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INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

DUSHAYEVA SOXIBA JANIKULOVNA

PRACTICAL ENGLISH

(For ESP learners of universities and institutions)

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This manual is intended to the learners of non-philological directions of Higher educational universities and institutions. This manual is written in English and covers a wide range of specific contents for the learners who learn English with specific purpose to improve their language sub-skills and skills in their speciality.

Mazkur o‘quv qo‘llanma Oliy ta‘lim muassasalarining nofilologik ta‘lim yo‘nalishlari talabalari maxsus maqsadlarda ingliz tilini o‘rganishlari uchun mo‘ljallangan bo‘lib, til o‘rganuvchilarning sohaga oid bilim va til ko‘nikmalarini rivojlantiruvchi turli xil mavzulardagi topshiriqlarni o‘z ichiga oladi

Muallif: Dushayeva Soxiba Janikulovna

Taqrizchilar: Guliston davlat universiteti Ingliz tili va adabiyoti kafedrasini mudiri, p.f.f.d. (PhD) Pazilov A.A.

O‘zbekiston davlat Jahon tillari universiteti Ingliz filologiyasi "Ingliz tili funksional leksikasi" kafedrasini mudiri, pedagogika fanlari doktori (DSc) Kushiyeva N.X

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Kirish

Ushbu o'quv qo'llanma Oliy ta'lim muassasalarining nofilologik ta'lim yo'nalishlari talabalari maxsus maqsadlarda ingliz tilini o'rganishlari uchun mo'ljallangan bo'lib, til o'rganuvchilarning sohaga oid bilim va til ko'nikmalarini rivojlantiruvchi turli xil mavzulardagi topshiriqlarni o'z ichiga oladi.

Nofilologik ta'lim yo'nalishi talabalarining ingliz tilini bilish darajasini oshirishga, ularning ilmiy matnlarni o'qib tahlil qila olish qobiliyatlarini yanada yuksaltirish uchun mo'ljallangan.

Ushbu qo'llanmada asosiy e'tibor – umume'tirof etilgan xalqaro me'yorlarga ko'ra o'rganilayotgan chet tilini C1 darajada egallashlari uchun talabalarga o'rganilayotgan xorijiy tilning fonetika, grammatika, leksika, o'qish, yozish, tinglash, gapirish kabi til ko'nikmalarini rivojlantirishdir.

Kommunikativ grammatik topshiriqlar talabalarning til modellari va strukturalari haqidagi bilimlarini oshirish bilan birga o'rganilayotgan til grammatikasini muloqotda to'g'ri qo'llashni, muloqot jarayonida grammatik formalarni to'g'ri ishlatishni o'rgatish orqali talabalarning lingvistik kompetensiyasini rivojlantirishga qaratilgan. Barcha mavzular kommunikativ yondashuvni qo'llash orqali taqdim etilishi muhim ahamiyatga ega hisoblanadi.

Kommunikativ leksik topshiriqlarning maqsadi talabalarning sohaviy lug'at boyligini oshirish va kasbiy lug'at boyligini boyitib borishning maqbul usullaridan foydalanishni o'rgatish hamda o'rganilayotgan chet tili leksikasining muloqotdagi xususiyatlarini farqlash va muloqotda qo'llay olish qobiliyatlarini rivojlantirishdir. Barcha mavzular kommunikativ yondashuvni qo'llash orqali taqdim etilishi muhim ahamiyatga ega.

Shuningdek, til o'rganuvchi nofilologik ta'lim yo'nalishi talabalarning sohaviy, mutaxassislikka mos o'qish, tinglash kabi retseptiv, gapirish, yozish kabi produktiv, hamda kommunikativ bilim va ko'nikmalarini rivojlantirishga zamin bo'lib xizmat qiluvchi interfaol, kooperativ tarzda bajarishga mo'ljallangan topshiriqlar til o'rganish jarayoni samaradorligini oshirishga maxsus maqsadli yondashuv sifatida xizmat qiladi.

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LESSON - 1

THE IMPORTANCE OF WATER

WARM -UP:

Think about the following questions.

1. How much water should you drink in a day?
2. Is it better to drink cold water or warm water?
3. Why is it important to drink enough water?



VOCABULARY PREVIEW:

Write the letter of the word or phrase with the same meaning as the underlined word.

- a. look at closely ; examine
- b. the degree of heat
- c. gets ready
- d. delay ; prevent
- e. remove ; get rid of
- f. things necessary for life and growth

1. ___It's very hot today. Do you know the temperature?

2. ___ My father prepares for exercise by drinking water.
3. ___ Meat and vegetables are full of nutrients.
4. ___ How can I eliminate this smell from my room?
5. ___ Music can interfere with my studying. I can only study in a quiet room.
6. ___ Are you healthy? Maybe you should ask your doctor to check.



THE IMPORTANCE OF WATER

Doctors think that you should drink a glass of water each morning. You should drink this water first thing, before doing anything else. The temperature of the water should be similar to body temperature ; neither too hot nor too .

Why should you drink this water? Water helps your body in many ways. It helps clean out your kidneys. It prepares your stomach for digestion. Water can also help your intestines work better. After drinking water, the intestines can more easily take out nutrients from our food. Water also helps us go to the bathroom more easily. Scientists suggest that people take in 1,600 milliliters of water each day. But 10 don't drink all of that water in one sitting. If you do, your kidneys will have to work much harder to eliminate it. It's better to drink some in the morning and some in the afternoon. Some people think it's better to drink between meals and not during meals. They think water dilutes 15 the juices produced in our stomachs. This can interfere with normal digestion. Are you drinking enough water every day? Check the color of your urine. If it is light yellow, you are probably drinking enough. If your urine is very dark yellow, you 20 probably need to drink more water. A little more water each day could make you much healthier!

TARGETED VOCABULARY

kidney: an organ in the body that removes waste from the blood

digestion: the process of breaking down food for use by the body

take out: to withdraw for use

milliliter: a unit of liquid volume equal to 0.001 liter

dilute: to make weaker

urine: the yellow liquid waste from the body

A. Choose the best word or phrase to fill in the blank.

1. It's very cold right now. The _____ is -1°C .

- a. nutrient b. temperature c. meal d. cold

2. My _____ is very dark. I need to drink more water:

- a. urine b. digestion c. flavor d. yellow

3. Everyone has two _____. They look like beans.

- a. intestines b. stomachs c. hobbies d. kidneys

4. _____ are very long. They look like sausages in our bodies.

- a. Intestines b. Stomachs c. Kidneys d. Beetles

5. _____ from food are necessary for us to grow and live.

- a. Meals b. Nutrients c. Spices d. Doctors

6. If you put in too much spice, it will _____ the flavor of the food.

- a. ruin b. check c. taste d. dilute

7. Please don't use your cell phone on the plane. It _____ with the plane's equipment.

- a. turns off b. interferes c. takes in d. eliminates

B. Choose the correct form of the word to fill in the blank.

8. My _____ is complete.

- a. prepare b. preparation c. prepared

9. My stomach _____ food.

- a. digests b. digestion c. digestive

10. Kidneys _____ waste water from our bodies.

- a. eliminate b. elimination c. eliminating

LISTENING

If You Don't Like Water

Listen to the dialogue and complete each sentence.

1. The man doesn't like to drink _____ water.
2. The woman says he can't get water from eating _____ and _____ .
3. If he drinks too much water, his body will _____ it when he goes.

Discussion

Discuss the following questions.

1. Why do you think some people don't drink enough water?
2. Besides drinking it, are there other ways of taking in water?
3. What other things do you drink or eat that are good for your body?

GRAMMAR : SHOULD

Use should when giving advice or making suggestions. Some doctors think that you (should/ could) drink a glass of water each morning. Scientists suggest that people (would/ should) take in 1,600 milliliters of water each day.

EXTENSION TASK. WRITING

Write your own short paragraph by answering the questions below.

A healthy Drink

<p>(1) What is a healthy thing you drink? (2) How often do you drink this? (3) How much do you usually drink? (4) How is this good for your health?</p>	<p>Example: A healthy thing that I drink is green tea. I drink green tea every day. I usually drink one cup, but sometimes I drink two cups. Green tea is very good for your health.</p>
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LESSON- 2

THE IMPORTANCE OF TREES IN OUR ENVIRONMENT

WARM-UP:

Think about the following questions.

1. What is the main function of a tree?
2. How do trees grow and expand?
3. How do trees provide shelter and food for wildlife?
4. What are some benefits of planting trees?



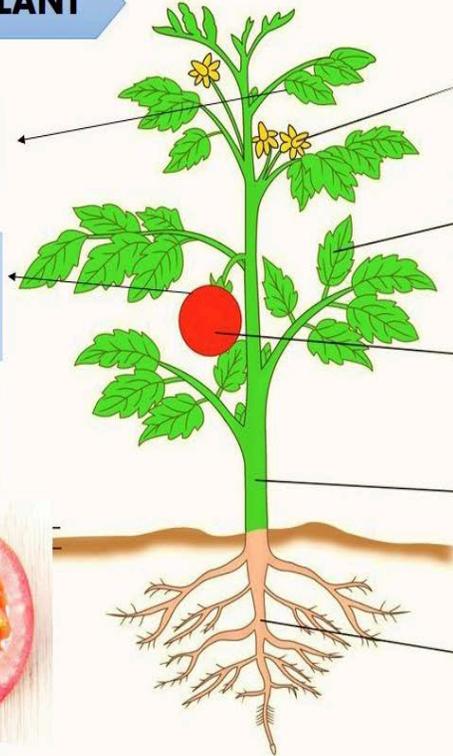
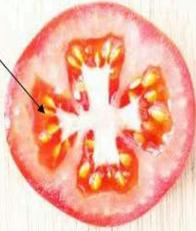
Look through the picture and learn main parts of tree.

PARTS OF A PLANT

Flower: It is of many colours and types.

Fruit: There are different kinds of fruits. It contains seeds.

Seed: It is present inside the fruit.



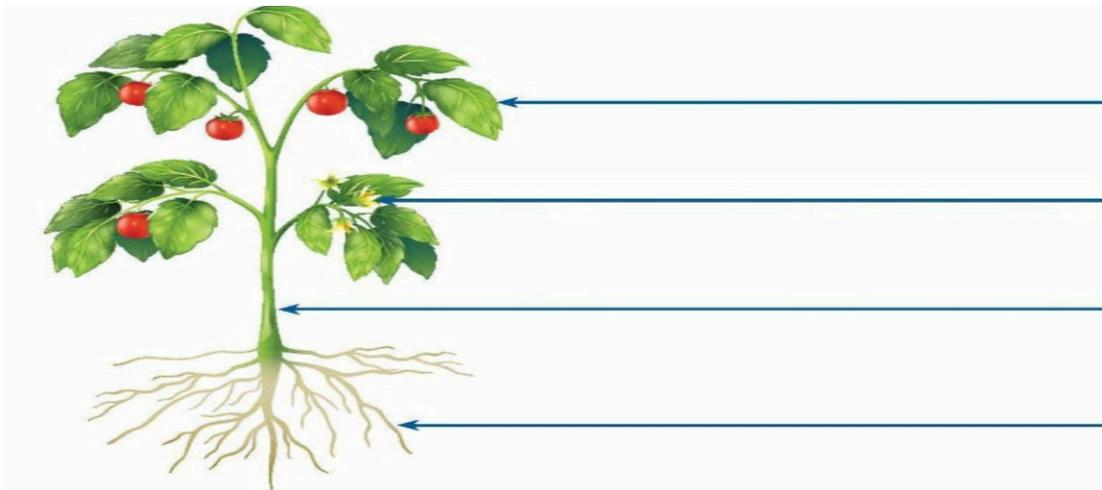
Leaf: It is usually green in colour. It makes food for the plant.

Stem: It can be hard or soft. It takes food and water to all parts of the plant.

Root: It fixes the plant to the ground. A plant has many roots.

Label the main parts of the plant below. Use the words in the words box to help you.

Leaves	Roots	Stem	Flower
--------	-------	------	--------



READING

PALM TREES

Of the world's 2,500- plus species of palm trees, the Palmyra palm is most important to man, next to the coconut palm. because it yields food and provides over one hundred different useful end- products. To obtain the majority of its benefits, the Palmyra needs to be climbed twice daily to extract the nutritious juice from its flower-bunches. It is this juice, converted by several different methods, that is the basis for a wide variety of other products. Collecting this juice, however, is arduous and often dangerous work, for the trees can top 30 metres in height. Palm trees have a unique appearance characterized by a single trunk with large, fan-shaped or feather-like leaves at the top. They produce a variety of fruits, including coconuts, dates, and palm oil. Palms are culturally significant, being used for food, construction, and landscaping. They also play crucial ecological roles, providing habitat and food for numerous species.

TASK: Find words or phrases in the passage which mean the same as:

Column A

- a) more than
- b) produce naturally
- c) final result after treatment or processing
- d) get
- e) more than half of the total ; most
- f) something good or useful
- g) get something from or out of something else
- h) having high value as food, e.g. containing vitamins, etc.
- i) change (in form, etc.)
- i) tiring: involving a lot of energy and effort
- k) be taller, higher or more than

Column B

TASK: Choose the correct answer according to the passage.

1. When the Palmyra is climbed twice a day.....
 - A) it is possible to get most of its benefits
 - B) strict safety measures are taken

- C) the best coconuts can be picked
- D) it encourages the tree to grow to over thirty metres
- E) the flowers are collected for processing

2. According to the passage.....

- A) each palm tree can produce over 100 coconuts
- B) the juice from coconuts is very nutritious
- C) there are at least two and a half thousand types of tree
- D) there are several different ways of collecting Palmyra flower juice
- E) many people rely on palm trees for their basic food requirements

3. The juice from the Palmyra's flower- bunches.....

- A) is better quality if the tree is at least 30 metres high
- B) is only produced at certain times of the day
- C) gets converted into over 100 different food types
- D) is extracted by pressing the picked flowers
- E) provides the raw material for many other products

LISTENING

Listen to the audio and fill the gaps.

Jim was a young boy who didn't like housework. He lived with his _____ in a small home close to a quiet _____ village. Jim's job was collecting firewood. Walking to the woods and collecting _____ took a long time. He didn't like that. One day, he decided to chop down a tree. His family would have plenty of _____ and he could save time. The next day, he went to the forest with an axe. He saw a _____ tree and decided to cut it down.

<https://www.englishlistening.rocks/talking-to-the-trees-english-for-listening>

GRAMMAR

Complete the paragraph by circling the correct words.

In the summer of 2016, Jake Milarch and a small group of tree climbers (1) to California to climb some trees. That (2) sound very interesting- until you find out that some of the trees are the tallest trees in the world. Some of (3) are 300 feet tall 91 meters, which is about the same height as a thirty- story building. They are also some of the (4) trees in the world. Many of the trees are hundreds of years old, and some (5) even two or three thousand years old! Why are (6) people climbing the trees?

1. (A) travels (B) travelled (C)travel	2. (A) isn't (B)don't (C)doesn't	3. (A) them (B) they (C) they're
4. (A) oldest (B) old (C) older	5. (A) is (B) are (C) have	6. (A) this (B) these (C) them

WRITING

In your essay, explore the various benefits that trees provide, such as oxygen production, carbon sequestration, and habitat for wildlife.

LESSON-3 PLANTS

WARM-UP

How is the role of plants in people's life?

What plants do you grow in your garden?

PLANTS

Plants are one of the two major kingdoms of life forms. They are the only life forms that can produce their own food using energy from sunlight. Plants have green pigment called chlorophyll in their cells, mainly in the leaves. This pigment allows plants to make food from sunlight, water and carbon dioxide in a process called photosynthesis. Plants manufacture much more food than they can readily utilize and they store up this excess as a reserve in leaves, stems, roots, fruits or seeds, for future use. It is this supply of reserves that is used by humans and animals. Although many synthetic chemicals can replace other plant-derived materials, there is no substitute for plant-derived food. Without plants, life would not be sustained on earth. People depend upon plants to satisfy their basic human needs such as food, clothing, shelter, and medicine. To date, these basic human needs are growing rapidly because of a growing world population, increasing incomes, and urbanization. Plants make up the largest proportion in our diet, in many countries the staple diet comes from rice or

wheat. Humans get 85% of their calories from 20 plant species and interestingly 60% of that comes from three plant species, wheat, rice and maize.

The essential foods produced by plants are carbohydrates, fats and proteins, each being of value in its own way to human and animal metabolism. There are also mineral salts, organic acids, vitamins and enzymes that are required for general health. Plants have different parts that are used as food. The most important of these for humans are seeds and fruits, which are found in cereals and small grains, legumes and nuts. These contain large amounts of nutritive material and have proportionately low water content, which enhances their value because they can be stored and transported with ease. Next in importance as sources of food are roots, tubers, bulbs and other vegetables from the soil. Their value is less because they contain more water. The leafy parts of plants contain comparatively little stored food but they are necessary because of the vitamins and mineral salts they contain and the mechanical effect of their indigestible cellulose. This is true also of the fleshy fruits that may also contain various organic acids. Since the development of agriculture 10,000 years ago, plants have been viewed primarily as a source of food. However their impact and role is far greater and far older. The emergence of photosynthetic plant life as a dominant force on earth transformed our atmosphere into the oxygen-rich air we breathe. In addition to releasing oxygen, plants use carbon dioxide to complete the carbon cycle and recycle the CO₂ released by humans and other heterotrophs. CO₂ uptake can also help mitigate the green house and

climate change. Therefore, plants are very important to maintain the balance in an ecosystem and drive most of important biological processes.

Plants are integral to the ecosystems they inhabit and contribute to enriching their environment. Plants improve their habitat by constantly filtering the air, water, and soil they reside in. Phytoremediation is the process of removing pollutants by either containing, degrading, or eliminating contaminants such as solvents, pesticides, metals, crude oil and its derivatives. Plants also actively shape their environment by creating local climates in forests and marshes and reduce the risk of natural disasters such as droughts by retaining ground water. Conversely plant roots minimize soil erosion by rain and wind by holding the top soil in place and controlling the flow of water.

VOCABULARY

Task: Word Matching

Match the vocabulary words with their definitions:

1. Chlorophyll
2. Photosynthesis
3. Phytoremediation
4. Nutritive
5. Photosynthetic

- A) The process through which plants convert sunlight into energy.
- B) Green pigment in plant cells crucial for photosynthesis.
- C) Essential building blocks for human and animal metabolism.
- D) Removing contaminants from the environment using plants.
- E) Process storing extra food for future use.

Task: Fill in the Blanks

Fill in the blanks with the correct vocabulary words:

1. _____ is the process by which plants produce food using sunlight.
2. Plants store excess food in their leaves, stems, roots, fruits, or seeds as aduce food us
3. _____ is crucial for human and animal metabolism as it provides essential nutrients.
4. _____ is the green pigment in plant cells that enables photosynthesis.
5. _____ is the ability of plants to cleanse the environment of pollutants.

Task: Synonyms and Antonyms

Provide a synonym and an antonym for each of the following words:

1. Essential
 - Synonym: _____
 - Antonym: _____
2. Recycle
 - Synonym: _____
 - Antonym: _____
3. Balance
 - Synonym: _____
 - Antonym: _____
4. Enrich

- Synonym: _____

- Antonym: _____

5. Habitat

- Synonym: _____

- Antonym: _____

TASK: Multi-Select Multiple Choice Questions.

1. Which of the following are essential foods, produced by plants, that are of value in human and animal metabolism? Select all that apply.

- A) Carbohydrates
- B) Fats
- C) Proteins
- D) Vitamins
- E) Enzymes

2. What are the primary sources of food that contain large amounts of nutritive material and have proportionately low water content, making them easily storable and transportable? Select all that apply.

- A) Seeds and fruits
- B) Roots and tubers
- C) Leafy parts of plants
- D) Fleshy fruits
- E) Nuts and legumes

3. Why are plants essential for maintaining the balance in ecosystems and driving important biological processes? Select all that apply.

- A) They release oxygen through photosynthesis
- B) They use carbon dioxide to complete the carbon cycle
- C) They contribute to phytoremediation of pollutants
- D) They reduce soil erosion and control water flow
- E) They create local climates in forests and marshes

4. Which parts of plants serve as sources of food and are necessary due to the vitamins, mineral salts, and mechanical effects they provide? Select the correct options.

- A) Seeds and fruits

- B) Roots and tubers
- C) Leafy parts of plants
- D) Fleshy fruits
- E) Legumes and nuts

5. Why are seeds and fruits considered essential sources of food from plants? Select all reasons that apply.

- A) They contain vitamins and mineral salts
- B) They have low water content, making them easily stored and transported
- C) They are rich in cellulose for digestion
- D) They provide essential enzymes for metabolism
- E) They contain mechanical acids and proteins

6. Which human needs are satisfied by plants, according to the text? Select all appropriate answers.

- A) Food
- B) Clothing
- C) Shelter
- D) Medicine
- E) Electronics

GRAMMAR EXERCISES

Identify the correct verb tense used in each sentence:

1. Plants are (is / are) the primary producers in the ecosystem.
2. Chlorophyll allows plants to (make / makes) food through photosynthesis.
3. Humans (gets / get) 85% of their calories from 20 plant species.
4. Many synthetic chemicals (can / could) replace other plant-derived materials.
5. Without plants, life would not (be / is) sustained on earth

TASK: Subject-Verb Agreement

Choose the correct form of the verb to match the subject:

1. Plants (manufacture / manufactures) much more food than they can utilize.
2. The staple diet in many countries (come / comes) from rice or wheat.
3. Human needs are (is / are) growing rapidly due to increasing urbanization.
4. Carbohydrates, fats, and proteins (is / are) essential foods produced by plants.
5. Roots, tubers, bulbs, and other vegetables often (contain / contains) more water.

Exercise 7. Pronunciation task.

Let's have some fun with plant-themed tongue twisters to challenge your pronunciation skills! □□

1. Plants play peek-a-boo in pink pots.
2. Sally sells sweet peas by the plant shop.
3. Peter picks purple pansies in the park.
4. Fuzzy ferns flourish in Fred's garden.
5. Lily loves laughing with lovely lilacs.
6. Wendy waters wildflowers with a wand.
7. Tiny tulips twirl in tall, tan vases.
8. Bobby buys bright begonias in buckets.
9. Daisy dances daily in the daffodil fields.
10. Violet visits vibrant violets every Sunday.

Reading Exercise - True or False:

Plants are one of the two major kingdoms of life forms. (True / False)

Plants can produce their own food using energy from sunlight. (True / False)

Plants store their excess food in leaves, stems, roots, fruits or seeds. (True / False)

Without plants, life could be sustained on earth. (True / False)

Humans get 60% of their calories from three plant species: wheat, rice, and maize. (True / False)

The essential foods produced by plants are carbohydrates, fats, and proteins. (True / False)

The leafy parts of plants contain large amounts of stored food. (True / False)

Plants emerged as a dominant force on earth about 10,000 years ago. (True / False)

Plants help recycle carbon dioxide and mitigate the greenhouse effect. (True / False)

Phytoremediation is the process of adding pollutants to the environment. (True / False)

LISTENING: How Plants Grow

First, you should watch a video about "How plants grow". Go to this link.

<https://youtu.be/u46A0WKp2nk?feature=shared>

In this easy listening task, we will test your memory on the video you just watched about "How plants grow." Listen to the following statements and decide if they are True or False based on the information you remember from the video.

1. Plants need sunlight to grow.
- True / False
2. Roots help plants take in water from the soil.
- True / False
3. Leaves of a plant produce oxygen during photosynthesis.
- True / False
4. Seeds need water, soil, and air to sprout and grow.
- True / False
5. Fertilizers help plants grow faster.
- True / False
6. Plants release carbon dioxide into the atmosphere.
- True / False
7. Flowers are an essential part of the plant's reproduction process.
- True / False
8. Plants grow better in dark places without any sunlight.
- True / False
9. Cutting off the roots of a plant can help it grow faster.
- True / False
10. Plants can grow without water.
- True / False

WRITING

Imagine you are a plant explorer embarking on a journey to discover a new plant species with magical properties. Write a short creative story about your expedition and the extraordinary plant you uncover, focusing on its enchanting qualities and the impact it could have on the world. Use the following prompts to guide your story:

1. Describe the lush and mysterious environment where you begin your adventure in search of the hidden plant species.
2. Detail the unique features of the magical plant, such as its vibrant colors, special powers, or the way it interacts with its surroundings.
3. Explain how this plant differs from all others you have encountered and why it is so captivating.
4. Share the potential uses of this magical plant, whether it has healing properties, brings good luck, or possesses extraordinary growth abilities.

5. Explore the effects this plant could have on humanity and the environment, considering how it could benefit people's lives or influence the ecosystem.
6. Conclude your story by reflecting on the significance of discovering such a remarkable plant and the importance of preserving the beauty and wonder of nature.

SPEAKING : Plants - Our Lifesavers

Discussion Questions:

1. What is photosynthesis, and why is it important for plants?
2. Why are plants essential for human survival? Name some basic human needs fulfilled by plants.
3. How do plants store the excess food they produce? Why is this important?
4. Share examples of plant-derived foods that are commonly consumed in your diet.
5. Explain the role of carbohydrates, fats, proteins, and vitamins in plant-based foods for human health.
6. How do plants contribute to balancing the ecosystem and the environment?

LESSON -4 ECOLOGY (ENVIRONMENTAL PROBLEMS)

WARM-UP:

Discuss the following questions with your partner.

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

VOCABULARY

- 1. Pollution** - the presence of harmful substances or pollutants in the environment
- 2. Deforestation** - the clearing of forests for agricultural or urban development purposes.
- 3. Climate change** - the long-term alteration of temperature and typical weather patterns in a place.

4. Erosion - the gradual wearing away of rock or soil by natural forces such as wind and water.

5. Habitat destruction - the loss of natural environments where plants and animals live.

6. Ozone depletion - the thinning of the ozone layer in the Earth's atmosphere, leading to increased UV radiation

7. Land degradation - the deterioration of land quality due to human activities such as agriculture and mining

8. Waste management - the process of collecting, transporting, and disposing of waste materials in a safe and environmentally friendly manner

9. Greenhouse gas emissions - gases that trap heat in the Earth's atmosphere, leading to global warming and climate change

1. Match the words with their definitions:

- Deforestation
- Pollution
- Global warming
- Erosion

- a) The process of trees being cut down and removed from a forest.
- b) The introduction of harmful substances into the environment.
- c) The gradual increase in the overall temperature of the Earth's atmosphere.
- d) The process of wearing away or being eroded.

2. Fill in the blanks with the appropriate environmental term:

- a) is the result of human activities, such as burning fossil fuels and deforestation.
- b) One of the consequences of is the melting of polar ice caps and rising sea levels.
- c) is the process of soil being carried away by wind or water, often due to deforestation or improper land use.
- d) Air and water can have serious impacts on human health and the environment.

READING

CLIMATE CHANGE

Climate change, also called global warming, refers to the changes in the climate and a rise in the average temperatures on Earth. 97% of scientists agree that climate change is happening and the main cause is from an increase in greenhouse gases (like carbon dioxide, methane and Nitrous Oxide) in the atmosphere. These trap the heat from the sun, which is making the Earth hotter. This is known as the greenhouse effect. Over the last few years, there has been more extreme weather events, like floods, droughts, wildfires and heat waves.

Deforestation

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, so when they are cut down or burned the soil is washed away in tropical rains, so that the area may turn into desert. Many plant and animal species that live there can become extinct, and indigenous tribes can lose their homes.

Pollution

Air pollution and climate change are closely linked. Often it is the same gases that create the poor air quality in cities especially which can cause serious health problems for people living in urban areas.

Water pollution is a huge problem and unclean water is a major threat to human health. Water pollution happens when dangerous chemicals from factories, farming and other industries are allowed into rivers, lakes and oceans and into our water systems. Plastic waste is also a big problem. Soil pollution is also a big problem. The use of fertilizer and pesticides can contaminate land.

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

Even more effective than recycling is choosing products that use a minimum of plastic and paper packaging.

Renewable energy

Up until now, most of the energy we used came from coal, oil and gas (fossil fuels). But these will not last forever and burning them is a major cause of climate change. Many countries are now choosing to use renewable sources for their energy needs. Solar energy from the sun, wind power from turbines, hydroelectric energy from rivers and sea water, and geothermal power, taking heat from the centre of the Earth are the main sources of renewable energy. Countries like Iceland and Costa Rica are leading the way, with Iceland getting 100% of its energy from these renewable sources.

Public transport

Transport has a large environmental impact ; people use cars more, especially in urban areas and this is one of the largest growing sources of carbon dioxide in the world. Private transport contributes to air pollution and global warming, and taking flights is also a big problem. As more and more people fly, greenhouse gases increase. In fact, emissions from aviation in Europe increased by 87% between 1990 and 2006. By using public transport (buses, trains, metros) or cycling in cities emissions from urban transport could be cut by more than 50%. Using trains for longer journeys as an alternative to flying reduces the environmental impact often by as much as 90%, and for some journeys is just as quick.

Answer the questions.

1. What are the primary causes of air pollution mentioned in the passage?
2. What are the potential health impacts of exposure to high levels of air pollution?
3. How does air pollution contribute to environmental degradation?
4. What are some efforts mentioned in the passage to mitigate air pollution?
5. Why is it important for governments, industries, and individuals to take collective action to reduce air pollution?

1. What is the primary cause of air pollution?
 - a) The excessive use of bicycles
 - b) Emissions from vehicles and industrial processes
 - c) Planting more trees
 - d) Recycling paper
2. What is a consequence of deforestation?
 - a) Increase in biodiversity

- b) Acceleration of carbon cycles
 - c) Reduction in soil erosion
 - d) Loss of habitats and disruption of ecosystems
3. How does plastic pollution affect marine life?
- a) It provides a safe environment for marine animals
 - b) It does not have any impact on marine life
 - c) Marine animals mistake plastic for food, leading to injuries and death
 - d) It helps in increasing the population of marine organisms
4. What are the potential health impacts of exposure to high levels of air pollution?
- a) Improved respiratory health
 - b) Reduced risk of cardiovascular problems
 - c) Premature death and respiratory diseases
 - d) Enhanced well-being and mental health

LISTENING

Complete the sentences with the following words. Then listen again and check.

Creatures, crops, endangered, environment, habitat, humans, hunting, jungle, landscape, population, rainforest.

1. This problem is as serious as saving the
2. The of honey bees today is far lower than it used to be.
3. Bees and other insects help our to grow in the fields.
4. Some people say that the bluefin tuna is one of the tastiest living in the sea.
5. Well, this large fish is also, probably more so.
6. The balance of the ocean will be damaged forever.
7. This is all due to the actions of
8. Besides, tigers are facing another challenge.
9. The where they live is changing, as more and more trees are cut down.
10. The areas of are getting smaller.
11. Their is decreasing all the time.

WRITING

Write an essay discussing the impacts of plastic pollution on the environment and potential solutions to address this pressing issue.

In your essay, consider addressing the following points:

1. Introduction:

- Introduce the topic of plastic pollution and its significance as an environmental problem.

2. Impacts of Plastic Pollution:

- Discuss the detrimental effects of plastic pollution on marine life and ecosystems.
- Highlight how plastic waste affects human health, particularly through the ingestion of microplastics.

3. Causes and Contributors:

- Explore the primary sources of plastic pollution and the factors contributing to its proliferation.

4. Potential Solutions:

- Propose sustainable initiatives and individual actions to reduce plastic pollution, such as promoting recycling, advocating for plastic bans, and supporting the use of biodegradable alternatives.
- Consider the role of policy interventions, corporate responsibility, and community engagement in addressing plastic pollution.

5. Conclusion:

- Summarize the key points and emphasize the importance of collective efforts in combating plastic pollution for the well-being of the environment and future generations.

GRAMMAR

Complete each sentence with the correct form of the present perfect tense (have/has + past participle).

1. She (visit) Paris several times.
2. They (not finish) their homework yet.
3. I (read) that book.
4. He (travel) to many countries.
5. We (just eat) dinner.

Rewrite each sentence, changing the underlined verbs to the present perfect tense.

1. I eat sushi before.
2. She finishes her project yesterday.
3. They go to the museum last week.
4. We watch that movie already.
5. He visits London many times.

Fill in the blanks with the correct form of the present perfect tense for each sentence.

1. She (just / finish) her homework.
2. We (never / visit) that museum before.
3. I (read) three books this month.
4. They (not / eat) sushi yet.
5. He (already / visit) Paris twice.

SPEAKING

Describe an environmental problem or event

You should say:

- What is it
- Where is it happening
- What problems does it cause

LESSON-5 CLIMATE CHANGE

WARM-UP

In this quiz activity, you will test your knowledge about climate change and its impacts on the environment.

1. Answer the following multiple-choice questions by choosing the correct option:
 - a. What is the primary gas responsible for trapping heat in the Earth's atmosphere?
 - A) Carbon Dioxide
 - B) Oxygen
 - C) Nitrogen
 - b. Which of the following activities contribute most to greenhouse gas emissions?

- A) Deforestation
 - B) Driving electric cars
 - C) Recycling
- c. What are some of the effects of climate change?
- A) Rising sea levels
 - B) More frequent extreme weather events
 - C) All of the above
- d. How can individuals help combat climate change?
- A) Reduce energy consumption
 - B) Plant more trees
 - C) All of the above

2. After answering the questions, discuss your responses with a partner or in a group. Share your thoughts on why you chose certain answers and discuss the importance of taking action against climate change.

3. Research further information about climate change, its causes, impacts, and the solutions that are being proposed to address it. Share your new knowledge with others.

"Understanding Climate Change: Causes, Effects, and Solutions"

Climate change is one of the most pressing challenges of our time, presenting a range of environmental, social, and economic impacts. The main driver of climate change is the increasing concentration of greenhouse gases in the Earth's atmosphere, primarily due to human activities such as burning fossil fuels, deforestation, and industrial processes. As greenhouse gases like carbon dioxide, methane, and nitrous oxide accumulate in the atmosphere, they trap heat from the sun, causing the planet to warm up. This warming leads to a variety of consequences, including rising global temperatures, sea level rise, more frequent and severe extreme weather events such as hurricanes, droughts, and floods, shifts in ecosystems and biodiversity, and disruptions to agriculture and food security. While the effects of climate change are already being felt worldwide, there are efforts being made to combat this crisis. Mitigation strategies aim to reduce greenhouse gas emissions by transitioning to renewable energy sources, improving energy efficiency, promoting sustainable land use practices, and implementing policies to limit emissions. Adaptation strategies focus on preparing for the impacts of climate change by enhancing resilience in communities, infrastructure, and ecosystems. Individuals, communities, governments, and businesses all have a role to play in addressing climate change. By making environmentally conscious choices, supporting sustainable practices, advocating for

policy changes, and investing in clean technologies, we can work towards a more sustainable future for our planet. In conclusion, understanding the causes, effects, and solutions to climate change is crucial in mitigating its impacts and safeguarding the health of our planet and future generations. It is essential that we act collectively and decisively to address this global challenge and create a more resilient and sustainable world.

"Understanding Climate Change: Causes, Effects, and Solutions":

SPEAKING

1. What are the primary human activities contributing to the increasing concentration of greenhouse gases in the Earth's atmosphere?
2. Explain how greenhouse gases contribute to global warming and its associated impacts.
3. Enumerate at least three consequences of climate change mentioned in the passage.
4. How do mitigation strategies differ from adaptation strategies in combating climate change?
5. What role do individuals, communities, governments, and businesses play in addressing climate change, according to the text?

These questions aim to assess your understanding of the causes, effects, and solutions related to climate change as discussed in the reading passage.

READING

Here are multiple-choice questions based on the text "Understanding Climate Change: Causes, Effects, and Solutions":

1. What is the primary driver of climate change according to the text?
 - A) Deforestation
 - B) Increasing greenhouse gas concentrations
 - C) Volcanic eruptions
2. Which of the following is NOT mentioned as an impact of climate change in the passage?
 - A) Increased biodiversity
 - B) Rising global temperatures
 - C) More frequent extreme weather events
3. What are mitigation strategies focused on in the context of climate change?
 - A) Adapting to climate impacts
 - B) Reducing greenhouse gas emissions

C) Building stronger infrastructure

4. Who is mentioned as having a role in addressing climate change in the text?

A) Businesses only

B) Governments only

C) Individuals, communities, governments, and businesses

5. What is emphasized as crucial for addressing climate change in the conclusion of the text?

A) Individual actions

B) Global conferences

C) Legislation and policy changes

LISTENING

Here are some listening tasks based on the text "Understanding Climate Change: Causes, Effects, and Solutions":

1. Listen to the text once and identify three human activities mentioned as primary contributors to the increasing concentration of greenhouse gases in the atmosphere.

2. Listen to the passage and list down at least four consequences of climate change that are mentioned.

3. Pay attention to the mitigation strategies mentioned in the text. Summarize briefly how these strategies aim to combat climate change.

4. Listen carefully to the passage and explain the roles that individuals, communities, governments, and businesses are expected to play in addressing climate change.

5. After listening to the text, outline the key points you would include in a presentation on climate change causes, effects, and solutions.

These tasks can help assess your listening comprehension of the text on climate change.

WRITING

Here are some writing tasks that you can complete based on the text "Understanding Climate Change: Causes, Effects, and Solutions":

1. Write a detailed summary of the text, outlining the main causes, effects, and proposed solutions to combat climate change.

2. Imagine you are a policy advisor to a government agency. Draft a comprehensive set of recommendations based on the text to address climate change at a national level.

3. Create a persuasive essay advocating for the importance of individual actions in mitigating climate change, using examples and arguments from the text.

4. Develop a comparison between the impacts of climate change on developed and developing countries, incorporating data and insights from the passage.
5. Design an action plan for a local community to reduce its carbon footprint and increase resilience to the effects of climate change, drawing inspiration from the solutions proposed in the text.

EXTENSION TASK

Create a pie chart based on the text "Understanding Climate Change: Causes, Effects, and Solutions" could illustrate the distribution of different aspects discussed. Here is a possible breakdown for a pie chart based on the key points of the text:

1. Causes of Climate Change:

- Deforestation: 30%
- Increasing greenhouse gas concentrations: 50%
- Other human activities: 20%

2. Effects of Climate Change:

- Rising global temperatures: 40%
- More frequent extreme weather events: 35%
- Biodiversity loss: 25%

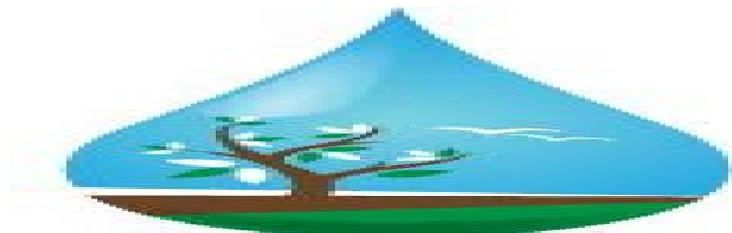
3. Strategies to Combat Climate Change:

- Mitigation (emission reduction, renewable energy): 60%
- Adaptation (building resilient infrastructure): 25%
- International cooperation and policy changes: 15%

LESSON -6

WARM- UP

CLIMATE



Match the numbers and the letters to create a sentence.

1. If we don't stop using the car
2. If the ice caps melt
3. If we continue cutting trees
4. If we don't use plastics
5. If we don't protect habitats
6. If we don't switch off electric devices

- a. polar bears will lose their habitat.
- b. we will waste energy.
- c. some species will disappear.
- d. the environment will be cleaner.
- e. the cities will be polluted
- f. deforestation will not stop.

TASK

I. Listen carefully, and write down the correct words, which is given the space.

Climate change is _____ most worrying things for our planet. Many politicians and scientists say it is the biggest _____. I read almost every day that climate change is changing _____. Many species of animal, fish, insect, frog, etc. are dying. The _____ the Arctic and Antarctica are melting. Our weather is changing _____ getting warmer, or colder, or are having _____ hurricanes. We all need to _____ so that climate change does not destroy us. It's important to _____ things that produce greenhouse gasses. These warm the planet and change the climate. Doing _____ turning off lights and recycling _____.

I,2. You should find the underline words from the text and correct the letters in order.

Climate change is one of the most yrngirow things for our planet. Many politicians and tnsstetici say it is the biggest drneag we face. I read almost every day that climate change is changing the Earth ervfeor. Many icpesse of animal, fish, insect, frog, etc. are dying. The ice caps in the Arctic and Antarctica are Intgime. Our weather is changing so places are getting warmer, or colder, or are having more and stonrger

hurricanes. We all need to do our bit so that climate change does not destroy us. It's important to cut down on things that produce greenhouse gases. These warm the planet and change the climate. Doing simple things like turning off lights and recycling paper all help.

Task 2 Grammar

Answer the Question.

1. How many types of tenses are used in the text?
2. How many adjectives in superlative and comparative form?
3. What does it mean "greenhouse gases", give some examples
4. Why capital letters are used for Antarctica and Arctic?
5. How many nouns can you see in the text?

Task 3. Reading

Are the sentences TRUE or FALSE?

- a. It rains a lot in the Amazon
 - b. 'Climate' describes weather conditions
 - c. Earth is cooling down
 - d. Most scientists say that
 - e. If Earth warms up, that is global warming is caused by fine, no problem natural events
 - f. The Paris Agreement gives out advice about holidays in France
9. Individuals can help with climate change.

Answer the questions in full sentences.

- 1) What does 'climate' mean?
- 2) Describe the climate where you live
- 3) What have NASA scientists observed?
- 4) Are the causes of global warming natural?
- 5) What do most scientists agree on?
- 6) How do greenhouse gases act?
- 7) Why is it a problem if the world heats up?
- 8) What are governments doing about it?
- 9) What is the Paris Agreement?
- 10) What can individuals do to help?

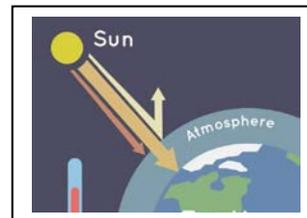
SPEAKING

Let's talk about.... **Climate Change**. Work with a partner and add some ideas to the columns below.

- a) What do you think of when you hear the expression climate change?
- Greenhouse gases
 - Ozone layer
- b) In what ways have we tried to slow down climate change?
- Reducing our water consumption
 -
 -

VOCABULARY Climate change.

1. Connect the pictures to the vocabulary



Rainforest

Drought

Pollution

Ice caps

Hurricanes

Fossil fuels

Power stations

Greenhouse gases

Deforestation



WRITING

What can ordinary people do in their day-to-day lives to help stop climate change?
Write a short paragraph.

LESSON-7 MEDICAL ISSUES AND MENTAL HEALTH

WARM-UP:

Answer the following questions.

1. What do you know about medical issues?
2. What mental health problems do people come across mostly?

VOCABULARY

- 1. Learn new words though doing this exercises on problematic healthcare issues;**
- 2. Match the words and learning this new words for using another sections.**

A) Match each word with its definition.

- | | |
|-------------------|---|
| 1. posture | a the false belief that somebody is trying to harm you, or that you are somebody very important |
| 2. unemotional | b not sure where you are |
| 3. hallucinations | c not wanting to talk to people |
| 4. manic | d not logical; not making sense |
| 5. paranoia | e behaving in an abnormally excited way |

- | | |
|--------------------|--|
| 6. disoriented | f not showing your feelings |
| 7. uncommunicative | g away of standing or sitting |
| 8. delusions | h feelings of extreme, uncontrollable sadness |
| 9. irrational | i strange and false ideas that somebody believes are true |
| 10. depression | j. occasions when you imagine you see things that are not really there |

Pronunciation Stress patterns;

1 Match these stress patterns to the ten words above.

a ○○○●○○ _____

b. ○●○ _____

C ○○●○○○○ _____

d ○○○○●○ _____

2. Listen and check.

3. Look, read and complete the gaps with using these words.

1. To develop your vocabulary section before reading this problematic issues about personal mental health and give your opinion with using this new words



1. **By the time Salma Perrin goes to bed, she will have washed her hands over a hundred times. She says, 'I know they're clean, but I can't stop myself.'**



2. **Barbara Scott believes she is in danger, and never leaves her house. She talks to the people on the television and says, 'They're my real friends.'**

GRAMMAR

PRESENT CONTINUOUS FOR FUTURE (BE GOING TO)

We can use be going to make a prediction about the future, based on signs we can see now. The scan is very clear - you're going to have twins! to talk about your next action.

I'm just going to take your temperature to talk about something you have decided to do. I'm going to apply for a job in New York.

We use the Present Continuous to talk about things we have scheduled in the future. I'm seeing my boyfriend tonight. What shifts are you working next week?

We often use the Present Continuous with expressions like next week, in May, tomorrow, etc. I'm taking a week's holiday in April.

1. **Complete these sentences using be going to or the Present Continuous and the verb in brackets.**

1 I'm going to ask _____ (ask) you a few questions and fill in

this form.

2 Here's your appointment - you the doctor at 11.45 tomorrow_____ (see)

3 Your temperature's falling - you much better tomorrow_____ (feel)

4 What time_____ (start) work tonight?

5 The consultant____ (talk) to you later today.

6 I____ (visit) some friends next weekend, so I'm out of town.

7 I_____ (ask) the doctor if you can have stronger painkillers.

8 _____ (you, have) your operation tomorrow morning, or tomorrow afternoon?

READING

12 MYTHS AND FACTS

A 'myth' is something that is not true. The information here examines myths about mental illness and the facts behind them

1. Match the myths with the facts.

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

2 Identify three things in this information that have improved your understanding of mental illness.

Myths and facts about mental illness.

- 1- **Myth.** People with mental illness are violent and unpredictable.
- 2- **Myth.** Mental illness is a figment of the imagination.
- 3- **Myth.** Mental illness cannot affect me.
- 4- **Myth.** Therapy and self-help are a waste of time.
- 5- **Myth.** Mental illness only affects people in rich countries.

6- Myth. There is no hope for people with mental illness.

7 -Myth. If I have a mental illness, it's a sign of weakness — it's my fault.

8 -Myth. Most people with mental illness live on the streets or are in mental hospitals.

a fact. People with mental illness may work with therapists, counsellors, psychologists, psychiatrists, nurses, and social workers. They also use self-help strategies and community support. All can play their part in the recovery process.

b fact. Despite the image portrayed in the media, statistics show that people with mental illness are no more violent than the general population. People with psychotic illnesses like schizophrenia are more likely to be frightened and confused than violent.

c fact. Mental illness isn't your fault, any more than heart disease or diabetes is your fault. Mental illness is a product of biological, psychological, and social factors. Research shows that schizophrenia, depression, and alcoholism can be linked to genetic and biological factors. Social influences, such as the loss of a loved one or a job, can also contribute to the development of mental illness.

d fact. Mental illness is surprisingly common, and can affect anyone. A 2004 survey by the World Health Organization of 60,000 adults in fourteen countries revealed that a significant number of the people interviewed had had an episode of mental illness in the last year. This varied across countries - for example, from 4.3% in China to 26.4% in the USA.

e fact. Mental and brain disorders are found among people in developed countries as well as in developing nations. In a study of 27 countries carried out by the World Health Organization, no country was found to be free of schizophrenia. Alcohol abuse is another common disorder around the world.

f fact. Most people with mental illness live in the community. Most people who need hospitalization are only there for brief periods to get treatment and then return home. You probably know someone with a mental illness and don't even realize it.

g fact. Mental illness is real. It causes suffering and disability, and can even shorten life. The symptoms are a sign of real illness which needs treatment and diagnosis.

h fact. There is a wide range of treatments, therapy, and community support for mental illness. Most people with mental illness get better. Many recover completely and lead active, productive lives. Science has shown that having hope is an important factor in an individual's recovery.

You should completely read text and answer the questions about medicine.

WRITING

In this part you should learn how to write essay for e-mail and in this letter you should write your e-mail for helping from another foreign country's health care organization.

Advice to a friend via email

1 This is part of an email which you have received from a friend who is ill with a dangerous tumor. What is she thinking of doing?

Example:

Dear Lucy,

.....and the side effects of the medicines are horrible. Nothing seems to work, so the hospital has arranged an operation. It's in two weeks.

Well, then I read a magazine article about a faith healer who treats Hollywood stars, and I went to see him. There was a big audience, but he called out my name, and said in front of everyone that I was very ill, and that medicine was doing nothing. It was amazing! He said I had strong energy, and that he could cure me.

I am seeing him twice a week. He says I must stop taking the medicine, and cancel the operation. I don't know what to do. Can you give me some advice, please?

All the best Alex

EXTENSION TASK: Write an email in reply. Ask questions about the faith healer. You can either encourage your friend to see the healer, or argue against the healer and try to persuade her to have the operation.

LISTENING

1. Listen this BBC record about head injury in sports

2. Note necessary words based on mental health for your own.

<https://youtu.be/j9mvreMhw9A?si=cRRTHYuOf30u0gPO>. Go to the link listen and do the task <https://youtu.be/kiHKSZRUEEY?si=-U-qG7GJ4bL9IJJs>

TASK: Listening Patient medication

1). Listen to the nurse give information about patients' medication. Match each patient with the problem they have and with a medication type.

patient	problem
Mr Gupta	allergy
Mr Gill	constipation
Mr Sawyer	skin infection
Mr Thomas	respiratory tract
Mr Cheone	abdominal pain

2). Listen again and write down the dosage for each patient.

1 Mr Gupta...mg of Morphine every... hours

2 Mr Gill a.....mg infusion of
Clindamycin over a period hour

3Mr Sawyer

one mg tablespoon of Metamucil, ... times a day

4 Mr Thomas.....mg of Cephalexin ever..... hours

5 Mr Cheong an injection of Dimotane every.....mg of ... hours

3). Match the pictures with these names.

1) syringe, 2) inhaler, 3) ointment, 4) tablespoon, 5) capsules, 6) dropper 7) V drip. 8) syringe, 9) inhaler, 10) suppository



SPEAKING

- 1) This section especially focus on improving speaking skills with talking to partners
- 2) Using this your learning new words on your speech.
- 3) Work in pairs. You are going to exchange details about patients' medication. Student A look at this page. Student B. Student A .ask student B questions to complete this information about patients' medication.

Item	5104P
Appearance	Light yellow liquid
Viscosity (25°C), mPas	200±50
Density, g/ml	1.25±0.05
Free foaming time data(the temperature of component A and component B are both 20±2°C)	
Milky time, s	3~5s
Gel time, s	8~15s
Free foaming density, kg/m ³	25~38

WRITING

In this part you should learn how to write essay for e-mail and in this letter you should write your e-mail for helping from another foreign country's health care organization.

Advice to a friend via email

1 This is part of an e-mail which you have received from a friend who is ill with a dangerous tumor. What is she thinking of doing?

Example:

Dear Lucy,

.....and the side effects of the medicines are horrible. Nothing seems to work, so the hospital has arranged an operation. It's in two weeks.

Well, then I read a magazine article about a faith healer who treats Hollywood stars, and I went to see him. There was a big audience, but he called out my name, and said in front of everyone that I was very ill, and that medicine was doing nothing. It was amazing! He said I had strong energy, and that he could cure me.

I am seeing him twice a week. He says I must stop taking the medicine, and cancel the operation. I don't know what to do. Can you give me some advice, please?

All the best Alex.

EXTENSION TASK: Write an email in reply. Ask questions about the faith healer. You can either encourage your friend to see the healer, or argue against the healer and try to persuade her to have the operation.

LESSON –8

MUSIC

WARM-UP:

Answer the following questions.

1. What type of music do you enjoy listening?
2. Can you name a few musical instruments?
3. Have you ever played a musical instrument? If so, which one?
4. What is your favourite song, and why do you like it?
5. How does music make you feel?

6. Do you think learning to play a musical instrument is important? Why or why not?
7. Can you name a famous musician or band from your country?
8. What kind of music do people listen to at celebrations or parties in your culture?
9. Have you ever been to a concert? If so, describe your experience.
10. Do you prefer listening to music alone or with friends? Why?

THE HISTORY OF THE GUITAR



The guitar is a stringed musical instrument with ancient roots that can be traced back over 4,000 years. Its evolution spans various cultures and continents, resulting in the diverse range of guitar styles and types we see today. Ancient Origins: The guitar's ancestors can be found in ancient civilizations such as Mesopotamia, Egypt, and Greece. These early instruments were primitive, often consisting of a simple resonating body with strings stretched across it. During the Middle Ages, the guitar began to take shape as we recognize it today. Instruments like the lute and the oud (a precursor to the modern guitar) gained popularity in Europe and the Middle East. These instruments featured a rounded body, a fretted neck, and usually had strings made of gut. The guitar continued to evolve during the Renaissance and Baroque eras, with notable advancements in construction and playing technique. The emergence of the five-course guitar in Spain laid the groundwork for the modern six-string guitar. In the 19th century, the modern classical guitar as we know it today began to take shape. Innovations in guitar design, such as the use of fan bracing and the adoption of nylon strings, allowed for greater volume and tonal clarity. Spanish composers like Fernando Sor and Francisco Tárrega contributed significantly to the classical guitar repertoire. In the late 19th and early 20th centuries, the popularity of steel-string guitars surged, particularly in America. These guitars, with their metal strings and larger bodies, became synonymous with folk, blues, and country music. The invention

of the electric guitar in the 1930s revolutionized popular music. Innovators like Leo Fender and Les Paul developed electric guitars with amplification capabilities, paving the way for the emergence of rock and roll and other modern music genres. Today, the guitar remains one of the most popular and versatile instruments in the world. From classical and acoustic styles to electric and bass guitars, it continues to evolve with advancements in technology and musical innovation. The history of the guitar is a testament to its enduring appeal and adaptability across cultures and musical traditions. As musicians continue to push the boundaries of what is possible with the instrument, its legacy will undoubtedly continue to grow and inspire future generations of players.

Answer the questions below after reading this text.

1. What are some of the ancient civilizations where early ancestors of the guitar can be traced back to?
2. Describe the characteristics of early guitars during the medieval period.
3. How did the guitar evolve during the Renaissance and Baroque eras, and what innovations contributed to its development?
4. Who were some of the notable composers and players associated with the classical guitar during the 19th century?
5. What factors contributed to the popularity of steel-string guitars in America during the late 19th and early 20th centuries?
6. Who were some of the key innovators in the development of the electric guitar, and what impact did their inventions have on popular activity

LISTENING AND GRAMMAR MODAL VERBS.

In this task you should listen a song called “ Snap “ (Rosa Lin). Fill the gaps with modal verbs. (Can’t, need , might)

It’s 4:00 a.m.

I ... turn my head off

Wishin’ these memories would fade

They never do

Turns out people lie

They say, “Just snap your fingers”

As if it was really that easy for me to get over you

I just time
Snapping one, two
Where are you?
You're still in my heart
Snapping three, four
Don't you here anymore
Get out of my heart
'Cause I snap
I'm writing a song
Said this is the last one
How many last songs are left?
I'm losing count
Since June 22nd
My heart's been on fire
I've been spending my nights in the ring
Tryna put it out
So I'm snapping one, two
Where are you?
You're still in my heart
Snapping three, four
Don't you here anymore
Get out of my heart
'Cause I snap
Oh-oh-oh-oo
'Cause I snap
Oh-oh-oh-oo
And if one more person says, "You should get over it"
Oh, I stop talking to people before I snap, snap, snap
Oh, I stop talking to people before I snap
Snapping one, two
Where are you? (Where are you?)
You're still in my heart (still in my heart)
Snapping three, four

Don't you here anymore (need you here anymore)
 Get out of my heart
 'Cause I might...
 Oh-oh-oh-oooh (snap)
 'Cause I.....
 Oh-oh-oh-oooh (snap)
 Get out of my heart
 Oh-oh-oh-oooh
 'Cause I snap
 Oh-oh-oh-oooh (get out of my heart, get out of my)
 'Cause I snap

LISTENING GAP FILL (music Sean Banville)

What would ____ music? I wonder how music started. It is an important part of every culture on Earth. I wonder when ____ interested in music. I also wonder when we first become interested in music. ____ a baby? Some people think our interest in music starts before we are born. Music is an essential part of my day. It changes my feeling and ____ mood. There's nothing better to do on a train or bus than put on my headphones. I ____ music, from classical and opera to jazz, rock and world music. I'm always looking for something new. Sometimes I hear a song ____ on the TV or radio. I have to find out who it is. Do you do that? I'm sure I'll keep collecting CDs or mp3s ____.

Perhaps I ____ hear it then!

Correct **the** **spelling.**

What would life be like **tthuowi** music? I wonder how music started. It is an important part of every **cuulrte** on Earth. I wonder when we first became interested in music. I also **rnodwe** when we first become interested in music. Is it when we are a baby? Some people think our **etrntise** in music starts before we are born. Music is an **eltsesnai** part of my day. It changes my feeling and puts me in a good mood. There's nothing better to do on a train or bus than put on my **nephhsaoed**. I like all kinds of music, from **aciclals** and opera to jazz, rock and world music. I'm always looking for something new. Sometimes I hear a song or **epcie** of music on the TV or radio. I have to find out who it is. Do you do that? I'm sure I'll keep **ntleccoilg** CDs or mp3s until I'm a **dhudern**. Perhaps I won't be able to hear it then!

Unjumble the sentences.

be without What life like music would? I wonder how music started. It is an important part of every culture on Earth. became I when first interested wonder we in music. I also wonder when we first become interested in music. Is it when we are a baby? Some people think our we before starts music in interest born are. Music is an essential part of my day. It changes my feeling and puts me in a good mood. to nothing do better There's on a train or my on put than bus headphones. I like all kinds of music, from classical and opera to jazz, rock and world music. new something for looking always I'm. Sometimes I hear a song or piece of music on the TV or radio. I have to find out who it is. Do you do that? I'm sure I'll keep collecting CDs I'm until mp3s or hundred a. Perhaps I hear then be to it won't able!

WRITING

Write about music for 15 minutes. Show your partner your paper. Check and correct each other's work.

LESSON -9
TYPES OF FILM

WARM-UP:

Answer the following questions.

How often do you go to the cinema?

What's your favourite film? Who is in it? What is it about?

Why do you like it?

Match the types of films.

1. action film
2. adventure film
3. animated film
4. comedy
5. drama
6. horror film
7. musical

8. science-fiction

9. film thriller

A. A genre characterized by intense physical feats, often involving fights, chases, and explosions, typically with a protagonist facing formidable adversaries or overcoming challenging obstacles.

B. Films that follow characters on journeys or quests, often involving exploration, discovery, and encounters with danger or the unknown, set in exotic or fantastical locations.

C. Movies created using animation techniques, where characters and scenes are drawn, painted, or generated digitally, often appealing to both children and adults with imaginative storytelling and colorful visuals.

D. Films intended to entertain and amuse through humor, wit, and lighthearted or satirical content, often featuring amusing situations, eccentric characters, and comedic dialogue.

E. Films that focus on realistic, emotional storytelling, often exploring complex themes and human relationships with depth and intensity, aiming to evoke strong emotional responses from viewers.

F. Movies designed to evoke fear, suspense, and terror, often featuring supernatural elements, monsters, or psychopathic killers, and employing techniques like suspenseful pacing, eerie atmospheres, and gruesome imagery.

G. Films where music and song play a significant role in storytelling, often featuring characters breaking into song and dance numbers to express emotions or advance the plot, with elaborate choreography and musical arrangements.

H. Movies that explore speculative or futuristic concepts, technologies, and societies, often set in outer space or alternative realities, and addressing themes such as space exploration, time travel, artificial intelligence, and the consequences of scientific advancements.

WHAT MAKES A MOVIE A HIT?

We all know a good film when we see it. It has a great story, excellent photography and wonderful acting. But what makes a good movie into a big hit? This is a question that filmmakers are always asking themselves! Of course, there is no perfect answer. However, movie companies have a few tricks which help make their films become as successful as possible.

1. _____

Some stars have fans who will go and see any movie they are in. Unfortunately, not all movies that have big stars in them are successful, and using famous actors can be expensive!

2. _____

There are lots of movies which come from books, comics, computer games or TV shows. Just think of Harry Potter, Wonder Woman, X-Men, Star Wars, etc. People already love these, so they can't wait to see the film.

3. _____

People often check to see what newspapers or websites are saying about a film before they go and see it. Also, people who love a movie will tell their friends how good it is.

4. _____

This is really important. As well as posters and trailers, most big films will now have a website that gives extra information about the film. Also, when a new film comes out, the stars of the movie usually travel around the world and give interviews to get people interested in the film.

5. _____

Awards like the Oscars and the Golden Globes let people know which films are good to watch. A movie that gets an award often becomes much more popular than before.

Read the blog about the 'tricks' movie companies use

to make their films into hits. Match the 'tricks' a–e to paragraphs 1–5.

- a Make a movie that might win a prize.
- b Make a film that has a story or characters that the audience knows and likes.
- c Advertise the movie well.
- d Use actors who are really famous.
- e Make a film which people will write or talk about.

Read the blog again. Are the sentences right (✓) or wrong (X)?

1. Great acting is the most important aspect of a good film.
2. It costs film companies a lot of money to use famous actors.
3. People only use reviews in papers to decide which film to watch.
4. The job of a famous actor includes telling the public how good the film is.
5. Awards can make more people go to see a movie.

SPEAKING: In pairs, look at the points in Exercise 3 again and discuss what is most important to you when choosing a film to see.

GRAMMAR: RELATIVE PRONOUNS: WHO, WHICH, THAT

1. Find and underline the examples of who, which and that in the blog post.

Choose two words to complete each sentence.

- 1 We use who / that / which when we talk about people.
- 2 We use who / that / which when we talk about things.

2. Choose the correct answer for each sentence. Write A (who/that) or B (which/that).

1. I like films _____ make me laugh.
2. I have a friend _____ watches two movies a day during the holidays.
3. There's a cinema near my home _____ is over 100 years old.
4. I know a person _____ knows Jaden Smith.
5. I can't remember the name of the film _____ was on TV last night.
6. There are quite a lot of actors _____ can speak two or more languages.

CINEMAS OF THE FUTURE?

In the past, people (1) who / which wanted to see a film had to go to the cinema. That's not true any more, and these days many cinemas can't find enough customers (2) which / that are happy to pay their high ticket prices. That's why some cinemas are starting to try different ideas. There are cinemas (3) which / who have giant beds instead of seats, and one in Malaysia (4) who / that has bean bags. Others have sofas, dining tables or even hot tubs! Some cinemas even show '4D' films. These are 3D films with special effects (5) who / that happen in the cinema at the

same time as in the film. These can be rain, wind, smoke and smells. The seats also move around, so you really feel like you are in the movie!

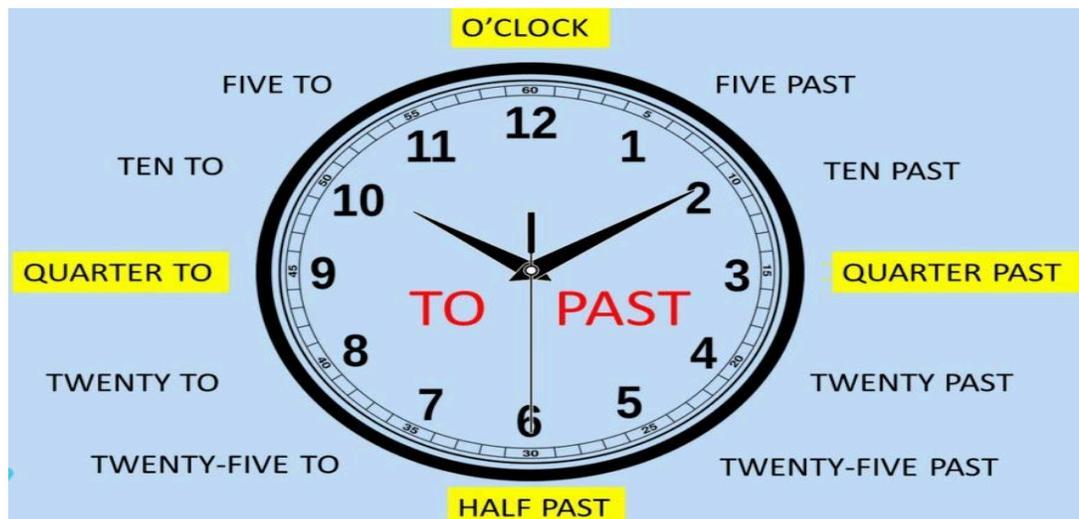
PRONUNCIATION

Write, don't say, the English town name **Loughborough** on the board. Ask, 'How many letters are in the word?' (12) 'How do you pronounce it?' See if any students get close to /'lʌfbrə/. Ask 'How many syllables are there?' (2)

How many letters does each word have? How many syllables?

Action, adventure, because, children, chocolate, cinema, dictionary, different, horror, interesting, medicine, photography, sometimes where, which, while, who

LISTENING



Task 1. For each question, choose the correct answer. You will hear Finley inviting a friend to the cinema.

1. What day will they go to the cinema?
 - A. Friday
 - B. Saturday
 - C. Sunday
2. What does Ana say about Body Swap?
 - A) It's a bit too short.
 - B) It's got famous actors in it.

- C) It's popular with her friends.
3. What time does the film begin?
A) 6.10 B 6.30 C 6.45
- 4) How much are the tickets?
A) £5.00 B £7.50 C £10.00
5. How will they get home?
A) They'll get a lift.
B) They'll walk.
C) They'll get the bus.

Task 2. In pairs, compare your answers. Then listen again to check your answers.

[Script]

You will hear Finley inviting a friend to the cinema.

Finley: Hi Ana ... I'm going to Star Cinema with a few friends for my birthday this weekend. Can you come?

Ana: Sure! Which day?

Finley: Well, it'll have to be Saturday because I've got a family dinner on Friday night and a football match on Sunday.

Ana: No problem! What are we going to see?

Finley: Body Swap. I hope that's OK?

Ana: Yes, of course! All my friends say it's excellent – good acting, really funny, and nice and short. Most films are so long these days! So, what time does it start?

Finley: We're going to the show at six forty-five. If you like, we can pick you up on our way, at ten past six? We should get there by 6.30.

Ana: Oh, yes please. How much are the tickets?

Finley: We're all 13 now, so it's a bit more expensive – instead of £7.50 it's £10.00. Bring an extra £5.00 if you can, for a drink or some popcorn.

Ana: OK. And how are we getting home? I can get the 263 bus from the cinema I think.

Finley: You don't have to. Mum will come and get us in the car. I wanted to walk, but she says it's too far.

Ana: OK, thanks, Finley.

WRITING

Prepare to write. Read the invitation to the cinema in the email and answer the questions.

1. Who is Jake inviting?
2. What film does he want to see?
3. When does he want to go?

Look at the prepositions. Which preposition do we use with:

- a) times b) days c) streets d) places where you do something e) if you are moving to a place

Hi Leo,

Would you like to come **to** the cinema with me and a few friends **on** Saturday? We want to see Ghostbusters. It's about a group of women who try to find ghosts **in** New York. It sounds really good! It's **on** **at** Galaxy Cinema and it starts **at** 6.45 pm. We're meeting **at** the bus stop **on** Friar Road **at** 6 pm. Let me know if you can come!

Jake

Plan your own invitation to the cinema. Make notes.

- What day are you going?
- Which film are you going to see?
- What's it about?
- What time does it start?
- Which cinema are you going to?
- How are you getting there?

Write your invitation.

Begin with Hi/ Dear and your friend's name. End with your name. Use some relative pronouns, and prepositions in your invitation. Write 50–80 words.

Extension task. In pairs, read each other's invitations. Check for mistakes with relative pronouns, prepositions.

LESSON -

LESSON-10

ART

|WARM-UP:

Answer the questions related to art .

1. Why do people make art?

2. Do you often draw or paint?
3. What kind of art do you like?
4. Is it easy to become an artist?

10 LESSONS

THE ARTS TEACH

The arts teach children to make **GOOD JUDGMENTS** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail in the arts it is judgment rather than rules that prevail.

The arts teach children that problems can have **MORE THAN ONE** solution and that questions can have more than one answer.

The arts **CELEBRATE** multiple **PERSPECTIVES**. One of their large lessons is that there are many ways to see and interpret the world.

The arts teach children that in complex forms of **PROBLEM SOLVING** purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the 'unanticipated possibilities of the work as it unfolds.

The arts **MAKE VIVID** the fact that neither words in their literal form nor numbers exhaust what we can know. The limits of our language do not define the limits of our cognition.

The arts teach students that small differences can have **LARGE EFFECTS**. The arts traffic in subtleties.

The arts teach students to **THINK THROUGH** and within a material. All art forms employ some means through which images become real.

The arts help children learn to **SAY WHAT CANNOT BE SAID**. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

The arts enable us to have experience we cannot have from any other source and through such experience to **DISCOVER THE RANGE** and variety of what we are capable of feeling.

The arts' position in the **SCHOOL CURRICULUM** symbolizes to the young what adults believe is important.

VOCABULARY FOR ART

Art and craft-decorative design and handicraft

Modern art-art produced in the second half of the 20th

Cubism – a movement in art in which perspective with a single viewpoint

Digital art - art made using software, computers

Expressionism-the imagine of reality is distorted in order to make it expressive

Figurative arts-any form of modern art that retains strong references to the real life

Graffiti art –a form of visual communication, usually illegal, involving the unauthorized marking of public spaces

Plastic art –art forms that involve modelling or moulding

Romanticism-a movement that originated in the 18th century emphasizing inspiration

Performing arts-art forms of creative activity

Surrealism-strives to release creativity

Choose the correct word to complete the sentence

1. Originated in 1970s New York, when young people started spraying paint on subway trains
2. My sister has a Gallery on her website, where she is displays the artworks she made on a tablet
3. In developing countries ,made in rural communities and sold to tourists can be a vital source of income.
4. Many people think that the government should invest more in encouraging children to take up like dance and theatre.
5. Salvador Dali was one of the most well-renowned Artists of the 20th century.

GRAMMAR

CONDITIONALS

Condition

+

result

Zero

Present simple

present simple

If you walk out in the rain, you get wet.

First Present simple will/won't+verb

If I exercise daily, I will become fit.

Third Past perfect would have + past participle

If I had worked harder, I would have gotten that promotion.

1. Complete the following sentences with the correct conditional form:

- a. If it rains tomorrow, _____.
- b. If I had studied harder, _____.
- c. If you heat ice, _____.
- d. If she arrives late, _____.
- e. If you mix red and blue, _____.

2. Rewrite the following sentences using the second conditional:

- a. I don't have enough money, so I can't buy a new car.
- b. She doesn't speak Spanish, so she can't communicate with her colleagues.
- c. He is not here, so he can't answer the phone.
- d. They are not prepared, so they won't pass the exam.
- e. We are busy today, so we can't come to the party.

3. Choose the correct form of the conditional for each sentence:

- a. If I (had/will have) more time, I would go on a vacation.
- b. If she (studies/would study) harder, she will pass the test.
- c. If it (rains/rained) tomorrow, we will cancel the picnic.
- d. If you (asked/ask) me nicely, I would have helped you.
- e. If they (come/came) earlier, they would have caught the train.

LISTENING

You will hear a talk on the radio given by an art teacher who became interested in making mosaics - designs made with small pieces of glass and stone. For questions 1-8, complete the sentences.

You will hear the recording twice.

<https://www.liveworksheets.com/node/6428341>

MOSAICS

The real experts in mosaics were.....1

The greatest changes have occurred in the.....2 of mosaics

Recently there was a possibility that mosaic-making would.....3

To make mosaics, people must have enough4

Most students come to a.....5

Making mosaics can be compared to doing.....6

Mosaics are even appearing on.....7

Once they are finished, mosaics continue to.....8 for a long time

READING

THE TRUTH ABOUT ART

Modern art has had something of a bad press recently - or, to be more precise, it has always had a bad press in certain newspapers and amongst certain sectors of the public. In the public mind, it seems, art (that is, graphic art - pictures - and spatial art - sculpture) is divided into two broad categories. The first is 'classic' art, by which is meant representational painting, drawing and sculpture; the second is 'modern' art, also known as abstract or non-representational. British popular taste runs decidedly in favour of the former, if one believes a recent survey conducted by Charlie Moore, owner of the Loft Gallery and Workshops in Kent, and one of Britain's most influential artistic commentators. He found that the man (or woman) in the street has a distrust of cubism, abstracts, sculptures made of bricks and all types of so-called 'found' art. He likes Turner and Constable, the great representatives of British watercolour and oil painting respectively, or the French Impressionists, and his taste for statues is limited to the realistic figures of the great and good that litter the British landscape - Robin Hood in Nottingham and Oliver Cromwell outside the Houses of Parliament. This everyman does not believe in primary colours, abstraction and

geometry in nature - the most common comment is that such-and-such a painting is "something a child could have done".

Lewis Williams, director of the Beaconsfield Galleries in Hampshire, which specialises in modern painting, agrees. "Look around you at what art is available every day," he says. "Our great museums and galleries specialise in work which is designed to appeal to the lowest common denominator. It may be representational, it may be 'realistic' in one sense, but a lot of it wouldn't make it into the great European galleries. Britain has had maybe two or three major world painters in the last 1000 years, so we make up the space with a lot of second-rate material."

Williams believes that our ignorance of what modern art is has been caused by this lack of exposure to truly great art. He compares the experience of the average British city-dweller with that of a citizen of Italy, France or Spain.

"Of course, we don't appreciate any kind of art in the same way because of the paucity of good art in Britain. We don't have galleries of the quality of those in Madrid, Paris, Versailles, Florence, New York or even some places in Russia. We distrust good art - by which I mean both modern and traditional artistic forms - because we don't have enough of it to learn about it. In other countries, people are surrounded by it from birth. Indeed they take it as a birthright, and are proud of it. The British tend to be suspicious of it. It's not valued here."

Not everyone agrees. Emily Cope, who runs the Osborne Art House, believes that while the British do not have the same history of artistic experience as many European countries, their senses are as finely attuned to art as anyone else's.

Classify the following statements as referring to

A. Charlie Moore

B. Lewis Williams

C. Emily Cope

Write the appropriate letters A, B or C in boxes on your answer sheet.

1. British people don't appreciate art because they don't see enough art around them all the time.
2. British museums aim to appeal to popular tastes in art.
3. The average Englishman likes the works of Turner and Constable.
4. Britain, like every other country, has its own view of what art is.
5. In Britain, interest in art is mainly limited to traditional forms such as representational painting.
6. British art has always been affected by other cultures.
7. Galleries in other countries are of better quality than those in Britain.
8. People are not raised to appreciate art.
9. The British have a limited knowledge of art.

SPEAKING

1. Do you like art?
2. Do you like visiting art galleries?
3. Do you want to be an artist?
4. Do you like modern art or traditional art?
5. Why do people want to buy art things made by famous artists?

Describe a piece of art that you like.

You should say;

- what the piece of art is
- where and when you saw it
- what it looks like or what it shows and explain why you like this piece of art.

Writing task:

Write an essay about 'Why are the arts important in our life'.

LESSON-11

FACT AND INFORMATION ABOUT MUSICAL INSTRUMENTS

The history of musical instruments is as diverse and fascinating as the history of music itself. Musical instruments have been used by humans for thousands of years to create sound, express emotions, and communicate with one another. The evolution of musical instruments reflects changes in technology, culture, and artistic expression throughout history.

One of the earliest types of musical instruments was likely the human voice, used for singing, chanting, and vocalizing. Percussion instruments, such as drums and rattles made from natural materials like wood, bone, and animal skins, were also among the earliest forms of musical expression.

PRONOUNCIATION TASK:

Match the pictures and repeat with a teacher until tell them correct.



1. guitar
2. saxophone
3. piano
4. drums
5. flute
6. violin

7. banjo
8. congas

Hope you have fun with this musical instrument tongue twister!

- a). Sally sells shiny saxophones by the seashore,
- b). Peter picks a peck of piccolos in the park,
- c). Bobby bangs the bongos beautifully in the barn,
- d). Tina toots the trumpet tenaciously in the town.

ARE YOU READY FOR THE READING CHALLENGE?!

Do you download music? Do you buy CDs? Do you listen to music on your phone? Do you prefer to watch music or just to listen? What about the old-fashioned radio? Have you ever seen your favourite band or singer perform live? There are so many ways to discover, buy and listen to music!

Music videos

British teenagers like to watch their music online. Watching music on video streaming sites on the internet is now more popular than listening to the radio with young British people. Popular videos can quickly become extremely popular internationally. Justin Bieber's song 'Baby' was the most watched music video on YouTube until 2012. Then, PSY's 'Gangnam Style' became the first video to get a billion views. Now, it's quite common for videos to pass the billion mark. Things can change quickly on YouTube!

Downloading music

Downloading music is a popular choice for young Brits. The BPI (an organisation which promotes the interests of British music) says that people in the UK prefer downloading singles rather than albums. In the UK you can download a single for about £1 and an album for around £10. Using file-sharing websites to download music is often illegal of course but some people still continue to get their music this way. Record companies and many musicians are very unhappy that people can listen to their music without paying for it.

Live music

The O2 in London is the second largest live music arena in Europe. There you can see world-famous bands such as One Direction, Justin Bieber, Scissor Sisters, Prince, The Rolling Stones, Elton John, and Take That. This massive stadium has space for 20,000 people. It also has 548 toilets! Tickets are not cheap. You can pay more than £50 to see a concert at The O2.

What about free live music? There are music festivals across Britain every year that are completely free of charge. Last year more than 150,000 people went to the Tramlines free music festival in Sheffield in the north of England. The two-day festival is held every July. Last year there were 900 performances in total including local bands as well as music from all over the world.

Music on TV

The X Factor is a British television music competition to find new talented singers. The 'X Factor' of the title refers to the difficult-to-define quality that makes a star. The show began in 2004 and is still popular. *X Factor* singers perform on a stage in front of the judges and a live audience. After the performance the audience at home can vote by phone for their favourite acts. Many winners then go on to get a UK number-one single. But you don't have to win *The X Factor* to become famous: One Direction, the massively popular British boy band, competed in 2010 but they didn't win, they came third!

What kind of music?

What are you and your friends listening to these days? Hip hop, dance, rock, heavy metal, rap, urban, reggae ... individual tastes are very varied amongst British teenagers. If a type of music exists then there's somebody who likes it. But a shopping centre in Birmingham, central England, recently discovered what kind of music some local teenagers don't like. This is what happened: shoppers and shop owners complained to the police about teenagers behaving badly in the shopping centre. When a new sound system started playing Bach, Mozart and Beethoven, the antisocial behaviour stopped. The young people causing problems had gone! Classical music was clearly not popular with these particular teenagers.

Are you listening to music as you read this?

GRAMMAR

Check your grammar !

- British teenagers like _____ their music online.

to watch

watch

- If you are a British resident you can _____ a single for about £1.

to download

download

- Using file-sharing websites _____ music is often illegal.

to download

download

- Recording companies and many musicians are very unhappy that people can _____ their music without paying.

to listen to

listen to

- At The O2 in London you can _____ world-famous bands such as One Direction.

to see

see

- The X Factor' is a British television music competition _____ new talented singers.

to find

find

Rhyming game : Continue the rhyme with your own words.

Instruments play, notes in the air,

Melodies sweet, without a care.

....

READING

3.1. Are the sentences true or false?

1. British teenagers prefer the radio to YouTube videos.

True

False

2. Lots of people in the UK download music.

True

False

3. The O2 is the largest live music venue in the world.

True

False

4. There are free music festivals in the UK every year.

True False

5. One Direction won a television music competition.

True False

6. Classical music helped to solve a problem in a British shopping centre.

True False

3.2. Answer all the question there were given .

1. What is the preferred method of consuming music among British teenagers according to the text?

2. Which music video held the record for the most views on YouTube until 2012?

3. How much does it typically cost to download a single and an album in the UK?

4. Why are record companies and musicians unhappy about file-sharing websites?

5. What is the capacity of The O2 arena in London and some of the famous artists who have performed there?

6. How many people attended the Tramlines free music festival in Sheffield last year?

7. When is the Tramlines free music festival usually held?

LISTENING

Let's listen and boost our understanding!!!

Listen and Draw: A teacher plays a short audio clip or song and ask students to listen carefully and draw what they hear they should also name the instruments that they find. This activity can help students focus on details and improve their listening comprehension.

<https://youtu.be/jtHFghTnMkM?si=LRjtGwyHttRttghW>.

Listen and Retell: A teacher plays an audio clip with a short story and ask students to retell the story or summarize the dialogue in their own words. This activity can help students practice listening for main ideas and key details.

Go to this link > https://youtu.be/hXCwQB9De88?si=QtaTMRf_8G2E04gb

WRITING ACTIVITY:

Research and write a post about the history and evolution of a specific musical instrument of your choice. Include details about its origins, development, key features, and notable musicians who have played it.

Choose a famous musician known for their mastery of a specific instrument and write a post about their life, career, and contributions to the music industry. Include videos or audio clips showcasing their talent.

SPEAKING

A teacher provides materials participants a variety of famous musicians and artists and encourages them to tell what they know, what genre they play or sing a song.



LESSON -12 SYMPTOMS

WARM –UP: Answer the following discussion questions.

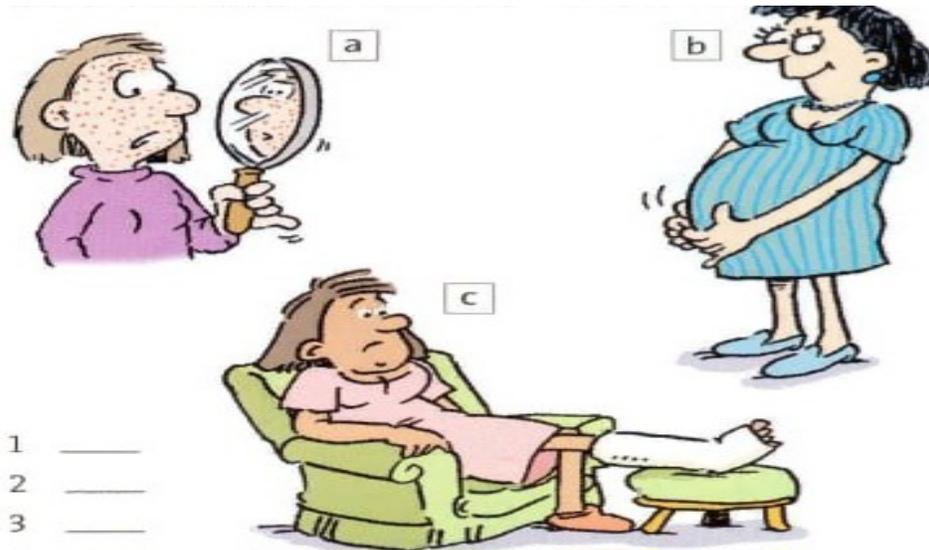
1. How do the symptoms of allergies differ from those of a sinus infection or cold?
2. What are the warning signs of a stroke and how can they be recognized quickly?

3. What are the main symptoms of depression and anxiety, and how can they affect physical health?

4. What are the key indicators of a potential thyroid disorder, and when should someone see a doctor about them?

After these questions students listen to the following task:

Listen to these patients describe their symptoms, and match each one with their condition.



<https://youtu.be/kiHKSZRUEEY?si=-U-qG7GJ4bL9IJJs>

2. Listen again and tick the words you hear from this list:

Nouns

- Deformity
- A lump
- Bruising
- Swelling
- Pain
- Numbness
- Fever
- Redness
- Tiredness

Adjectives

- deformed
- lumpy
- bruised
- swollen
- painful
- numb
- feverish
- red
- tired

I operate the telephone helpline on the graveyard shift that's the one from midnight through to the morning. Although it's quiet and still in the streets outside, it's not so quiet in the office. The early hours of the morning are sometimes the busiest time, when the telephone never stops ringing. People call the helpline for information or advice, or sometimes they just need to hear a friendly voice. We talk to people who are depressed and worried, and sometimes in pain. Sometimes we get some funny enquiries - yesterday, a teenager phoned because he had swallowed some chewing gum and he was afraid he was going to die! We can't see our patients, so we have to be very good on the phone. We have to learn how to do it, because it doesn't come naturally. We have to know how to ask the right questions so that we get clear and accurate answers, and we have to be able to speak in language anyone can understand.

3. Write a summary about a text and also about theme.

WRITING

Write a report on this patient who has food poisoning using these notes.

Patient name: Ivan Abashev

History:

Yesterday-vomiting with headaches, diarrhea

On admission - severe abdominal pain, high fever

This morning-weakness, shivering. Pain in left abdomen-constant, stabbing.

GRAMMAR: QUESTION FORMS

We change the word order to form a question with be, with tenses that are formed with be and have, and with modal verbs such as can, will, should, etc. Are you all right? (NOT You are all right?) What is she doing?

Where have they put that wheelchair?

Can you move your toes?

- We use the verb do to make questions with the Present and Past Simple. What side effects does this drug have? Did you take your medication last night?

If what, who, etc. asks about the subject of the verb, do is not necessary. What happened? (not What did happen?) Who said that? (not Who did say that?)

- We often use question tags to check information, to express surprise, to be friendly, etc. This is your first time on this ward, isn't it? You don't eat meat, do you?

- We sometimes leave out the verb, if it is easily understood.

Any pain? (= Do you have any pain?) Comfortable? (= Are you comfortable?)

Nurse : _____

Patient: Not bad, thanks- a bit sore.

Nurse: _____

Patient: I fell off my bike.

Nurse: _____

Patient: Here, around my wrist.

Nurse: _____

Patient : Yes, I can, slowly.

Nurse : _____

Patient: Yes, very! I've also got a cut on my leg - look.

Nurse: _____

Patient: Yes, it is deep. Will I need stitches?

Nurse: _____

Patient: No, never - and I don't want any!

Nurse: _____

Patient: No, I haven't seen him yet.

LESSON- 13

READING

HUMAN BODY PARTS AND ORGANS

It goes without saying that humans (**mammals** identifiable as those that stand upright and are comparatively advanced and capable of detailed thought) have pretty remarkable bodies, given all that they've **accomplished**. (Furthermore, an especially intelligent human brain produced this text!) To be sure, humans have overcome **predators, disease**, and all sorts of other obstacles over thousands of years.

To fully understand and appreciate these accomplishments, let's take at some of the most well-known parts of the human body!

The head, or the **spherical body** part that contains the brain and rests at the top of the human body, has quite a few individual organs and body parts on it. (It should quickly be mentioned that hair occupies the space on top of the head, and the ears, the organs responsible for hearing, are located on either side of the head.) From top to bottom, the eyebrows, or horizontal strips of hair that can be found above the eye, are the first

components of the head. The eyes are below them, and are round, orb-like organs that allow humans to see.

The eyes make way for the nose, or an **external (sticking-out)** organ that plays an important part in the breathing and bacteria-elimination processes. Below that is the mouth, or a wide, **cavernous organ** that **chews** food, removes bacteria, helps with breathing, and more. The mouth contains teeth, or small, white-colored, pointed body parts used to chew food, and the tongue, or a red-colored, boneless organ used to chew food and speak.

The neck is the long body part that connects the head to the chest (the muscular body part that protects the heart and lungs), and the stomach, or the part of the body that contains food and liquid-processing organs, comes below that.

The legs are the long, muscular body parts that allow humans to move from one spot to another and perform a variety of actions. Each leg contains a thigh (a thick, especially muscular body part used to perform strenuous motions; the upper part of the leg) and a calf (thinner, more flexible body part that absorbs the shock associated with movement; the lower part of the leg). Feet can be found at the bottom of legs, and each foot is comprised of five toes, or small appendages that help balance.

Arms are long, powerful body parts that are located on either side of chest, below the shoulders; arms are comprised of biceps (the thicker, more powerful upper portion), and forearms (the thinner, more flexible lower portion). Hands, or small, **gripping body** parts used for a tremendous number of actions, are at the end of arms. Each hand contains five fingers, or small appendages used to grip objects.

The aforementioned shoulders are rounded body parts that aid arms' flexibility. One's back is found on the opposite side of the stomach, and is a flat section of the body that contains important muscles that're intended to protect the **lungs** and other internal organs, in addition to helping humans perform certain motions and actions.

VOCABULARY

Match the highlighted words in the article to the meanings.

1. A disorder or condition that negatively affects the health of an organism, causing symptoms, dysfunction, or distress.(.....)
2. Organs found in vertebrates, including humans, responsible for respiration.(.....)

3. Typically refers to erectile tissue found in certain organs of the body, such as the penis or clitoris.(.....)
4. The act of repeatedly grinding and breaking down food with the teeth in order to facilitate digestion.(.....)
5. Refers to something located outside or on the outer surface of another object or entity.(.....)
6. This term could refer to the structure or mechanism by which an organism or object is capable of grasping or holding onto something.(.....)
7. Animals that have mammary glands, which produce milk for feeding their young.(.....)
8. Animals that hunt and feed on other organisms, known as prey, for sustenance.(.....)
9. Successfully complete or achieve a task, goal, or objective.(.....)
10. An object or entity that has a shape resembling a sphere, which is a three-dimensional geometric figure with all points on its surface equidistant from its center.(.....)
11. Typically refers to erectile tissue found in certain organs of the body, such as the penis or clitoris.(.....)

Did you understand the text?

1) Which of the following body parts is not located on the head or face?

- a) Eye
- b) Nose
- c) Mouth
- d) Leg

2) Legs are comprised of which of the following?

- a) Feet
- b) Calves
- c) Thighs
- d) All of the above

3) How many toes and fingers are on each foot/hand?

- a) Ten b) Five c) Four d) Two

4) The part of the body that contains important organs that aid digestion is:

- a) The back
- b) The head

- c) The stomach
- d) The neck
- 5) Which of the following is not a body part/organ on the human body?
a) Quilt b) Neck c) Head d) Arm

GRAMMAR

Choose the correct answer.

1. Which sentence uses the present perfect tense?
 - a) "Humans have overcome predators, disease, and all sorts of other obstacles over thousands of years."
 - b) "To fully understand and appreciate these accomplishments, let's take a look at some of the most well-known parts of the human body."
 - c) "Each leg contains a thigh and a calf."
 - d) "The neck connects the head to the chest."
2. Which sentence uses the present continuous tense?
 - a) "To be sure, humans have overcome predators, disease, and all sorts of other obstacles over thousands of years."
 - b) "Each hand contains five fingers, or small appendages used to grip objects."
 - c) "The neck is the long body part that connects the head to the chest."
 - d) "The legs are the long, muscular body parts that allow humans to move from one spot to another."
3. Which sentence uses the past simple tense?
 - a) "The eyes make way for the nose, or an external organ that plays an important part in breathing."
 - b) "Hands, or small, gripping body parts used for a tremendous number of actions, are at the end of arms."
 - c) "The head has quite a few individual organs and body parts on it."
 - d) "The aforementioned shoulders are rounded body parts that aid arms' flexibility."
4. Which sentence uses an article incorrectly?
 - a) "Humans have overcome predators, disease, and all sorts of other obstacles over thousands of years."
 - b) "The head, or the spherical body part that contains the brain and rests at the top of the human body, has quite a few individual organs and body parts on it."

c) "To be sure, humans have overcome the predators, disease, and all sorts of other obstacles over thousands of years."

d) "The neck is the long body part that connects the head to the chest."

5. Which sentence contains a gerund?

a) "The legs are the long, muscular body parts that allow humans to move from one spot to another."

b) "The eyes make way for the nose, or an external organ that plays an important part in breathing."

c) "Each hand contains five fingers, or small appendages used to grip objects."

d) "To be sure, humans have overcome predators, disease, and all sorts of other obstacles over thousands of years."

6. Which sentence uses an infinitive?

a) "Hands, or small, gripping body parts used for a tremendous number of actions, are at the end of arms."

b) "The head, or the spherical body part that contains the brain and rests at the top of the human body, has quite a few individual organs and body parts on it."

c) "The aforementioned shoulders are rounded body parts that aid arms' flexibility."

d) "The neck is the long body part that connects the head to the chest."

WRITING

1. Describe the role of the human brain in the production of the text according to the passage. Discuss its significance in the context of human accomplishments.

2. Imagine you are explaining the structure of the human head to someone who has never seen it before. Write a detailed description, including the placement and function of its various organs and body parts.

3. Compare and contrast the functions of the legs and arms as described in the passage. Highlight their respective roles in human mobility and action.

4. Discuss the importance of the neck in connecting the head to the chest, as stated in the text. Explain how this anatomical feature contributes to overall bodily function and movement.

5. Reflect on the significance of the shoulders and back in supporting human actions and protecting internal organs, as outlined in the passage. Consider their roles in facilitating daily tasks and physical activities.

SPEAKING

1. Discuss the significance of the human brain in the context of human accomplishments and the creation of the text. Why do you think the text emphasizes the intelligence of the human brain?
2. Describe the functions of the eyes, nose, and mouth in detail. How do these organs contribute to essential bodily processes such as breathing, eating, and speaking?
3. Explain the role of the neck in connecting the head to the chest and the importance of this anatomical feature for overall bodily function. How does the neck facilitate movement and support vital organs?
4. Compare and contrast the structure and functions of the arms and legs. How do these body parts enable humans to perform different types of movements and actions?
5. Reflect on the significance of the shoulders and back in supporting human actions and protecting internal organs. How do these body parts contribute to physical strength and flexibility?

LISTENING

1. What are humans described as in the passage?
2. What is emphasized about the human brain in the text?
3. What obstacles have humans overcome according to the passage?
4. What is the head described as in the text?
5. Where are the ears located on the human body, according to the passage?
6. What are the functions of the nose and mouth as mentioned in the text?
7. What body part connects the head to the chest?
8. What are the legs described as in the text?
9. What are the two components of each leg mentioned in the passage?
10. Where are the arms located on the human body, and what are they comprised of according to the text?

AUDIO (tap audio with Ctrl and listen)

LESSON –14

READING

THE HOTTEST CONTINENT

Africa is widely recognized as the hottest continent on Earth. Its vast size and varied geography contribute to its extreme temperatures, with much of the continent

experiencing consistently high temperatures throughout the year. One of the main factors contributing to Africa's heat is its position near the equator. The equatorial region receives direct sunlight year-round, leading to intense heat. Countries such as Sudan, Chad, and Niger, located close to the equator, often record some of the highest temperatures on the continent, with average highs exceeding 40 degrees Celsius. The Sahara Desert, the largest hot desert in the world, covers much of North Africa. With its vast stretches of arid land and minimal vegetation, the Sahara experiences scorching temperatures during the day and drastic drops at night. Temperatures in the Sahara can soar above 50 degrees Celsius during the hottest months. In addition to the equatorial and desert regions, Africa's tropical climate zones also contribute to its overall heat. The continent is home to extensive rainforests, such as those found in the Congo Basin and the Amazon Rainforest. These regions experience high temperatures and humidity, creating hot and humid conditions year-round. Despite its reputation for extreme heat, Africa also boasts diverse ecosystems and climates, ranging from the sweltering deserts of the north to the lush rainforests of the central regions. Its varied geography and climates make Africa a continent of contrasts, where both the beauty and challenges of extreme temperatures are evident.

VOCABULARY

Consistently - Doimiy ravishda

Temperature - Harorat

Record - Yozish, ro'yxatga olish

Humidity - Namlik

Extensive - Keng

Equator - Ekvator

Vast - Katta

Tropical - Tropik

Average - o'rtacha

Desert - sahro

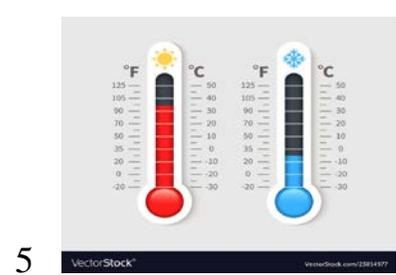
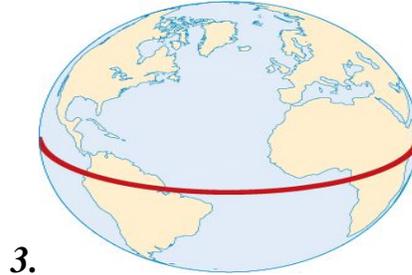
Heat - issiqlik

Ecosystem - ekosistema

Rainforest - tropik o'rmon

Sunlight - quyosh nuri

Match some of these new words with pictures .





3. Read again reading passage. "Are these statements correct based on the information in the text? Mark them as:

True - if the statement matches the text

False - if the statement does not match the text

Not Given - if the text does not provide information about the statement"

1. The equatorial region of Africa receives direct sunlight year-round.
2. Chad, Sudan, and Niger are countries located in North Africa.
3. The Sahara Desert experiences moderate temperatures during the hottest months.
4. The Congo Basin is an example of a rainforest region in Africa.
5. Africa's varied geography contributes to its diverse climates.

LISTENING

Listen to the podcast episode about Africa's heat and fill in the blanks with the missing words or phrases from it.

1. Africa is often regarded as the _____ continent due to its extreme temperatures.
2. The primary factors driving Africa's high temperatures include its proximity to the _____.
3. The Sahara Desert is the _____ desert in the world.
4. Africa's climate includes diverse landscapes such as _____ and tropical rainforests.
5. Climate change exacerbates Africa's heat, leading to more frequent _____.
6. Both wildlife and human populations face challenges due to Africa's _____.

THE TRANSCRIPT OF THE PODCAST.

(Welcome to our podcast, Today, we're exploring why Africa is known as the hottest continent on Earth. Africa's scorching temperatures are a result of several factors. Firstly, its location near the equator means it receives direct sunlight year-round. This proximity to the equator causes the sun's rays to strike the continent more intensely, leading to higher temperatures. Secondly, Africa is home to vast desert regions, such as the Sahara Desert. These deserts are characterized by their light-colored sands, which absorb and retain heat, further contributing to the continent's overall temperature. Additionally, Africa's diverse geography, including savannas and tropical rainforests, also experiences high temperatures, albeit with variations. Even in these regions, the heat can be intense, especially during the dry season. Climate change is exacerbating Africa's heat, leading to more frequent heatwaves and unpredictable weather patterns. This presents challenges for both wildlife and human populations, impacting agriculture, water availability, and overall livelihoods.)

SPEAKING

" Picture description". Work in pairs. Look at the pictures depicting a hot climate and African landscapes. Describe what you see in the picture and use simple sentences and new vocabularies related to the topic.



GRAMMAR AND WRITING TASK

Fill in the blanks with one or two words to complete each sentence. You can use simple vocabulary which we've learnt today and basic grammar structures you are familiar with.

Ex: Africa is known as the hottest continent because it is close to the equator.

1. Africa is known as the hottest continent because...
2. Living in a hot climate like Africa can be challenging because...
3. The Sahara Desert is the largest hot desert in the world, which means...
4. Climate change affects Africa's heat levels by...
5. People in Africa cope with extreme heat by...
6. Despite the challenges of living in a hot climate, some positive aspects are...
7. If I visited Africa, I would bring...

LESSON-15

ASTEROIDS

WARM – UP:

Guess the theme and discuss.



READING

Read a scientific article about asteroids to practice and improve your reading skills. Before reading Do the preparation task first. Then read the text and do the exercises. Match the definitions (a–h) with the vocabulary (1–8).

VOCABULARY

1. an asteroid
 2. an orbit
 3. to pick up
 4. to track
 5. infrared
 6. to log
 7. hazardous
 8. to be unaccounted for
- a. to record or make note of something
 - b. a rock that flies through outer space
 - c. the path of an object around a planet
 - d. to be in an unknown location
 - e. dangerous
 - f. a kind of light humans can't see without special glasses
 - g. to follow the movement or progress of something
 - h. to notice

ASTEROIDS

A In 2010, the planetary defence team at NASA had identified and logged 90 per cent of the asteroids near Earth measuring 1km wide. These 'near-Earth objects', or NEOs, are the size of mountains and include anything within 50 million kilometres of Earth's orbit. With an estimated 50 left to log, NASA says none of the 887 it knows about are a significant danger to the planet.

B Now NASA is working towards logging some of the smaller asteroids, those measuring 140 metres wide or more. Of the 25,000 estimated asteroids of this size, so far about 8,000 have been logged, leaving 17,000 unaccounted for. Considering that a 19-metre asteroid that exploded above the city of Chelyabinsk in Russia in 2013 injured 1,200 people, these middlesized asteroids would be a serious danger if they enter Earth's orbit.

C Whether NASA can find the remaining middle-sized NEOs depends on getting the money to build NEOCam, a 0.5-metre space telescope which would use infrared light

to locate asteroids. If it did get the money, it could probably achieve its goal in ten years. Once logged, the planetary defence team would still need to work out how to defend the planet against being hit by the truly worrying asteroids – the PHAs.

D ‘Potentially Hazardous Asteroids’ are rocks close enough to pass within 7.5 million kilometres of Earth’s orbit. NASA has created a map of 1,400 PHAs, none of which are expected to be a threat in the next one hundred years. With technology already available, NASA can track these objects and make predictions about possible impact, at which point two defence solutions could be launched.

E The first is DART – the Double Asteroid Redirection Test. Plans are scheduled to test DART on the moon of an asteroid called Didymos. ‘Didymoon’ is 150 metres wide, orbiting its 800- metre mother, and hopefully the impact of DART will knock it out of its orbit enough for Earthbased telescopes to pick up.

F Another suggested defence against a PHA on course to hit Earth is to blow it up using a nuclear weapon. It may sound like a plot from a film, and it was the subject of the 1998 film Armageddon, but the Hypervelocity Asteroid Mitigation Mission for Emergency Response (HAMMER) is a genuine NASA proposal. The eight-ton rockets would be fired at an approaching asteroid with the hope of bumping it off course. If the asteroid was too close to Earth for this plan to work, the rockets would carry nuclear bombs to blow it up instead.

Match the paragraph (A–F) with the information it contains (1–6). A B C D E F

1. Information about a plan that needs finance before it can happen
2. An unrealistic-sounding way to solve the problem of an asteroid crashing into Earth
3. Information about asteroids that are the biggest danger to Earth
4. Information about the numbers of unidentified asteroids near Earth
5. Information about NASA’s most successful project to record asteroids near Earth
6. A solution planned for testing

SPEAKING

Answer the questions below.

What is the difference between an asteroid and a comet?

Have any spacecraft landed on an asteroid?

Can an asteroid hit Earth?

Can you really walk on an asteroid like in some movies?

Can asteroids have moons?

What is the largest asteroid?

What is the asteroid belt?

What are asteroids?

LISTENING

Watch the video and do the task.

1. The paragraph is about an asteroid.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

2. Falling stars are rocks.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

3. How large is the Apophis asteroid?

- (a) six meters across
- (b) twelve kilometers across
- (c) 300 meters across

4. Apophis killed all the dinosaurs 65 million years ago.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

5. Why are scientists worried?

- (a) Apophis might destroy our world.
- (b) Apophis might miss us.
- (c) Apophis might destroy many cities.

WRITING

Make a story with using this words: Asteroid, film, orbiting, Earth, girl, telescope, defend, rockets, danger, prediction, moon

GRAMMAR

Is Done, Was Done (Passive Voice 1)

Ingliz tilida fe'llarning 2 hil nisbati mavjud: *passive voice* (majhul nisbat) va *active voice* (aniq nisbat).

Majhul nisbat (*passive voice*)da tuzilgan gaplarda ish-harakti bajaruvchi egasi yoki shaxs bo'lmaydi. Bu nisbatda gaplardi *to be* fe'lini zamondagi shakllari va *o'tgan zamon sifatdoshi* yordamida yasaymiz. Misol uchun:

Hozirgi zamon	This work is done every day <u>Bu ish har kuni qilinadi.</u>
O'tgan zamon	This work was done yesterday. <u>Bu ish kecha qilingan.</u>
Kelasi zamon	This work will be done tomorrow. <u>Bu ish ertaga qilinadi.</u>
must modal fe'li	This work must be done at once. <u>Bu ish hoziroq qilinishi kerak.</u>
can modal fe'li	This work can be done at any time. <u>Bu ish har qachon qilinishi mumkin.</u>
may modal fe'li	This work may be done now. <u>Bu ish hozir qilinishi mumkin.</u>

The sentences below are all active. Put them into the passive, keeping the same meaning.

1. Someone stole my bike while I was in the shop.

My bike while I was in the shop.

2. They've just repaired the bridge in the park.

The bridge in the park .

3. Vandals have damaged the children's playground again.

The children's playground again.

4. They were always changing the bus timetable. It was really annoying.

The bus timetable .

5. They discharged my brother from hospital yesterday.

My brother from hospital yesterday.

6. My lawyer informed me of the changes to the contract.

I by my lawyer of the changes to the contract.

7. When I arrived at the cinema I found that they had cancelled the film.

When I arrived at the cinema I found that the film .

8. After six weeks the shop still hadn't sent my books.

After six weeks my books still.

LESSON-16 FEELINGS AND EMOTIONS

WARM –UP:

- Introduce key vocabulary related to feelings and emotions using flashcards or a word bank on the board.
 - Practice pronunciation and provide examples of how each word can be used in a sentence.
 - Encourage students to repeat after you to ensure understanding and retention.
- Here is a list of vocabulary related to feelings and emotions:

1	Happy	9	Content
2	Sad	10	Frustrated
3	Angry	11	Joyful
4	Excited	12	Anxious
5	Nervous	13	Grateful
6	Confused	14	Envious
7	Surprised	15	Disgusted
8	Afraid		

Match the following emotions with their definitions:

Definitions:

- A. Feeling or showing pleasure or contentment.
- B. Feeling sorrow or unhappiness.
- C. Feeling or showing annoyance, displeasure, or hostility.
- D. Feeling or showing great enthusiasm or eagerness.
- E. Anxious or apprehensive about an uncertain outcome.
- F. Unable to think clearly; bewildered or perplexed.

GRAMMAR

- Review adjectives commonly used to describe feelings and emotions (e.g., happy, sad, angry, excited) and how they are used in sentences.
- Introduce comparative and superlative forms of adjectives to describe emotions (e.g., happier, happiest).
- Provide examples and guide students in forming sentences using comparative and superlative adjectives.

Comparative and superlative forms of adjectives are used to compare different degrees of a particular quality. When describing emotions, we can use these forms to show varying levels of intensity or magnitude. Here are some examples:

1. Positive Emotions:

- Happy (positive) - Happier (comparative) - Happiest (superlative)
- Example: She is happy today, but she seems even happier when she's with her friends. Spending time with them makes her the happiest.

2. Negative Emotions:

- Sad (negative) - Sadder (comparative) - Saddest (superlative)
- Example: He felt sad after watching the movie, but hearing the news made him even sadder. That was the saddest he had ever been.

3. Neutral Emotions:

- Calm (neutral) - Calmer (comparative) - Calmest (superlative)
- Example: Taking deep breaths helped her feel calm during the presentation, but practicing mindfulness made her even calmer. It was the calmest she had ever felt.

Guidance for forming sentences using comparative and superlative adjectives:

- Identify the base adjective that describes the emotion.
- Add "-er" to form the comparative adjective when comparing two things.
- Add "-est" to form the superlative adjective when comparing three or more things.

Fill in the blanks with the correct form (comparative or superlative) of the feelings in parentheses:

1. I feel (good) _____ today than yesterday.
2. She seems to be (happy) _____ person in the room.
3. After the party, I felt (bad) _____ of all.
4. This movie made me (scared) _____ than any other movie I've seen.
5. He is (excited) _____ about the upcoming trip than anyone else.

READING

- Distribute a reading passage about different emotions to the students.
- Ask students to read the passage individually and highlight any new vocabulary related to feelings and emotions.
- Discuss the main ideas of the passage as a class and encourage students to share their thoughts on the emotions described in the text.

Reading Passage:

UNDERSTANDING FEELINGS AND EMOTIONS

Feelings and emotions play a significant role in our daily lives. They are the internal responses we experience in reaction to external stimuli. Understanding and managing our feelings is crucial for our mental well-being and relationships with others.

Happiness is a positive emotion that makes us feel joyful and content. It can be triggered by various factors such as spending time with loved ones, achieving a goal, or engaging in activities we enjoy.

Sadness is a normal emotion that we all experience at some point. It can be caused by loss, disappointment, or feeling disconnected from others. It's important to acknowledge and process feelings of sadness to move forward.

Anger is a powerful emotion that arises when we feel threatened, frustrated, or wronged. While anger is a natural response, it's essential to express it constructively and find healthy ways to manage it without causing harm to ourselves or others.

Fear is an instinctual emotion that alerts us to potential danger. It can be triggered by real threats or imagined scenarios. Overcoming fear involves facing our anxieties and taking steps to address them.

Love is a complex emotion that can bring immense joy and fulfillment. It involves deep affection, care, and connection with others. Expressing love through words and actions strengthens relationships and fosters emotional bonds.

Match the emotions with their definitions:

1. Happiness
2. Sadness
3. Anger
4. Fear
5. Love

Definitions:

- A. A positive emotion that brings joy and contentment.
- B. A normal response to loss, disappointment, or disconnection.
- C. A powerful emotion triggered by feeling threatened or wronged.
- D. An instinctual response to potential danger.
- E. A complex emotion involving deep affection and connection with others.

LISTENING

- Play audio clips of people expressing various emotions (e.g., happiness, fear, surprise).
- Ask students to listen carefully and identify the emotions being expressed.
- Conduct a class discussion on how tone of voice and intonation can convey different emotions.

Title: Exploring Feelings and Emotions

Listen to the audio clip below: [Audio Clip Transcript]

Friend 1: Hey, how are you feeling today?

Friend 2: I've been feeling a bit anxious lately. I have a big presentation at work tomorrow, and I'm nervous about it.

Friend 1: I totally understand. Presentations can be stressful. Have you tried any techniques to calm your nerves?

Friend 2: Yes, I've been practicing deep breathing exercises, and they seem to help a bit. How about you? How are you feeling today?

Friend 1: I'm feeling quite content actually. I had a relaxing weekend, and I feel refreshed for the week ahead.

Friend 2: That's great to hear. It's important to take time for yourself and recharge.

QUESTIONS:

1. How is Friend 2 feeling and why?
2. What technique is Friend 2 using to calm their nerves before the presentation?
3. How is Friend 1 feeling and why?
4. Why does Friend 1 feel refreshed for the week ahead?

TASK INSTRUCTIONS:

1. Listen to the audio clip carefully.
2. Answer the questions based on the information provided in the conversation.
3. Write your answers in complete sentences.
4. Feel free to replay the audio clip if needed.

Once you have answered the questions, you can compare your responses with the correct answers provided below:

Answers:

1. Friend 2 is feeling anxious because they have a big presentation at work the next day.
2. Friend 2 is using deep breathing exercises to calm their nerves before the presentation.
3. Friend 1 is feeling content because they had a relaxing weekend.
4. Friend 1 feels refreshed for the week ahead because they took time for themselves and recharged.

SPEAKING

- Divide students into pairs or small groups.
- Provide conversation prompts related to feelings and emotions for students to discuss with their partners.
- Encourage students to use vocabulary and grammar structures learned earlier in the lesson.

Here are some conversation prompts related to feelings and emotions for students to discuss with their partners:

1. What is something that always makes you feel happy, no matter what?
2. Describe a time when you felt really proud of yourself. What did you accomplish?
3. How do you typically deal with stress or anxiety? Do you have any coping mechanisms that help you feel better?
4. Share a moment when you felt grateful for something or someone in your life. What were you grateful for?
5. Talk about a time when you felt overwhelmed. How did you handle that situation?
6. Discuss a recent situation that made you feel excited or enthusiastic. What was it about?
7. Describe a time when you felt disappointed. How did you bounce back from that feeling?
8. Share a memory when you felt deeply moved or touched by something. What was the experience like?
9. Talk about a challenge you faced that made you feel determined and motivated to succeed.
10. Reflect on a moment when you felt conflicted about a decision. How did you eventually resolve your feelings?

WRITING

- Assign writing prompts asking students to describe a time when they experienced a specific emotion (e.g., joy, sadness, anger).
- Encourage students to use descriptive language and express their feelings effectively in writing.
- Allow time for students to share their writing with the class if they feel comfortable.

Here are some writing prompts that ask students to describe a time when they experienced a specific emotion:

1. Describe a moment when you felt overwhelming joy. What was happening around you? How did you react?
2. Write about a time when you felt deep sadness or grief. What triggered this emotion and how did you cope with it?
3. Reflect on a situation that made you feel intense anger. How did you handle this emotion and what did you learn from the experience?

4. Recount a moment when you felt genuine fear. What were you afraid of and how did you overcome or manage that fear?
5. Share a memory of a time when you felt profound gratitude. What or who were you grateful for and how did this emotion impact you?

EXTENSION TASK

- Review key vocabulary, grammar concepts, and expressions related to feelings and emotions covered in the lesson.
- Encourage students to ask any remaining questions or share their thoughts on what they have learned.
- Assign homework related to feelings and emotions, such as writing a short journal entry about their feelings at the end of each day.

LESSON-17

SPORT

First of all, Sport refers to an activity involving physical activity and skill. Here, two or more parties compete against each other. Sports are an integral part of human life and there is great importance of sports in all spheres of life. Furthermore, Sports help build the character and personality of a person. It certainly is an excellent tool to keep the body physically fit. Most noteworthy, the benefits of Sports are so many that books can be written. Sports have a massive positive effect on both the mind and body.

Physical Benefits of Sports

First of all, Sports strengthen the heart. Regular Sports certainly make the heart stronger. Hence, Sport is an excellent preventive measure against heart diseases. This certainly increases the life expectancy of individuals. Furthermore, a healthy heart means a healthy blood pressure.

Sports involve physical activity of the body. Due to this physical activity, blood vessels remain clean. Sports reduces the amount of cholesterol and fats in the body. This happens because of the increase of flexibility of the wall of the blood vessels. The flexibility increases due to physical exertion, which is the result of Sports.

Furthermore, the sugar level in blood also gets lower thanks to Sports. The sugar certainly does not accumulate in the blood due to physical activity.

TASK. Read to the text and of the passage about sport above and answer the following five question.

1. Which one is a team sport?

- A) Golf
- B) Skiing
- C) Football
- D) Snooker

2. What is the name of the designated person who leads the team when playing a match?

- A) Manger
- B) Player
- C) Captain
- D) Spectator

3. What is the responsibility of the manager?

- A) Drive the players to the game.
- B) Decide on the tactics for the game.
- C) Prepare half-time refreshments.
- D) Look after the pitch.

4. What is a team sport considered to be?

- A) More demanding
- B) Easier to perform
- C) More expensive
- D) Less equipment is needed

5. Are most sports played as a team or individually?

- A) Individually
- B) Neither
- C) As a team
- D) Both

LISTENING

You will hear a part of conversation. For each question, fill in the missing information in the numbered space. Write no more than ONE WORD/NUMBER for each question

Situation: Bob and Jane decide what sort of sport to do.

Bob: I need to get fit and lose some weight.

Jane: That's a good idea. _____1_____?

Bob: Yes sure. What sort of sport do you want to do to get exercise?

Jane: I'm not sure. I used to play tennis when I was a school.

Bob: I've never played tennis. _____2_____?

Jane: At the university's sports centre, but we have to book the time to use it.

Bob: _____3_____? We can do that whenever we want to.

Jane: Yes we could go to the running track or just use the pavement next to the road.

Bob: Do you like cycling?

Jane: Yes it's good and faster than running.

Bob: I have a friend _____4_____. We could join his cycling club to meet other people interested in it.

Jane: That would be fun if we could do the sport with lots of other people.

Bob: Great. When do you want to start?

Jane: _____5_____?

Bob: No, not tonight. It looks as if it might start to rain.

Jane: Ok. We'll wait until it's good weather.

WRITING

Describe a Picture.

The following picture shows a sport scene. You should describe what the picture shows and then go on to describe what is also happening around the edge of the picture, in the parts that are not being shown. Include lots of detail and write as much as you can.



SPEAKING

Do you like to play sport?

How often do you play sport?

Would you like to be a professional athlete?

Do you like to watch sport on the television?

Who do you normally play sport with?

What sort of sport is your favourite?

Why do you play sport?

Have you ever been to a sporting event?

What does a person have to do to become a professional athlete?

What do you think is the most dangerous sport?

GRAMMAR

Match the words to the sentences.

WE GO IN FOR SPORT EVERY DAY

The sentences below tell about some events in the past. Each of the sentences has a missing word. Choose the correct word from the box to complete the sentences.

- Did you _____ your son to ride a bicycle on a big field?
- No, I didn't _____ my son to ride a bicycle on a big field.
- I _____ my son to ride a bicycle in a big local park.
- Did you _____ to exercise in the local gym

teach
taught

on Tuesday evenings?

- No, I didn't _____ to exercise in the local gym on Tuesday evenings.
- Did you _____ younger daughter in the swimming pool every Tuesday morning?
- Did you _____ our children to play football at the local stadium every Monday?

go
went

- No, I didn't _____ my children to play football at the local stadium every Monday.

take
took

- I _____ them to play football at the local stadium every Wednesday.

- Did you _____ younger daughter in the swimming pool every Thursday morning?

swim
swam

- No, my younger daughter didn't _____ in the swimming pool every Thursday morning.

- She _____ in the swimming pool every Thursday afternoon.

- Did your older daughter _____ her fencing lessons every Friday?

Have/has
had

- No, my older daughter didn't _____ her fencing lessons every Friday.

- She _____ her dancing lessons every Friday.

VOCABULARY

Exercise 1 – Correct Definition

This first exercise about the sport vocabulary is about finding the correct definition. In each of the five questions you are given a word and have to choose which of the definitions (A-D) is the correct one. When you have finished click the get score button to see how well you did.



Choose the correct definition for the sport vocabulary in this quiz.

1) What is the definition of Bat?

- A) The member of a team that is in charge of all the other players while playing the sport.
- B) The things that are needed to be able to play a sport.
- C) A thin long object that is held and used to hit another object, often a ball.
- D) A game in which a club is used to hit a small ball into a hole in the ground.

2) What is the definition of Darts?

- A) A game of skill where a sharp pointed metal stick is thrown at a target on a wall.
- B) A single occasion of playing a sport. (Similar to a match.)
- C) A square area with ropes around it in which a boxing match takes place.
- D) Sport related to physical activity, such as running, jumping or throwing.

3) What is the definition of Marathon?

- A) The person who organizes how, when and where a team or individual will play a sport.
- B) The other person or team in a sporting contest.
- C) A contest where a long stick is used to try to jump as high as possible.
- D) A running race that is just over 26 miles long.

4) What is the definition of Net?

- A) A barrier between the participants over which an object has to passed.
- B) To move as fast as possible.
- C) A long and wide piece of material attached to the feet used to slide over snow.
- D) An object with a large head that is used to hit another object, often a ball.

5) What is the definition of Table tennis?

- A) Sports that need either snow or ice to be undertaken.
- B) A gate that lets only one person through at a time.
- C) A game played on a table with small rackets and balls.
- D) A team game where the feet are used to kick a ball. (Called soccer in America.)

LESSON – 18
DIFFERENT KINDS OF SPORTS

WARM-UP:. Students should find the names of the sports after they are shown by the teacher. Here are some pictures:



READING

Read the passage and answer the questions.

There are many different kinds of sports that are undertaken by a wide variety of different people. Some people do sport for their career and other people purely do sport for enjoyment and recreation. Some sports, like cricket, require the use of a lot of equipment, while others need very little in order to successfully play a game in that sport. Some people use public playing fields to play sport for free, while other sports such as squash, tennis, badminton and table tennis are usually paid for on an hourly basis in the comfort of a local leisure center.

Most sports are played with a round object often known as a ball. Some sports use more than one ball and snooker is one of the unique sports that make use of a number of balls while being played. The game itself is often controlled by an impartial individual known as an umpire in cricket and a referee in sports like football and rugby. Most sports have a duration of not more than a few hours, however some athletic tournaments can last for up to a week and a game of cricket can be five days in duration before a winner is announced.

Some people prefer to watch sport. This can either be done by going to a stadium, a local leisure center, park or on the television. It is often cheaper to watch sport from the comfort of a person's home than to visit the stadium or a special event. Some sports, such as football and cricket, are really popular in the United Kingdom but not in the USA. In the USA people often play basketball and baseball. However, most countries put aside time to compete in world sporting events such as the football world cup or the Olympics, which occur every four years.

Nowadays, people who suffer from any kind of disability are also encouraged to participate in sport and most sport equipment is adapted to suit the needs of a disabled person. This means sport is something that can be enjoyed no matter the physical ability of the person. The para-olympics takes place a week after the main event and it is equally popular. Participation in sporting activity is encouraged by doctors and at schools given the beneficial impact it has on the health of the individual that participates, and it is for this reason and the competitive nature of individuals that sport remains a very popular activity worldwide.

Read and answer these questions:

1. Which sport requires the use of a lot of equipment

- a) football b) athletics c) cricket d) rugby

2. What sport is popular in the United Kingdom?

- a) baseball b) cricket c) basketball d) athletics

3. What sport is popular in the United States?

- a) cricket b) baseball c) football d) squash

4. What sport can last longer than a day in duration?

- a) football b) baseball c) rugby d) cricket

5. How often is the Olympics held?

- a) every year b) every two years c) every four years d) every day

LISTENING

Here is a link for listening activity:

<https://listenaminute.com/s/sport.html>.

Listening gap fill.

Are you good at sport? I'm not, but I love watching and _____ sport. My favorite sport is football – the kind with the round ball, not American football. _____ at football when I was a kid. This did not stop me playing. I played in the park with my friends _____. What is your national sport? Do you like it? I love Japan's national sport sumo. _____ most exciting sports in the world. You have to spend _____ and the fighters. The greatest thing about sport is that it brings people together from all over the world. Another good thing _____ healthy. Sports stars are very lucky. They love their job and _____ every day. What are you going to play next?

After filling the gaps, the students should unjumble the words.

Are you good at sport? I'm not, but I love watching and playing all kinds of sport. My favorite sport is football – with kind the ball round the, not American football. I football at good very wasn't kid a was I when. This did not stop me playing. with park the in played I friends my for hours every day. What is your national sport? Do you like it? love I sumo sport national Japan's. It is one of the most exciting sports in the world. You have to spend a and to the know little the time rules getting fighters. The greatest that brings about is it thing sport people together world the over all from. Another good thing is that it keeps us healthy. Sports stars are very

lucky. They job love doing fit and their it by stay every day. What are you going to play next?

WRITING

Complete the sentences with your own words:

1. My favorite sport is _____,

because _____.

2. I like to play my favorite sport with _____.

3. To play my favorite sport I need to use _____.

4. The person who taught me to play sports is _____.

5. Playing sports makes me feel _____.

6. The hardest part of playing sports is _____.

7. The most fun part of playing sports is _____.

SPEAKING

1. Do you enjoy playing sports? Which sports do you like the most?

2. Have you ever attended a live sports event? If so, which sport was it and how was your experience?

3. What do you think are the benefits of playing sports regularly?
4. Are there any sports that you would like to try in the future? Why?
5. How important do you think physical fitness is for athletes in different sports?
6. Do you prefer individual sports or team sports? Why?
7. Have you ever had any sports-related injuries? If so, what happened?
8. Do you follow any professional sports teams or athletes? Who is your favorite and why?
9. What is the most popular sport in your country? Do you enjoy watching or playing it?
10. How do you think sports can help bring people from different backgrounds together?

GRAMMAR

Read the text.

1891, a Canadian sports teacher that worked in an American school in Massachusetts invented a new game. His name was James Naismith. James decided to create a game for his lazy and rebellious students. They had to keep fit but they couldn't go outside because it was a very cold winter. They had to play in the gym.

He took two old peach baskets that he saw on the floor and put them on the wall. Then, he organized the students in two teams and he asked them to pass a big round ball and throw it into the baskets. This is how J. Naismith invented basketball.

His students loved the game and learnt the 13 rules that their teacher made. So an it became very popular in the USA.

Today basketball is still a very popular team game. Millions of people play this sport all over the world. And there are excellent basketball players!! Can you name any?

Find the irregular verbs in the text. Underline them and write all the forms in correct boxes.

infinitive	Past simple	Past participle	meaning

Activity 7. Vocabulary activity.

Choose the most suitable word underlined in each sentences:

- a) Sue came first in the 5000 meters **competition/game/race**
- b) Brenda goes jogging every morning to keep **exercised/fit/trained**
- c) Our team **beat/defeated/won** the match by two goals to nil.
- d) The local stadium isn't large enough for so many **audience/viewers / spectators.**
- e) I'm afraid I don't find basketball all very **interested/interesting.**
- f) Norman won first **medal/prize/reward** in the cookery Competition
- g) All **competitors / rivals/ supporters** for the relay race should make their way to the track
- h) The Final result was alan **draw/equal/score.**

2. Explain the difference between...

- a. Amateurs and professionals...
- b. A winner and a runner-up...
- c. to win and to beat ...

Complete the compound word in each sentence with the words given.

*board	*court	*jacket	*field	*course	*hooligan
*pools	*track				

- a) Everyone who goes sailing must wear a life_____.
- b) Bring your racket and I'll meet you at the tennis_____.
- c) Because Bill wears a scarf everyone thinks he is a football_____.
- d) The school has held its playing_____ to a property company.
- e) Violet won half a million pounds on the football_____.
- f) I enjoy walking around the golf_____ and watching people play.
- g) Every morning I jog round the running_____ opposite my house.
- h) Steve jumped from the diving wearing_____ all his clothes!

LESSON -19

FOOTBALL (SOCCER)

Football or soccer, which is considered to be the most popular sport in the world, is a team sport played between two teams of eleven players using a spherical ball. Foot ball

The object of the game, which is played on a wide rectangular field with a goal on each end of the field, is to score by putting the ball into the adversary goal. The goal is kept by a goalkeeper who is allowed, at the exception of other players, to use his / her hands in the game. The winners are those who score the most goals. If the football (or soccer) match ends in a draw the two teams may be redirected to play extra time and / or penalty shootouts (each team taking turns to have a set number of kicks at the goal.)

- The way football is played now was first codified in England. Nowadays, it is governed by the FIFA, "Fédération Internationale de Football Association" (International Federation of Association Football.) The game is played now all over the world and competitions are organized nationally, continentally and

internationally. The most prestigious of football competitions is the World Cup, which is held every four years.

VOCABULARY:

According to the text find the words through following definitions.

1. A person taking part in a sport or game (.....)
2. A football game in which two teams of 11 players try to kick or head a ball into the opponent's goal(.....)
3. a competition at which a winner is chosen(.....)
4. one of the natural periods into which the year is divided by the equinoxes and solstices or atmospheric conditions (.....)
- 5. the state of affairs that a plan is intended to achieve(.....)**
- 6. to do an activity requiring physical effort, generally in order to improve health and fitness(.....)**
- 7. a large building, with tiers of seats for spectators, where people watch sports events such as football matches or athletics (.....)**
- 8. a person who is in charge of a sports game and who makes certain that the rules are followed (.....)**
- 9. the player whose job it is to stop the ball going into the goal in games such as soccer and hockey(.....)**
- 10. how many points an individual or team has(.....)**

READING Comprehension:

- 1. Soccer is another word for football**
 - a. True
 - b. False
- 2. Each team includes 22 players**
 - a. True
 - b. False
- 3. The rules of the game were established**
 - a. by an international committee
 - b. in England
- 4. The world cup competition takes place**
 - a. annually,
 - b. every 5 years,

c. every 4 years.

5. In soccer game who plays with hand?

- a. Player
- b. Goalkeeper
- c. Referee

GRAMMAR

Choose the correct answer.

1. Football,..... is considered the famous sport in the world.

- a. Who
- b. Which
- c. Where

2. The goal is by goalkeeper in soccer.

- a. Keeping
- b. Keep
- c. Kept

3. Which sentence is written in present simple?

- a. The winners are those who score the most goals.
- b. The way football is played now was first codified in England.
- c. a team sport played between two teams

4. Football is played 11 players team?

- a.at
- b.in
- C.on

SPEAKING

1) Do you like sport?

2) What sports did you do at school?

3) How important is keeping fit to you?

4) What do you do to keep fit?

5) Is violence a problem at sporting events in your country?

What are the benefits of international sports events?

WRITING

Write about your favorite sports player. Why are they your favorite? What makes them stand out to you?

Write about one of the most famous sports players ever and include some interesting facts about them.

Create a story about a sports event, writing it as if you're a sports announcer.

Come up with a brand-new sport. Write about how you play it and include some rules for the new sport you've created.

Write about your favorite moment playing a sport. How did it happen, and how did it make you feel?

LESSON-20

THE ANCIENT EGYPTIANS

Egypt was one of the world's first civilizations. The Egyptian kings, called the Pharaohs, instructed the people to build the pyramids. The people buried the Pharaohs in the large buildings. First, there was a religious ceremony in a temple nearby. Then the people carried the coffin inside the pyramid.

Architects designed the pyramids, but the workers were farmers from the fields near the River Nile. There were no tools or machines, so the workers used their hands. They worked for many years. Many of them died because it was hard work. The biggest pyramid is the three at Giza. The Great Pyramid of King Kahfy is bigger than ten soccer fields!

Later, archeologists opened up the pyramids and discovered the coffins of Pharaohs, their jewelry, weapons, furniture, and musical instruments. They also discovered examples of early writing.

The ancient Egyptians used picture symbols instead of words. They carved pictures on wet clay. Then the clay dried to form "writing blocks". We know about the life of the ancient Egyptians because they buried the writing blocks in the pyramids, too.

Answer the questions with a complete sentence.

1. Who instructed the people to build the pyramids?
A. Pharaohs B. Architects C. Farmers D. Archeologist
2. Who designed the pyramids?
A. King Kahfu B. Farmers
C. Architect D. Tutankhamun
3. Who were the workers?

4. What did the ancient Egyptians carve pictures on ?

5. Where did they bury the writing blocks?

VOCABULARY

1.Civilization (N) - the stage of human social and cultural development and organization that is considered most advanced.

"the Victorians equated the railways with progress and civilization"

2. Pharaohs (N) -a ruler in ancient Egypt.

3.Temple (N) -a building for religious worship, especially in religions other than Christianity.

4.Coffin (N) -a long, narrow box, typically of wood, in which a dead body is buried or cremated.

5. Archeologists (N)-someone who studies the buildings, graves, tools, and other objects of people who lived in the past.

6.Buried (Adj) -placed or hidden underground.

"buried treasure

7.Carved (adj)-cut or engraved

WRITING

Write a summary about the Ancient Egyptian History based on the above given text.

SPEAKING

Imagine you are in the Ancient Egypt and you've lost.

Ask a direction from local people

GRAMMAR

1.By the time we arrived at the theater, the play. (already / start).

2. (write) the entire book before he started reading it.

3.My sister (graduate) before she got a job in marketing.

4.I tried calling you, but you (forget) your phone here.

5.Kelly and Joshua (visit) Austria before they went to Germany.

6.Dylan (read) numerous papers before he submitted his paper on sustainable energy.

7.Lisa (just / leave) before I got back from school.

8.I made dinner after I (buy) the groceries.

9.The movie (end) before the talk show started.

10. We (already / know) each other for 10 years before we went into business together.

LISTENING

Draw a picture with needed color which mentioned in the audio.

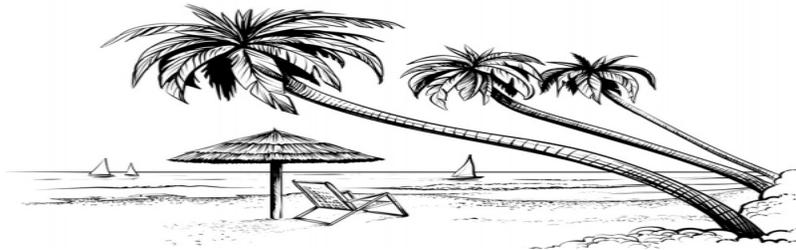
LESSON – 21 AT THE BEACH

WARM UP:

When you visit the beach, which of these things do you worry about? Why?

- sunburn and heat exhaustion
- drowning
- sharks
- jellyfish

Have you ever seen a jellyfish at the beach? Have you ever been stung by a jellyfish?



Before you watch. You are going to watch a short documentary about jellyfish. Before you watch, look at the picture and read the information. Then match the words/phrases in bold with their meaning.

FACT FILE: JELLYFISH

Jellyfish are **marine invertebrates**. Their bodies are quite simple. There is a bell at the top, with tentacles hanging down. The bell and tentacles both include some basic **sensory organs**, like a very simple brain. Inside the bell, there is also a **digestive cavity** which works like a stomach to break down food. In some types of jellyfish, the tentacles include **venomous stingers**, which can release dangerous poison when they touch something. They use these stingers for hunting food and defending themselves.

1. a space inside the body where food is processed =
2. animals without bones =
3. relating to the sea =

- 4. **body parts which detect and respond to what's going on in the environment =**
- 5. **body parts which produce a painful injury to something which touches them =**
- 6. **poisonous =**

3. Watch for main idea.

Video Watch the documentary and decide if these sentences are true or false, and why?

- 1. Jellyfish are a type of marine fish.
- 2. Some jellyfish can live forever.
- 3. Box jellyfish can kill a human very quickly.
- 4. Strangely, jellyfish bodies and human bodies contain similar amounts of water.
- 5. Jellyfish are not a danger to ships and boats.

4. Watch for detail.

Read the sentences and remember/predict the missing words. The words you write will have the same or similar meaning as the words in brackets. The first letter of the missing word has been given.

- 1. In recent years scientists have started using the... term "sea jellies" to c_____ (2 words - make something easier to understand) the confusion.
- 2. But at least one jellyfish can actually r_____ (make something go backwards) the aging process,
- 3. The *turritopsis dohrnii* has earned the moniker "the immortal jellyfish" for being able to u_____ (experience a change) a process called transdifferentiation, earn the moniker = received the nickname
- 4. Humans and other animals that are unlucky enough to get stung may experience p_____ (an inability to move), cardiac arrest and even death within just a few minutes, cardiac arrest = a heart attack
- 5. If a jellyfish washes up on the beach, it will mostly e_____ (dry up due to heat) due to the high water content.
- 6. Jellyfish blooms can form quickly, and scientists think that the jellies c_____ (get together in a large group) for mating purposes. for mating purposes = to reproduce
- 7. While these blooms are natural, they've caused problems all over the world such as c_____ (blocking something up so that it no longer works) fishing

equipment in Mexico, destroying Chinese ships and closing beaches in Australia and Europe,



LESSON-22 NATURAL DISASTERS

1. Match the words in the box with images below.

a) wind b) hurricane c) cloud d) ocean e) destruction f) storm

Learn the words to the text. Match the words below.

- | | |
|-------------------------------|---|
| 1. Predict.
current of air | A. to move, or to move something, by the force of the wind or a |
| 2. Die out.
something | B. to completely change the appearance, form, or character of |
| 3. Cyclone | C. the top layer of an area of water or land |
| 4. Potential | D. to become less down or go down to a lower level |
| 5. Transform | E. a very fast wind that moves very fast in a circle |

6. Decrease F. to disappear or stop existing completely
7. Surface G. likely to develop into a particular type of person or thing in the future
8. Blow H. to say something will happen, before it happens.

Hurricane

They are essential features of the Earth's atmosphere, as they transfer heat and energy between the equator and the cooler regions towards to poles:

Section A

A hurricane is « large rotating storm centered around an area of very low pressure with strong Winds blowing at an average speed in excess Of 74 miles per hour. ‘The whole storm system may be up to 10 miles high and on average 500 miles wide. It moves forward like an immense spinning top, at speeds up to 20 mph.

Section B

There are various trigger mechanisms required to transform frequent storms into rarer hurricanes. These trigger mechanisms depend on several conditions being “right” at the same time. One of the most influential factors are sources of very warm, moist air, which derived from tropical oceans with surface temperatures greater than 26°C, and sufficient spin or twist from the rotating earths, his related to latitude.

As the warm sea heats the air above it, a current of very warm moist air rises up quickly, creating a center of low pressure at the surface. Trade winds rush in towards this low pressure and the inward spiralling winds whirl upwards releasing heat and moisture before descending.

The rotation of the Earth causes the rising column to twist, gradually taking on the form of a cylinder whirling around an eye of relatively still air, free from clouds. ‘The rising air cools and produces outwards to give thick layer clouds due to the outward spiralling winds leaving: the hurricane core.

Section C

Great amounts of energy are transferred when warm water is evaporated from tropical seas. This energy is stored within the water vapor contained in moist air. As this is

ascends, 90% of the stored energy is released by condensation, giving rise to the towering cumulus and rain.

The release of heat energy warms the air locally causing a further decrease in pressure aloft. Consequently, air rises faster to fill this area of low pressure, and more warm moist air is drawn off the sea feeding further energy to the system. Thus a self-sustaining heat engine is created.

Only as little as 3% of the heat energy may be converted mechanical energy of the circulating winds. This relatively small amount of mechanical energy equates to a power supply of 360 billion kilowatt hours per day or 6 months supply of electrical energy for the whole of the USA.

Hurricanes form between 5 and 30 latitude and initially move westward (owing to easterly winds) and slightly towards the poles. Many hurricanes eventually drift far enough north or south to move into areas dominated by westerly winds (found in the middle latitudes). These winds tend to reverse the direction of the hurricane to an eastward path,

As the hurricane moves poleward it picks up speed and may reach between 20 and 30 mph, an average hurricane can travel about 300 to 400 miles a day, or about 3000 miles before it dies out. Hurricanes occur between July and October in the Atlantic, eastern Pacific and the western Pacific north of the equator. South of the equator, off Australia and in the Indian Ocean, they occur between November and March.

The name hurricane should only be used for those tropical storms occurring in the Atlantic, In the Pacific they are known as typhoons, in the Indian Ocean as cyclones. They are given names beginning with “A”, “B” etc. In order of occurrence and the names are alternately male and female,

Section E

These phenomena can cause major destruction, especially when the hurricane’s path takes it over land. However a path over land also causes the destruction of the hurricane itself. As it moves over land its energy source is depleted and friction across the land surface distorts the air flow. This leads to the eye filling with cloud and the hurricane dies,

Section F

Other than basic knowledge of general hurricane occurrence there are no atmospheric conditions that can be measured and combined to predict where a hurricane will develop. Therefore we can only forecast its path once formed. A network of instruments, men and equipment at the National Hurricane Center in Miami, Florida search out potential hurricanes in their early stages and track them through their life cycle until they decay and die,

Satellites detect hurricanes in their early stages of development and can help to provide early warning of imminent hurricanes, Reinforced aircraft fitted with instruments fly through and over hurricanes, and weather radar can locate storms within 200 miles of the radar station.

A hurricane warning is issued to coastal areas where winds of 74 mph or greater are definitely expected to occur, or dangerously high water or high waves are predicted. The general public are usually informed via television broadcasts and through a system of flying flags by day and lanterns by night

More recently, the National Hurricane Center's website has recently been developed to allow people to type in their zip code and get specific information about potential hazards in their area and where to evacuate to if necessary.

LISTENING

Complete the blanks missing word. Questions 1-4

Use **NO MORE THAN THREE WORDS** from the Section B for each answer.

A current of heated 1_____ raised up from the warm ocean

A center of 2_____, created at the surface

Trade winds rush inwards, discharge 3_____ before descending

The 4_____ helps the column to twist, taking on the form of a cylinder spinning around an eye of the still air

The rising air cools and produces towering cumulus and cumulonimbus clouds.

Question 5-11

Do the following statements agree with the claims of the writer in Reading Passage ?

On your answer sheet please write

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage.

5. Hurricanes often form around the equator.
6. Hurricanes are normally generated above the sea surface under relatively higher temperatures
7. 3% of the mechanical energy generated from hurricanes could power the USA for a half a year.
8. Hurricanes, typhoons and cyclones are all the same type of tropical storms.
9. Once the eye of the hurricane eye's filled with moist air, it will die
10. We are still not capable of anticipating where a hurricane will develop.
- 11 A system of flying flags and lanterns is used to warn of hurricanes within 200 miles.

Questions 12-13

Choose words from the passage to answer the questions **12-13**, writing **NO MORE THAN THREE WORDS** for each answer,

12. How fast does hurricane normally travel?

13. How broad is a typical hurricane system?

I don't know about you, but I 1) _____ natural disasters now than before. 2) _____ the news there's some kind of disaster. There are bushfires in Australia and California, earthquakes in China, hurricanes in Mexico 3) _____ Africa. I'm sure global warming is creating more natural disasters. I'm lucky. Where I live, we 4) _____ natural disasters. I've never experienced anything 5) _____ TV. Japan has many natural disasters. They have earthquakes, typhoons, flooding, volcanoes, 6) _____. They are lucky they have the money 7) _____. There are countries in Africa that aren't rich. When a natural disaster hits them, 8) _____

SPEAKING

Discuss the questions below about hurricanes and natural disasters.

1. What is a hurricane? What do you know about hurricanes?
2. What are some things you shouldn't do during the hurricane?
3. What are the potential dangers of a hurricane?
4. How do climate change and global warming effect hurricanes?
5. How can people prepare for a hurricane?
6. What should people do after a hurricane?

WRITING

You should write the sentence about hurricane.

A). What are three possible impacts or effects of hurricane?

1. _____
2. _____
3. _____

B). What are three things people can do to prepare for a hurricane?

1. _____
2. _____
3. _____

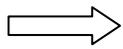
EXTENSION TASK

Write about an extreme weather event that occurred in your country and write about a news broadcast that explains everything about it.

COMPARISON OF ADJECTIVES

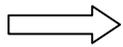
How to Make Comparatives and Superlatives

1. Single Syllable and Double Syllable Words ending with -y, -er, -ow, -le –



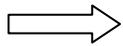
We use ‘-er’ to make the comparative and ‘-est’ to make the superlative.

Positive	Comparative	Superlative
Black	Blacker	Blackest
Fair	Fairer	Fairest
Clever	Cleverer	Cleverest



When there is a silent ‘e’ at the end of the positive form, we remove that and add ‘-er’ and ‘-est’

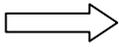
Positive	Comparative	Superlative
Nice	Nicer	Nicest
Late	Later	Latest
Huge	Huger	Hugest



When the adjective ends with a ‘y’, we convert the ‘y’ into ‘i’ before adding ‘-er’ and ‘-est’

Positive	Comparative	Superlative
Pretty	Prettier	Prettiest
Lazy	Lazier	Laziest
Tidy	Tidier	Tidiest

Positive	Comparative	Superlative
Hot	Hotter	Hottest



If the adjective is a small one with little stress on the vowel, we double the last consonant.

Wet	Wetter	Wettest
Thin	Thinner	Thinnest

2. Other Words with Two or More Syllables

For other double syllable that do not end with -y, -er, -ow, -le & for adjectives with more than two syllables, we use more and most to form the comparatives and superlatives.

Positive	Comparative	Superlative
Difficult	More Difficult	Most Difficult
Careful	More Careful	Most Careful
Handsome	More Handsome	Most Handsome

There are given adjectives in the below. Make the sentences with the adjective +est or the adjective +er or the more+ adjective and the most +adjective

Big, far, difficult, hot, powerful, shocking, high, expend, strong, good, amazing, hurting, devastating

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

LESSON-23 HURRICANE WHO?

WARM-UP:

1. Pre-Reading and speaking

1. What is a hurricane?

2. Where do hurricanes usually occur?
3. How often do hurricanes occur in your country?

VOCABULARY PREVIEW

Write the letter of the word or phrase with the same meaning as the underlined word

- | | |
|---------------------------|----------------|
| a. almost the same; alike | d. big trouble |
| b. find | e. happen |
| c. facts | f. choose |

1. ____ Strong winds can cause danger.
2. ____ People try to detect typhoons before they come to land.
3. ____ I need information about when the storm will begin.
4. ____ Typhoons often occur in summer.
5. ____ Hurricane Fred and Hurricane Gloria had similar wind speeds.
6. ____ We should decide what to call this typhoon.

HURRICANE WHO?

Tropical cyclones are called typhoons in Asia and hurricanes in North and South America. These storms go around like a wheel turning to the left when they hit in the northern part of the world. They have wind speeds of 60 kph or more. In the United States, the Tropical **Prediction** Center in Miami, Florida keeps an eye out for hurricanes. When **meteorologists** detect a hurricane, they give it a name. They can use either a male or female name. Why should tropical cyclones have names? The name makes it easier for people to keep up with information about a hurricane and its possible dangers. The World Meteorological Organization (WMO), an **international** weather group, decides what names will be used. The WMO makes lists of names using the English alphabet. Each name on the list starts with a different letter. The first hurricane of the year gets the first name on that year's list. The second hurricane gets the next name. For example, if the first hurricane is named Abel, the second might be named Betty. The name lists do not **include** names beginning with the letters Q, U, X, Y, and Z. There aren't many names that begin with these letters. Asian countries use a different list, which is made up by the WMO's Typhoon **Committee**. This list has a few **personal** names, but most of the names are of flowers, animals, trees, and other similar things.

1. **tropical:** related to a place that is always warm

2. **prediction:** a smart guess about the future
3. **meteorologist:** a scientist who studies the weather
4. **international:** in or from different countries
5. **include:** to have
6. **committee:** a group that decides things
7. **personal:** of, or pertaining to, a person

Find the best answer

1. What is the main idea of this reading?

- a. Why tropical cyclones are named
- b. What tropical cyclones can do
- c. How tropical cyclones are named
- d. Who watches for tropical cyclones

2. In which direction do tropical cyclones go around in the northern part of the planet?

- a. Down
- b. The same direction as a clock
- c. The opposite direction of a clock
- d. Up

3. The fifth hurricane of 2015 might have the name _____.

- a. Diana
- b. Darren
- c. Eric
- d. Connie

4. Which name would a hurricane NOT have?

- a. Rita
- b. Veronica
- c. William
- d. Yanni

5. Why should tropical cyclones have names?

- a. It sounds interesting.
- b. The names help people.
- c. The names are a code for the WMO.
- d. It is traditional

LISTENING

Listen to the dialogue.. Check **True** or **False** for each sentence

1. The hurricane that is coming has a female name.
2. The man does not like the hurricane's name.
3. The man suggests the name Cobra for the hurricane.

WRITING

Write your own short paragraph by answering the questions below

1. What kind of weather do you like the most?
2. When does this weather come in your country?
3. How does this weather make you feel?
4. What do you like to do in this weather?

Example: I like rainy weather the most. In my country, rainy weather usually comes in July and August. This kind of weather always makes me feel comfortable. When the weather is rainy, I like to read or listen to music.

LESSON -24

ELECTRIC CARS

WARM-UP

Discuss the following questions with your partner.

1. Do you think electric cars solve environmental problems especially air pollution ?
2. Do you think electric cars completely ready for driving?
3. What is the best way to solve traffic jams in urban areas?

VOCABULARY

- 1. Electric Vehicle (EV):** A vehicle that runs on an electric motor powered by electricity stored in rechargeable batteries.
- 2. Battery Electric Vehicle (BEV):** An electric vehicle that solely uses a battery to store electricity for powering the vehicle.
- 3. Plug-in Hybrid Electric Vehicle (PHEV):** A hybrid vehicle that combines a gasoline engine with an electric motor and can be recharged by plugging into an external power source.
- 4. Regenerative Braking:** A technology in electric vehicles that converts the kinetic energy of the vehicle into electric energy during braking, storing it back in the battery.
- 5. Range Anxiety:** The fear or concern about an electric vehicle running out of battery charge before reaching its destination or a charging station.

Match the following definitions to the correct vocabulary term.

1. Vehicle that solely runs on electric power.
2. Combines a gasoline engine with an electric motor.
3. Technology that captures energy during braking.
4. Fear of running out of battery charge.

5. An electric vehicle with rechargeable batteries.

Options:

- A. Range Anxiety
- B. Battery Electric Vehicle (BEV)
- C. Plug-in Hybrid Electric Vehicle (PHEV)
- D. Regenerative Braking
- E. Electric Vehicle (EV)

THE FUTURE OF MOBILITY: ELECTRIC CARS

Electric cars are revolutionizing the automotive industry by offering a sustainable and environmentally friendly alternative to traditional gasoline-powered vehicles. This reading explores the benefits, challenges, and future prospects of electric cars.

Benefits of Electric Cars:

Electric cars have numerous advantages over conventional vehicles. They produce zero tailpipe emissions, reducing air pollution and greenhouse gas emissions. Additionally, they are quieter to operate and require less maintenance due to fewer moving parts. As technology advances, the range of electric cars continues to improve, addressing concerns about range anxiety.

Challenges Facing Electric Cars:

Despite their benefits, electric cars face challenges such as limited charging infrastructure, longer refueling times compared to gasoline cars, and higher initial costs. Many consumers also have concerns about the environmental impact of manufacturing batteries for electric vehicles.

Future Prospects:

The future of electric cars looks promising as automakers invest heavily in research and development to improve battery technology and reduce costs. Governments around the world are incentivizing the adoption of electric vehicles through subsidies, tax breaks, and infrastructure investments. As the global push for sustainable transportation grows, electric cars are expected to play a significant role in reducing emissions and mitigating climate change.

Comprehension Questions:

1. What are the main benefits of electric cars?

2. What are some challenges electric cars face?
3. How is the future of electric cars being shaped by research and government policies?
4. Why are electric cars considered a more sustainable option for transportation?

Discussion Points:

1. Have you ever ridden in or driven an electric car? Share your experience.
2. Do you believe electric cars will eventually replace gasoline-powered vehicles? Why or why not?
3. What role can individuals and governments play in promoting the adoption of electric cars?
4. How do you think the infrastructure for electric vehicles can be improved to overcome existing challenges?

LISTENING

In the podcast episode, we will delve into the world of electric cars, exploring their impact on the environment, advancements in technology, and the future of transportation. Listen attentively and follow along as we discuss the pros and cons of electric vehicles.

Podcast Outline:

Segment 1: The Rise of Electric Cars

- Introduction to electric cars and their growing popularity.
- Discussion on the environmental benefits of switching to electric vehicles.

Segment 2: Advancements in Electric Vehicle Technology

- Overview of the latest technological innovations in electric cars.
- Exploring regenerative braking, battery improvements, and autonomous driving features.

Segment 3: Challenges and Solutions

- Identifying the challenges faced by electric cars, such as range anxiety and charging infrastructure.
- Solutions and initiatives aimed at overcoming these obstacles.

Segment 4: The Future of Electric Cars

- Predictions for the future of electric cars and their role in sustainable transportation.
- Government policies, incentives, and investments driving the adoption of electric vehicles.

Listening Comprehension Questions:

1. What are some environmental benefits of electric cars?
2. What technological advancements have been made in electric vehicle technology?
3. What are the main challenges faced by electric cars, and how can they be addressed?
4. How do government policies influence the future of electric cars?

WRITING

Task: Imagine you are a car manufacturer introducing a new model of electric car to the market. Write a persuasive promotional text highlighting the features and advantages of your electric vehicle. Convince potential buyers why they should choose your electric car over traditional gasoline-powered vehicles. Be creative and descriptive in your writing to attract customers to your innovative and sustainable product.

Suggested Structure:

1. Introduction: Begin by introducing the name of your electric car model and a brief overview of its key features.
2. Features and Benefits: Describe the unique selling points of your electric car, such as zero emissions, cost savings on fuel, smooth and quiet operation, advanced technology integration, spacious interior, etc.
3. Performance: Highlight the performance capabilities of your electric car, including acceleration, range per charge, charging time, and driving experience.
4. Sustainability: Emphasize the environmental benefits of driving an electric car, such as reducing carbon footprint and contributing to a cleaner planet.
5. Customer Testimonials: Include fictional testimonials from satisfied customers who have experienced the joy of driving your electric car.
6. Call to Action: Encourage readers to visit your showrooms for a test drive, explore financing options, and join the electric car revolution.

GRAMMAR

Fill in the Blanks with Present Perfect or Present Perfect Continuous:

1. The electric car industry _____ (grow) rapidly over the past decade.
2. By the end of this year, electric car manufacturers _____ (launch) several new models.
3. I _____ (drive) electric cars for five years now.

4. The government _____ (offer) incentives for buying electric vehicles since last year.
5. The engineers _____ (work) on improving battery technology for electric cars recently.
6. How long _____ you _____ (consider) buying an electric car?
7. By the time he graduates, he _____ (save up) enough money to buy an electric vehicle.
8. They _____ (wait) for the perfect electric car to enter the market for months.

Fill in the Blanks with Present Perfect or Present Perfect Continuous in the Transport Context:

1. The airline industry (experience) significant growth in passenger numbers over the last decade.
2. By the end of this year, several new high-speed trains (be) introduced in the country.
3. How long you (consider) using public transportation?
4. The construction of the new metro line (progress) steadily since last month.
5. She (wait) for the bus for half an hour now.
6. How long the government (promote) sustainable transport solutions?
7. By next summer, the company (invest) in new electric buses for two years.
8. They (work) on improving traffic flow in the city center for a while.

SPEAKING

Organize a discussion or role-playing scenario with the following prompts related to transportation:

Discussion Topics:

1. How do you usually commute to work or school? Do you prefer public transportation, driving, cycling, or walking?
2. Have you ever experienced a memorable journey or trip using a specific mode of transportation? Can you share the details?
3. What are the advantages and disadvantages of using public transportation in your city or country?
4. How important do you think it is for cities to invest in sustainable transportation options like electric vehicles or bike-sharing programs?

5. Would you consider changing your mode of transportation for environmental reasons, even if it involves inconvenience or higher costs?

Role-Playing Scenario:

You could create a role-playing scenario where one person plays a commuter facing transportation challenges, and the other plays a transportation service provider. They could discuss issues like delays, overcrowding, accessibility, and improvements needed in the transportation system to make the commute more efficient and comfortable.

LESSON-25
VOCATION

WARM-UP:

What does the meaning of “ vacation” ?

Where do you go on vacation?

What do you do on holiday?

READING

DAVID IS PLANNING A VACATION

David is planning a vacation for his family. His mother and father want to accompany the family this year. Last year his parents did not travel with them. David has thought about visiting Miami, Florida again, and he really enjoyed the beach there last year. But this year they want to visit the mountains. They are looking at California, Colorado, and Idaho. David's wife, Emily wants the family to fly by plane for vacation this year and then rent a car. David wants to travel by car from their home in Atlanta. However, their sedan is not big enough to accommodate everyone who wants to go. David wants to rent a mini-van. His twin sons, Brandon and Brent have never been on an airplane before. They are three years old.

VOCABULARY

1. Accompany- hamroh bo'lish
2. Travel- sayohat qilish
3. Think about- haqida o'ylash
4. Enjoy- zavqlanish
5. Beach- sohil
6. Visit- tashrif buyurish

7. Look at – ga qarash
8. Rent- ijaraga olish
9. Sedan-mashina nomi
10. Accommodate-xizmat ko'rsatish

Circle the correct words.

1. David is planning a vacation for his **father/ family**.
2. David really enjoyed **the beach/ mountain** in Miami last year.
3. This year they want to visit **the abroad/ mountain**.
4. **Next year/ last year** his parents did not travel with them.
5. David's twin sons **have/ has** never been on an airplane before.

LISTENING

Listen and find correct answer.

- 1) Where did the family vacation last year?
 - Italy
 - France
 - Florida
 - California
- 2) What is the name of David's wife?
 - A. Erin
 - B. Elizabeth
 - C. Edie
 - D. Emily
- 3) How old are David's sons?
 1. Three
 2. Four
 3. Five
 4. Their ages are not known.
- 4) In what city does David's family live?
 - a) Atlantic City
 - b) New York
 - c) Atlanta
 - d) Miami
- 5) What are the name of David's sons?
 - A. Brian and Brandon

- B. Brandon and Brent
 - C. Brandon and Brooks
 - D. Brian and Brent
- 6) Which state is not being considered for vacation?
- A. Georgia
 - B. Colorado
 - C. California
 - D. Idaho

<https://lingua.com/english/listening/planning-a-vacation/>

GRAMMAR

Put the verb in correct form. (Present perfect)

1. His parents did not travel with them.
2. David thought about visiting Miami, Florida.
3. David really enjoyed the beach there.
4. They are looking at California, Colorado, and Idaho.
5. David is planning a vacation for his family.

Write about your favorite sports player. Why are they your favorite? What makes them stand out to you?

Write about one of the most famous sports players ever and include some interesting facts about them.

Create a story about a sports event, writing it as if you're a sports announcer.

Come up with a brand-new sport. Write about how you play it and include some rules for the new sport you've created.

Write about your favorite moment playing a sport. How did it happen, and how did it make you feel?

GLOSSARY

A Angry, Annoyed, Afraid, Awkward, Affectionate, Anxious, Alarmed, Awed, Aggravated, Amazed, Astonished, Amused, Apprehensive, Absorbed, Ambivalent, Ashamed, Able, Addled, Admired, Admirable, Affable, Agreeable, Aggressive, Abandoned

B Brave, Bothered, Bewildered, Bitter, Bashful, Blue, Baffled, Blissful, Buoyant, Bereaved, Bold

C Cheerful, Cooperative, Confident, Calm, Cold, Curious, Content, Considerate, Cautious, Cranky, Crestfallen, Contrite, Chagrined, Carefree, Composed, Capable, Caring, Careful, Contemptuous, Cross, Concerned, Complacent, Charitable, Crushed, Cantankerous, Compulsive

D Defiant, Depressed, Discouraged, Delighted, Disgusted, Determined, Disappointed, Detached, Daring, Disillusioned, Devious, Dismayed, Disenchanted, Doleful, Disinterested, Disdainful, Dismissive, Dejected, Disengaged, Distant

E Elated, Enthusiastic, Embarrassed, Edgy, Excited, Envious, Exhausted, Eager, Exuberant, Enraged, Euphoric, Extravagant, Ecstatic, Eager, Emboldened

F Funny, Frightened, Fearful, Furious, Fair, Foolish, Frustrated, Forgiving, Flustered, Fulfilled, Fatigued

G Grouchy, Guilty, Grief-stricken, Generous, Greedy, Grateful, Grumpy, Guarded, Gleeful, Glad, Gloomy, Glum, Gracious, Grateful

H Happy, Humiliated, Hurt, Helpless, Hopeless, Horrified, Hesitant, Humbled, Heartbroken, Hysterical, Hyperactive

I Irritated, Irritable, Interested, Insecure, Impatient, Inspired, Inspiring, Inadequate, Irrational, Ignorant, Indifferent, Irked, Impertinent, Inquisitive, Isolated

J Jealous, Joyful, Joyous, Judgmental, Judged, Jaded, Jocular, Jittery

K Kind, Keen

L Loving, Lonely, Lackluster, Leery, Lethargic, Listless, Lazy

M Mad, Meek, Mean, Miserable, Malevolent, Marvelous, Manipulated, Manipulative, Misunderstood, Mischievous, Mopey, Melodramatic, Moody, Melancholy, Mirthful, Moved, Morose, Manic

N Nice, Naughty, Nasty, Nervous, Neglected, Neglectful, Needy, Needed, Naive, Nonchalant, Nonplussed, Numb

O Overpowered, Overjoyed, Obedient, Obsessive, Obsessed, Offended, Outraged, Overloaded, Overstimulated, Obstinate, Obligated, Optimistic, Open, Open-minded

P Panicked, Panicky, Peaceful, Placid, Playful, Pensive, Puzzled, Powerful, Powerless, Pleased, Petty, Petulant, Preoccupied, Proud, Prideful, Prickly, Petrified, Pressured, Perturbed, Peeved, Passive

Q Quirky, Quarrelsome, Qualified, Quivery, Querulous, Quiet

R Relieved, Relaxed, Resentful, Rattled, Refreshed, Repulsed, Rational, Reasonable, Reasoned, Rebellious, Reluctant, Reassured, Remorseful, Reserved, Rejuvenated, Restless, Rattled

S Sad, Surprised, Silly, Scared, Sorrowful, Serious, Shy, Satisfied, Sensitive, Safe, Stressed, Stubborn, Sarcastic, Spiteful, Scornful, Secure, Serene, Smug, Sociable, Sympathetic, Startled, Satisfied, Sanguine, Skeptical, Sincere

T Thankful, Tearful, Teary, Thoughtful, Tolerant, Tolerated, Trusted, Trusting, Trustworthy, Temperamental, Terrified, Timid, Tired, Tiresome, Troubled, Tickled, Torn, Touched, Threatened, Tender, Tranquil

U Uneasy, Uncertain, Uncomfortable, Unruffled, Unafraid, Useless, Useful, Unimpressed, Unappreciated, Undecided, Unruly, Uptight, Unnerved, Unhappy, Unsteady, Uplifted, Unsure

V Vivacious, Vain, Vibrant, Violent, Valued, Valuable, Vital, Vexed, Volatile, Vulnerable, Victorious, Victimized, Vacant

W Worried, Wary, Weak, Weary, Wistful, Wishful, Willful, Willing, Woeful, Weepy, Whiny, Worn, Whimsical, Warm, Witty, Withdrawn, Worthless, Wronged, Wasted, Worldly

Y Youthful, Yielding, Yearning

Z Zany, Zealous, Zestful

Pollution - the presence of harmful substances or pollutants in the environment

Deforestation - the clearing of forests for agricultural or urban development purposes.

Climate change - the long-term alteration of temperature and typical weather patterns in a place.

Erosion - the gradual wearing away of rock or soil by natural forces such as wind and water.

Habitat destruction - the loss of natural environments where plants and animals live.

Ozone depletion - the thinning of the ozone layer in the Earth's atmosphere, leading to increased UV radiation

Land degradation - the deterioration of land quality due to human activities such as agriculture and mining

Waste management - the process of collecting, transporting, and disposing of waste materials in a safe and environmentally friendly manner

Greenhouse gas emissions - gases that trap heat in the Earth's atmosphere, leading to global warming and climate change

acid-a sour water-soluble compound with a pH of less than 7

biodegradable-capable of being decomposed

carbon- an abundant nonmetallic element in all organic compounds

conservation-careful management of the environment and natural resources

damage-the occurrence of a change for the worse

emission-the act of causing to flow forth

environmental-of or relating to the external conditions or surroundings

extinct -no longer in existence

fossil- the remains of a plant or animal from a past geological age

fuel- a substance that can be consumed to produce energy

gas-state of matter distinguished from solid and liquid states

global- involving the entire earth

greenhouse- a building with glass walls and roof

oxygen a colorless, odorless gas that is essential for respiration

petrol-gasoline

pollution-contamination of the natural environment

rain-water falling in drops from vapor in the atmosphere

rainforest-a densely wooded tropical area with heavy precipitation

recycle-use again after processing

reserve-hold back or set aside, especially for future use

warming-the process of becoming warmer; a rising temperature

wildlife-all living things in an area that aren't tamed

accordion-a portable box-shaped free-reed instrument

acoustic guitar-sound is not amplified by electrical means

aeolian harp-a harp having strings tuned in unison

air horn-a pneumatic horn

bagpipe-a tubular wind instrument

balalaika-a stringed instrument that has a triangular body and three strings

banjo-a stringed instrument that has long neck and circular body

baritone horn-the second lowest brass wind instrument

bass drum-a large drum with two heads

clarinet-a single-reed instrument with a straight tube
clavichord-an early keyboard instrument closely related to a piano
clavier-a stringed instrument that has a keyboard
cocuswood-wood of the granadilla tree used for making musical instruments especially clarinets
flugelhorn-a brass instrument resembling a cornet but with a wider bore
flute-a high-pitched woodwind instrument
kidney: an organ in the body that removes waste from the blood
digestion: the process of breaking down food for use by the body
take out: to withdraw for use
milliliter: a unit of liquid volume equal to 0.001 liter
dilute: to make weaker
urine: the yellow liquid waste from the body
Art and craft-decorative design and handicraft
Modern art-art produced in the second half of the 20th
Cubism – a movement in art in which perspective with a single viewpoint
Digital art - art made using software, computers
Expressionism-the imagine of reality is distorted in order to make it expressive
Figurative arts-any form of modern art that retains strong references to the real life
Graffiti art –a form of visual communication, usually illegal, involving the unauthorized marking of public spaces
Plastic art –art forms that involve modelling or moulding
Romanticism-a movement that originated in the 18th century emphasizing inspiration
Performing arts-art forms of creative activity
Surrealism-strives to release creativity
Consistently - Doimiy ravishda
Temperature - Harorat
Record - Yozish, ro‘yxatga olish
Humidity - Namlik
Extensive - Keng
Equator - Ekvator
Vast - Katta
Tropical - Tropik
Average - o'rtacha
Desert - sahro

Heat - issiqlik

Ecosystem - ekosistema

Rainforest - tropik o'rmon

Sunlight - quyosh nuri

Accompany- hamroh bo'lish

Travel- sayohat qilish

Think about-haqida o'ylash

Enjoy- zavqlanish

Beach-sohil

Visit- tashrif buyurish

Look at – ga qarash

Rent- ijaraga olish

Accommodate-xizmat ko'rsatish

Battery Electric Vehicle (BEV): An electric vehicle that solely uses a battery to store electricity for powering the vehicle.

Plug-in Hybrid Electric Vehicle (PHEV): A hybrid vehicle that combines a gasoline engine with an electric motor and can be recharged by plugging into an external power source.

Regenerative Braking: A technology in electric vehicles that converts the kinetic energy of the vehicle into electric energy during braking, storing it back in the battery.

Range Anxiety: The fear or concern about an electric vehicle running out of battery charge before reaching its destination or a charging station.

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DUSHAYEVA SOXIBA JANIKULOVNA

PRACTICAL ENGLISH

(For ESP learners of universities and institutions)

O'QUV-QO'LLANMA

Nashriyot muharriri: Mohira YULDASHEVA
Texnik muharrir: Baxtiyor YAKUBOV
Sahifalovchi-dizayner: Shohida MUQUMOVA

“Ziyo nashr-matbaa” nashriyoti
Manzil: 120100 Guliston sh., O‘zbekiston ko‘chasi 8-uy.
Tel: (67) 227-63-09

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