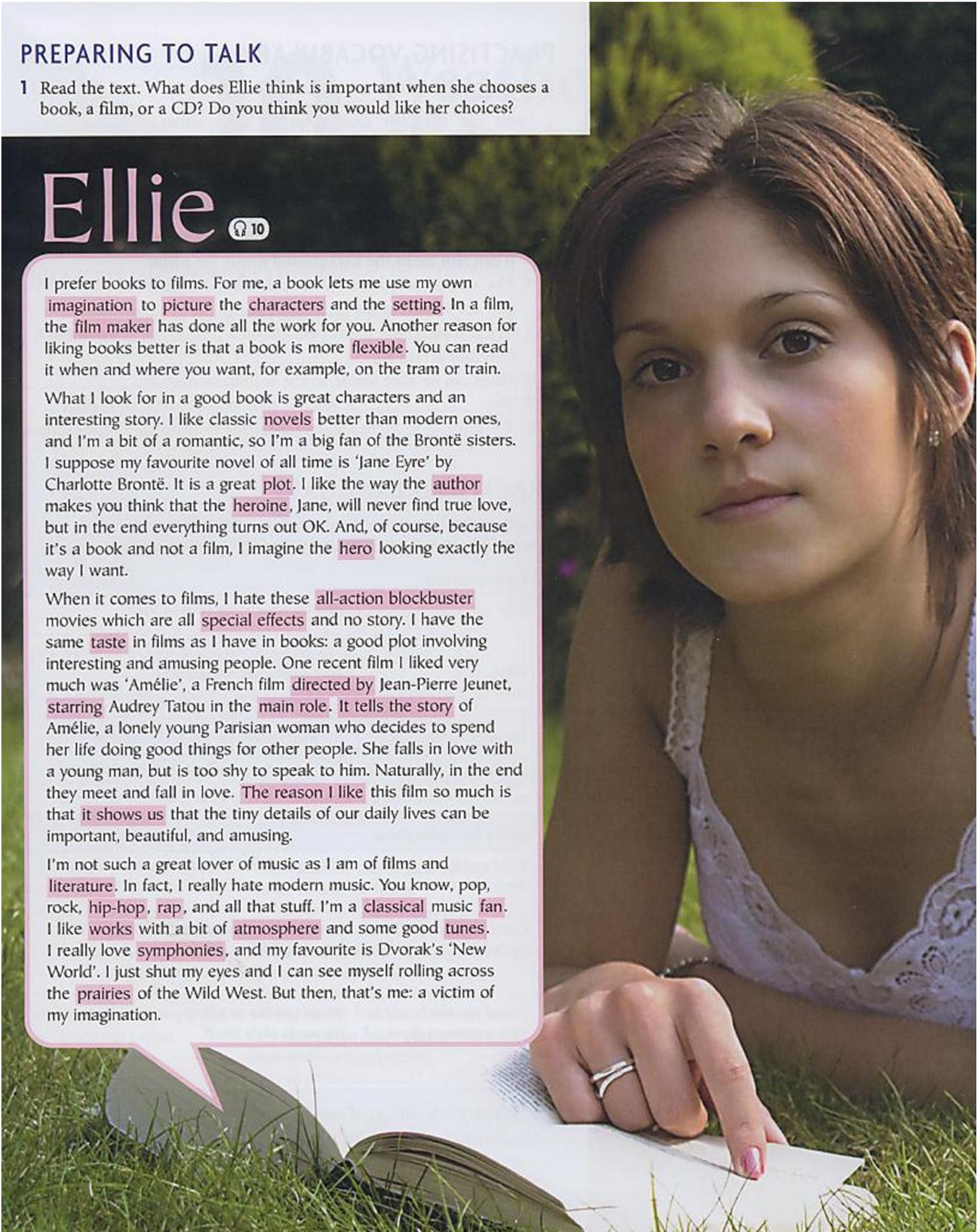
Ellie 10

I prefer books to films. For me, a book lets me use my own **imagination** to **picture** the **characters** and the **setting**. In a film, the **film maker** has done all the work for you. Another reason for liking books better is that a book is more **flexible**. You can read it when and where you want, for example, on the tram or train.

What I look for in a good book is great characters and an interesting story. I like classic **novels** better than modern ones, and I'm a bit of a romantic, so I'm a big fan of the Brontë sisters. I suppose my favourite novel of all time is 'Jane Eyre' by Charlotte Brontë. It is a great **plot**. I like the way the **author** makes you think that the **heroine**, Jane, will never find true love, but in the end everything turns out OK. And, of course, because it's a book and not a film, I imagine the **hero** looking exactly the way I want.

When it comes to films, I hate these **all-action blockbuster** movies which are all **special effects** and no story. I have the same **taste** in films as I have in books: a good plot involving interesting and amusing people. One recent film I liked very much was 'Amélie', a French film **directed by** Jean-Pierre Jeunet, **starring** Audrey Tatou in the **main role**. It tells the story of Amélie, a lonely young Parisian woman who decides to spend her life doing good things for other people. She falls in love with a young man, but is too shy to speak to him. Naturally, in the end they meet and fall in love. **The reason I like** this film so much is that **it shows us** that the tiny details of our daily lives can be important, beautiful, and amusing.

I'm not such a great lover of music as I am of films and **literature**. In fact, I really hate modern music. You know, pop, rock, **hip-hop**, **rap**, and all that stuff. I'm a **classical music fan**. I like **works** with a bit of **atmosphere** and some good **tunes**. I really love **symphonies**, and my favourite is Dvorak's 'New World'. I just shut my eyes and I can see myself rolling across the **prairies** of the Wild West. But then, that's me: a victim of my imagination.





- 2 Prepare to talk about your interests in books, films, and music. Use these headings to help you.
 - Which I like best: books, films, or music, and why.
 - What I look for in a book. My favourite book and why I like it.
 - What I look for in a film. My favourite film and why I like it.
 - What I look for in music. My favourite music and why I like it.
- 3 Work with a partner. Interview your partner about his/her interests in books, films, and music. Make notes about your partner's answers.
- 4 Repeat exercise 3 with a new partner.

TALKING POINTS

- 1 Work in groups. Tell your group what you learned when you interviewed the other students.
 - Group A** Talk about books.
 - Group B** Talk about films.
 - Group C** Talk about music.
- 2 In your groups, prepare an item for an arts programme about the topic you discussed in exercise 1. Use these prompt cards to help you.

What young people like

Describe their tastes, and how they choose a book/film/CD.

Notes: _____

A review of a work you think will be popular with the class

Describe it, and say why they will like it.

Notes: _____

A review of a work you think will not be popular with the class

Describe it, and say why they will not like it.

Notes: _____

- 3 Present your programme. Each student in the group should present a different section. Were you right in your choice of what the class would and would not like?

Off the cuff

You have one minute! What is the importance of cultural activities in modern life?

SESSION 8
Theme: The Media and Communications

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the RULE. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words: first of all firstly next finally also in addition because since as therefore as a result in contrast although on one hand on the other hand</p> <p style="text-align: right;">channel editor article documentary slot source reviews editorial</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: The Media and Communications

- The main key questions: 1) **RULE**.
2) Work with the audio and VCD.

Key words:

first of all firstly next finally also
in addition because since as therefore
as a result in contrast although
on one hand on the other hand

channel editor article documentary
slot source reviews editorial

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

Would you believe it?



1 Match these sentences with the photos.

- Although tabloid newspapers are popular, they seem to prefer personal misfortune and celebrity gossip to serious political and economic news.
- In the absence of an ethical framework, is it dangerous to let the public depend on websites for their understanding of world affairs?
- Many businesspeople start their day by listening to radio news on the way to work.
- Many people choose to watch CNN news because they believe it is impartial and accurate.

2 Choose one photo and describe it to your partner. Do you use this source of information yourself? Why/Why not?

3 Work in groups.

Group A

Look at the photos and discuss the different media. What are they? How do they work? What kind of information do they provide? Note any new words you need.

Group B

Look at the photos and discuss the advantages and disadvantages of the different media. Note any new words you need.

4 Tell the class what you discussed.

- 5 Speaking game. Work in teams. Before you play, read the rules of the game.

Rules

- Each team chooses a different photo from page 34. You must answer the five questions below about your photo. You have one minute to prepare the answer to each question.
- When you give your answer you must use as many of these expressions as possible:

first of all firstly next finally also
in addition because since as therefore
as a result in contrast although
on one hand on the other hand

- Each team receives one point every time they use one of the expressions correctly. The winner is the team with the highest number of points.

Question 1

What are three advantages of the form of media shown in your photo?

Question 2

What are three disadvantages of the form of media shown in your photo?

Question 3

Is your form of media easy to understand? Why/Why not?

Question 4

Is your form of media entertaining? Why/Why not?

Question 5

Do you trust the information from your form of media? Why/Why not?

PRACTISING VOCABULARY

- 1 Complete the sentences with words from the box.

channel editor article documentary
slot source reviews editorial

- Journalists call the person who gives them a story their _____.
- The _____ of a newspaper decides which articles will be printed.
- The _____ just after the main news is a good time for a party political broadcast.
- It's a very popular TV _____, but its programmes aren't very serious.
- A good newspaper only reports the facts, but it will give opinions in its _____.
- I got all my information from a(n) _____ in a newspaper.
- Last night, the BBC showed a(n) _____ on the history of terrorism.
- I always read _____ in papers and magazines before choosing a book or a film.

- 2 Read the text. Then match the verbs in A with the nouns in B.

The news of her divorce was leaked to the press in the morning. CNN was the first news channel to break the story, but within a few hours all the others were running it. Stories about film stars always make the headlines. By lunchtime, she was surrounded by journalists taking photographs and wanting her to give an interview.

A	B
make	a photograph
run	an interview
break	a story
give	the headlines
leak	a story
take	news

- 3 Match these expressions with their meanings 1–3.

break a story leak news run a story

- tell the press without permission _____
- be the first to publish a news item _____
- publish or broadcast a news item _____

PRACTISING LANGUAGE

- 1 Look at the language we use to talk about the future. Write your own examples.

The almost certain future

<i>going to (plans)</i>	We're going to interview a famous footballer.

<i>will (predictions)</i>	His opinions will be interesting for our readers.

The uncertain future

<i>Maybe we'll ...</i>	Maybe we'll learn something about his new team.

<i>might</i>	He might tell us about his manager.

<i>possibly</i>	He'll possibly say something about his teammates.

<i>could</i>	He could tell us about living abroad.

The probable future

<i>If + Present, will</i>	If his wife is there, we will ask her if she likes her new home.

The improbable future

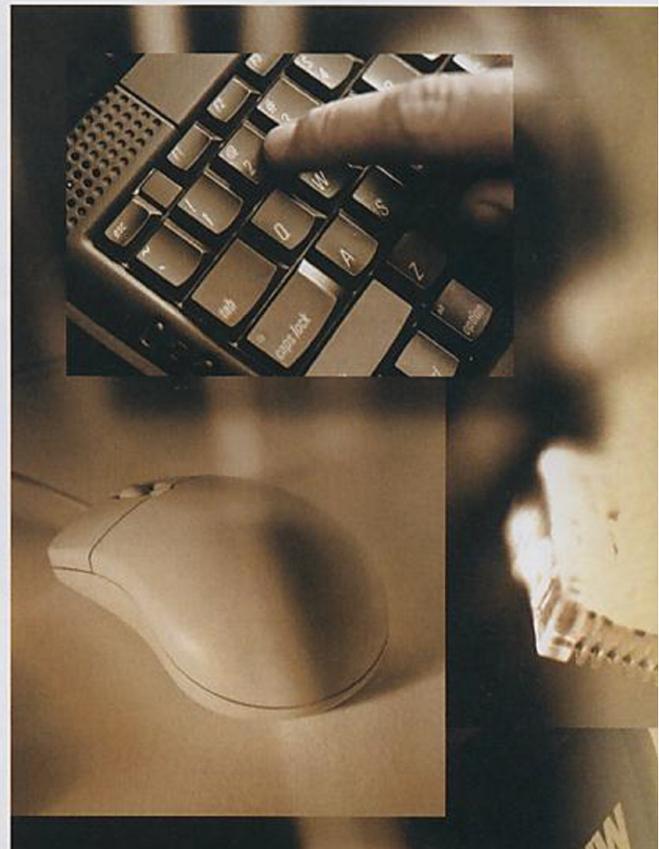
<i>If + Past, would</i>	If she didn't like it, we would have an interesting story.

- 2 Practise the language. Write sentences giving some ideas for making a radio programme about tourism in your country.

PREPARING TO TALK

- 1 Read the text and complete the chart.

Sites with up-to-date information	
Sites with search facilities	
Sites with archive news for background information	
Sites with comments and opinions	
Sites with information which has to be paid for	



Internet news sites

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

www.yahoo.com

Claims to cover around 7,500 sources and provides access to the last 30 days of news. The 'Advanced Search' feature includes search facilities by publication, location, and time period. There is a free Alerts service which can keep you informed of the latest news, weather, and so on.

www.news.google.com

Google has launched a news service providing articles gathered from news sources over the previous week. News is updated throughout the day and Google automatically puts links to the same story from different sources in the same search result. This makes it easier to scan the headlines without the clutter of repeat articles, but also gives you the option of reading the alternative versions provided by different sources.

www.telegraph.co.uk

Provides access to most of the hard copy from the *Daily Telegraph*, and an option for searching all articles loaded since November 1994. Mostly free, but you may have to register for an ID 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 Work in groups. You are a TV production company which makes news programmes. Choose one of these news stories.

A senior politician has been accused of taking money from companies for helping them to win government contracts.

A famous footballer has been arrested after being discovered gambling large sums of money on his team's games. He was betting against his own team.

There are rumours that a celebrity couple are about to separate.

- 3 Discuss how you will prepare a ten-minute news programme about the story you chose. Use these headings to structure your programme.
 - The facts of the story
 - The history of the people involved
 - Public opinion
 - Expert opinion
- 4 Prepare a presentation for the TV company who will be commissioning your programme. Use these headings to structure your presentation.
 - Introduction: outline of the story – who, what, when?
 - Research: sources of information, reliability of these sources
 - Programme outline: what will happen, in what order?
 - Justification: why your programme will be more interesting and more popular than any other group's

TALKING POINTS

- 1 Give your presentation to the class and answer any questions you are asked.
- 2 Class discussion. Choose the best programme proposal. You may decide to use ideas from more than one proposal to make one programme.

Off the cuff

You have one minute! Do you agree that media censorship is sometimes necessary? Why/Why not?

SESSION 9
Theme: CUSTOMS AND CELEBRATIONS

step	The scope of work	Responsible									
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the HONOUR FROM THE QUEEN • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher									
Step 2	<p>Key words:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">1 bride</td> <td style="padding-right: 20px;">4 guests</td> <td>7 wedding dress</td> </tr> <tr> <td>2 veil</td> <td>5 bridegroom</td> <td>8 bridesmaid</td> </tr> <tr> <td>3 rice</td> <td>6 suit</td> <td>9 wedding bouquet</td> </tr> </table> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	1 bride	4 guests	7 wedding dress	2 veil	5 bridegroom	8 bridesmaid	3 rice	6 suit	9 wedding bouquet	Students and teacher.
1 bride	4 guests	7 wedding dress									
2 veil	5 bridegroom	8 bridesmaid									
3 rice	6 suit	9 wedding bouquet									
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students									
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.									
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher									

The theme: CUSTOMS AND CELEBRATIONS

The main key questions: 1) honour from the queen
2) work with the audio and vcd.

Key words:

1 bride	4 guests	7 wedding dress
2 veil	5 bridegroom	8 bridesmaid
3 rice	6 suit	9 wedding bouquet

The main notion The students will be able to listen to argument.
Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student’s fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

What are we celebrating?

- 1** Work with a partner. Look at the two photos of Christmas. Match these words with the photos. Some words are used more than once.

gifts promises religious church profit carol
credit card shopper congregation modern nativity
commercial faith old-fashioned tradition advertising
worship crib

Photo 1	Photo 2

- 2** Describe and compare the two photos. Use the words in exercise 1. Which way of celebrating do you prefer? Make a list of the reasons for your opinion.



- 3 Work in groups. Choose one of these statements. Write six sentences which support the statement and three sentences which oppose it. Use what you discussed in exercise 2, and your own ideas.
- Our old beliefs and customs have no place in this modern world.
 - Modern life would be happier for everyone if people kept their old traditions.
- 4 You are going to take part in a class debate with the motion 'This class believes that modern society is too concerned with material things'. In your group, prepare a presentation for the debate. Use these headings to structure your group's speech.

Introduction

Say which of the statements in exercise 3 you support.

Notes: _____

Six reasons why you support the statement.

Notes: _____

Three reasons why you oppose the other statement.

Notes: _____

Conclusion

A summary of which statement you support, and why.

Notes: _____

- 5 Have the debate. Follow this procedure.
- 1 First, one member of each group presents the group's ideas, answering any questions.
 - 2 Next, the debate is opened for anyone else to give their opinions.
 - 3 Finally, the class votes for or against the motion.

PRACTISING VOCABULARY



- 1 Number the photo of a wedding using the items below.

- | | | |
|---------|--------------|-------------------|
| 1 bride | 4 guests | 7 wedding dress |
| 2 veil | 5 bridegroom | 8 bridesmaid |
| 3 rice | 6 suit | 9 wedding bouquet |

- 2 Form the opposites of the adjectives. Use the prefixes *in*, *un*, *im*, *dis* (x2), *ir*.

sensitive insensitive

polite _____

important _____

satisfied _____

resistible _____

pleased _____

- 3 Complete the sentences with the words you made in exercise 2.

- 1 It is considered _____ for ladies at a wedding to remove their hats before the bride's mother takes off hers.
- 2 Wedding guests are usually _____ with long speeches because they are often boring.
- 3 It would be _____ to invite your old girlfriend to your wedding.
- 4 The wine at the reception was excellent, but the guests were _____ with the meal.
- 5 He proposed to her because he found her _____.
- 6 The dresses of the bride and bridesmaid are the most important clothes at a wedding. What the bridegroom wears is relatively _____.

PRACTISING LANGUAGE

- 1 Look at the language we use to tell or advise people what to do. Write your own examples.

Giving orders

The imperative form (Do! Don't!)	Order the cake from a good baker – don't forget!

You must ...	You must include a vegetarian dish on the menu.

You will have to ...	You will have to allow at least 40 minutes for the best man's speech.

Giving advice (speaker feels strongly)

You should ...	You should send out the invitations well before the wedding date.

You ought to ...	You ought to put the groom beside his new mother-in-law.

It would be better to ...	It would be better to have the wedding reception in a hotel nearby.

Giving advice (speaker feels less strongly)

You could ...	You could have fireworks after the wedding.

Why don't we ... ?	Why don't we invite your friends?

How about ... + -ing?	How about having champagne before the meal?

- 2 Practise the language. Work with a partner. Imagine your partner is going to be the best man or bridesmaid at your wedding. Give him/her instructions.

PREPARING TO TALK

- 1 Look at the photos opposite. What do they show?
- 2 Read the text. What awards are mentioned? Why are the awards given?
- 3 Work with a partner.

Student A

Tell your partner what the text says about the history of the Queen's Honours.

Student B

Tell your partner what to do at the ceremony.

- 4 Find another partner. Make a list of reasons why your country should or shouldn't have awards like the Queen's Honours.

TALKING POINTS

- 1 Class discussion. Talk about how and why people in your country should be awarded for their achievements.
 - Why should we recognize special achievements?
 - What sort of awards should be given?
 - How would the winners be selected?
 - What form of ceremony would be best?
- 2 What is the most prestigious award you would like to be given? Why would you like to receive this particular award?

EXTENSION TASK

Work with a partner. Your partner has just received an award from the Queen of England. Interview him/her about the award and the ceremony.

Off the cuff

You have one minute! Describe a traditional celebration in your country and say whether or not you think it is relevant today.

AN HONOUR FROM THE QUEEN



Q 11

I suppose all of us at some time take part in ceremonies where our achievements are recognized and rewarded. At school, the best pupils are given certificates and prizes at prize-givings. In many countries, successful high-school students are given their leaving certificates at graduation ceremonies, and universities often have elaborate procedures when they confer degrees. In working life, prizes and awards are often given to outstanding performers in their field. Film awards, literary competitions, and the Swedish Nobel prizes are just some examples of these. But often the most prestigious honour a citizen can receive is recognition from the government of his or her own country. In the United Kingdom, this means appearing on the Queen's Honours List, either on the Queen's official birthday or at New Year.

In the past, these awards were given for killing one of the king or queen's enemies, for lending the royal family some money when they needed it, or for winning great battles. The recipients of these honours were rich noblemen. But in modern times ordinary people are given honours for what they have achieved in education, social services, music, films, and politics: success in almost any field can be rewarded. The Queen usually presents these awards in Buckingham Palace at a special ceremony called an investiture. For many of the award winners it is their first time in the palace, and the first time they meet the Queen. They are often very unsure about what will happen and how to behave.

Up to 150 recipients attend each ceremony, and each recipient can bring three friends or relatives. Each investiture takes about an hour. While music is being played, the Queen enters the room with two Gurkha soldiers. After the national anthem has been played, the official in charge announces the name of each recipient and the achievement for which he or she is being honoured. The Queen then places the decoration (e.g. MBE – Member of the British Empire, OBE – Order of the British Empire) on the person, and offers her congratulations. Some people are given a Knighthood, which means that they can be called 'Sir' or 'Dame'. They kneel on a stool before the Queen. With a sword that belonged to her father, King George VI, she dubs the new knight or dame by tapping him or her on the shoulder.

There is a traditional way of greeting the royal family. Men bow from the head, and women do a small curtsy, bending their knees and holding their skirt. But it is also possible to shake hands in the usual way. The first time you speak to the Queen, you should call her 'Your Majesty'. Afterwards, you address her as 'Ma'am'. If you meet another member of the royal family, you should begin with 'Your Royal Highness' and afterwards 'Ma'am' or 'Sir'.

SESSION 10
Theme : WEATHER AND CLIMATE

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the GLOBAL WARMING HILLS WINTER SPORT INDUSTRY. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <p>greenhouse effect emissions floods poor air quality global warming tidal wave drought tornado ozone layer blizzard pollution solar activity acid rain</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: WEATHER AND CLIMATE

- The main key questions:** 1) GLOBAL WARMING HILLS WINTER SPORT INDUSTRY
2) Work with the audio and VCD.

Key words:

greenhouse effect emissions floods poor air quality
global warming tidal wave drought tornado
ozone layer blizzard pollution solar activity acid rain

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

PRACTISING VOCABULARY

1 Complete the gaps below with adjectives from the boxes.

strong heavy thick high

a strong wind, _____ rain, a _____ shower,
_____ / _____ / _____ cloud, a _____
temperature, _____ humidity.

light thin low

a light wind, _____ rain, a _____ shower,
_____ / _____ / _____ cloud, a _____
temperature, _____ humidity.

2 Complete the gaps with words from the box.

gale drizzle mild downpour hurricane hot
cold breeze warm cool cloudburst freezing

HIGH LEVEL	rain	wind	temperature
↓	_____	_____	<u>hot</u>
↓	_____	_____	_____
↓	_____	_____	_____
LOW LEVEL			<u>freezing</u>

3 Work in groups. Choose a season (spring, summer, autumn, or winter). Write a weather forecast for a typical day in the season you chose.

4 Present your weather forecast to the class.

PRACTISING LANGUAGE

1 Look at the language we use to explain what happened, and why. Write your own examples about problems different types of weather can cause.

Explaining cause and effect

effect + <i>because of</i> + cause (noun)	The trains were late because of the icy weather. _____ _____
effect + <i>because</i> + cause	The trains were late because a bridge had been swept away in the floods. _____ _____
cause + <i>As a result</i> + effect	There was a snowstorm last night. As a result, the trains were delayed this morning. _____ _____
effect + <i>as</i> + cause	The train signals didn't work as they had been damaged in a thunderstorm. _____ _____
cause + <i>so</i> + effect	It was a very hot day yesterday so my train journey was very uncomfortable. _____ _____

2 Practise the language. Match the causes in A with the effects in B. Then make sentences.

A	B
heavy downpours	earthquakes
geological fault lines	deserts
acid rain	the destruction of rain forests
dry, arid climates	the destruction of Pompeii in Italy
volcanic eruption	flash floods

There were heavy downpours in western France last night. As a result, flash floods destroyed many homes.

WHAT DO YOU THINK?

What have we done to the rain?



1 Match these headlines with the photos.

a **Drought** brought on by **heatwave** – **bush fires** threaten **crops** and **homes**

b **Hurricane** hits Southern USA, leaving a trail of destruction in its path

c **Thousands** left homeless in **major floods** – streets, houses, and fields **submerged**

d **Alpine village** buried under **avalanche** – **thousands** stranded

2 Work in groups. Choose one of the photos. Discuss the photo and answer the questions.

- What weather disaster is shown in your photo?
- How are the victim's lives affected?
- What help should the emergency services provide?

3 Imagine the members of your group were victims of the disaster shown in your photo. It happened a year ago. Prepare the story of the disaster. Use these headings to prepare your story.

- Who you are, where you live
- Were you prepared for the disaster? Was there any warning?
- What happened to you and your family/home/possessions?
- How much help did you get during and after the disaster?

4 Each group tells its story to the class.

5 Work with a partner. Write these words and phrases in the correct column.

greenhouse effect emissions floods poor air quality
global warming tidal wave drought tornado
ozone layer blizzard pollution solar activity acid rain

Extreme weather	Causes of climate change

6 Class discussion.

- How much is the modern way of life to blame for the extreme weather which causes the kind of problems shown in the photos?
- What can we do to improve the situation? Make a list of ideas.

PREPARING TO TALK

- 1 Read the text. What problems do the ski resorts have, and why?
- 2 Work in groups. You are a consortium which wants to buy one of the two resorts mentioned in the text. Prepare a proposal to make the resort a success. Each student in the group should present a different section of the proposal. Use these headings to help you.
 - History of the resort and the current problems
 - Skiing and the Scottish weather
 - Changes you could make to the resort to make it more successful

TALKING POINTS

- 1 Present your proposal to the class and answer any questions you are asked.
- 2 Discuss all of the ideas mentioned in the proposals. Combine the strongest points to make the best proposal to save the centres.
- 3 Class discussion. Talk about summer and winter sporting facilities in your country. How might climate change influence their future?

GLOBAL WARMING CHILLS WINTER SPORTS INDUSTRY

Two of Scotland's leading ski centres are in trouble. Three months ago the Glenshee Chairlift Company announced that both the Glencoe and Glenshee resorts were for sale. They had lost £1 million in two years, following a series of poor skiing seasons.

The problem seems to be the unreliable Scottish weather. The Scottish mountains, although the highest in the United Kingdom, are only foothills compared to the mountains of mainland Europe. In addition, Britain enjoys a maritime climate, which means that temperatures never get far below freezing. In the past, there was an adequate covering of snow from January to March, and the frequent precipitation fell as snow rather than rain. The temperatures were low and stable enough for the snow to lie and not melt. But global warming seems to have had a disastrous effect on Scotland's winter-sports business. Temperatures have become a little higher and more variable, and the snow the skiers need often just disappears.

There are other climatic problems. A constant succession of frontal systems brings cloudy and windy conditions, blizzards are frequent, and the weather can be so bad that it is too dangerous to go out on the slopes.

In short, although they have no serious competitors in the UK, the Scottish resorts offer unreliable skiing on poor snow for a very limited period. People nowadays, especially in central and Southern England, can reach the Alpine resorts as quickly and almost as cheaply as the Scottish Highlands. Why should they come to Scotland to ski?

It would seem that there is no long-term future for skiing in Scotland. If the resorts are to be successful, their operators will have to take the prevailing climatic conditions into account, and provide holidaymakers with something to do when the snow had disappeared from the slopes. Indoor activities, perhaps?





The UK in the summer



The UK in the winter

EXTENSION TASK

1 Write an appropriate weather noun and adjective for each symbol.

	Noun	Adjective
	<u>fog</u>	<u>foggy</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

- 2 Work in pairs. Student A, look at the map of the UK in the summer, and Student B look at the map of the UK in the winter. Draw symbols on your map to represent what you think is typical weather for that season.
- 3 Describe your weather map to your partner, who will draw weather symbols according to your description.
- 4 Compare the symbols you have drawn with your partner's.

Off the cuff

You have one minute! Explain what kind of weather you like best, and why.

SESSION 11
Theme: FOOD AND EATING OUT

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>steak cheese joint cake bread carrot hamburgers potatoes grating slicing baking chopping grilling roasting frying boiling oven (x2) frying pan saucepan</p> </div> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: FOOD AND EATING OUT

The main key questions: 1) A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT.

2) Work with the audio and VCD.

Key words:

steak cheese joint cake bread
carrot hamburgers potatoes grating
slicing baking chopping grilling
roasting frying boiling oven (x2)
frying pan saucepan

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

You are what you eat

1 Work with a partner. Choose one group of dishes below and answer these questions.

- 1 Which country does each dish come from? How do you know?
- 2 What dishes are shown? What are the ingredients?
- 3 Choose one item from each group and say how you think it is cooked.
- 4 Do you like or dislike the kind of food shown? Give your reasons.
- 5 Why do you think these foods are popular?

2 Class discussion. What kind of food do you think is most healthy – Asian, Italian, or American? Consider:

- the ingredients – natural and artificial
- the method of cooking
- the amount of food consumed
- the appearance and health of the people who eat those foods

3 Discuss these questions and give reasons for your opinions.

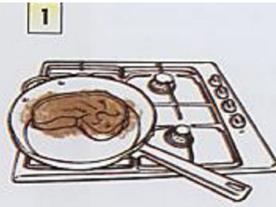
- What kind of food is typical of your country?
- In what way do you think it is healthy or unhealthy?
- Is it your favourite food, or do you prefer food from other countries?



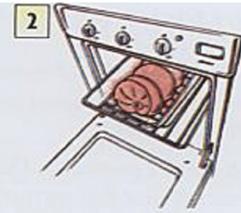
PRACTISING VOCABULARY

- 1 Complete the picture captions with words from the box.

steak cheese joint cake bread
 carrot hamburgers potatoes grating
 slicing baking chopping grilling
 roasting frying boiling oven (x2)
 frying pan saucepan



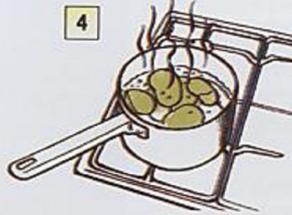
in a _____ a _____



in an _____ a _____



in an _____ a _____



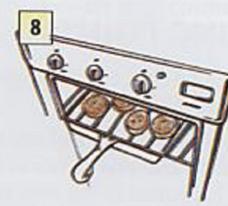
in a _____





_____ a _____





- 2 Work in groups. Imagine that you have these ingredients in your fridge. Invent a recipe using some or all of the ingredients.

some cheese
 half a litre of olive oil
 some fish
 five hamburgers
 garlic
 some tomatoes
 cream
 three onions
 a few potatoes
 some pasta

- 3 Tell the class about your recipe. Listen to the other groups' recipes. Which group offered the most appetizing dish?

PRACTISING LANGUAGE

- 1 Look at the language we use to apologize and make excuses. Write your own examples. Imagine you have asked your boyfriend or girlfriend to your place for a meal, but your cooking has let you down.

Apologizing and making excuses

I'm sorry, but ...

I'm sorry, but the microwave broke down.

I apologize for ... , but ...

I apologize for the burnt soup, but I fell asleep while it was cooking.

Forgive me for ... , but ...

Forgive me for serving you only ice-cream, but the apple pie I made was inedible.

- 2 Practise the language. Work with a partner. Act out the dialogue.

Student A You are a customer. You have realized that the fruit and vegetables you have just bought are not at all fresh.

Student B You are the shopkeeper.

PREPARING TO TALK

- 1 Work with a partner. Ask and answer these questions.
 - What is the best restaurant you have ever been to?
 - Why did you like it?
- 2 Find another partner. Tell him or her about the restaurant your first partner liked and the reasons. Does he/she agree?
- 3 Discuss the restaurants you know in your town or city. Which are the best? Why?
- 4 Read one of the texts opposite and make a summary. Use these headings to structure your summary.
 - How the writer organizes his activities to be effective
 - The problems the writer has in getting what he wants
 - His advice for dealing with people
- 5 Find a partner who read the other text. Tell your partner what your text was about. Use the headings in exercise 4.

TALKING POINTS

- 1 Roleplay. Act out the dialogue.

Student A

You are Mr Barnes. You and one of your associates have just had a bad experience in Paul's restaurant. Decide what happened in the restaurant. Think about:

- who your associate is
- the booking arrangements
- what food was ordered
- problems in cooking the meal
- what was wrong with the food

Student B

You are Paul, the chef. A regular customer and his business associate have just had a bad experience in your restaurant. Listen to Mr Barnes' complaint. Respond to Mr Barnes and try to defend the reputation of your restaurant.

Off the cuff

You have one minute! What is your favourite dish and why do you like it?



A CHEF TELLS HIS STORY

My name is Paul, and I'm a **chef** in a big restaurant. I try to cook a perfect meal for every customer, but it's not an easy job. Perfect **cuisine** requires the best **ingredients**. Although I always try to use **fresh** fish, meat, and vegetables, it is not always possible to get everything fresh every day. I prepare the **menu** based on what I can buy in **the market**, but sometimes customers make special requests and I am forced to use **frozen** food or **canned** ingredients. Normally, our tables are **booked** well in advance, and we take care to avoid having everyone come at once, so that there is enough time to prepare each meal properly. But if one of our regular customers **turns up** without a booking, we have to try and fit them in.

Sometimes things don't go quite right and our food is not **up to our usual standard**. Usually it's not our fault. If a customer complains, I always go into the dining room and speak to them personally. I am always polite, but if I think the customer has been **unreasonable** and the complaint **unjustified**, I tell them so. I **sympathize**, but I explain exactly what caused the problem. Even if the customer is wrong, we always offer a small gift, just to **maintain** the **goodwill** of the customer.

12

A BUSINESSMAN EXPLAINS HIS PROBLEMS WITH BUSINESS ENTERTAINMENT

I'm Bill Barnes, and I do a lot of **business entertaining**. It is important that your visitors enjoy themselves and have a pleasant experience if you want to work well with them in future. I always choose a restaurant I think my visitor will like, and I **make a reservation** a few days beforehand.

Most of the time, my business **associates** are easy-going, reasonable people, and are always happy with the food and **service** in the restaurants I use. But sometimes I get a visitor who arrives late, so that I have lost our **booking** at the restaurant and have to find something else **at short notice**. At other times my guest will be unable to find what they want on the menu and will ask for something wildly exotic. Then, if it's not cooked exactly as it is at home, they will complain loudly to everyone who can hear.

I always feel sorry for the **staff** in the restaurant, but what can I do? Although my guest is the one **to blame**, the visitor is **my guest** and I can't be seen to **take the side of the waiter** or the chef. Of course, I apologize for any problems we have caused, but I point out that the **restaurateurs** are **professionals**, and should be **capable of taking such problems in their stride**. I **demand an apology**, and I also **insist on** suitable **compensation** for our **inconvenience**.

SESSION 12
Theme: HOUSING AND FAMILIES

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the MY HUOSE IS MY HOME • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <p>grandfather mother-in-law aunt uncle brother step-brother step-mother cousin ex-wife grandchildren</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: HOUSING AND FAMILIES

The main key questions: 1) MY HOUSE IS MY HOME
2) Work with the audio and VCD.

Key words:

grandfather mother-in-law aunt uncle brother
step-brother step-mother cousin ex-wife grandchildren

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

Objectives:

- have developed student's fluency in speaking and writing.
- to prepare student for making up the composition.
- to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

My house is my home

1 Match these descriptions with the photos.

1

Desirable family home in quiet London suburb. Three bedrooms, living room, and dining room. Modern family kitchen. Large fenced garden ideal for young children.

2

Executive serviced flat in city centre. New architect-designed building. Day and night porter with secure garage parking underneath the building. Two bedrooms, both with en-suite bathroom, open-plan living area, and kitchen.

3

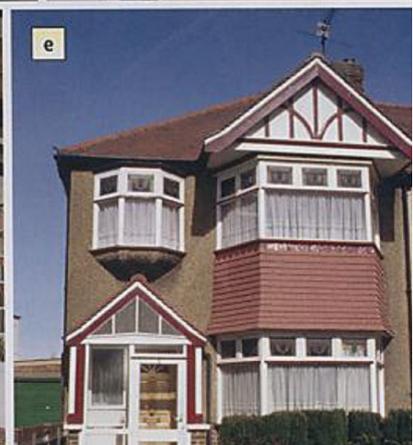
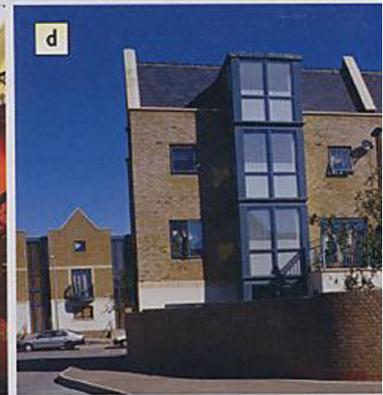
Country cottage, tastefully refurbished in a traditional design with modern materials. Four bedrooms, kitchen, and bathroom. Beautiful living room and dining room with oak beams and feature fireplaces.

4

Beautiful old country mansion in excellent condition. Seven bedrooms, two lounges, dining room, and library. Four bathrooms. Large entrance hall with impressive staircase. Full central heating recently installed. Several outhouses, including stables and garage.

5

Family flat in modern building, part of a complex of five blocks of flats. Three bedrooms, lounge, and separate study. Bathroom and WC. Security system at entrance to building. Car-parking space and children's play area in the grounds.



PRACTISING VOCABULARY

2 Work with a partner. Choose the best home below for each family from the numbered descriptions on page 50.

- a A young couple in their early 30s, with no children. Both work long hours in good jobs in offices.
- b A professional couple in their late thirties with two children, aged six and 11. The wife's widowed mother lives with them and takes care of the children when the mother is at work.
- c A 35-year-old bachelor, a senior executive in an advertising agency, who lives alone. He works long hours and travels a lot.
- d A 60-year-old man and his 58-year-old wife, who have just sold their successful import-export business and retired. They have two married children and six grandchildren.
- e A couple in their mid 40s, who are both lawyers, with two children studying at university.

3 Tell the class which home you chose for each family, and why. Did you all choose the same homes? If not, try and persuade the other students that your choice is best.

4 Roleplay with a partner.

Student A

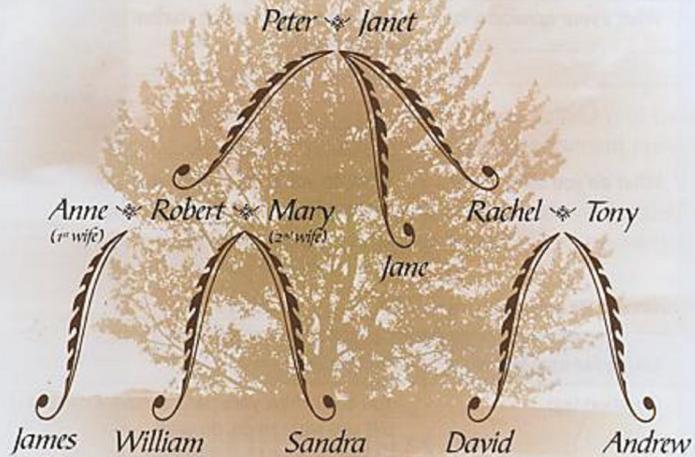
You are looking for a home. Answer the estate agent's questions and try to find the home which suits you best.

Student B

You are an estate agent. Ask questions to find out about the client's family and offer one of the five homes in the photos.

5 Tell the class which kind of home you would like to live in with your family, and why.

The Watson Family Tree



1 Look at the family tree. Complete the sentences with words from the box.

grandfather mother-in-law aunt uncle brother
step-brother step-mother cousin ex-wife grandchildren

- 1 Peter is William's _____.
- 2 Mary is James's _____.
- 3 Jane is David's _____.
- 4 Janet is Tony's _____.
- 5 James is Sandra's _____.
- 6 William is Andrew's _____.
- 7 Tony is Sandra's _____.
- 8 Anne is Robert's _____.
- 9 David and Sandra are Janet's _____.
- 10 Andrew is David's _____.

2 Work with a partner. One of you describe your family. The other draw your partner's family tree.

PRACTISING LANGUAGE

- 1 Look at the language we use to ask for opinions, agreement, or explanations. Write your own examples.

Asking for an opinion

<i>What's your opinion on ... ?</i>	What's your opinion on students living in cheap flats?

<i>What do you think about ... ?</i>	What do you think about living in the countryside?

Asking for agreement

Question tags	You don't think your parents have a right to tell you what to do, do you?

<i>Don't you agree that ... ?</i>	Don't you agree that living in a small flat can be stressful?

Asking for an explanation

<i>What do you mean when you say ... ?</i>	What do you mean when you say that living in the city is expensive?

<i>Could you go into more detail about ... ?</i>	Could you go into more detail about the quarrel with your mother?

- 2 Practise the language. Work with a partner. Find out what your partner thinks about going on holiday with parents. Try to change his/her opinion.

PREPARING TO TALK

- 1 Read the text below. What is the problem?

Bill and Hannah are planning their wedding. Bill is an **only child**, both **sets** of his grandparents are dead, and he has only one unmarried cousin. Hannah comes from a big family. They do not want the wedding celebrations to be **dominated** by her side, so they have decided to **limit** the number of Hannah's family invitations to three people. But which three?

- 2 Work in groups. You are Bill, Hannah, and their parents. Read the texts opposite.
- Who is the most important person to invite to the wedding? Why?
 - Discuss why each person should be invited or left out.
 - Decide which three people will be invited.

TALKING POINTS

- 1 Tell the class which people you have decided to invite, and why. Make a list of three people that the whole class agrees on.
- 2 Make a list of the five biggest problems that cause conflicts in families with teenage children (staying out late, cleaning bedrooms, etc.).
- 3 Work with a partner and share your ideas. Choose the five most important problems from both lists to make a new list.
- 4 Work with another pair of students. Share your lists and make a new list of five problems.
- 5 Talk together as a class. Share the new lists and make a final list of five problems that the whole class agrees on. Discuss how to solve the five problems on the final list.

Off the cuff

You have one minute! Are friends or family more important to you? Why?



GRAN

Hannah's maternal grandmother is 85, and the head of the family. By tradition, she should be present at every major family occasion. Unfortunately, her health is poor and she lives in a care home. She is allowed out for day trips, but sometimes she is too unwell to leave the home.



COUSIN MARY

Mary is Jean and Tom's daughter. She is the same age as Hannah, and as children the two girls were inseparable. But they drifted apart at university, and then Mary got married and Hannah didn't see her for five years. About two years ago, Mary phoned Hannah in tears, as her husband had left her. Hannah comforted her and helped her through her divorce and now they are close friends again.



COUSIN ROBERT

Robert is Mary's brother. He is about five years younger than Mary and Hannah, but Mary adores him, more so since her divorce. He is unemployed and spends all his time rehearsing with his friends in a rock band that never has any bookings. His sister is always giving him money, and Hannah thinks he is a bit of a waster. However, Hannah knows that brother and sister are very close and doesn't want to fall out with Mary over Robert.



AUNT BARBARA

Aunt Barbara is Hannah's mum's sister. She married a rich businessman and when she was divorced after 30 years, she received a generous settlement which left her very well-off. Although a bit distant, she has always been very good to Hannah, giving her presents and practical help both before and after her divorce. She can always be counted on for a good wedding present.

UNCLE BOB

Uncle Bob is Hannah's dad's brother. He is a bachelor, and when he retired from his job abroad he came to live with Hannah's parents, after Hannah left home. Hannah doesn't know him very well, but he is always friendly to both her and Bill when they visit her parents.



EX-UNCLE FRED

Although not a blood relative, Aunt Barbara's ex-husband is Hannah's favourite family member. When she was a child, Uncle Fred was the one who would take her on special trips to the theatre, to shows, and on holidays abroad. With no children of his own, he adopted her as his surrogate daughter. When Hannah left university, he helped her find her first job and ever since has taken an active interest in her career, and now also Bill's, helping them with introductions, contacts, and advice. Unfortunately, Fred is blamed for the break-up of his marriage, and the rest of the family still resent him. Aunt Barbara often says she will never forgive 'that man'.



AUNT JEAN and UNCLE TOM

Hannah's dad's sister and her husband live in the same town as Hannah's parents. In her childhood Hannah spent a lot of time at their house, playing with her cousins. However, after their children left to go to university, Hannah saw very little of her aunt and uncle. They joined a local political party and devote most of their spare time to politics. However, Hannah meets them every year for Christmas dinner at her parents', where they always give her expensive Christmas presents.



SESSION 13
Theme: FAMOUS BRITISH AND AMERICAN PEOPLE

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the PERFECT PARTNERS. • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <ul style="list-style-type: none"> • Nationality • Profession • Interests • Personality <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: FAMOUS BRITISH AND AMERICAN PEOPLE

The main key questions: 1) PERFECT PARTNER

2) Work with the audio and VCD.

Key words:

- Nationality
- Profession
- Interests
- Personality

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

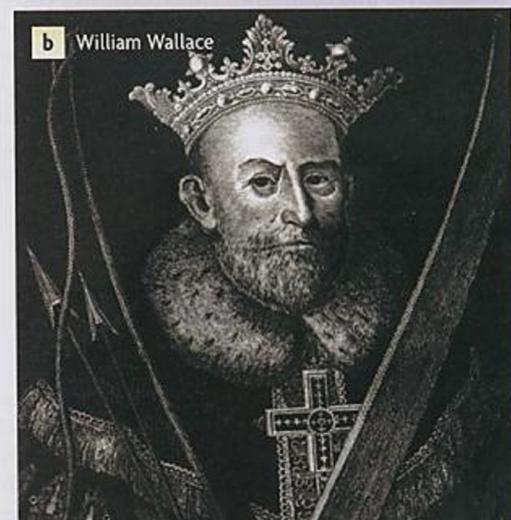
WHAT DO YOU THINK?

The father of the nation

1 Match the sentences with the correct person.

William Wallace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
William the Conqueror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 He was a leader of Scotland.
 - 2 He is said to have told the truth about a tree he cut down as a boy.
 - 3 He was born in France, but ruled England.
 - 4 He was betrayed by his friends and executed.
 - 5 He won a great battle in 1066.
 - 6 Mel Gibson made a film about him called *Braveheart*.
 - 7 He introduced the Domesday Book – England's first property register.
 - 8 He was the first president of the USA.
 - 9 He led a rebellion against the English invaders.
 - 10 The story of his military success is told in a tapestry kept in France.
 - 11 He was a farmer, who became a soldier and a politician.
 - 12 He was commander-in-chief of the army which finally defeated the British.
- 2 Work in groups. Talk about one of the famous people in exercise 1, and discuss what more you know about this person.
- 3 Find a partner. Ask what they know about your famous person. Add any new information to your list.
- 4 Prepare to talk about your famous person. Include any information you collected about:
- their family background
 - their career in public life
 - why they were important for their country
 - why they should be called the 'father' of their nation
- 5 Tell the class about your famous person and answer any questions you are asked.
- 6 Class discussion. Who is the best choice for the 'father' of your nation? Why?



PRACTISING VOCABULARY

- 1 Match the phrasal verbs in A with the more formal verbs in B.

A	B
break down	be nominated for
set back	become successful
turn down	delay
be put out	refuse
get over	recover from
be put up for	collapse
take off	be annoyed

- 2 Rewrite these informal sentences in more formal language. Replace the underlined phrasal verbs and make any other necessary changes.

- 1 His career as a film director took off after *Braveheart*.
- 2 The alliance between France and Scotland broke down after Scotland and England became one country.
- 3 The defeat at Stirling Bridge set the English conquest back many months.
- 4 Wallace was put up for King of Scotland, but he turned it down.
- 5 The British were put out by the Boston Tea Party, and they never got over it.



William the Conqueror **C**

PRACTISING LANGUAGE

- 1 Look at the language we use to express wishes and regrets. Write your own examples, saying what your own wishes and regrets are.

Wishes for present situations

wish + Past Simple He wishes he wasn't/weren't so busy.
He wishes he owned a Porsche.

If only + Past Simple If only the teacher understood her.

would like to He would like to be playing football, and not studying.

Wishes for future activities

would like (someone to do) She would like her teacher to explain things more carefully.

wish(ed) + could She wishes she could find an easy way of learning English grammar.

would like to He would like to go to university to study law.

Regrets about mistakes in the past

wish(ed) + Past Perfect He wished he had worked harder for the exam.

would like + to have (done) She would like to have studied philosophy instead of maths.

would have liked (someone) to (do) Her parents would have liked him to study philosophy.

- 2 Practise the language. Work with a partner. Choose a famous British or American person you both know. Say what desires and regrets he/she might have.

PREPARING TO TALK

- 1 Perfect Partners is a dating agency for famous personalities. Choose one of the client files. Read the text and answer the questions.
 - 1 What do you learn about the character of the person from the text?
 - 2 What more do you know about the life of this personality?
- 2 Work in groups. Your task is to find the perfect partner for the client whose file you have chosen. Prepare a description of their perfect partner. Use these headings to structure your description.
 - Nationality
 - Profession
 - Interests
 - Personality
- 3 Choose a suitable partner for the client you have chosen. Choose someone famous who is living, or someone from any period in history. Discuss and note the reasons for your choice.
- 4 Prepare to tell the class about the results of your discussion. Your talk should be in three parts:
 - A description of your client and his/her character.
 - The kind of partner your client would like.
 - Your choice of partner and the reasons for your choice.Select three students from the group to talk about each point.

TALKING POINTS

- 1 Tell the class about the results of your discussion and answer any questions you are asked.
- 2 Think of a better partner than the one suggested by each group. Tell the class who he/she is and why you think he/she would be better.
- 3 Roleplay. Work with a partner.

Student A
You are a consultant from Perfect Partners. Phone a client to tell them about a proposed partner, and give advice about how to behave at the first meeting. Use informal, friendly language.

Student B
You are a client of Perfect Partners. Ask the consultant questions about the proposed partner, and about how to behave at the first meeting.

Off the cuff

You have one minute! Which British or American person do you admire most, and why?

Name: Prince William
Nationality: British
Profession: Soldier
Marital Status: Single

Other details:

Prince William is currently thought to be one of the most eligible bachelors in the world. His grandmother is the Queen of England and his late mother was one of the most loved celebrities in the world. In spite of the break-up of his parents' marriage and the accidental death of his mother he appears to be a well-balanced, polite, and personable young man. Although subjected to the intense demands of media attention, he has never been irritable or bad tempered, and has coped with the pressure well. He is a soldier, but like his parents he is also heavily involved in charitable activities. He is interested in sports such as skiing and horse-riding. Is he looking for a true soul mate – fond of fun, but with a serious side?

Name: Serena Williams
Nationality: American
Profession: Professional sportswoman
Marital Status: Single

Other details:

Miss Williams is a world-famous tennis player who, from a young age, has had considerable success in her field. Her father has been a great influence on her and her career. With his help and support she became the world's number one in her sport. Initially in the shadow of a very successful elder sister, Serena worked hard and with dedication to surpass her older sibling's achievements. She is known to be more extroverted and flamboyant than her sister. Her business interests include a sponsorship deal with a famous sports fashion company, but she is also thought to be considering an acting career. She has an extravagant dress sense and loves parties, yet also knows that her success depends on hard work and practice.

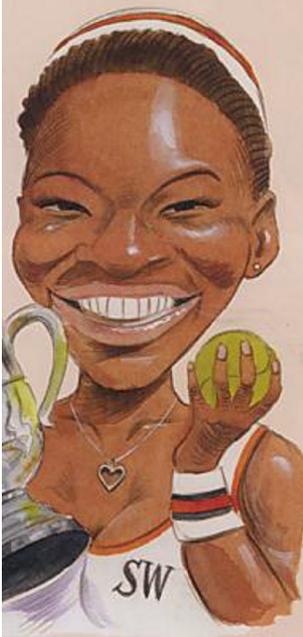
PERFECT PARTNERS' CLIENT FILES



Name: Renée Zellweger
Nationality: American
Profession: Actress
Marital Status: Single

Other details:

Miss Zellweger is a busy film actress. Although famous as the scatterbrained and self-conscious Bridget Jones, there is more to her than her most successful role. She is well educated, and studied for a degree in English at the University of Texas, during which time she discovered her love of acting. The Oscar she was awarded for her role in *Cold Mountain*, together with a string of other Oscar nominations, demonstrates that she is a talented and hard-working professional. Her determination became apparent when she taught herself to sing and dance for her role in the film *Chicago*. A dedicated career woman, she has already suffered from broken relationships. Can we find the 'Mr. Right' who can cope with the busy career of this hardworking personality?



Name: Mr Bean
(Rowan Atkinson)
Nationality: English
Profession: Television personality
Marital Status: Single

Other details:

Rowan Atkinson is extremely well-educated with degrees in Electrical Engineering from both Newcastle and Oxford Universities. He is best-known throughout the world for his role as Mr Bean. This character's visual humour and introverted, awkward personality have established him as the most popular British comedy export since Benny Hill. His popularity may be due to his affectionate nature – he just loves his teddy bear – and his genuine desire to please. He has even been described by some as a sex symbol. At first sight, you might think he would prefer a night in with a good book, but does a demon lurk behind that impassive face?

SESSION 14
Theme: THE WORLD OF WORK

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the LOOKING FOR SOME GOOD TIPS FOR JOB HUNTING? • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <p>salary bonus benefits package overtime promotion career prospects holiday entitlement pension</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: THE WORLD OF WORK

The main key questions: 1) LOOKING FOR SOME GOOD TIPS FOR JOB HUNTING?
2) Work with the audio and VCD.

Key words:

salary bonus benefits package
overtime promotion career prospects
holiday entitlement pension

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

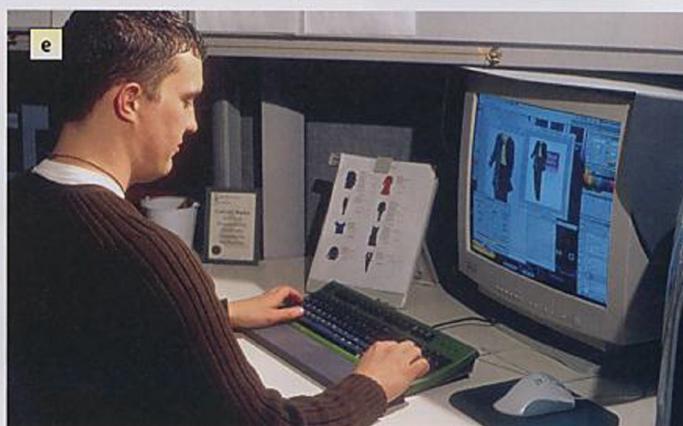
Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.

WHAT DO YOU THINK?

What a job!

- 1 Work with a partner. Look at each of the photos and answer the questions.
 - 1 What occupation is shown?
 - 2 What kind of personality do you need for this work?
 - 3 What kind of education and training is required for this job?
 - 4 What could be enjoyable about this type of work?
 - 5 What are the disadvantages of this job?
- 2 Find a new partner. Choose one photo and describe it to your partner.
- 3 Ask your partner to choose the job in the photos he/she would like most. Find out why. Try to get him/her to change his/her mind.
- 4 Tell the class about your partner's choice.
- 5 Talk together as a class. Choose a new job for someone you all know (e.g. your teacher, or a famous person from your country). It can be one of the professions shown in the photos, or something different. Discuss why you think it would be a good choice.



PRACTISING VOCABULARY

- 1 Match the words in the box with the definitions 1–8.

salary bonus benefits package
overtime promotion career prospects
holiday entitlement pension

- 1 extra money your employer gives you for doing your job well, or achieving a given goal _____
 - 2 hours you work after normal working time _____
 - 3 being given a more important job in your organization _____
 - 4 money you are paid after you stop working because of your age _____
 - 5 money you are paid for your normal work _____
 - 6 opportunities for promotion or getting a better job _____
 - 7 non-financial rewards given to you in addition to your salary (e.g. a company car) _____
 - 8 the number of days of holiday you can have every year _____
- 2 Work with a partner. Make a list of the five most important things to consider when choosing a job.

1 _____
2 _____
3 _____
4 _____
5 _____

- 3 Work in a group. Share your lists. Choose the five most important things to make a new list.
- 4 Talk together as a class. Share your ideas and make a final list of five points that the whole class agrees on. How different is the final list from your original list?

PRACTISING LANGUAGE

- 1 Look at these examples of question tags. Write your own examples.

Question tags

<i>don't I/you/we/they?</i>	You want a good job, don't you?
<i>is he/she/it?</i>	He isn't a good worker, is he?
<i>won't I/you, etc?</i>	You'll come for an interview tomorrow, won't you?
<i>haven't I/you/we/they?</i>	They have finished the project, haven't they?
<i>wasn't I/he/she/it?</i>	The company was founded in 1990, wasn't it?
<i>can't I/you, etc?</i>	The staff can have a holiday tomorrow, can't they?
<i>aren't I/you/we/they?</i>	I'm right, aren't I?
<i>shouldn't I/you, etc?</i>	I really should get a proper qualification, shouldn't I?

- 2 Practise the language. Add a question tag to these sentences.

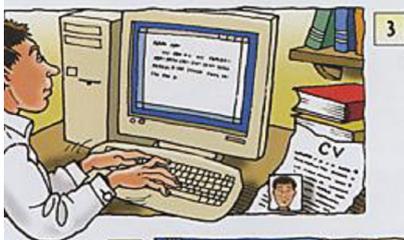
- 1 This isn't a very difficult exercise, is it? _____
- 2 You do give time off to attend training courses, _____?
- 3 There's a lot of foreign travel, _____?
- 4 I can make a lot of money in bonuses, _____?
- 5 I'll get a company car, _____?
- 6 Language lessons are provided, _____?
- 7 I should be prepared to work abroad, _____?
- 8 I am going to get a mobile phone, _____?

EXTENSION TASK

Game. Divide into two teams. Taking turns, one team gives the other team a sentence. They must turn the sentence into a question by adding a question tag. Score one point for each correct answer.

PREPARING TO TALK

1 Look at the pictures of a man who is job-hunting. Tell the story as a class. Take turns to say one sentence. Continue the story sentence by sentence until it is complete.



2 Read the interview opposite with Chris Steventon, a Personal Adviser for Connexions, an advice agency run by the UK Government. What advice does he have for young people looking for work? Make a list.

3 Roleplay. Work with a partner. Choose a job.

Applicant

Make notes.

- What information should you give in your CV?
- Why do you want this job?
- What questions might you be asked?
- What questions should you ask the person who interviews you?

Interviewer

Make notes.

- What kind of person do you want for the job?
- What questions might you ask?
- What questions might you be asked?

TALKING POINTS

1 Work in groups. One student is the interviewer and one is the applicant. The others observe and make notes. After the interview is finished, the observers give the applicant comments and advice on:

- the information given by the applicant
- the applicant's behaviour
- the applicant's answers to the questions which the interviewer asked
- the questions the applicant asked the interviewer

2 Class discussion. Talk about finding the perfect career. Take notes.

- How do you decide what career is best for you?
- Where do you find information about your chosen career?
- Where do you find out about the necessary training and qualifications?
- How do you go about getting a first job?

3 Choose one student to summarize the discussion.

Off the cuff

You have one minute! What do you want to be doing in ten years? How will you achieve it?

Looking for some good tips for job hunting?



An interview with Chris Steventon from the government-sponsored Connexions service, which helps young people to find work.

Interviewer

Where are the best places to look for jobs?

Chris Steventon

The best places to look for jobs would be the vacancies in the papers, magazines like one in our local area named 'Job Mag', and the Connexions service, which houses a vacancy service for jobs, particularly those with training. You could also try 'Job Centre Plus', which is a new database of jobs operated by the employment service.

Interviewer

What should you include in your CV?

Chris Steventon

Your CV should be word-processed if possible, and no longer than two sides of A4 paper. You should put your most recent job first. The CV should be relevant to the job you are applying for, so alter it to match the job requirements. The sections you might include are personal details, education, training, qualifications, key skills and achievements, work experience and employment experience, your interests and hobbies, and your health. You should also give two good references.

Interviewer

What is actually relevant about hobbies and personal interests?

Chris Steventon

Your personal interests and hobbies should give the person an idea of the sort of personality you have. It should demonstrate your wider interests. You may

include things like sports, what you read, and which clubs you attend. You should demonstrate that you are more than just the qualifications that you have. Your interests and hobbies can sometimes be used to decide which person will make the best employee. You should mention your responsibilities, for example, if you have been captain of a team.

Interviewer

How do you let the interviewer see you are confident all through the interview?

Chris Steventon

The best way to come across as confident in an interview is to speak slowly, sit up straight with your hands in your lap, look the interviewer in the eye, and don't look down. Also, take your time with your answers, and ask them to repeat the questions if you are unsure what they mean. It is also important to prepare for the interview. Arrive on time and have questions ready to ask the employer. In the interview, try to highlight your own strengths and not talk too much about weaknesses. Try to give examples and not one-word answers.

Interviewer

What kind of questions can you ask the employer?

Chris Steventon

You should ask the employer anything that you are unsure about, and about the things that you will be required to do. You should also ask about training, or what support they will give you. You could also ask about prospects for promotion or employment in the future. It is important to realize that the interview is your chance to ask the employer things. You have to decide if the job is right for you.

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SESSION 15
Theme: HEALTH

step	The scope of work	Responsible
Step 1	<p style="text-align: center;">The aim of the lesson:</p> <p>To provide freer practice on the topic of the unit.</p> <ul style="list-style-type: none"> • Listen to the given text and create the given argument about the WHO WANTS TO LIVE FOREVER? • To have acquired understanding of and had practice in speaking as a process of developing of oral speech 	Teacher
Step 2	<p>Key words:</p> <p style="background-color: #e0e0e0; padding: 5px;">stretcher bandage drip drill injection anaesthetic incision filling stethoscope eye test fracture blood injury stitches short-sight operation scalpel broken gloves ambulance first-aid spectacles extraction monitor blood pressure heartbeat mask examination</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> - Do you know how to make a debate? - Make your sentences less categorical by using the given model. 	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> - Analyzing the accomplishment of aims, tasks making. - Home work: Read and translate the text. 	Teacher

The theme: HEALTH

The main key questions: 1) WHO WANTS TO LIVE FOREVER?
2) Work with the audio and VCD.

Key words:

stretcher bandage drip drill injection anaesthetic incision filling
stethoscope eye test fracture blood injury stitches short-sight
operation scalpel broken gloves ambulance first-aid spectacles
extraction monitor blood pressure heartbeat mask examination

The main notion The students will be able to listen to argument.

Rising awareness the importance of developing of oral speech.

- Objectives:**
- have developed student's fluency in speaking and writing.
 - to prepare student for making up the composition.
 - to practice use the audio to develop comprehension listening.

Mode of interaction: Individual / group work.

Method and methodology: Working with the book, audio and VCD method of analysis.



WHAT DO YOU THINK?

They saved my life

- 1 Look at the photos. Match the photos to the jobs in the chart. Complete the chart with words from the box.

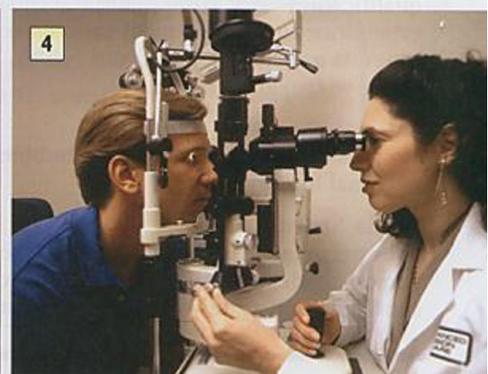
stretcher bandage drip drill injection anaesthetic incision filling
stethoscope eye test fracture blood injury stitches short-sight
operation scalpel broken gloves ambulance first-aid spectacles
extraction monitor blood pressure heartbeat mask examination

	Photo	Equipment	Other words
Dentist			
Paramedic			
Surgeon			
Optician			



- 2 Work with a partner. Choose one of the occupations shown in the photos. Prepare to tell the class about what the person does. Use the information from exercise 1 to help you.

- 3 Tell the class about the occupation and answer any questions you are asked.



PRACTISING LANGUAGE

1 Read the text 'Your life in their hands?' and answer the questions.

- 1 What is the main point the writer is trying to make? Put your answer in box 1 in the chart.
- 2 What two examples does the author give to support his opinion? Put your answers in boxes 2 and 3.
- 3 What advice does the author offer to readers? Put your answer in box 4.

Presenting your opinions

Introduction <i>I'd like to explain why ...</i>	1	_____
1st example <i>To begin with ...</i>	2	_____
2nd example <i>Also ...</i>	3	_____
Conclusion <i>So, to sum up, ...</i>	4	_____

- 2 Work with a partner. Cover the text in exercise 1. Imagine you are presenting the opinions in the text. Use the chart above to help you.
- 3 The text argues that hospitals are dangerous. Prepare a counter-argument that hospitals are safe. Use this chart to organize your information. Choose your own linking words.

Introduction – the main point of the presentation	1	_____
1st example supporting your opinion	2	_____
2nd example supporting your opinion	3	_____
Conclusion – summarize your beliefs	4	_____

- 4 Present your opinion to your partner and answer any questions you are asked.



YOUR LIFE IN THEIR HANDS?

When you go to the doctor, you expect him or her to make you better, not worse. But with overworked staff and under-funded hospitals, the cure in Britain today can often be more dangerous than the disease.

One pregnant woman who was giving birth to her baby by caesarean operation suffered a nightmare experience. The anaesthetist did not notice that the bottle he was using was empty. The poor patient felt the pain of every incision of the scalpel. Fortunately, the monitors showed that her heart rate was becoming dangerously high, and the anaesthetist realised his error and changed to a full bottle.

In another case, a surgeon who was removing a patient's kidney made a mistake and removed the wrong one. This patient was not so lucky as the pregnant woman; the doctor's mistake killed him.

Personally, I avoid hospitals if I can. I rely on a good medical dictionary, and the friendly assistance at my homeopathic medicine shop. Only as a last resort would I put myself in the unsafe hands of the British National Health Service.

Who wants to LIVE FOREVER?



14 Nobody yet knows the secret of everlasting life, but researchers in America are hard at work trying to find out how to make it last as long as possible. A research project called the New England Centenarian Study looked at more than 1,500 people over 100 years old from all over the USA to find out why they had lived so long.

They found that people who lived long lives had a history of good health. It wasn't surprising to discover that obesity and smoking were two factors which seemed to shorten life expectancy. One unexpected conclusion of the study was that women having children later in life, after 35 or 40 years of age, were much more likely to live longer. Researchers are not convinced that having children keeps these older women younger longer. They tend to think that having an active reproductive system in early middle-age indicates that the process of ageing is delayed in these women, and that all their organs are lasting longer than average. Another factor of importance is that these centenarians were much more able to handle stress than the people with normal life spans.

Unfortunately for those of us who are looking for a way to prolong our time on earth, the major factor in longevity appears to be genetic. Very old people usually have parents who lived to be very old, have brothers and sisters who are also very old, and their children are often very healthy and fit for their ages. We can't do anything about our genes, but we are in charge of our diets. Another joint study in Boston by the Harvard School of Public Health and the University of Athens Medical School, Athens, Greece, demonstrated that eating a Mediterranean diet (vegetables, fruits, nuts and cereals, olive oil, moderate amounts of fish, yoghurt and cheese, small amounts of red meat, and wine in small quantities with meals) would seem to be the key to a long and healthy life.

A very comforting conclusion for those lucky enough to have a long life in front of them is that these very old people also enjoy a good quality of life. The New England Study found that many centenarians had suffered no loss in their thinking ability, and that it was normal to maintain their independence until over the age of 95. So a happy and healthy long life is possible, especially if it runs in the family.

- 1 Do you know anyone who is very old? What do you think you have to do if you want to live into your nineties or more?
- 2 Read the text. Were your suggestions for living to a grand old age correct?
- 3 Work in groups. Prepare to talk about 'How to live to a grand old age'. Build a plan for your talk similar to the one you made in 'Practising Language', exercise 3. Use the information in the text and your own ideas. Your presentation should include:
 - an explanation of the research
 - advice on how to survive into old age
 - advice on how to have an enjoyable lifestyle in old age

TALKING POINTS

- 1 Present your ideas to the class and answer any questions you are asked.
- 2 Talk together as a class. Make a list of action points for having a healthy lifestyle.

Off the cuff

You have one minute! Would you like to live as long as possible, even if it meant having health problems?

STUDENT INDEPENDENT STUDY TASKS

LIST OF SYNOPSIS AND PRESENTATIONS

Mahatma Gandhi and his contribution to the world history
Nelson Mandela and his contribution to the world history
Martin Luther King and his contribution to the world history
Alfred Nobel and his contribution to the world history
Christopher Columbus and his contribution to the world history
Dalai Lama XIV and his contribution to the world history
The Greatest Inventions and their impact on the world history
The Greatest Disasters of the 20 th Century and their impact on the world history
The Greatest Novels of the Mankind and their impact on the world history
The Greatest Writers of History and their impact on the world history
100 Men who changed the History
Customs and Traditions of Uzbekistan
Customs and Traditions of the USA
Customs and Traditions of the UK
Famous People of Uzbekistan
Famous People of the UK
Famous People of the USA
American Writer
Information Technologies in Our Life
Healthcare and Medicine in Modern World
Olympic Games Sports
Tourism, Holidays and transport in Uzbekistan
Culture and entertainment
The media and communications
Mass Media and Youth
Customs and Celebrations
Famous British and American People.
The World of Work
Housing and Families
Health and Health Services
Clothes and Fashion and Youth
Education and Development
Crime and Punishment
The Environment and Ecology

CONTROL WORKS AND EXERCISES

1. For many centuries, during the cold time of the year English people (*use*) coal in their fireplaces in private houses and smoke from factories contributed greatly to trouble, called smog.
2. The history of Scotland as well as the character of its people (*portray*) by such famous Scottish writers as Robert Burns, Sir Walter Scott and Robert Louis Stevenson.
3. The thistle (*have*) nothing pleasant in it, especially if one (*touch*) (*it, its, it's*) thorns. But it (*have*) (*-, an, the*) important meaning (*for, to, at*) Scotland. (*It's, it, its*) the Scottish national emblem.
4. Why the Scottish people (*choose*) the thistle as the national emblem of their country? - (*An, the, -*) answer is interesting, and it (*can, must, should*) be found in the history of Scotland.
- 5.1 think that he (*discharge*) from (*a, the, -*) hospital soon. 6.1 don't know why Peter (*be*) late. He might (*delay*) by the traffic.
7. (*A, the, -*) children (*not, allow*) to wear jewelry to school.
8. Helen said that she (*go*) to the circus (*last, that, the following*) week.
9. She (*needn't, mustn't, couldn't*) have bought such (*a/an, the, —*) expensive dress yesterday.
10. You (*should, would, needn't*) have seen this film on TV last night, it was very good.
11. (*Couldn't, may*) I speak to Jane, please? - Just a moment, please. I (*call*) her.
12. He (*work*) (*hard, hardly*) these days. He (*hard, hardly*) goes (*somewhere, anywhere*) now.
13. My mother (*near, nearly*) fainted when the man came (*near, nearly*). She (*not, see*) him for ages.
14. ... apple ... day keeps ... doctor away, (*a/an, the, -*)
15. When in ... Rome, do as ... Romans do. (*a/an, the, -*)
16. You can't teach (*a/an, the, -*) old dog (*with, by, at*) new tricks.
17. (*The, a, -*) Whispering Gallery in St. Paul's Cathedral which is over 100 feet above the floor is remarkable (*of, off, for*) its acoustics.
18. Who has prepared to work overtime besides (*I, my, me*)? 19.1 can't find my book. Can you give me (*your, yours*)?
20. Let's go to the beach, ... ?
21. The people of Scotland (*choose*) the thistle as (*there, their, theirs*) national emblem because it (*save*) the land (*of, from, out of*) foreign invaders many years ago.
22. Mary Stuart (1542-1587), the queen of Scots, reigned in Scotland for only seven years; (*yet, also*) the romance, intrigue and mystery (*surrounding, surrounded*) her life (*make*) her a legendary figure in Scottish history.
23. Immigrants who (*arrive*) in Great Britain from all parts of the Common Wealth since 1945 only (*not, create*) a mixture of nations, but also (*bring*) their cultures and habits with them.

24. Mark Twain always (*think*) that his days on (-, *a, the*) Mississippi (*be*) the happiest in his life.
25. The house (*clean*) before the guests arrived.
26. Why is David late? - Perhaps, he (*hold*) up in (*a, the, -*) traffic.
27. Margaret Mitchell (*write*) the original novel "Gone with the Wind". The film (*release*) in 1939 and (*become*) (*a, the, -*) huge success soon after its release.
28. Two years (*is, are*) a long time to be away from home.
29. (*Could, would*) I use your telephone, please? - Yes, you (*can, could, would*).
30. There is nobody there. If he (*be*) in, he (*answer*) the telephone.

Test 96

11. If (-, *a, the*) weather (*get*) (*bad*), the coast guard (*can't, might, need*) issue a warning to all ships. 2.1 (*not, go*) on holiday this year. - Neither ...
3. The ticket inspector made him (*get off*) the bus because he (*not, buy*) a ticket.
4. Our planet (*get*) (*hot and hot*) because of global warming.
5. It was Alexander Graham Bell (*who, which*) (*invent*) (*a, the, -*) telephone.
6. I prefer to wear clothes which (*make*) from natural fibres.
7. All the newspapers (*deliver*) by 9 o'clock. I hope my article (*publish*) in today's paper.
8. Unless I have a quiet room, I (*not, be able*) to do any work.
9. We (*mustn't, can't, needn't*) go shopping this week. We've got (*many, plenty, little*) of food.
10. (*Shall, will, should*) I help you (*with, in, at*) washing-up? -No, I (*can, may, be to*) manage (*by, -, with*) it myself.
11. Could I see the manager, please? - Yes, you (*may, could, shall*).
12. (*Sudden*) she heard her name again. She turned to see her brother smiling (*cheerful, cheerfully*). "Nick!" gasped Julia. "You (*near, nearly*) frightened me to death!"
13. My friend found it (*hard, hardly*) to get used to (*live, living*) in a foreign country.
14. Peter has got ... cold, so he has to stay in ... bed. (*a/an, the, -*)
15. Millions of people were killed in ... World War II. (*a/an, the, -*)
16. We went to ... Bath by ... plane and lost our luggage at ... airport, (*a/an, the, -*)
17. I prefer travelling (*by, on, on*) train (*at, for, to*) driving. It's much (*pleasant*).
18. Let's invite him to our party, ... ? 19.1 don't feel well today. I am ill, ... ?
20. If you have (*any, some, a little*) problems, you can discuss them with your teacher. 21.1 have got three pairs of shoes, none of which (*be*) black.
22. Although they (*be*) to Spain twice this year, they are going (*again, also, too*) next month.
23. By the time she (*finish*) doing her homework, it was dark outside.
24. My grandparents (*live*) in the same neighbourhood for fifty years. They (*not, want*) to change (*anything, nothing, something*).
25. Wearing jeans in the office (*not, allow*) and nobody (*want*) to change this rule.
26. Soho (*pack*) with continental food shops and restaurants.
27. Most recently there (*be*) a lot of Chinese (*from, out of, off*) Hong Kong in Soho.
28. (*These, this*) trousers (*be*) very old. I want (*a, the, -*) new pair of jeans.

29. Helen (*buy*) an expensive jacket this week and now she (*not, have*) enough money for the rest of the week. She (*shouldn't, couldn't, mustn't*) have bought such an expensive thing.

30. I can't repair the roof. I (*can*) repair it if I (*have*) a long ladder.

Test 97

1. As soon as he (*enter*) the room, he realized what (*go*) on.

2. The children (*pick*) the flowers for two hours before they realized what the time (*be*).

3. You can borrow my car suppose you (*put*) in (*some, any, a few*) petrol before you (*bring*) it back.

4. You won't get a visa (*if, when, unless*) you (*have*) your passport with you.

5. Soho, once considered one of (*dirty*) and (*dangerous*) parts of London, (*clean up*) in early 1980s.

6. Today, with its gurgling cappuccino machines and pavement cafes, Soho (*become*) a meeting place (*for, of, between*) all kinds of people from all over the world, whatever the hour of day or night.

7. Wales officially (*link*) to England in 1536 by the Act of Union. By 1970 only 25% of the population could speak Welsh, and in an effort to raise that proportion, education (*make*) bilingual.

8. (*Tell, say*) him to wait if he (*come*) earlier.

9. (*not, forget*) that you (*be to, must, can*) report to the manager as soon as you (*reach*) Manchester.

10. Somebody (*rob*) our flat today. You (*could, had to, ought to*) have locked the door when you (*go out*) in the morning.

11. "You (*should, might, could*) obey (*a, the, -*) law otherwise you (*have*) problems in your life, my boy", my father (*used to, was used to*) say.

12. Lucy (*wait*) (*hopeful, hopefully*) all morning for the postman to arrive but he didn't.

13. Let's hope there won't be any (*further, farther*) delays,

14. Have you got any musical instruments at home? - Yes. We've bought ... piano. Our daughter goes to ... music school and is learning to play ... piano, (*a, the, —*)

15. ... Atlantic Ocean and ... warm waters of ... Gulf Stream influence ... weather of ... British Isles, (*a, the, —*)

16. I've bought ... shirt and ... pair of trousers. ... shirt is white and ... trousers (*be*) blue, (*a, the, -*)

17. (*not, try*) and do two things together. Concentrate (*on, at, for*) one thing (*at, on, for*) a time.

18. Where we (*have*) to sit? - You can sit (*anywhere, somewhere, everywhere*). It doesn't matter.

19. Would you like (*something, anything, nothing*) to eat? - Two (*teas, tea*), please.

20. We haven't got ... bread. - You'd better go to the shop, then. We need ... tomatoes too. (*some, any*)

21. By the end of this year he (*lecture*) at this college (*for, since, during*) ten years.

22. Let me know as soon as you (*make*) your decision, ...?

23. Look at the clouds. It (*rain*). - Don't bother. I already (*take*) my umbrella.

24. Don't worry. By Friday afternoon, Diane (*prepare*) all the dishes for the dinner party.
25. During the 1960s and 1970s, laws (*pass*) in Great Britain under which using open coal fires in homes in the city area (*forbid*).
26. Hadrian's wall, the greatest monument of (*the, a, -*) Roman occupation of Britain, (*build*) to act as a defence against the Celts from Scotland.
27. King Alfred (849 - 899) (*know*) as "Alfred the Great". He was (*the, an, -*) only monarch in English history who (*give*) this title.
28. Mike (*told, said*) me that he (*couldn't, mustn't, mightn't*) (*tell, say, ask*) one twin from (*other, another, the other*) as they were identical.
29. If you don't understand (*something, anything, nothing*), you (*must, may, should*) ask your teacher to help you with your studies.
30. I (*be*) very grateful if you kindly (*sign*) this document and let me have it back as soon as possible.

Test 98

1. This time next month we (*travel*) around Africa, and we (*return*) home by the end of August.
2. Tina (*buy*) gifts for all her relatives before she (*leave*) (*for, at, to*) England. Yesterday she (*come*) to us to say goodbye.
3. More and more people (*develop*) health problems because of (*-, a, the*) air pollution.
4. When the train from Brussels (*arrive*)? - It (*arrive*) in 10 minutes at (*-, a, the*) Platform 7.
5. In 1301 after (*defeat/defeating*) the native Prince of Wales, King Edward I of England (*name*) his son "Prince of Wales". Since then (*old*) son of the king or queen of England traditionally (*give*) this title.
6. In 1536 Wales (*bring*) (*into, in, to*) the English system of national and local government by an Act of Union.
7. ... Welsh language is still very much a living force and (*teach*) side by side with ... English in schools of Wales, (*a, the, -*)
8. You asked John to fix you car, ...? - Yes, his advice (*was, were*) that I take it to the garage.
9. ... Young people (*should, have to, can*) respect ... elderly. ... life is often difficult for ... old people, (*a, the, -*)
10. After many attempts Terry (*be able to, could, might*) climb (*to, at, by*) the top of the mountain.
11. He (*drive*) a car (*well, good*) now, but two years ago he (*could, might, must*) ride only the bicycle.
12. Mrs Smith feels (*bad, badly*) today. She's by far (*beautiful*) woman I ever (see).
13. Was it a good party? - Yes, I (*leave*) far (*late*) I (*intend*) to.
14. ... name ... Soho is derived from ... hunting call, "So-ho", that ... huntsmen were heard to cry as they chased ... deer in ... royal parks, (*a, the, -*)
15. — Piccadilly Circus is like ... magnet for ... young people from all over ... world, (*a, the, -*)

- 16 - young people like to sit on ... steps under ... statue of Eros, celebrating ... freedom and friendship of ...youth, (a, *the*, -)
17. Many people think the increase (*in, at, of*) violent crime is because (*of, at, -*) television. 18.1 don't mind what we do today. We (*can, may, are to*) do (*something, anything*) you want.
19. Let's go (*somewhere, anywhere*) tonight, ...? - Thanks, but I don't want to go (*somewhere, anywhere, someone*) tonight.
20. It's (*your, yours*) birthday party, you can invite (*anyone, someone, somebody*) you like.
21. You (*visit*) (-, *a, the*) Disneyland when you were in Paris? -No, unfortunately it was too far from where we (*stay*).
22. Linda (*give up*) her work, so she (*can, must, may*) look after her children herself.
23. Someone (*give away*) the secret plans of the company and the boss is very angry.
24. Now this shop (*give out*) free gifts to anyone who (*spend*) more than £30.
25. The subjection of (a, *the*, -) Welsh (*complete*) by Edward I who (*make*) his son, afterwards Edward II, the first Prince of Wales.
26. Westminster Abbey is the church where nearly all the kings and queens (*crown*) and where many of them (*bury*).
27. Sir Christopher Wren, the great architect of St. Paul's Cathedral (*die*) in 1723, aged 91, and (*bury*) in (*a, the*, -) building which his genius and toil (*create*).
- 28.1 won't open the door unless I (*know*) who it is.
29. I (*have*) a sleepless night. - You (*shouldn't, couldn't, might*) have stayed up so late last night.
30. If the earth suddenly (*stop*) spinning, we all (*fly*) off it.

Test 99

1. Tom, (*you, finish*) reading the newspaper yet? - No, I still (*read*) it.
2. At noon yesterday, the staff (*have*) their monthly meeting.
3. The teacher (*give*) the students a test when the principle (*come*) into the classroom.
4. Dad (*close*) the windows, (*set*) the alarm, and (*leave*) the house. The children (*sleep*) already.
5. ... Nelson Column (*erect*) in 1842 in ... Trafalgar Square in commemoration of Admiral Nelson, who (*win*) a triumphant naval victory, but (*kill*) in the battle.
6. To commemorate Admiral Nelson's Victory in (a, *the*, -) great naval battle at Trafalgar, (a, *the*, -) Trafalgar Square (*construct*) in London.
7. In 1066 an invading army of the Normans (*win*) the victory at the battle of Hastings; as a result of that single battle, William, Duke of Normandy, (*crown*) king of England and (*become*) known in the popular history as William the Conqueror.
8. My teacher told me I (*might, had to, needed*) stay after school as (*the, a, -*) punishment for talking in class.
9. (*Need, can, ought*) I borrow your pen? (*My, mine*) doesn't work.
10. I (*must, mustn't, may*) go to (*a, the*, -) bank. I haven't got (*some, any, little*) money.
11. What time (*mustn't, will, shall*) I pick you up from (a, *the*, -) work? - (*At, in, about*) 7 sharp.

12. Have you heard Jane's playing (*the, a, -*) piano (*late, lately*)? - Yes, but he (*not, seem*) to be getting (*good*).
13. I like living in the country. It's a lot (*peaceful*) than the city.
14. ... Louvre has a large number of famous works, such as ... Mona Lisa and ... Venus de Milo. (*a, the, -*)
15. (*A, the, -*) pyramids in Egypt (*build*) to be tombs for (*a, the, -*) pharaohs.
16. In ... New York you could visit ... Central park, ... Empire State Building and ... Times Square and see ... show on ... Broadway, (*a, the, -*)
17. He's late again. It's typical (*of, for, about*) him to keep everybody waiting.
18. Be careful, there (*be*) too (*many, much, a lot of*) cars in (*this, these*) cities.
19. (*Many, much, a little*) students have financial problems, ... ?
20. (*Few, little, a lot of*) customers (*come*) into the shop today. It (*be*) quite all day long.
21. A young woman (*sit*) on (*a, the, -*) park bench while the children (*play*) nearby.
22. The boy went to (*a, the, -*) bed early because he (*play*) football all day.
23. Peter decided that he (*not, leave*) for work until he (*shovel*) the snow from the drive.
24. The lawnmower (*break down*) while my father (*mow*) the lawn.
25. For many thousands of years stories (*pass*) from (*a, the, -*) generation to generation orally, either in words or in songs.
26. (*A, the, -*) new chairman of the company (*announce*) in a week. The candidates (*discuss*) now.
27. She (*expect*) to arrive (*to, in, at*) London at 3 o'clock to morrow afternoon.
28. You just (*clean*) the stairs? - Yes, so be careful. (*It, they*) (*be*) very slippery.
29. You put that shirt in the washing machine. - I know. It ... be dry-cleaned, (*mustn't, couldn't, have to*)
30. A university degree is a useful thing. If I (*have*) a university degree, I (*sit*) in a comfortable office now instead of standing at a street corner selling newspapers.

Test 100

1. The committee (*discuss*) the problem for two hours before they finally (*come*) to a decision.
2. Where are the children? - They (*decorate*) the Christmas tree as it (*be*) Christmas Eve today.
3. The parade already (*start*) by the time we (*arrive*). We (*delay*) by the traffic.
4. The team and their fans (*celebrate*) because they (*win*) the game.
5. John couldn't (*involve*) in the robbery. He was with me that evening.
6. Watching TV often (*considered*) a waste of time. On (*a, the, -*) other hand, TV is great company for those who live alone.
7. Neither Ann nor her friends (*attend*) today's meeting. Everybody is busy, ... ?
8. I'll tell you something, if you (*promise*) not to tell it to (*anyone, someone, no one*) else.
9. Look! The Greens (*bring*) us (*a, the, -*) bottle of wine (*for, to at*) our anniversary. - They (*needn't, couldn't, might not*) have done that, but it's very kind of (*they, them*).
10. You (*mustn't, oughtn't, needn't*) clean the floor today. - Oh, you (*do*) it already?

11. Your blue trousers (*be*) in the washing machine. - Oh, no! You (*shouldn't, mustn't, can't*) have done that. (*It, they*) (*have*) to be dry-cleaned.
12. This jacket was by far (*expensive*) in the shop, but it wasn't as (*expensive*) as (*your, yours*).
13. (*A, the, -*) Park Hotel is (*little*) expensive than (*a, the, -*) Plaza.
14. ... London manages in ... unique way to reflect ... past and, at ... same time, to live ... life of ... modern city, (*a, the, -*)
- 15.1 have got ... car and ... motorcycle. ... car is second-hand and ... motorcycle is brand new. (*a, the, -*)
16. Do you know where ... tea comes from? - From ... India. (*a, the, -*)
- 17.1 (*try*) to learn Spanish but I'm not very satisfied (*at, on, with*) my progress.
18. Our runners haven't won ... medals, have they? - No, not as ... as last time. But there's plenty of time. There are still ... events to come. I'd like to go and see some of the track events, but I haven't got... time at the moment, (*a lot of, much, many*)
19. The snow was quite deep. There seemed (*a few, few, a little, little*) hope of completing our journey.
- 20.1 wanted some cake, but there was (*none, no*) left.
21. We (*travel*) for five hours before we (*reach*) our destination. Everyone (*be*) very tired.
22. My brother (*go*) to a book exhibition yesterday and (*buy*) an interesting book on antiques. He (*be*) there many times before.
23. They (*make*) sandwiches for the picnic when I (*phone*) to tell them that we were going to be late.
24. How long Mrs. Conrad (*give*) cooking lessons by the year 2010?
25. Look (*at, for, through*) that dolphin! It (*jump*) through those hoops.
26. If he (*go*) on telling lies, nobody (*believe*) a word he says.
27. They said that they (*leave*) early (*the, a, -*) next morning.
28. If you (*call*) me yesterday, I would have been able to meet you for lunch today.
29. (*Shall, will, would*) I pour you a glass of orange juice? -Yes, please and (*could, may, shall*) you put (*some, any*) ice in it, too?
30. If only we (*have*) a light! It's depressing waiting in darkness.

Test 101

1. When the boy (*realize*) he (*lose*) his way he (*start*) to panic.
2. She (*not, be*) in a hurry that Monday morning because she (*take*) the day off.
3. How long you (*live*) in Sydney before you (*move*) back to London?
4. We (*attend*) our first lecture at the university at this time next Monday.
5. The pubs in London (*restore*) to their original Victorian beauty.
6. I've got two pounds and want to buy a CD. - Two pounds (*is, are*) not enough to buy a CD.
7. If I (*be*) you, I (*get*) a mobile phone.
8. I was worried as I (*be*) late because of the traffic.
9. (*Would, shall, will*) we go for a walk this afternoon?
a) *Yes, we would.* b) *Why not. It's a lovely day.*

10. I'm sure the book is in your desk. It (*must, can, may*) be there.
11. Our new car is twice as (*expensive*) as (*their, theirs*), but it is far (*cheap*) than (*your, yours*) car.
12. Tom is (*a, the, —*) wonderful artist. No one else can paint (*like, as*) him.
13. What Mark (*do*) for a living? - He works (*as, like*) a hotel manager.
14. We have got ... dog now. It's ... German Shepherd. Some years ago we had ... cat. It was ... Siamese, (*a, the, —*)
15. Such English names as ... Ordeon, ... Hilton, ... Plaza, ... British Museum, ... Tate Gallery, ... Titanic, ... Times are known to many people all over ... world, (*a, the, -*)
16. Mark lived in ... London, in ... Oxford Street some years ago. He speaks ... English fluently, (*a, the, -*)
17. I felt sorry (*about, on, for*) the children when we went (*on, to, in*) holiday as it rained every day.
18. I'd like to know the truth. Tell me (*everything, all*). Tell me (*all, everything*) you know, please.
19. (*The most, most*) people would like to earn (*much, many, lot*) money to live without (*some, any, no*) problems.
20. I'm afraid, we've (*no, none, neither*) money to buy this picture. - You are right. We haven't got (*some, any, no*) money to buy (*it, its, it's*).
21. We (*live*) in Cardiff for ten years when the company that Bill (*work*) for (*offer*) him a position at the London office.
22. Where you (*be*) yesterday afternoon? I (*call*) you all afternoon but there (*be*) no answer.
23. London (*change*) a lot recently. First of all, the historic sites (*clean*) and restored, making the city look as if it (*revitalize*).
24. I (*blame*) for it before I even (*have*) a chance to defend (*myself, oneself, ours*).
25. The refugees (*prevent*) from entering the country. It's a serious problem now.
26. The first goal (*score*) by our team, but unfortunately they (*lose*) the game.
27. If you (*put*) on the kettle, I (*make*) the tea, but now I have no time to do it.
28. The police informed him that he (*be*) under arrest, adding that he (*can, must, may*) remain silent but (*something, anything, nothing*) he said (*take down*) and used against him.
29. The doctor suggested I (*see*) a counselor, and he added that a counselor (*could, must, may*) help me get over my difficulties.
30. Your notes are almost illegible. If you (*type*) them, they (*be*) a lot easier to read.

Test 102

1. The spectators so (*move*) at the end of the film that everyone in the cinema (*cry*).
2. People often ignore the fact that air pollution (*must, can, could, might*) cause so many health problems.
3. The children spent all their money on computer games, so they (*be to, have to, must, could*) walk all the way back.
4. You (*must, can, might*) wear a life jacket when you go canoeing.
5. ... Young are usually impatient, but they should be more tolerant to ... old people, (*a, the, -*)

6. What musical instrument can you play? - I'm learning to play (*a/an, the, —*) violin.
7. ... Tango is not very popular with ... young people nowadays, (*a, the, -*)
8. My father usually travels by ... bus to ... work, (*a, the, -*)
9. We prefer to stay at (*a/an, the, -*) Ritz whenever we are in London.
10. When you arrive (*in, to, at, for*) England, you will be impressed (*by, with, at*) everything you will see there.
11. The teacher was pleased (*at, with, to, by*) the exam results.
12. The doctor warned me (*of, in, about, with*) the danger of eating too much fat food.
13. Lots of people care (*for, about, in, of*) elderly relatives.
14. We congratulated her (*on, in, with, about*) her success in her final exams.
15. Every day there is news of (*another, the other, other, others*) war breaking out somewhere in the world.
16. Can war actions ever be justified under (*some, any, every, none*) circumstances?
17. (*Each, another, all, every*) time I hear that music, it reminds me of you.
18. The exam was very difficult. Nobody passed it, ...?
19. The situation is uncertain. (*Nothing, anything, some, any*) could happen.
20. I wanted to know if the prices (*rise*) again by the end of the year.
21. The secretary didn't know when the president (*take*) the final decision on this issue.
22. I'd like to know if the river will not begin to rise until some rain (*fall*).
23. We asked the manager if they (*settle*) the price problem by the end of the month.
24. He promised that he (*phone*) us as soon as he (*arrive*) home.
25. None of them knew when the results (*announce*). Everybody (*wait*) for it.
26. Where St. Paul's Cathedral (*be situated*)¹! - In the
27. The ... party is a ruling party in Great Britain nowadays.
28. Try and (*do*) it right this time. - O.K. It's easy, as you (*right, rightly*) say.
29. My father is five years (*old*) than my mother but he looks (*young*) his age.
30. Why don't you get a cat? If you (*keep*) a cat, the mice (*not, run*) everywhere.

Test 103

1. Soho (*use*) to be considered one of (*dirty*) and (*dangerous*) places in London, but it (*clean up*) in (*-, a, the*) early 1980s.
2. Today Soho is one of (*lively*) and (*bohemian*) areas of London, with cafes (*which, what, that*) stay open (*-, a, the*) day and night.
3. Alexander Gustave Eiffel (*design*) (*-, a, the*) Eiffel Tower which is situated in the centre of Paris.
4. I'm sorry but all the tickets (*sell*) for this performance.
5. The survivors (*pick*) out of the water by a cruise liner, which (*hear*) their distress call.
6. The classroom was empty when I came in. The class (*was, were*) all on a school outing.
7. Mr. Derec asked his assistant if he (*read*) the reports and added that he (*want*) to go through them himself.

8. The teacher explained that the Moon (*go*) round the Earth, but one of the pupils didn't believe that the Moon (*be*) flat and asked at what temperature water (*boil*) there.
9. I'm sure Robert realized how wrong he (*be*). He (*must, can, may*) have realized everything.
10. It's possible that they (*sell*) (*their, there*) house soon. I (*may, can, must*) see it as soon as possible.
11. New York City is one of (*large*) and densely populated (*cities, city*) in the world.
12. David is (*good*) player of all. He (*play*) (*good*) than anyone else.
13. I never (*know*) such an independent young woman. She's (*independent*) woman I've ever met.
14. We have holidays twice ... year. I like to spend my holiday travelling. My car can go 200 km ... hour. Last year I spent ... month cruising down ... Nile, (*a, the, -*)
15. ... French , ... Scottish and ... Japanese are very friendly as well as ... Americans and ... Greeks, (*a, the, -*)
16. Have you lived in ... same city and in ... same street all your life? - Oh, no. I've lived in ... State Street only for ... year, but before it I lived in ... High Street, (*a, the, -*)
17. The train is late but nobody (*know*) the reason (*for, of, about*) the delay.
18. I should ban cars. (*All, no, none*) cars pollute the air, don't ... ? - Well, except electric (*one, ones*), I suppose.
19. What kind of fruit (*should, can, must*) I eat to stay healthy? - I don't think it matters. (*All, more, many*) fruit (*be*) good for you.
20. I knew there (*be*) a power cut because it was so dark everywhere. - Yes, (*some, all*) the lights in (*our, ours*) street went cut.
21. What (*happen*) alongside the river Thames of late? - The old warehouses (*transform*) into galleries, shops and clubs.
22. How Soho (*change*)? - It (*clean*), there are pavement cafes, so it (*become*) a meeting place.
23. One Sunday afternoon Tim and his (*old*) sister (*sit*) at home watching TV. Their parents (*go out*) for the day.
24. He didn't remember that he (*order*) to appear before the judge.
25. May Week at Cambridge University (*celebrate*) neither in May nor a week.
26. If you (*not, come*) late, they (*let*) you in and you (*have*) a good rest.
27. The police inspector asked me where I (*be*) the night before, at the time of the burglary.
28. The manager asked his secretary if he (*be*) using the computer to find the secret code.
29. It wasn't necessary for her to come so early, but she did. She (*needn't, mustn't, can't*) have come so early.
30. It's a pity he never patented his invention. If he (*patent*) it, he (*make*) a lot of money.

5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.

- a) is leaving c) leaves
b) will be leaving d) left

6. When was this building finished? - They say it ... by the end of last year.

- a) had been finished c) will be finished
b) was finished d) finishes

7. I thought that I ... my key and was very glad when I found it.

- a) lose c) had lost
b) lost d) was losing

8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.

- a) lost c) had lost
b) have lost d) lose

9. I ... for this bank for five years already but I have decided to change my job.

- a) am working c) have been working
b) has worked d) worked

10. Martin said that he ... the tickets the next day.

- a) bought c) will buy
b) had bought d) would buy

11. The house opposite our college ..., that's why we are using the back entrance at present.

- a) pulls down c) is being pulled down
b) is pulled down d) pulled down

12. You ... an umbrella when you left the house, didn't you?

- a) have c) had had
b) was having d) had

13. By the time we got to the cinema the film

- a) will begin c) had begun
b) would begin d) began

14. Is there anything I ... do to help you?

- a) can c) am to
b) may d) as to

15. The last film I saw was ... frightening than this one.

- a) little c) least
b) less d) the least

16. Someone is calling you. Will you answer ... phone?

- a) a c) -
b) the d) these

17. To tell the truth I don't like ... pair of trousers that I bought last month.

- a) those c) that
b) this d) a

18. Whose house is it? - It's

- a) my c) her
b) mine d) our

19. Today is ... cold than yesterday. So, I'm wearing my shorts.

- a) little c) least
b) less d) the least

20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.

- a) in c) -
b) on d) at

Test 3

1. Excuse me, do you speak English? I ... for a hotel.

- a) look c) was looking
b) am looking d) have been looking

2. Last summer we wanted a relaxing holiday, so we ... to stay on a small island.

- a) choose c) had chosen
b) have chosen d) chose

3. Mathematics ... hard. I don't understand it.

- a) are c) was
b) is d) were

4. While we ... for the train, it started to rain.

- a) waited c) was waiting
b) are waiting d) were waiting

5. The police officer said that every house in that street ... already by the police.

- a) search c) had been searched
b) were searched d) searched

6. There is going to be a big art exhibition. It... a lot of visitors.

- a) attracts c) has attracted
b) will attract d) attracted

7. The result of his investigation ... in the newspaper soon.

- a) publish c) will be published
b) be published d) is published

8. When they arrived home, their children ... outside the door waiting for them.

- a) sit c) was sitting
b) are sitting d) were sitting

9. We ... a new computer not long ago. Now the job will be done much more quickly.

- a) had bought c) bought
 b) was bought d) have bought
10. He was sorry that he ... to me for so long.
 a) didn't write c) hadn't been writing
 b) haven't been writing d) hasn't been writing
11. The ring you found ... be returned to an old lady who had lost it.
 a) can c) have to
 b) must d) are to
12. Everybody in our team played ... except the captain.
 a) bad c) worst
 b) badly d) the worst
13. You know much, but you know ... than your teacher.
 a) little c) least
 b) less d) much
14. Small shops are not as ... as supermarkets.
 a) more convenient c) most convenient
 b) convenient d) the most convenient
15. Sarah is a very good pianist. She plays ... piano very well.
 a) a c) the
 b) an d) -
16. We had five phone calls, but there were ... for you.
 a) no c) either
 b) none d) neither
17. I didn't have much time, but I ... visit a lot of places of interest in London.
 a) can c) must
 b) was able to d) had to
18. That's an easy question! ... knows the answer!
 a) All c) Each
 b) Everybody d) Every
19. The comic told silly jokes, but nobody laughed ... him.
 a) on c) at
 b) under d) about
20. We feel sorry ... Sam because he hasn't got any friends.
 a) for c) with
 b) about d) by

Test 4

1. If I ... some fish, will you cook it for me?
 a) will catch c) caught
 b) catch d) am catching

2. She said that she ... her present flat. She tried to find another one.
 a) doesn't like c) didn't like
 b) won't like d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?
 a) was hurrying c) had hurried
 b) were hurrying d) did hurry
4. I found that everything I said on the phone ... to the police.
 a) report c) was reported
 b) is reported d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.
 a) laughed c) will laugh
 b) was laughing d) laugh
6. He ... in the Army for eighteen months. This is his last month.
 a) serves c) has been serving
 b) is serving d) have served
7. Don't make noise: the children ... to sleep.
 a) try c) will try
 b) is trying d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
 a) was being built c) is built
 b) is being built d) builds
9. Two terrorists ... in New York some days ago.
 a) are arrested c) were arrested
 b) have been arrested d) will be arrested
10. I ... understand this letter. Will you translate it for me?
 a) mustn't c) may not
 b) can't d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.
 a) must c) may
 b) can d) have to
12. Henry ... apologize for his bad behaviour yesterday.
 a) have to c) had to
 b) may d) is to
13. The children studied hard, and as a result they passed the exams ... of all.
 a) good c) best
 b) better d) the best

14. This is ... film I've ever seen.
 a) more interesting c) most interesting
 b) the most interesting d) not interesting
15. ... old, ... sick, ... unemployed need our special care.
 a) - c) the
 b) an d) everybody
16. Someone who saw ... robbery called the police.
 a) - c) the
 b) a d) those
17. According to this song ... we need is love.
 a) all c) each
 b) every d) some
18. We wished the bride and groom happiness in ... new life together.
 a) there c) theirs
 b) their d) these
19. Excuse me, but does this umbrella belong ... you?
 a) to c) at
 b) for d) with
20. I listened to the radio every day to know the weather forecast but I can never rely ... it.
 a) at c) in
 b) to d) on

Test 5

1. I knew that I ... her somewhere before.
 a) saw c) would see
 b) had seen d) has seen
2. When I finally found the house, I knocked at the door but ... the answer.
 a) don't hear c) didn't hear
 b) hasn't heard d) heard
3. I went out into the garden to fetch my bike, but found that someone ... it.
 a) stole it c) has stolen
 b) would steal d) had stolen
4. When I ... for the keys, I remembered that I had left them at home.
 a) looked c) had been
 looking
 b) was looking d) look
5. I have been working for the bank for a year already, but I ... to change my job.
 a) decided c) has decided
 b) have decided d) decide
6. They spoke so quickly that I ... what they were speaking about.
 a) not understand c) didn't understand
 b) don't understand d) hadn't understood
7. Yesterday our flight ... because of the fog.

- a) cancelled c) had been
 cancelled
- b) was cancelled d) has been
 cancelled
8. I couldn't open the office door because someone ... it.
 a) lock c) had locked
 b) locked d) would lock
9. As soon as you ... me, I will contact you.
 a) calls c) called
 b) will call d) call
10. I ... him since he started working here.
 a) have never trusted c) trusted
 b) had never trusted d) trust
11. Mary will be ready soon. She ... coffee at the moment.
 a) has c) was having
 b) have d) is having
12. If we ... late for the class, our teacher will be angry with us.
 a) is c) will be
 b) were d) are
13. We ... in the sunshine for about half an hour when I suddenly felt sick.
 a) have been sitting c) sat
 b) were sitting d) had been sitting
14. We were disappointed as the film was ... than we expected.
 a) entertaining c) most entertaining
 b) less entertaining d) entertaining
15. We usually ask our teacher to explain ... difficult problems to us.
 a) the c) a
 b) - d) this
16. Playing ... guitar is an interesting hobby.
 a) - c) the
 b) a d) mine
17. Our city is famous for ... beautiful ancient buildings.
 a) its c) it's
 b) it d) his
18. Her hair is long and fair. Everybody admires
 a) them c) they
 b) it d) its
19. You are very good ... dealing with people.
 a) in c) on
 b) at d) about
20. Last summer our neighbours decided to drive to Scotland ... a short holiday.
 a) at c) on
 b) to d) for

Test 6

1. When the light ... I was sitting in the armchair reading a book.

- a) goes out c) go out
b) had gone out d) went out

2. I thought I ... this film before, but I hadn't.

- a) saw c) had seen
b) seen d) have seen

3. Why haven't you brought me the letters for signature? ... them yet?

- a) Don't you type c) Haven't you typed

- b) Didn't you type d) Will you type

4. She wasn't sure whether she ... the door of her flat.

- a) locked c) had locked
b) has locked d) didn't lock

5. I ... my homework all morning and haven't finished it yet.

- a) am doing c) have been doing
b) do d) did

6. The inspector suspected that the thief ... a special key for opening this door.

- a) uses c) had used
b) has used d) will use

7. I was very tired. When I ... to bed, I fell asleep immediately.

- a) got c) had got
b) has got d) will get

8. The Vikings ... to North America a thousand years ago.

- a) sail c) had sailed
b) sailed d) have sailed

9. Thank you for your offer, but I ... not to accept it.

- a) decide c) have decided
b) has decided d) decided

10. You ... through your old photograph album for half an hour already.

- a) look c) have looked
b) are looking d) have been looking

11. Nobody knows where his picture is.

Perhaps, it

- a) was stolen c) has been stolen
b) will be stolen d) stolen

12. I agree. You ... apologize for not inviting him to your birthday party.

- a) can't c) shouldn't
b) mustn't d) may not

13. Actually, today I feel ... than I did yesterday.

- a) bad c) worst
b) worse d) the worst

14. ... people who are unemployed often feel depressed.

- a) The c) A
b) - d) That

15. Who was the first astronaut who landed on ... Moon?

- a) the c) a
b) - d) those

16. What happened at the end of the film? - I'm sorry to say, but I haven't seen ... film.

- a) a c) -
b) the d) those

GLOSSARY

- adipla-:** to sew on piping or trim.
adir-gazalar: hilly area; hills.
adir: hills, slopes, heights.
adirli: hilly.
adirlik: hills, hilly area.
adl: (Arabic) justice, fairness. ~ tur- to uphold justice or truth.
adl-insof: justice and compassion.
adliya: arch. (Arabic) justice (s. yustitsiya).
administrativ: (Russian) administrative.
administrator: (Russian) administrator.
administratorlik: abstr. of ~ qil- to administer, to serve as an administrator.
administratsiya: (Russian) administration.
admiral: (Russian) admiral.
admirallik: abstr. of ~ unvoni title of admiral.
adno: obs. (Arabic) lowest, worst, lowliest.
ado: (Arabic) end, completion, fulfilment. ~ bo'l- to be finished, to be done; to be done in (by s.t.), to be worn down (by s.t.). ~ bo'lgur! Drop dead! ~ yet-/~ qil- to carry out, to complete, to fulfill; to wear out, to do in.
adolat: (Arabic) justice. ~ axtar-/izlato strive for justice.
adolatli: just, fair.
adolatparvar: (Persian) supporting or nurturing justice.
adolatparvarlik: patronage of justice.
adolatsiz: unjust.
adolatsizlik: injustice.
adovat: (Arabic) enmity, hostility. ~ qil-/et- to harbor enmity.
adovatchilik: s. adovat.
adovatli: hostile, full of enmity.
adovatsiz: cordial, free of enmity.
adovatsizlik: lack of enmity, cordiality.
adoyi: (Persian) ~ tamom bo'l- to be done in or completely worn down (by s.t.).
adras: (Persian) a mixed cotton and silken material.
adrasbof: (Persian) weaver of adras.
adres: (Russian) address. ~ stoli/~lar daftari address book. ~iga directed at one's person.
adresant: (Russian) sender.
adresat: (Russian) addressee.
adreslan-: to be addressed.
adsorbtsiya: (Russian) adsorption.
advokat: (Russian) lawyer.
advokatlik: abstr. of advokat.
advokatura: (Russian) lawyer work, lawyering; lawyers.
adyol: (Russian) blanket.
aErochana: (Russian) propeller-driven sled.
aErodinamik: (Russian) aerodynamic.
aErodinamika: (Russian) aerodynamics.
aErodrom: (Russian) aerodrome.
aErofotos'yomka: (Russian) aerial photograph.
aEroklub: (Russian) flying club.
aEromexanika: (Russian) airplane mechanics.
aEronavigatsiya: (Russian) aerial navigation.
aEroplan: arch. (Russian) aeroplane.
aEroport: (Russian) airport.
aErostat: (Russian) balloon.
aErostatika: (Russian) aerostatics.
aErovokzal: (Russian) airport terminal.
afandi (Ott.): sir, gentleman, esquire; teacher; nickname for Xo'ja Nasriddin; silly person, fool, knucklehead; joke, tale.
affiks: (Russian) affix
affrikat: (Russian) affricative.
afg'on 1: Afghan.
afg'on 2 lit.: (Persian) cries, wailing, lamentation.
afg'oniy: (Persian) Afghan.
afif: obs. (Arabic) pure, chaste.
afifa: obs. (Arabic) fem. of afif.
baadab: (Persian) s. boadab.
baayni: (Persian) selfsame, identical.
bab-baravar: exactly the same, equal. babaq zool. dial. a species of large chicken.
babbitt: (Russian) babbitt metal.
bacha: (Persian) child, boy.
bachadon: (Persian) womb.
bachajish (coll.): newborn baby;

hatchling; baby-like.
bachcha: (Persian) (dial.) child, boy; dancing boy.
bachchaboz: (Persian) keeper or officiating of dancing boys; pederast.
bachchag'ar: (Persian) s. bachchataloq. bachchalik dial. abstr. of bachcha; childhood.
bachchataloq: (Persian) bastard, son-of-a-bitch.
bachkana: (Persian) (arch.) children's (clothing, etc.); childish, child-like, silly.
bachkanaboz: (Persian) childish, silly, immature.
bachkanabozlik: silliness, immaturity, childishness; immature or childish behavior.
bachkanado'z: (Persian) tailor of children's clothes.
bachkanagarchilik: s. bachkanabozlik.
bachkanalarcha: immaturely, childishly.
bachkanalash-: to turn, or become childish, silly. [bachkanalash-tir-]
bachkanalik: childishness, silliness, immaturity. ~ qil- to behave childishly.
bachki: (Persian) secondary shoots emanating from the base of a plant; corn grown to be harvested green; (coll. arch.) children's footwear. ~ barg secondary growth leaf.
bachkila-: to grow secondary branches or leaves; to have a second growth (corn).
bad: (Persian) bad. ~ ol- to suspect, doubt.
bad'ya: (Persian) large wooden or metal bucket.
bad+: (Persian) prefix indicating badness.
badal: (Arabic) compensation, reimbursement; (arch.) fee. ~iga in place of, as compensation for. ~ida during, throughout.
badan: (Arabic) skin, complexion; body. ~ tarbiya physical education. rohati ~ s. rohatbadan.
badanli: stout, heavy.
badar: (Persian) ~ ket- to disappear.
badarg'a: banishment, exile. ~ bo'l- to be banished, exiled. ~ qil- to drive out, banish, exile.
badastir rare dial.: (Persian) replete.
badaviy: (Arabic) Bedouin.
badaviylik: nomadic existence (of Arabs); primitiveness.
badavlat: (Persian) wealthy, monied.
badavlatlik: wealthiness.
badaxloq: (Persian) immoral, evil.
badaxloqlik: immorality; evil or immoral deed or behavior.
badbashara: (Persian) ugly, unattractive.
badbaxt: (Persian) luckless, unfortunate, miserable, wretched.
badbaxtlik: ill-fatedness; wretchedness, lowliness.
badbin: arch. (Persian) ill-wisher; pessimist.
badbinlik: pessimism; malevolence.
badbo'y: (Persian) malodorous, fetid.
badbo'ylik: smelliness, malodorousness.
badburush: ugly, unattractive; hideous, frightful.
badburushlik: ugliness, hideousness.
badchehra: (Persian) ill-looking, grim.
baddosla- dial.: v.i. to yell out, to holler; to yell at.
badfe'l: (Persian) evil-natured.
badfe'llik: bad, evil character.
badgir lit.: (Persian) evil-natured.
badgirlik: malevolence, rottenness.
badgumon: (Persian) suspicious, mistrustful.
badhavo: (Persian) stifling, airless, having bad air; arrogant, haughty.
chakma: s. chatma 1.
chakmazak: (Persian) incontinence (of urine).
chakmon: men's long woolen cloak. chaksa arch. locally variable measure of weight (e.g., 3 pud in the Ferghana Valley).
chal-: v.t. to play (instrument); to sound (horn, etc.); (~ yiqit-) to topple by placing one's foot on the opponent's foot; to tie; to cover; (dial.) to cut; to mix; to sweep poorly. gap bilan ~- to beat with words. arvoh ~ib ketibdi touched by devils. kasal/dard ~di struck by illness. qorni nog'ora ~yapti His stomach is making groaning

noises. tog'larni tuman ~di Mist covered the mountains. [chaldir-, chalin-, chalish-]
chala-chatti: s. chala-chulpa.
chala-yarim: half-baked; incomplete(ly).
chala: incomplete, half-done, half-baked; premature (child); half-burned firewood.
chalabosh: having a rough or patchy haircut.
chalajon: half dead.
chalakam-chatti: s. chala-chulpa.
chalama-chakki: s. chala-chulpa.
chalamulla: half-educated mullah.
chalaqursoq: half-full, still hungry.
chaliasvod: half-educated, semi-literate.
chalchiq: mud, mire; muddy water. chaldivor coll. hovel, ruin.
chalg'i (o'roq): scythe.
chalg'i-: v.i. to be distracted (by), to go astray (thoughts); to err. [chalg'it-]
chalg'ichi: reaper.
chalg'it-: v.t. caus. of chalg'i-; to distract.
chalg'it: variegated, mottled (horse).
chalin-: v.i. pass. of gapga ~- to be talked about. ko'zga ~- to be seen. quloqqa ~- to be heard. [chalintir-]
chalish- v.t./v.i.: coop. of oyog'i ~ib yiqilib tushdi His legs crossed and he tripped.
chalishoyoq: bandy-legged.
chalishtir-: v.t. to cross (legs or arms).
chalkash-: v.i. to be tangled, jumbled, tangled; to be confused, mixed up; to become crossed. [chalkashtir-]
chalkash-chulkash: confused, jumbled.
chalkash: tangled, jumbled; mixed up, convoluted.
chalkashlik: abstr. of chalkash; confusion, disorder.
chalma 1: dung pressed in a large disc and used as fuel.
chalma 2: turban (s. salla).
chalma 3: border, piping. chalmaqovoq bot. a type of pumpkin.
chalmash- dial.: v.i. s. chalkash-. [chalmashtir-, chalmashtiril-]
chalob: a drink or soup made from

suzma. chalov bot. feather
 grass. chalp-chulp ono. smacking
 noise. chalp ono. smacking
 noise. chalpak dial. deep-fried flat cake; fruit leather. ~ bo'l- or ~(dek) bo'lib tush- to fall flat on one's back. ~ qil- to pick up bodily by the arms and legs.
chalpi-: v.t. to badmouth.
chalqa: ~ tushib yot- to lie flat on one's back. chalqamcha coll. s. chalqancha(siga).
chalqancha(siga): flat on one's back.
chalqay- dial.: v.i. to lie stretched out on one's back. chalqi- dial. s. chayqal-
chama: guess, estimate, figuring; measure, standard. ~ son approximate number. ~ ol-/~ga keltir- to wait for the right time to do s.t. ~ qil- to figure, to estimate, to guess. mening ~mda I figure? ~si apparently, it seems, I guess... 16-17 yashar ~sidagi bola a boy of around 16-17 years of age.
chamadon: (Persian) suitcase.
chamala- chamalan- chamalash-]: v.t. to guess, to estimate; to plan. [chamalan-, chamalash-]
chamali: approximate(ly).
chaman 1: (Persian) flower bed, field of flowers. ~ bo'lib ochil- to bloom.
chaman 2: (Persian) lame (horse, donkey).
chamandagul do'ppi: flowered do'ppi.
chamanzor: (Persian) flower garden.
chamanzorlik: place full of flower gardens.
chambar: (Persian) circle, ring, hoop.
chambarak: hoop used for holding bowls, etc.; circular, round.
chambarchas: (Persian) very tight or firm; tightly linked, close.
chambarla-: v.t. to wind or tie tightly.
chan: (Russian) vat.
chana: (Russian) sled. ~ ot- or ~da uch- to go by sled. **davlenie:** (Russian) blood pressure.
davo: remedy, cure. ~ qil- to treat, cure, make better. ~ top- to find a cure; to be cured; to find a means (to do s.t.).
davola-: to treat, care for. [davolan-, davolat-]
davolash: v.n. of davola-; treatment.
davom: continuation, duration;

attendance. ~ Et-/~ Ettir-/so'zida ~ Ettirdi he continued speaking. ~ fe'li verb with continuous aspect. ~i bor there is more. ~ida during, in the course of.

davomat: attendance.

davomchi: continuer, successor.

davomli: continuing, long-lasting, long-term.

davomsiz: having poor attendance.

davosiz: incurable.

davoxona: s. shifoxona.

davr-davron, davru davron (Persian): age, time of prosperity, golden age, golden years. ~ sur- to live one's golden years.

davr: age, era, period, time. ~ sur- to rein; to live happily and in prosperity. ~i falak vicissitudes of fortune.

davra: (Arabic) circle; round, tour; cycle; ceremony held before one's funeral for the forgiveness of sins (where a gift of charity to be given in the deceased's name is passed in a circle). ~ ol-/yasa-/qur- to form a circle.

davriy: (Arabic) cyclical, periodic. ~ kasr continued fraction.

davriylik: periodicity.

davron: (Persian) ages, times, epochs. ~i falak the vicissitudes of fate. ~ charxi, charxi ~ the wheel of fortune. ~ sur- to live happily in prosperity. davur dial. fancy decorated horsecloth.

daxl: (Arabic) relationship, association, connection. ~ Et-/qil- to touch, to affect.

daxldor: (Persian) connected with, associated; participant.

daxlli: s. daxldor.

daxlsiz: having nothing to do with, not related to; inviolable.

daxlsizlik: unconnectedness; inviolability.

daxma lit.: (Persian) mausoleum, tomb, charnel house.

daxmaza: (Persian) excessive troubles, headaches, etc. menga ko'p ~ qilma Don't give me a lot of trouble.

daydi-: v.i. to wander about, ramble, stray; to sneak about.

daydi: vagrant, shiftless; stray. ~ bulut

stray cloud. ~ gap fast-spreading rumor. ~ it stray dog. ~ shamol shifting wind. ~ o'q stray arrow.

daydilan-: to wander about, ramble.

eksperiment: (Russian) experiment.

eksperimental: (Russian) experimental.

eksperimentchi: experimenter.

ekspert: (Russian) expert.

ekspertiza: (Russian) expert investigation; panel of experts.

ekspluatator: (Russian) exploiter.

ekspluatatorlik: abstr. of ekspluatator.

ekspluatatsiya: (Russian) exploitation. ~ qil- to exploit.

ekspluatatsiyachi: s. ekspluatator.

eksponat: (Russian) exhibit.

eksponometr: (Russian) light meter.

eksport: (Russian) export. ~ qil- to export.

ekspozitsiya: (Russian) exposition; prelude; exhibition; layout.

ekspress: (Russian) express.

eksrompt: (Russian) improvisation (s. badiha).

ekspropriator: (Russian) expropriator. ekspropriatsiya (Russian): expropriation.

ekstemizm: (Russian) extremism.

ekstern: (Russian) external student.

eksternat: (Russian) external studies.

eksterritorial: (Russian) extraterritorial.

eksterritoriallik: extraterritoriality.

ekstra: (Russian) super, supreme.

ekstrakt: (Russian) extract.

ekstraktiv: (Russian) extractive.

ekstraktsiya: (Russian) extraction.

ekstremist: (Russian) extremist.

ekstremistik: (Russian) extremist.

ekuvli: sown, planted; sowable, plantable.

ekusiz: fallow.

ekvator: (Russian) equator. osmon ~i celestial equator.

ekvatorial: (Russian) equatorial. ekvivalent (Russian): equivalent. el-avlod, elu avlodkith and kin, blood. el-aymoq, elu aymoqqeople and nation, tribe and people.

el-elat: clan and tribe, people.

el-mardum: people, nation.

el-ulus: people, nation.

el-urug': people, kinsmen.el-xalq, elu xalqpeople, nation.el-yurt, elu yurtpeople and country.

el: people; tribe, nation; country. ~ qatori like everyone else. ~ yotar payt bedtime. ~dan burun before all, before anyone else. ~ bo'l- to be close, to be together. ~ qil- to befriend, to make a close companion of.

ela-: v.t. to sift; (neg. only) (not) to notice, (not) to take notice of; (rare) to rock. ~b yog'- to drizzle. [elan-, elat-]
elak: sieve. ~dan o'tkaz- to run through a sieve. ~~~ qil- to run through a sieve, to go through with a fine-toothed comb.

ferma: (Russian) farm.

ferment: (Russian) ferment. ~ chiqarto produce ferment??

fermentativ: (Russian) fermentative.

fermentatsiya: (Russian) fermentation.

fermer: (Russian) farmer.

festival'': (Russian) festival.

fetish: (Russian) fetish.

fetishizm: (Russian) fetishism.

fevral'': (Russian) February.

feyerbaxchi: ?? [feyerbaxianets].

feyerbaxchilik: ?? [feyerbaxianstvo].

fibra: (Russian) fiber.

fideizm: (Russian) fideism.

fido: (Arabic) sacrifice, devotion. ~ bo'l- to be sacrificed, to be devoted. ~qil-/Et-/ayla- to sacrifice, to devote.

fidokor: (Persian) devoted, devout, loyal.

fidokorlik: devotion, self-sacrifice.

fidokorona: (Persian) with self-sacrifice, devotedly.

fidoyi: (Arabic) volunteer, one ready to sacrifice his life; loyal, self-sacrificing.

fig'on: (Persian) cry, wail, lamentation.

figura: (Russian) figure; chess-man.

fikr: (Arabic) thought, idea; opinion. ~ga tol-/~ yurgiz-/~ olish- to exchange ideas. ~iga tush- to set one's mind to (doing) s.t. ~i buzuq ill-intentioned. ~i o'tkir clever, sharp. ~ qil-/~dan qayt- to reconsider, to change one's mind.

(mening) ~imcha in my mind/opinion... ~ tarqatuvchi periodical press.

fikr-xayol: (Arabic) s. fikr-zikr.

fikr-yod: s. fikr-zikr.

fikr-zikr: (Arabic) thoughts, mind, thinking.

fikran lit.: (Arabic) in thought, mentally.

fikrat: arch. (Arabic) thought, refection.

fikrdosh: (Persian) like-minded person.

fikriy: (Arabic) intellectual, mental, having to do with inner thoughts.

fikrla-: v.i. to think, to ponder. [fikrlash- fikrlashil-]

fikrlashuv: v.n. of fikrlash-; discussion, exchange of thoughts.

fikrli: thoughtful, reasoning, clear-headed.

fikrsiz: unthinking.

fiksaj: (Russian) fixer, fixing solution.

fil zool.: (Arabic) elephant; bishop (chess).

fil''m: (Russian) film, movie.

fil''moteka: (Russian) film library.

fil''tr: (Russian) filter.

fil''tratsiya: (Russian) filtration.

fil''trla- fil''trlan-: to filter.

g'aladonli: containing a compartment or drawer.

g'alamis: schemer, intriguist, troublemaker; scandalmonger.

g'alamislarcha: corrupt, scheming manner.

g'alamislik: scheming, intrigue, trouble-making.

g'alamisona: s. g'alamislarcha.g'alaqa dial.latch, catch.

g'alat lit.: (Arabic) mistaken, wrong.

g'alati: (Arabic) queer, strange. ~ bo'lib ketyapman I'm feeling queer.

g'alatilik: queerness, strangeness.g'alatsiz lit.free of mistakes.

g'alayon: (Arabic) insurrection, uprising, revolt; trepidation, uneasiness.

g'alayonchi: insurrectionist, rebel.g'alcha 1 coll.stocky, chunky.g'alcha 2 coll.slow, thick-headed.

g'aldira-: to tremble; to rumble. [g'aldirat-]

g'aliz: (Arabic) vague, unclear, clumsy; heavy (food).

g'alla: (Arabic) grain.

g'allachilik: s. g'allakorlik.
g'alladon: (Persian) s. g'aladon.
g'allakor: (Persian) farmer that grows grain; grain-growing (farm, etc.).
g'allakorlik: grain cultivation.
g'allasimon: cereal- or grain-like (plant).
g'allaxona: (Persian) granary.
g'alog'ul: s. g'ala-g'ovur.
g'altak: (Persian) spool; roller; pulley; wheelbarrow.
g'altakarava: (Persian) wheelbarrow; gurney.
g'altakmashina: pulley.
g'altakmola: roller.
g'alva: row, disturbance, commotion; trouble, worry.
g'alvachi: obstreperous, quarrelsome person.
g'alvali: rowdy, disorderly, noisy; worrisome, troublesome.
g'alvasiz: quiet, peaceful, free of trouble.
g'alvay- dial.: v.i. to be bulky, to bloat, to bulge. [g'alvaytir-]
g'alvir: large sieve for sifting grain. ~dan o'tkaz- to sift, to put through a sieve. ~ni suvdan ko'tar- to put an end to. ~qilib yubor- to riddle with holes.
g'alvirak: full of holes; thin-shelled (nut).
g'alvirchi: maker of sieves.
halokat: (Arabic) death, demise; ruin, destruction; accident, wreck, disaster.
halokatli: disastrous.
halol: (Arabic) lawful to eat (acc. to Islam), "kosher"; lawfully, rightfully earned; upright, honest; lawfully married. ~ mehnat honest labor.
halola: (Arabic) faithful wife; lawfully married woman.
haloli: legitimate child.
halolla-: v.t. to make canonically lawful to eat; to earn, to make good on, to justify. qo'lini ~- to have circumcised. egan tuzini ~- to do honor or justice to the food one has eaten (i.e., that others have given), to do a honest day's work. [halollat-]
halollik: canonical lawfulness; honesty, uprightness; faithfulness.
halolxo'r: (Persian) one who works by

the sweat of his brow.
halovat: (Arabic) delight, pleasure, happiness; peacefulness.
halovatli: pleasant; peaceful.
halovatsiz: unpleasant, difficult, distressful.
halovatsizlik: unhappiness, unpleasantness; unrest, disquiet.
halp-halp: ~ qil- s. halpilla-.
halp-zalp: huffing and puffing; hard work.
halp: jon ~ida with all one's might.
halpilla-: v.i. to droop, to hang loosely; to dash. ~gan odam rude, coarse person. halpinchoq dial.s. hayinchak.
halq: arch. (Arabic) s. halqum.
halqa: (Arabic) ring, hoop; link; circle. quloqqa ~ qilib taqib ol- to put in one's pipe and smoke it.
halqa-halqa: rings and rings, ripples and ripples; welling up (tears).
halqala-: v.t. to attach a ring to; to loop. [halqalan-]
halqalan-: v.i. pass. of halqala-; to brim (tears).
halqum: (Arabic) throat; barrel.
halvo: (Arabic) s. bu (hali) ~ This is nothing yet.
halvogar: s. holvagar.
halvoytar: s. holvaytar.
ham 1: (Persian) and, also, too; as well as, both.. and...; even (if, so); (w/neg.) not even. yana ~ even more. juda ~ very much. sira ~ not at all.
ham 2 children's speech: ~ qil- to eat, to take a bite.
hama: obs. (Persian) s. hamma.
Hamal: (Arabic) Aries.
ilinarli: s.t. to put one's hands on; useful, usable.
ilinchoq: hindrance, encumbrance.
ilinj: hope, wish, object of desire. ~ida yur- to have one's hopes set on. +da ~i bor to have one's eyes on.
ilintir-: v.t. caus. of ilin-; to catch.
iliq-: v.i. to tail, to follow (male dog wanting to mate with female dog); to lust after.
iliq-issiq: warm, pleasant. ~ida when still hot.
iliq-miliq: lukewarm.

iliq: warm.
ilit-: v.t. caus. of ili-; to heat; to soft boil (egg). [ilitil-]
iljay-: v.i. to grin, to smile, to beam (at). [iljayish-]
ilk: first, initial; early. ilkis(dan) dial. suddenly, unexpectedly.
illat: (Arabic) disease, sickness, disorder; evil.
illatli: diseased, sick, troubled.
illatsiz: free of disease, sickness, or defect.
illo: (Arabic) except, but.
illo-billo: (Arabic) not at all, never; by God.
illyuminator: (Russian) porthole.
illyuminatsiya: (Russian) illumination. ~ qil- to illuminate; to color (map).
illyustrativ: (Russian) illustrative.
illyustrator: (Russian) illustrator.
illyustratsiya: (Russian) illustration.
illyuzionizm: (Russian) illusionism.
illyuziya: (Russian) illusion. ilm-amal coll. efforts to either turn onto or cool off s.o. with regards to another person. uning qilmagan ~i qolmadi He's tried everything. ilm-fan, ilmu fanscience and learning. ilm-hunar, ilmu hunarlearning and practical skills. ilm-ma'rifat, ilmu ma'rifatstudy and education, knowledge. ilm-tahsil arch. education, learning.
ilm: (Arabic) learning, knowledge; science. ~ ahllari people/men of science.
ilma-teshik: full of holes.
ilma: crochet(ed). ~ tik- to crochet. ilmiy-ateistik adj. scientific atheism. ilmiy-ommaviy adj. popular science. ilmiy-texnikaviy adj. applied science.
ilmiy: (Arabic) scientific, academic, scholarly. ~ daraja academic degree.
ilmlil: educated, knowledgable.
ilmoq: hook, peg, hanger; trap, snare.
ilmoqdor: s. ilmoqli.
ilmoqli: having a hook, etc.; sarcastic, tongue-in-cheek, biting, ensnaring, etc. (words, speech).
ilmoqsiz: lacking a hanger or hook; frank, straightforward.
 added to keep them from unraveling;

(dial.) false braids; (dial.) a tassle attached to one's hair.
jamarg'a: s. jamg'arma; wealth, property, possessions.
jambil: s. janbil.
jamg'ar-: v.t. to save, to gather; to store. [jamg'aril-]
jamg'arma: savings. ~ kapital/kapital ~si capital savings. sotsialistik ~ [sotsialisticheskaya nakopleniya]??
jami(y)(ki): all, the entire body of.
jamila: (Arabic) beauty, belle.
jamiyat: (Arabic) society.
jamla-: v.t. to gather, to assemble; (math) to add. [jamlan-]jamlovchi son gram. collective pronoun (e.g., ikkov, uchulasi, beshovlon).
jamo: (Arabic) (dial.) a village and its residents; (dial.) village council; people, community.
jamoat: (Arabic) society, public, community. ~ jam everybody is present, everyone is there.
jamoatchi: volunteer, s.o. involved in community work.
jamoatchilik: community, society; civic-mindedness, involvement in civic activities. ~ asosida/~ yo'li bilan based on/with volunteer labor.
jamol: (Arabic) beauty.
jamuljam: (Arabic) all in all, altogether. janbil bot. savory.
janda: patched coat worn by wandering dervishes; (in children's games:) extra turns given to inexperienced players. jandapo'sh arch. dervish, wandering mendicant; a person dressed in tatters.
jandarm(a): (Russian) gendarme.
jandarmeriya: (Russian) gendarmerie.
jang: (Persian) battle, combat, fight.
jang-jadal: battles, fighting.
jangari: (Persian) rowdy, hot-headed, belligerent.
jangchi: warrior.
janggoh: (Persian) battlefield.
jangilla- v.i. ono.: to jangle. [jangillat-]jangir-jungur ono. jingling and jangling.
jangnoma: war chronicle, collection of tales of military exploits.
jangovar: (Persian) (arch.) warrior;

military, militaristic; seasoned warrior, veteran; fierce, zealous, hard-working.
jangovarlik: abstr. of jangovar.
jangsiz: w/o a fight, unopposed.
janjal-suron: fighting and arguing.
janjal: fight, quarrel, dispute, disturbance. ~ chiqdi a fight broke out. ~ chiqar- to make a fuss, to cause a fight. ~ qil- to brawl, to start a fight.
janjalchan: s. janjalkash.
janjalchi: s. janjalkash.
janjalkash: quarrelsome; fight-seeker.
janjallash-: v.i. to quarrel, to fight.
janjalli: troubled, full of fighting; disputable.
janjalsiz: w/o a fight.
kamar 1: (Persian) belt; (obs.) back; strength. xizmat ~ini bog'la- to gird o.s. for a job. himmat ~ini bog'la- to be immensely generous.
kamar 2: (Persian) gully, hollow, cavern; (bone) socket.
kamarband: (Persian) wearing a belt, girt at the waist; ready for service; shoulder-belt.
kamarbasta: (Persian) (lit.) ready for service; (hist.) apprentice who has reached mastership.
kamay-: v.i. to lessen, to become less; to go down, to diminish. ~ib qolmaydi/biror joyi ~maydi It will not be diminished (in any way). [kamayt(ir)-]
kamayuvchi: v.n. of kamay-; minuend.
kambag'al: (Persian) poor, needy.
kambag'alchilik: poverty, destitution.
kambag'allash-: v.i. to become poor, destitute.
kambag'allik: poverty.
kambag'alparvar: (Persian) caring for the poor, charitable.
kambag'alparvarlik: charitableness, philanthropy.
kambala zool.: (Russian) flounder.
kambar: (Persian) narrow.
kambarg: (Persian) having few leaves, bare.kamchalak bot.a type of iris.
kamchil: rare, hard-to-find.
kamchilik: defect, flaw; deficiency, shortcoming.
kamchiliksiz: flawless.
kamchillik: scarcity. ~ qil- to be

insufficient.
kamchiqim: inexpensive, involving little expenditure.
kamdan-kam: seldom, rarely.
kamdaromad: (Persian) unprofitable.
kamdiydor coll.: (Persian) seldom met, one who is seldom seen.
kamer: (Russian) chamber (music).
kamera: (Russian) chamber, room; inner tube.
kamerton: (Russian) tuning-fork.
kamfahm: (Persian) dull-witted, slow, dense.
kamfara: (Russian) camphor.
kamgak: sheltered or secluded place; depression, hollow.
kamgap: (Persian) quiet, reticent.
kamgo'sht: (Persian) containing little meat; skinny, meagre; scrawny.
kamhafsala: (Persian) uninspired, unenthusiastic.
kamhasalalik: lack of enthusiasm. ~ qil- to show no enthusiasm.
kamhosil: (Persian) poor, unproductive.kami- coll.s. kamay-. [kamit-, kamitil-]
kamida: at least.
lak-lak 1: hundreds of thousands, millions, tons.
lak-lak 2: ko'zi ~ o'tiribdi His eyes are sunken.lak-pak coll.s. lakalov.
lakmus: (Russian) litmus.
lakot bo'l-: to become drowsy or limp.
lallay-: v.i. to be sluggish or torpid; to stare blankly.
lalmi: unirrigated.
lalmikor: unirrigated; dry farmer.
lalmikorlik: dry farmland; dry farming.
lama: (Russian) lama.
lampa 1: (Russian) lamp, light. ~ moy kerosene. ~ shisha lamp chimney.
lampa 2: stucco ceiling.
lampacha: s. lampochka.
lampochka: (Russian) light bulb. qirqtalik ~ forty-watt bulb.landahur obs.s. landavur.
landavur: good-for-nothing, muddler, bungler.
landavurlik: clumsiness, ineptness.
landish bot.: (Russian) lily of the valley.
landshaft: (Russian) landscape.

lang 1: arch. (Persian) lame.

lang 2: ~ ochiq wide open. og'zi ~ ochilib qoldi His mouth opened wide.

lang 3: dispepsia.

lang'illa-: v.i. to blaze.

langar: (Persian) anchor. ~ cho'p balance pole held by a tightrope walker.

lanj: languid, lethargic, sluggish; soft, overcooked; indecisive, indisposed; shiftless; spiritless, dull. ~ qil- to make tired, lethargic. ~ javob indecisive answer. ~ havo changeable weather.

lanjlik: abstr. of ~ qil- to do nothing; to waffle, to be indecisive.

lanka (Ch.): a circular piece of sheep hide with a metal piece fastened to the back which is kicked in the air; the game in which this playing piece is used.

lantani: (Russian) lanthanum.

lapang-lapang: tottering or heaving from side to side.

lapangla-: v.i. to waddle; to totter.

lapar: song sung in turns by young men in women at weddings and other get-togethers.

laparchi: lapar singer, one gifted at singing lapar songs.

lapashang: good-for-nothing; muddler, bungler; spineless. lappak dial.flat.lappos coll.heavy-set; crude, vulgar.

laq-laq: ~ qil- to ache, to throb.

laq-luq rare: s. lash-lush.

laq: gullibly, without thinking, easily. ~ Etib tush-/~qa tush- to be duped, to swallow the bait.

mahalla: (Arabic) quarter, district, neighborhood.

mahallachilik: local or neighborhood goings-on.

mahallalalik: resident of a particular neighborhood.

mahalliy: (Arabic) local, regional.

mahalliychilik: regionalism.

mahalliydashir-: to nativize, to indigenize.

mahbub lit.: (Arabic) beloved, darling.

mahbuba lit.: (Arabic) (female) beloved, sweetheart.

mahbus: (Arabic) prisoner;

incarcerated.

mahdud: obs. (Arabic) limited, circumscribed.

mahfil: obs. (Arabic) assembly, gathering, meeting.

mahkam: (Arabic) tough, firm, solid, durable, strong, tight; resolute; sharp, on the ball; tightly, firmly.

mahkama hist.: (Arabic) court of law; office, corporation.

mahkamachilik: working only for one's own corporate interests.

mahkamla-: v.t. to tighten, to cinch, to make firm. [mahkamlan-, mahkamlat-]

mahkum: (Arabic) condemned, sentenced; subjugated; doomed.

mahkumlik: being doomed or condemned.

mahliqo: (Persian) fair as the moon, beautiful.

mahliyo: (Arabic) mesmerized, enraptured.

mahmadona: (Persian) know-it-all; precocious talker.

mahmadonalik: abstr. of mahmadona.

mahobat lit.: (Arabic) greatness, majesticness; dread, fear.

mahobatli: majestic; full of dread or fear.

mahol: (Persian) impossible; difficult.

mahorat: (Arabic) skill, expertise, art.

mahoratli: skillful, deft.

mahpora poet.: (Persian) fair as the moon.

mahr hist.: (Arabic) dowry, marriage settlement. onang ~iga tushganmi? Since when is this yours?, Since when does this belong to you?

mahram arch., hist.: (Arabic) secretary in the khanates of Khiva and Bukhara; trusted servant; confidant; person within the forbidden degrees of marriage and who can therefore associate with unveiled members of the family; dancing boy (s. bachcha).

mahrum: (Arabic) deprived, dispossessed, divested, denied. huquqdan ~ bo'l- to be denied one's rights.

nasabli: belonging to a certain lineage. oliy ~ high-born.

nasabnoma: pedigree, genealogy,

genealogical tree. (Persian).
nash'a: pleasure, enjoyment, delight. ~ qil- to enjoy, to take delight in; to shock, to amaze. (Arabic)
nash'ali: delightful.
nash'u namo: joys, wonders; flourishing, development. (Persian).
nasha: hemp; marijuana; hashish. ~ urug' moyi hemp-seed oil. (+ga) ~ qilto stun, to startle. (Arabic).
nashagul: cut-leaf coneflower. (bot.).
nashapoya: hemp plant stalk; hemp field. (Persian).
nashatir": ammoniac. (Russian).
nashavand: hashish-smoker. (Persian).
nashavandlik: (habitual) hashish-smoking.
nashida: song, hymn. (Arabic).
nashr: printing. (Arabic).
nashriyot: publishing house. (Arabic).
nashriyotchi: worker in a publishing house; publisher.
nashriyotchilik: publishing, publication. nashvati a type of pear. (bot.)
nasib: s.t. assigned or rewarded as one's lot, destiny, fate, etc. ~ bo'l-/qil-/Et- to be awarded as one's lot, to receive by the grace of God. ~ bo'lsa **God willing.**: (Arabic)
nasiba: lot, fate, share. (Arabic).
nasibali: fortunate, blessed.
nasibasiz: unfortunate, not blessed.
nasihat: counsel, advice. (Arabic): nasihatchi counsellor, advisor.
nasihatgo'y: counselor, advisor. (Persian).
nasihatgo'ylik: abstr. of nasihatgo'y; giving counsel, advice.
nasihatomuz: advisory, in an advising tone or manner. (Persian).
nasim: breeze. (Arabic).
nasiya: credit; s.t. promised to be done. va'dalaringiz hammasi ~ All your promises are empty talk. (Arabic)
nasl-nasab: lineage, family background.
nasl: family, lineage, blood; (future) generation; breed, species. naslini ~ to defile the bloodline; to sully the family reputation. (Arabic).
naslan: in terms of lineage. (Arabic).

naslchilik: breeding, improvement of stock.
nasldor: pedigree, purebred; (rare) noble, blue-blooded. (Persian).
nasldosh: relation, of the same blood or species. (Persian).
nasliy: pertaining to lineage, breed, etc. (Arabic).
naslli: pedigree, purebred. its value (product).
o'lmaydigan: s. o'lmas.
o'lpon: land tax.
o'lponchi: tax collector.
o'lsa-yitmas: durable, tough. o'ltang dial. water-distributor, weir. o'ltirarch. s. o'tir-. [o'tirish-]
o'tirish: s. o'tirish.
o'mar- coll.: v.t. to run off with, to filch. [o'maril-, o'martir-]
o'mboq-do'mboq: bumpy. o'mgak coll.s. o'mgan.
o'mgan: breast.
o'mganla-: v.i. to forge ahead. [o'mganlat-]
o'mildiriq: breast-strap attached to a saddle??
o'miz: shoulder.
o'mrov: breast, chest.
o'mrovdor: s. o'mrovli.
o'mrovla-: v.i. to push or forge ahead.
o'mrovli: broad-chested.
o'n: ten.
o'naqay: right-handed; convenient, handy, easy; right(hand). ~ Etik right boot. ~ oshiq knucklebone from the right leg of an animal.
o'nboshi: commander of ten men; brigade leader.
o'nboshilik: abstr. of o'nboshi.
o'ng 1: right, right-hand. ~ ko'zi bilan qara- to treat well. ~ ko'zing chap ko'zingga oshna bo'lmaydigan (a time when) even friends can't be trusted.
o'ng 2: reality. ko'z ~i qorong'ilashdi his sight became blurry. ko'z ~ida in front of one's eyes. ko'z ~idan o'tdi to pass before one's eyes. ~ kel- to come true.
o'ng 3: front, top, face (of an object); right occasion, chance. ish ~idan keldi things worked out well. orqa~iga qaramasdan without looking,

haphazardly. orqa~ini ol- to put o.s. in order.
o'ng'al-: v.i. to right o.s., to straighten out.
o'ng'almas: irremediable, irreparable.o'ng'ar- coll.s. o'ngla-
o'ng'aril-: v.i. pass. of o'ng'ar-; to get better, to get well.
o'ng'ay: convenient, opportune; easy, simple.
o'ng'aylan-: s. o'ng'aylash-
o'ng'aylash-: v.i. to become easy.
o'ng'aylik: convenience, ease.
o'ng'aysiz: awkward, uncomfortable.
o'ng'aysizlan-: v.i. to feel awkward or uncomfortable. [o'ng'aysizlantir-]
o'ng'aysizlik: uncomfortable or awkward feeling or position.
papirus: (Russian) papyrus.
papka: (Russian) file; document folder, paper-case.
paporotnik bot.: (Russian) fern.paq ono.bang!
paqilla-: v.i.
paqir 1: pail.paqir 2 arch.a two-pence coin. bir ~ga qimmat/arzimaydi not worth a red cent.
paqpaq 1: children's game in which a cup-shaped lump of clay is thrown onto the ground making a popping noise.paqpaq 2 bot.ground cherry.
paqqos: completely, entirely.
par 1: (Persian) down (feathers).
par 2: (Russian) pair; suited, a match.
par 3 coll.: (Russian) steam (s. bug').
par-par: ~ uch- to fly off with a flapping or whirring noise. ~ yon- to blaze, to shine brightly.
parabola: (Russian) parabola.
parabolik: (Russian) parabolic.
parad: (Russian) parade.
paradigma: (Russian) paradigm.
parafin: (Russian) paraffin.
paragraf: (Russian) paragraph.paraha dial.s. payraha.
parallel: (Russian) parallel.
parallel'': (Russian) parallel.
parallelepiped: (Russian) parallelepiped.
parallelizm: (Russian) parallelism.
parallelogramm (Russian):
parallelogram.
parametr: (Russian) parameter.

paranji: (Persian) veiled cloak worn by women.
paranjili: veiled, wearing a paranji.
paranjisiz: unveiled, not wearing a paranji.
parashyut: (Russian) parachute.
parashyutchi: parachutist.
parashyutchilik: parachute-jumping.
parashyutizm (Russian):
parashyutizm.
paratif: (Russian) paratyphoid.paravuz dial.edging, trim. ~ tut- to line with edging.
parazit: (Russian) parasite.
parazitizm: (Russian) parasitism.
parazitolog: (Russian) parasitologist.
parazitologiya: (Russian) parasitology.
parcha 1: (Persian) piece, fragment; excerpt, passage; section. bir ~ one piece, a little. ~ gulli having large (flower) designs.
parotnik: about; to potter around (s. g'imir-g'imir).
qimir: ~ Et- to move, to make a move.
qimirla-: v.i. to move. ~b qol- to get up, to move; to rise (prices). bozor ~b qoldi Market prices have gone up. [qimirlat-qimirlatish-, qimirlash-]
qimiz: kumiss, fermented mare's milk.
qimizak: sour (s. nordon).
qimizxo'r: kumiss drinker.
qimizxo'rlik: (sitting and) drinking kumiss.
qimmat: (Arabic) dear, expensive. ~ga tushdi It cost dearly. bir pulga ~ not worth a cent.
qimmatbaho: (Persian) expensive, valuable, priceless. ~ toshlar precious stones.
qimmatchilik: time or situation of high prices, expensive times.
qimmatfurush: (Persian) merchant with higher prices than others.
qimmatlan-: v.i. to become expensive.
qimmatlash-: v.i. to become more and more expensive. [qimmatlashtir-]
qimmatli: expensive, dear; precious, priceless.
qimmatsira-: v.t. to consider too expensive.
qimmatsiz: worthless.
qimmatsizlan- rare: v.i. to become

cheaper, to go down in price; to become worthless.
qimor: (Arabic) gambling. ~ o'yna- to gamble.
qimorboz: (Persian) gambler.
qimorbozlik: asbtr. of qimorboz; gambling.
qimorxona: (Persian) gambling house.
qimron: (Persian) fermented camel's milk.
qimti-: v.t. to purse (lips), to squeeze between the lips; to flex, to move. o'zini ~- to be uptight. [qimtil-, qimtin-]
qimtin-: v.i. pass. of qimti-; to feel hesitant or shy; to move, to rouse o.s.
qin: sheath, scabbard; coat, tegument. ko'zi ~idan chiqayozdi His eyes nearly popped out of their sockets.
qing'ay-: v.i. to lean, to slant; to look cross-eyed; to go astray. ~ib qara- to look cross-eyed. [qing'aytir-]
qing'ayuvchi: active part. of qing'ay-; one goes astray.
qing'ir-qiyshiq: crooked, twisted.
qing'ir: crooked. ~iga ol- to take or judge wrongly. ~ qo'l qo'li ~ underhanded, crooked. ~ qara- to look askance at; to be crooked towards??
qing'irlik: crookedness. ~ka ol- to take wrongly, to assume to be crooked.
qip-qizil: bright red; utter(ly), complete(ly). ~ savodsiz utterly ignorant.
qip-yalang'och: bare naked; completely barren. [rejalashtir-, rejalashtiril-]
rejali: in order, ordered, planned; frugal, thrifty.
rejasiz: disorderly; spendthrift.
rejasizlik: disorder, chaos; unplannedness; wastefulness, uneconomicalness.
rejim: (Russian) regime; routine; conditions; diet.
rejissura: (Russian) (theatrical) production.
rejissyor: (Russian) director.
rejissyorlik: directorship.
reklama: (Russian) advertisement (s. ~ qil- to advertise.
rekognostsirovka (Russian): reconnaissance; reconnoitering.
rekomentatsiya (Russian): recommendation.
rekonstruktsiya (Russian):

reconstruction.
rekonstruktsiyala-: v.t. to reconstruct. [rekonstruktsiyalan-]
rekord: (Russian) record. ~ qo'y- to set a record.
rekordchi: record-maker.
rektor: (Russian) rector, president (of a university).
rektorat: (Russian) rector's office.
rekvizitsiya: (Russian) requisition.
rel''ef: (Russian) relief.
rel''s: (Russian) rails, tracks.
rel''sli: adj. of ~ transport rail transportation.
rel''ssiz: non-rail...
rele: (Russian) relay.
relyativist: (Russian) relativist.
relyativistik: (Russian) relativistic.
relyativizm: (Russian) relativity.
remilitarizatsiya (Russian): remilitarization.
remont: (Russian) repair(s), maintenance. ~ qil- to repair, to overhaul.
remontchi: repair worker, repairman.
remontxona: repair shop.
renegat: (Russian) renegade.
renegatlik: desertion.
renta: (Russian) income (from investments or gov't securities).
sanchqi: fork (s. vilka).
sandal 1: a table constructed over a fire pit embedded in the floor which is covered with a quilt and around which people sit to keep warm in cold weather.
sandal 2: (Russian) sandal(s).
sandalet: (Russian) s. sandal.
sandiq: (Arabic) chest, trunk.
sandiqcha: small chest.
sandiqchi: s. sandiqsoz.
sandiqchilik: chest or trunk making.
sandiqsoz: (Persian) trunk-maker.
sandiqzada: (Persian) old, stale (stored in a trunk too long).
sandira- 1: v.i. s. sandiroqla- [sandirat-, sandirash-] sandira- 2 dial. to be at a loss, to be out of it. [sandirat-, sandirash-]
sandiroqla-: v.i. to loaf around, to wander about. [sandiroqlan-, sandiroqlat-, sandiroqlash-]
sandon: (Persian) anvil.
sang dial.: (Persian) stone.
Sangar: s. Tsugaru. sangbo'ron dial. stoning (s. toshbo'ron).

sangdil dial.: (Persian) stone-hearted.
sangob: (Persian) tanning solution.
 tering ~da chirigur May you
 rot.sangsar zool.stone marten.
sangsor dial.: (Persian) stoning (s.
 toshbo'ron).
sangtarosh: (Persian) stone mason.
sangtaroshlik: abstr. of sangtarosh;
 stone masonry.l
sangzor dial.: (Persian) stone field,
 stony area.
sanitar 1: (Russian) medic.
sanitar 2: (Russian) sanitary.
sanitariya: (Russian) sanitation.
sanitarka: (Russian) female medic.
sanitarlik: sanitation; abstr. of sanitar
 1.sanjoq arch.flag, banner; copper
 image of a peacock or pigeon;
 subdivision of a province in the
 Ottoman Empire.
sanktsiya: (Russian) sanction(s).
sanna-: v.i. to invoke spells, to
 exorcize; to bewail, to bemoan; to
 babble on.
sannag'la-: s. sanna-.
sano 1: (Arabic) praise, eulogy.
sano 2: (Arabic) ~yi makka senna.
sanoat: (Arabic) industry.
sanoatchi: industrialist.
sanoatlash-: v.i. to become
 industrialized. [sanoatlashtir-,
 sanoatlashtiril-]
tabdil: obs. (Arabic) change, shift.
tabel'': (Russian) table; time sheet or
 board; attendance sheet.
tabelchi: timekeeper.
tabgir: (Persian) fever-reducing;
 warming, heartening.
tabiat: (Arabic) nature; environs,
 natural setting; character; mood,
 spirits; (sense of) taste. jonli ~ the
 natural world. past ~ lowly, greedy.
 so'fi ~ Sufi-like, monkish; light sleeper.
 ~im ko'tarmaydi/tortmaydi I don't care
 for it.
tabiatan: (Arabic) naturally.
tabiatshunos: (Persian) naturalist.
tabiatshunoslik: natural science.
tabiatsozlik: desire to please,
 conformance to one's wishes or
 character.
tabib: (Arabic) doctor; folk

healer.tabibchilik coll.s.
 tabiblik.tabibgarchilik coll.s. tabiblik.
tabiblik: abstr. of tabib; medical
 practice.
tabiiy: (Arabic) natural; naturally. ~
 chegaralar natural borders.
tabiiylik: naturalness.
tabiiyot: (Arabic) natural science.
tabiiyun: arch. (Arabic) materialist.
tabla dial.: (Arabic) stable.
tabletka: (Russian) tablet.
tablitsa: (Russian) table, chart.
tablo: (Russian) indicator board,
 scoreboard.
tabobat: (Arabic) medicine, medical
 science.
tabobatxona: (Persian) hospital.
tabor: (Persian) group or camp of
 wandering Gypsies.
tabrik: (Arabic) congratulation.
tabrikla-: v.t. to congratulate.
 [tabriklan-, tabriklash-]
tabriknoma: (Persian) letter of
 congratulation.
tabriz bot.: (Persian) a type of grape;
 raisins made from this grape.
taburet(ka): (Russian) stool.
tachanka: (Russian) a kind of
 4-wheeled cart drawn by two horses.
tachka: (Russian) wheelbarrow (s.
 zambilg'altak).
tadbir: (Arabic) measure, plan; means,
 solution.
tadbirkor: (Persian) s. tadbirli.
tadbirkorlik: prudence, care, foresight.
tadbirli: provident, thoughtful;
 cautious.
tadbirsiz: improvident, thoughtless,
 careless.
tadbirsizlik: abstr. of tadbirsiz.
tadorik: (Arabic) preparations.
tadqiq: (Arabic) ~ qil- to research.
tadqiqiy: (Arabic) research.
ulus hist. (Mong.): state; nation.
ulush: share; plot, allotment.
umaro hist.: (Arabic) military
 leaders/commanders.
umbalaqash-: v.i. s. umbaloq osh-.
umbaloq: somersault. ~ osh- to
 somersault.umburvoqi coll.s. umrboqi.
umid: (Arabic) hope. ~ bog'la/~(ini)
 uz- to lose hope. joningdan ~ing

bormi? Do you hope to live? jonidan
 ~ini uz- to resign o.s. to dying.
umidbaxsh: (Persian) hope-giving.
umidlan-: v.i. to become hopeful.
 [umidlantir-]
umidli: hopeful. ~ dunyo Hope springs
 eternal.
umidsiz: hopeless.
umidsizcha: hopelessly.
umidsizlan-: v.i. to lose hope.
 [umidsizlantir-]
umidsizlarcha: hopelessly.
umidsizlik: hopelessness.
umidvor: (Persian) hopeful.
umival'nik: (Russian) faucet.
ummat: (Arabic) community, people
 (of a faith). Muhammad ~i Muslims.
ummon: arch. (Arabic) ocean, sea.
umoch: soup made of crumbled bread.
umr: (Arabic) life. bir ~ or ~ bo'yi a
 lifetime, one's whole life. ~ yo'ldoshi
 spouse ('lifetime partner'). ~ kechir-/~
 qil- to live together (as a married
 couple). ~ingdan baraka top God bless
 you.
umrbod: (Persian) one's whole life, to
 the end of one's life; forever.
umrboqi: (Arabic) a type of winter
 melon.
 umrdosh (Persian):
 spouse.umrguzaronlik arch.~ qil- to
 live one's life.
umrli: uzun ~ long-lived. qisqa ~
 short-lived.
umrlik: lifetime; life-long.
umsun-: v.i. to have one's breasts fill
 with milk and feel the need to suckle.
umum: (Arabic) all; society, people in
 general. ~ foydasi uchun for the benefit
 of all.
umuman: (Arabic) in general; usually;
 (w/neg.) not at all, never.
umumbashariy: common to all
 mankind.

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