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# **MUNDARIJA**

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# II.O'QUV MATERIALLARI

## III SEMESTR

### AMALIY MASHG'ULOTLAR UCHUN MODULLAR KESIMIDA TAVSIYA ETILGAN MAVZULAR:

#### LESSON 1. UNIT 1.YOU AND ME

##### Plan:

1. **Grammar:** Verbs to be, Possessive adjectives, Verbs have, go, live, like.
2. **Vocabulary:** The family
3. **Reading:** A student's blog



#### 1. GRAMMAR: VERBS TO BE.

##### Task 1. How do you use the verb 'be' in English? - Easy Learning Grammar

The verb **be** is used as an auxiliary verb and it can also be used as a main verb. The verb **be** is irregular. It has eight different forms: **be, am, is, are, was, were, being, been**. The present simple and past simple tenses make more changes than those of other verbs.

I <b>am</b> late.	We <b>are</b> late.
You <b>are</b> late.	You <b>are</b> late.
He <b>is</b> late.	They <b>are</b> late.
I <b>was</b> late.	We <b>were</b> late.
You <b>were</b> late.	You <b>were</b> late.
She <b>was</b> late.	They <b>were</b> late.

The present participle is **being**.

*He is **being** very helpful these days.*

The past participle is **been**.

*We have **been** ready for an hour.*

- The present simple tense forms of **be** are often contracted in normal speech. Note that the contracted form of **they are** is spelled **they're**, and not **their** which is the possessive form of they.

I'm here.	We're here.
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You're here.	You're here.
He's here.	They're here.

Any form of **be** is made negative by adding **not** immediately after it. In speech, some forms of **be** also have contracted negative forms. Some of these forms emphasize the negative.

	emphasizes the negative
I'm not late.	
You aren't late.	You're not late.
He isn't late.	He's not late.
We aren't late.	We're not late.
They aren't late.	They're not late.
I wasn't late.	
You weren't late.	
He wasn't late.	
We weren't late.	
They weren't late.	

The major uses of **be** as an auxiliary verb are to form continuous tenses and the passive.

- **Continuous** tenses of main verbs use the appropriate form of **be**, present or past, followed by the present participle (or **-ing** form).
- The **passive** form of a main verb uses the appropriate form of **be** followed by the past participle.
- The verb **be** is also used as a main verb. It is commonly found joining a subject to its complement. As a **main verb**, **be** is used to talk about:
  - Feelings and states. For this we use the simple tenses of the verb with a suitable adjective.  
*I am delighted with the news but he is not happy. She was busy so she was not able to see me.*
  - People's behaviour. For this we use the continuous tenses of the verb with a suitable adjective.  
*I am not being slow, I am being careful. You were being very rude to your mum when I came downstairs.*
  - **Be** + the **to infinitive** is sometimes used to refer to future time. This is a rather formal use, which often appears in news reports.  
*The Prime Minister is to visit Hungary in October. The Archbishop is to have talks with the Pope next month.*
  - **It** + **be**: we use **it** as a subject when we are talking about time, distance, weather, or cost. In this use, **be** is always singular.  
*Hurry up, it's eight thirty! Is it? I didn't know it was so late. It's thirty miles to Glasgow. Come and visit us. It's not very far. It's cold today but it isn't wet. It's very expensive to live in London.*
  - **There** + **is/are** is used to talk about something existing. In this use, the form that **be** takes may be singular or plural, depending on the number of the noun, and **be** is sometimes contracted.

*There's a spare toothbrush in the cupboard. There was a cold wind blowing. There isn't enough petrol for the journey. There are several petrol stations on the way, aren't there?*

To make the continuous tenses of the main verb **be** we have to use **be** twice, once as an auxiliary and once as a main verb.

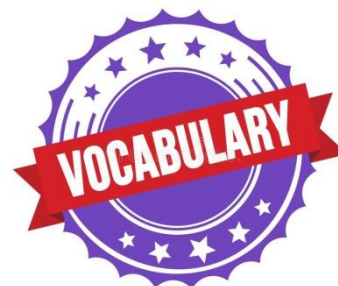
*You are being so annoying! I know I am being silly, but I am frightened.*

The question form of clauses with the verb **be** in them is made by putting the appropriate form of **be** right in front of the subject.

*Are you better now? Is he free this morning? Was he cooking dinner when you arrived?*

## 2. PERSONAL INFORMATION

### English Vocabulary



Task 2. Personal information questions are the basis for any conversation in English and so are important for when you meet somebody for the first time. They are the building blocks from which the rest of the conversation can develop.

Some common questions and a correct form for the answer are as follows:

*Notice that we are giving our answers in complete sentences to practice using them though normally we only give short answers.*

#### **Names**

What is your name?

My name is \_\_\_\_\_.

What is your surname / last name?

My surname / last name is \_\_\_\_\_.

Do you have a nickname?

Yes, my nickname is \_\_\_\_\_ or No, I don't.

#### **Work & Occupation**

What do you do?

I am a \_\_\_\_\_.

Where do you work?

I work at \_\_\_\_\_.

Do you like your job?

Yes, I do. or No, I don't.

Why do you like your job?

I like my job because \_\_\_\_\_.

#### **Marital Status**

Are you married / single?

Yes, I am. or No I'm not.

Do you have a boyfriend / girlfriend?

Yes, I do. *or* No, I don't.

What is your partner's name?

My partner's name is \_\_\_\_\_.

### **Family**

Do you have any children?

Yes, I have \_\_\_\_\_ children. *or* No, I don't

What are their names?

Their names are \_\_\_\_\_.

How many brothers and sister do you have?

I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.

### **Age**

How old are you?

I am \_\_\_\_\_ years old.

When is your birthday?

My birthday is on the \_\_\_\_\_ of \_\_\_\_\_.

Where were you born?

I was born in \_\_\_\_\_.

### **Contact Information**

Where are you from?

I am from \_\_\_\_\_.

What is your address?

My address is \_\_\_\_\_.

What is your phone number?

My phone number is \_\_\_\_\_.

What is your cell phone number?

My cell phone number is \_\_\_\_\_.

Do you live with your parents?

Yes, I do. *or* No, I don't.

Do you live alone?

Yes, I do. *or* No, I don't.

Who do you live with?

I live with my \_\_\_\_\_.

Do you live in a house or an apartment?

I live in a/an \_\_\_\_\_.

What is your e-mail address?

My e-mail address is \_\_\_\_\_.

### **Free time activities**

What do you do in your free time?

In my free time I \_\_\_\_\_.

What are your hobbies?

My hobbies are \_\_\_\_\_.

What type of music do you like?

I like \_\_\_\_\_ music.

Do you have a favourite singer or group?

My favourite singer / group is \_\_\_\_\_.

What types of movies do you like?

I like \_\_\_\_\_ movies.

Do you like to read?

Yes, I do. *or* No, I don't.

What do you like to read?

I like to read \_\_\_\_\_.

### **Habits**

Do you have any bad habits?

Yes, one of my bad habits is \_\_\_\_\_.

Do you snore?

Yes, I do. *or* No, I don't.

Do you smoke?

Yes, I do. *or* No, I don't.

How many cigarettes do you smoke a day?

I smoke \_\_\_\_\_ cigarettes a day.

### **Other Personal Information**

What is your favourite food?

My favourite food is \_\_\_\_\_.

Is there any food that you do not like?

Yes, I don't like \_\_\_\_\_. *or* I like all food.

What is your favourite colour?

My favourite colour is \_\_\_\_\_.

Why do you want to learn English?

I want to learn English because \_\_\_\_\_.

What languages do you speak?

I speak \_\_\_\_\_.

Do you have any pets?

Yes, I do. *or* No, I don't.



What pets do you have?

I have \_\_\_\_\_.

What are their names?

Their names are \_\_\_\_\_.

Which sports do you like?

The sport I like is \_\_\_\_\_.

Do you have a favourite team?

My favourite team is \_\_\_\_\_.

What is something you do well?

I am good at \_\_\_\_\_.

What is something you do not do well?

I am bad at \_\_\_\_\_.

Are you romantic?

\_\_\_\_\_ romantic.

Do you have any tattoos?

Yes, I do. *or* No, I don't.

Describe yourself using only two words.

I am \_\_\_\_\_ and \_\_\_\_\_.

What makes you happy?

I am happy when \_\_\_\_\_.

Are you a good cook/singer/driver?

Yes, I am. *or* No, I'm not.



**Complete the sentences with** my, your, his, her, its, our, or their.

1 I'm an actor. \_\_\_\_\_ My job is very interesting.

2 We have a dog. \_\_\_\_\_ name is Blackie.

3 We live in a small village. \_\_\_\_\_ house is small and very pretty.

4 My sister works in a theatre. She loves \_\_\_\_\_ job.

5 You're a doctor. Do you like \_\_\_\_\_ work?

6 My friends don't have much money. \_\_\_\_\_ lives are quite difficult.

7 My friend is married to a Brazilian man. \_\_\_\_\_ name is Ricardo.



**T. 1.2 Read and listen. Practise the conversation.**

A. Hello. What's your first name?

B. My name is Bill.

A. And what's your surname?

B. Fraiser

A. How do you spell that?

B. F-R-A-S-I-E-R

A. And where are you from?

B. I'm from Chicago, I'm American.

A. Thank you very much.



*Write a or an.*

1 \_\_\_ a ticket      7 \_\_\_ telephone

2 \_\_\_ an orange    8 \_\_\_ ice-cream

3 \_\_\_ car            9 \_\_\_ student

4 \_\_\_ newspaper   10 \_\_\_ bag

5 \_\_\_ house        11 \_\_\_ apple

**Practice.**

Hello! My name's . . . . What's your name?

Freddy.

Where are you from, Freddy?

I'm from . . . .



**Complete the dialogues. Circle the correct answer.**

A. Hello. My name's Angela. (1) \_\_\_\_\_ 's your name?

B. Kim.

A. Where (2) \_\_\_\_\_ from, Kim?

B. I'm from Kansas (3) \_\_\_\_\_ the United States.



### T. 1.4 Listen and complete the questions about Bill.

- 1 What's his surname? *Frasier*
- 2 \_\_\_\_\_ his first name? *Bill*
- 3 Where \_\_\_\_\_ he from? *Chicago*
- 4 How old \_\_\_\_\_ he? *30*
- 5 What's \_\_\_\_\_ phone number? *312-555-0749*
- 6 \_\_\_\_\_ email address? *bfrasier@gmail.com*
- 7 Is \_\_\_\_\_ married? *No, he isn't.*

### Talking about you.



### Ask and answer questions with a partner

- What's your surname?
- What's your name?
- How do you spell your surname?
- How old are you?
- What's your phone number?
- What's your email address?

### RICK'S FAMILY



### T. 1.6 Listen to and read about Rick Wilson's life and family.



### Complete the sentences about Rick.

1. I \_\_\_\_\_ to Kingston University.
2. I \_\_\_\_\_ a brother and a sister.
3. I \_\_\_\_\_ with my parents in a house in West London.
4. My family really \_\_\_\_\_ Lily.



### Complete the text with in, with, at, on, or of.

I live (1) \_\_\_\_\_ London. My house is (2) \_\_\_\_\_ the centre (3) \_\_\_\_\_ the city. I work for an international firm. I'm (4) \_\_\_\_\_ work now. My husband, Dave, is a teacher. Our children go to his school. He's (5) \_\_\_\_\_ school now (6) \_\_\_\_\_ our children. They are (7) \_\_\_\_\_ class five but Dave isn't their teacher. My parents are (8) \_\_\_\_\_ holiday (9) \_\_\_\_\_ Paris now. We have a photo (10) \_\_\_\_\_ the Eiffel Tower from them. They like Paris very much.

## be – am, is, are

1 Complete the sentences with the verb *to be*.

- 1 Where \_\_\_\_\_ you from?
- 2 ‘\_\_\_\_\_ you from London?’ ‘Yes, I \_\_\_\_\_.’
- 3 ‘How old \_\_\_\_\_ you?’ ‘I \_\_\_\_\_ 15.’
- 4 ‘\_\_\_\_\_ your sisters married?’ ‘No, they \_\_\_\_\_.’
- 5 I like you. You \_\_\_\_\_ my friend.



6 Hans \_\_\_\_\_ from Germany, he’s from Switzerland.

7 ‘\_\_\_\_\_ your mother a doctor?’ ‘No, she \_\_\_\_\_.’

8 I \_\_\_\_\_ Italian. I’m French.

## Spelling



T.1.10 Listen and complete the names and email addresses.

### Names

- 1 V \_\_\_\_\_ E \_\_\_\_\_ A \_\_\_\_\_
- 2 J \_\_\_\_\_ S \_\_\_\_\_ B \_\_\_\_\_ E \_\_\_\_\_
- 3 K \_\_\_\_\_ T \_\_\_\_\_ M \_\_\_\_\_ S \_\_\_\_\_

### Email addresses

- 4 g. \_\_\_\_\_ **g**@yahoo \_\_\_\_\_
- 5 zac \_\_\_\_\_ @gmail.co \_\_\_\_\_

 **Reading.**



### A student's blog

The aim of this section is to recycle key language and expose students to new language in a relatively natural context. The choice of text type - a blog - will be familiar to the majority of students and reflects communication in the real world.

After a lead-in and vocabulary work, students read and listen to the blog at the same time. This might be considered an unnatural activity, but this technique is used only in the early stages of the book to help build confidence. Elementary learners typically find reading easier than listening, because they can recognize cognates without the interference of different pronunciation. However, if they read the blog silently at their own speed, they could become distracted by unknown and unimportant vocabulary. Reading and following the recording allows them to follow the material in a more fluent way.

The places mentioned in the blog are: Notting Hill- a fashionable area of West London, famous for its annual carnival Covent Garden - an area of central London full of shops and places to eat, also the location of the Royal Opera House National Gallery - a public art gallery, which contains a large collection of mostly European art The following vocabulary items might be new:

- the adjectives in exercise 2 SB P 10
- blog (a type of Internet diary), breakfast, understand, in the centre (of a city), international, park (n), gallery, free, go by Underground (the metro system in London)

With weaker students, pre-teach/check the vocabulary or set it as homework prior to the lesson. However, if you feel your students don't need so much support, simply encourage them to use the context to help them understand the new vocabulary.

#### **I. Look at the photos of London. What can you see? What other famous places do you know in London?**



#### **2. Work with a partner. Complete the sentences with suitable adjectives from the box.**

big	small	nice	beautiful
expensive	interesting	difficult	easy
friendly	cold	sunny	

#### **Talking about you**

Make true sentences about you with the verb to be.

- 1 I'm **not** at home.
- 2 We \_\_\_\_\_ in class.
- 3 We \_\_\_\_\_ in a cafe.
- 4 It \_\_\_\_\_ Monday today.
- 5 My teacher's name \_\_\_\_\_ Richard.
- 6 My mother and father \_\_\_\_\_ at work.
- 7 I \_\_\_\_\_ married.
- 8 My grandmother \_\_\_\_\_ seventy-five years old.

Read your sentences to your partner.

## Writing

- 6 Write about you and your life.  
Read it aloud to the rest of the class.



**Circle** the correct word in each sentence.

- 1 My mother looks **after** / without people.
- 2 Does he work in/ for an office?
- 3 Simon likes living at/ in a big city.
- 4 My friend lives on/ in an island.
- 5 She goes walking at/ in summer.
- 6 We have supper on/ in the evening.
- 7 My wife likes going for/ to walks.
- 8 My Dad plays golffor/ in his free time.
- 9 My sister is married to/ with an actor.

## LESSON 2. Unit 1. A student's blog.

### Plan of the lesson:

2. **Listening:** Personal information
3. **Speaking:** *Introducing yourself*
4. **Writing:** *You and your life*



### LISTENING: *PERSONAL INFORMATION*

Point to the photo of Bill and ask *What's his name?* Then point to the photo of Sabine and say *This is Sabine*. Check comprehension of the key categories in the table and then give students time to read about Bill and Sabine.

Focus attention on the information about reading email addresses. Write a number of fictitious email addresses on the board and get students to practise reading them aloud.

CD 1: Track 5] Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time if necessary. With weaker classes, you could complete the questions orally as a class first and then play the recording as consolidation.

Ask students to write the answers on the board to make sure they are using the short form *What's* and the full form *is* correctly. Point out that *isn't* is the negative, and that *n't* is the short form of *not*.

### Answers and tapescript

1 What's his surname?

**Frasier**

2 What's his first name?

**Bill**

3 Where's he from?

**Chicago**

4 How old is he?

**30**

5 What's his phone number?

**312 5550749**

6 What's his email address?

**bfrasier@gmail.com**

7 Is he married?

**No, he isn't.**

Track 6. This exercise highlights the use of *she* and *her* to talk about women and girls. Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time if necessary. With weaker classes, you could complete the questions orally as a class first and then play the recording as consolidation.

Highlight the use of *he/his* to talk about Bill and *she/her* to talk about Sabine. Consolidate the difference by asking *What's his/her name?* and *Where's he/she from?* About the students in the class. With weaker classes, drill the questions with the whole class and correct any mistakes in the use of *he/she* and *his/her* carefully.


Get students to practice the questions and answers in open pairs before repeating in closed pairs. If necessary, highlight the voice range and intonation again. With weaker classes, be prepared to drill the forms and spend less time on the intonation.

## 2. Speaking: *Introducing yourself*

### EVERYDAY ENGLISH

Everyday conversations



1.  Work with a partner. Make different conversations

Student A			Student B			Student A	
Hi, Hello, Good morning.	Pete. Sally. Mr Simpson. Mrs Brown.	How are you?	Fine, Very well, All right, OK, Not bad,	thank you. thanks.	And you?	Fine, Very well, All right, OK, Not bad,	thanks. thank you.

If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the photos slowly but naturally and pass them around. Encourage students to ask questions, following the models in exercise 4 on p12.

This section reviews and extends the family words students met on SB p8. Introduce the topic by talking about your immediate family in a natural way but using the language students have met, e.g. I have a ... , My mother's name is ... , She's (age), etc.

1 Focus attention on the diagram and the example. Elicit another example, e.g. husband and wife, to show that the words work in male and female pairs. Students work in pairs to complete the diagram. Monitor and help as necessary.

Check the answers, drilling the pronunciation of the words as necessary. Students may need help with the word stress, vowel sounds, and silent letters in the following:

***grandmother, grandfather***

***niece /ni:s/ nephew I' nefju:/ aunt /a:nt/***

***Answers***

***father and mother***

***husband and wife***

***son and daughter***

***brother and sister***

***grandfather and grandmother***

***You and me***

***uncle and aunt***

***nephew and niece***

***boyfriend and girlfriend***

2 This exercise consolidates the vocabulary from exercise 1 and also introduces cousins, children, and parents. Focus attention on the example and then give students time to complete the sentences, working in pairs.

Check the answers, drilling the pronunciation of the words as necessary.

Answers

1. grandmother

2. aunt



3. uncle
4. nephew
5. niece
6. parents
7. children
8. cousins

My family isn't very big. I have a sister, Andrea, she's 18, and a brother Richard, he's 25. They're not married. I'm married, and my wife's name is Isabel. We have two children, a daughter, Nancy, that's N - A - N - C - Y, she's 4, and a son, Tom, he's only six months old.

We live near my parents. My dad's name is John and my mum's is Odile, that's O D - I - L - E. She's French. My grandmother lives with them, her name's Marie. She's my mum's mum.

## 5. Writing: *You and your life*



After quite a lot of oral class work, the silent, individual work in this exercise provides variety and balance. Focus attention on the sentence starters and elicit a range of possible endings. The starter I'm a ... requires a job or the word student. In the sentences about family, point out that students can change the key word, e.g. sister \_ brother; father - mother.

Give students time to write about themselves, using the sentence starters. (If you are short of time, students can do this task for homework.)

Students read their description to the class, or to their classmates in small groups. Don't overcorrect students if they make a lot of pronunciation mistakes; the aim is for students to show what they can do, and to say a little about themselves and their families. They can't do everything at once!

**Write the names of some people in your family.**

1. Ask and answer questions with a partner.

Alberto      Marta and Raquel      Louis

Who's Alberto?      He's my father.

Who are Marta and Raquel?      They're my cousins.

Who's Louis?      He's ...

## LESSON 3. UNIT 2. A GOOD JOB!

### Plan:

2. **Grammar:** Present Simple he/she/it. Verbs come, work, earn, go, play. Questions and negatives.
3. **Vocabulary:** Jobs: nurse, hairdresser, lawyer
4. **Listening:** Jobs: People and their jobs.

**GRAMMAR:** PRESENT SIMPLE *HE/SHE/IT*. VERBS *COME, WORK, EARN, GO, PLAY*. QUESTIONS AND NEGATIVES.



### THE PRESENT SIMPLE

In the present simple 3rd person singular (he, she, it), **add s, es, or ies** to the base form of the verb.

1. To regular verbs just add an **s** – Ex: travel > travels, give > gives, play > plays
2. To verbs that end in **s, ss, sh, ch, x,** and **o**, add an **es** – *Ex: wash > washes, mix > mixes, go > goes*
3. To verbs end in **y** after a consonant (any letter that isn't a vowel), change the **y** to **i** and add **ies**. *Ex: study > studies, fly > flies*

Sometimes the present simple tense doesn't seem very simple. Here we will sort it all out for you!

**We use the present simple tense to express the following ideas:**

1. To state facts or general truths
2. To express habits or customs
3. To relate future plans (often regarding programs and timetables)
4. To tell jokes and stories or to report sporting events in real time.

**Examples of the Present Simple**

1. The sun sets in the west.
2. We produce lasers for cosmetic surgery.
3. They move into their new home next week.
4. So, I go to Mr. D and say "I deserve a better mark in this class".
5. Jones stops in mid-court and passes the ball to Schuster.



*Complete the sentences with the correct form of a verb from the box.*

fly play live teach have speak drink give

- 1 My son \_\_\_\_\_ tennis every week.
- 2 My sister is a flight attendant. She \_\_\_\_\_ to hundreds of cities.
- 3 He \_\_\_\_\_ breakfast at half past seven.
- 4 My sister works in France. She \_\_\_\_\_ English in Paris.
- 5 My friend \_\_\_\_\_ three languages.

## VOCABULARY AND LISTENING

### Jobs

1 Match a picture with a job.

- |                                    |                                       |                                      |
|------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> architect | <input type="checkbox"/> dentist      | <input type="checkbox"/> taxi driver |
| <input type="checkbox"/> nurse     | <input type="checkbox"/> receptionist | <input type="checkbox"/> hairdresser |
| <input type="checkbox"/> pilot     | <input type="checkbox"/> lawyer       | <input type="checkbox"/> accountant  |

2 Complete the sentences with a job.

- She's a \_\_\_\_\_. She cuts hair.
- He's a \_\_\_\_\_. He flies from Heathrow airport.
- She's a \_\_\_\_\_. She works in a hotel.
- He's an \_\_\_\_\_. He designs buildings.
- She's a \_\_\_\_\_. She works for a family law firm.
- He's a \_\_\_\_\_. He knows all the streets of London.
- She's a \_\_\_\_\_. She writes news stories.
- He's a \_\_\_\_\_. He looks after people's teeth.
- She's a \_\_\_\_\_. She works in the City Hospital.
- He's an \_\_\_\_\_. He likes working with money.

**T 2.14** Listen and check.

3 **T 2.15** Listen. Complete the conversations with the jobs.

- A What does your brother do?  
 B He's a \_\_\_\_\_. He writes for *The Times* newspaper.  
 A Oh, that's a good job.
- C What does your father do?  
 D He's an \_\_\_\_\_. He works for a big firm in the city.  
 C And your mother? What does she do?  
 D She's a \_\_\_\_\_. She teaches French and Spanish.
- E Does your sister work in the centre of town?  
 F Yes, she does. She's a \_\_\_\_\_. She works in the Ritz Hotel.  
 E Oh, that's near where I work.
- G Are you a \_\_\_\_\_?  
 H No, I'm not. I'm a \_\_\_\_\_.  
 G Oh, but I want to see a \_\_\_\_\_.
- I I want to be a \_\_\_\_\_ when I'm big.  
 J I want to be a \_\_\_\_\_. They earn lots of money.  
 I \_\_\_\_\_ earn a lot too, *and* they travel the world.

Practise the conversations with a partner.



### Speaking

4 Work with a partner. Have similar conversations about your friends and family.

What does your sister do?

She's a student.

Oh, what does she study?

Physics.

Where does ... ?



Complete the sentences with *and*, *but*, *so*, or *because*.

- I like coffee \_\_\_\_\_ my husband likes tea.
- My house is old \_\_\_\_\_ it's very small, too.
- We like our garden \_\_\_\_\_ it has lots of flowers.
- Jack lives near the sea \_\_\_\_\_ he often goes swimming.
- I live in a village, \_\_\_\_\_ I work in a city.
- London is very big \_\_\_\_\_ it's very exciting.

## READING AND SPEAKING

### A really good job

1 Look at the pictures. Read these sentences about Babur Ali. Underline what you think is true.

- 1 Babur gets up at 5 a.m. / 8 a.m.
- 2 He helps his mother in the house / father at work.
- 3 He goes to school by bus / car.
- 4 He studies hard until 1 p.m. / 4 p.m.
- 5 He begins his homework / the classes at 5 p.m.
- 6 He likes / doesn't like his work.
- 7 He speaks / doesn't speak English.
- 8 He wants / doesn't want to go to university.

2 Read the first paragraph about Babur. Ask and answer the questions with a partner.

- 1 Where does Babur come from?
- 2 Where does he live?
- 3 Does his village have a school?
- 4 Why is he lucky? **Because ...**
- 5 How much does his school cost?
- 6 What does he teach the children?
- 7 Are all the classes outdoors?
- 8 What's his school's name? Is it free?

3 Read about Babur's *Busy days*. Ask and answer questions about the times in Babur's day.

What time does he get up?

At 5 o'clock.

4 Read about *Babur's ambitions*. Correct the sentences.

- 1 The school has 60 students.  
It *doesn't have* 60 students. It has ...
- 2 It has five teachers.
- 3 Babur wants to stop teaching.
- 4 He wants to be a doctor.

5 Look back at exercise 1. Were your answers correct?

### Roleplay – An interview

5 Work with a partner. Complete the questions.

- |                               |                            |
|-------------------------------|----------------------------|
| 1 How many students ...?      | 5 ... your teacher's name? |
| 2 How many teachers ...?      | 6 ... a good teacher?      |
| 3 What time ... start/finish? | 7 What ... teach?          |
| 4 How much ... cost?          | 8 ... he work hard?        |

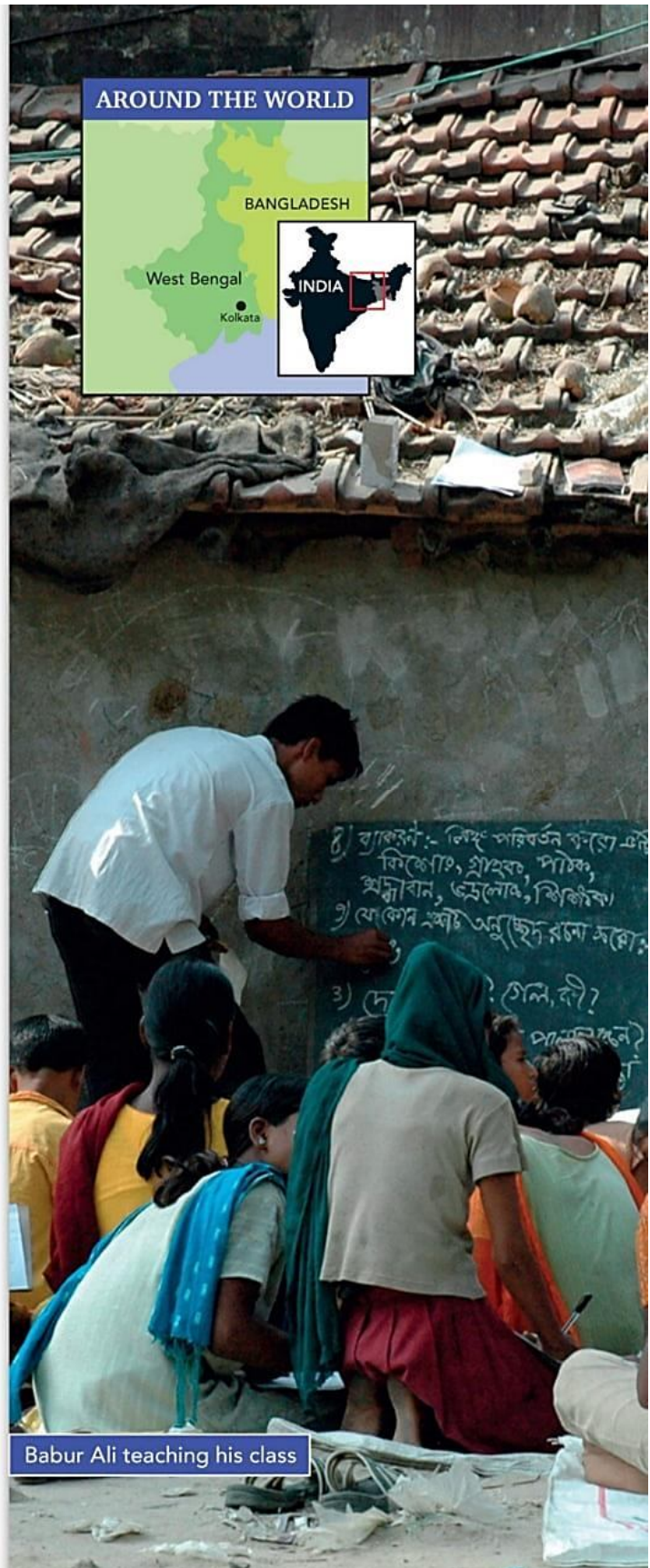
#### Student A

You are a journalist. Ask the questions.

#### Student B

You are one of Babur's students. Answer the questions.

**T 2.13** Listen and compare.



Babur Ali teaching his class



Write sentences about you and a friend. Write about three things that you do together and three things that one does but the other doesn't. Try to use:

**both a lot sometimes usually**

## LESSON 4. UNIT 2.A REALLY GOOD JOB.

### Plan of the lesson:

1. **Reading:** A really good job.
2. **Speaking:** The dancer and the DJ
3. **Writing:** Improving style. Using pronouns



### READING AND SPEAKING

#### *A really good job*

**1. Look at the pictures. Read these sentences about Babur Ali. Underline what you think is true.**

1. I Babur gets up at 5 a.m. I 8 a.m
2. He helps his mother in the house I father at work.
3. He goes to school by bus I car.
4. He studies hard until 1 p.m. I 4 p.m
5. He begins his homework I the classes at 5 p.m.
6. He likes I doesn't /lke his work.
7. He speaks I doesn't speak English.
8. He wants I doesn't want to go to university.

**2. Ask and answer the questions with a partner.**

1. Where does Babur come from?
2. Where does he live?
3. Does his village have a school?
4. Why is he lucky? Because ...
5. How much does his school cost?
6. What does he teach the children?
7. Are all the classes outdoors?
8. What's his school's name? Is it free?

**3. Read about Babur's ambitions. Correct the sentences.**

1. The school has 60 students.  
It doesn't have 60 students. It has ...
  2. It has five teachers.
  3. Babur wants to stop teaching.
  4. He wants to be a doctor.
- Look back at exercise 1. Were your answers correct?



### Roleplay - An interview

Work with a partner. Complete the questions.

1. How many students... ? 5 ...your teacher's name?
2. How many teachers... ? 6 ...a good teacher?
3. What time ... start/finish? 7 What. . . teach?
4. How much... cost?

Student A

- 8 ...he work hard?

- 3 Read about Babur's *Busy days*. Ask and answer questions about the times in Babur's day.

What time does he get up?

At 5 o'clock.

# Babur Ali

*'I love teaching.  
I am never tired.'*

## He's 16 years old and a head teacher!

**Babur Ali** comes from West Bengal in India. He is 16 years old and lives in the small village of Bhabta. His village doesn't have a school, but Babur is lucky because he goes to a private school in the next village. His school costs 1,000 rupees, £12 a year. This is too expensive for many children in Babur's village, but they want to learn, so Babur teaches them everything that he learns. More and more children want to learn, so Babur's friends help him teach. The classes are in bamboo huts, but sometimes they sit outdoors. The school is free and now has a name, the Anand Shiksha Niketan School, and Babur is the head teacher.

### Busy days

Babur's days are very busy. He has no free time. He gets up at 5 o'clock in the morning and helps his mother with the housework. At 8 o'clock he goes by bus to his school three miles away. He studies hard all day until 4.00 in the afternoon. Then he travels back to his village and at 5.00 he begins the classes. He teaches English, Bengali, history, and maths until 8.00 in the evening. He says, 'I love teaching. I am never tired.'

### Babur's ambitions

Now the school has 650 students and ten teachers. Babur wants to study at university, but he doesn't want to stop teaching. He says,

*'I always want to  
teach poor children.'*



## VOCABULARY AND LISTENING

### Jobs

1 Match a picture with a job.

architect

nurse

pilot

dentist

receptionist

lawyer

taxi driver

hairdresser

journalist

accountant

2 Complete the sentences with a job.

1 She's a \_\_\_\_\_. She cuts hair.

2 He's a \_\_\_\_\_. He flies from Heathrow airport.

3 She's a \_\_\_\_\_. She works in a hotel.

4 He's an \_\_\_\_\_. He designs buildings.

5 She's a \_\_\_\_\_. She works for a family law firm.

6 He's a \_\_\_\_\_. He knows all the streets of London.

7 She's a \_\_\_\_\_. She writes news stories.

8 He's a \_\_\_\_\_. He looks after people's teeth.

9 She's a \_\_\_\_\_. She works in the City Hospital.

10 He's an \_\_\_\_\_. He likes working with money.

**T 2.14** Listen and check.

3 **T 2.15** Listen. Complete the conversations with the jobs.

1 A What does your brother do?

B He's a \_\_\_\_\_. He writes for *The Times* newspaper.

A Oh, that's a good job.

2 C What does your father do?

D He's an \_\_\_\_\_. He works for a big firm in the city.

C And your mother? What does she do?

D She's a \_\_\_\_\_. She teaches French and Spanish.

3 E Does your sister work in the centre of town?

F Yes, she does. She's a \_\_\_\_\_. She works in the Ritz Hotel.

E Oh, that's near where I work.

4 G Are you a \_\_\_\_\_?

H No, I'm not. I'm a \_\_\_\_\_.

G Oh, but I want to see a \_\_\_\_\_.

5 I I want to be a \_\_\_\_\_ when I'm big.

J I want to be a \_\_\_\_\_. They earn lots of money.

I \_\_\_\_\_ earn a lot too, *and* they travel the world.

Practise the conversations with a partner.



## Speaking

4 Work with a partner. Have similar conversations about your friends and family.

What does your sister do?

She's a student.

Oh, what does she study?

Physics.

Where does ... ?

## EVERYDAY ENGLISH

### What time is it?

1 Look at the clocks. Write the times.



It's five o'clock.



It's half past five.



It's quarter past five.



It's quarter to six.



Listen and complete the conversations.

Practise them with a partner.

A and B

A Excuse me. Can you tell me the please?

Yes, of course. It's \_\_\_ after \_\_\_ o'clock.

Thank you very much.



\_\_\_\_\_ me. Can you \_\_\_\_\_ me the time, please?  
I' m \_\_\_\_\_ I don't have a watch.  
Never mind.  
Excuse me. What time does the bus leave?  
At \_\_\_\_\_ ten.  
Thank you. What time is it now?  
It's \_\_\_\_\_ five past.  
Five past ten?!  
No, no, five past  
You're OK. No need to hurry.



*Write questions.*

What time / you / get up?

---

What time do you get up?

---

She / work / eight hours a day?

---

You / see / your family / very often?

---

Where / your friends / come from?

---

How many languages / he / speak?

---

Where / you / go / in summer?

---

*Circle the correct alternative in each sentence.*

A (1) Help/ Excuse me! Is there an Indian restaurant in this town?

B Yes, there's (2) an/ one in Queen Street.

(3) Take/ Go the first left and then the second right.

A Is it (4) far/ next? B No. Just five minutes from here.

## LESSON 5. UNIT 3. WORK HARD, PLAY HARD!

### Plan of the lesson:

1. **Grammar:** Present Simple (2), Adverbs of frequency.
2. **Reading:** In my freetime

### GRAMMAR: PRESENT SIMPLE (2), ADVERBS OF FREQUENCY.

#### Present simple questions

Look at these questions:

*Do you **play** the piano?*

*Where **do** you **live**?*

*Does Jack **play** football?*

*Where **does** he **come from**?*

*Do Rita and Angela **live** in Manchester?*

*Where **do** they **work**?*

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

*Where **do** Angela and Rita **live**?*

*What **does** Angela **do**?*

*When **does** Rita usually **get up**?*

But questions with *who* often don't use *do* or *does*:

*Who **lives** in London?*

*Who **plays** football at the weekend?*

*Who **works** at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

*Where do you come from?*

*Do you come from ...?*

*Where do you live?*

*Do you live in ...?*

*What work do you do?*

*Do you like ...?*

*Do you know ...?*

#### Present simple negatives

Look at these sentences:

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Angela **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

**STARTER:** What year is it? What month is it? What day is it today?

Say the days of the week. Which days are the weekend?



 Read and complete the text with the correct verbs from the box.

cook	eat	have	finish	<del>live</del>	love
sing	stay	work	don't do	don't go	

## Lisa's two jobs

'Hi, I'm Lisa Parsons. I'm 24 years old and I <sup>1</sup> live in New York City. I'm always very busy, but I'm very happy.

From Monday to Friday I <sup>2</sup> \_\_\_\_\_ in a bookstore, the Strand Bookstore in Manhattan. Then on Saturdays I <sup>3</sup> \_\_\_\_\_ another job – I'm a singer with a band. It's great because I love books and I <sup>4</sup> \_\_\_\_\_ singing.

On weekdays I usually <sup>5</sup> \_\_\_\_\_ work at 6 o'clock, but sometimes I <sup>6</sup> \_\_\_\_\_ late, until 9 or 10 o'clock at night. On Saturday evenings, I <sup>7</sup> \_\_\_\_\_ in nightclubs in all parts of the city. I <sup>8</sup> \_\_\_\_\_ to bed until 3 or 4 o'clock in the morning.

On Sundays, I <sup>9</sup> \_\_\_\_\_ much at all. I often <sup>10</sup> \_\_\_\_\_ in a little restaurant near my apartment. I never <sup>11</sup> \_\_\_\_\_ on a Sunday. I'm too tired.'

### Roleplay

5.  Work in pairs. One of you is Lisa Parson. Ask and answer questions about your life.

- Where ... you live/work?
- Are ... married?
- Do ... have children?
- What time ... get up/Saturday morning/Monday morning?
- Why... get up at... ? Because I...
- ... like your work?
- Why... like it? Because it...

- ... like cooking?
- «... your husband like cooking?
- Who ... you visit on Tuesdays and Thursdays?
- Where ... your father live?
- ... go out on Friday evenings? Why not?
- «... have a busy life?



Make the questions. Then match the questions and answers.

Questions		Answers
1 What time	do you like your job?	a My mother and sisters, b To Spain or Portugal.
2 Where	do you travel to school?	c After dinner.
3 What	do you go on holiday?	- d At 11 o'clock.
4 When	- do you go to bed?-----	e I always relax.
5 Who	you go out on Friday evenings?	f Because it's interesting.
6 Why	do you live with?	g By bus.
7 How	do you do on Sundays?	h Yes, I do sometimes.
8 Do	do you do your homework?	

### Listening and speaking.



1. T 3.7 Listen and check.. Can you remember the sentences?

2. Look at the pictures and read the introductions about Jamie Cullum and Shilpa Shetty. What do they like doing at weekends?

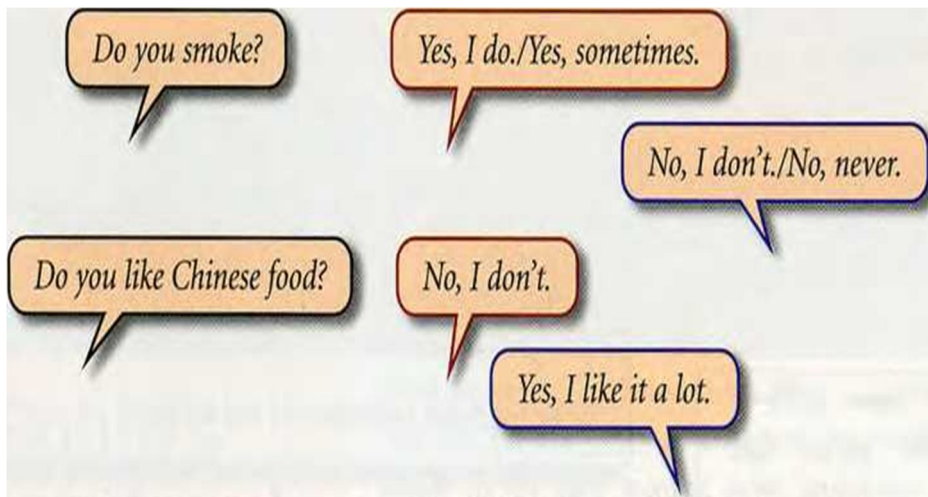


3. **Work in two groups.**

**Group A. Read about Jamie Collum.**

**Group B. Read about Shilpa Shetty.**

### *A questionnaire*



### Listening

3 **T 3.6** Listen to five people. What do they like doing in their free time? When exactly? Complete the chart.

	What?	When?
Andy		
Roger		
Linda		
Ben & Josh		
Sandra & Brian		

like + -ing

I like playing golf.

I don't like running.

▶ Grammar Reference 3.3 p136

4 What do you think your teacher likes doing? Discuss in your groups and make a list.

I think he/she likes going to the cinema.

No, I think he/she prefers watching TV.

Ask your teacher questions to find out who is correct.

Do you like ... -ing?

### Talking about you

5 Tell each other what you like doing and what you don't like doing in your free time. Ask questions to find out details.

I don't like watching TV, but I like reading very much.

Oh, really? What do you read?

Why don't you like watching TV?

**5. Writing: *Form filling***



**LESSON 6. UNIT3. TOWNS AND COUNTRY WEEKENDS**

**Plan of the lesson:**

**Reading:** Town and country weekends

**Speaking:** Roleplay

**Writing:** Form filling

## READING AND SPEAKING

### Town and country weekends

- 1 Match a verb in A with the words in B.

watch TV

A	B
watch	cards
listen to	shopping
play	music
go	the piano
get up	TV
cook	French films
	dancing
	late
	dinner

**T 3.7** Listen and check. Can you remember the sentences?

- 2 Look at the pictures and read the introductions about Jamie Cullum and Shilpa Shetty. What do they do? What do they like doing at weekends?
- 3 Work in two groups.  
**Group A** Read about **Jamie Cullum**.  
**Group B** Read about **Shilpa Shetty**.
- 4 Answer the questions about your person.
- 1 Does he/she stay in the town or country at weekends?
  - 2 Who does she/he like to be with?
  - 3 What does he/she do on Friday evening?
  - 4 What does she/he like doing on Saturday morning?
  - 5 Where does he/she go shopping?
  - 6 What does she/he do on Sunday?
  - 7 Does he/she like playing cards?
  - 8 Does she/he like cooking?
- 5 Work with a partner from the other group. Compare Jamie and Shilpa.
- What things do they both like doing?
  - What things are different?

### Speaking

- 6 On a piece of paper write down two things you like doing at weekends.

*going to clubs and cycling*

Give the paper to another student. Read aloud the activities. Who is it?

It's Pierre!

No, it's Marcus!

- 7 **T 3.8** Listen to part of a song by Jamie Cullum. Do you like his music?

# MY PERFECT



## Jamie Cullum

**Song-writer and jazz pianist Jamie Cullum lives in London with his wife Sophie Dahl, the model and cookery writer. He enjoys going to markets, French films, and playing cards at weekends.**

JAMIE SAYS, 'In my work I travel a lot and I stay in different hotels, so my perfect weekend is at home with my family and friends. I live in a flat in north-west London next to my brother, Ben, and at weekends I like being with him and my wife, Sophie. On Friday nights, we often go to a club – we all love dancing.

On Saturdays, we get up late and I make breakfast; that's important to me. Then I sit at my piano – it's in my kitchen – and I play for a couple of hours. I don't write songs, I just play. My cat, Luna, listens. Sometimes in the afternoon we go shopping in Portobello Market. I love old things. I have black leather cowboy boots from there. Also, I look for old postcards – I like reading about people from the past. In the evening, we often watch a French or Japanese film – I enjoy foreign films.

After that I like playing cards – poker – with friends, sometimes until early Sunday morning. We sleep late on Sundays, but then I like cooking Sunday dinner, usually roast chicken. I really enjoy cooking. In the evening I call my parents and my nan – they like hearing about my week.'

# Shilpa Shetty

Indian film actress and model Shilpa Shetty has homes in Mumbai and England. She enjoys takeaway pizza, going to garden centres, and playing cards at weekends.



*SHILPA SAYS, 'Here in England my perfect weekend begins at my home in the countryside with my husband Raj Kundra" On Fridays, we usually watch TV but, sometimes friends or family come to play cards - poker. I love poker. We get a takeaway pizza - pizza goes best with playing cards - and I drink green tea. I love green tea. On Saturdays, I get up late, at about 10.45, and then I have a long bath. Sometimes I watch TV in the bath or listen to music. I like staying in the country at weekends-I love walking barefoot on the grass. We go to a pub for lunch - I like the puddings, especially sticky toffee pudding. I prefer to have Saturday evening at home. We like watching cookery programmes; Jamie Oliver is my favorite. I like cooking Indian food, but not at weekends. On Sundays, I love shopping and gardening. I always buy my clothes from small boutiques, and I love visiting garden centres. I love flowers. My homes in Mumbai and England are always full of beautiful white lilies. I don't cook on Sunday, we prefer eating out and sometimes, if we have time, we go to a spa hotel for a swim and a massage. It's a great way to end a perfect weekend''.*



## SPEAKING AND LISTENING

### Your work-life balance

- 1 Read and complete the questionnaire about you. Write ✓ or ✗. Then look at the answer key. Do you have a good work-life balance?
- 2 Ask your teacher the questions, then ask two students. Complete the questionnaire about them.

Do you like your work?

Yes, I do.

Yes, sometimes.

No, I don't.



## EVERYDAY ENGLISH

### Social expressions (1)

- 1 Look at the pictures of Hakan, a student of English in Oxford. Where is he? Who are the other people?
- 2 Look at the first lines of conversations in A. They are all conversations in Hakan's day. Who says the lines? Is it ...?
  - Hakan
  - his host family
  - his teacher
  - another student
  - the woman who works in the coffee bar

#### A

- 1 Bye! Have a nice day!
- 2 I'm sorry I'm late. The traffic's very bad this morning.
- 3 What's the matter, Hakan? Do you have a problem?
- 4 Can I open the window? It's really warm in here.
- 5 Can you help me? What does *bilingual* mean?
- 6 Do you want a macchiato?
- 7 Excuse me! Is this seat free?
- 8 *Parlez-vous français?*
- 9 Hi, Hakan! How was your day?

- 3 Match a line in A with a line in B.

**T 3.10** Listen and check.

#### B

- \_\_\_ Never mind. Come and sit down.
- 1 Thanks. Same to you. See you later.
- \_\_\_ Good, thanks. Really interesting. How about you?
- \_\_\_ Yes, it is. Do sit down if you want.
- \_\_\_ Yes. I don't understand this exercise.
- \_\_\_ It means *in two languages*.
- \_\_\_ I'm sorry. I don't speak French.
- \_\_\_ Sure. Good idea. It is hot in here, isn't it?
- \_\_\_ Pardon? Can you say that again?

- 4 Work with a partner. Practise some of the conversations. Try to continue them.

- A Bye! Have a nice day!
- B Thanks. Same to you. See you later.
- A Right! At about four o'clock?
- B Well, er ... school doesn't finish till four.
- A Oh, OK! See you about 4.30, then!

## LESSON 7. UNIT 4. SOMEWHERE TO LIVE.

### Plan of the lesson:

**Grammar:** There is/are, some/any/a lot of, this/that/these/those.

**Listening:** Things in the house/in the street.

**Reading:** What's in your bag?



*We use there is and there are when we first refer to the existence or presence of someone or something:*

*There's a letter on your desk. Julia brought it from the mail room.*

*Not: It's a letter on your desk.*

*There are three Japanese students in my class.*

*There is and there's are both singular forms. We use there's more commonly in informal speaking:*

*There is a new cafe in the centre of town which sells Indonesian food.*

*She's very determined and there's no chance she will change her mind.*

*There are is the plural form of there is and there's:*

*There are two new buildings next to the school. They are both science buildings.*

*In speaking and in some informal writing, we use there's even when it refers to more than one. This use could be considered incorrect in formal writing or in an examination:*

*There's three other people who are still to come.*

*There's lots of cars in the car park.*

### T.4.1 Listen and check. Practise the words.

**Vocabulary:** There are a lot of different words for good and bad. Write the words in the correct column

excellent  
amazing  
terrible  
fabulous  
great

horrible  
lovely  
awful  
fantastic  
wonderful

## A flat to rent. There is/are- prepositions.



T.4.2 Josie wants to rent a flat. Listen and complete her conversation with her friend Emily.

Josie is in her new flat. What does she have?  
What doesn't she have? Tell a partner.

plates	✓✓	She has some plates.
clothes	✓✓✓✓	
glasses	X	She doesn't have any glasses.
pictures	✓✓	
CDs	✓✓✓✓✓	
mugs	X	
shoes	✓✓✓✓✓	
towels	X	
cups	✓✓	

## Practice



In our classroom.



### I. Complete the sentences with some, any or a.

1. I have a dictionary and some books on my table.
2. there aren't any Chinese students in our class.
3. Do we have any homework tonight?
4. I need help with this exercise.
5. Is there a test this week?
6. There are some difficult exercises in this book, but we have a very good teacher.



### II. Write sentences, then talk about things in your classroom.

There's a big window.  
These are my books.

There are some chairs.  
That's the teacher's bag.

## What's in your bag?



T.4.8 Listen to Christina. Tick the things she has in her handbag.

- \* a phone    a dairy    a lipstick    an address    pens
- \* photos    an Ipod    stamps    keys    a purse

5



J Look at \_\_\_\_\_ !  
E They're beautiful!

6



E Do you like \_\_\_\_\_ ?  
J Yeah! It's a great colour!

7



J How much are \_\_\_\_\_ ?  
A £5 each.

8



J Look at \_\_\_\_\_ !  
E You don't need any more clothes!

**T 4.7** Listen and check. Practise the conversations.

Singular	this	that
Plural	these	those

▶▶ Grammar Reference 4.5 p136

## PRACTICE

### In our classroom

- 1 Complete the sentences with *some*, *any*, or *a*.
  - 1 I have a dictionary and some books on my table.
  - 2 There aren't \_\_\_\_\_ Chinese students in our class.
  - 3 Do we have \_\_\_\_\_ homework tonight?
  - 4 I need \_\_\_\_\_ help with this exercise.
  - 5 Is there \_\_\_\_\_ test this week?
  - 6 There are \_\_\_\_\_ difficult exercises in this book, but we have \_\_\_\_\_ very good teacher.
- 2 Write sentences, then talk about things in your classroom.
 

*There's a big window.      There are some chairs.*  
*These are my books.      That's the teacher's bag.*

### What's in your bag?

- 3 **T 4.8** Listen to Christina. Tick (✓) the things she has in her handbag.
 

<input type="checkbox"/> a phone	<input type="checkbox"/> a diary	<input type="checkbox"/> a lipstick	<input type="checkbox"/> an address book	<input type="checkbox"/> pens
<input type="checkbox"/> photos	<input type="checkbox"/> an iPod	<input type="checkbox"/> stamps	<input type="checkbox"/> keys	<input type="checkbox"/> a purse
- 4 What does she have? What doesn't she have?  
*She has a phone and some pens. She doesn't have an iPod, and she doesn't have any stamps.*

- 5 Work with a partner. Ask and answer questions about what's in your bag.

Do you have a wallet?

Yes, I do.

Is there a pen?

Yes, of course!

### Check it

- 6 Tick (✓) the correct sentence.
  - 1  Do you have some dictionary?  
 Do you have a dictionary?
  - 2  Here are some photos of my children.  
 Here are any photos of my children.
  - 3  I have a lot of books.  
 I have a lot books.
  - 4  Pete, this is Dave. Dave, this is Pete.  
 Pete, that is Dave. Dave, that is Pete.
  - 5  I don't have some money.  
 I don't have any money.
  - 6  Look at these people over there.  
 Look at those people over there.

## LESSON 8. UNIT 4. SOMEWHERE TO LIVE

**Reading:** America's the most famous address.

**Speaking:** Information gap.


**Writing:** Describing your home.



### READING AND SPEAKING

#### America's most famous address

Look at the pictures of the White House.

What can you see? 

What do you know about the White House? Do you think these sentences are true (/) or false (X)?

- 1 The White House is more than 200 years old. /
- 2 No one lives in the White House.
- 3 All the rooms are government offices.
- 4 The Oval Office is where the President works.
- 5 The White House is open to the public.
- 6 There are a lot of things for a president to do in his free time.

Read the text and check your answers.  

Answer the questions

- 1 The White House has two uses. What are they?
- 2 Where exactly in the White House does the President live?
- 3 Where does he work?
- 4 Where do special guests stay?
- 5 What is in the Oval Office?
- 6 What does each new president change?
- 7 How much does it cost to visit the White House?
- 8 How many people work in the White House?
- 9 What can the President do to relax?

Find the numbers in the text. What do they refer to?

50 - There are fifty statues.

50 104 million 6,000 132 35 five six 140

### INSIDE THE WHITE HOUSE



The White House, 1600 Pennsylvania Avenue.

Washington DC, is the most famous address in America. It is where the United States President works, but it is also his private home where he lives with his family. He has children's birthday parties, holiday dinners,

and weddings in this world-famous building. First built in 1800, the White House is where the President of the United States governs a country of 52 states and 304 million people.

He lives with his family on the second and third floors.

There are 16 bedrooms, a living room, a kitchen, and a dining room. Special guests stay in the Queen's Bedroom or the Lincoln Bedroom. In the West Wing are the staff offices. The President's own office, the Oval Office, is also there. It has three large windows behind the President's desk, and there is a fireplace at the other end. Each new president chooses new curtains, new furniture, and a special new carpet. There are pictures of old presidents on the wall, and there is the famous desk, a gift from the British Queen Victoria in 1880.



### Language work

Ask and answer questions about things in the White House.

- a cinema
- many offices
- many bathrooms
- a swimming pool
- a library
- any elevators
- a tennis court
- a vegetable garden

Is there a cinema?

Yes, there is.

Are there many offices?

Yes, there are a lot.

Match a **verb** with a **place**. Make sentences.

*You cook in the kitchen.*

Verb	Place
cook	bedroom
sleep	office
have a shower	dining room
relax	living room
eat	garden
work	kitchen
read	bathroom
grow vegetables	library

Writing T.4.9 Describe your home. 

## TEST

1. Lisa and Max are Americans. \_\_\_\_\_ from U.S.A.  
A) There B) Their C) They're D) Their're
2. "What \_\_\_\_\_ their \_\_\_\_\_?"  
"Alexander and Philip."  
A) are/name B) is / name C) is / names D) are / names
3. I \_\_\_\_\_ 22 years old, but Andrew \_\_\_\_\_ 20.  
A) am / am B) are / am C) am / is D) are / are
4. Mark \_\_\_\_\_ 19, but Brian and Denis \_\_\_\_\_ 26 and 28.  
A) is / are B) are / is C) are / are D) am / are
14. "What \_\_\_\_\_ this?"  
"It's \_\_\_\_\_ umbrella."  
A) are / a B) is / a C) is / an D) its / an
5. Oxford is \_\_\_\_\_ English university.  
A) an B) the C) a D) -
6. Toyotas \_\_\_\_\_ Japanese \_\_\_\_\_ .  
A) is a / car B) is / car C) are / cars D) is / cars
7. "What is \_\_\_\_\_?"  
"She is a bank manager."  
A) his job B) she job C) he job D) her job
8. 0/2/11/18/20 Find the correct alternative.  
A) oh / twelve / eighteen / twenty  
B) zero / two / one-one / eighteen / twenty  
C) zero / two / eleven / eighteen / twenty  
D) zero / two / eleven / eighty / twenty
9. "How old is your aunt?"  
"\_\_\_\_\_ is 29."  
A) She B) He C) She's D) He's
10. "Where \_\_\_\_\_ she from?"  
"She \_\_\_\_\_ from Japan."  
A) are / is B) is / is C) is / am D) are / are

## Lesson 9. Unit 5. Super me!

### Objectives of the lesson:

- Grammar:
- Practicing can/can't to talk about ability.
  - Practicing was/were/could to talk about the past.

### Vocabulary:

- Understanding and practicing collocations: *noun + noun, verb + noun, prepositions.*
- Understanding adjectives in context. Polite requests:

Everyday English: • Understanding and practicing *can't could* to make polite requests

Starter: *Do you know the comic hero, Superman?*

*Where does he come from? What can he do?*



T. 5.1. Listen and compare your ideas.

### Superman is fantastic! Can/can't

1. Alfie and his cousin Ivy are talking about Superman. Complete what Alfie says using *can* and the verbs in the box.



T 5.2. Listen and check.



2. T.5.3. Listen to the rest of the conversation. Answer the questions:

Which languages do they talk about?

Which sports do they talk about?

3. Complete the lines from the conversation with *can or can't + verb.*

1. *Can you \_\_\_\_\_ any languages?'*

*Yes, I can. I \_\_\_\_\_ French and Spanish.*

2. *You \_\_\_\_\_ French at all!'*

3. *I \_\_\_\_\_ skateboard! You \_\_\_\_\_ !'*

4. \_\_\_\_\_ you \_\_\_\_\_ ?

*I \_\_\_\_\_ a bit but my mum and dad \_\_\_\_\_ brilliantly.*

5. *Superman \_\_\_\_\_ everything.*

*There is nothing Superman \_\_\_\_\_ !*



T 5.4. Listen and check. Practice the sentences with a partner.

### Ivy can't cook. Can you?



1. T 5.6. Listen and complete the chart for Ivy. Put (/) or (X).

Can.....?	Ivy	Your partner
speak a foreign language		
cook		
skateboard		
swim		
play tennis		
ski		
play any musical instruments		

2. Work with a partner. Ask and answer questions about Ivy.



Can Ivy...?

Yes, she can/  
No she can't

3. Complete the sentences about Ivy with adverbs from the box:

(not) at all (x2) a (little) bit (x2) quite well very well really well brilliant

- 1 She can speak Spanish **a little bit**
- 2 She can't cook \_\_\_\_\_
- 3 She can swim \_\_\_\_\_
- 4 She can play tennis \_\_\_\_\_
- 5 She can ski \_\_\_\_\_
- 6 Her dad can play the guitar \_\_\_\_\_
- 7 Her mum can play the piano \_\_\_\_\_
- 8 She can't play anything \_\_\_\_\_



T 5.7. Listen and compare the sentences

4. Ask questions to complete the chart in exercise 1 about your partner:

Can you speak Spanish?

Yes, but not very well

5. Tell the class about you and your partner.

Sobir can speak Spanish really well, but I can't

**Today and yesterday. Past - was/were/could**

1. Read and listen to the questions about the present and the past. Complete the answers.

Present	Past
1. What day is it today? It's _____	What day was it yesterday? It was _____
2. What month is it now? It's _____	What month was it last month? It was _____
3. Is it sunny today? Yes, it is/ No, it isn't	Was it sunny yesterday? _____, it was/ _____, it wasn't
4. Where are you now? I'm in/at _____	Where were you yesterday? I was in/at _____
5. Where are your parents now? They are in/at _____	Where were they yesterday? They were in/at _____
6. Are you in England now? _____, I am/ _____, I'm not	Were you in England last year? Yes, _____ /No, I _____
7. Can you ski? _____, I can/ _____, I can't	Could you ski when you were five? Yes, I _____ /No, I _____
8. Can your teacher speak a lot of languages? Yes, _____ can/ No, _____ can't	Could your teacher speak English when she/he was seven? Yes, _____ could/ No, _____ couldn't

2. Ask and answer the questions about the past in exercise 1 with a partner.

What day was it yesterday?

It was...

3. Complete the sentences with the past of the verb *to be* and *can*:
1. I wasn't at school yesterday because I \_\_\_\_\_ ill.
  2. My parents \_\_\_\_\_ at work last week. They \_\_\_\_\_ on holiday in Spain.
  3. Where \_\_\_\_\_ you last night? I phoned, but you \_\_\_\_\_ at home.
  4. I \_\_\_\_\_ read and write when I \_\_\_\_\_ just five
  5. My sister \_\_\_\_\_ read until she \_\_\_\_\_ seven

### Talking about you

**Work with a partner. Ask and answer questions about you.**

Where were you...

- . at 8.00 this morning
- . at 10.00 last night
- . at this time yesterday
- . last Saturday evening
- . last Sunday morning

### Child prodigies.

**1. Look at the photos. Who are the children?**

What can they do? Why are they child prodigies'?



**2. T.5.11. Listen and complete the sentences about Marc Yu. Read them aloud.**

Marc Yu - Pianist

1. He was born on January \_\_\_\_\_ 19 \_\_\_\_\_, in California, USA.
2. He \_\_\_\_\_ the piano and the cello.
3. He \_\_\_\_\_ the piano when he \_\_\_\_\_
4. He \_\_\_\_\_ the cello when he \_\_\_\_\_. Last year, he played with Lang Lang, the famous Chinese pianist, in New York. They \_\_\_\_\_ a big success.

**3. Work with a partner. Look at the information and make sentences about Cleopatra.**

Cleopatra Stratan - Singer

1. She /born/October 7th, 2 002/Moldova, near Romania.
  2. She/sing beautifully when/just two years old
  3. When/three, she made an album, *La varsta de trei ani*.
  4. Her album/a big success. 150,000/sold round the world.
- Listen and check

**4. Ask and answer questions about Marc and Cleopatra**

- . When / born?
- . Where / born?
- . How old / when / could ...
  - walk
  - talk
  - read
  - swim
  - ride a bike
  - use a computer
  - speak a foreign language

## Lesson 10. Unit 5. Super me!

### Objectives of the lesson:

Reading: • A jigsaw reading about the life and success of two members of the same family.

Speaking: • Talking about the past and things you could do in the past.  
• Talking about relationships.

Listening: • Listening for key words in a short monologue.  
• Listening for key words in a short conversation.  
• Listening for noun + noun combinations in three short conversations.

Writing: • Understanding key content points and more formal style, then writing an email to apply for a job.

Everyday English: • Understanding and practicing *can't/ could* to make polite request

**Warm-up:** Do you have any talented people in your family? What can they do?

**Pre-reading:** Look at the pictures of Nicola Benedetti and her father, Gio.

Read the introduction to the article. Answer the questions.

1. What does Nicola do?
2. Why was 2004 special for her?
3. Where does she live?
4. What does her sister do?
5. What does her father do?


**While-reading:**  Work in two groups.

**Group A** read about **Nicola**. Answer these questions.

1. Was music important in her family?
2. How old was Nicola when she could play the violin?
3. Did her father work hard?
4. Were her grandparents rich or poor?
5. Is money important to Nicola and her father?
6. Does her father like classical music?
7. What does she teach her father? What does he teach her?
8. When does she play the violin with her sister?

**Group B** Read about **Gio**. Answer these questions.

1. Where was Gio born?
2. Why couldn't he buy the Jaguar car?
3. What was Gio's business?
4. How old was Nicola when she could play the violin?
5. Can Gio play a musical instrument?
6. What music does he like? What doesn't he like?
7. Does Nicola work hard?
8. Why does he cry?

**Post-reading:**  Work with a partner from the other group. Tell your partner about your person.

### Language work:

Who or what do these adjectives from the text refer to?

*busy important difficult proud hard-working classical expensive passionate  
poor close independent sentimental*

## What do you think?



### Work as a class. Discuss the questions:

- . Do Nicola and Gio have a good relationship?
- . How are they similar? How are they different?
- . Does Nicola have a good relationship with her sister?
- . What about your family? Who are you close to? Why?

### Nicola Benedetti: A passion for music

“When I was young, music wasn't very important in our house. Then, when I was four, I started playing the violin. In my first lesson, I was so happy, I couldn't stop crying. My dad, Gio, was always busy. He was very hard-working. His parents were poor, so he wanted to give me and my sister everything. I like hard work too, and I know what I want - if someone says to me "You can't do that", I think "Oh yes I can!" That's very like my dad. But my dad's a businessman, and I'm an artist. Money is very important to him, but for me, success isn't the same as earning lots of money. He likes the music I play, but he doesn't like classical music very much. I teach him about music, and he tells me about business. My sister and I are very close. We sometimes play together - not professionally, but at family occasions like weddings and at Christmas. I live for my work. I never want to stop. Music is my life.”

### Gio Benedetti: A passion for business

“I was born in a small village near Lucca in Italy. We were poor but happy. When I was ten, I came to Scotland to live with my uncle. It was very difficult. When I was 16, there was a beautiful car – a Jaguar - in the shops but I couldn't afford it. It was too expensive. So I started a business to make money - a dry-cleaning business. Soon there were 15 shops. By the time I was 19, I could afford the Jaguar. That was a very good day! Nicola was always independent, like me. She could play the violin when she was four. Now she plays concerts all over the world. I am so proud of her. She practices for seven hours a day. Scotland is so proud of her. Everybody knows her now. I can't play any musical instruments. I like country and western music, but not classical. Nicola knows what she wants. She has a passion to succeed, like me, and she works very hard to get it. When she plays the violin, she's passionate - that's the Italian in her. When I see her play, I often cry. I can't help it. I'm very sentimental.”

**Vocabulary and listening:** Words that go together.

Noun+noun:

1. Match a noun in A with a noun in B. Do we write one word or two?

post office businessman


A	B
---	---

book	room
motor	shop/store
sun	station (2)
living	park
bus	way
hand	bike
railway	light
car	stop
traffic	glasses
patrol	bag

2.  Test the other students on the nouns that go together.

This is where we buy books


A bookshop

3.  Listen to three conversations. Write all the noun + noun combinations you hear.  
 4. With a partner, write a short conversation. Include some noun + noun combinations. Act your conversation to the class.

**Verb + noun**

5. Match a verb with a noun


<b>A</b>	<b>B</b>
send	a car
drive	children
write	a lot of text messages
speak	a suit and tie
earn	TV a lot
live	three languages
play	a motorbike
wear	on the third floor
look after	a lot of money
watch	the guitar

5.  Ask and answer questions.


Do you send a lot of

No, I don't

6.  T.5.15. Listen to the short conversations. After each one say which verb + noun combinations you hear.

7.  Work with a partner. Look at T.5.15 on p123. Choose two of the conversations and learn them by heart.

**Prepositions:**

8.  Complete the sentences with a preposition from the box



of to from at with on for

1. Do you like listening \_\_\_\_\_ music?
2. What sort \_\_\_\_\_ music do you like?
3. Where's your girlfriend \_\_\_\_\_? Is she Mexican?
4. Is Paula married \_\_\_\_\_ Mike?
5. Do you want to come shopping \_\_\_\_\_ me?
6. Were there any good programs \_\_\_\_\_ television last night?
7. What do you want \_\_\_\_\_ your birthday?
8. Can I speak \_\_\_\_\_ Dave? Is he work today?



T.5.16. Listen and check. What are the replies? Practice the conversations.

**Everyday English. Polite requests.**

1.   T.5.17. Listen and complete the conversations. Where are the people?

A: Can I have a \_\_\_\_\_ please?

A: Can you open the \_\_\_\_\_ for me, please?

B: Yes, of course.

C: Sure. No \_\_\_\_\_

A: Thanks.

A: Could I have the \_\_\_\_\_ please?

A: Could you \_\_\_\_\_ me the \_\_\_\_\_, please?

D: Certainly, Madam

E: It's 10.30.

A: Thanks a lot.

2. What differences are there in A's requests in exercise 1?

1. *Can/ Could /... I* and *Can/ Could you...* / express a request:

*Can/Could I ask you a question? Can/Could you do something for me?*

2. *Can/Could* express an ability: *I can swim / I could swim when I was four*



Complete the requests with *Can / Could I.. ?* or *Can / Could you ... ?*

1. **Can I** have a cheese sandwich, please?
2. \_\_\_\_\_ post this letter for me, please?
3. \_\_\_\_\_ give me your email address?


4. \_\_\_\_\_ speak to you for a moment?
5. \_\_\_\_\_ lend me \$20 till tomorrow?
6. \_\_\_\_\_ give me a hand with this box?



T.5.19. Listen and compare. Can you remember the replies?



Practice with a partner.

5.  Have more conversations with some of these prompts.

a cola pay by credit card the bill a vanilla ice-cream a glass of water a return ticket  
borrow your dictionary do me a favor try on these jeans sit next to you give me a lift  
open the window

## Lesson 11. Unit 6.








### Plan of the lesson:

- Reading: America's richest woman. Past simple: regular /irregular
- Vocabulary: • Understanding and practicing adjectives ending in -ed and -ing in the context of talking about feelings.
- Grammar: • Understanding and practicing the addition of -ed in Past Simple forms.  
• Understanding and practicing irregular verb forms to talk about the past.
- Everyday English: • Understanding and practicing ordinal numbers in the context of talking about dates (months and years).

**Starter:** When were your grandparents and great-grandparents born? Where were they born? What were their jobs? Were they rich or poor? If you know, tell the class.

*"I think my great-grandfather was a farmer" "He was born in about 1920 in...."*

**America's richest woman.** (Past Simple - regular verbs)

1. Look at the photos. Do you know anything about the American TV star Oprah Winfrey?
2.    Read and listen to text A. Complete it with the verbs you hear.  
 Answer the questions.
  - Is Oprah Winfrey rich?
  - Where does she live and work?
  - How much does she earn?
3.    Read and listen to text B about her childhood. Answer the questions.
  - Where and when was she born?
  - Were her parents rich?
  - Was she clever? What could she do?

### Oprah: TV star and billionaire

- A. **The woman.** Oprah Winfrey \_\_\_\_\_ a famous American TV star. She \_\_\_\_\_ in California, but she also \_\_\_\_\_ an apartment in Chicago, where she \_\_\_\_\_. Oprah is one of the richest women in America. She \_\_\_\_\_ millions of dollars every year. She \_\_\_\_\_ a lot of money to charity.
- B. **Her childhood.** Oprah was born on January 29, 1954, in Kosciusko, Mississippi. Her parents were very poor. Her father, Vernon, worked in a coal mine and her mother, Vernita, cleaned houses. They couldn't look after Oprah, so she lived with her





grandmother, Hattie Mae. Oprah was clever. She could read before she was three. When she was 17, she received a scholarship to Tennessee State University, where she studied drama. She also started reading the news at the local radio station.

- C. **Her success.** In 1984, Oprah \_\_\_\_\_ to Chicago to work on a TV talk show called A.M. Chicago. She \_\_\_\_\_ to lots of interesting people about their problems. Oprah says, 'People's problems are my problems.' The show was very successful, so in 1985, it was renamed *The Oprah Winfrey Show*. 49 million people in 134 countries \_\_\_\_\_ it every week. In 1993, she \_\_\_\_\_ Michael Jackson and 100 million people \_\_\_\_\_ the program. Last year, she \_\_\_\_\_ \$260,000,000.
- D. **Her charity work.** In 1998, Oprah \_\_\_\_\_ the charity *Oprah's Angel Network* to help poor children all over the world. In 2007, she \_\_\_\_\_ a special school in Johannesburg, *Oprah Winfrey Academy for Girls*. She says, '**When I was a kid, we were poor and we didn't have much money. So what did I do? I \_\_\_\_\_ hard.**' There are 152 girls at the school, Oprah calls them her daughters – the children she didn't have in real life.


4. What is the Past Simple of these verbs?

Watch	interview	study	talk	move	start	earn	open
-------	-----------	-------	------	------	-------	------	------

5.  T.6.4. Listen to text C. Complete it with the Past Simple form of the verbs in exercise 4.


6.  Complete the questions about Oprah:

1. Where **did** her father work? In a coal mine.
2. What \_\_\_\_\_ her mother do? She cleaned houses.
3. Who Oprah \_\_\_\_\_ with? Her grandmother.
4. What she \_\_\_\_\_? Drama.
5. When she \_\_\_\_\_ Michael Jackson? In 1993
6. How much \_\_\_\_\_ she \_\_\_\_\_ last year? \$260 million.
7. When she \_\_\_\_\_ the girls' school? In 2007.
8. \_\_\_\_\_ her parents much money? No, they didn't.


7.  T 6.5. Listen and check. Practice the questions and answers with a partner


### Practice:

Talking about you.


1.  Complete the questions with *did*, *was* or *were*.
  1. Where \_\_\_\_\_ your parents born?
  2. Where \_\_\_\_\_ you live when you a child?

3. \_\_\_\_\_ you live in a house or a flat?
4. When \_\_\_\_\_ you start school?
5. Who \_\_\_\_\_ your first teacher?
6. Who \_\_\_\_\_ your best friend?
7. When \_\_\_\_\_ you learn to read and write?
8. When \_\_\_\_\_ you get your first mobile phone?

2.  Work in groups of two or three. Ask and answer the questions in exercise 1.


3.  Tell the class some of the information you learned. *Enrico's mother was born in ... His father ... He lived in....*

### Ben's ups and downs. (Irregular verbs)

1.  Write the Past Simple of these verbs. (There is a list of irregular verbs on p.158.)

Test your partner.

be	leave
begin	lose
can	make
catch	meet
come	send
get	take
give	win
go	write
have	

2.  Read about Ben Way. What were his ups and downs?

#### Ben Ray

He made his first million at 17. He was one of the first dotcom millionaires. Then he lost it all ... And now he's a millionaire again! How did he do it?

3.   Read and complete the PROFILE of Ben with the verbs in the Past Simple.



Compare your answers with a partner.


#### PROFILE

#### Ben Way-dotcom millionaire.

Year	Ben's life
1980	He I was (be) <b>born</b> on 28, September 1980. He (go) to school in a small Devon

	village. He was dyslexic, he (can not) read and write.
1989	When he was 9, his father (give) him a computer. He (take) his computer everywhere with him.
1991	At 11, he (write) his first software program.
1995	When he was 15, he (begin) his own computer company.
1996	He (leave) school at 16.
1997	At 17, he (make) his first \$1 million
1999	At 19, he (have) \$18.5 million
2000	At 20, he (win) <i>Young Entrepreneur of the Year</i> .
2001	When he was 21, he (lose) everything
1002- Now	But then , at 22, he started a new company called ' <i>Rainmakers</i> ' and he become a millionaire all over again


4.  T.6.8. Listen to an interview with Ben. What else do you learn about him?

5.  Make the questions. Ask and answer them with a partner

1. What/Ben's parents do?
2. Where/he go to school?
3. Why/he have problems at school?
4. What /his dad give him in 1989?
5. Who/he help with their computers?
6. Why/he leave school at 16?
7. When/he win' *Young Entrepreneur of the Year*'?
8. Why/he lose his money?

### PRACTICE.

#### 1.Regular and irregular verbs.

 Complete the sentences with the verbs in the Past Simple.

1. My granddad **was** (be) born in 1932. He \_\_\_\_\_ (die) in 2009.
2. My parents \_\_\_\_\_ (meet) in London in 1983. They \_\_\_\_\_ (get) married in 1985.

3. I \_\_\_\_\_ (arrive) late for the lesson. It \_\_\_\_\_ (begin) at 2 o'clock.
4. I \_\_\_\_\_ (catch) the bus to school today. It \_\_\_\_\_ (take) just 40 minutes.
5. I \_\_\_\_\_ (have) a very busy morning. I \_\_\_\_\_ (send) 30 emails before 10 o'clock.
6. Our football team \_\_\_\_\_ (win) the match 3-0. Your team \_\_\_\_\_ (lose) again.
7. My brother \_\_\_\_\_ (earn) a lot of money in his last job, but he (leave) because he \_\_\_\_\_ (not like) it.
8. I \_\_\_\_\_ (study) Chinese for four years, but when I \_\_\_\_\_ (go) to Shanghai, I \_\_\_\_\_ (cannot) understand a word.

### Talking about you.

2. ✍️ Make true sentences about you using a positive or negative.

*"I watched/didn't watch TV yesterday"*

1. watch TV yesterday
2. get up early this morning
3. have coffee and toast for breakfast
4. come to school by car yesterday
5. play computer games on Friday evening
6. send a text just before this lesson
7. meet some friends last night
8. go shopping yesterday

3. 👤 Work with your partner. Ask and answer questions with *When did you last...?* and the time expressions. Ask another question to get more information:

. *have a holiday*

. *watch a DVD*

. *go to the cinema*

. *talk on your mobile*

. *send an email*

. *catch a bus*

. *give a present*

. *have dinner in a restaurant*

4. 🗣️ Tell the class some things you learned about your partner.


*"Nina had a holiday last August and she went to Italy"*


**Homework:** ✍️ Writing an autobiography. p.109.

## Lesson 12. Unit 6.


### Plan of the lesson:


- Listening and reading: “The meaning of life” .A short fable about a fisherman and a businessman, and what is important in life.
- Vocabulary and listening: Listening for key information in an interview  
Listening for key words in a short story  
Listening for adjectives ending in *-ed* and *-ing* in four short conversations
- Speaking:
  - Talking about what you did yesterday and Last week/month/year, etc.
  - Discussing the moral of a story and what you think happened next.
- Everyday English:
  - Understanding and practicing ordinal numbers in the context of talking about dates (months and years).

1.  Look at the pictures and read the introduction to the story of *The Businessman and the Fisherman*.

2.  Answer the questions:



- . Where was the businessman?
- . Who did he meet?
- . Did he like the fish?
- . What did he say?
- . What nationality were the two men?

2.  Close your books and listen to the conversation. Who do you think has the best life?

3.  Are these sentences true (T) or false (F)? Correct the false sentence.


1. The businessman and the fisherman met in the morning.
2. It took the fisherman an hour to catch the tuna.
3. He stopped fishing because he had enough fish for his family.
4. The fisherman is often bored because he has nothing to do.
5. The businessman went to Harvard University.
6. He gave the fisherman a lot of advice.
7. The fisherman gave the businessman some fish.

8. He went to a bar with the businessman.

4.   Read and complete the story of *The Businessman and the Fisherman*.



T.6.11. Listen again and check.

5.  Retell the story round the class.



What do you think?

. Do you think the fisherman follows the businessman's advice? Why/Why not?

. What is the moral of this story?

I. "Money makes the world go round"

II. "Understand what really matters in life"

III. "Don't listen to other people's advice"

IV. "Work more, earn more"

### THE BUSINESSMAN AND THE FISHERMAN

An American businessman was on holiday in a fishing village in the south of Mexico. One morning, he met a young fisherman with a small boat full of lovely, yellowfin tuna fish." What beautiful tuna!" the American exclaimed.

"How long did it take to catch them?" the American asked.

"Oh, about \_\_\_\_\_ hours," said the fisherman.

"Why didn't you fish for longer and catch more?"

The Mexican replied, "I \_\_\_\_\_ want to fish for longer. With this I \_\_\_\_\_ enough fish for my family."

"But what do you do with the rest of your day? Aren't you bored?"

The fisherman smiled, "I'm never bored. I get up \_\_\_\_\_, play with my children, watch football, and take a siesta with my wife. Sometimes in the evenings I walk to the village to see my friends, play the guitar, and sing \_\_\_\_\_ songs."

The American couldn't understand, "Look, I am a very successful businessman. I \_\_\_\_\_ to Harvard University and I \_\_\_\_\_ business. I can help you. Fish for four hours every day and sell the extra fish you catch. Then, you can buy a bigger boat, catch more, and \_\_\_\_\_ more money. Then buy a second boat, a third, and so on, until you have a big fleet of fishing boats. You can export the fish and leave this village and move to Mexico City, or LA, or New York City, and open a fishing business."

The fisherman smiled, "But how long will all this take?"

The businessman thought about it for a bit. "Probably \_\_\_\_\_ 15 to 20 years," he said.

"And then what, Sen' or?" asked the fisherman.

“Why, that's the exciting part!” laughed the businessman. “You can sell your business and become very rich, a millionaire!”

“A millionaire? Really? But what do I do with all the money?” The young fisherman didn't look excited.

The businessman could not understand this young man. “Well, you can \_\_\_\_\_ work and move to a lovely, old fishing village where you can sleep late, play with your grandchildren, watch football, take a siesta with your wife, and walk to the village in the evenings where you can play the guitar, and sing with your friends all you want.”

The fisherman's wife and children came running to meet him.

“Papa, papa \_\_\_\_\_ you catch many fish?”

“I \_\_\_\_\_ enough for us today and tomorrow, and some for this gentleman,” said their father.

He gave the businessman some fish, thanked him for his advice and went home with his family.

## VOCABULARY AND LISTENING

### Describing feelings

1. Match these feelings to the pictures:

annoyed  excited  tired  bored  interested  worried 

2.  Use the words from exercise 1 to complete the sentences.

1. I went to bed late last night, so I'm very \_\_\_\_\_ today.
2. My football team lost again. I'm really \_\_\_\_\_ !
3. I won €20,000 in the lottery. I'm so \_\_\_\_\_ !
4. I can't find my house keys. I'm really \_\_\_\_\_
5. I have nothing to do and nowhere to go. I am so \_\_\_\_\_ !
6. The professor gave a great lecture. I was really \_\_\_\_\_.



T.6.12. Listen and check.

### -ed and -ing adjectives


! Some adjectives can end in both -ed and -ing.

*The book was interesting.*

*The lesson was boring.*

*I was interested in the book.*

*The students were bored.*

3.  Complete each sentence with the correct adjective.

1. *excited/ exciting*

Life in New York is very \_\_\_\_\_

It's my birthday tomorrow I'm really \_\_\_\_\_

2. *tired/ tiring*

The marathon runners were very \_\_\_\_\_

That game of tennis was very \_\_\_\_\_

3. *annoyed /annoying*


The child's behavior was really \_\_\_\_\_

The teacher was \_\_\_\_\_ because nobody did the homework.

4. *worried /worrying*

We were very \_\_\_\_\_ when we heard the news.

The news is very \_\_\_\_\_

4.  Work with a partner. Complete the conversations with -ed and -ing adjectives from exercise 3.

1. A: Did you enjoy the film?

B: No, I didn't. It was \_\_\_\_\_

A: Oh, I loved it. It was really \_\_\_\_\_ and very funny.

B: I didn't laugh once!

2. C: How was your exam?

D: Awful. I'm very \_\_\_\_\_

C: But you worked really hard.

D: I know, I studied until two in the morning, but then I was so \_\_\_\_\_ today.

I couldn't read the questions.

C: Don't worry. I'm sure you'll be OK.

3. E: That was a great match! Really \_\_\_\_\_

F: Only because your team won. I was \_\_\_\_\_

E: But it wasn't \_\_\_\_\_ at all! It was a fantastic game!

F: Well, I didn't enjoy it, and now I'm \_\_\_\_\_ because I paid 845 for my ticket

4. G: When's Nina's birthday?

H: You mean 'When was her birthday?' It was last Friday, March 24th.

G: Oh no! Was she \_\_\_\_\_ that I forgot?

H: No, no, she was just that \_\_\_\_\_ you didn't like her anymore




T.6.13. Listen and check. Practice the conversations.

5. Look again at the text on p51. Find examples of -ed and -ing adjectives.



## EVERYDAY ENGLISH

What's the date?

1.  Write the correct word next to the ordinal numbers.

Fourth _____
twelfth _____
twentieth _____
twenty-second _____
second _____
thirtieth _____
thirteenth _____
seventeenth _____
fifth _____
tenth _____
sixteenth _____
third _____
sixth _____
thirty-first _____



T.6.14. Listen and practice saying the ordinals.



2. Say the months of the year round the class.



3. Work with a partner. Ask and answer questions about the months.

4. Practice saying the dates.

1 April 2 March 17 September 9 November

29/2/76 9/12/83 3/10/99 3/5/2005 15/7/2015



5. T.6.16. Listen and write the dates you hear.



6. Ask and answer the questions with your partner.


1. What's the date today?

2. When did this school course start? When does it end?

3. When's Christmas Day?

4. When's Valentine's Day?

5. When's your birthday?

6. What are the dates of public holidays in your country?
7. What century is it now?
8. What were some important dates in the last century?
7.  Write some important dates for you.



Ask and answer questions about the dates with your partner.

## Lesson 13. Unit 7. Dates to remember.

### Objectives of the lesson:

- Understanding and practicing questions and negatives in the Past Simple.
- Understanding and practicing *in/at/on* and *ago*.
- Understanding and practicing regular and irregular adverbs in the context of telling a story.

### Starter:

1.  Work in groups. Do the history quiz.





Discuss your answers with the class.

### 20<sup>TH</sup> CENTURY QUIZ



1. When did Henry Ford sell the first Model-T motor car?
  - a. in 1903
  - b. in 1908
  - c. in 1910
2. When was the first talking movie, *The Jazz Singer*?
  - a. in 1903
  - b. in 1915
  - c. 1927
3. When did Einstein publish his theory of relativity?
  - a. about 100 years ago
  - b. about 60 years ago
  - c. about 50 years ago
4. When was the Russian Revolution?
  - a. in 1909
  - b. in 1914
  - c. in 1917
5. When was the first non-stop flight around the world?
  - a. about 90 years ago

- b. about 60 years ago
  - c. about 30 years ago
6. How many people died in the Second World War?
- a. about 90 million
  - b. about 60 million
  - c. about 80 million
7. When did the Berlin Wall come down?
- a. in 1945
  - b. in 1975
  - c. in 1989
8. On what date in 1969 did man first land on the moon?
- a. on 20 July
  - b. on 3 May
  - c. on 13 August
9. How many number 1 hits did the Beatles have in the UK?
- a. 12
  - b. 17
  - c. 27

2.   T 7.1. Listen and check your answers. Which group won the quiz?

### THE GOOD OLD DAYS

(Past Simple-questions and negatives)

1.   T 7.2. Listen to Tommy talking to his grandad, Bill, about when Bill was young.

Tick the things they talk about.

programs on TV




sport

pocket money

housework

comics

holiday

3.    T. 7.3. Listen again and complete Tommy's questions.

1. **How many** TV channels **were** there?
2. \_\_\_\_\_ did programs begin?

3. \_\_\_\_\_ pocket money \_\_\_\_\_ you get?
4. \_\_\_\_\_ of comics \_\_\_\_\_ you \_\_\_\_\_ ?
5. \_\_\_\_\_ you \_\_\_\_\_ on holiday?
6. \_\_\_\_\_ you \_\_\_\_\_ there?
7. \_\_\_\_\_ you go to the same place?



T.7.4. Listen and check.



With a partner, ask and answer the questions

3. What did Bill say about these things?

- . color TV - ***It wasn't a colour TV like now.***
- . TV programs -
- . planes -
- . pocket money-
- . dish washers -
- . holiday-

4. Imagine what Bill said about these things.

- . computers - ***We didn't have computers in those days***
- . mobile phones
- . fast food
- . theme park

### GRAMMAR SPOT

1. Write the Past Simple forms.

Present Simple	Past Simple
I want to go	<b><i>I wanted to go</i></b>
He loves it	
Do you watch TV?	
Where does she work?	
I don't buy sweets	
They don't go on holiday	

Grammar reference 7.3-7.2 p.139.

### PRACTICE

1. Match a question word in A with a line in B and an answer in C.

A	B	C
1. Where		A friend from work

2. When		By bus
3. Who	did you buy?	Yesterday
4. How	did you go?	\$29
5. Why	did you go with?	To the shop
6. What	did you get there?	Because I wanted to
7. How many	did you pay?	A shirt
8. How much		Only one



T.7.4. Listen and check.



Practice the questions and answer.

**BILL'S LIFE**



2. Work with a partner. Student A look at p. 150. Student B look at p. 153

You have different information about Bill's life. Ask and answer questions.

-When was Bill born?

-He was born in 1951

-How many brothers and sisters did he have?

-He had two sisters and brothers

**Time expressions**



3. Write the correct preposition.

IN AT ON

\_\_\_\_\_ seven o'clock \_\_\_\_\_ Sunday morning

\_\_\_\_\_ Saturday \_\_\_\_\_ July

\_\_\_\_\_ night \_\_\_\_\_ the weekend

\_\_\_\_\_ 2009 \_\_\_\_\_ the twentieth century

\_\_\_\_\_ summer \_\_\_\_\_ the morning



4. Work with a partner. Ask and answer questions with *When ...?* Use a time expression and *ago* in your answer.

**When did...?**

- . you get up
- . you have breakfast
- . you arrive at school
- . you start learning English
- . you start at this school
- . you have breakfast
- . this term start


When did you get up?

At seven o'clock, three hours ago.

When did this term start?

In September, two months ago.

- . you last use a computer
- . you last go on holiday
- your parents get married
- . you last have a coffee break

5.  Tell the class about your day up to now. Begin like this:

***I got up at seven o' clock and had breakfast. I left the house at ...***



Listening and pronunciation

5. Listen and tick (✓) the sentence you hear

1.  a. Where do you want to go?

b. Why do you want to go?

2.  a. I don't go to college.

b. I didn't go to college.

3.  a. Where is he?

b. Where was he?

4.  a. Do you like it?

b. Did you like it?

5.  a. I why did he come?


b. why didn't he come?

6.  a. She doesn't work there.

b. She didn't work there.

## SPEAKING

### Talking about my life.

1.  Work with a partner. Freddy is at a party talking to Alisa. Look at Freddy's questions. Use the notes in Alisa's answers. What did she say?

**F:** You aren't English, are you, Alisa? Where are you from?

**A:** No - Russian - born - St Petersburg

**F:** Is that where you grew up?

**A:** Yes - lived - parents - two sisters - house near the university - father worked - university

**F:** Oh, how interesting! What was his job? Was he a teacher?

**A:** Yes - professor - psychology

**F:** Really? And what did your mother do?

**A:** doctor - worked - hospital

F: So, where did you go to school?

A: High School - ten years - 18 - university

F: What did you study?

A: philosophy and education - university - Moscow - four years

F: Wow! And did you start work after that?

A: No - travelled - States - six months - worked - summer camp - Yellowstone National Park  
- amazing!

F: It sounds great! And what's your job now?




A: work - junior high school - Paris - teach Russian and English

F: Your English is really good! Well, it was very nice to meet you, Alisa!

A: Nice - meet - too. Bye



T.7.6. Listen and compare

-  Practice the conversation with a partner. Swap roles and practice again
-  Make some notes about your own life story.
-  Work in groups. Tell each other your life stories. Ask and answer questions.

***What did you...?***

***How long...?***

***Who...?***

***Did you enjoy it?***


## Lesson 14. Unit 7. Dates to remember.


### Objectives of a lesson:

- A jigsaw reading about the pioneers of air and space flight.
- Listening for key information in a conversation
- Listening and ordering adverbs in a short story
- Information gap about a man's past.
- Telling your own life story.
- Retelling the story of the pioneers of air and space flight.
- Reviewing and understanding time expressions, then writing a description of a historical character


### Starter:


1. Look at the pictures. Who are the men? What did they do? When did they do it?
2. Read the titles. What was “phenomenal”?


3.  Work in two groups

 **Group A** : Read about the first air journey.

**Group B** : Read about the first man on the moon

-  Answer the questions.

- 1 When and where did the journey begin?
  - 2 How long did it take?
  - 3 How far was the journey there?
  - 4 How fast did he/they go?
  - 5 Where did the journey end?
  - 6 In what way was this flight a beginning?
4.  Find a partner from the other group. Compare and swap your answers to exercise 3.

5.  Work with the same partner. Look again at the texts and answer these questions:

### Bleriot

- 1 Why was Bleriot's flight difficult?
- 2 Was the weather good?
- 3 How did he know where to land?
- 4 What did he win?


### Apollo II

- 5 Why couldn't the astronauts sleep?



- 6 What did Armstrong say as he stepped onto the moon?
- 7 How long did they spend walking on the moon's surface?
- 8 What did they leave on the moon?

## Speaking

6.  Find the numbers in the texts. What do they refer to?

1909 37 4.30 40 250 1.000

1969 three 30 8.17 600 million one 22



T.7.7. Listen and check

7.  Work with a partner. Use the numbers in exercise 6 to help you retell the stories.

### **ROCKETS IN SIXTY YEARS**

**flights and the first man on the moon. In the 20th century, progress in aviation was phenomenal**

On July 25 1909, a Frenchman, Louis Bleriot, became the first man to complete an air journey when he flew from Calais, in the north of France, to Dover in the south of England. Bleriot's flight amazed the whole of Europe. People thought that such a journey was impossible.

#### **THE FLIGHT**

The flight wasn't easy. Mr. Bleriot, a 37-year-old engineer, couldn't swim, so he didn't want to come down in the Channel. He couldn't walk very well because of an injury to his leg, and he didn't have a compass. On the morning of the 25th, he took off at 4.30 from a field at the edge of a cliff. It took 37 minutes to complete the 22-mile journey. The plane flew at 40 miles per hour at an altitude of 250 feet. Everything went well until he flew into fog. 'I continued flying for ten minutes, but I couldn't see the land, only the sky and the sea. It was the most dangerous part of the flight. I wasn't worried about the machine. It flew beautifully. Finally, I saw the land,' he told reporters.

#### **LANDING IN ENGLAND**

When he got to Dover, he saw a French journalist waving a flag. He cut the engine at 60 feet and crashed into a field. The news quickly went round the world, and Mr. Bleriot's flight was celebrated in London and Paris. He won a prize of f 1,000. 'The crossing was the start of modern aviation,' said Louis Bleriot, the grandson of the pioneer.

On 15 July 1969, at 9.30 in the morning, Apollo 11 lifted off from the Kennedy Space Center in Florida. There were three astronauts - Neil Armstrong, Buzz Aldrin, and Michael Collins. The enormous rocket took three days to complete the 250,000 miles to the moon, travelling at six

miles per second (21,600 miles an hour). Then it circled the moon 30 times, giving time to prepare for the landing.

### THE LUNAR LANDING

The lunar module landed on a part of the moon called the Sea of Tranquility at 8.17 in the evening on 20 July. It was time for the astronauts to rest, but they were too excited to sleep. At 3.00 in the morning on July 21, Neil Armstrong became the first man to walk on the moon. Six hundred million people all over the world watched on TV. As Armstrong took his first steps, he said the famous words, "That's one small step for man, one giant leap for mankind."

### WALKING ON THE MOON

Armstrong and Aldrin spent two and a half hours walking on the moon. They collected samples and set up scientific equipment. Finally, they put up a US flag. After 22 hours on the moon, the lunar module lifted off and flew up to join the rocket that took them back to Earth. They left an inscription:

HERE MEN FROM THE PLANET EARTH FIRST SET FOOT UPON THE MOON, JULY 1969. WE CAME IN PEACE FOR ALL MANKIND.

This flight was the beginning of man's exploration of space.

### VOCABULARY AND LISTENING

#### Adverbs

1. Look at these sentences from the texts on p59. The words in bold are adverbs.

*Everything went **well** ...*

*The plane flew **beautifully**.*


*The news **quickly** went round the world ...*

***Finally**, they put up a US flag.*


#### GRAMMAR SPOT

1. Regular adverbs end in **-ly**: *quickly, slowly, carefully*


2. There are some common irregular adverbs: *drive fast, work hard, feel well, get up early/late*

2.  Are the words in italics adjectives or adverbs?
1. a. Smoking is a **bad** habit
  - b. We lost the match because we played **badly**.
  2. a. Please listen **carefully**.
  - b. Jane's a **careful** driver.
  3. a. It's a **hard** life.

b. I work **hard** and play **hard**.

3.  Match a verb with an adverb. Sometimes there is more than one possible answer.

Verbs	Adverbs
work	fluently
speak English	carefully
breathe	fast
do my homework	late
drive	hard
arrive	deeply



4.  Put the word in brackets into the correct place in the sentence.



1. We had a holiday in Italy. (terrible)
2. I lost my passport. (unfortunately)
3. I contacted the police. (immediately)
4. It was a journey because the traffic was bad. (long)
5. Fortunately, Sally's a driver. (good)
6. She speaks Italian. (well)

Telling a story


5.  Complete the sentences with your own ideas.

1. It started to rain, but fortunately, I had an umbrella.
2. James invited me to his party, but unfortunately, ...
3. Suddenly, six friends arrived for lunch. Fortunately, ...
4. I saw a beautiful pair of shoes in a shop. Unfortunately, ...
5. I was fast asleep, when suddenly ...
6. I saw the accident happen. Immediately, ...
7. When I met her at the party, my heart stopped. I really ...
8. I heard a noise, got silently out of bed, and went slowly ...

6.   T. 7.8. Look at the picture and listen to the man. What did he hear in the middle of the night?

7.   T.7.9. Listen again. Number the adverbs 1-8 in the order you hear them.

- quickly    slowly    immediately    fortunately  
 quietly    suddenly    carefully    really

8.  Work with a partner. Take turns to retell the story. Use the adverbs to help.

**Homework.** WRITING. Telling a story p.110.

EVERYDAY ENGLISH: Special occasions.

1. Look at the list of days. Which are the special days? Match them with the pictures.

birthday yesterday Easter Day Mother's Day Hallowe'en New Year's Eve wedding day tomorrow Monday Valentine's Day weekend Friday today Christmas Day

2. Which days do you celebrate in your country? What do you do on these days?

make a cake wear special clothes give cards and presents give flowers or chocolates  
have fireworks have a special meal have a party go out with friends

3. Complete the lines. What are the occasions?

1. Happy \_\_\_\_\_ to you,

Happy \_\_\_\_\_ to you,

Happy \_\_\_\_\_ dear Grandma,

Happy \_\_\_\_\_ to you.

2. A: Did you get any cards?

B: Yes. I did. Listen to this.

*Roses are red, violets are blue.*

*You are my \_\_\_\_\_,*

*And I love you.*

A: Wow! Do you know who it's from?

B: No idea

3. C: Mummy! Daddy! Wake up! It's \_\_\_\_\_ !

D: Mm? What time is it?

C: It's morning! Look. Father gave me this present!

E: Oh, that's lovely! Merry \_\_\_\_\_, darling

4. F: Congratulations! It's great news!

G: Thank you very much. We're both very happy.

F: So, when's the big day?

G: Pardon?

F: Your \_\_\_\_\_ day! When is it?

G: December the 12th. You'll get an invitation

5. I: It's midnight \_\_\_\_\_, everyone!

J/K/L: \_\_\_\_\_ !

6.C: Wake up, Mummy! Happy \_\_\_\_\_ !

D: Thank you darling! Oh, what beautiful flowers!

And cup of tea! Well, aren't I lucky!

C: And we made you a card. Look!

D: It's beautiful! What clever children you are!

7.M: Thank goodness, it's Friday!

N: Yeah! Have a good \_\_\_\_\_ !

M: Same to you!



4.  T.7.9. Listen and check. Work with a partner. Learn some of the conversations by heart.

## Lesson 15. Unit 8. Eat in or out?

### Objectives of the lesson:

- Grammar: • Understanding and practicing count and uncount nouns with determiners *some/ any/ a lot of*
  - Understanding and practising the difference between *I like ..* , for general references and *I'd like ...* in requests.
  - Understanding and practicing *some/any* and *much/many* to talk about number
- Vocabulary: • Understanding the vocabulary of, and practising the pronunciation of, everyday objects.

### Starter:

1.  Look at the pictures. Which foods did you like as a young child? Which didn't you like? Were you a fussy eater? Tell the class.
2.  Match the food and drink with the pictures.



T.8.1. Listen, then say the lists aloud as a class

3. Which list, A or B, has plural nouns? Complete these sentences with *is* or *are*.

Broccoli \_\_\_\_\_ good for you.

Tomatoes \_\_\_\_\_ good for you.



Apple juice \_\_\_\_\_ delicious.

Apples \_\_\_\_\_ delicious

Can we count broccoli? Can we count tomatoes. (Grammar Reference 8.1. p.139)

### WHO'S A FUSSY EATER?

Count and uncount nouns - *some, any, a lot of* . . .

1.  T.8.2. Duncan and Nick are students. Listen to their conversation.
  - . Who is the fussy eater?
  - . What didn't Duncan like when he was a kid? What did he like?
  - . Where do they go to eat?
2.  T.8.2. Listen again and complete the lines
  1. "Oh, good, we have **some** tomatoes"
  2. "I didn't like a \_\_\_\_\_ of things when I was a kid"
  3. "I didn't like \_\_\_\_\_ green vegetables"
  4. "Did you like \_\_\_\_\_ vegetables at all?"

5. "I liked fruit \_\_\_\_\_, but not all"
6. "I drank a \_\_\_\_\_ of apple juice."
7. "I liked \_\_\_\_\_ the usual things kids like"

*I like ...and I'd like ...*

3.  T.8.3. Duncan and Nick are in Romano's Italian restaurant. Read and listen to their conversation with the waitress.

**W:** Good evening, guys. Are you ready to order?

**D:** I think we are. What would you like, Nick?

**N:** Pasta, of course. I love pasta. I'd like the spaghetti Bolognese.

**D:** Same for me, please. I really like spaghetti.

**W:** Great! And would you like the wine list?

**D:** No, thanks. Just a glass of red for me. Would you like some wine, Nick?

**N:** Yes, but I don't like red wine. I'd like a glass of dry white, if that's OK.


**W:** That's fine.

**N:** Oh, and can we have some water too, please?

**W:** Of course. Would you like sparkling or still?

**D:** Just some tap water, thanks.

**W:** No problem.

 Read the sentences. Are the sentences true (T) or false (F)? Correct the false ones.

1. Duncan and Nick both order the same meal.
  2. Duncan doesn't like spaghetti very much.
  3. They would both like some red wine.
  4. Nick only likes white wine.
  5. They don't want any water.
  6. Duncan would like some sparkling water.
5. Practice the conversation with a partner.

Grammar Reference 8.3 p.139

### PRACTICE

*Would/Do you like ...?*

1. Choose Would/Do you like ...? or I'd like ...
  1. Excuse me, are you ready to order?  
Yes. I like / I'd like a steak, please.
  2. Would / Do you like a sandwich?  
No, thanks. I'm not hungry.

3. Do/Would you like Ella?

Yes. She's very nice.

4. Do /Would you like a cold drink?

Yes, please. Do you have any apple juice?

5. Can I help you?


Yes. I like/ I'd like some stamps, please.

6. What sports do you do?

Well, I'd like / I like skiing very much



T.8.4. Listen and check. Practice with a partner

2.  Listen to some questions. What are the correct replies?

1.  I like French wine, especially red wine.

We'd like a bottle of French red wine.

2.  Just cheese, please. I don't like ham.

I'd like a cheese and ham sandwich.

3.  I'd like a book by Patricia Cornwell.

I'd like books by Patricia Cornwell.

4.  I'd like a new computer.

I'd like Apple Macs more than PCs.

5.  No, but I'd like a dog.

I like dogs, but I don't like cats much.


6.  No, thanks. I don't like ice-cream.

I'd like some ice-cream, please



T.8.6. Listen and check. Practice with your partner.

*a* or *some*?

3.  Write *a*, *an*, or *some*.

1. a banana    7. \_\_\_ apple

2 some fruit    8. \_\_\_ toast

3. \_\_\_ egg    9. \_\_\_ sandwiches

4. \_\_\_ bread    10. \_\_\_ biscuits

5. \_\_\_ milk    11. \_\_\_ cup of coffee

6. \_\_\_ meat    12. \_\_\_ apple juice

**EATING IN**

*Some/ any/much/many*



Duncan and Nick want to cook Cottage Pie for their girlfriends. Look at the recipe. What do they need?

*They need onions, minced beef...*

### COTTAGE PIE

#### Ingredients

2 medium onions, chopped

500 gr minced beef

10 ml oil

2 medium carrots, chopped

400 g tomatoes

1 t tbsp thyme

Salt and black pepper

#### Topping

4 large potatoes

50 g butter

100g Cheddar cheese

15 ml milk

2. Work with a partner. Look at their kitchen worktop. What is there for the recipe?

*Use some /any and not much/not many.*

*There are some onions. There isn't much cheese. There aren't any carrots.*

4. Complete Duncan and Nick's conversation with *some/ any* and *much/ many*.

N: This recipe for Cottage Pie looks easy.

D: But I can't cook at all.

N: Don't worry. I really like cooking. Now, vegetables -do we have **any** onions?

Are there \_\_\_\_\_ carrots or potatoes?

D: Well, there are \_\_\_\_\_ onions, but there aren't \_\_\_\_\_ carrots, and we don't have \_\_\_\_\_ potatoes.

How \_\_\_\_\_ do we need?

N: Four big ones.

D: OK, put potatoes on your list.

N: And how \_\_\_\_\_ tomatoes are there?

D: Only two small ones. Put them on the list too.

N: How \_\_\_\_\_ milk is there?

D: There's a lot but there isn't cheese or butter.

N: OK, cheese and butter. What about herbs? Do we have \_\_\_\_\_ thyme?

D: Yeah, that's fine. But don't forget the minced beef. How \_\_\_\_\_ do we need?

N: 500 grams. Now, is that everything?

D: Er- I think so. Do we have oil? Oh yeah, there's left in the bottle.

N: OK, first shopping, then I'll give you a cooking lesson!

D: I'd like that. I hope the girls like Cottage Pie.

N: Everyone likes Cottage Pie!



T.8.7. Listen and check.



Practice with your partner.



### GRAMMAR SPOT

1. We use **many** with count nouns in questions and negatives: *How many potatoes are there?*

*There aren't many onions.*

2. We use **much** with uncount nouns in questions and negatives: *How much butter is there?*

*There isn't much oil.*

3. In the positive we use **a lot of**: There are **a lot of** tomatoes. There's **a lot of** milk

### PRACTICE

*much or many?*

1.  Complete the questions using **much** or **many**.

1. How **much** toast would you like?

2. How \_\_\_\_\_ yoghurt do we have left?

3. How \_\_\_\_\_ people were at the wedding?

4. How \_\_\_\_\_ money do you have in your pocket?

5. How \_\_\_\_\_ petrol is there in the car?

6. How \_\_\_\_\_ children does your brother have?

7. How \_\_\_\_\_ days is it until your birthday?

8. How \_\_\_\_\_ time do you need for this exercise

2. Choose an answer for each question in exercise 1.

a. \_\_\_ Just 50p.

e. \_\_\_ Two more minutes.

b. \_\_\_ It's tomorrow!

f. \_\_\_ Two. A boy and a girl.

c. \_\_\_ |Just one slice, please.

g. \_\_\_ About 150.

d. \_\_\_ Not a lot. Just one

h. \_\_\_ It's full.

strawberry and one raspberry.




T.8.8. Listen and check. Practice with a partner.

3.  Underline the correct word.

1. How many *eggs / butter / milk* do you need?
2. We don't have much *biscuits / cheese / potatoes* left.
3. I'm hungry. I'd like *a sandwich / bread / apple*.
4. I'd like *a / some / any* fruit, please.
5. I don't like *broccoli / an ice-cream / some ham*.
6. Would you like some *tea / sandwich / vegetable*?
7. How many *money / cousins / family* do you have?
8. We have *no / much / many* homework today

#### SPEAKING

5.  Work in small groups. Who can cook? Look at the picture of the Cottage Pie. How do you think it is made? You can use these verbs: **chop** **fry** **boil** **mix** **add**

You chop the onions  
and the...

Check the recipe on p155.

#### Project.

What are your favorite recipes? Choose one. Find out the ingredients you need and how you make it. Tell the other students.


## Lesson 16. Unit 8.

Objectives of the lesson:

- Reading: Developing Ss. reading skills through the article “Everybody likes the Sandwich!”
- Listening: Listening for key information to complete the chart
- Speaking: • Guessing how to make a dish.
  - Researching and presenting your favorite recipe.
  - Discussing favorite types of sandwich.
- Writing: • Understanding the content and comparing the register of two emails, then writing a thank-you email.

### READING AND SPEAKING

Everybody likes the sandwich.

1.  T: When did you last have a sandwich? What was in it?

2.  Read the text quickly. Find these names.


. Hillel the Elder

. John Montague


. Eliza Leslie

. Dagwood Burnstead

Who are the people? What is their connection to the sandwich?

3.  Read the text again. Work with a partner to complete the lines with information from the text.

1. Hillel the Elder made his sandwich with nuts, apples and spices, and .....
2. “Trenchers” were the first .....
3. The Earl of Sandwich sometimes liked to ..... at the same time
4. The Beef Steak Club chefs put ..... two slices of bread.
5. Eliza Leslie's recipe for ..... was very popular in America.
6. Sandwiches became popular worldwide because.....
7. Dagwood Bumstead is .....
8. The Dagwood sandwich is made with a ..... of meat, cheese, and vegetable

4.  How many kinds of sandwich can you think of? Write them down. Share ideas with the class.

## THE HISTORY OF THE SANDWICH

### 1<sup>ST</sup> CENTURY BC

A famous rabbi, Hillel the Elder, made the first recorded sandwich. He mixed some nuts, apples, and spices with some wine, and put it between two matzohs (pieces of flat bread).

### 6<sup>TH</sup>-16<sup>TH</sup> CENTURY

People used bread as plates. They put meat and vegetables onto some bread and ate with their fingers. These were the first open sandwiches, and they called them “trenchers”.

### 18<sup>TH</sup> CENTURY

The name “sandwich” first appeared. An Englishman, John Montague (1718-1792), the Fourth Earl of Sandwich, liked to eat and gamble at London's Beef Steak Club. Sometimes he stayed 24 hours at the gaming table. He was hungry, but he didn't want to stop gambling, so the chefs from the club put some beef between two pieces of bread, and he ate while he gambled. This new meal became very fashionable with other men in the club, and they called it the “sandwich” after the Earl.

### 19<sup>TH</sup> CENTURY

An American writer, Eliza Lestie, introduced sandwiches to America. In 1837, she wrote a cookbook, “Directions for Cookery”. In it she had a recipe for ham sandwiches: “Cut some thin slices of bread and ham. Butter the bread and put the ham between two slices with some mustard. Eat for lunch or supper.” Americans loved them.

### 20<sup>TH</sup>-21<sup>ST</sup> CENTURY

Sandwiches became very popular indeed. They were easy to make and they were a wonderful, cheap, portable meal for workers and school children.

#### ***Did you know...?***

The 'Dagwood' sandwich is the sandwich to top all sandwiches. It is enormous! Named after the American cartoon character Dagwood Bumstead, it is made with a great many layers of meat, cheese, tomatoes, egg, salad, and vegetables.

5. Believe it or not, there is a ***World Sandwich Week!*** In a survey, people were asked, ***What's your favorite sandwich?***




T.8.9. Listen and complete the chart with words from the box.


bacon chips fish fingers butter mustard mackerel
beef ham onions sugar olives basil
cheese tomatoes peanut

--

What's your favorite sandwich?

Angus from the North _____ <i>ham and mustard</i> _____
Ulla from Denmark _____
Tom from London _____
Marianne in Italy _____
John in Turkey _____

6.  What is your favorite sandwich? Discuss with the class.

 **What do you think?**

- . Which of the sandwiches in exercise 5 would you like to try?
- . Do you eat sandwiches often? When?
- . What are the most popular sandwiches in your country?

## VOCABULARY AND PRONUNCIATION


### Daily needs

1. Match the words from the shopping list with the pictures.

#### SHOPPING LIST

- \_\_\_ aspirin
- \_\_\_ chocolate
- \_\_\_ notebook
- \_\_\_ scissors
- \_\_\_ adaptor
- \_\_\_ envelope
- \_\_\_ plasters
- \_\_\_ sellotape
- \_\_\_ toothpaste
- \_\_\_ shampoo
- \_\_\_ batteries
- \_\_\_ screwdriver
- \_\_\_ magazine

\_\_\_ newspaper



3.  Of course you can buy all the things in the pictures in a supermarket. Which High Street shops can you buy them in?

*newsagent's hardware shop chemists stationer's*

You can buy an adaptor in a hardware shop

EVERYDAY ENGLISH

### Shopping in the High Street

1.   Listen and complete the conversations with the words in the boxes.

1. *too many sort all enough*

A: I'd like some batteries, please.

B: What *sort* do you want?

A: AA, please.

B: Would you like a packet of four or six?

A: Six is \_\_\_\_\_. Four is \_\_\_\_\_

B: Anything else?

A: That's \_\_\_\_\_, thanks

3. *too much better only*

E: I'm looking for a nice pen.

F: What about this one? It's £25.

E: No, that's \_\_\_\_\_. I don't want to spend that much.

F: Well, this one is €12.

E: That's \_\_\_\_\_. And I need some pencils as well.

F: There are ten pencils in this packet.

E: But I \_\_\_\_\_ want two!

F: I'm afraid I only have packets of ten. Sorry.

2. *too big large else*


C: Can I have some toothpaste, please?


D: Small or \_\_\_\_\_?

C: The large is \_\_\_\_\_. The small is fine.

D: Anything \_\_\_\_\_?


C: No, thanks. How much is that?

2.  Work with a partner. Learn two of the conversations. Act them in front of the class.

3.  Have similar conversations using other things on the shopping list on p.68

Listen, and look at these lines of conversation in 6. Which sound more polite?

**Sounding polite.**

4.  T.8.2. Listen, and look at these lines of conversation in a cafe. Which sound more polite?

*I'd like a coffee, please.*

*I want a latte.*

*Can I have a sandwich?*

*A cup of tea.*

*Give me some cake with that!*

*Could you bring me a smoothie?*

5 Complete the conversation in a cafe.

A: Hi! What can I get you?

B: *I'd like* a latte, please.

A: Sure. Have in or take away?

B: Have in.

A: And what size do you want? Small, medium, or large?

B: \_\_\_\_\_, please.

A: Would you like anything to eat?

A croissant? Some toast?

B: \_\_\_\_\_ some toast, please?

A: No problem.

B: \_\_\_\_\_ some honey with the toast?

A: Sure. Take a seat and I'll bring it over.



T.8.13. Listen and compare. Practice the conversation. Try to sound polite.

6. Have similar conversations in a cafe with different things to eat and drink.

**Homework.** Writing an e-mail. p.112-3.



## Lesson 17. Unit 9. City living

### Plan of the lesson:

1. **Grammar:** *Comparative and superlative adjectives. Verb: to have got*
2. **Vocabulary:** *Town and country*
3. **Listening:** *Megacities*

## Comparative and superlative degrees of adjectives.

London is **bigger than** Paris.  
Paris is **more** romantic.  
It's **the most** exciting place.  
This is **the best** restaurant in the world.



Form	Adjective	Comparative	Superlative
One-syllable adjectives	old safe big hot	older safer bigger* hotter*	the oldest the safest the biggest* the hottest*
Adjectives ending in -y	noisy dirty	noisier dirtier	the noisiest the dirtiest
Two or more syllable adjectives	boring beautiful	<b>more</b> boring** <b>more</b> beautiful	the <b>most</b> boring** the <b>most</b> beautiful
Irregular adjectives	good bad far	<b>better</b> <b>worse</b> <b>further</b>	the <b>best</b> the <b>worst</b> the <b>furthest</b>

\* Adjectives which end in one vowel and one consonant double the consonant.

fit → **fitter**    thin → **thinner**

Most two-syllable adjectives use *more and most*, but some two syllable adjectives use *-er/-est*.

modern → **more** modern → **most** modern  
polite → **more** polite → **most** polite  
quiet → **quieter/quietest**  
clever → **cleverer/cleverest**

We can make a comparison stronger using *much* and *a lot*.

London is **much more beautiful** than Paris.

Dave's **a lot more handsome** than Pete.

Adverbs also have comparatives.

He works **harder than** you.

Can you come **earlier than** 8.30?

\* Adjectives which end in one vowel and one consonant double the consonant.

fit → **fitter**    thin → **thinner**

\*\* Most two-syllable adjectives use *more and most*, but some two syllable adjectives use *-er/-est*.

modern → **more** modern → **most** modern  
polite → **more** polite → **most** polite  
quiet → **quieter/quietest**  
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1 We can make a comparison stronger using *much* and *a lot*.

London is **much more beautiful** than Paris.

Dave's **a lot more handsome** than Pete.

2 Adverbs also have comparatives.

He works **harder than** you.

Can you come **earlier than** 8.30?

### ***Verb “to have got” and its using:***

*Have got* means the same as *have* to talk about possession, but the form is different. We often use *have got* in spoken English.

### Positive

I/You/We/They	have	got	a garden.
He/She/It	has		a cat.

### Negative

I/You/We/They	haven't	got	a car.
He/She/It	hasn't		a garage.

### Questions

Have	I/we/you/they	got	any money?
Has	he/she/it		a sister?

### Short answers

Yes, I have.  
No, I haven't.

Yes, she has.  
No, she hasn't.

***Learn the Words: city, palace, population, shop, tourist, museum, theatre, the House of Parliament, the White House, Oliy Majlis, place, world***



Listen to ex.: 9.4 . *Pay attention to the pronunciation and meaning.*

## Lesson 18. Unit 9. City living.

- **Reading:** Megacities
- **Speaking:** Town and countries
- **Writing:** Everyday English (using which, who, where)



### Read the text

 **Read the text about London and complete the text with the words below:**

1. *Where the queen*
2. *Which is the biggest*
3. *Which are much bigger*
4. *Who want to drive*
5. *Where the Romans landed*
6. *Where you can buy anything*
7. *Which cost 8 pound a day*



### Complete the sentences with town and country words.

- 1 A cathedral is bigger than a ohuroh .
- 2 A mountain is higher than a
- 3 A \_ is smaller than a house.
- 4 A town is bigger than a
- 5 In my town there's a \_ of King Leopold II sitting on his horse. It's in the main
- .
- 6 The mayor has an office in the \_.
7. Cars drive on the \_ . Pedestrians walk on the \_\_\_\_\_



### What can you do ... ?

- at a petrol station You can buy petrol.
- in a library
- at a market .
- on a farm
- in a shopping centre
- in a car park



### Your town

Where do you go in your town ... ?

- to meet friends
- for culture (art, music, history, ...)

- to see tourist sights
- when it is a lovely day

# My capital city: LONDON

London has a population of about 7,000,000. It lies on the River Thames, (1) \_\_\_\_\_ nearly 2,000 years ago. From about 1800 until World War Two, London was the biggest city in the world, but now there are many cities (2) \_\_\_\_\_.

London is famous for many things. Tourists come from all over the world to visit its historic buildings, such as Buckingham Palace, (3) \_\_\_\_\_, and the Houses of Parliament, (4) \_\_\_\_\_ and hear the famous clock, Big Ben. They also come to visit its theatres, its museums, and its many shops, such as Harrods, (5) \_\_\_\_\_. And of course they want to ride on the London Eye next to the river!

Like many big cities, London has problems with traffic and pollution. Over 1,000,000 people a day use the London Underground. People (6) \_\_\_\_\_ into the city centre pay the Congestion Charge, (7) \_\_\_\_\_, but there are still too many cars on the streets. The air isn't clean, but it is cleaner than it was 100 years ago.

For me, the best thing about London is the parks. There are five in the city centre. But my children's favourite place is Hamleys, (8) \_\_\_\_\_ toy shop in the world!



**Writing:** ✍ *Write four paragraphs about your capital city. Begin each paragraph in the same way as the text about London. Answer questions below. Write 150-200 words.*

**Paragraph 1.** How big is it? Where is it?

**Paragraph 2.** What is it famous for?

**Paragraph 3.** Does it have any problems?

**Paragraph 4.** What do you like best about?

## Lesson 19. Unit 10. Where on earth are you?

### Plan of the lesson:

1. **Grammar:** Present continuous. Indefinite and negative pronouns.
2. **Vocabulary:** Describing people
3. **Listening:** The International Space Station



### Present continuous

*The present continuous* describes an activity that is happening now

She's **wearing** jeans.

I'm **studying** English.

#### Positive and negative

I	am 'm not	watching TV.
He/She/It	is isn't	
We/You/They	are aren't	

#### Question

What	am	I	thinking?
	is	he/she/it	
	are	we/you/they	

#### Yes/No questions

Are you having a good time?

Is my English getting better?

Are they having a party?

#### Short answers

Yes, we are.

Yes, it is.

No, they aren't.

### Spelling of verb + *-ing*

1 Most verbs add *-ing*.

wear → wearing

go → going

cook → cooking

2 If the infinitive ends in *-e*, drop the *-e* and add *-ing*.

write → writing

smile → smiling

3 When a one-syllable verb has one vowel and ends in a consonant, double the consonant and add *-ing*.

sit → sitting

get → getting

run → running

### *Present simple and present continuous*

1 The Present Simple describes things that are always true, or true for a long time.

I **come** from Switzerland.

He **works** in a bank.

He **wears** a suit to work.

**Do** you **watch** much TV?

2 The Present Continuous describes activities happening now, and temporary activities.

Dave's **coming** to see us now.

I'm **working** very hard this week.

Why **are** you **wearing** yellow trousers?

Shh! I'm **watching** TV!

4. *Learn the Words:* but, so, blond, dressed, individual, thin, tall, little, interested, like, very, person, alone



*Listen to ex.: 10.8 "An interviewer with astronaut"*

## Lesson 20. Unit 10. Where on earth are you?

### Plan of the lesson:

1. **Reading:** Living in Space
2. **Speaking:** Describing of someone
3. **Writing:** Compare people you know (using however, but, although)

### Read the text:



## My Brothers

I have twin brothers, Nick and Chris. They're 20 years old and (1) \_\_\_\_\_ they're twins, they are not identical twins (2) \_\_\_\_\_ they are different in many ways.

For a start they don't look alike. Nick's got blond hair and blue eyes, and he's quite tall. (3) \_\_\_\_\_, Chris isn't very tall and he's got red hair and brown eyes. Also, they never wear the same clothes. This is (4) \_\_\_\_\_ our mother always dressed them alike (5) \_\_\_\_\_ they were children and they hated it.

Something else that they don't like is (6) \_\_\_\_\_ people talk about 'the twins', not 'Nick' and 'Chris'. They want to be individuals. (7) \_\_\_\_\_, they do have some interests in common. For example, they love being outdoors (8) \_\_\_\_\_ they often go for long walks together in the countryside. Also, they both have great computer skills. In fact, they're both studying IT at university, (9) \_\_\_\_\_ in different towns. Another thing is that they both hate football, which is very unusual for boys of their age.

Finally, I must say that I love my brothers very much. (10) \_\_\_\_\_ they have different personalities, they are both lovely brothers. Nick is quiet and quite shy, (11) \_\_\_\_\_ Chris loves going to parties and telling jokes. (12) \_\_\_\_\_, both of them are always very kind to me, their little sister. I can tell them all my problems.

**Speaking.** Tell about your brother (sister)





**Writing:** ✍ Describe and compare two people in your family, or two friends. Try to use some of highlighted expressions. Include: an introduction, what they look like, their personalities, what they like doing.

## Lesson 21. Unit 11. Going Far

### Plan of the lesson:

1. **Grammar:** *Going to -future*
2. **Vocabulary:** *What is the weather like today*
3. **Listening:** *What is the weather like?*



### Going to – future

7. **Going** to express a person's plan and intention.  
She's **going to be** a ballet dancer when she grows up.  
We're **going to stay** in a villa in France this summer.
8. We also use **going to** when we can see now that something is sure to happen in the future.  
Look at those clouds. It's **going to rain.**(=I'm sure.)

### Positive and negative

I	'm	(not) going to	have a break. stay at home. be late.
He/She/It	's		
We/You/They	're		

### Questions

When	am	I	going to	have a break? stay at home?
	is	he/she/it		
	are	we/you/they		

### Going to and Present Continuous

2. The present Continuous can also describe a future intention.  
I'm **playing** tennis this afternoon.  
Jane's **seeing** her boyfriend tonight.
3. Often there is little difference between going to and the Present Continuous to refer to future time.  
I'm **seeing** Peter tonight.  
I'm **going to see** Peter tonight.
4. With the verb to go and to come, we usually use the Present Continuous.  
We're **going** to Paris next week.  
Joe and Tim **are coming** for lunch tomorrow.  
NOT: We're going to go ...

They're going to come ...

We also use *going to* when we can see now something that is sure to happen in the future.

**Learn the Words:** cold, cool, hot, warm, dirty, sunny, rainy, snowy, cloudy, windy, clear, shine, cloud, sun, moon, sky, land, ground, water, sand



**Listening:** what is the weather like today?

Work with new partner. Ask and answer questions to complete the information about world weather tomorrow.

What's the weather going to be like in Boston?

Foggy. 6 degrees.

## WORLD WEATHER: TOMORROW



S = sunny C = cloudy Fg = foggy R = rainy Sn = snowy

City	type	temp (°C)	City	type	temp (°C)
Berlin	_____	_____	Milan	_____	_____
Boston	Fg	6	Moscow	Sn	-1
Cairo	_____	_____	Mumbai	_____	_____
Edinburgh	C	5	Prague	R	4
Hong Kong	S	29	Reykjavik	_____	_____
London	R	10	Rio de Janeiro	R	24
Luxor	S	40	Sydney	C	22

## Lesson 22. Unit 11. Go far

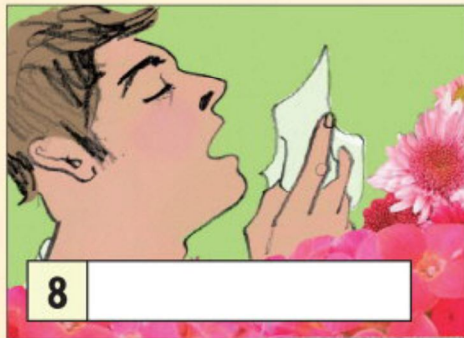
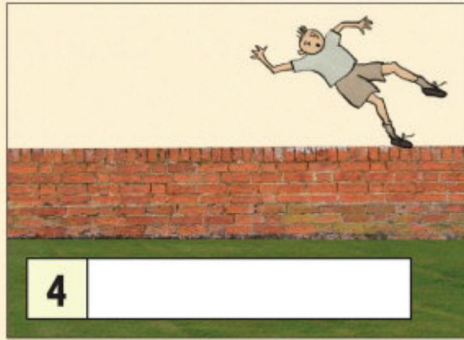
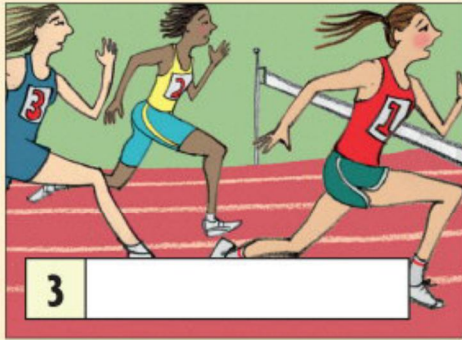
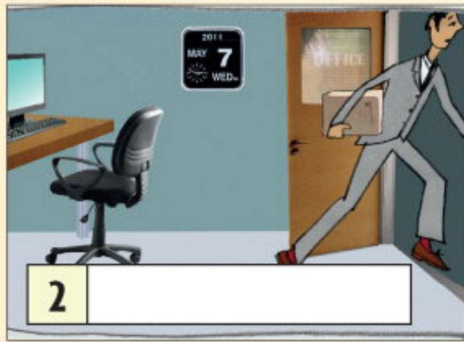
### Plan of the lesson:

1. **Reading:** Singing for their supper
2. **Speaking:** Meet Ed, Will, and Ginger
3. **Writing:** Writing a postcard

### Speaking



Look at the pictures. Write what is going to happen. Use the verbs in the box.



drop  
have  
rain  
sneeze  
win  
be late  
kiss  
fall



Text: **Singing for their supper**

**It's a sunny Saturday afternoon** in the small market town of Petersfield. Three young men arrive in the High Street with backpacks and walking sticks. They're wearing green and brown jackets, hats, and boots. Is it Robin Hood with his Merry Men? Passers-by are interested.

Who are these young people? What are they going to do? One of the young men puts his hat down on the pavement, and puts up a sign:

**'We're walking to Wales - singing for our supper'**

And they start singing. People stop to listen and smile. They are singing in perfect harmony, not pop songs, but traditional folk songs. The hat is soon full, and the people of Petersfield look and feel happier.



Ed, Will, and Ginger

## Meet the singers

Ed, 27, his brother Ginger, 25, and their friend Will, 26, are three young men who decided to leave their comfortable homes without any money or mobile phones and walk round the whole of Britain, in all seasons, in good and bad weather. They are singing for their supper and sleeping anywhere they can find, in woods, fields, and sometimes houses – when people offer hospitality.

Ed and Ginger started singing with Will when they were all at school together in Canterbury. After school, Ed went to study art in Paris and London and became an artist; Ginger became a gardener, and Will a bookseller. They were still friends and liked walking together, but weren't very happy with their lives. One day they had an idea. 'Why don't we start walking and just not stop?' And so they did.

They love the freedom and the simple life. Walking and singing are simple human activities in a busy, stressful world. They sing in streets, pubs, and market squares. Sometimes people they meet teach them new songs.



## Why are they doing this?

‘People ask us why we’re doing this, and we don’t really have an answer,’ says Will.

‘It’s a great life and we’re learning so much on our journey.’

Their families worry about their futures, but they don’t. Last year they started a website,


[www.awalkaroundbritain.com](http://www.awalkaroundbritain.com),

and they made a CD of 16 of their songs. This year they are going to make podcasts to tell more stories of their walks,


and they’re going to make another CD. They also plan to start a charity to help traditional country activities.

The future looks good.




 **Read the first part of the text. Correct these false statements.**

- 1 It's a rainy Sunday morning in Petersfield.
- 2 The three young men are carrying suitcases and wearing suits and ties.
- 3 They start singing pop songs.
- 4 The people of Petersfield aren't interested. They don't stop to listen.
- 5 They don't give the men any money.

 **Read the rest of the text. Ask and answer these questions with partner.**

- 1 How old are the three young men?
- 2 Which two are brothers?
- 3 When do they walk? In which seasons?
- 4 Where do they sleep?
- 5 Where did they meet?
- 6 What jobs did they have?
- 7 Where do they sing?
- 8 What do their families think?
- 9 What did they do last year?
- 10 What are they going to do this year?

**Writing:**  Write a holiday postcard to a friend reading below given one.  
(where you are, where you are staying, the journey, the weather,  
your activities, past, present, future)

Wednesday, May 28th

Dear Toby and Mel,

We're having a really (1) \_\_\_\_\_ time here in the South of France. We're renting a lovely, (2) \_\_\_\_\_ house in a (3) \_\_\_\_\_ village. It's got a swimming pool, which is great because the weather is quite (4) \_\_\_\_\_ for May. We usually swim in the afternoons when the water is (5) \_\_\_\_\_. Yesterday there was a (6) \_\_\_\_\_ storm – the thunder was so (7) \_\_\_\_\_ we were quite (8) \_\_\_\_\_ and ran into the house. Today it's (9) \_\_\_\_\_ again and we're going to the market in a town called St Rémy. We love the markets here, they're so (10) \_\_\_\_\_, but the things are quite (11) \_\_\_\_\_. This evening we're having dinner in a local restaurant called 'Le Provençale' – their food looks (12) \_\_\_\_\_!

It's so (13) \_\_\_\_\_ here. We feel very (14) \_\_\_\_\_. We're reading a lot – we never have time to read at home, we're always too (15) \_\_\_\_\_. Only three more days! See you soon.

Lots of love,  
Luke and Tina

## Lesson 23. Unit 12. Never ever!

### Plan of the lesson:

1. **Grammar:** Present perfect (ever, never, yet and just). Verbs: take and get
2. **Vocabulary:** Transport and travel
3. **Listening:** The Glastonbury Festival



### Present Perfect

#### 1. The Present Perfect is formed with *have/has* +past Participle.

- 2 The Present Perfect refers to an action or experience that happened at some time before now.

She's **travelled** to most parts of the world.

**Have** you ever **been** in a car accident?

#### Positive and negative

I/We/You/They	have	(not) been	to the Czech Republic.
He/She/It	has		

I've been = I have been

We've been = We have been

They've been = They have been

#### Question

Where	have	I/you/we/they	been?
	has	she/he/it	

#### Yes/No questions

Have you been to Russia?

#### Short answers

Yes, I have./No, I haven't.

### *been and gone*

She's **gone** to Portugal. (= she's there now)

She's **been** to Portugal. (= now she has returned)

#### *Past Simple and Past Perfect*

If you want to say when an action happened, we use the Past Simple not Past Perfect

She **went** to Russia **two years ago**.

I **was** in crash **when I was ill**

**Remember:** the time expressions used with the Past Simple:

*Last night, yesterday, in 1990, at three o'clock, on Monday*

### ***ever and never***

We use *ever* in questions.

Have you **ever** been to Russia?

We use *never* in negative sentences.

I've **never** been to Russia.

### ***yet and just***

We use *just* in positive sentences.

I have **just** done it. (= a short time before now)

We use *yet* in negative sentences and questions.

**Have** you done your homework **yet**?


I haven't done it **yet**. (= but I'm going to)



**Speaking:**

Work with a partner. Match the question words and answers.

What ...?	Nobody.
Where ...?	Because I needed a holiday.
When ...?	Last September.
Why ...?	Spain.
Who ...?	A suitcase.
How ...?	The small brown one.
Which ...?	It's mine.
Whose ...?	By boat.

 Read the poem called *Why did you leave?* It has lots of questions in it. Who do you think is asking the questions? Who is answering them? What is about?

## *Why did you leave?*

*When* did you leave?

I left at four in the \_\_\_\_\_.

afternoon/morning

When did you leave?

When the house was \_\_\_\_\_.

asleep/awake

*Where* have you gone?

To a \_\_\_\_\_, crowded city.

noisy/huge

Where have you gone?

To a \_\_\_\_\_ where no one knows me.

hotel/place

*What* did you take?

Some money. Not my \_\_\_\_\_.

photographs /mobile phone

What did you take?

Not much. Just \_\_\_\_\_.

memories/my passport

*How* did you travel?

By \_\_\_\_\_ . By \_\_\_\_\_ .

taxi/land

plane/sea

How did you travel?

I travelled alone. I have \_\_\_\_\_

always/never

travelled alone.

*Why* did you leave?

Because I wanted to see \_\_\_\_\_.

my cousins/the world

Why did you leave?

Because nobody listened. No one

has ever listened to \_\_\_\_\_.

my problems/me

*Why* don't they listen?

I don't know. I have never \_\_\_\_\_.

known/understood

Why don't they listen?

Because I have very little to \_\_\_\_\_.


say/discuss

*When* are you coming home?

When I have become \_\_\_\_\_.

somebody/rich

Do not wait.

**Speaking:**  Discuss with your partner which words best complete the lines of the poem. Read some verses aloud to the class.

-Who did you meet?

-I met...

-Who did you meet?

- I met...

-How can we help you ?

- You..

-How can you help?

- You...

-What have you learned?

- I've learned...

-What have you learned?

- I've learned...



# O'QUV MATERIALLARI

## IV SEMESTR

### LESSON 24. UNIT 1. GETTING TO KNOW YOU!

#### Plan of the lesson:

**Grammar:** Tenses, Questions, Question words.

(The aim in this lesson is revise what you already know.)

**Vocabulary:** Wright word, wrong word. Social expressions

**Listening:** My oldest friend

**STARTER**

1 Match the questions and answers.

Where were you born?	Two years ago.
What do you do?	Twice a week.
Are you married?	In Scotland.
Why are you learning English?	I'm a teacher.
When did you start learning English?	No, I'm not.
How often do you have English cl	

**Positive**  
*She is reading.*  
*They are watching a film.*

**Question**  
*Is she readin*  
*What are th*


**Negative**  
*He isn't learning French.*  
*I'm not sleeping.*

**Verb forms with no auxiliary verb**  
In the Present Simple and the Past Simple there is no auxiliary v in the positive. We use the auxiliary verb *do* in the questions and negatives.

**Positive**  
*They live in Australia.*  
*He arrived yesterday.*

**Question**  
*Do they live in London?*  
*Where did Bill go?*

**Negative**  
*I don't work in New York.*  
*We didn't watch TV.*



**QUESTIONS**

- 1 Yes/No questions have no question word.  
*Are you hot? Yes, I am./No, I'm not.*  
*Does he speak English? Yes, he does./No, he doesn't.*
- 2 Questions can begin with a question word.

what where which how who when why whose

*Where's the station?*  
*Why are you laughing?*  
*Whose is this coat?*  
*How does she go to work?*

- 3 *What, which, and whose* can be followed by a noun.  
*What size do you take?*  
*Which coat is yours?*  
*Whose book is this?*
- 4 *Which* is generally used when there is a limited choice.  
*Which is your pen? The black one or the blue one?*  
 This rule is not always true.  

<i>What</i>		<i>newspaper do you read?</i>
<i>Which</i>		
- 5 *How* can be followed by an adjective or an adverb.  
*How big is his new car?*  
*How fast does it go?*  
*How* can also be followed by *much* or *many*.  
*How much is this sandwich?*  
*How many brothers and sisters have you got?*

## **WHERE DO YOU COME FROM?**

### *Tenses and questions*

... Listen to Anton Kristoff. Where does he come from? Say one thing you can remember about his present, past, and future

- 2 Complete the text about Anton with verbs from the boxes.

present	past	future
come	was born	'm going back
earn	arrived	'm going to study
have	had	
like	moved	
'm living	didn't speak	
'm working		
'm saving		

- 1 **T1.2** Listen to Anton Kristoff. Where does he come from? Say one thing you can remember about his present, past, and future.

## Anton Kristoff

from Toronto, Canada

**present** 'Hi! I'm Anton. I <sup>1</sup> come from Canada, but at the moment I <sup>2</sup> \_\_\_\_\_ here in New York. I <sup>3</sup> \_\_\_\_\_ as a bike messenger. I really <sup>4</sup> \_\_\_\_\_ New York, it's the center of the universe and it's very cosmopolitan. I <sup>5</sup> \_\_\_\_\_ friends from all over the world. I <sup>6</sup> \_\_\_\_\_ about \$100 a day in this job. That's good money. I <sup>7</sup> \_\_\_\_\_ money for my education.



*Listen to Rowenna. What can you remember about her present, past, and future?*

present	past	future



Complete the questions about Rowenna. Ask and answer them with a partner.

- 1 Where **does she** live? Who with?
- 2 What \_\_\_\_\_ do?
- 3 What \_\_\_ doing at the moment?
- 4 When and why \_\_\_\_\_ to England?
- 5 How long \_\_\_\_\_ study law?
- 6 How much money \_\_\_\_\_ borrow from the bank?
- 7 How many children \_\_\_\_\_ have?
- 8 Why \_\_\_\_\_ excited?

## PRACTICE

### Asking questions

1 Read the interview with Serkan, a Turkish student in England. Complete the questions with question words from the box.

what where who why which  
how often how much how many

I Hi, Serkan. Nice to meet you. Can I ask you one or two questions?

S Yes, of course.

I First of all, <sup>1</sup> \_\_\_\_\_ do you come from?

S I'm from Istanbul in Turkey.

I And <sup>2</sup> \_\_\_\_\_ are you here in England?

S Well, I'm here mainly because I want to improve my English.

I <sup>3</sup> \_\_\_\_\_ English did you know before you came?

S Not a lot. I studied English at school, but I didn't learn much. Now I'm studying in a language school here.

I <sup>4</sup> \_\_\_\_\_ school?

S The Shakespeare School of English.

I A good name! Your English is very good now. <sup>5</sup> \_\_\_\_\_'s your teacher?

S Thank you very much. My teacher's called David. He's great.

I <sup>6</sup> \_\_\_\_\_ did you do back in Turkey?

S Well, actually, I was a teacher, a history teacher. I taught children from 14 to 18.

I <sup>7</sup> \_\_\_\_\_ children were in your classes?

S Sometimes as many as 40.

I Goodness! That's a lot. <sup>8</sup> \_\_\_\_\_ do you go back home?

S Usually I go every two months, but this month my brother is coming here. I'm very excited. I'm going to show him round.

I Well, I hope your brother has a great visit.

## **VOCABULARY:**

### **Right word, wrong word**



*Work with a partner. These exercises will help you think about how you learn new vocabulary. Use a dictionary.*

*Verbs of similar meaning*

*1. Choose the correct verb for each line.*

*Play/ go*

*Can you \_\_\_ the piano?*

*Do you \_\_\_ running every morning?*

*2. do/make*

*I \_\_\_\_\_ too many mistakes in English.*

*I \_\_\_\_\_ my homework in the evening.*

*3. speak /talk*

*She can \_\_\_ three languages.*

*He can \_\_\_ forever! He never shuts up!*

*4. say / tell*

*Pardon! What did you \_\_\_?*

*Can you \_\_\_\_\_ me the time, please?*

### **My oldest friend**



*Write down the names of some of your friends.*

- Why do you like them?*
- When did you first meet them?*
- Who is your oldest friend?*

### **Discuss your list with a partner.**



*Listening. Answer the questions about the people.*

- 1 Who has a lot of friends on Facebook? How many?*
- 2 Whose mums met before they were born?*
- 3 Who's going to travel the world with a friend?*
- 4 Whose oldest friend lives in Canada?*
- 5 Who's talking to their oldest friend?*
- 6 Who doesn't have many friends?*
- 7 Which friends don't see each other very often?*
- 8 Who named his son after the friend?*

9 Whose friend is like a sister?

10 Whose brother is boring?

Put the words in the right order to make sentences about the people.

1 Pete after best son named his friend his Ken

2 Toby world wants the brother to his with travel

3 Katie friends from has times different life her in

Match a line in A with a line in B.

**A**

- 1 Good morning!
- 2 See you tomorrow!
- 3 How do you do?
- 4 Thank you very much indeed.
- 5 I'm sorry. I can't come tonight.
- 6 Can you help me with this exercise?
- 7 Bye!
- 8 Bye! Have a good weekend.
- 9 Sorry I'm late.
- 10 Cheers!

**B**

- \_\_\_ Bye! See you later!
- \_\_\_ Of course. What's the problem?
- \_\_\_ Never mind. Perhaps another time.
- \_\_\_ Thanks! Same to you.
- \_\_\_ Good morning! Lovely day again.
- \_\_\_ Yeah! About 9.00, in the coffee bar.
- \_\_\_ It doesn't matter. You're here now.
- \_\_\_ Don't mention it. My pleasure.
- \_\_\_ How do you do? Pleased to meet you.
- \_\_\_ Cheers! Here's to your new job!



**Choose a line to continue the conversations.**

- a I don't know what this word means.
  - b Yes, it's really warm for the time of year.
  - c Pleased to meet you, too.
  - d Thanks a lot. I'm excited, but a bit nervous.
  - e It was so kind of you!
  - f I'm free tomorrow night. What about that?
  - g Fine. 9.00 is good for me too.
  - h Yes. let's meet after ctass.
  - i Thanks. Are you doing anything special?
- Yeah. I missed the bus.

## LESSON 25. UNIT 1. A BLIND DATE

### Plan of the lesson:

**Reading:** Blind date.

**Speaking:** Discussion. Talking about your friends

**Writing:** Describing friends

# Blind date

This week

**Sally Fox, 25, tennis coach  
meets Dominic Evo, 29, actor.**

**They met in a Chinese restaurant called  
*Ping Pong*. Will they ever meet again?**



First impressions? He was friendly, tall and attractive. We laughed together from the start, think because we were both a bit nervous. What did you talk about? So many things - places we want to travel to, such as South America. Sport, of course. Unfortunately Dam doesn't play much sport, but he's going to run the marathon this year. His acting I don't often go to the theatre so I didn't have a lot to say. Any difficult moments? I couldn't decide how to greet him when we first met. I shook his hand and he tried to kiss my cheek. That was a bit embarrassing, but we laughed about it. Good table manners? Yes, very. He couldn't use chopsticks, but he tried. Best thing about him? He was chatty and funny. He didn't just talk about himself, he asked me questions. It was nice to meet a guy who wasn't crazy about football. Did you go on somewhere? Just to the square next to the restaurant. There was a piano with a notice 'Please play me' - so Dam did. He can play the piano very well. It was a great way to end the evening. He lives out of town, so he went to get his train. 'First impressions? She smiled a lot. She has a lovely smile and amazing green eyes. I think she was a bit nervous. I loved her red dress - it was very red indeed. What did you talk about? Everything - travel, we both want to visit Chile; cooking, I love it. Sally hates it; sport. I hate it, Sally loves it, but I am training to run the marathon for charity; the theatre, I have a small part in a small theatre at the moment.

Any difficult moments? Not really. Oh yes, I could see that the waiter knew it was a blind date. That was embarrassing good table manners? Very good. I like a girl who enjoys her food and she could use chopsticks. I was impressed with that. Best thing about her? The green eyes! And she was really easy to talk to. She was interested and interesting. She didn't just talk about sport. Did you go on somewhere? Well, we didn't go far. We found a piano - they are all over the city at the moment with signs saying 'Please play me'. I played, but I'm not very good. Sally sang, she can't sing at all. We made a terrible noise! It was good fun. Then she caught the bus home. Marks out of 107. She can't sing, but I like her. 9 Would you like to meet again? Definitely. She left very hurriedly, but she has my number.



### Match the lines about Sally.

Sally was interested I because she was funny and made him laugh.

Sally was interesting so she asked him a lot of questions.

8 Complete the adjectives with -ed or -ing.

Thank you. That lesson was really interest \_\_\_ .

2 It's my birthday tomorrow, so I'm very excit \_\_\_ .

3 Look at the view! It's amaz \_\_\_ .

4 I didn't like her new boyfriend. He was very bor \_\_\_ .

5 Don't be embarrass \_\_\_ Everybody cries sometimes.



### Complete the sentences.

1 Good is the opposite of b \_ a \_ d .

2 Fast is the opposite of s \_ \_ \_ .

3 Exciting is the opposite of b \_ \_ \_ \_ .

4 Cheap is the opposite of e \_ \_ \_ \_ \_ .

5 Clean is the opposite of d \_ \_ \_ .

6 Quiet is the opposite of n \_ \_ \_ .

7 Safe is the opposite of d \_ \_ \_ \_ \_ .

8 Friendly is the opposite of u \_ \_ \_ \_ \_ .

9 Old is the opposite of m \_ \_ \_ \_ .

**Underline two nouns that go with the adjective.**

1. important / person / meeting / price

2 delicious/ holiday / cake / meal

3 high/ price / mountain / man


4 long / tree / journey / time



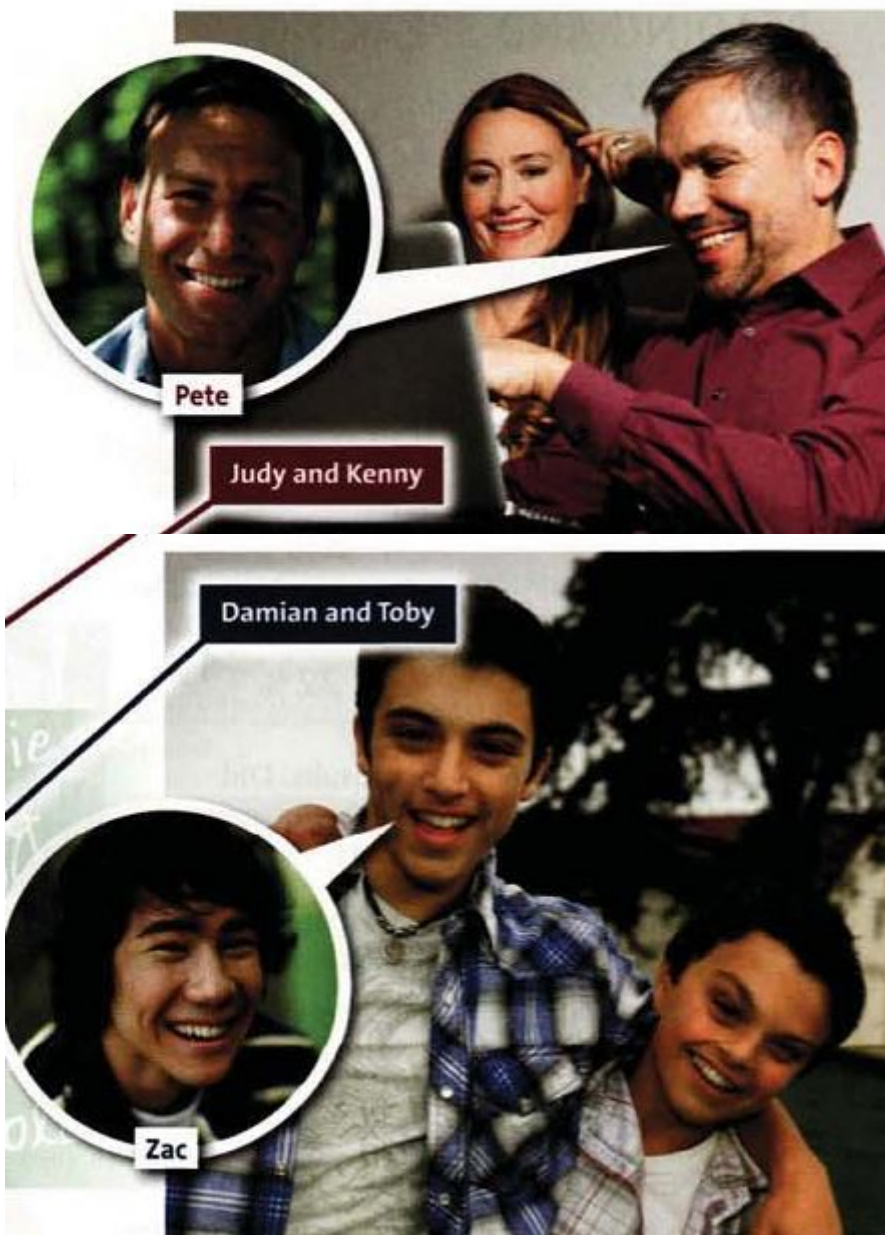
 Write down the names of some of your friends.

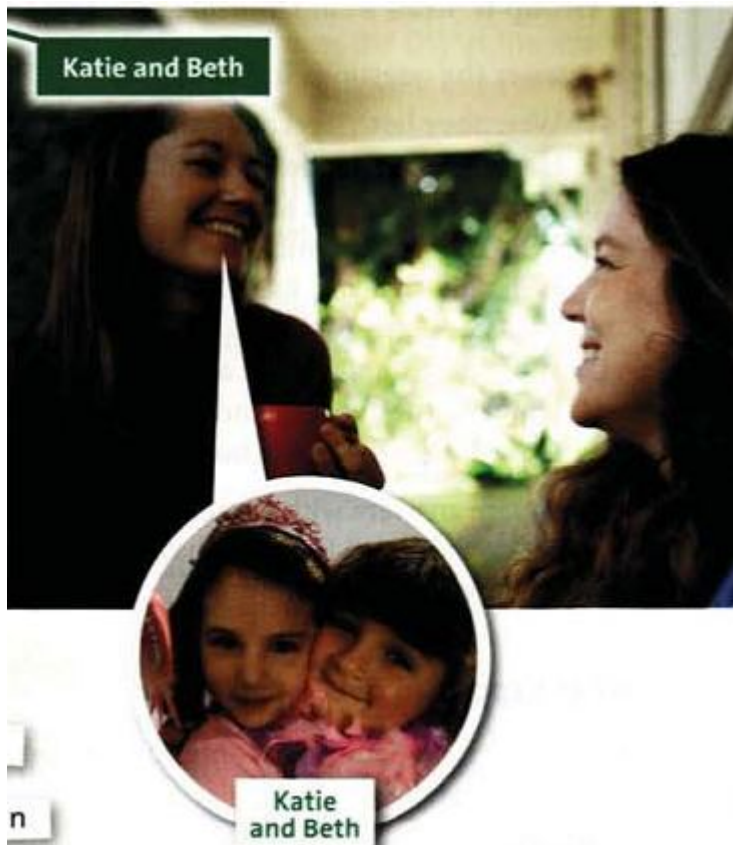
- Why do you like them?
- When did you first meet them?
- Who is your oldest friend?

 Discuss your list with a partner.

 Three people are talking about their oldest friend. Look at the pictures. Who are they talking to? Who are they talking about?

 T 10. Listen to their conversations. When and where did they meet their oldest friend? What did they like about them? Make notes after each conversation.





T 1.10 Listen again. Answer the questions about the people.

- 1 Who has a lot of friends on Facebook? How many?
- 2 Whose mums met before they were born?
- 3 Who's going to travel the world with a friend?
- 4 Whose oldest friend lives in Canada?
- 5 Who's talking to their oldest friend?
- 6 Who doesn't have many friends?
- 7 Which friends don't see each other very often?
- 8 Who named his son after the friend?
- 9 Whose friend is like a sister?
- 10 Whose brother is boring?

Check your answers with a partner.

Put the words in the right order to make sentences about the people.

1 Pete after best son named his friend his Ken

2 Toby world wants the brother to his with travel

3 Katie friends from has times different life her in

## LESSON 26. UNIT 2. WHATEVER MAKES YOU HAPPY

### Plan of the lesson:

**Grammar:** Have /have got

**Vocabulary:** Things I like doing

**Reading:** The happiness quiz

**STARTER**

What is most important to you?  
1 = most important, 6 = least important.

good friends     money  
 a good job     having fun  
 being healthy     family

Compare your ideas as a class.

*For me, the most important thing is having a good job.*

### Form

#### Positive

I/You/We/They	have 've got	two sisters.
He/She	has 's got	

#### Negative

I/You/We/They	don't have haven't got	any money.
He/She	doesn't have hasn't got	

#### Question

Do	I/you/ we/they	have	a new car?
Does	he/she		
Have	I/you/ we/they	got	a new car?
Has	he/she		

### Short answer

*Do you have an iPhone?    Yes, I do./No, I don't.*

*Have you got an iPhone?    Yes, I have./No, I haven't.*

### Note

We can use contractions ('ve and 's) with *have got*, but not with *have*.

*I've got a sister.*

*I have a sister.    NOT ~~I've a sister.~~*

## Use

- 1 *Have* and *have got* mean the same. *Have got* is more informal. We use it a lot when we speak, but not so much when we write.

*Have you got the time?*

*The UK has a population of 60 million.*

In American English, *have + do/does* is much more common.

- 2 *Have* and *have got* express possession.

I have I've got	a new car.
She has She's got	three children.
He has He's got	blond hair.

- 3 When *have + noun* expresses an activity or a habit, *have* (not *have got*) is used. Look at these sentences.

*I have a shower every day.*

NOT ~~*I've got a shower every day.*~~

*What time do you have lunch?*

NOT ~~*What time have you got lunch?*~~

- 4 In the past tense, we use *had* with *did* and *didn't*.

*I had a bicycle when I was young.*

*Did you have a nice weekend?*

*I didn't have any money when I was a student.*

## Things I like doing

- 1 Work with a partner. Match a **Verb** and a **Phrase**.

Verb	Phrase	Verb	Phrase
play	emails and texts	shop	in front of the TV
go out	games on my PlayStation	have	friends for a drink
download	music and films	relax	for clothes online
send	with my friends	meet	a lie-in

Verb	Phrase	Verb	Phrase
listen to	music	read	a football match live on TV
go out	nothing	chat	to the gym
get	for a meal	go	magazines
do	a takeaway pizza	watch	to friends online

**T 2.7** Listen, check, and practise.

2 When and where do you do some of these things?

I like playing games on my PlayStation at home after school.

I just love having a lie-in on Sunday mornings.

3 Complete the sentences with words from exercise 1.

- 1 I like shopping in the High Street, but mainly I shop online.
- 2 When I hear a band I like, I \_\_\_\_\_ their \_\_\_\_\_ from the Internet.
- 3 I \_\_\_\_\_ on my iPod when I go jogging.
- 4 I spend hours \_\_\_\_\_, even though I'm with them all day at school!
- 5 Sometimes I like to chill out at home and \_\_\_\_\_.
- 6 I'm always so tired after work I just want to \_\_\_\_\_.
- 7 On Saturdays, I \_\_\_\_\_, and don't get up till midday.
- 8 Do you want to cook tonight, or shall we \_\_\_\_\_?
- 9 It's Pete's birthday tonight, so we're \_\_\_\_\_. Indian, I think.
- 10 I like keeping fit. I \_\_\_\_\_ three times a week.

**T 2.8** Listen, check, and practise.



4 What is your idea of a perfect day? Make notes.

have a lie-in, go to a café, meet my friends

5 Work in groups. Talk about your perfect day.

For me, a perfect day is when I have a lie-in, and go to a café for breakfast. Then, I meet my friends ...



Read the introduction to the quiz and answer questions.

- 1 What does happiness depend on?
  - 2 What do you need to know about yourself?
  - 3 How can you learn to be happier?
- ] Do me quiz and add up your score to see how happy you are. Do you agree?



**What do you think**

*Here are the results of a recent survey into happiness.*

*Work in groups. Do you agree?*

- \$25,000 per year is all we need to make us happy.
- Buying thing doesn't make us happy.
- Experiences such holidays and living abroad do make us happier.

Be happy with what you have. Stop wantingting what you haven't got. Enjoy what you are doing!

## LESSON 27. UNIT 2. GETTING ON WITH YOUR NEIGHBOURS

### Plan of the lesson:

**Listening: Song.** Getting on with your neighbours

**Speaking: Discussion.** What's most important to you - money, job, health ...

**Writing:** Writing a postcard

### *Getting on with your neighbours.*

What do you know about your neighbours?

**They're called .....** **She is a ....** **They have got.....got ...** **She's a ...**

How well do you know them?

**Really well / not at all / just to say hello to**

*What makes a good neighbour? Read the ideas.*



*Do you agree or disagree?*

**A good neighbour is someone who ...**

- always says hello.
- doesn't make too much noise.
- I never see.
- minds his/her own business.
- invites me to parties.
- feels at home in my house.
- sometimes comes round for coffee.



**Discuss** in small groups.



*Roleplay*



Work with a partner.

Roleplay a conversation between Alfie and Mrs Crumble where they actually get to know each other.

A Hello. I'm Alfie. your neighbour. You're Mrs Crumble, aren't you?

C Oh, Alfie, hello. I don't usually see you in the mornings ...

**When you are having a conversation, it helps if you ...**

- add a comment
- ask questions
- don't just answer yes or no
- express interest



It is the first day of a new school term. Listen to the conversations between two students and two teachers.

The teachers are trying to be friendly. Which conversation is more successful? Why?



When you are having a conversation, it helps if you ...

- add a comment • ask questions
- don't just answer yes or no • express interest



**Match a line in A with a reply in B.**

A

- 1 What a lovely day it is today!
- 2 Are you having a good time in London?
- 3 Have a good weekend!
- 4 Did you have a nice weekend?
- 5 What are you doing tonight?
- 6 How's your mother these days?
- 7 Did you watch the football last night?
- 8 I like your shoes.
- 9 If you have a problem, just ask me.

- a No, I didn't. I miss.ed it.
- b Yes, beautiful, isn't it?
- c Nothing special.
- d Thank you! They're new.
- e She's OK, thanks.
- f Yes, I am. It's a very interesting city.
- g Ye, I M It was really good.
- h Thanks. Same to you.
- i Thank you very much.



**Practise the conversations ~ith a partner. Cover B, then A. Remember the extra lines.**

### Keeping a conversation going

- 5 Work with a partner. Begin a conversation with one of these lines.  
Keep the conversation going as long as possible.



### 3 Are the nouns usually countable (C) or uncountable (U)?

- |         |          |            |     |
|---------|----------|------------|-----|
| 1 book  | <u>C</u> | 7 apple    | ___ |
| 2 water | <u>U</u> | 8 egg      | ___ |
| 3 money | ___      | 9 fruit    | ___ |
| 4 glass | ___      | 10 biscuit | ___ |
| 5 wine  | ___      | 11 cheese  | ___ |
| 6 meal  | ___      | 12 milk    | ___ |

### 1 Complete the sentences.

- 1 Good is the opposite of b a d.
- 2 Fast is the opposite of s \_ \_ \_.
- 3 Exciting is the opposite of b \_ \_ \_ \_ \_.
- 4 Cheap is the opposite of e \_ \_ \_ \_ \_.
- 5 Clean is the opposite of d \_ \_ \_ \_.
- 6 Quiet is the opposite of n \_ \_ \_ \_.
- 7 Safe is the opposite of d \_ \_ \_ \_ \_.
- 8 Friendly is the opposite of u \_ \_ \_ \_ \_.
- 9 Old is the opposite of m \_ \_ \_ \_.



## LESSON 28. UNIT 3. WHAT'S IN THE NEWS

### Plan of the lesson:

**Vocabulary:** Regular and Irregular verbs. Saying when.

**Grammar:** Past Simple

**Listening:** The news.

**STARTER**

1 What is the Past Simple of these verbs?  
Which are regular? Which are irregular?

leave	take	become	begin
go	do	think	meet
walk	arrive	explain	end
want	decide		

2 Practise saying them around the class.  
leave, left      take, took



### Spelling of regular verbs

- 1 The normal rule is to add *-ed* or *-d*.  
work/worked    start/started    live/lived    love/loved
  - 2 Some short verbs with only one syllable double the consonant.  
stop/stopped    plan/planned
  - 3 Verbs ending in a consonant + *-y*, change the *-y* to *-ied*.  
study/studied    carry/carried
- But ...  
play/played    enjoy/enjoyed

There are many common irregular verbs. See the list on p158.

### Use

The Past Simple expresses a completed past action. Notice some of the time expressions.

*We played tennis last Sunday.*

*I worked in London in 2007.*

*John left two minutes ago.*

### Form

The form of the Past Simple is the same for all persons.

### Positive

I He/She/It You We They	finished arrived went	yesterday.
-------------------------------------	-----------------------------	------------

### Negative

The negative of the Past Simple is formed with *didn't*.

I He/She/It You We They	didn't (did not) arrive	yesterday.
-------------------------------------	-------------------------	------------

### Question

The question in the Past Simple is formed with *did*.

When	did	she/you/they/etc.	arrive?
------	-----	-------------------	---------

*Did you go to work yesterday?  
Did it rain last night?*

**Short answer**  
*Yes, I did.  
No, it didn't.*

## 3.4 Prepositions in time expressions

at	in	on
at six o'clock at midnight at Christmas at the weekend	in 2007 in the morning/ afternoon/evening in summer in two weeks' time	on Saturday on Monday morning on Christmas Day on January 18 <sup>th</sup>
<b>no preposition</b>		
two weeks ago yesterday evening this afternoon	next month tomorrow morning tonight	

### HE WALKED 6,000 MILES!

Past Simple and Past Continuous

1. Look at Ed Stafford's web page.

What was he the first to do?

2 Read and complete the text with verbs from the Starter in the Past Simple.



Listen and check.



3 Work with a partner. Write the questions.

1 How far/Ed walk?

How far did Ed walk?

2 When/journey begin?

I Where/ \_\_

4 Which countries/go through?

S How long journey take?

6 Why/do it

Now look at the map and read the text again. Answer the questions.



Amazing journey ends after 6,000 miles

Ed Stafford *became* the first man in history to walk the length of the Amazon River from the source to the sea. He 2 \_\_\_\_ for 860 days.

The journey 3 \_\_\_\_ in April 2008 when Ed 4 \_\_\_\_ the town of Camana on the Pacific coast of Peru. It 5 \_\_\_\_ in August, 2010 when he 6 \_\_\_\_ in Maruda, on the Atlantic coast of Brazil.

He 7 \_\_\_\_ through three countries, Peru, Colombia, and Brazil. The journey 8 \_\_\_\_ nearly two and a half years. "I 9. \_\_\_\_ it for the adventure, he says.



Read Ed's blog. Put the verb in brackets in the Past Simple or the Past Continuous.

## Ed's blog.

### 12 July

The day I nearly died. Today I \_\_\_\_ (walk) next to the river when t nearty 2 \_\_\_\_ (stand) on a snake. I \_\_\_\_ (stop) immediately. The snake's fangs \_\_\_\_ (go) in and out. I was terrified. I \_\_\_\_ (not move). One bite and you're dead in 3 hours.

## 10 September


Knives and guns!

Early this morning we \_\_\_\_\_ (cross) the river by boat when we \_\_\_\_\_ (see) five canoes. The tribesmen \_\_\_\_\_ (carry) knives and guns. They were angry because we \_\_\_\_\_ (not have) permission to be on their land. We \_\_\_\_\_ (leave) as fast as we could.

## 24 November

The jungle at night

I \_\_\_\_\_ (lie) in my hammock last night trying to sleep, but it was impossible because the noise of the jungle was so loud. Monkeys \_\_\_\_\_ (scream) in the trees, and millions of mosquitos \_\_\_\_\_ (buzz) round my head. I \_\_\_\_\_ (take) a sleeping pill and finally " \_\_\_\_\_ (fall) asleep at 3.00 a.m.



Cho's story

Home | Map | Videos | Photos | Team | FAQs

Ed didn't do the trip alone. His companion was Gadiel 'Cho' Sanchez Rivera, a forestry worker from Peru.

Cho said, 'When I first met Ed, I **was working** in the forest. I thought he was crazy, but I wanted to help him and be his guide.'

'One day we **were walking** in a very dangerous part of the forest when we saw a hostile tribe. They didn't understand what Ed **was doing** there. I explained he was an adventurer and he **was walking** the Amazon. They decided he was crazy, too.'



**Read Cho's story. Who is Cho**

Which tense are the verbs in bold in Cho's story?




Complete these sentences.

1 Cho was working in the forest when he ...


2 They were

nwalking in a dangerous part of the forest when they ...

3 The tribe didn't understand what Ed ...

 Write the questions. Ask and answer them with your partner.

- 1 What/Cho doing/when/met Ed?
- 2 Where/walking when/saw/tribe?
- 3 Why/tribe think/Ed/crazy?

 Listen and check.

### Choose the correct verb form.

- I saw / was seeing a good film yesterday.
- 2 While/ shopped I was shopping this morning. I lost / was losing my wallet,
- 3 The police stopped / were stopping me on the motorway because I drove / was driving at 90 miles an hour.
- 4 'What did you do/ I were you doing when you saw the accident?'  
'I walked / I was walking down the street.'
- 5 'What did you do /I were you doing when you saw the accident?'  
'I called /I was calling the police:'
- 6 'How did you break /I were you breaking your leg?'  
'I was skiing/ I skied and I hit I was hitting a tree.'
- 7 I was cutting /I cut my finger while I was cooking I cooked.
- 8 Did you have / Were you having a good holiday

### Discussing grammar

4 What's the difference between these pairs of sentences?

When we arrived, she **was making** some coffee.  
When we arrived, she **made** some coffee.

I **read** a good book in bed last night.  
I **was reading** a good book in bed last night.

3 **T3.7** Listen and practise the sentences. Notice the pronunciation of *was* and *were*.

/wəz/  
I **was** having dinner.

/wəz/  
What **was** she wearing?

/wə/  
They **were** playing football.

/wə/  
Where **were** you going?

/wɒznt/  
He **wasn't** listening.

/wɜ:nt/  
They **weren't** enjoying the party.

## LISTENING AND SPEAKING

### The news

- 1 How do you keep up to date with what's happening in the world?

Which of these news topics interests you most?

politics ... celebrities ... sport ... fashion ... culture ... the arts ...  
crime ... international news ... national news ... local news ...

Do you listen to the radio? Which station?

- 2 **T 3.8** Listen to five radio news headlines. What is the first story about? The second? Write a number 1–5.

a strike     a crime     a death  
 an explosion     a football match

- 3 Which words do you think are from each story?

terrorists	thieves	guard	ex-wife
Picasso	cancer	goals	theft
half-time	higher pay	beat	protesting
injured	closed		

- 4 Write the question words.

\_\_\_\_\_ planted the bomb?  
\_\_\_\_\_ paintings did they steal?  
\_\_\_\_\_ are they on strike?  
\_\_\_\_\_ times was he married?  
\_\_\_\_\_ was the score?

Work in groups. Choose one of the news stories. What else do you want to know? Think of more questions. Write the questions on the board.

- 5 **T 3.9** Listen to the news stories. Which questions were answered?

### Dictation

- 6 **T 3.10** You will hear the story about the art theft at dictation speed. One student should write the exact words on the board. The other students help.

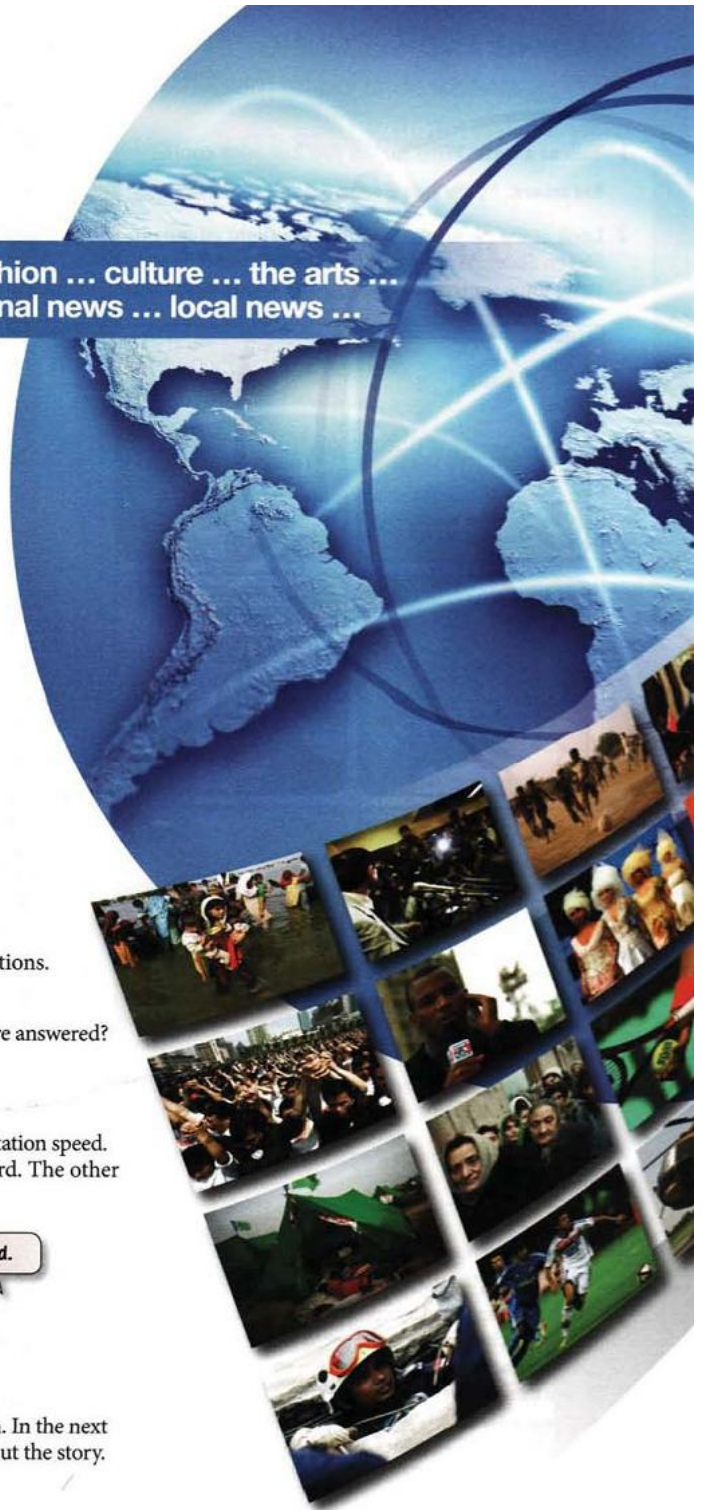
That isn't how you spell thieves.

You missed out a word.

She didn't say that. She said ...

### Project

- 7 Find a news story that interests you. Do some research. In the next lesson, bring in pictures and articles. Tell the class about the story. Be prepared to answer questions.



## LESSON 29. UNIT 3. THE FLIGHT ATTENDANT WHO LOST HIS COOL

### Plan of the lesson:

**Reading:** The flight attendant who lost his cool

**Speaking:** Narrating. Retelling a news story.

**Writing:** Narrative writing

The flight attendant who lost his cool?



Talk as a class. What makes you lose your cool?

*Bad drivers. My little brother.*



### Emergency exit for flight attendant who lost his cool.

Flight attendant Steven Slater made an emergency exit from an Airbus after he had an argument with a passenger. The incident happened at New York's JFK Airport soon after the JetBlue flight from Pittsburgh landed. As the Airbus A320 was taxiing slowly on the runway, a passenger stood up to get her luggage. Mr Slater told her to sit down, but she refused. The businesswoman was taking her case out of the overhead locker when it hit Mr Slater on the head. He started bleeding, and it was then that the flight attendant lost his temper. He marched to the front of the cabin and spoke furiously over the plane's PA system, saying, 'That's enough! After 28 years in this business, I quit!' He then took two beers from a fridge, opened the door and activated the plane's emergency chute and jumped onto it. Mr Slater then ran to his car and drove home. Police arrested Mr Slater at his home a short time later.

1. When and where did the incident happen?
2. What did the female passenger do?
3. What did the flight attendant say to her?
4. What did she do to him? How did he react?
5. How did Steven Slater leave the plane?
6. Was this a very important story?
7. Why do you think it was in the newspapers?



### What do you think?

1. After August 16, this story 'died'. Why was it such big news for a week?

2. Steven Slater appeared in court two months later.

Do you think he paid a fine or went to prison?


Look at the article on p155 for the answer.

Do you think this was fair?

3 The artist Andy Warhol once said, 'In the future everyone will be famous for fifteen minutes'.

How does the Steven Slater story illustrate this?

### Saying when

Answer the questions. Tell a partner. 

What's the date today/tomorrow/the day after tomorrow?

When's your birthday?

What's your date of birth?

What year were you born?



Listen and compare.

1 Look at the two ways of saying the date.

What's the date today? • It's twenty second of June

What's the date today? • It's June the twenty second.

Practise saying these dates in two ways.



Listen and check.

Practise saying the years.

*2012*

*2002*

*2015*


*2010*

*1980*

*1969*

*1994*

*1848*

 Write the dates you hear.

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_

2 \_\_\_\_\_ 4 \_\_\_\_\_

**What days are national holidays in your country?**

### Time expressions

Complete the time expressions with in/at/on, or no preposition.



_____ six o'clock	_____ 2004
_____ last night	_____ the weekend
_____ the evening	_____ January 18
_____ the 1960s	_____ the other day
_____ Saturday	_____ Monday morning
_____ April	_____ yesterday evening
_____ summer	_____ two weeks ago
_____ this morning	_____ midnight



Work in small groups. When did you last ... ?

- go to the cinema

I went to the cinema last Friday / on Monday evening / two weeks ago.

- play a sport
- go to a party
- do an exam
- have a holiday
- get a present
- buy some dothes
- go online
- cook a meal

### Word order

Correct the word order in these sentences.

1 She speaks very well English.

*She speaks very well English*

2 He started last week a new job.

3 Please read carefully the instructions.

4 Do you work still for the same company?

5 Never I can remember her name.

6 We had last year in Spain a holiday.

## LESSON 30. UNIT 4. EAT, DRINK AND BE MERRY!

### Plan of the lesson:

**Grammar: Quantity:** much and many, some and any

**Vocabulary:** Food, grapes, prawns, cereal. Can you for dinner.

**Listening:** Our diet.

### Expressions of quantity

Count and uncount nouns

It is important to understand the difference between count and uncount nouns

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

We can say three cups, two girls, ten pounds. We can count them.

We cannot say ~~two waters, three musics, one money~~. We cannot count them.

### Count nouns can be singular or plural.

This cup is full.

These cups are empty.

Uncount nouns can only be singular.

The water is cold.

The weather was terrible.

### much and many

1 We use much with uncount nouns in questions and negatives.

How much money have you got?

There isn't much milk left.

2 We use many with count nouns in questions and negatives.

How many people were at the party?

I didn't take many photos on holiday.

### some and any

1 Some is used in positive sentences.

I'd like some sugar.

2 Any is used in questions and negatives.

Is there any sugar in this tea?

Have you got any brothers and sisters?

We don't have any washing-up liquid.

I didn't buy any apples.

3 We use some in questions that are requests or offers.

Can I have some coffee?

Would you like some tea?

4 The rules are the same for someone, anything, anybody, somewhere, etc.

I've got something for you.

Hello? Is anybody here?

There isn't anywhere to go in my town.

### **a lot, lots of**

1 We use a lot, lots of with both count and uncount nouns.

There's a lot of butter.

I've got lots of friends.

2 A lot of, lots of can be used in questions and negatives.

Are there lots of tourists in your country?

There isn't a lot of butter, but there is enough.

Discussing grammar



**Work with a partner. Complete the sentences.**

### **Some/any**

1 Have they got \_\_\_ children?

2 We don't need \_\_\_ olive oil.

3 Can you lend me \_\_\_ money.

4 Is there \_\_\_ petrol in the car?

5 Can I have \_\_\_ cake?

### **Much/many**

1 Have you got \_\_\_ homework?

2 We don't need \_\_\_ eggs. Just half a dozen.

3 Is there \_\_\_ traffic in your town?

4 I don't know \_\_\_ students in this class.

5 How \_\_\_ time have you got?

- 2 Look at the nouns in the boxes. Which group can you count? Which can't you count? Label the nouns *Countable* and *Uncountable*.

apples	grapes	meat	fish
carrots	prawns	orange juice	coffee
vegetables	calories	tea	fruit
		broccoli	alcohol



- 3 Work with a partner. Read and complete the questions and answers about the diet with the nouns from exercise 2.

- 1 Q Do you eat any meat ?  
A No, we don't eat any \_\_\_\_\_ at all, but we eat some \_\_\_\_\_.
- 2 Q How much \_\_\_\_\_ do you eat?  
A We eat a little white \_\_\_\_\_, but we love shellfish so we eat a lot of \_\_\_\_\_.
- 3 Q Do you eat much \_\_\_\_\_?  
A Oh, yes, we eat a lot of fresh \_\_\_\_\_ - \_\_\_\_\_ and \_\_\_\_\_, everything.
- 4 Q And do you eat many \_\_\_\_\_?  
A Yes, of course, we eat lots of raw \_\_\_\_\_.
- 5 Q Don't you cook any vegetables at all?  
A We cook some. Sometimes we steam a few \_\_\_\_\_ and a little \_\_\_\_\_.
- 6 Q And what do you drink?  
A Well, we don't drink any \_\_\_\_\_ or \_\_\_\_\_, and naturally there's no \_\_\_\_\_ in our diet, but we do drink a lot of \_\_\_\_\_.
- 7 Q How many \_\_\_\_\_ do you have every day?  
A About 1,500.  
A That's about 1,000 fewer than most people.

- 4 **T 4.1** Listen and check. Practise the questions and answers with your partner.

### GRAMMAR SPOT

- 1 Look at the expressions of quantity in A, B, and C. Which group go with plural, countable nouns? Which go with uncountables? Which go with both?

A	B	C
How much ...?	How many ...?	some/any
not much	not many	not any/no
a little	a few	a lot of/lots of

Find examples in the interview in exercise 3.

- 2 *Much* and *many* are not usually used in positive statements. When do we use them? Correct the sentences.

There are many books in my bag. **X**

There's much homework tonight. **X**

- 3 Look at these sentences. Which is a request?

Is there any orange juice? Can I have some orange juice?

► Grammar Reference 4.1 p139

- 5 Work in small groups. Do you think the Bonrichs eat and drink the things in the box? Discuss with your partner and complete the lists.

cereal	bread	milk	cheese	butter
tomatoes	peppers	olive oil	nuts	rice
pasta	sugar	bananas	mangoes	biscuits
apple juice	potatoes	chips	crisps	wine
tap water	mineral water			

Do you think they eat any cereal?

Yes, I think so. Maybe just a little, not much.

What about ...?


cereal

bread

Compare your list with the class.

- 6 **T 4.2** Listen and find out if your ideas were correct.

- 7 What do you think of the diet? Will the Bonrichs live to be 120? Why/Why not?

 Complete the lines with the correct word.

**some any every no + thing were one/body where**

1 'Did you meet \_\_\_\_ nice at the party?'

·Yes. I met \_\_\_\_\_ knows you!'

2 Ouch! There's in my eye!'

'Let me look. No. I can't see \_\_\_\_\_

3 'Let's go hot \_\_\_\_\_ for our holidays:

'But we can't go \_\_\_\_\_ that's too expensive:

4 'Where are my glasses. I can't find them \_\_\_\_\_

'What are they on the top of your head?'

5 'It was a great party. \_\_\_\_\_ loved it.'

'They did. \_\_\_\_\_ wanted to go home:

6 'Did you get \_\_\_\_\_ nice in the sales?'

'No. \_\_\_\_\_ I couldn't find \_\_\_\_\_ I liked.

### Discussing grammar



Work with a partner.



Complete the sentences with a/an, the or no article.

1 He has \_\_\_ boy and \_\_\_ girl. \_\_\_ boy is 22 and \_\_\_ girl is 17.

2 His son is \_\_\_ engineer and his daughter is \_\_\_ student.

3 He always has \_\_\_ cheese sandwiches for lunch.

4 All family \_\_\_\_\_ stayed at \_\_\_\_\_ Grand Hotel.

5 \_\_\_\_\_ few people came by taxi to party.

6 It was such \_\_\_\_\_ wonderful party. We had \_\_\_\_\_ best time ever.

7 I don't go out to \_\_\_\_\_ work. I work at \_\_\_\_\_ home on my computer.

8 I do all my shopping on \_\_\_\_\_ Internet. What great \_\_\_\_\_ way to shop!

### Check it

Find one mistake in each sentence and correct it.

1 He's postman, so he has breakfast at 4.00 a.m.

2 The love is more important than money.

3 I come to school by the bike.

4 I'm reading one good book at the moment.

S 'Where are the children?' 'In a kitchen.'

6 I live in centre of town, near the hospital. 7 My parents bought the lovely house in the country.

8 I don't eat the bread because I don't like it.

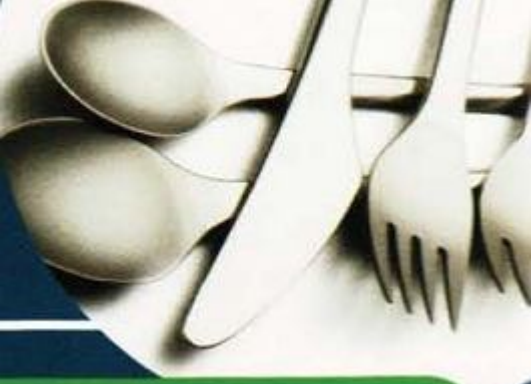
## LESSON 31. UNIT 4. UNUSUAL PLACE TO EAT

### Plan of the lesson:

**Reading:** No ordinary place to eat

**Speaking:** Discussion. A good diet.

**Writing:** Writing an email.




**FACT FILE**

- 50m up in the air
- a table 9m x 5m
- diners hang from a crane
- there isn't a loo

# No ordinary place to eat!

**Dinner in the Sky**



Dinner in the Sky is for people who want more than a little excitement when they go out to eat. They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs £10,000. The twenty-two diners wear seat belts and relax and enjoy the views while the chefs prepare the finest food in front of them.

The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas. David Ghysels, the Belgian organizer says, 'We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!' The crane is checked carefully before every sitting. The table is 9m x 5m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving. Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the 100. You can't go to the 100 until the table descends again. Difficult for some! But later, back on earth, after a visit to the 100, the guests have a great experience to talk about.



Are there lots of places to eat and drink in your town?

What are they? Where did people in your country eat and drink hundreds of years ago?



Work in three groups.

**Group A** Read about Dinner in the Sky.

**Group B** Read about Ithaa Undersea Restaurant.

**Group C** Read about's Baggers Restaurant.

Answer the questions about your restaurant.

- 1 Where is the restaurant?
- 2 In what ways is it unusual?
- 3 When did it open?
- 4 What's on the menu? Is it good?
- 5 How expensive is it?
- 6 Are there any problems?



Find a partner from the other two groups and compare the restaurants.

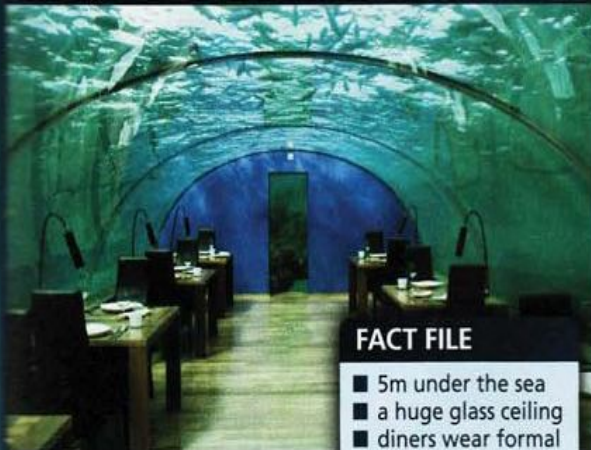
What do you think!

- Which do you think is the most unusual restaurant?
- Which would you like to visit? Why?
- Do you eat out? How often? What's your favourite restaurant?
- Do you know any unusual restaurants? Tell the class.

For hundreds of years when tired travellers stopped on their journeys, there were only a few places to eat and drink. Nowadays, streets are lined with restaurants, cafés, and snack bars, but some people want something more unusual.



## Ithaa Undersea Restaurant



### FACT FILE

- 5m under the sea
- a huge glass ceiling
- diners wear formal clothes
- they eat face-to-face with sharks

Welcome to the Maldives and the first underwater restaurant in the world. The *Ithaa Undersea Restaurant* on Rangali Island sits five metres below the Indian Ocean. Ithaa means 'pearl' in the Maldivian language and the guests are like pearls in a glass oyster.

It's not cheap – about £160 for dinner – and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or a scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant down some spiral stairs.

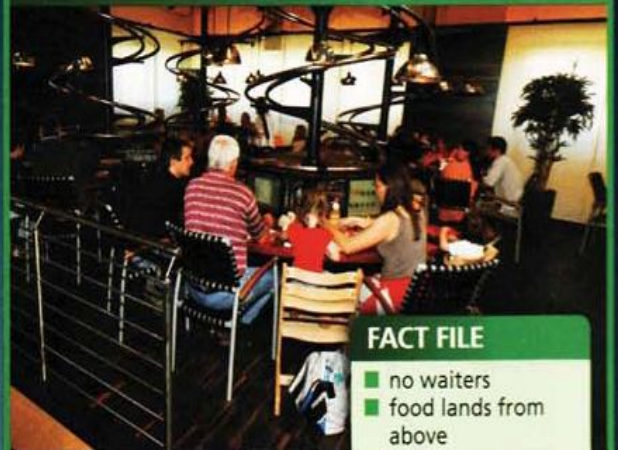
The manager, Carlton Schieck says, 'We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet.'

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical – and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night!

However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

## 's Bagger's Restaurant



### FACT FILE

- no waiters
- food lands from above
- email as you eat
- eat now, pay later
- no tips

Germany likes to call itself *The Land of Ideas* and 's Bagger's Restaurant in Nuremberg is

certainly an amazing idea. It's a restaurant with no waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.



When you arrive you pick up an 's Bagger's credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen.

You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet). The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for 's Bagger's. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back.' Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive – about €8 (£6) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money – there is, of course, no need to leave a tip!





Work in small groups. Match amounts in A with nouns in B. How many can you make?

A	OF	B
a pike		apples
a loaf		bananas
a bottle		bee
a can		cake
a kilo		coke
a litre		chewing gum
a packet		flowers
a pair		ham
a slice		tissues
a bunch		jeans, milk, petrol, sunglasses, socks, wine



Listen and repeat the expressions. How much are some of these things in your country?

I think a large loaf of white bread costs about £1.00.


Where is the conversation taking place?

**Choose from these places.**

- a newsagent's • a clothes shop • a chemist's
- an off-licence • a cafe • a supermarket

2 What does the customer want to buy?

3 What numbers and/or prices do you hear?

 **Write them down.**

Who says these lines? What is each line about?

- 1 No problem. I've got change:
- 2 'Have you got any in blue?'
- 3 I'm afraid there are only two slices left:
- 4 Take these three times a day.
- 5 Have you got any ID?
- 6 'They're on the first aisle, over there.'

## EVERYDAY ENGLISH

Can you come for dinner?



- 1 What is happening in the picture? What are the people eating and drinking?
- 2 Match a question in A with a response in B.

### A

- 1 Would you like some more rice?
- 2 Could you pass the salt, please?
- 3 Can I have some water, please?
- 4 Please, just help yourselves to the dessert.
- 5 Would anybody like some more ice cream?
- 6 How would you like your coffee?
- 7 This is delicious! Would you mind giving me the recipe?
- 8 Do you want some help with the washing-up?

### B

- a Black, no sugar. Have you got any decaf?
- b No, not at all. I got it online. I'll give you the website.
- c Do you want still or sparkling?
- d No, thanks. But could I have another piece of bread?
- e Yes, of course. Do you want the pepper, too?
- f No, but I'd love some more fruit. Is there any left?
- g No, of course not. You're our guests!
- h We will. It looks fantastic. Did you make it yourself?

**T 4.10** Listen and check. What is the next line? Practise the conversations with a partner.

- 3 Complete the requests with *Can/Could I ...?* or *Can/Could you ...?*

- 1 \_\_\_\_\_ have some apple juice, please?
- 2 \_\_\_\_\_ tell me where Market Street is, please?
- 3 \_\_\_\_\_ see the menu, please?
- 4 \_\_\_\_\_ use your iPad for a few minutes, please?
- 5 \_\_\_\_\_ lend me £20, please?
- 6 \_\_\_\_\_ take me to school, please?
- 7 \_\_\_\_\_ help me with my homework, please?
- 8 \_\_\_\_\_ give me a lift to the station, please?

Practise the requests with a partner. Give an answer for each request.

Can I have some apple juice, please?

Sorry, we ...

Yes, of course.  
Would you like ...?

**T 4.11** Listen and compare.

- 4 Make 5–8 in exercise 3 more polite using *Would you mind + -ing?*

Would you mind lending me £20?

No, not at all. Is 20 enough?

**T 4.12** Listen and check. Practise saying them.

- 5 Request things from your teacher and other members of the class.

Can I borrow your ...?

Could you lend me your ...?

Would you mind helping me with ...?

1 Work with a partner. Discuss which beginnings can go with which endings. More than one is sometimes possible.

Which are formal? Which are informal?

1 Dear Peter,	a Lots and lots of love Harry xxx
2 Dear Mr Smith,	b Love Gianna
3 Hello Cathy,	c Yours George
4 Dear Sir or Madam,	d Bye for now, Sammy
5 Dear mum,	e Yours faithfully, Daniel Miles
6 Hi Steve,	f Yours sincerely, Kay Macey
	g Best wishes, Dave

2 Look at the online advertisement for a school. Where is the school? What can you study there? Who do you contact?

The School | About York | Courses | Fees | Accommodation



## YORK HOUSE

School of English



*Welcome to our school*

We are one of the UK's most successful language schools. We welcome students from over 100 countries around the world to one of Britain's most beautiful cities. We offer quality English courses including General English, English for Business, and Examination preparation.

**Our contact details**

Deborah Knight (Principal)	Phone: +44 (0) 1904 973694
York House School of English	Fax: +44 (0) 1904 973253
55–57 Harrogate Road	info@houseofyork.co.uk
York, YO1 5NU	
United Kingdom	

We look forward to hearing from you.

### A formal letter

3 Read the formal letter. Complete it with words or phrases from the box.

frequently	advertisement	However
interested in	sincerely	to hearing
some information	application form	to improve

Via Morgagni 90,  
1-00161 Rome, Italy  
Tel: +39 06 44 11 97 08

29th March

Deborah Knight, Principal  
York House School of English  
55–57 Harrogate Rd  
York, YO1 5NU

Dear Ms Knight,

I saw your <sup>1</sup> \_\_\_\_\_ for English classes on your website and I am <sup>2</sup> \_\_\_\_\_ coming to your school this summer.

I studied English for six years at school and I have to use English <sup>3</sup> \_\_\_\_\_ in my job.

<sup>4</sup> \_\_\_\_\_, I now feel that it is necessary to study further. I would especially like

<sup>5</sup> \_\_\_\_\_ my pronunciation. Please

could you send me more information about your courses, and an <sup>6</sup> \_\_\_\_\_? I would also like <sup>7</sup> \_\_\_\_\_ about accommodation.

I look forward <sup>8</sup> \_\_\_\_\_ from you as soon as possible.

Yours <sup>9</sup> \_\_\_\_\_,

**Gianna Lombardo**

Gianna Lombardo

4 Look at the different parts of the letter. Compare with formal letters in your country.

Are the names, addresses, and the date in the same place? Do you have many different greetings and endings for formal and informal letters and emails?

## An informal email

5 Match these lines from an informal email and a formal letter.

**A**

It was great to hear from you.  
Thanks for ...  
I want to ask about ...  
I'm sorry about ...  
I'm sorry to have to tell you that ...  
I'm sending you a copy of ...  
If you need any more help, ...

**B**

Please find enclosed a photocopy of ...  
I apologize for ...  
Thank you for your letter of 1st November.  
If you require further assistance, ...  
I regret to inform you that ...  
I would like to enquire about ...  
Thank you for ...

Your address

The date

Name and address  
of who you are  
writing to

Greeting

Introduction

Main parts

Conclusion

Ending

Signature

6 Read Gianna's email to her English friend, Steve. Compare it with her letter to the school.

- 1 How does she express the **highlighted** lines from the email more formally in the letter?
- 2 What other informal words and phrases are in the email?

**View Contact Details**

Date: Sat, 21 May 07:50:28 -0700 (PDT)  
From: "Gianna Lombardo" <gianna.lomb@aol.com>  
To: stevojon@ntlworld.co.uk  
Subject: Coming to England

Hi Steve,

Just to let you know that I'm thinking of coming to England this summer. You know I have to use English a lot in my new job, so I want (need!) some extra lessons, especially for my pronunciation – as you are always telling me I should try to improve this! Anyway, I saw an interesting ad on the Internet for a school in York. Isn't that quite near you? I'd love to visit you while I'm there.

Can't wait to hear from you. See you soon I hope.

Love

Gianna

7 Write a similar formal letter about yourself to the school in York. Then write an informal email to an English friend and tell them about it.

## LESSON 32. UNIT 5. LOOKING FORWARD

### Plan of the lesson:

**Grammar:** Verb patterns

**Vocabulary:** Phrasal verbs. Expressing doubt and certainty.

**Listening:** How does it feel to be 20-something.

The themes of hopes, ambitions, and plans provide the context for the presentation and practice of verb patterns and ways of talking about the future. Going to, will, and the Present Continuous for future are contrasted. The skills practice includes a Listening and speaking section on being 20-something, and a Reading and speaking section on a girl who has hope for the future.

Everyday English practises the language of expressing doubt and certainty. The Writing syllabus continues with a section on writing to prepare a talk on 'my dreams for the future'.

### Verb patterns

Students are likely to have come across several of the verb patterns in this unit, but they will probably not have seen them presented under the heading 'verb patterns.' It is worth explaining what a pattern is, i.e. something that repeats itself.

Verb + -ing	
like	swimming
love	
enjoy	cooking
hate	
finish	
stop	

Modal auxiliary verbs	
can	go
could	
must	arrive
had to	
shall	
should	
will	
would	

### Note

We often use the verb go + -ing for sports and activities.

I go swimming every day.

I go shopping at the weekend.

Verb + to + infinitive	
choose	to go
decide	
forget	to work
promise	
manage	
need	
help	
hope	
try	
want	
would like	
would love	

Verb + -ing or to + infinitive	
begin	raining/to rain
start	

Verb + preposition + -ing	
think of	going
look forward to	



### STARTER

Complete these sentences with ideas about you. Tell the class.

- *One day I want to ...*
- *Right now, I'd like to ...*
- *Tonight I'm ...*
- *This weekend I'm going to ...*

**I'D LIKE TO ...** Verb patterns

ss.

**TOM**

**I'm 16 and I'm fed up with school and exams ...**

**ABBY**

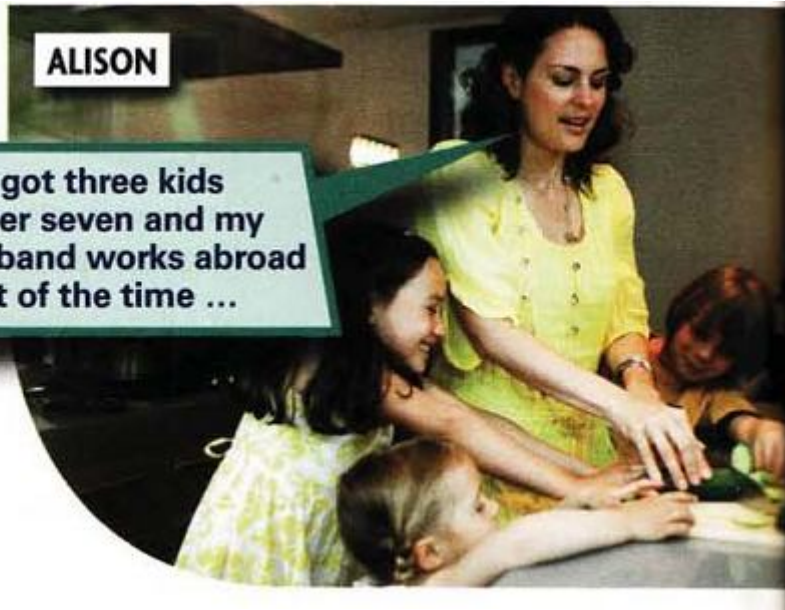
**I'm a student in my last year at university. I've got debts of nearly £25,000 ...**

**KELLY**

**I'm a paramedic. I love my job but it's very stressful ...**

ALISON

I've got three kids under seven and my husband works abroad a lot of the time ...



2 Work with a partner. Which sentences go with which person.

1 'I'm going to study hard for my exams because I hope to get a well-paid job.' Abby

2 'I'd like to leave now and get a job, any job. I want to earn some money.'

3 'I'm thinking of applying for another job with a company in New York.'

4 'Now I like sleeping late and planning holidays on the Internet for me and my wife.'

5 'I'm looking forward to having a good break. We're going to Spain this summer.'

6 'I enjoy looking after the kids, but I'd love to travel, too.'

T.5.1  Listen and check. What else does each person say?

 Listen again. Complete the lines. Who says them?

1. I'd love to work there for a couple of years.

2 I'm planning \_\_ nothing but read on the beach.

3 I \_\_ owing so much money.

4 I get fed up with \_\_ at home at day. I'm looking forward to back to work.

5 I'm pretty good at \_\_ a computer.

6 My mum and dad say that I \_\_ leave school.



## PRACTICE

### Discussing grammar

- 1 In these sentences, one or two verbs are correct, but not all three. Work with a partner. Tick (✓) the correct verbs.
- I \_\_\_ to work in Paris.  
a  want   b  enjoy   c  'd like
  - We \_\_\_ going to Italy for our holidays.  
a  are hoping   b  like   c  're thinking of
  - She \_\_\_ leave work early tonight.  
a  wants   b  'd like   c  can't
  - I \_\_\_ to see you again soon.  
a  hope   b  'd like   c  'm looking forward
  - He \_\_\_ playing sports games on the Wii.  
a  wants   b  's good at   c  enjoys
  - Are you \_\_\_ learning foreign languages?  
a  want   b  like   c  good at
  - We \_\_\_ having a few days off soon.  
a  're going   b  'd love   c  're looking forward to
  - I \_\_\_ doing housework.  
a  'm fed up with   b  hate   c  don't want

**T 5.2** Listen and check.

- 2 Make sentences with the verbs which *weren't* correct in exercise 1. Read them aloud.

**T 5.3** Listen and check.

I enjoy working in Paris.

### Making questions

- 3 Write the questions.
- I hope to go to university. (*What/want/study?*)
  - One of my favourite hobbies is cooking. (*What/like/make?*)
  - I'm bored. (*What would/like/do?*)
  - I'm looking forward to the party. (*Who/hoping/see/there?*)
  - We're planning our summer holidays. (*Where/think/go?*)

**T 5.4** Listen and check. How do the conversations continue? Practise some of them with a partner.

### Talking about you

- 4 Ask and answer the questions with a partner.
- Where would you like to be right now?
  - Do you like learning English?
  - Would you like to learn any other languages? Which?
  - Would you like to have a break now?

## How does it feel to be 20-something?



Think of someone you know in their 20s. Tell a partner about them.

name • age • relationship to you • job • interests • ambitions

The Times newspaper ran an 'iGeneration' poll to find out how it feels to be a 20-something in the 21st century. What is a 20-something?



**T 5.11** Listen to three 20-somethings, Leo, Elsa, and Dan. Who is happy?

Who feels grown-up? Who knows what they want to do in the future?



4 Complete the questions with the correct name.

- 1 How old is Leo's nephew?
- 2 How much did \_\_\_ owe when he left university?
- 3 Why did \_\_\_ give up studying law?
- 4 How much does \_\_\_ earn as a junior reporter?
- 5 How long did \_\_\_ go travelling?
- 6 What question did \_\_\_'s nephew ask?

Ask and answer the questions with a partner.



**T.5.11** Listen again. After each 20-something, answer the questions.

1 Why was he shocked by his nephew's question?

**LEO**

- 2 Why is he happy?
- 3 What's he going to do next year?
- 4 When does he think he'll marry?

5 Where did she go travelling?

6 What is she doing at the moment?

**ELSA**

7 What question does her father ask?

8 How is her life different from her mother's at the same age?

9 Why is he a boomerang kid?

**DAN**

10 Does he think that his situation is unusual?

11 When does he think he'll marry his girlfriend?

12 Why is he fed up?



**What do you think?**

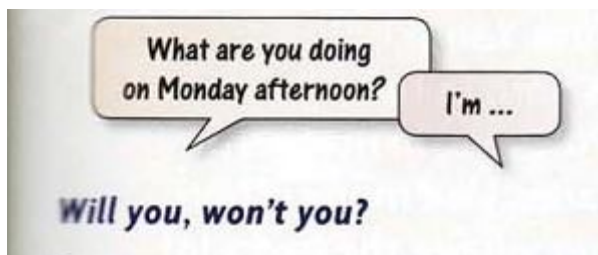
- When do you think is the best time for children to leave home?
- What are the pros and cons for parents if their children move back home?
- What are the pros and (ons for the children?

When can we meet?

Work with a partner. Arrange a time to meet in the next week.

Student A Look at your diary on p. 151.

Student B Look at your diary on p. 153



Use the words in A and make sentences with I think ... will ....

Match them with a line in B.



**A**

1. you/pass your driving test 2. my team/win 3. it/warm today 4. I join a gym 5. they/get divorced 6. I/go by train.

**B**

\_\_\_ I won't go on a diet. \_\_\_ You won't fail again. \_\_\_ You won't need your jumper. \_\_\_ I won't fly. \_\_\_ They won't stay together. \_\_\_ They won't lose this time.

## LESSON 33. UNIT 5.HOPE FOR THE FUTURE

### Plan of the lesson:

**Reading:** The girl with two families

**Speaking:** Describing. Talking about someone in their twenties.

**Writing:** Writing for talking

Do you know the name Chernobyl? Do you know where it is?

Find Out about it on the Internet. Discuss with the class.



**Read the introduction to Palina - the girl with two families.**

- Where does Palina come from? • When was she born?
- Why didn't her future look good?



**Read Life in the village of Polessye. Are the sentences true (I) or false (X)? Correct the false ones.**

- 1 Palina was born the same year as the disaster.
- 2 She grew up on a farm.
- 3 She was an only child.
- 4 Eight experts from Minsk came to her school.
- 5 There was a forest near the village.
- 6 The experts paid for the children to have holidays abroad.
- 7 Palina wanted to go to Ireland because she could speak English.



**Read Life in Ireland. Answer the questions.**

- 1 How did Palina communicate with the family?
- 2 Why was she so surprised in the shopping mall?
- 3 Was her English fluent at the end of the holiday?
- 4 How often did she visit the Irish family?



**Read Palina today. Why is Palina lucky? What reasons can you find?**



**Read the sentences. Who do you think said each one?**

- 1 'It's difficult to sell any of our produce these days.'
- 2; 'We aren't going to buy any more mushrooms:
- 3 'Would you like to have a holiday in Ireland'-4 'I'm a bit worried about going.'
- 5 'Welcome to Ireland. We hope you'll be happy here.'
- 6 'Let's play in the garden!'
- 7 'We'll pay for your education.'
- 8 'One day I'm going to return as a doctor.'



# Palina

In the early hours of April 26 1986, the worst nuclear accident in history occurred in the Ukrainian city of Chernobyl.

Two years later and two hundred miles away, **Palina Yanachkina** was born in the village of Polessye, in northern Belarus. Like many others in her village she had a lot of health problems and her future didn't look good. Then a holiday in Ireland changed everything.



# – the girl with two families



The Yanachkina family

## Life in the village of Polesye



The nuclear disaster changed the lives of everybody in the village. It took away all hope for the future. However, when Palina was born in 1988 her parents did their best to give her and her brother Micha a good life. They were farmers and before the accident, sold meat, fruit, and vegetables to the international market. After the disaster, no one wanted to buy anything.

The villagers were often ill and depressed. When Palina was eight, experts from the capital, Minsk, came to her school and did health tests on the children. The experts told them to stop picking the mushrooms in the forest because they were badly contaminated. When she was ten the experts returned with news of a charity that helped children like her have holidays abroad. They asked Palina if she would like to go to Ireland and stay with a family in Limerick. Palina felt a bit nervous about leaving home and she didn't speak a word of English, but she decided to go.



The Quaid family

## Life in Ireland



When Palina met her Irish family, she liked them immediately. John and Fiona Quaid and their two children, Chloe, three, and Evan, six, gave Palina a warm welcome. At first the only way to communicate was with a phrase book, but soon she became good friends with the children. They didn't need language to play.

So many things in Ireland surprised Palina. They visited a shopping mall and she couldn't believe her eyes, there was so much to choose from. She only knew her little village shop. She missed her family, but couldn't speak to them because they didn't have a phone.

By the time she went home, Palina could speak a few words of English and was delighted when the Quaid family invited her back for Christmas. After that she started to visit the family twice a year and often spent three months with them in summer.



## Palina today: 'I'm so lucky!'



When Palina was in her teens the experts returned to Polesye and checked her again. They couldn't believe how healthy she was. Her time in Ireland was improving her health and her English.

In her free time Palina helped run the farm. However, she didn't want to continue doing this for the rest of her life. She dreamed of becoming a doctor, but had no money to study. John and Fiona understood her problem. They offered to pay for her to study in Ireland and said she could stay with them full-time. Palina was amazed and delighted. It was hard for her parents, but they wanted the best for their daughter.

Palina is now studying biochemistry at the University of Limerick. She hopes to study medicine one day and return to Belarus to help those who are not as lucky as she is.




## What are you like as a person?

Do any of these adjectives describe you?

messy	tidy	lazy	moody	noisy
kind	selfish	shy	ambitious	cheerful



T 6.8 Listen to three people talking about their family. Complete the chart.

<p><b>Sally 20</b>          Who is she like? _____          In what ways? _____          _____</p>	
	<p><b>Jamie 16</b>          Who is he like? _____          In what ways? _____          _____</p>
<p><b>Rachel 28</b>          Who is she like? _____          In what ways? _____          _____</p>	

How are these people different from each other?

- Sally and her sister, Lena
- Jamie and his twin brother, Rob
- Rachel and her father
- Rachel and her sister, Jenny



T 6.8 Listen again. Complete the sentences.

Sally

1 We \_\_\_\_\_ films ...

2 And she's \_\_\_\_\_ size as me.

Jamie

3 We're \_\_\_\_\_ character.

4 We art.

Rachel

5 I hope I'm \_\_\_\_\_ him .

Answer the questions.

Who are you like in your family? Who do you look like?

## LESSON 34. UNIT6 THE WAY I SEE IT.

### Plan of the lesson:

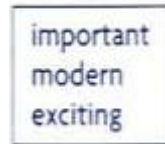
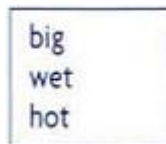
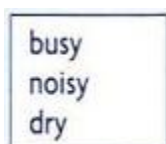
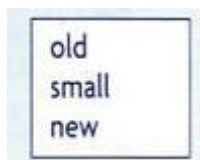
**Grammar:** Comparative and superlative adjectives.

**Vocabulary:** Synonyms, antonyms.

**Listening:** My family.

### GRAMMAR SPOT

1. What are the comparative and superlative forms of these adjectives?



2. When do we use -er and -est? When do we use more and the most?

2. These adjectives are irregular. What are the comparative and superlative forms?

good bad

3. Look at these patterns.

It a bit/a little bigger. It's a lot/much smaller.

It's isn't as hot as Dubai.



**Listen and practise the sentences.**

I'm older than Jane. But I'm not as old as John. He's the oldest

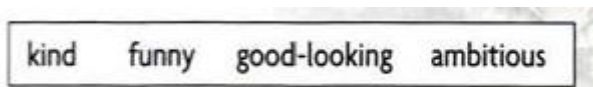
### CLEVER

A WHO's cleverer, YOU or BEN?

B ME. of course! I'm much cleverer than Ben!

He isn't NEARLY as clever as ME!

Practise again using these adjectives.



### Comparing people

Read the profiles of the few people. Complete the sentences comparing them.

Agnes has the largest family. She has \_\_\_ children

Kevin doesn't have \_\_\_ children \_\_\_ Agnes. He has just two.

2 Marilou is \_\_\_ She's 41. Marcel is \_\_\_ He's only 25 .

Agnes is a little bit \_\_\_ Kevin. She's 34, and he's 32.

3 Kevin works the \_\_\_ hours - 60 hours a week. Agnes doesn't work as \_\_\_ hours as Kevin, but she still work hard. She works \_\_\_ than Marcel, who only works 35 hours a week.



4 Kevin earns the \_\_\_. He has the \_\_\_ salary. Mario has the \_\_\_ salary. Marcel doesn't earn anything like \_\_\_ Agnes. She earns nearly twice \_\_\_ as him.

5 Agnes has \_\_\_ house than Marilou, but it isn't \_\_\_ Kevin's. He has a huge house - six bedrooms! Marcel has \_\_\_\_\_ house.

**Work in small groups. Who do you think ... ?**

- .... has the most important job
- is the busiest
- is the most creative

Why do you think Agnes is the happiest?

Why is Marilou the unhappiest?

Synonyms and antonyms

Think of another word for these adjectives.

good-looking	amazing	crazy	big
new	old	awful	cold

We use synonyms and antonyms because we don't want to repeat words. What's wrong with this conversation?



Try the conversation again using the words *beautiful*, *nice*, and *horrible*.

**Synonyms. Complete the conversations with a synonym in the box.**

tiny	clever	annoyed	wealthy	fed up	pleased
------	--------	---------	---------	--------	---------

1 'Jane comes from a very rich family.'

'Really? I knew her uncle was very \_\_\_ :

2 'Was Sophie angry when you were late?'

'Yeah. She was pretty \_\_\_ it's true.'

3 'Jack's such an intelligent boy!'

'Mm. He's very \_\_\_ for a ten-year old.'

4 'I've had enough of winter now.'

'I know. I'm \_\_\_ with aU these dark nights.'

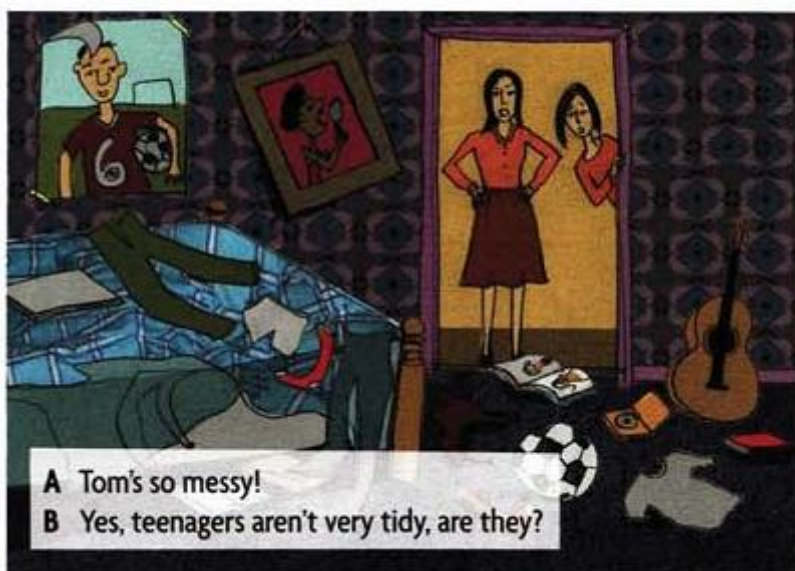
5 'Dave and Sarah's flat is small, isn't it?'

'Mm. It's \_\_\_\_ . I don't know how they live there.'

6 :A..re you happy with your new car?'

'Yes, I'm very \_\_\_ with it. It goes really weU

**Antonyms. We can agree with people by using not very + an antonym.**



**Think of a word that means the opposite of these adjectives.**

Easy, noisy, miserable, polite, difficult, naughty, exciting, clever, clean

**Agree with these sentences using antonyms.**

1 That man was so rude to me!

*Yes, he wasn't very polite, was he?*

2 Some people are so stupid!

3 Dave's flat is always so dirty!

4 His wife always looks so miserable!

5 Their children are so naughty!

6 This lesson is boring!



Listen and compare. Practise the conversations.

## LESSON 35. UNIT 6. MULTICULTURAL LONDON

### Plan of the lesson:

**Reading:** The world in one street

**Speaking:** Talking about you. Exchanging information .

**Writing:** Agree with me

### Multicultural London.

What do you want from the country you live in? Put these qualities in order of importance for you? (the most important)

- a safe and honest society
- a good education for children and adults
- the opportunity to find work and have a career
- a good place to bring up your children
- a society where people are free to say and do what they want



Talk with a partner, then in small groups. Discuss your answers as a class.

Three great things to do in London.



Read the article. Complete the sentences with a superlative adjective from the text.

1. The London Eye is tourist attraction in the UK.
2. It is big wheel in Europe.
3. It provides views of the city.
- 4 The British Museum has collection of ancient artefacts in the world.
- 5 It is to see the museum over several visits.
- 6 Regent's Park isn't open space in London.
- 7 It is formal park.

### Complete the sentences with a number from the text.

- 1 The London Eye is \_\_\_\_\_ metres high.
- 2 You can see \_\_\_\_\_ kilometres into the distance.
- 3 The trio takes \_\_\_\_\_ minutes.
- 4 It costs \_\_\_\_\_ L-for an adult and € \_\_\_\_\_ for a child.
- 5 The Rosetta Stone was made over \_\_\_\_\_ years ago.
- 6 There are \_\_\_\_\_ over flowers in the rose gardens in Regent's Park.

Where does here refer to in these sentences?

- 1 You can hire a boat here \_\_\_\_\_.
- 2 You can see things from ancient Rome here \_\_\_\_\_.
- 3 You can see St. Paul's Cathedral from here \_\_\_\_\_.

You can get married here\_\_\_\_\_.

You can see a play here\_\_\_\_\_.

You can play games her\_\_\_\_\_.

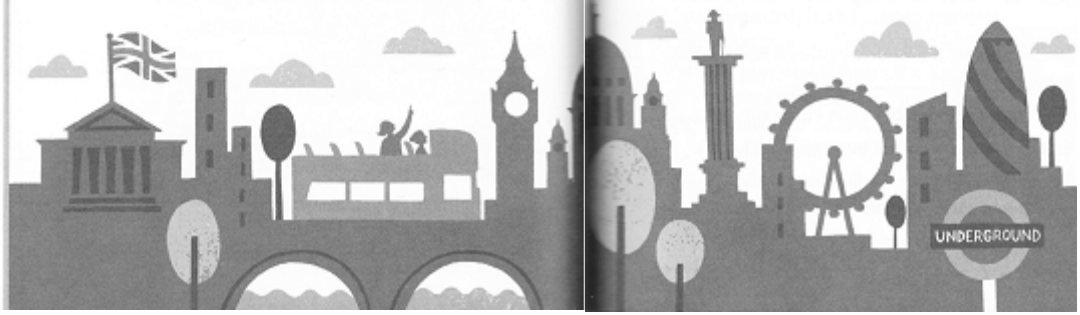
### Three great things to do in London

There are enough things to do in London to fill a lifetime. As the great English writer Samuel Johnson said, 'When a man is tired of London, he is tired of life.' Here are just three suggestions.



The London Eye

**The London Eye** is the most popular tourist attraction in the UK. It attracts 3.5 million visitors a year. It's on the south bank of the River Thames. At 135 m, it is the tallest big wheel in Europe, and it provides the best views of the city. You can see the Houses of Parliament and St Paul's Cathedral at your feet, and Windsor Castle to the west, 40 km away. The wheel rotates at a speed of 26 cm per second (about 0.9 km/h). It doesn't stop to take on passengers, but don't worry – it moves slowly enough to allow people to walk on and off! One trip takes about half an hour. It costs about £16 for an adult and £8.50 for a child. People have parties on it. Some people even get married on it!



The British Museum

**The British Museum** is situated in Bloomsbury, just north of the centre. It has the biggest collection of ancient Egyptian, Roman and Greek artefacts in the world. Here you can see the Rosetta Stone, made over 2,200 years ago, which provided the key to the understanding of Egyptian hieroglyphs, and the marble friezes from the Parthenon in Greece, known as the Elgin Marbles.

It is best to see the museum over several visits, rather than trying to see too much at once. The most amazing thing about the museum is that it is FREE!

**Regent's Park** is just to the north of Oxford Street. It isn't London's biggest open space – Hyde Park is – but it is the most beautiful formal park and provides a huge range of attractions. The flower beds are in bloom all year round, and the rose garden (with 30,000 roses!) is filled with colour and perfume in the summer months.



Regent's Park

There are ponds with ducks, a boating lake, cafés and restaurants, tennis courts, running tracks, and playing fields for football, baseball, and kite flying. There is also London Zoo and the wonderful open-air theatre, which has plays for all ages between May and October. There really is something for everyone!

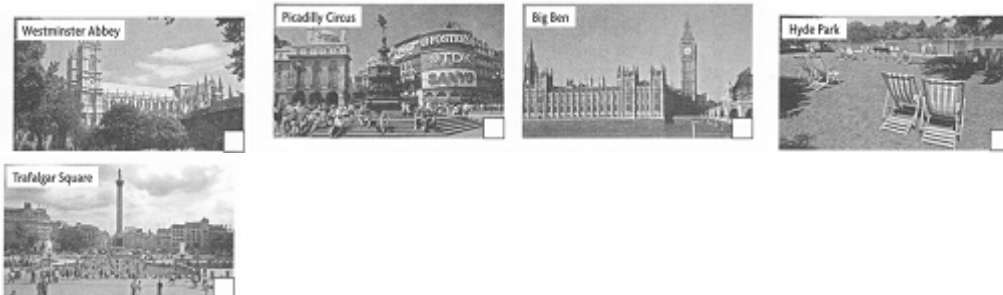
### Visiting London



Listen to an Australian couple who are visiting London

for the first time. Look at the pictures, and tick ( ) the places they mention.





Listen again the correct answers.

- 1 They sat downstairs/ upstairs on the bus.
- 2 They began their tour at Piccadilly Circus / Trafalgar Square.
- 3 The Statue of Eros was smaller / bigger than they expected.
- 4 Nelson's Column was bigger than/ as big as they expected.
- 5 The Queen was / wasn't at home.
- 6 Big Ben was striking seven/ eleven when they drove past.
- 7 Four million people a month/ year go on the London Eye.
- 8 Both London and Sydney have a Hyde / Regent\ Park.

*Just for fun!*

**12 Signs**

Where can you see these signs? Write a-f.

1  a in a supermarket      4  on a busy road  
 2  in a restaurant      5  in a shop window  
 3  on a cash machine      6  in an airport

**a**

**b**

**c**

**d**

**e**

**f**

**13 Adjectives**

Write the adjectives in the correct column.

white historic grey purple brown foggy  
 -honest cosy exciting shy modern orange  
 wet windy excited lazy sunny cheerful  
 kind crowded selfish showery touristy  
 warm black

People	Places
honest	
Colours	The weather

## EVERYDAY ENGLISH

### Agree with me!

- 1 **T 7.12** Read and listen to the sentences.  
Does the intonation go up or down at the end?

The underlined words are question tags.  
They aren't the same as questions.  
When we use these tags, they mean ... *I want you to agree with me.*

It's really wonderful, isn't it?

You come from Scotland, don't you?

Life wasn't easy then, was it?

You've lived in England for years, haven't you?

- 2 **T 7.13** Read these conversations. How are the question tags formed?  
Listen and note the intonation. Practise with a partner after each one.

1 A It's a lovely day, isn't it?  
B Yes, it is! Beautiful!  
A We all love days like this, don't we?  
B We certainly do!

3 A We had such a good holiday, didn't we?  
B We did. We had a great time.  
A And it wasn't too expensive, was it?  
B No, it wasn't. It wasn't expensive at all.

2 A Mummy! Our cat isn't very big, is she?  
B No, she isn't. She's just a kitten.  
A And she loves fish, doesn't she?  
B She does! It's her favourite food.

4 A The baby looks just like her mother, doesn't she?  
B Uh huh. Same blue eyes, same nose.  
A But she's got her father's blonde hair, hasn't she?  
B Yes, she's very fair.

- 3 Complete the sentences with a question tag.

- It was a great party last night, \_\_\_\_\_?
- Dave knows everything about computers, \_\_\_\_\_?
- You went to school with my brother, \_\_\_\_\_?
- Learning a language isn't easy, \_\_\_\_\_?
- Our English has improved a lot, \_\_\_\_\_?
- We haven't had a break for ages, \_\_\_\_\_?

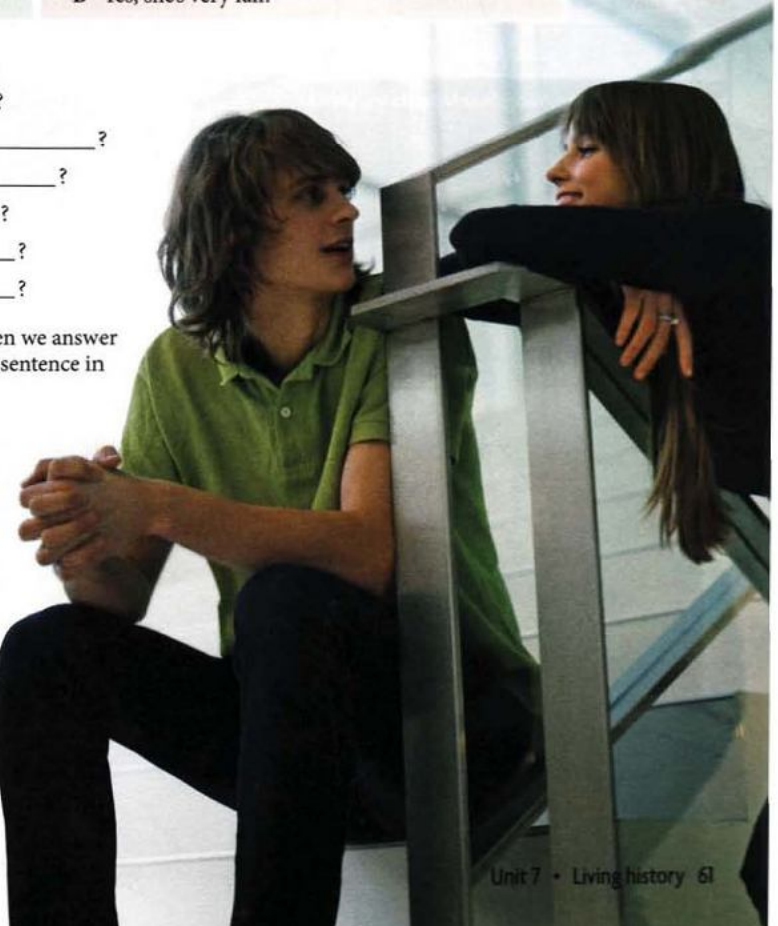
- 4 We need to say more than just *Yes* or *No* when we answer these questions. Match these answers with a sentence in exercise 3.

- Yes, I did. We were really good friends.
- Yes, it was. I really enjoyed it.
- No, we haven't. It's time for one right now.
- No, it isn't. It needs a lot of practice and patience.
- Yes, it has. We're all much better now.
- Yes, he does. He can fix them *and* program them.

**T 7.14** Listen and check. Practise the conversations with your partner.

- 5 With your partner look at p156.  
Choose two of the conversations and decide where question tags can be added.  
Act them to the class.

**T 7.15** Listen and compare.



## LESSON 36. UNIT 7. THE LIVING HISTORY

### Plan of the lesson:

**Grammar:** Present perfect for and since.

**Vocabulary:** Word endings and word stress .

**Listening:** Asking questions

### GRAMMAR

Present Perfect, for and since

- Practising Present Perfect and Past Simple, and time expressions with for and since.

Present Perfect - ever and never

- Understanding and practising the Present Perfect with ever and never for experiences.

### GRAMMAR SPOT

#### 1 What are the tenses in these sentences?

##### Why are they used?

Karl Marx lived there **for** five years.

John has lived there **for** three years.

Find more examples in the texts.

2 How do we form the Present Perfect?

3 Look at the examples. When do we use for?

When do we use since?

for three years/two hours/a long time

since six o'clock/Monday/1009/July for, since, and ago

 Complete the sentences with/for or since.


1 I haven't seen Harry \_\_\_\_\_ months,

2 Pete's been in America \_\_\_\_\_ January.

3 Where have you been? I haven't seen you \_\_\_\_\_ ages!

4 I've been on holiday \_\_\_\_\_ a couple of weeks.

5 I've worked in the bank \_\_\_\_\_ I was 22.

 Circle the correct answer.

1 I've been a student of English \_\_\_\_\_ three years.

a since b for

2 I \_\_\_\_\_ Peter for a long time.

a've known b know

3 We haven't seen each other \_\_\_\_\_

a ten years ago b since we were at school

4 I've had a headache Monday.

a for b since

5 I was a waiter ten months. Now I'm a chef.

a for b since

6 I met my wife \_\_\_\_\_

a ten years ago b since ten years

**Pronunciation. Sentence stress**

Look at the extract from the interview with Ethel and Norman. Notice the sentence stress.



Listen line by line and repeat. Then read the whole extract aloud.

Tell me ... where did you two meet?

We met at a dance, on a Saturday, night ...

I saw this good-looking boy on the otherside of the room ...

Oh, I saw her as soon as she walked in.

It took me a while to ask her to dance ...

We started going out together, and two yearslater we got married.

And ... where did you live?

We bought a tiny cottage in a village, and wdve lived in the same area all our married life.

Wow! So youve never moved away?

No, we've always lived around here.

He's the only boyfriend I've ever had, and he's the only man I've ever

**Word endings** Complete the chart. Underline the stressed syllable.

Noun	Person	Adjective
1 h <u>is</u> tory	<u>historian</u>	<u>historical</u>
2 p <u>o</u> litics	_____	_____
3 <u>a</u> rt	_____	_____
4 <u>m</u> usic	_____	_____
5 <u>ch</u> emistry	_____	_____
6 <u>s</u> cience	_____	_____
7 <u>e</u> conom <u>i</u> cs	_____	_____
8 p <u>h</u> otography	_____	_____

Noun	Adjective
1 <u>f</u> ame	famous
2 amb <u>i</u> tion	_____
3 _____	successful
4 _____	healthy
5 fash <u>i</u> on	_____
6 _____	noisy
7 comf <u>o</u> rt	_____
8 _____	popular



# A HOUSE WITH HISTORY

Present Perfect, *for* and *since*

1 **T7.1** Look at the pictures. Listen and read about John.  
Answer the questions.

- |                       |                               |
|-----------------------|-------------------------------|
| 1 Where does he live? | 3 Where did he meet his wife? |
| 2 What's his job?     | 4 Does he have any children?  |

2 Read about John's flat. Why is it famous? Who lived there?  
When? What tense are the verbs in **bold**? Why?

3 Work with a partner. Read the questions.  
Are they about **John (J)** or **Karl Marx (KM)**?

- |                                      |          |
|--------------------------------------|----------|
| 1 How long has he lived in the flat? | <b>J</b> |
| 2 How long did he live in the flat?  | ___      |
| 3 Where does he work?                | ___      |
| 4 How long has he worked there?      | ___      |
| 5 What was his job in London?        | ___      |
| 6 Which newspaper did he write for?  | ___      |
| 7 How long has he been married?      | ___      |
| 8 How long was he married?           | ___      |



**John**

“Hi! I'm John. I live in London. I have a flat in Dean Street, Soho. **I've lived** here for three years. I'm a press photographer. **I've worked** for *The London Gazette* since 2010. My wife's name is Fay. **We've been** married for two years. We met at university. Fay's a receptionist at the Ritz Hotel. I get around town on a motorbike. **I've had** it since I was 25. Fay goes by bus. We don't have any children yet.”

John's flat today

## LESSON 37. UNIT7. LIVING IN A STATELY HOME

### Plan of the lesson:

**Reading:** Living history

**Speaking:** Discussion: A family history

**Writing:** Agree with me.

Look at the pictures and read the introduction. What is the house called? Who lives there? Who visits it? Where do you think the money comes from to run it?

2 You are going to read about the house and its owner. What do you want to know?



Read the article. Answer the questions.

1 How long has the Cavendish family lived in Chatsworth?

2 Why does the Duke feel lucky?

3 What do these numbers refer to?

300	35,000	500	£500m	£5m	600,000
-----	--------	-----	-------	-----	---------

4 How long has the house been open to the public?

5 How does the estate raise money?

6 Why was the house built so big?

7 Which members of the royal family have visited the house?

### Language work

Underline the Correct tense.

1 The 12th Duke lived! has lived in Chatsworth since 2006.

2 His father died! has died in 2004.

3 The Cavendish family owned! has owned the house for over 450 years.

4 In 2010 around 600,000 people visited! have visited the house.

5 William and Mary didn't visit! haven't visited in 1686.

6 William Cavendish was! has been Prime Minister

### What do you think?

- Are there houses like Chatsworth in your country?

Who owns them? Are they open to the public?

Is there an aristocracy in your country?

Which schools do they go to? Which professions do they often have?

What kind of pastimes do they like?

Is it fair that so much wealth can be inherited?



## LIVING HISTORY



Chatsworth House has been home to the same family since 1549. In that time the house has welcomed kings and queens, prime ministers and politicians, and more recently bands and film crews. The 12th Duke of Devonshire, Peregrine Cavendish, and his wife Amanda have lived at Chatsworth since 2006.



The Duke inherited the house on the death of his father in 2004. He says: 'My family has lived here for over 450 years. The estate has been passed down the Cavendish family for 15 generations, and I now have the pleasure and responsibility to look after it for the next generation. Visitors often see him walking through the house and garden when it is open to the public. He says, 'Chatsworth is a magical place, and I feel lucky to be able to share it with all of our visitors.'

### **A family history**

What do you know about the lives of your grandparents?



Talk about them in small groups

Listen to David Taylor Bews (33). He comes from England, but now lives in Perth, Australia. He has started to research his family history. Answer the questions.

How long has David lived in Perth? 2 Who are the two 'Alices' in his life?

3 Where does his grandmother live? Where were her brothers and sisters born?

What did her parents do for a living? 6 What happened in the 9th century?

7 Why do so many people in the family have blonde hair?

## EVERYDAY ENGLISH

### Agree with me!

- 1 **T 7.12** Read and listen to the sentences.  
Does the intonation go up or down at the end?

The underlined words are question tags.  
They aren't the same as questions.

When we use these tags, they mean ... / *I want you to agree with me.*

It's really wonderful, isn't it?

You come from Scotland, don't you?

Life wasn't easy then, was it?

You've lived in England for years, haven't you?

- 2 **T 7.13** Read these conversations. How are the question tags formed?  
Listen and note the intonation. Practise with a partner after each one.

- 1 A It's a lovely day, isn't it?  
B Yes, it is! Beautiful!  
A We all love days like this, don't we?  
B We certainly do!

- 3 A We had such a good holiday, didn't we?  
B We did. We had a great time.  
A And it wasn't too expensive, was it?  
B No, it wasn't. It wasn't expensive at all.

- 2 A Mummy! Our cat isn't very big, is she?  
B No, she isn't. She's just a kitten.  
A And she loves fish, doesn't she?  
B She does! It's her favourite food.

- 4 A The baby looks just like her mother, doesn't she?  
B Uh huh. Same blue eyes, same nose.  
A But she's got her father's blonde hair, hasn't she?  
B Yes, she's very fair.

- 3 Complete the sentences with a question tag.

- It was a great party last night, \_\_\_\_\_?
- Dave knows everything about computers, \_\_\_\_\_?
- You went to school with my brother, \_\_\_\_\_?
- Learning a language isn't easy, \_\_\_\_\_?
- Our English has improved a lot, \_\_\_\_\_?
- We haven't had a break for ages, \_\_\_\_\_?

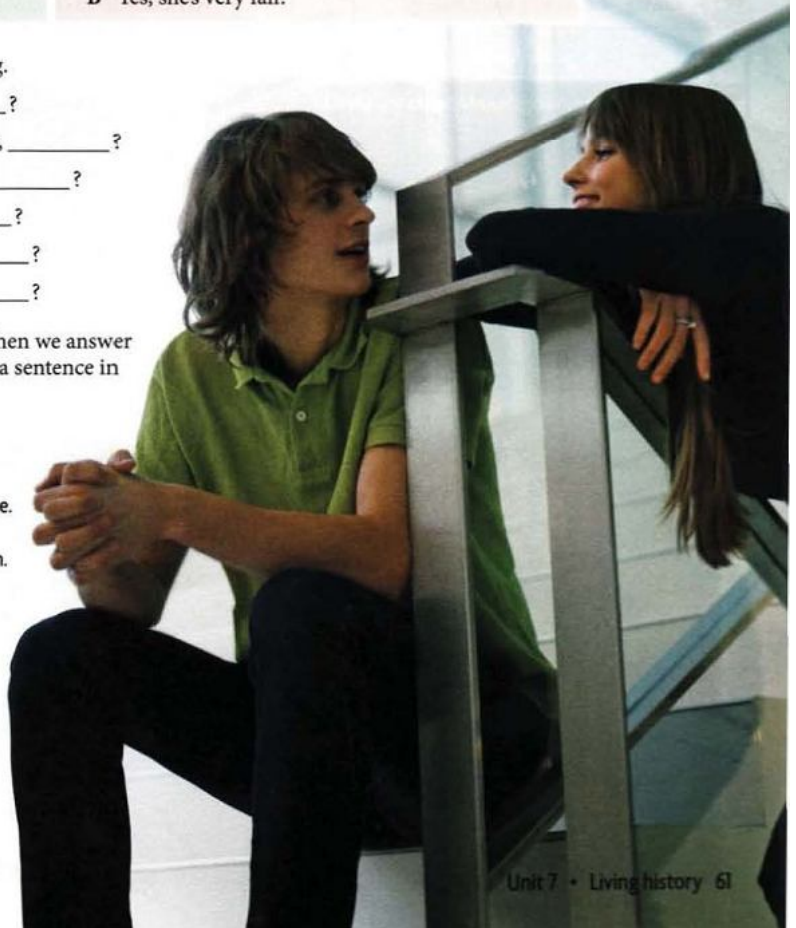
- 4 We need to say more than just *Yes* or *No* when we answer these questions. Match these answers with a sentence in exercise 3.

- Yes, I did. We were really good friends.
- Yes, it was. I really enjoyed it.
- No, we haven't. It's time for one right now.
- No, it isn't. It needs a lot of practice and patience.
- Yes, it has. We're all much better now.
- Yes, he does. He can fix them *and* program them.

**T 7.14** Listen and check. Practise the conversations with your partner.

- 5 With your partner look at p156.  
Choose two of the conversations and decide where question tags can be added.  
Act them to the class.

**T 7.15** Listen and compare.



## LESSON 38 . UNIT 8. GIRLS AND BOYS .

### Plan of the lesson:

**Grammar:** Have to/ don't have to. Should/must

**Vocabulary:** Feelings.

**Listening:** Heptathlon champion.

### GRAMMAR

#### GRAMMAR SPOT

- have to* + infinitive expresses obligation.  
She **has to train** hard.  
**Do you have to work** at weekends?
- Write the question, negative, and past tense of *have to*.  
\_\_\_\_\_ you \_\_\_\_\_ work late in your job?  
No, I \_\_\_\_\_ work late usually.  
But I \_\_\_\_\_ work late yesterday.
- Write *have to*, *don't have to*, *can*, or *can't*.  
possible can                      not possible \_\_\_\_\_  
necessary \_\_\_\_\_                      not necessary \_\_\_\_\_

- 3 Work with a partner. Complete the lines from the interview with words in the box.

have to    don't have to    do you have to    had to    didn't have to    can't

- 'I'm sure you have to be very fit and strong to go climbing.'
- 'How often \_\_\_\_\_ train?'
- 'I \_\_\_\_\_ train every day, just two or three times a week, that's enough.'
- 'Sometimes I \_\_\_\_\_ work at the hospital at the weekend.'
- 'I \_\_\_\_\_ climb very early in the morning.'
- 'You \_\_\_\_\_ climb later in the day, it's too hot.'
- 'He \_\_\_\_\_ climb with me. He took the photo from a nearby tourist spot.'



**T 8.1** Listen again and check.

## have to /don't have to/should/must

Positive, negative, question

1 Complete the interview with professional football player, Tony Mancini, using the lines in the box.

have to play	has to be	do you have to run	have to be	have to watch
do you have to do	has to run	don't have to go	doesn't have to watch	

I Tony, what do you need to do to be a successful footballer?  
T Well, professional footballers <sup>1</sup> have to be very fit. Sometimes we  
<sup>2</sup> \_\_\_\_\_ two matches a week.  
I What <sup>3</sup> \_\_\_\_\_ to keep fit?  
T I go to the training ground most days.  
I What kind of training do you do?  
T Well, at 10.00 on Monday mornings we start with a run.  
I How far <sup>4</sup> \_\_\_\_\_?  
T About five miles! That wakes you up on a Monday, I can tell you!  
I Does everybody do that?  
T Oh, yes! Well, actually, the captain <sup>5</sup> \_\_\_\_\_ further than  
anyone else!  
I Why?  
T It's a bit of a joke! Because he's the leader, he <sup>6</sup> \_\_\_\_\_ the best!  
On other days we do circuit training or match practice.  
I Do you train every day?  
T No. Just four days a week. Wednesday is usually a free day, so I  
<sup>7</sup> \_\_\_\_\_ to the ground that day.  
I What do you do on your day off?  
T My wife and I usually do something together – shopping, lunch or just a  
walk. Then in the afternoon, I often play golf.  
I Do you have a special diet?  
T I <sup>8</sup> \_\_\_\_\_ what I eat very carefully – lots of carbohydrates,  
such as pasta and rice, and low-fat meat.  
I Your matches are usually at the weekends. Does your wife watch?  
T Yes, she does. She <sup>9</sup> \_\_\_\_\_, but she says she enjoys it.

### GRAMMAR SPOT

1 Look at these sentences. Which sentence expresses stronger advice?

He **must** get professional help.

You **should** show him this letter.

2 *Should* and *must* are modal verbs. Read the examples.

What **should** I do?

You **shouldn't** worry about this.

He **must** get help.

- How do we make the question and negative?
- Do we add -s with *he/she/it*?

▶▶ Grammar Reference 8.3–8.4 p143



1 Talking about sports. Work with a partner. Choose a sport from the box, but don't tell your partner. Ask and answer Yes/No questions to find out what it is. Use these questions to help you.

sailing golf squash baseball surfing athletics swimming boxing car racing football tennis gymnastics cycling skiing skydiving	<b>Do you ...?</b> <ul style="list-style-type: none"> <li>do it inside/outside</li> <li>play it with a ball</li> <li>play in a team</li> <li>do it on water</li> </ul>
	<b>Do you have to ...?</b> <ul style="list-style-type: none"> <li>wear special clothes</li> <li>use special equipment</li> <li>train hard for it</li> <li>be very strong</li> <li>run fast</li> <li>have a special place to do it</li> </ul>
	<b>Can you ...?</b> <ul style="list-style-type: none"> <li>do it anywhere</li> <li>do it with friends</li> <li>do it on your own</li> <li>earn a lot of money</li> </ul>




2 Which sports do both boys and girls do? Are there any sports where girls and boys compete against each other?

3 Which sports do you do? Describe one to a partner. Use the ideas in exercise 1.

### Heptathlon champion

Work in small groups. Give advice to people with these problems.

1 I can't sleep at night.

You must do more exercises.

You shouldn't drink much coffee.

2 I don't like my brother's new girlfriend.

3 I've got an important exam tomorrow, and I'm really nervous.

4 A boy in my class is bullying me.

5 I'm hopeless at all sports. 6 I fell over and I think I've twisted my ankle.

7 My computer's behaving very strangely. 8 My car's making a funny noise.

## Heptathlon champion

1 The word *Heptathlon* comes from the Greek *hepta* (seven) and *athlon* (contest). It is an athletic competition where there are seven events over two days. These are ...

- 100 m hurdles
- 800 metres
- high jump
- shot put
- 200 metres
- long jump
- javelin throw

Match the events with the pictures.



Jessica Ennis –

Britain's first world heptathlon champion!



T 8.6 Listen to an interview with Jessica Ennis. She is Britain's first women's heptathlon champion. Underline the correct answer .

The World Athletic Championships were in Brighton / Berlin / Brussels.

2 Jessica missed the Olympics because she injured her ankle/ knee/wrist.

3 She had to work with physiotherapists for five / nine/ten months to recover.

4 Her mum works for a chemists/ a charity/ painter.

5 Jessica's coach says that she must be more patient / detemlined / aggressive.

6 He told her that she shouldn't eat chocolate / get a dog/ see her boyfriend.

7 Her boyfriend is always /sometimes/ never with her when she competes.

8 She keeps her gold medal / dog /javelin by her bed .



T 8.6 Listen again. Answer the questions.

1 Why did Jessica miss the Olympics in China? 2 Why does her mum have to have a lot of patience? 3 What nationality is her dad? What does he do? 4 What do Jessica and her coach fight about? 5 What are Jessica's interests other than athletics?

6 Which sports does she have to improve?



### Lesson 39. Unit 8. Families with all boys or all girls

Objectives:

- **Reading:** Families with all boys or all girls-a jigsaw reading about two families;
- **Listening:** Listen and compare: Listening and comparing advice for problems with your own ideas;  
Heptathlon champion: Listening for key information in a recording about a female athlete.  
Brothers and sisters: Listening for key information in a recording about family.
- **Speaking:** Talking about sports: Discussing sports done by boys and girls, and talking about sports in a personalized way.  
Giving advice: Practicing *should* and *must* to give advice to people with a range of problems.  
What do you think?: Discussing questions about how people become successful.  
What do you think?: Discussing questions about what makes the ideal family.  
Dress Person X: Playing a guessing game to practice the vocabulary of things to wear.
- **Writing:** Writing a formal letter and an email to a friend.

**Materials:** Liz and John Soars, New Headway, 4 th edition, Pre-Intermediate, Student's Book, Oxford University Press; G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 110-13

#### Procedure of the lesson:

1. Lead in to the topic by giving a brief description of your own family profile. Get students to ask the questions across the class and identify the all-girl families and the all-boy families. Elicit examples of how their profile affects their family. With larger classes, you could set up the survey in groups and then get students to report back.
2. Look at the adjectives in the box. Which do you think usually describe boys, and which girls? Use your dictionary if necessary.  
*sporty, chatty, gentle, untidy, boisterous, competitive, loud, sensitive, quiet, polite*

If possible, let students use a dictionary to help them with this task. Read through the adjectives and check pronunciation of *gentle* /'dʒentl/, *boisterous* /'boisteres/, and *loud* /laud/. If students don't have access to dictionaries, deal with any comprehension queries. Put students in pairs/groups of three to discuss the questions. Monitor and help as necessary. Elicit a range of opinions from the class. Establish which adjectives most students think describe boys and which describe girls. Read the introduction to *Sons and Daughters*. What was the aim of the TV program? Who were the two families? What did they have to do?

3. Focus attention on the photos and ask *What's special about the families?* (one family has all sons, and the other all daughters). *What do they like doing?* (the girls like horse-riding and the boys like football and riding bikes).

4.  Work in two groups. Answer the questions.

 **Group A** Read about the Cafearo family and the swap.

 **Group B** Read about the Tibbett family and the swap.

Pre-teach/check *outnumbered*, *the opposite sex*, and *to swap*. Give students time to read the introduction to the article and find answers to the questions. Let students compare their answers in pairs before discussing as a class.

Get students to read their text quite quickly. Monitor and help with any vocabulary queries. Get students to discuss questions 1-8, working in their


A or B groups and noting down the answers to each one. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

#### THE FAMILY

1. What jobs do the parents do?
2. How long have they been married?
3. Why did they want a big family?
4. Why are the husbands happy with their families?
5. How do the children behave? Do they get on well?

#### THE SWAP

6. What were the parents' first impressions when they swapped families?
7. What differences did they find?
8. Do they think boys or girls are harder to bring up?

5.  Find a partner from the other group. Go through the questions together and compare your families.

***What do you think?***

What are the pros and cons of all-girl or all-boy families?

What is the ideal family? How many children is the ideal? Why?

Are/Were there many house rules in your family? What do/did you have to do? Write a list of house rules for the ideal family.

## SONS AND DAUGHTERS

Is an all-boy family very different from having an all-girl family? What is it like to be totally outnumbered by the opposite sex in your own home? To find the answer, TV's Channel 4 asked Marianne and Jon Tibbett, the parents of four daughters to swap homes with Karen and Steve Cefearo, who have four sons.

### **KAREN TALKS ABOUT HER FAMILY:**

*Karen Cefearo lives with husband, Steve, 49, a manager at Jaguar Cars, and their sons Francis (17), Alex (15), Joseph (11), and Samuel (9). Karen is an accountant. She says:*

'I married Steve when I was 21. I'm the oldest of four children and I always wanted a big family. Also, I wanted a son for Steve, he's very sporty, loves his football, so he's delighted to have four sons. The boys love kicking balls and racing around on their bikes. They don't see danger. Steve says I mustn't worry. He says boys will be boys. Sometimes I feel left out of all their sport, but I'm pleased that I don't have to watch football in the pouring rain. The boys see everything in black and white. I should learn not to ask them about their lives and feelings. 'Dunno' is their usual answer. I have often wondered what a family of girls would be like.'

### **THE SWAP: KAREN AND STEVE CAFEARO GO TO THE TIBBET HOME**

*When Karen and Steve arrived at the Tibbett family home. she had to laugh. There were piles of pink ballet shoes and riding boots all over the floor. Karen says:*

The four girls are as passionate about dancing and horse riding as my boys are about football and rugby, but I was shocked by the mess. I have strict rules for my boys. They can't wear their shoes upstairs and they have to tidy their rooms. The girls were so excited to see us, they wanted to chat and ask us questions. It was fantastic. but exhausting. They came to help me cook in the kitchen. they didn't want to play in the garden. I think girls need more attention than boys, Another shock for me was how nice the girls were to each other. The boys love each other but they fight and fall out endlessly. The thing I loved most was shopping with the girls. We had great fun. I miss that with boys. Poor Steve had to carry the bags. I saw a big change in him.

With girls he was so sensitive and gentle. I loved the chats with the girls, but I also like my own space. I think girls are harder work.”

### **MARIANNE TALKS ABOUT HER FAMILY**

*Marianne Tibett, 38, lives with husband, Jon, 45, and their daughters Annabelle (14), Francesca (11), Genevieve (9), and Catherine (8). They run a haulage business together. Marianne says:*

”Jon and I met and married within sixteen months. He was 29. People often ask us if we have so many children because we were trying for a boy. But this isn't true. I'm an only child and it was my dream to have a big family. We were delighted when Annabelle arrived and equally delighted when Francesca arrived three years later, followed by Genevieve and Catherine. Jon loves having four girls, he is their superhero dad! Our daughters are fabulous. Most of the time they get on really well together. They're a chatty group! But we were fascinated to try living with boys.’

### **THE SWAP: MARIANNE AND JON GO TO THE CAFEARO HOME**

*Marianne expected the Cafearo boys to be loud and boisterous. In fact, on the first day they were very quiet and polite. Marianne says:*

“They even took their shoes off before going upstairs. However, I soon realized why Karen and Steve had to have such strict house rules. The boys were constantly on the go and wildly competitive. They raced around the garden and dived into the pool. There was a fight between one of the little boys and his big brother. I tried to make them apologize, which is what I do with my girls, but it just made them more angry. The little one went away by himself, cried, then forgot all about it.

But the biggest shock for me was the change in my gentle husband. He became more and more competitive. We all went go-karting. We've never done this with our family. Jon joined in with the boys and it was clear he wanted to win as much as they did .He had great fun and I loved seeing him so happy. I know he would love to have had a son to continue the business. But now we've seen the reality of having boys! They're exhausting. I honestly think they are much harder work than girls.”

**Listening - Brothers and sisters**



6. T 8.7. Listen to three people talking about their families.

After each one answer these questions. Who do you think is the happiest?

1. How many brothers and sisters do they have?
2. Where do they come in the family? First? Second? etc.
3. What do they like about their situation?
4. What don't they like?
5. Do they think their parents have a favorite child?
6. How many children do they want?

#### VOCABULARY AND SPEAKING

##### Things to wear.

1. What things to wear can you see on this page?
2. Work with a partner. Read the words in **Things to wear**. Where do they go on Person X?  
Label the parts of the body you mention as you work.

##### Things to wear:

*a cap boots a blouse a dress earrings a jacket a jumper make-up pajamas a ring  
aftershave sandals a scarf jeans sunglasses tights trainers bikini a T-shirt a belt  
shorts a skirt socks suit a watch a shirt and a tie jeans*

3. Answer the questions about the **Things to wear**.
  1. Which are usually for boys? Which for girls? Which both?
  2. Which are not clothes?
  3. Which are for casual wear? Which for smart? Which both?
  4. Which do you usually wear in winter? Which in summer?
  5. What can the things be made of. Match these materials with them.


*leather wool denim cotton silk gold silver*

##### Dress Person X

4. Choose the clothes to dress Person X for one of the situations below. Describe the outfit to the class. Can they guess the sex and the situation?
  - a job interview
  - a beach holiday
  - a party
  - going to school
  - a skiing holiday

#### EVERYDAY ENGLISH

##### At the doctor's

1.  Match the pictures with an illness from the box.

A sore throat diarrhoea flu an allergy a twisted ankle food poisoning

2.  Read the symptoms and complete the diagnosis with an illness

Patient's symptoms

Doctor's diagnosis

- |  |                  |
|--|------------------|
| 1. I can't stop coughing and blowing my nose.          | You've got ___ _ |
| 2. I've got a fever and my whole body aches.           | You've got ___ _ |
| 3. It hurts when I walk on it.                         | You've got ___ _ |
| 4. I keep going to the toilet.                         | You've got ___ _ |
| 5. My glands are swollen. and it hurts when I swallow. | You've got ___ _ |
| 6. I keep being sick, and I've got terrible diarrhoea. | You've got ___ _ |
| 7. I start sneezing and itching when I'm near a cat.   | You've got ___ _ |



T 8.8 Listen and check. Practice saying the lines with a partner.



3. T 8.9 Listen to a conversation between a doctor (D) and Edsom (E), a student from Brazil. Answer the questions.

1. What are Edsom's symptoms?
2. What questions does the doctor ask?
3. What does the doctor think is the matter with Edsom?
4. What does she prescribe?
5. What advice does she give him?
6. Does he have to pay for anything?

4.  Read and complete Edsom's conversation with the doctor.

#### SEEING THE DOCTOR

D: What seems to be the \_\_\_\_\_ ?

E: Well, I haven't felt \_\_\_\_\_ for a few days. I've had a bad \_\_\_\_\_ and now I've got a \_\_\_\_\_

D: Any sickness or diarrhoea?

E: Well, I haven't been \_\_\_\_\_

D: Do you feel hot?

E: Yes, especially at night. I feel hot and I start \_\_\_\_\_ when I lie down.

D: OK, I'll just \_\_\_\_\_ your temperature. Ah, yes. You do have a bit of a \_\_\_\_\_. Now, let me see your throat .Open your \_\_\_\_\_ wide, please.

E: Can you see anything?

D: Yes. your throat looks very red. Does this \_\_\_\_\_?

E: Ow!

D: And your glands are \_\_\_\_\_. You just have a bit of an infection. You need antibiotics. Are you allergic to penicillin?

E: No, I'm not.

D: Good. Now, you \_\_\_\_\_ take things easy for a couple of days and you drink plenty of liquids. I'll write you a prescription.


E: Thank you. Do I have to pay you?

D: No, no. But you'll have to pay for the \_\_\_\_\_. It's £7.20.

E: Right. Thanks very much. Goodbye.



T 8.9. Listen again and check.

5.  Act the scene with your partner. Make similar conversations with other symptoms.

**Homework:** Workbook Unit 8 Ex.11 Reading - The helicopter pilot

Ex. 12 Listening - The train driver; Ex. 13 Vocabulary - Verb + noun

Ex. 14 Pronunciation - Sounds and spelling ; Ex. 15 Just for fun!


Word list Unit 8 (SB p149 and TRD) ;Remind your students of the Word list for this unit on SB p149. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

## Lesson 40. Unit 9. Time for a story

Objectives:

- **Grammar:** Past Perfect and narrative tenses- Reviewing Past Simple and Continuous, and practicing Past Perfect to talk about the past.  
Pronunciation- Recognizing and practicing the contracted form of **had**.  
Joining sentences- Understanding and practicing conjunctions of *time, result, reason, and contrast*.
- **Vocabulary:** Feelings- Understanding and practicing adjectives that describe feelings.
- **Everyday English:** Exclamations with *so* and *such*- Understanding and practicing exclamations with *so, so much/many, such, and such a/an*.

**Starter:**

1.  Work in small groups. Who are these characters from English literature?

How often do you read stories? Are they in your own language or in English?

Elicit a range of answers from the class. Focus attention on the pictures and read the instructions to the class. Put students in groups of three or four to discuss and name the characters. Check the answers.

*Answers:* **Hamlet** from the play of the same name by William Shakespeare;

**Oliver Twist** from the novel of the same name by Charles Dickens; **Sherlock Holmes** and Dr Watson from the novels by Sir Arthur Conan Doyle;

**Alice** from *Alice's Adventures in Wonderland*;

2. What do you know about the stories they are from?

Elicit what students know about Hamlet. Students discuss the stories in the pictures in their groups. Elicit a summary of the stories in a short feedback session. Round off by asking if students have read any of the books or seen films of them, and if they enjoyed them.

*AESOP 'S FABLES* (Past Perfect and narrative tenses)

1. **Aesop was a story teller who lived in Greece in around 600 BC. Look at the picture of one of his fables *The Bear and the Travelers*. What can you see?**

Lead in to the section by asking students if they have ever heard of Aesop and his stories.

Pre-teach/ check fable (a traditional story that teaches a moral lesson). Focus attention on the picture of Aesop and on the picture in the story. Read the instructions as a class and check pronunciation of bear /be'a/ .

Elicit a description of the picture.

2.  **Read the story. What is the moral?**



Pre-teach/check *huge, terrified, to hide (hid, hidden), to pretend to be dead, to bend (bent, bent) down, to sniff, to*

*whisper, to wander away, companion* . Give students time to read the story. Check that they understand the moral. If students choose *True friends are*

*hard to find*, direct them to the final paragraph of the fable and the bear's advice.

**TRUE FRIENDS ARE HARD TO FIND. CHOOSE YOUR FRIENDS CAREFULLY.**

**DON'T RUN AWAY FROM DANGER.**

### **The Bear and the travelers**

Two travelers were walking slowly along a country road. They were going to the city because they were looking for work. They were tired (...) and they were hungry (...)

Suddenly, in the woods in front of them, they saw a huge bear: The men were terrified. One of them ran away, climbed a tree, and hid.

The other man fell to the ground and pretended to be dead. ( ... ) The bear came towards him. It bent down, sniffed him, and whispered something in his ear: Then it wandered away.

(...) The other man came down from his tree and went to see how his friend was. (...)

"The bear gave me some advice" said his companion. "He said, 'Next time you go on a journey, travel with someone who won't leave you at the first sign of danger.'"

THE MORAL OF THE STORY IS...

Answer : The moral of the story is *Choose your friends carefully*.

3.  Complete the questions and the answers.

1. Where the travelers \_\_\_\_\_? Along a country road.
2. Why \_\_\_\_\_ to the city? Because they were looking for work.
3. What in the woods? They saw a huge bear.
4. What the men do? One \_\_\_\_\_ in a tree, the other \_\_\_\_\_ to be dead.
5. What \_\_\_\_\_ the bear \_\_\_\_\_? It bent down, sniffed, then wandered away.



T. 9.1. Listen and check

4. Put these lines in one of the places ( ... ) in the story.

1. ... because they **had walked** twenty miles.
2. He wanted to know what the bear **had said** to him
- 3 ... because they **hadn't eaten** all day.
- 4 After the bear **had gone**, ...
5. He **had heard** that bears don't like eating the dead meat



T 9.2. Listen to the complete story and check your answers. Do you agree with the moral?

## GRAMMAR SPOT

1. What tense are the verbs in bold?

They **were looking** for work.

They **saw** a bear.

They **had walked** twenty miles.

2. They *didn't eat all day*. They *were hungry*. How is this expressed in the story?
3. The Past Perfect expresses an action before another time in the past. How do we form this tense? (Grammar reference 9.1. p.144)


5. Ask and answer the questions with a partner. Use the Past Perfect.

1. Why were the travelers tired?
2. Why were they hungry?
3. Why did one of them pretend to be dead?
4. When did the other man come down from the tree?
5. What did he want to know?

T 9.3. Listen and check. Practice them again.

## PRACTICE

### Pronunciation

1.  T 9.4. The contraction '**d**' can be difficult to hear. Listen to the sentences. Put a tick (✓) if you hear '**d** = **had**'.

Discussing grammar

2. What is the difference in meaning between these sentences?

1. When I arrived, ... she cooked dinner.

... she was cooking dinner .

... she'd cooked dinner .

2. She spoke good French because ... she lived in France.

... she had lived in France.

- 3 I listened to music ... while I did my homework.

... when I'd done my homework...

- 4 When I got home, ... the children went to bed.

... the children had gone to bed..

- 5 She gave me a book, ... so I read it.

... but I'd read it.

3. Match a line in A with a line in B.

A 1. I was nervous on the plane because

2. When I'd had
3. I met a girl at a party. Her face was familiar •
4. I felt mad all day yesterday because
5. My wife was angry with me because
6. The little girl was crying because

B -I was sure I'd seen her somewhere before.

- I'd never flown before.

-I'd forgotten our anniversary

-she'd fallen over and hurt herself.

- I went to work

-I hadn't slept the night before



T 9.5. Listen and check.

## THE SHEPHERD BOY

### Joining sentences

1. **Here is another of Aesop's fables. Work with a partner. Tell the story from the pictures.**

Focus attention on the heading to the fable and on the pictures. Pre-teach/ check *shepherd, hill, wolf, sheep, to lie (= not tell the truth), to kill*.

Write *Once upon a time ...* on the board and elicit the start of the story as a class. Put students in pairs to continue telling the story from the pictures. Monitor and help as necessary. Check students take turns to describe the action of the story.

2. **Read the story. Choose the correct word or phrase to join the sentences.**

### T 9.6. Listen and check.

Pre-teach/check *to shout, to smile, to believe, to set (of the sun), to appear, to attack, terror, ashamed*. Read the story as a class as far as ... *had an idea* and elicit the first linking word. Give students time to complete the task, working individually. With weaker students, you could go through the task and analyze the use of the linkers as a class. Put students in pairs to check their answers. Ask students what they think the moral of the story is. Play the recording and let students check their answers. Ask students if they think the story is a good way of teaching the moral about being honest. What do you think is the moral of this story?

### Text: The boy who cried wolf

Once upon a time there was a shepherd boy who looked after the sheep in the hills near his village. He thought his job was very boring. One day, (1) *while/ because* he was sitting under a tree, he had an idea. He decided to have some fun, (2) *so/but* he went down to the village and

shouted “Wolf! Wolf!” at the top of his voice. (3) *As soon as/ until* the villagers heard the boy, they stopped work and raced to the hills to help him. But (4) *when/while* they got there, they saw nothing. They returned to their work. (5) *Before/After* they'd gone, the shepherd boy smiled to himself.

A few days later, the boy did the same thing again. He ran into the village and shouted “Wolf! Wolf!”. The villagers didn't know whether to believe him or not, but they were worried about their sheep (6) *because/so* they had to help him. They went back to the hills. Again, there was no wolf. They were angry (7) *because/so* the shepherd boy had lied again, but he just laughed.

Then, the next day, just (8) *as/before* the sun was setting, a wolf really did appear, and it began attacking the sheep. In terror, the boy raced down the hill to the village, shouting “Wolf! Wolf!”. (9) *But/Although* the villagers heard his cries, they did nothing to help. This time they really didn't believe him.

The shepherd boy climbed back up the hill to look for the sheep, but the wolf had killed them all. He was so ashamed of himself that he sat down in the moonlight and cried.

#### **Answer the questions.**

1. When did the boy have his idea? *While ...*
2. When did the villagers race to the hills? *As soon as ...*
3. When did the shepherd boy smile? *After ...*
4. When did the wolf appear? *As ...*

#### **GRAMMAR SPOT**

1. Conjunctions are used to join sentences.

*He wanted to have some fun **because** he was bored.*

***Although** they were all busy, they stopped work.*

*No one believed the boy, **so** he climbed back up the hill.*

2. *When, while, before, after, as, until, and as soon as* are conjunctions of time:

***As soon as** the villagers heard the boy, they went to help.*

***While** the boy was in the village, the wolf killed all the sheep.*

Grammar reference 9.2 p.144



#### **4. Complete the sentences with *although, so, or because*.**

1. They didn't find the wolf, \_\_\_\_\_ they went back to work.
2. They helped the boy \_\_\_\_\_ they were worried about their sheep.
3. \_\_\_\_\_ they heard his cries, they didn't do anything to help.

#### **5. Look at the pictures, not the text. Tell the story again. Use these prompts.**

Once ... there was ... shepherd boy who ... One day ... bored ... idea. ... ran ... village ... shouted ...  
As soon as the men ... but ... nothing. ... smiled ...  
A few days later ... again. The men ... angry ... laughed. Next day ... wolf ...  
... raced ... . shouted ... This time ... didn't believe ... .. climbed back ... wolf ... killed ... ..  
ashamed ... cried.

### Homework:

Discussing grammar

#### 1. Join the sentences using the conjunction. Put one verb in the Past Perfect.

1. I did my homework. I went to bed. WHEN
2. I drove two hundred miles. I stopped for a coffee. AFTER
3. She passed her driving test. She bought a car. AS SOON AS
4. I didn't go to Italy. I learned Italian. UNTIL
5. I read the book. I didn't understand the film. ALTHOUGH
6. His mother sent him to bed. He was naughty. BECAUSE
7. She burnt the food. We went out to eat. SO
8. She cooked a lovely supper. Unfortunately I ate a large lunch. BUT

#### 2. Choose the correct words to join the sentences.

1. *When/While* I got home, I checked my e-mails.
2. I cut myself *before/while* I was shaving.
3. He worked for the same company *until/as* he retired.
4. I got out of bed *before/as soon* as I woke up.
5. She was thinking about her father *as/until* she was going to work.
6. *After/Before* I went to bed, I locked all the doors.
7. *After/Before* I left school, I lived abroad for a year.

#### Your ideas



#### 3. Complete the sentences with your own ideas.

1. We enjoyed the holiday *although* ...
2. As I sat on the plane, I felt nervous *because* ...
3. I lived in Sweden for a year, *but* ...
4. I met my wife *while* I ...
5. I wanted to get fit, *so* I ...
6. My phone rang just *as* I ...
7. *Although* I didn't feel well, I ...
8. We watched TV *until* ...

Compare your sentences with a partner.

## LISTENING AND SPEAKING

### My favorite writer.

#### 1. What do you know about the writer Charles Dickens?

1. He was *American/Scottish/English*.
2. He wrote in the *18<sup>th</sup> /19<sup>th</sup>/20<sup>th</sup>* century.
3. He wrote about the *aristocracy/adventurers/ordinary people*.

#### 2. T 9.8. Listen to Part one of a radio program. Check your answers to exercise 1 and read the information about Dickens in the chart. Some of it is wrong. Correct it.

	Charles Dickens	Robert Luis Stevenson
<b>When?</b>	Twentieth century	
<b>Kind of books</b>	Novels and poetry	
<b>Reasons for success</b>	Wrote about rich and famous people	
<b>Best-known books</b>	Peter Copperfield Oliver Twist A Summer Carol	
<b>Best-known character</b>	Scrooge - a happy man who becomes miserable	
<b>Personal life</b>	married and divorced six children - happy life	

#### 3. T 9.9. Listen to Part two of the radio program. Fill in some information about Robert Louis Stevenson. Compare your answers.

#### 4. Speaking

What was the last book you read? What was it about?

### Lesson 41. Unit 9. The strange case of Dr. Jekyll and Mr. Hyde.


Objectives:

- Reading: Good and evil
- Listening: My favorite writer
- Speaking: What do you think?  
Write a conversation.
- Writing: Writing about a book or a film

1.  **Look at the pictures in the story of The Strange Case of Dr Jekyll and Mr. Hyde.**

1. When and where is it set?
2. Is it a romance, a horror story, or a crime story?
3. Is it fact or fiction?

2. **Read the story quickly. Label these characters.**

3.  **T 9.10. Read and listen to the story. Answer the questions.**

Frames 1-3.

1. Describe the attack and the attacker.
2. How did Mr. Hyde react when he was caught?
3. What was strange about the cheque?
4. Why was Dr. Jekyll angry? Why was Utterson confused?

Frames 4-7

1. Describe the murder.
2. What did Utterson suspect?
3. What did Dr Jekyll say about Mr. Hyde?
4. Why were the servants worried?
5. What did they see when they broke down the door?

Frames 8-12

1. What was Jekyll's theory about personality?
2. What happened when he took the first potion?
3. Why did Dr Jekyll like being Mr. Hyde?
4. How was Mr. Hyde cruel?
5. In what way did Dr. Jekyll lose control?
6. Why did Dr. Jekyll have to die?

**4. With a partner look at the pictures and retell the story.**

**What do you think?**

*The Strange Case of Dr Jekyll and Mr. Hyde* was published in 1886. It was an immediate best seller. Why do you think? We sometimes describe a person as being “*a Jekyll and Hyde character*”. What do you think this means? Is it a compliment? What stories can you remember from your childhood? Who are the good characters? Who are the bad ones? Who usually wins?

## VOCABULARY AND SPEAKING

### Feelings

1. Look at the adjectives in the box that describe feelings. Which are positive? Which are negative?

*angry nervous delighted stressed upset homesick jealous proud scared amazed lonely disappointed*

2. **How would you feel in these situations?**

3. **Complete the sentences with your own ideas. Tell a partner.**

1. I was delighted because I'd won £1.000 in a competition.
2. I was stressed because \_\_\_\_\_
3. I was proud because \_\_\_\_\_
4. I was amazed because \_\_\_\_\_
5. I was upset because \_\_\_\_\_

**T 9.11. Listen and compare.**

4. **Match a line in A with a line in B.**

#### A

1. Sometimes I feel really lonely.
2. I've got so much to do! And the baby's crying! Help!
3. Guess what? I've just won £10,000!
4. When I watch the news on TV, I get scared.
5. I get upset when people are so horrible.

#### B

-Yes, but people can be really nice as well.

-Cheer up! You've got me! I'm your best friend!

-Calm down! You're so stressed! Chill out!

-I know what you mean. The world's a scary place.

-That's fabulous! I'm delighted for you! Can I have some.

5. **T 9.11. Listen and check. Work with a partner. Practice the conversations. Continue one or two.**

## EVERYDAY ENGLISH

Exclamations with *so* and *such*



1. **T 9.13. Read and listen to the sentences.**

*What an amazing film! I was scared! I was really scared! I was so scared!*



**2. Look at the sentences. When do we use *so, such, so many ...?***

*I was so surprised! It was such a shock! It was such an awful day! You have such crazy ideas!  
We had such terrible weather! There were so many problems! I've got so much work!*

**3. Complete the sentences with words from the box**

*so such so many such a(n) so much*

1. That was \_\_\_\_\_ good book! You must read it!
2. The film was \_\_\_\_\_ scary that I couldn't watch it!
3. Jane and Pete are \_\_\_\_\_ nice people!
4. But their children are \_\_\_\_\_ badly-behaved!
5. There were \_\_\_\_\_ people at the party!
6. They made \_\_\_\_\_ mess!
7. I've spent money this week!
8. I've had awful day!

**4. Match these sentences with lines in exercise 3.**

- I'm glad I didn't have to tidy up.
- I'll lend it to you. You'll really like it.
- They're always so welcoming and pleased to see you.
- I hate the sight of blood and people killing each other.
- The parents have no control at all!
- I haven't got a penny left!
- I didn't manage to talk to everyone.
- I need a drink to cheer me up!



**T 9.15. Listen and check. Cover exercise 3. Try to remember the lines. Then cover exercise 4 and do the same.**

**5. Work with a partner. Write a conversation on one or two of these topics. Include some exclamations.**

- a great party a disgusting meal
- a tiring journey an amazing flat
- a lot of problems
- an annoying girlfriend/ boyfriend
- a scary experience

**Homework. Writing. Writing about a book or a film p.114**

## Lesson 42. Unit 10. Our interactive world.

### Objectives:


- Grammar: Passives
- Vocabulary: Words that go together
- Everyday English: On the phone

### Starter:

1. Look at the public notices. Where might you find them?

*English is spoken here*      *Mobile phones must be switched off*

*Travel cards are sold here*

2.  Underline the past participles in the notices. Which is regular? Which are irregular?

### THE MOBILE PHONE

#### Passives

1. What is the mobile phone called in your country? What is it called in American English? Do you always have yours with you? When do you switch it off?

2.  Read the introduction to a phone call that changed the world. Answer the questions.

1. Who made the first mobile phone call?
2. When and where did he make it?
3. How was the phone different from mobiles today?



3. **T 10.1.** Read and listen to the *Fact File*. Correct the false information in these sentences.

1. 30 million phones are sold worldwide every year.
2. The first text message was sent in the 1990s.
3. Smartphones have been sold since 2002.
4. Apple's iPhone now has over a million apps.
5. The most expensive phone costs £6,000.
6. We throw away nearly a million mobile phones a year.

#### Text: A phone call that changed the world

**Once the mobile phone was an oversized luxury item, now it's a pocket-sized minicomputer.**

The first mobile phone call was made on April 3, 1973, by Martin Cooper, an American engineer, while he was walking along a street in New York City. People stopped and stared in

amazement. Martin's phone was like a brick. It was over 20 cm. long and weighed 1.3 kilograms. The battery lasted only thirty six minutes.

#### FACT FILE

- Today, mobile phones **are owned** by almost six billion people worldwide. In the UK, 30 million **are sold** every year.
- The first text message **was sent** in 1989. last year 6.1 trillion texts **were sent** worldwide.
- Camera phones **have been sold** since 2002.
- Smartphones **were introduced** in 2007. The mobile phone **had become** a multimedia gadget.
- Over the years a multitude of amazing features **have been added**, including Internet browsing, email, MP3 players, video, and camera.
- In 2008 Apple's iPhone had 500 applications (apps). Now there are over 500,000 apps.
- The most expensive mobile is the *Goldstriker iPhone 4S Elite Gold*. It **is made of** 24ct gold and decorated with over 550 diamonds. It costs £6 million.
- 100 million mobile phones **are thrown** away every year.
- Some people believe that before long all land line telephones **will be replaced** by mobile phones.

#### PRACTICE

##### Invention that changed the World

1. Work with a partner. Look at the list of inventions. Which is the oldest? Which is the newest? Match them with the dates.

the telephone	105 AD
printing press	1440
paper	1876
the ballpoint pen	1901
the computer (PC)	1924
television	1938
radio	1976

T. 10.3. Listen and check. What nationality were the inventors? What were their jobs?

##### Speaking

2. Which inventions do you think most important? Why? Order them 1-7. Discuss your ideas as a class.

3. Passive forms. Read “All things online”. Complete the sentences with the correct passive form. Which numbers and dates do you think correct?
4. Make questions about the information in ex.3. Ask and answer them with a partner.
  1. How many emails/every year?
  2. How many questions/ by Google/every day?
  3. When/eBay/who/buy?
  4. How many items/on eBay/it began?
  5. How many film/YouTube/every week?
  6. When/the first Tweeter message/ sent/who/by?
  7. How many languages/ Facebook/translated into?
  8. When/Amazon.com/founded/who/by?



T. 10.5. Listen and check.

## VOCABULARY AND SPEAKING

### Words that go together

Noun + noun

#### 1. Two nouns can go together to make a compound noun.

text+ message=text message

business +man=businessman

news +agent=newsagent

cell +phone = cellphone

2. Work with a partner. How many compound nouns can you make from these lists? Use your dictionary to help.
3. Verb+ noun. In each box below, one noun does not go with the verb. Which one?

1. send	a text message an email a phone call a present a postcard
2. start	a business a car a family work an idea
3. make	a complaint a discovery a phone call the housework a lot of money
4. do	research the shopping a photo exercises the housework
5. take	notes a photo a coffee a long time size 41
6. play	games the piano yoga a part baseball

4. Choose a noun from each group and write a sentence using the verb. Read your sentences to the class.
5. Adverb + adjective.

The adverbs **well-** and **badly-** can combine with past participles to form adjectives: **well-known, badly-behaved**

Complete the sentences with an adjective formed with well- or badly- and a past participle from the box.

*done behaved paid dressed written known equipped*

1. She has a wonderful job. She's very \_\_\_\_\_
2. I didn't enjoy that novel. It was really \_\_\_\_\_
3. You don't need to spend a lot of money on clothes to look \_\_\_\_\_
4. Our office is really \_\_\_\_\_. We have all the latest machines.
5. I hope their children don't come. They're so \_\_\_\_\_
6. Can I have my steak very \_\_\_\_\_, please? I don't like it rare.
7. Surely you've heard of Elizabeth Taylor? She was really \_\_\_\_\_

### Talking about you

#### 6. Ask and answer these questions with your partner.

1. Do you ever play computer games? Which ones?
2. Which websites do you visit most often?
3. Do you send a lot of text messages? How many per day?
4. Who does the most housework in your home?
5. What size shoes do you take?
6. How do you like our steak?
7. Is your school well-equipped?



T10.9. Listen and compare.

## Lesson 43. Unit 10. There's a first time for everything

Objectives:

- **Reading:** There's a first time for everything - A jigsaw reading on five Internet firsts.
- **Listening:** *Internet firsts* - Listening to five people talking about Internet firsts.  
*Modern life drives me crazy* - Listening to a conversation about modern life.  
*On the phone* - Listening to phone numbers and phone conversations.
- **Speaking:** *Roleplay* - Roleplaying a conversation after a difficult day.  
*Roleplay* - Roleplaying three telephone conversations in different situations.
- **Writing:** Discussing pros and cons of Facebook, and planning and writing an essay.

READING AND SPEAKING

## There's a first time for everything

1. **Work in groups. What do you use the Internet for? Make a list. Read the introduction and compare your ideas.**

2. **Match the headings in Five Internet firsts with these lines.**

A. He built a single, easily searchable database for students to access information.

B. But soon his main topic became his personal life.

He wrote openly about his relationships, his passions, his plans and fears.

C. They are simply computer programs that replicate themselves again and again.


D. It quickly became the place for fashionable people to be seen.

E. People loved exchanging life stories with old schoolmates, and school romances were reignited.

3. **You're going to read some of the articles. Divide them amongst your group. Read and take notes about ...**

- names and nationalities of the people
- what and where was the first
- important dates and events in its history

4. **Use your notes to report back to your group. Do any of the *Five Internet Firsts* played part in your life? How?**

 5. Read all the articles. Answer the questions.

1. What is there less need for these days? Why?
2. What is PC Bang?
3. What was 'Archie'? How did it get its name?
4. How did 'blogging' get its name? Who named it?
5. Which virus broke hearts? How?
6. Which has more users, MySpace or Facebook?
7. How many do they have?

## LISTENING



6. T10.10. Listen to five people. Which of the Internet firsts are they talking about?

**What do they say that helped you work it out?**

*Henry Sandy Liz Martin Berry*

7. All these words are connected with the Internet. What do you understand by them?

**Discuss in your groups.**


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## LISTENING AND SPEAKING

## Modern life drives me crazy!

1. What things annoy you in a typical day? Write down one or two and give them to your teacher.
2. Look at the photos of Jack. What do you think is annoying him?
3. **T 10.11** Alan is meeting Jack at the railway station. Jack has not had a good journey. Listen and tick (✓) what he complains about.

the train is late	booking a ticket
the girl behind him	the food
the train is overcrowded	traffic
the little boy	coffee bars
parking	

4. **T10.11**. Work in small groups. Listen again. What exactly are his complaints?  
5. Have you ever had similar complaints to Jack's? Tell the class.  
What do you think?
6. What do the different generations complain about? Think of typical complaints for these people. Share ideas as a class.
  - very young children
  - the middle-aged
  - teenagers
  - old people
  - parents
7.  Your teacher will read out some of the things that annoy you. Can you guess who wrote it?

## Roleplay

It's the end of a difficult day, and you've just arrived home to your flat mate/husband/wife/parents. Work with a partner and write a conversation about all the problems you've had that day. Begin like this:

*A: I've had a really terrible day!*

*B: Why? What happened?*

*A: Well, I ...*

Act your conversations to the class.

EVERYDAY ENGLISH

## On the phone

1. **T 10.12** Listen and practice saying these telephone numbers.

07700 900333

0049 021 37474

0115 496 0499

0800 142 2466

How were these numbers expressed? 0 00 99 0600



2. T 10.13. Listen and write the numbers. Compare your answers with a partner.

3. In your country what are the telephone numbers for ...?

• *your house* • *your mobile* • *the emergency services* • *directory enquiries*

How many telephone numbers do you know by heart? Give examples. Whose are they?



4. T 10.14. Listen to four phone conversations. Answer these questions after each one.

1. Who is speaking to who?

2. Are they on a landline or a mobile?

3. Where are they?

4. What are they talking about?

5. How well do they know each other?



5. T 10.14 Listen again and complete the expressions from the telephone conversations.

1. A: Sorry Brian, you're \_\_\_\_\_ up. I couldn't hear that.

B: I know Adam, it's not a good \_\_\_\_\_. But, listen, I'm calling because I can't \_\_\_\_\_ it on Thursday. Are you free on Friday?

A: Friday? I'm not sure. Can \_\_\_\_\_ I get to you?

B: Sure. That's fine. Text me. Speak \_\_\_\_\_!

2. A: Hello, Carol? It's Adam. I'm trying to get \_\_\_\_\_ of Brian.

C: I'm afraid he's not in. Have you \_\_\_\_\_ his mobile?

A: Yeah. I tried that first but he's not \_\_\_\_\_

C: It's probably \_\_\_\_\_ off.

A: Oh, OK. Can you give him a \_\_\_\_\_ then?

C: Of course.

3. I'm afraid Brian's line's \_\_\_\_\_. Would you like to \_\_\_\_\_?

E: Yes, please.

D: It's \_\_\_\_\_ for you now.

E: Thank you.

F: Hello. Brian Doyle's office. Flora \_\_\_\_\_

E: \_\_\_\_\_ is Emma Smith from Digby and Moss Associates.



F: Oh, good morning Ms. Smith. I'll put you \_\_\_\_\_ immediately.

4.C: Hi Flora. Can I speak to Brian, please?

F: Oh, I'm \_\_\_\_\_, he has \_\_\_\_\_ with him at the moment

Is it \_\_\_\_\_ ?

C: Just tell him Carol \_\_\_\_\_ and I'll see him this evening.

F: Will \_\_\_\_\_. I hope there isn't a problem.

6. Work with a partner. Learn one of the conversations by heart. Act it to the class.

### Roleplay

Work in pairs. You are going to have three telephone conversations.

**Student A** Look at p.152. **Student B** Look at p.154

## LESSON 44. UNIT 10. OUR INTERACTIVE WORLD

### Plan of the lesson:

**Grammar:** Passives

**Vocabulary:** On the phone

**Listening:** The Internet.

The passive infinitive



Complete the sentences with the passive infinitive of the verbs in the box.

clean	serve	de	spend	knock down
cancel	take	contact	ban	

- 1 The situation is serious. Something must be done immediately.
- 2 More money should \_\_\_\_\_ on health care.
- 3 Please go and sit at the table. Dinner will \_\_\_\_\_ in five minutes.
- 4 Can you take my suit to the dry cleaner's? It needs to \_\_\_\_\_ before the wedding.
- 5 Smoking should \_\_\_\_\_ in public places.
- 6 These pills must \_\_\_\_\_ with food twice a day.
- 7 The old factory is going to \_\_\_\_\_ tomorrow.
- 8 The football match had to \_\_\_\_\_ because of bad weather.
- 9 I'm not taking my phone, so I can't \_\_\_\_\_ while I'm away.

## GRAMMAR SPOT

- 1 Many of the verb forms in the text are in the passive.

Mobile phones **are owned** by almost 6 billion people.

The first mobile phone call **was made** in 1973.

How do we make passive forms?

- 2 Read the text again. Write the passive verb forms in the chart.

<b>Present Simple</b>	<b>Past Simple</b>	<b>Present Perfect</b>	<b><i>will</i> future</b>
are sold		have been sold	

## EVERYDAY ENGLISH

### On the phone

- 1 **T 10.12** Listen and practise saying these telephone numbers.

07700 900333  
0049 021 37474  
0115 496 0499  
0800 142 2466

How were these numbers expressed?  
0 00 99 0800

- 2 **T 10.13** Listen and write the numbers. Compare your answers with a partner.

- 3 In your country what are the telephone numbers for ...?  
• your house • your mobile • the emergency services • directory enquiries

How many telephone numbers do you know by heart? Give examples. Whose are they?

- 4 **T 10.14** Listen to four phone conversations. Answer these questions after each one.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1 Who is speaking to who?             | 3 Where are they?                   |
| 2 Are they on a landline or a mobile? | 4 What they are talking about?      |
|                                       | 5 How well do they know each other? |

- 5 **T 10.14** Listen again and complete the expressions from the telephone conversations.

- 1 A Sorry Brian, you're \_\_\_\_\_ up. I couldn't hear that.  
B I know Adam, it's not a good \_\_\_\_\_. But, listen, I'm calling because I can't \_\_\_\_\_ it on Thursday. Are you free on Friday?  
A Friday? I'm not sure. Can I get \_\_\_\_\_ to you?  
B Sure. That's fine. Text me. Speak \_\_\_\_\_!

- 2 A Hello, Carol? It's Adam. I'm trying to get \_\_\_\_\_ of Brian.  
C I'm afraid he's not in. Have you \_\_\_\_\_ his mobile?  
A Yeah. I tried that first but he's not \_\_\_\_\_.  
C It's probably \_\_\_\_\_ off.  
A Oh, OK. Can you give him a \_\_\_\_\_ then?  
C Of course.

- 3 D I'm afraid Brian's line's \_\_\_\_\_. Would you like to \_\_\_\_\_?  
E Yes, please.  
D It's \_\_\_\_\_ for you now.  
E Thank you.  
F Hello. Brian Doyle's office. Flora \_\_\_\_\_.  
E \_\_\_\_\_ is Emma Smith from Digby and Moss Associates.  
F Oh, good morning Ms Smith. I'll put you \_\_\_\_\_ immediately.

- 4 C Hi Flora. Can I speak to Brian, please?  
F Oh, I'm \_\_\_\_\_, he has \_\_\_\_\_ with him at the moment. Is it \_\_\_\_\_?  
C Just tell him Carol \_\_\_\_\_ and I'll see him this evening.  
F Will \_\_\_\_\_. I hope there isn't a problem.

- T 10.14** Listen again and check.

- 6 Work with a partner. Learn one of the conversations by heart. Act it to the class.

### Roleplay

Work in pairs. You are going to have three telephone conversations.

**Student A** Look at p152.

**Student B** Look at p154.

Hi, Maria. I'm calling because I can't make it on Tuesday.

Sorry, you're breaking up ...

Work in groups. What do you use Internet for? Make a list. Read the introduction and compare your ideas.

Match the headings in Five Internet firsts with these lines.

- A He built a single, easily searchable database for students to access information.

- B But soon his main topic became his personal life. He wrote openly about his relationships, his passions, his plans and fears.
- C They are simply computer programs that replicate themselves again and again.
- D It quickly became the place for fashionable people to be seen.
- E People loved exchanging life stories with old schoolmates, and school romances were reignited.

You're going to read some of the articles. Divide them amongst your group. Read and take notes about ...  
names and nationalities of the people

- what and where was the first
- important dates and events in its history.

Use your notes to report back to your group. Do any of the Five Internet Firsts play a part in your life? How?

### Listening

- 6 **T 10.10** Listen to five people. Which of the Internet firsts are they talking about? What do they say that helped you work it out?



All these words are connected with the Internet.

What do you understand by them? Discuss in your groups

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## LESSON 45. Unit 10. JACK'S STRESSFUL DAY.

### Plan of the lesson:

**Reading:** How the internet has evolved

**Speaking:** Discussion. What do you use the Internet for?

**Writing:** Using linking words

What things annoy you in a typical day? Write down one or two and give them to your teacher.



T 10.11 AJan is meeting Jack at the railway station. Jack has not had a good journey.

Listen and tick ( ) what he complains about.

- the train is late
- the girl behind him
- the train is overcrowded
- the little boy
- parking
- booking a ticket
- the food
- traffic
- coffee bars

What do you think?



What do the different generations complain about? Think of typical complaints for these people. Share ideas as a class.

- very young children
- the middle-aged
- teenagers
- old people
- parents

### Roleplay

It's the end of a difficult day, and you've just arrived home to your flatmate/husband/wife/parents. Work with a partner and write a conversation about all the problems you've had that day. Begin like this:

A I've had a really terrible day!  
B Why? What happened?  
A Well, I ...

Act your conversations to the class.



**T 10.12 Listen and practise saying these telephone numbers.**

07700 900333

0049021 37474

0115 496 0499

0600 142 2466

How were these numbers expressed?

0 00 99 0600



**T 10.13 Listen and write the numbers.**

Compare your answers with a partner.

3 In your country what are the telephone numbers for ... ?

- your house • your mobile • the emergency services • directory enquiries

How many telephone numbers do you know by heart? Give examples.

Whose are they?

**T 10.14 Listen to four phone conversations. Answer these questions after each one.**

Who is speaking to who?

2 Are they on a landline or a mobile?

3 Where are they?

4 What they are talking about?

5 How well do they know each other?

**T 10.14 Listen again and complete the expressions from the telephone conversations.**

- 1 A Sorry Brian, you're \_\_\_\_\_ up. I couldn't hear that.  
 B I know Adam, it's not a good \_\_\_\_\_. But, listen, I'm calling because I can't \_\_\_\_\_ it on Thursday. Are you free on Friday?  
 A Friday? I'm not sure. Can I get \_\_\_\_\_ to you?  
 B Sure. That's fine. Text me. Speak \_\_\_\_\_!
- 2 A Hello, Carol? It's Adam. I'm trying to get \_\_\_\_\_ of Brian.  
 C I'm afraid he's not in. Have you \_\_\_\_\_ his mobile?  
 A Yeah. I tried that first but he's not \_\_\_\_\_.  
 C It's probably \_\_\_\_\_ off.  
 A Oh, OK. Can you give him a \_\_\_\_\_ then?  
 C Of course.

Roleplay Work in pairs. You are going to have three telephone conversations.

Student A Look at p152.

Student B Look at p154.

Hi, Maria. I'm calling because  
I can't make it on Tuesday.

Sorry, you're breaking up ...

## GLOSSARY

<b>tushum kelishigi</b>	винительный падеж	<b>accusative case</b>
<b>ovozli abreviatura</b>	звуковая аббревиатура	<b>acronym</b>
<b>oddiy nisbat</b>	действительный залог	<b>active voice</b>
<b>sifat</b>	имя прилагательное	<b>adjective</b>
<b>ravish</b>	наречие	<b>adverb</b>
<b>zid bog'lovchi</b>	противительный союз	<b>adversative conjunction</b>
<b>afiks</b>	аффикс	<b>affix</b>
<b>qorishiq undosh</b>	аффриката	<b>affricate</b>
<b>aglutinativ</b>	агглютинативный	<b>agglutinative</b>
<b>akanye ('o' tovushining "a" sifatida talaffuzi)</b>	аканье	<b>akane</b>
<b>so'zli qisqartma</b>	алфавитизм	<b>alphabetism</b>
<b>jonli</b>	одушевлённость	<b>animacy</b>
<b>apostrof</b>	апострофа	<b>apostrophe</b>
<b>atributiv sifat</b>	атрибутивное прилагательное	<b>attributive adjective</b>
<b>ikki xil ko'rinishli fe'l</b>	двувидовой глагол	<b>biaspectual verb</b>
<b>moslashuvchi unli</b>	согласующий гласный	<b>buffer vowel</b>
<b>kalka</b>	калька	<b>calque</b>
<b>miqdor son</b>	количественное числительное	<b>cardinal numeral</b>
<b>kelishik</b>	падеж	<b>case</b>
<b>gap</b>	предложение	<b>clause</b>
<b>bir ma'noli</b>	однокоренные	<b>cognates</b>
<b>so'zlashuvga oid</b>	разговорный	<b>colloquial</b>



<b>to'ldiruvchi</b>	дополнение	<b>complement</b>
<b>shart mayli</b>	условное наклонение	<b>conditional mood</b>
<b>tuslanish</b>	спряжение	<b>conjugation</b>
<b>bog'lovchi</b>	союз	<b>conjunction</b>
<b>undosh</b>	согласный	<b>consonant</b>
<b>teng bog'lovchi</b>	сочинительный союз	<b>coordinating conjunction</b>
<b>jo'nalish kelishigi</b>	дательный падеж	<b>dative case</b>
<b>turlanish</b>	склонение	<b>declension</b>
<b>kuchsiz fe'l</b>	недостаточный глагол	<b>defective verb</b>
<b>otdan yasalgan fe'l</b>	отымённый предлог	<b>denominal preposition</b>
<b>devokalizatsiya</b>	девокализация	<b>devoicing</b>
<b>dialekt</b>	диалект	<b>dialect</b>
<b>vositasiz to'ldiruvchi</b>	прямое дополнение	<b>direct object</b>
<b>ayruvchi bog'lovchi</b>	разделительный союз	<b>disjunctive conjunction</b>
<b>ikkilik son</b>	двойственное число	<b>dual number</b>
<b>ellipsiya</b>	эллипсис	<b>ellipsis</b>
<b>tugallanma</b>	окончание	<b>ending</b>
<b>yolg'on do'st</b>	ложный друг	<b>faux ami</b>
<b>sirg'aluvchi tovush</b>	фрикативный	<b>fricative</b>
<b>bosh kelishik</b>	родительный падеж	<b>genitive case</b>
<b>gerundiy</b>	деепричастие	<b>gerund</b>
<b>hukumat</b>	управление	<b>government</b>
<b>grammatika</b>	грамматика	<b>grammar</b>
<b>ajratish belgisi</b>	твёрдый знак	<b>hard sign</b>

<b>omofoma</b>	омоформа	<b>homofom</b>
<b>omograf</b>	омограф	<b>homograph</b>
<b>omonim</b>	омоним	<b>homonym</b>
<b>omofon</b>	омофон	<b>homophone</b>
<b>idioma</b>	идиома	<b>idiom</b>
<b>buyruq mayli</b>	повелительное наклонение	<b>imperative mood</b>
<b>fe'ning tugallanmagan turi</b>	несовершенный вид	<b>imperfective aspect</b>
<b>istak mayli</b>	изъявительное наклонение	<b>indicative mood</b>
<b>vositali to'ldiruvchi</b>	косвенное дополнение	<b>indirect object</b>
<b>ko'chirmali gap</b>	косвенная речь	<b>indirect speech</b>
<b>infinitiv</b>	инфинитив	<b>infinitive</b>
<b>infiks</b>	инфикс	<b>infix</b>
<b>tugallanma</b>	окончание	<b>inflection</b>
<b>birgalik kelishigi</b>	творительный падеж	<b>instrumental case</b>
<b>undov so'z</b>	междометие	<b>interjection</b>
<b>o'timsiz fe'l</b>	непереходный глагол	<b>intransitive verb</b>
<b>izoglossa</b>	изоглосса	<b>isogloss</b>
<b>leksik</b>	лексический	<b>lexical</b>
<b>jo'nalish/ chiqish kelishigi</b>	местный падеж	<b>locative case</b>
<b>umumiy ko'rinishi</b>	полная форма	<b>long form</b>
<b>bosh gap</b>	главное предложение	<b>main clause</b>
<b>sirg'aluvchi unlilar</b>	беглый гласный	<b>mobile vowel</b>

<b>modal birlik</b>	модальная частица	<b>modal particle</b>
<b>modal fe'l</b>	модальный глагол	<b>modal verb</b>
<b>bir bo'g'inli so'z</b>	односложное слово	<b>monosyllable</b>
<b>nisbat</b>	наклонение	<b>mood</b>
<b>morfologiya</b>	морфология	<b>morphology</b>
<b>flektiv morfologiya</b>	флективная морфология	<b>Inflectional morphology</b>
<b>so'z morfologiyasi</b>	словообразование	<b>Lexical morphology</b>
<b>neologizm</b>	неологизм	<b>neologism</b>
<b>qaratqich kelishigi</b>	именительный падеж	<b>nominative case</b>
<b>Son</b>	число	<b>number</b>
<b>son so'z turkumiga oid</b>	числительное	<b>numeral</b>
<b>to'ldiruvchi</b>	дополнение	<b>object</b>
<b>bosh kelishikdan boshqalari</b>	косвенный падеж	<b>oblique case</b>
<b>Slavyan cherkov tili</b>	церковнославянский язык	<b>Old Church Slavonic</b>
<b>tartib son</b>	порядковое числительное	<b>ordinal numeral</b>
<b>orfografiya</b>	орфография	<b>orthography</b>
<b>paradigma</b>	парадигма	<b>paradigm</b>
<b>Paronim</b>	пароним	<b>paronym</b>
<b>Sifatdosh</b>	причастие	<b>participle</b>
<b>majhul nisbat</b>	страдательный залог	<b>passive voice</b>
<b>fe'lning tugallangan turi</b>	совершенный вид	<b>perfective aspect</b>
<b>perefraza</b>	перифраза	<b>periphrasis</b>
<b>shaxs</b>	лицо	<b>person</b>
<b>ibora</b>	фраза	<b>phrase</b>

<b>portlovchi tovush</b>	взрывной	<b>plosive</b>
<b>kesim</b>	сказуемое	<b>predicate</b>
<b>kesimlik aloqasi mavjud sifat</b>	предикативное прилагательное	<b>predicative adjective</b>
<b>old qo'shimcha</b>	приставка	<b>prefix</b>
<b>predlog</b>	предлог	<b>preposition</b>
<b>predlogli kelishik</b>	предложный падеж	<b>prepositional case</b>
<b>hozirgi tugallangan davomiy zamon</b>	Настоящее совершенное продолженное время	<b>present perfect continuous</b>
<b>urg'udan oldingi bo'g'in</b>	предударный слог	<b>pretonic syllable</b>
<b>olmosh</b>	местоимение	<b>pronoun</b>
<b>protetik</b>	протетический	<b>prosthetic</b>
<b>maqol</b>	пословица	<b>proverb</b>
<b>uslub</b>	стиль	<b>register</b>
<b>nisbiy olmoshlar</b>	относительное местоимение	<b>relative pronoun</b>
<b>o'zak</b>	корень	<b>root</b>
<b>ikkinchi darajali urg'u</b>	второстепенное ударение	<b>secondary stress</b>
<b>semantik</b>	семантический	<b>semantic</b>
<b>gap</b>	предложение	<b>sentence</b>
<b>qisqa shakli</b>	краткая форма	<b>short form</b>
<b>qiyoslash</b>	сравнение	<b>simile</b>
<b>slavyanizm</b>	славянизм	<b>Slavonicism</b>
<b>yumshoq tovush</b>	мягкий знак	<b>soft sign</b>
<b>urg'u</b>	ударение	<b>stress</b>

<b>qisqa-murakkab</b>	короткий-сложный	<b>stump-compound</b>
<b>ega</b>	подлежащее	<b>subject</b>
<b>istak mayli</b>	сослагательное наклонение	<b>subjunctive mood</b>
<b>ergash gap</b>	придаточное предложение	<b>subordinate clause</b>
<b>ergashtiruvchi bog'lovchi</b>	подчинительный союз	<b>subordinating conjunction</b>
<b>otlashgan sifat</b>	субстантивированное прилагательное	<b>substantivised adjective</b>
<b>sufiks</b>	суффикс	<b>suffix</b>
<b>sintaksis</b>	синтаксис	<b>syntax</b>
<b>zamon</b>	время	<b>tense</b>
<b>o'timli fe'l</b>	переходный глагол	<b>transitive verb</b>
<b>til orqa tovush</b>	задненёбный	<b>velar</b>
<b>undash kelishigi</b>	звательный падеж	<b>vocative case</b>
<b>jarangli tovush</b>	звонкий согласный	<b>voiced consonant</b>
<b>jarangsiz tovush</b>	глухой согласный	<b>voiceless consonant</b>
<b>unli tovush</b>	гласный	<b>vowel</b>
<b>so'z yasash</b>	словообразование	<b>word-formation</b>
<b>nolli tugallanma</b>	нулевое окончание	<b>zero ending</b>
<b>tushum kelishigi</b>	винительный	<b>accusative</b>
<b>akroлект</b>	акролект	<b>acrolect</b>
<b>akronim</b>	акроним	<b>acronym</b>
<b>faol</b>	активный	<b>active</b>
<b>sifat</b>	имя прилагательное	<b>adj.</b>

<b>sifatga oid</b>	адъективированный	<b>adjectival</b>
<b>sifat</b>	имя прилагательное	<b>adjective</b>
<b>aniqlovchi</b>	определение	<b>adjunct</b>
<b>ravish</b>	наречие	<b>adv.</b>
<b>ravish</b>	наречие	<b>adverb</b>
<b>ravish so'z turkumiga oid</b>	наречный	<b>adverbial</b>
<b>affiks</b>	аффикс	<b>affix</b>
<b>moslashmoq</b>	согласоваться	<b>agree</b>
<b>moslashuv</b>	согласование	<b>agreement</b>
<b>allomorf</b>	алломорф	<b>allomorph</b>
<b>allofon</b>	аллофон	<b>allophone</b>
<b>tanglayoldi undoshlar</b>	альвеолярный	<b>alveolar</b>
<b>anafora</b>	анафора	<b>anaphora</b>
<b>antesedent</b>	антецедент	<b>antecedent</b>
<b>antonim</b>	антоним	<b>antonym</b>
<b>izohlovchi</b>	приложение	<b>apposition</b>
<b>moslashuvga oid</b>	соответствие	<b>appropriacy</b>
<b>artikl</b>	артикуль	<b>article</b>
<b>ko'rinish</b>	вид	<b>aspect</b>
<b>nafas tovushi</b>	придыхательный звук	<b>aspirate</b>
<b>nafas tovushi</b>	придыхательный звук	<b>aspirate</b>
<b>nafasga oid</b>	придыхание	<b>aspiration</b>
<b>aniqlovchi</b>	определение	<b>attributive</b>
<b>bazilekt</b>	базилект	<b>basilect</b>

<b>lab-lab tovushi</b>	билабиальный	<b>bilabial</b>
<b>binominal</b>	биномиальный,	<b>binomial</b>
<b>mantiqiy so'z</b>	сложное слово	<b>blend</b>
<b>o'zlashtirma so'z</b>	заимствование	<b>borrowing</b>
<b>sabab bog'lovchisi</b>	причинный	<b>causal</b>
<b>sabab bog'lovchisi</b>	каузативный	<b>causative</b>
<b>sirkumfleks</b>	циркумфлекс	<b>circumflex</b>
<b>klassik</b>	классический	<b>classical</b>
<b>bir qolipli gap</b>	клише	<b>cliché</b>
<b>qardosh, bir xil</b>	родственный язык	<b>cognate</b>
<b>bog'liqlik</b>	связность	<b>cohesion</b>
<b>birlashtirmoq</b>	коллоцировать	<b>collocate</b>
<b>birlashuv</b>	сочетание слов	<b>collocation</b>
<b>so'zlashuvga oid</b>	разговорный	<b>colloquial</b>
<b>qiyosiy</b>	сравнительный	<b>comparative</b>
<b>sifatning qiyosiy darajasi</b>	сравнение	<b>comparison</b>
<b>to'ldiruvchi</b>	дополнение	<b>complementation</b>
<b>murakkab gap</b>	сложноподчинённый	<b>complex</b>
<b>murakkab so'z</b>	сложное слово	<b>compound</b>
<b>moslashuv</b>	согласование	<b>concord</b>
<b>shart mayliga oid</b>	условный	<b>conditional</b>
<b>bir o'zakli</b>	однокоренной	<b>conjugate</b>
<b>tuslanish</b>	спряжение	<b>conjugation</b>
<b>bog'lovchi</b>	союз	<b>conjunction</b>

<b>bog'lovchi so'z</b>	соединительное слово	<b>connective</b>
<b>konnotatsiya</b>	коннотация	<b>connotation</b>
<b>dovomli zamon</b>	длительный	<b>continuous</b>
<b>kontraktura</b>	контрактура	<b>contraction</b>
<b>boglanish</b>	связка	<b>copula</b>
<b>korpus</b>	корпус	<b>corpus</b>
<b>o'zaro bog'langan</b>	коррелятивный	<b>correlative</b>
<b>sanaladigan ot</b>	исчисляемый,	<b>countable</b>
<b>ponasimon yozuv</b>	клинообразный	<b>cuneiform</b>
<b>mixxat</b>	клинопись	<b>cuneiform</b>
<b>qiya bosma harf</b>	курсив	<b>cursive</b>
<b>hikoyaga oid</b>	повествовательный	<b>declarative</b>
<b>turlanish</b>	склонение	<b>declension</b>
<b>turlanmoq</b>	склонять	<b>decline</b>
<b>deshifrovka qilmoq</b>	дешифровать	<b>decode</b>
<b>to'liq tekshirib chiqmoq</b>	разбирать	<b>deconstruct</b>
<b>deiktik</b>	дейктический	<b>deictic</b>
<b>deyksis</b>	дейксис	<b>deixis</b>
<b>ko'rsatish</b>	указательный	<b>demonstrative</b>
<b>denotat</b>	денотат	<b>denotation</b>
<b>yasama so'z</b>	производное слово	<b>derivative</b>
<b>aniqlovchi so'z</b>	определяющее слово	<b>determiner</b>
<b>jarangsiz</b>	оглушенный	<b>devoiced</b>
<b>diaxronik</b>	диахронический	<b>diachronic</b>



<b>diaktrik belgi</b>	диакритический знак	<b>diacritic</b>
<b>dieriz</b>	диерезис	<b>diaeresis</b>
<b>diglossiya</b>	диглоссия	<b>diglossia</b>
<b>kichraytirish suffiksi</b>	уменьшительный	<b>diminutive</b>
<b>diftong</b>	дифтонг	<b>diphthong</b>
<b>ikki ma'noli bo'lmagan</b>	разрешать неоднозначность	<b>disambiguate</b>
<b>diskurs</b>	дискурс	<b>discourse</b>
<b>ikki bo'g'inli</b>	двусложный	<b>disyllabic</b>
<b>ikki obyektli</b>	двухобъектность	<b>ditransitivity</b>
<b>bartaraf etish</b>	выпускать при произношении	<b>elide</b>
<b>eliziya</b>	элизия	<b>elision</b>
<b>ellipsiya</b>	эллипсис	<b>ellipsis</b>
<b>kodlashtirmoq</b>	кодировать	<b>encode</b>
<b>ergativ kelishigi</b>	эргативный падеж	<b>ergative</b>
<b>etimologiya</b>	этимология	<b>etymology</b>
<b>evfimizm</b>	эвфемизм	<b>euphemism</b>
<b>jenskiy rod</b>	женский (род)	<b>feminine</b>
<b>metaforaga oid</b>	метафорический	<b>figurative</b>
<b>finit</b>	финитный	<b>finite</b>
<b>ko'p sonli</b>	многочисленный	<b>frequentative</b>
<b>sirg'aluvchi tovush</b>	фрикативный звук	<b>fricative</b>
<b>tiloldi tovush</b>	переднеязычный	<b>front</b>
<b>kelasi zamon</b>	будущее время	<b>future</b>

<b>rod</b>	род	<b>gender</b>
<b>qaratqich kelishigi</b>	родительный падеж	<b>genitive</b>
<b>gerundiy</b>	герундий	<b>gerund</b>
<b>sirg'aluvchi undosh tovush</b>	образованный в голосовой щели	<b>glottal</b>
<b>darajali</b>	градуируемый	<b>gradable</b>
<b>grafema</b>	графема	<b>grapheme</b>
<b>pasayib boruvchi urg'u</b>	нисходящий	<b>grave</b>
<b>xiatus</b>	хиатус	<b>hiatus</b>
<b>omograf</b>	омограф	<b>homograph</b>
<b>omonim</b>	омоним	<b>homonym</b>
<b>omofon</b>	омофон	<b>homophone</b>
<b>giperbola</b>	гипербола	<b>hyperbole</b>
<b>giperkorreksiya</b>	гиперкоррекция	<b>hypercorrection</b>
<b>giperonim</b>	гипероним	<b>hypernym</b>
<b>giponim</b>	гипоним	<b>hyponym</b>
<b>idiolekt</b>	идиолект	<b>idiolect</b>
<b>idioma</b>	идиома	<b>idiom</b>
<b>idiomatik</b>	идиоматичный	<b>idiomatic</b>
<b>undovchi</b>	побудительный	<b>illocutionary</b>
<b>buyruq mayli</b>	повелительное наклонение	<b>imperative</b>
<b>buyruq mayli</b>	императив	<b>imperative</b>
<b>imperfekt</b>	имперфектный	<b>imperfect</b>
<b>shaxssiz fe'l</b>	безличный	<b>impersonal</b>

<b>aniqlik mayli</b>	изъявительное наклонение	<b>indicative</b>
<b>Infinitiv</b>	инфинитив	<b>infinitive</b>
<b>turlamoq</b>	склонять	<b>inflect</b>
<b>flektiv tillarga oid</b>	флективный	<b>inflected</b>
<b>qo'shimcha</b>	окончание	<b>inflection</b>
<b>kuchaytirgich</b>	усилитель	<b>intensifier</b>
<b>undov</b>	междометие	<b>interjection</b>
<b>tillararo</b>	межъязыковой	<b>interlanguage</b>
<b>so'roq gap</b>	вопросительный	<b>interrogative</b>
<b>intonatsiya</b>	интонация	<b>intonation</b>
<b>o'timsiz fe'l</b>	непереходный	<b>intransitive</b>
<b>xalqaro fonetik alifbo</b>	международный фонетический алфавит	<b>IPA</b>
<b>hazil-mutoyibali</b>	иронический	<b>ironic</b>
<b>lab tovushi</b>	губной звук	<b>labial</b>
<b>lab-tish tovushi</b>	губно-зубной звук	<b>labiodental</b>
<b>labiovelyar</b>	лабиовелярный	<b>labiovelar</b>
<b>til</b>	язык	<b>langue</b>
<b>annotatsiya</b>	аннотация	<b>lemma</b>
<b>leksema</b>	лексема	<b>lexeme</b>
<b>leksikaga oid</b>	лексический	<b>lexical</b>
<b>leksikologiya</b>	лексикология	<b>lexicology</b>
<b>leksika</b>	лексика	<b>lexicon</b>
<b>leksikon</b>	лексикон	<b>lexis</b>

<b>sirg'aluvchi tovush</b>	плавный звук	<b>liquid</b>
<b>o'zlashma so'zlar</b>	заимствованное слово	<b>loanword</b>
<b>idioma</b>	идиома	<b>locution</b>
<b>urg'uli bo'g'in</b>	ударный	<b>long</b>
<b>mujskoy rod</b>	мужской (о роде)	<b>masculine</b>
<b>metatil</b>	метаязык	<b>metalanguage</b>
<b>modal</b>	модальный	<b>modal</b>
<b>turlanish</b>	модификатор	<b>modifier</b>
<b>turlamoq</b>	определять	<b>modify</b>
<b>bir tilga oid</b>	одноязычный	<b>monolingual</b>
<b>bir bo'g'inli</b>	односложный	<b>monosyllabic</b>
<b>bir bo'g'inli so'z</b>	односложное слово	<b>monosyllable</b>
<b>nisbat</b>	наклонение	<b>mood</b>
<b>morfema</b>	морфема	<b>morpheme</b>
<b>morfologiya</b>	морфология	<b>morphology</b>
<b>ko'p so'zli</b>	многословная	<b>multiword</b>
<b>talaffuzga oid bo'lmagan</b>	непроизносимый	<b>mute</b>
<b>burun tovushiga oid</b>	носовой	<b>nasal</b>
<b>burun tovushiga oid</b>	произносить в нос	<b>nasalize</b>
<b>salbiy so'z</b>	отрицательное слово	<b>negative</b>
<b>neologizm</b>	неологизм	<b>neologism</b>
<b>sredniy rod</b>	средний род	<b>neuter</b>
<b>tilni avtomatik ishlab chiqish</b>	автоматическая обработка естественного языка	<b>NLP</b>
<b>ot kategoriyasiga oid</b>	именной (о типе	<b>nominal</b>

	сказуемого)	
<b>otlashgan</b>	субстантивировать	<b>nominalize</b>
<b>bosh kelishik</b>	именительный падеж	<b>nominative</b>
<b>ot</b>	имя существительное	<b>noun</b>
<b>son</b>	число	<b>number</b>
<b>to'ldiruvchi</b>	дополнение	<b>object</b>
<b>obyektiv kelishik</b>	объектный падеж	<b>objective</b>
<b>orfografiya</b>	орфография	<b>orthography</b>
<b>epilog</b>	эпилог	<b>afterword</b>
<b>alegoriya</b>	аллегория	<b>allegory</b>
<b>alliteratsiya</b>	аллитерация	<b>alliteration</b>
<b>antologiya</b>	антология	<b>anthology</b>
<b>assonans</b>	ассонанс	<b>assonance</b>
<b>ballada</b>	баллада	<b>ballad</b>
<b>yolg'on pafos</b>	ложный пафос	<b>bathos</b>
<b>xarakter</b>	искусство создания образов	<b>characterization</b>
<b>xor</b>	хор	<b>chorus</b>
<b>klassizm</b>	классицизм	<b>classicism</b>
<b>klassist</b>	классицист	<b>classicist</b>
<b>to'plangan</b>	собранный	<b>collected</b>
<b>kuplet</b>	рифмованное двустишие	<b>couplet</b>
<b>sikl</b>	цикл	<b>cycle</b>
<b>daktil</b>	дактил	<b>dactyl</b>
<b>dialog</b>	диалог	<b>dialogue</b>

<b>elegiya</b>	элегия	<b>elegy</b>
<b>epilog</b>	эпилог	<b>epilogue</b>
<b>maqto'v so'z</b>	хвалебная речь	<b>eulogy</b>
<b>asosiy funksiya</b>	особая функция	<b>abnormal function</b>
<b>qisqartirmoq</b>	сокращать	<b>abridge</b>
<b>qisqartma</b>	сокращение	<b>abridgement</b>
<b>absolyut</b>	абсолютный	<b>abs</b>
<b>absolyut manzil</b>	абсолютный [истинный] адрес	<b>absolute address</b>
<b>absolyut kod</b>	абсолютный код	<b>absolute code</b>
<b>absolyut ma'lumotlar</b>	абсолютные данные	<b>absolute data</b>
<b>absolyut xatolik</b>	абсолютная ошибка	<b>absolute error</b>
<b>absolyut mediana</b>	абсолютная медиана	<b>absolute media</b>
<b>absolyut dastur</b>	абсолютная программа	<b>absolute program</b>
<b>o'zgarmas</b>	константа	<b>absolute symbol</b>
<b>absolyut atama</b>	абсолютный терм	<b>absolute term</b>
<b>mavhum</b>	абстрактный	<b>abstract</b>
<b>mavhum kod</b>	псевдокод	<b>abstract code</b>
<b>mavhum uslub</b>	абстрактное правило	<b>abstract method</b>
<b>mavhum obyekt</b>	абстрактный объект	<b>abstract object</b>
<b>mavhum sintaksis</b>	абстрактный синтаксис	<b>abstract syntax</b>
<b>tezlashtirish</b>	ускорение	<b>acceleration</b>
<b>akselerator</b>	акселератор	<b>accelerator</b>
<b>xarakter xususiyati</b>	характерная особенность	<b>accent</b>
<b>qabul qilish bosqichi</b>	этап приёма	<b>acceptance phase</b>

<b>kirish kaliti</b>	доступ к ключу	<b>access by key</b>
<b>kirish kodi</b>	код доступа	<b>access code</b>
<b>ish vaqti</b>	рабочее время	<b>action time</b>
<b>pusk tugmasi</b>	пусковая кнопка	<b>activate key</b>
<b>faollik fayli</b>	файл активности	<b>activity file</b>
<b>yumshoq tovush</b>	палатальный	<b>palatal</b>
<b>paradigma</b>	парадигма	<b>paradigm</b>
<b>paralingvistika</b>	пералингвистика	<b>paralinguistic</b>
<b>so'z(va'da)</b>	речевая деятельность	<b>parole</b>
<b>sintaktik tahlil</b>	синтаксический анализ	<b>parse</b>
<b>sifatdosh</b>	причастие	<b>participle</b>
<b>yordamchi so'zlar</b>	служебное слово	<b>particle</b>
<b>partitiv</b>	партитивный	<b>partitive</b>
<b>majhul nisbat</b>	страдательный (о залоге)	<b>passive</b>
<b>majhul nisbatga o'tkazmoq</b>	пассивизировать	<b>passivize</b>
<b>o'tgan zamon</b>	прошедший	<b>past</b>
<b>perfekt</b>	перфектный	<b>perfect</b>
<b>perifraza</b>	перифраз	<b>periphrasis</b>
<b>shaxs</b>	лицо	<b>person</b>
<b>fatik</b>	фатический	<b>phatic</b>
<b>filologiya</b>	филология	<b>philology</b>
<b>fonema</b>	фонема	<b>phoneme</b>
<b>fonologiya</b>	фонология	<b>phonemics</b>
<b>fonetk</b>	фонетический	<b>phonetic</b>

<b>fonetika</b>	фонетика	<b>phonetics</b>
<b>tovushga oid</b>	голосовой	<b>phonic</b>
<b>fonetik usul</b>	фонетический метод	<b>phonics</b>
<b>fonologiya</b>	фонология	<b>phonology</b>
<b>grammatik oborot</b>	грамматический оборот	<b>phrase</b>
<b>pidjin</b>	пиджин	<b>pidgin</b>
<b>pleonazm</b>	плеоназм	<b>pleonasm</b>
<b>portlovchi tovush</b>	взрывной	<b>plosive</b>
<b>ko'plik</b>	множественный	<b>plural</b>
<b>polisemantik</b>	полисемантический	<b>polysemous</b>
<b>ko'p bo'g'inli so'z</b>	многосложное слово	<b>polysyllable</b>
<b>egalik</b>	притяжательный	<b>poss.</b>
<b>egalik</b>	притяжательный	<b>possessive</b>
<b>turlovchi</b>	модификатор	<b>postmodifier</b>
<b>pragmatika</b>	прагматика	<b>pragmatics</b>
<b>aniqlovchi</b>	предетерминатор	<b>predeterminer</b>
<b>kesim</b>	сказуемое	<b>predicate</b>
<b>kesimga oid</b>	предикативный	<b>predicative</b>
<b>perefiks</b>	префикс	<b>prefix</b>
<b>turlovchi</b>	модификатор	<b>premodifier</b>
<b>predlog</b>	предлог	<b>prep.</b>
<b>predlog</b>	предлог	<b>preposition</b>
<b>buyruqqa oid</b>	предписывающий	<b>prescriptive</b>
<b>hozirgi zamon</b>	настоящее время	<b>present</b>



<b>davomli zamonga oid</b>	продолженный	<b>progressive</b>
<b>olmoshga oid</b>	местоимённый	<b>pronominal</b>
<b>olmosh</b>	местоимение	<b>pronoun</b>
<b>psixolingvistika</b>	ПСИХОЛИНГВИСТИКА	<b>psycholinguistics</b>
<b>so'z o'yini</b>	игра слов	<b>pun</b>
<b>aniqlovchi</b>	определитель	<b>qualifier</b>
<b>aniqlamoq</b>	определять	<b>qualify</b>
<b>kvantifikat</b>	квантификатор	<b>quantifier</b>
<b>o'zlik</b>	возвратный	<b>reflexive</b>
<b>uslub</b>	стиль	<b>register</b>
<b>to'g'ri shakli</b>	правильный	<b>regular</b>
<b>cheklangan</b>	ограниченный	<b>restrictive</b>
<b>retrofleks</b>	ретрофлексивный	<b>retroflex</b>
<b> ritorik</b>	ротический	<b>rhotic</b>
<b>o'zak</b>	корень (слова)	<b>root</b>
<b>neytral unli</b>	нейтральный гласный	<b>schwa</b>
<b>semantik</b>	семантический	<b>semantic</b>
<b>semantika</b>	семантика	<b>semantics</b>
<b>semiotika</b>	семиотика	<b>semiotics</b>
<b>sentensial</b>	сентенциальный	<b>sentential</b>
<b>qisqa unli</b>	краткий (о гласном звуке)	<b>short</b>
<b>shovqinli</b>	свистящий	<b>sibilant</b>
<b>manodosh</b>	смысл	<b>signification</b>
<b>birlik</b>	единственное число	<b>singular</b>

<b>ijtimoiy dialektika</b>	социальный диалект	<b>sociolect</b>
<b>stativ</b>	стативный	<b>stative</b>
<b>asos</b>	основа	<b>stem</b>
<b>urg`uli</b>	ударение	<b>stress</b>
<b>urg'uli</b>	ударный	<b>stressed</b>
<b>stilistika</b>	стилистика	<b>stylistics</b>
<b>ega</b>	подлежащее	<b>subject</b>
<b>egaga xoslangan</b>	свойственный подлежащему	<b>subjective</b>
<b>istak mayli</b>	сослагательное наклонение	<b>subjunctive</b>
<b>substantiv</b>	субстантивный	<b>substantive</b>
<b>sufiks</b>	суффикс	<b>suffix</b>
<b>qiyosiy</b>	превосходный (о степени)	<b>superlative</b>
<b>qiyosiy daraja</b>	превосходный (о степени)	<b>superlative</b>
<b>giperonim</b>	гипероним	<b>superordinate</b>
<b>bo`g`inli</b>	слоговой	<b>syllabic</b>
<b>bo`g`in</b>	слог	<b>syllable</b>
<b>sinxronik</b>	синхронический	<b>synchronic</b>
<b>sinonim</b>	синоним	<b>synonym</b>
<b>sinonimik</b>	синонимический	<b>synonymous</b>
<b>sinonimlik</b>	синонимичность	<b>synonymy</b>
<b>sintaktik</b>	синтаксический	<b>syntactic</b>
<b>sintaksis</b>	синтаксис	<b>syntax</b>
<b>tugallanma</b>	хвост	<b>tag</b>

<b>tavtalogik</b>	тавтологический	<b>tautological</b>
<b>tavtalogiya</b>	тавтология	<b>tautology</b>
<b>grammatik zamon</b>	грамматическое время	<b>tense</b>
<b>urg`uli tovush</b>	тоновое ударение	<b>tone</b>
<b>o`timli</b>	переходный	<b>transitive</b>
<b>sanaladigan ot</b>	неисчислимый	<b>uncountable</b>
<b>belgilanmagan</b>	немаркированный	<b>unmarked</b>
<b>urg`usiz</b>	безударный	<b>unstressed</b>
<b>jarangsiz tovush</b>	глухой	<b>unvoiced</b>
<b>qo`llash</b>	узус	<b>usage</b>
<b>mulohaza</b>	высказывание	<b>utterance</b>
<b>undosh tovush</b>	увулярный	<b>uvular</b>
<b>fe`l</b>	глагол	<b>v.</b>
<b>valentlik</b>	валентность	<b>valency</b>
<b>til orqa tovush</b>	велярный звук	<b>velar</b>
<b>fe`l</b>	глагол	<b>verb</b>
<b>fe`lga o`zgartirish</b>	превращать в глагол	<b>verbalize</b>
<b>so`zma-so`z</b>	буквально	<b>verbally</b>
<b>unli tovush</b>	гласный звук	<b>vocalic</b>
<b>atov gap</b>	звательный	<b>vocative</b>
<b>nisbat</b>	залог	<b>voice</b>
<b>jarangli tovush</b>	звонкий	<b>voiced</b>
<b>jarangsiz tovush</b>	глухой	<b>voiceless</b>
<b>unli tovush</b>	гласный звук	<b>vowel</b>

<b>zaif</b>	слабый	<b>weak</b>
<b>so`z o`yini</b>	зевгма	<b>zeugma</b>
<b>mavhum ot</b>	абстрактное имя существительное	<b>abstract noun</b>
<b>faol</b>	активный	<b>the active</b>
<b>yordamchi fe`l</b>	вспомогательный глагол	<b>auxiliary verb</b>
<b>teskari so`z yasash</b>	обратное словообразование	<b>back formation</b>
<b>kanonik shakl</b>	каноническая форма	<b>canonical form</b>
<b>qisimli gaplar</b>	расщеплённое предложение	<b>cleft sentence</b>
<b>yopiq bo`g`in</b>	закрытый слог	<b>closed syllable</b>
<b>yopiq unli</b>	закрытый гласный	<b>close vowel</b>
<b>chetdan o`zlashgan so`zlar</b>	попеременное использование нескольких иностранных языков	<b>code switching</b>
<b>jamlanma ot</b>	собирательное существительное	<b>collective noun</b>
<b>murakkab qisimli gap</b>	компонент сложного слова	<b>combining form</b>
<b>turdosh ot</b>	имя нарицательное	<b>common noun</b>
<b>kommunikativ kopetenlik</b>	коммуникативная компетентность	<b>communicative competence</b>
<b>komponent analiz</b>	компонентный анализ	<b>componential analysis</b>
<b>kompyuter lingvistikasi</b>	компьютерная лингвистика	<b>computational linguistics</b>
<b>to'siqsiz gap</b>	уступительное	<b>concessive clause</b>

	предложение	
<b>konkret ot</b>	конкретный имя существительное	<b>concrete noun</b>
<b>shart</b>	условный	<b>the conditional</b>
<b>mustaqil murakkab qo'shma gap</b>	независимые части сложносочинённого предложения	<b>coordinate clause</b>
<b>teng bog'lovchi</b>	сочинительный союз	<b>coordinating conjunction</b>
<b>sanaladigan ot</b>	исчисляемое существительное	<b>count noun</b>
<b>chuqur tuzilma</b>	глубинная структура	<b>deep structure</b>
<b>aniq artikl</b>	определённый артикль	<b>definite article</b>
<b>tobe gap</b>	зависимое предложение	<b>dependent clause</b>
<b>kichraytirish suffiksi</b>	уменьшительный суффикс	<b>diminutive suffix</b>
<b>vositasiz to'ldiruvchi</b>	прямое дополнение	<b>direct object</b>
<b>ko'chirma gap</b>	прямая речь	<b>direct speech</b>
<b>suhbat markeri</b>	маркер беседы	<b>discourse marker</b>
<b>yolg'onchi do'st tarjimoni</b>	ложные друзья переводчика	<b>false friend</b>
<b>ona tili</b>	родной язык	<b>first language</b>
<b>1-shaxs</b>	первое лицо	<b>the first person</b>
<b>yordamchi so'zlar</b>	служебное слово	<b>function word</b>
<b>kelasi tugallangan zamon</b>	будущее совершенное время	<b>the future perfect</b>
<b>kelasi zamon</b>	будущее время	<b>the future tense</b>
<b>natijali grammatika</b>	порождающая	<b>generative grammar</b>

	грамматика,	
<b>bo'g'iz tovushi</b>	гортанная смычка	<b>glottal stop</b>
<b>tarixiy hozirgi zamon</b>	историческое настоящее	<b>the historic present</b>
<b>imperfekt</b>	имперфект	<b>the imperfect</b>
<b>obyektiv olmosh</b>	объектный местоимение	<b>impersonal pronoun</b>
<b>noaniq artikl</b>	неопределённый артикль	<b>indefinite article</b>
<b>noaniq olmosh</b>	неопределённое местоимение i	<b>indefinite pronoun</b>
<b>bosh gap</b>	главное предложение	<b>independent clause</b>
<b>ko'chirma gap</b>	прямая [косвенная] речь	<b>indirect discourse</b>
<b>vositali to'ldiruvchi</b>	косвенное дополнение i	<b>indirect object</b>
<b>ergash gapli so'roq</b>	косвенный вопрос	<b>indirect question</b>
<b>ko'chirma gap</b>	косвенная речь	<b>indirect speech</b>
<b>bog'lovchi fe'l</b>	глагол-связка	<b>linking verb</b>
<b>yasama so'z</b>	калька	<b>loan translation</b>
<b>bosh gap</b>	главное предложение	<b>main clause</b>
<b>sanalmaydigan ot \</b>	неисчисляемое существительное	<b>mass noun</b>
<b>minimal para</b>	минимальная пара	<b>minimal pair</b>
<b>aralash metafora</b>	смешанная метафора	<b>mixed metaphor</b>
<b>yordamchi modal fe'l</b>	вспомогательный модальный глагол	<b>modal auxiliary</b>
<b>modal fe'l</b>	модальный глагол	<b>modal verb</b>
<b>sanalmaydigan</b>	неисчисляемый	<b>non-count</b>
<b>aniq bo'lmagan</b>	нефинитный	<b>non-finite</b>

<b>chegarasiz</b>	неограничительный	<b>non-restrictive</b>
<b>nostandart</b>	нестандартный	<b>non-standard</b>
<b>ot kategoriyasiga oid</b>	именная группа	<b>noun phrase</b>
<b>ochiq unli</b>	открытый гласный	<b>open vowel</b>
<b>gap qismi</b>	часть речи	<b>part of speech</b>
<b>majhul nisbat</b>	страдательный (о залоге)	<b>the passive</b>
<b>o'tgan zamon sifatdoshi</b>	причастие прошедшего времени	<b>past participle</b>
<b>o'tgan tugallangan zamon</b>	прошедшее совершенное время	<b>the past perfect</b>
<b>o'tgan zamon</b>	прошедшее время	<b>the past tense</b>
<b>tugallangan</b>	перфектный	<b>the perfect</b>
<b>tugallangan zamon</b>	давнопрошедший	<b>the perfect tense</b>
<b>kishilik olmoshi</b>	личное местоимение	<b>personal pronoun</b>
<b>jumlaviy fe'l</b>	фразовый глагол	<b>phrasal verb</b>
<b>uzoq o'tgan zamon</b>	давнопрошедшее время	<b>the pluperfect</b>
<b>ko'plik</b>	множественный	<b>the plural</b>
<b>bukiluvchi so'z</b>	сложное слово	<b>portmanteau word</b>
<b>egalik olmoshi</b>	притяжательное местоимение	<b>possessive pronoun</b>
<b>predlogga oid</b>	предложная группа	<b>prepositional phrase</b>
<b>hozirgi zamon sifatdoshi</b>	причастие настоящего времени	<b>present participle</b>
<b>hozirgi tugallangan zamon</b>	настоящее совершенное время	<b>the present perfect</b>
<b>hozirgi zamon</b>	настоящее время	<b>the present tense</b>

<b>preterit</b>	претерит	<b>the preterite</b>
<b>bosh urg'u</b>	главное ударение	<b>primary stress</b>
<b>bosh gap qismlari</b>	главный голос	<b>principal parts</b>
<b>olmoshli shakl</b>	местоименная форма	<b>pro-form</b>
<b>atoqli ot</b>	имя собственное	<b>proper noun</b>
<b>protindoyevropacha</b>	протоиндоевропейский	<b>Proto-Indo-European</b>
<b>ayiruv so'roq gap</b>	разделительный вопрос	<b>question tag</b>
<b>birgalik darajali fe'l</b>	взаимный глагол	<b>reciprocal verb</b>
<b>aniqlovchi ergash gap</b>	Определительное придаточное	<b>relative clause</b>
<b>nisbiy olmosh</b>	относительное местоимение	<b>relative pronoun</b>
<b>ko'chirma gap</b>	косвенная речь	<b>reported speech</b>
<b>chegarali ko'chirma gap</b>	органичительное относительное предложение	<b>restrictive relative clause</b>
<b> ritorik so'roq gap</b>	риторический вопрос	<b>rhetorical question</b>
<b>roman tillari oilasi</b>	группа романских языков	<b>Romance language</b>
<b>qo'shma gap</b>	дополнительный предложение	<b>run-on sentence</b>
<b>qo'shma urg'u</b>	дополнительное ударение	<b>secondary stress</b>
<b>ikkinchi til</b>	второй язык	<b>second language</b>
<b>ikkinchi tilni amalda qo'llash</b>	приобретение второй язык	<b>second-language acquisition</b>
<b>2-shaxs</b>	второе лицо	<b>the second person</b>
<b>qisman jarangli</b>	полугласный	<b>semi-vowel</b>
<b>sentensial ravish</b>	сентенциальное наречие	<b>sentence adverb</b>



<b>birlik</b>	единственное число	<b>the singular</b>
<b>gap akti</b>	речевой акт	<b>speech act</b>
<b>alohida qismli infinitiv</b>	инфинитив с отделённой частицей	<b>split infinitive</b>
<b>adabiy ingliz tili</b>	литературный английский (язык)	<b>Standard English</b>
<b>urg'u belgisi</b>	знак ударения	<b>stress mark</b>
		<b>stress-timed</b>
<b>ergash hap</b>	придаточное предложение	<b>subordinate clause</b>
<b>ergashtiruvchi bog'lovchi</b>	подчинительный союз	<b>subordinating conjunction</b>
<b>sayoz tuzilma</b>	поверхностная структура	<b>surface structure</b>
		<b>syllable-timed</b>
<b>ayiruv so'roq gap</b>	разделительный вопрос	<b>tag question</b>
<b>tarjima qilinayotgan til</b>	язык, на который делается перевод	<b>target language</b>
<b>3-shaxs</b>	третье лицо	<b>the third person</b>
<b>urg'uli tovushga ega til</b>	язык с тоновым ударением	<b>tone language</b>
<b>sanalmaydigan ot \</b>	неисчисляемое существительное	<b>uncount noun</b>
<b>universal grammatika</b>	универсальная грамматика	<b>universal grammar</b>
<b>fe'ldan yasalgan ot</b>	отглагольное существительное	<b>verbal noun</b>
<b>yaxshi shakllangan</b>	хорошо согласованный	<b>well-formed</b>
<b>qismli so'roq gap</b>	частный вопрос	<b>wh-question</b>

<b>devokalizatsiya</b>	девокализация	<b>devoicing</b>
<b>dialekt</b>	диалект	<b>dialect</b>
<b>vositasiz to'ldiruvchi</b>	прямое дополнение	<b>direct object</b>
<b>ayruvchi bog'lovchi</b>	разделительный союз	<b>disjunctive conjunction</b>
<b>ikkilik son</b>	двойственное число	<b>dual number</b>
<b>ellipsiya</b>	эллипсис	<b>ellipsis</b>
<b>tugallanma</b>	окончание	<b>ending</b>
<b>yolg'on do'st</b>	ложный друг	<b>faux ami</b>
<b>sirg'aluvchi tovush</b>	фрикативный	<b>fricative</b>
<b>bosh kelishik</b>	родительный падеж	<b>genitive case</b>
<b>gerundiy</b>	деепричастие	<b>gerund</b>
<b>boshqaruv usuli</b>	управление	<b>government</b>
<b>grammatika</b>	грамматика	<b>grammar</b>
<b>ajratish belgisi</b>	твёрдый знак	<b>hard sign</b>
<b>omofoma</b>	омоформа	<b>homofom</b>
<b>omograf</b>	омограф	<b>homograph</b>
<b>omonim</b>	омоним	<b>homonym</b>
<b>omofon</b>	омофон	<b>homophone</b>
<b>idioma</b>	идиома	<b>idiom</b>
<b>buyruq mayli</b>	повелительное наклонение	<b>imperative mood</b>
<b>fe'ning tugallanmagan turi</b>	несовершенный вид	<b>imperfective aspect</b>
<b>istak mayli</b>	изъявительное наклонение	<b>indicative mood</b>

<b>vositali to'ldiruvchi</b>	косвенное дополнение	<b>indirect object</b>
<b>ko'chirmali gap</b>	косвенная речь	<b>indirect speech</b>
<b>infinitiv</b>	инфинитив	<b>infinitive</b>
<b>infiks</b>	инфикс	<b>infix</b>
<b>tugallanma</b>	окончание	<b>inflection</b>
<b>birgalik kelishigi</b>	творительный падеж	<b>instrumental case</b>
<b>undov so'z</b>	междометие	<b>interjection</b>
<b>o'timsiz fe'l</b>	непереходный глагол	<b>intransitive verb</b>
<b>izoglossa</b>	изоглосса	<b>isogloss</b>
<b>leksik</b>	лексический	<b>lexical</b>
<b>jo'nalish kelishigi</b>	местный падеж	<b>locative case</b>
<b>umumiy ko'rinishi</b>	полная форма	<b>long form</b>
<b>bosh gap</b>	главное предложение	<b>main clause</b>
<b>sirg'aluvchi unlilar</b>	беглый гласный	<b>mobile vowel</b>
<b>modal birlik</b>	модальная частица	<b>modal particle</b>
<b>modal fe'l</b>	модальный глагол	<b>modal verb</b>
<b>bir bo'g'inli so'z</b>	односложное слово	<b>monosyllable</b>
<b>nisbat</b>	наклонение	<b>mood</b>
<b>morfologiya</b>	морфология	<b>morphology</b>
<b>flektiv morfologiya</b>	флективная морфология	<b>Inflectional morphology</b>
<b>so'z yasash</b>	словообразование	<b>Lexical morphology</b>
<b>neologizm</b>	неологизм	<b>neologism</b>
<b>qaratqick kelishigi</b>	именительный падеж	<b>nominative case</b>
<b>son</b>	число	<b>number</b>

<b>son so'z turkumiga oid</b>	числительное	<b>numeral</b>
<b>to'ldiruvchi</b>	дополнение	<b>object</b>
<b>bosh kelishikdan boshqalari</b>	косвенный падеж	<b>oblique case</b>
	церковнославянский язык	<b>Old Church Slavonic</b>
<b>tartib son</b>	порядковое числительное	<b>ordinal numeral</b>
<b>orfografiya</b>	орфография	<b>orthography</b>
<b>paradigma</b>	парадигма	<b>paradigm</b>
<b>paronim</b>	пароним	<b>paronym</b>
<b>sifatdosh</b>	причастие	<b>participle</b>
<b>majhul nisbat</b>	страдательный залог	<b>passive voice</b>
<b>fe'ning tugallangan turi</b>	совершенный вид	<b>perfective aspect</b>
<b>perefraza</b>	перифраза	<b>periphrasis</b>
<b>shaxs</b>	лицо	<b>person</b>
<b>ibora</b>	фраза	<b>phrase</b>
<b>portlovchi tovush</b>	взрывной	<b>plosive</b>
<b>kesim</b>	сказуемое	<b>predicate</b>
<b>kesimlik aloqasi mavjud sifat</b>	предикативное прилагательное	<b>predicative adjective</b>
<b>old qo'shimcha</b>	приставка	<b>prefix</b>
<b>predlog</b>	предлог	<b>preposition</b>
<b>preglogli kelishik</b>	предложный падеж	<b>prepositional case</b>
<b>hozirgi tugallangan davomiy zamon</b>		<b>present perfect continuous</b>
<b>urg'udan oldingi bo'g'in</b>	предударный слог	<b>pretonic syllable</b>

<b>olmosh</b>	местоимение	<b>pronoun</b>
<b>protetik</b>	протетический	<b>prosthetic</b>
<b>maqol</b>	поговорка	<b>proverb</b>
<b>uslub</b>	стиль	<b>register</b>
<b>nisbiy olmoshlar</b>	относительное местоимение	<b>relative pronoun</b>
<b>o'zak</b>	корень	<b>root</b>
<b>ikkinchi darajali urg'u</b>	второстепенное ударение	<b>secondary stress</b>
<b>semantik</b>	семантический	<b>semantic</b>
<b>gap</b>	предложение	<b>sentence</b>
<b>qisqa shakli</b>	краткая форма	<b>short form</b>
<b>solishtirma</b>	сравнение	<b>simile</b>
<b>slavyanizm</b>	славянизм	<b>Slavonicism</b>
<b>yumshoq tovush</b>	мягкий знак	<b>soft sign</b>
<b>urg'u</b>	ударение	<b>stress</b>
<b>qisqartma</b>	аббревиатура	<b>stump-compound</b>
<b>ega</b>	подлежащее	<b>subject</b>
<b>istak mayli</b>	сослагательное наклонение	<b>subjunctive mood</b>
<b>ergash gap</b>	придаточное предложение	<b>subordinate clause</b>
<b>ergashtiruvchi bog'lovchi</b>	подчинительный союз	<b>subordinating conjunction</b>
<b>otlashgan sifat</b>	субстантивированное прилагательное	<b>substantivised adjective</b>
<b>sufiks</b>	суффикс	<b>suffix</b>
<b>sintaksis</b>	синтаксис	<b>syntax</b>

<b>zamon</b>	время	<b>tense</b>
<b>o'timli fe'l</b>	переходный глагол	<b>transitive verb</b>
<b>til orqa tovush</b>	задненёбный	<b>velar</b>
<b>undash kelishigi</b>	звательный падеж	<b>vocative case (</b>
<b>jarangli tovush</b>	звонкий согласный	<b>voiced consonant</b>
<b>jarangsiz tovush</b>	глухой согласный	<b>voiceless consonant</b>
<b>unli tovush</b>	гласный	<b>vowel</b>
<b>so'z yasash</b>	словообразование	<b>word-formation</b>
<b>nolli tugallanma</b>	нулевое окончание	<b>zero ending</b>
<b>tushum kelishigi</b>	винительный	<b>accusative</b>
<b>akroлект</b>	акролект	<b>acrolect</b>
<b>akronim</b>	акроним	<b>acronym</b>
<b>faol</b>	активный	<b>active</b>
<b>sifat</b>	имя прилагательное	<b>adj.</b>
<b>sifatga oid</b>	адъективированный	<b>adjectival</b>
<b>sifat</b>	имя прилагательное	<b>adjective</b>
<b>aniqlovchi</b>	определение	<b>adjunct</b>
<b>ravish</b>	наречие	<b>adv.</b>
<b>ravish</b>	наречие	<b>adverb</b>
<b>ravish so'z turkumiga oid</b>	наречный	<b>adverbial</b>
<b>ravish so'z turkumiga oid</b>	наречный	<b>adverbial</b>
<b>affiks</b>	аффикс	<b>affix</b>
<b>affrikata</b>	аффриката	<b>affricate</b>
<b>aglutinativ</b>	агглютинативный	<b>agglutinative</b>

<b>moslashmoq</b>	согласоваться	<b>agree</b>
<b>moslashuv</b>	согласование	<b>agreement</b>
<b>allomorf</b>	алломорф	<b>allomorph</b>
<b>allofon</b>	аллофон	<b>allophone</b>
<b>tanglayoldi undoshlar</b>	альвеолярный	<b>alveolar</b>
<b>anafora</b>	анафора	<b>anaphora</b>
<b>antesedent</b>	антецедент	<b>antecedent</b>
<b>antonim</b>	антоним	<b>antonym</b>
<b>apostrof</b>	апострофа	<b>apostrophe</b>
<b>izohlovchi</b>	приложение	<b>apposition</b>
<b>moslashuvga oid</b>	соответствие	<b>appropriacy</b>
<b>artikl</b>	артикуль	<b>article</b>
<b>ko'rinish</b>	вид	<b>aspect</b>
<b>nafas tovushi</b>	придыхательный звук	<b>aspirate</b>
<b>nafas tovushi</b>	придыхательный звук	<b>aspirate</b>
<b>nafasga oid</b>	придыхание	<b>aspiration</b>
<b>aniqlovchi</b>	определение	<b>attributive</b>
<b>bazilekt</b>	базилект	<b>basilect</b>
<b>lab-lab tovushi</b>	билабиальный	<b>bilabial</b>
<b>binominal</b>	биномиальный,	<b>binomial</b>
<b> mantiqiy so'z</b>	складное слово	<b>blend</b>
<b>o'zlashtirma so'z</b>	заимствование	<b>borrowing</b>
<b>kelishik</b>	падеж	<b>case</b>
<b>sabab bog'lovchisi</b>	причинный	<b>causal</b>

<b>sabab bog'lovchisi</b>	каузативный	<b>causative</b>
<b>sirkumfleks</b>	циркумфлекс	<b>circumflex</b>
<b>klassik</b>	классический	<b>classical</b>
<b>gap</b>	предложение	<b>clause</b>
<b>bir qolipli gap</b>	клише	<b>cliché</b>
<b>ona tili</b>	родственный язык	<b>cognate</b>
<b>ona tili</b>	родственный язык	<b>cognate</b>
<b>bog'liqlik</b>	связность	<b>cohesion</b>
<b>birlashtirmoq</b>	коллоцировать	<b>collocate</b>
<b>birlashtirmoq</b>	коллоцировать	<b>collocate</b>
<b>birlashuv</b>	сочетание слов	<b>collocation</b>
<b>so'zlashuvga oid</b>	разговорный	<b>colloquial</b>
<b>qiyosiy</b>	сравнительный	<b>comparative</b>
<b>qiyosiy</b>	сравнительный	<b>comparative</b>
<b>sifatning qiyosiy darajasi</b>	сравнение	<b>comparison</b>
<b>to'ldiruvchi</b>	дополнение	<b>complement</b>
<b>to'ldiruvchi</b>	комплементация	<b>complementation</b>
<b>murakkab gap</b>	сложноподчинённый	<b>complex</b>
<b>murakkab so'z</b>	сложное слово	<b>compound</b>
<b>murakkab so'z</b>	сложное слово	<b>compound</b>
<b>moslashuv</b>	согласование	<b>concord</b>
<b>shart mayliga oid</b>	условный	<b>conditional</b>
<b>bir o'zakli</b>	однокоренной	<b>conjugate</b>
<b>tuslanish</b>	спряжение	<b>conjugation</b>



<b>bog'lovchi</b>	союз	<b>conjunction</b>
<b>bog'lovchi so'z</b>	соединительное слово	<b>connective</b>
<b>konnotatsiya</b>	коннотация	<b>connotation</b>
<b>undosh tovush</b>	согласный звук	<b>consonant</b>
<b>dovomli zamon</b>	длительный	<b>continuous</b>
<b>kontraktura</b>	контрактура	<b>contraction</b>
<b>boglanish</b>	связка	<b>copula</b>
<b>korpus</b>	корпус	<b>corpus</b>
<b>o'zaro bog'langan</b>	коррелятивный	<b>correlative</b>
<b>sanaladigan ot</b>	исчисляемый,	<b>countable</b>
<b>ponasimon yozuv</b>	клинообразный	<b>cuneiform</b>
<b>ponasimon belgi</b>	клинообразный знак	<b>cuneiform</b>
<b>qiya bosma harf</b>	курсив	<b>cursive</b>
<b>jo'nalish kelishigi</b>	дательный	<b>dative</b>
<b>hikoyaga oid</b>	повествовательный	<b>declarative</b>
<b>turlanish</b>	склонение	<b>declension</b>
<b>turlanmoq</b>	склонять	<b>decline</b>
<b>deshifrovka qilmoq</b>	дешифровать	<b>decode</b>
<b>to'liq tekshirib chiqmoq</b>	разбирать	<b>deconstruct</b>
<b>deiktik</b>	дейктический	<b>deictic</b>
<b>deyksis</b>	дейксис	<b>deixis</b>
<b>ko'rsatish olmoshi</b>	указательный	<b>demonstrative</b>
<b>denotat</b>	денотат	<b>denotation</b>
<b>urg`usiz</b>	безударный	<b>unstressed</b>

<b>jarangsiz tovush</b>	глухой	<b>unvoiced</b>
<b>qo`llash</b>	узус	<b>usage</b>
<b>mulohaza</b>	высказывание	<b>utterance</b>
<b>undosh tovush</b>	увулярный	<b>uvular</b>
<b>fe`l</b>	глагол	<b>v.</b>
<b>valentlik</b>	валентность	<b>valency</b>
<b>til orqa tovush</b>	велярный звук	<b>velar</b>
<b>fe`l</b>	глагол	<b>verb</b>
<b>fe`l</b>	глагол	<b>verb</b>
<b>fe`lga o`zgartirish</b>	превращать в глагол	<b>verbalize</b>
<b>so`zma-so`z</b>	буквально	<b>verbally</b>
<b>unli tovush</b>	гласный звук	<b>vocalic</b>
<b>atov gap</b>	звательный	<b>vocative</b>
<b>nisbat</b>	залог	<b>voice</b>
<b>nisbat</b>	залог	<b>voice</b>
<b>jarangli tovush</b>	звонкий	<b>voiced</b>
<b>jarangsiz tovush</b>	глухой	<b>voiceless</b>
<b>unli tovush</b>	гласный звук	<b>vowel</b>
<b>zaif</b>	слабый	<b>weak</b>
<b>so`z o`yini</b>	зевгма	<b>zeugma</b>
<b>mavhum ot</b>	абстрактное имя существительное	<b>abstract noun</b>
<b>faol</b>	активный	<b>the active</b>
<b>yotdamchi fe`l</b>	вспомогательный глагол	<b>auxiliary verb</b>
<b>teskari so`z yasash</b>	обратное	<b>back formation</b>

	словообразование	
<b>kanonik shakl</b>	каноническая форма	<b>canonical form</b>
<b>qisimli gaplar</b>	расщеплённое предложение	<b>cleft sentence</b>
<b>yopiq bo`g`in</b>	закрытый слог	<b>closed syllable</b>
<b>yopiq unli</b>	закрытый гласный	<b>close vowel</b>
<b>chetdan o`zlashgan so`zlar</b>	попеременное использование нескольких иностранных языков	<b>code switching</b>
<b>jamlanma ot</b>	собирательное существительное	<b>collective noun</b>
<b>murakkab qisimli gap</b>	компонент сложного слова	<b>combining form</b>
<b>turdosh ot</b>	имя нарицательное	<b>common noun</b>
<b>kommunikativ kopetenlik</b>	коммуникативная компетентность	<b>communicative competence</b>
<b>komponent analiz</b>	компонентный анализ	<b>componential analysis</b>
<b>kompyuter lingvistikasi</b>	компьютерная лингвистика	<b>computational linguistics</b>
<b>to'siqsiz gap</b>	уступительное предложение	<b>concessive clause</b>
<b>konkret ot</b>	конкретный имя существительное	<b>concrete noun</b>
<b>shart</b>	условный	<b>the conditional</b>
<b>mustaqil murakkab qo'shma gap</b>	независимые части сложносочинённого предложения	<b>coordinate clause</b>
<b>teng bog'lovchi</b>	сочинительный союз	<b>coordinating conjunction</b>

<b>sanaladigan ot</b>	исчисляемое существительное	<b>count noun</b>
<b>chuqur tuzilma</b>	глубинная структура	<b>deep structure</b>
<b>aniq artikl</b>	определённый артикль	<b>definite article</b>
<b>tobe gap</b>	зависимое предложение	<b>dependent clause</b>
<b>kichraytirish suffiksi</b>	уменьшительный суффикс	<b>diminutive suffix</b>
<b>vositasiz to'ldiruvchi</b>	прямое дополнение	<b>direct object</b>
<b>ko'chirma gap</b>	прямая речь	<b>direct speech</b>
<b>suhbat markeri</b>	маркер беседы	<b>discourse marker</b>
<b>yolg'onchi do'st tarjimoni</b>	ложные друзья переводчика	<b>false friend</b>
<b>ona tili</b>	родной язык	<b>first language</b>
<b>1-shaxs</b>	первое лицо	<b>the first person</b>
<b>yordamchi so'zlar</b>	служебное слово	<b>function word</b>
<b>kelasi tugallangan zamon</b>	будущее совершенное время	<b>the future perfect</b>
<b>kelasi zamon</b>	будущее время	<b>the future tense</b>
<b>natijali grammatika</b>	порождающая грамматика,	<b>generative grammar</b>
<b>bo'g'iz tovushi</b>	гортанная смычка	<b>glottal stop</b>
<b>tarixiy hozirgi zamon</b>	историческое настоящее	<b>the historic present</b>
<b>imperfekt</b>	имперфект	<b>the imperfect</b>
<b>obyektiv olmosh</b>	объектный местоимение	<b>impersonal pronoun</b>
<b>noaniq artikl</b>	неопределённый артикль	<b>indefinite article</b>
<b>noaniq olmosh</b>	неопределённое местоимение i	<b>indefinite pronoun</b>

<b>bosh gap</b>	главное предложение	<b>independent clause</b>
<b>ko'chirma gap</b>	прямая [косвенная] речь	<b>indirect discourse</b>
<b>vositali to'ldiruvchi</b>	косвенное дополнение i	<b>indirect object</b>
<b>ergash gapli so'roq</b>	косвенный вопрос	<b>indirect question</b>
<b>ko'chirma gap</b>	косвенная речь	<b>indirect speech</b>
<b>bog'lovchi fe'l</b>	глагол-связка	<b>linking verb</b>
<b>yasama so'z</b>	калька	<b>loan translation</b>
<b>bosh gap</b>	главное предложение	<b>main clause</b>
<b>sanalmaydigan ot \</b>	неисчисляемое существительное	<b>mass noun</b>
<b>minimal para</b>	минимальная пара	<b>minimal pair</b>
<b>aralash metafora</b>	смешанная метафора	<b>mixed metaphor</b>
<b>yordamchi modal fe'l</b>	вспомогательный модальный глагол	<b>modal auxiliary</b>
<b>modal fe'l</b>	модальный глагол	<b>modal verb</b>
<b>sanalmaydigan</b>	неисчисляемый	<b>non-count</b>
<b>aniq bo'lmagan</b>	нефинитный	<b>non-finite</b>
<b>chegasiz</b>	неограничительный	<b>non-restrictive</b>
<b>nostandart</b>	нестандартный	<b>non-standard</b>
<b>ot kategoriyasiga oid</b>	именная группа	<b>noun phrase</b>
<b>ochiq unli</b>	открытый гласный	<b>open vowel</b>
<b>gap qismi</b>	часть речи	<b>part of speech</b>
<b>majhul nisbat</b>	страдательный (о залоге)	<b>the passive</b>
<b>o'tgan zamon sifatdoshi</b>	причастие прошедшего времени	<b>past participle</b>

<b>o'tgan tugallangan zamon</b>	прошедшее совершенное время	<b>the past perfect</b>
<b>o'tgan zamon</b>	прошедшее время	<b>the past tense</b>
<b>tugallangan</b>	перфектный	<b>the perfect</b>
<b>tugallangan zamon</b>	давнопрошедший	<b>the perfect tense</b>
<b>kishilik olmoshi</b>	личное местоимение	<b>personal pronoun</b>
<b>jumlaviy fe'l</b>	фразовый глагол	<b>phrasal verb</b>
<b>uzoq o'tgan zamon</b>	давнопрошедшее время	<b>the pluperfect</b>
<b>ko'plik</b>	множественный	<b>the plural</b>
<b>bukiluvchi so'z</b>	складное слово	<b>portmanteau word</b>
<b>egalik olmoshi</b>	притяжательное местоимение	<b>possessive pronoun</b>
<b>predlogga oid</b>	предложная группа	<b>prepositional phrase</b>
<b>hozirgi zamon sifatdoshi</b>	причастие настоящего времени	<b>present participle</b>
<b>hozirgi tugallangan zamon</b>	настоящее совершенное время	<b>the present perfect</b>
<b>hozirgi zamon</b>	настоящее время	<b>the present tense</b>
<b>preterit</b>	претерит	<b>the preterite</b>
<b>bosh urg'u</b>	главное ударение	<b>primary stress</b>
<b>bosh gap qismlari</b>	главный голос	<b>principal parts</b>
<b>olmoshli shakl</b>	местоименная форма	<b>pro-form</b>
<b>atoqli ot</b>	имя собственное	<b>proper noun</b>
<b>protindoyevropacha</b>	протоиндоевропейский	<b>Proto-Indo-European</b>
<b>ayiruv so'roq gap</b>	разделительный вопрос	<b>question tag</b>
<b>birgalik darajali fe'l</b>	взаимный глагол	<b>reciprocal verb</b>

<b>aniqlovchi ergash gap</b>	Определительное придаточное	<b>relative clause</b>
<b>nisbiy olmosh</b>	относительное местоимение	<b>relative pronoun</b>
<b>ko'chirma gap</b>	косвенная речь	<b>reported speech</b>
<b>chegarali ko'chirma gap</b>	органичительное относительное предложение	<b>restrictive relative clause</b>
<b>ritorik so'roq gap</b>	риторический вопрос	<b>rhetorical question</b>
<b>roman tillari oilasi</b>	группа романских языков	<b>Romance language</b>
<b>qo'shma gap</b>	дополнительный предложение	<b>run-on sentence</b>
<b>qo'shma urg'u</b>	дополнительное ударение	<b>secondary stress</b>
<b>ikkinchi til</b>	второй язык	<b>second language</b>
<b>ikkinchi tilni amalda qo'llash</b>	приобретение второй язык	<b>second-language acquisition</b>
<b>2-shaxs</b>	второе лицо	<b>the second person</b>
<b>qisman jarangli</b>	полугласный	<b>semi-vowel</b>
<b>sentensial ravish</b>	сентенциальное наречие	<b>sentence adverb</b>
<b>birlik</b>	единственное число	<b>the singular</b>
<b>gap akti</b>	речевой акт	<b>speech act</b>
<b>alohida qismli infinitiv</b>	инфинитив с отделённой частицей	<b>split infinitive</b>
<b>adabiy ingliz tili</b>	литературный английский (язык)	<b>Standard English</b>
<b>urg'u belgisi</b>	знак ударения	<b>stress mark</b>
		<b>stress-timed</b>

<b>ergash hap</b>	придаточное предложение	<b>subordinate clause</b>
<b>ergashtiruvchi bog'lovchi</b>	подчинительный союз	<b>subordinating conjunction</b>
<b>sayoz tuzilma</b>	поверхностная структура	<b>surface structure</b>
		<b>syllable-timed</b>
<b>ayiruv so'roq gap</b>	разделительный вопрос	<b>tag question</b>
<b>tarjima qilinayotgan til</b>	язык, на который делается перевод	<b>target language</b>
<b>3-shaxs</b>	третье лицо	<b>the third person</b>
<b>psixolingvistika</b>	психолингвистика	<b>psycholinguistics</b>
<b>so'z o'yini</b>	игра слов	<b>pun</b>
<b>aniqlovchi</b>	определитель	<b>qualifier</b>
<b>aniqlamoq</b>	определять	<b>qualify</b>
<b>kvantifikat</b>	квантификатор	<b>quantifier</b>
<b>o'zlik</b>	возвратный	<b>reflexive</b>
<b>uslub</b>	стиль	<b>register</b>
<b>to'g'ri shakli</b>	правильный	<b>regular</b>
<b>cheklangan</b>	ограниченный	<b>restrictive</b>
<b>retrofleks</b>	ретрофлексивный	<b>retroflex</b>
<b> ritorik</b>	ротический	<b>rhotic</b>
<b>o'zak</b>	корень (слова)	<b>root</b>
<b>neytral unli</b>	нейтральный гласный	<b>schwa</b>
<b>semantik</b>	семантический	<b>semantic</b>
<b>semantika</b>	семантика	<b>semantics</b>
<b>semiotika</b>	семиотика	<b>semiotics</b>



<b>sentensial</b>	сентенциальный	<b>sentential</b>
<b>qisqa unli</b>	краткий (о гласном звуке)	<b>short</b>
<b>shovqinli</b>	свистящий	<b>sibilant</b>
<b>shovqinli</b>	свистящий	<b>sibilant</b>
<b>manodosh</b>	смысл	<b>signification</b>
<b>birlik</b>	единственное число	<b>singular</b>
<b>ijtimoiy dialektika</b>	социальный диалект	<b>sociolect</b>
<b>stativ</b>	стативный	<b>stative</b>
<b>asos</b>	основа	<b>stem</b>
<b>urg`uli</b>	ударение	<b>stress</b>
<b>urg`uli</b>	ударение	<b>stress</b>
<b>urg'uli</b>	ударный	<b>stressed</b>
<b>stilistika</b>	стилистика	<b>stylistics</b>
<b>ega</b>	подлежащее	<b>subject</b>
<b>egaga xoslangan</b>	свойственный подлежащему	<b>subjective</b>
<b>istak mayli</b>	сослагательное наклонение	<b>subjunctive</b>
<b>substantiv</b>	субстантивный	<b>substantive</b>
<b>sufiks</b>	суффикс	<b>suffix</b>
<b>qiyosiy</b>	превосходный (о степени)	<b>superlative</b>
<b>qiyosiy daraja</b>	превосходный (о степени)	<b>superlative</b>
<b>giperonim</b>	гипероним	<b>superordinate</b>
<b>bo`g`inli</b>	слоговой	<b>syllabic</b>
<b>bo`g`in</b>	слог	<b>syllable</b>

<b>sinxronik</b>	синхронический	<b>synchronic</b>
<b>sinonim</b>	синоним	<b>synonym</b>
<b>sinonimik</b>	синонимический	<b>synonymous</b>
<b>sinonimlik</b>	синонимичность	<b>synonymy</b>
<b>sintaktik</b>	синтаксический	<b>syntactic</b>
<b>sintaksis</b>	синтаксис	<b>syntax</b>
<b>tugallanma</b>	хвост	<b>tag</b>
<b>tavtalogik</b>	тавтологический	<b>tautological</b>
<b>tavtalogiya</b>	тавтология	<b>tautology</b>
<b>grammatik zamon</b>	грамматическое время	<b>tense</b>
<b>urg`uli tovush</b>	тоновое ударение	<b>tone</b>
<b>o`timli</b>	переходный	<b>transitive</b>
<b>sanaladigan ot</b>	неисчисляемый	<b>uncountable</b>
<b>belgilanmagan</b>	немаркированный	<b>unmarked</b>
<b>ko'chirma gap</b>	прямая речь	<b>direct speech</b>
<b>suhbat markeri</b>	маркер беседы	<b>discourse marker</b>
<b>yolg'onchi do'st tarjimoni</b>	ложные друзья переводчика	<b>false friend</b>
<b>ona tili</b>	родной язык	<b>first language</b>
<b>1-shaxs</b>	первое лицо	<b>the first person</b>
<b>yordamchi so'zlar</b>	служебное слово	<b>function word</b>
<b>kelasi tugallangan zamon</b>	будущее совершенное время	<b>the future perfect</b>
<b>kelasi zamon</b>	будущее время	<b>the future tense</b>
<b>natijali grammatika</b>	порождающая	<b>generative grammar</b>

	грамматика,	
<b>bo'g'iz tovushi</b>	гортанная смычка	<b>glottal stop</b>
<b>tarixiy hozirgi zamon</b>	историческое настоящее	<b>the historic present</b>
<b>imperfekt</b>	имперфект	<b>the imperfect</b>
<b>obyektiv olmosh</b>	объектный местоимение	<b>impersonal pronoun</b>
<b>noaniq artikl</b>	неопределённый артикль	<b>indefinite article</b>
<b>noaniq olmosh</b>	неопределённое местоимение i	<b>indefinite pronoun</b>

**O'ZBEKISTON RESPUBLIKASI  
OLY VA O'RTA MAXSUS TA'LIM VAZIRLIGI**

**ANDIJON DAVLAT PEDAGOGIKA INSTITUTI**



**"TASDIQLAYMAN"**

rektor

B.M. Rasulov

"

**XORIJIY TIL FANINING  
O'QUV DASTURI  
(Barcha ta'lim yo'nalishlari uchun)**

**ANDIJON – 2022**

Fan dasturi Andijon davlat pedagogika institutining 2022-yil 30-avgustdagi ilmiy kengashida tasdiqlangan.

Fan dasturi Andijon davlat pedagogika institutida ishlab chiqildi.

Tuzuvchilar:

D.M. Isroilova – AndDPI, Fakultetlararo chet tillar kafedrasini mudiri, dotsent  
p.f.f.d (PhD)

N.Ashurova - AndDPI, Fakultetlararo chet tillar kafedrasini katta o'qituvchisi

Taqrizchilar:

Sh. Shokirov – AndDU, Fakultetlararo chet tillar (ijtimoiy va gumanitar  
fanlar) kafedrasini dotsenti.(Ph.D)

D. Rustomova - AndDU, Fakultetlararo chet tillar (aniq va tabiiy fanlar)  
kafedrasini dotsenti. (Ph.D)

Fan dasturi Andijon davlat universiteti Chet tillar fakulteti kengashi qaroriga muvofiq 2021-yil 30-avgustdagi 1-son majlisida ko'rib chiqilgan va tavsiya qilingan.

Fan / moduli kodi XJT B 106	O'quv yili 2021-2022	Semester I-II	Haftadagi dars soatlari 2-4		ECTS – Kreditlar
Fan moduli/turi Majburiy	Ta'lim tili O'zbek		Fanning nomi	Auditoriya mashg'ulotlari (soat)	
		Mustaqil ta'lim (soat)			Jami yuklama (soat)
1	Xorijiy til	60	60	120	4
		90	90	180	6
		96	84	180	6
		120	120	240	8

### Fanning mazmuni.

Nofilologik yo'nalishlarda Xorijiy tilni o'rgatishdan asosiy **maqsad**– kelgusi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tilidan erkin foydalanuvchi mutaxassislarni tayyorlash. Shubilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko'nikmalarini darsdan tashqari paytda OTMni ham bitirganlaridan keyin ham rivojlantirish, hamda umumbashariy va sohaga oid mavzularda ilmiy maqolalar yozaolish, mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat. Ushbu maqsadga erishish uchun quyidagi **vazifalar** ilgari suriladi:

Talabalarining nutq (o'qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetentsiyalarini rivojlantirish;

- ilmiy, va kasbiy maishiy faoliyatga bog'liq mavzular yuzasidan og'zaki va yozma bayon etish ko'nikma va malakalarini rivojlantirish;

- umumbashariy va milliy qadriyatlar bilan tanishtirish, madaniyatlararo bag'rikenglik va millatlararo hamdo'stlik hislarini singdirish;

Ilmiy va kasbiy faoliyatda qo'llaniladigan termin va atamalarni o'rgatish;

Talabalarining ilmiy va sohaviy yo'nalishlaridan kelib chiqib, mustaqil ish topshiriqlarini to'g'ri va aniq ko'rsatmalar berish orqali tashkil etish.

### II. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Ushbu dastur talabalar uchun belgilab berilgan B2 (SEFR) va undan yuqori darajalarni egallashga qaratilgan. Ushbu darajaga erishish talabalarda ilmiy va sohaviy faoliyatda yuzaga keladigan til bilan bog'liq vaziyatlarda erkin muloqotga kirishishlarini va vaziyatni samarali hal qilishlarini ta'minlaydi. Namunaviy dastur asosida kafedralarda nofilologik yo'nalishlar uchun mutaxassislik doirasidan kelib

chiqib sillabuslar va amaliy mashg'ulotlar kontenti ishlab chiqiladi.

Amaliy mashg'ulotlarda nutqiy kompetentsiyaning o'qish, yozish, tinglab tushunish va gapirish ko'nikma va malakalari integratsiyalashgan ravishda olib boriladi. Mavzuning mohiyati va mutaxassislik xususiyatlaridan kelib chiqib, u yoki bu ko'nikma va malaka darslarda asosiy deb olinadi. Bunda pedagog turli pedagogik metod va texnologiyalardan unumli foydalanishi maqsadga muvofiq bo'ladi. Masalan:

Dialog-ijtimoiy mavzularda suhbat va norasmiy dialog; kasbiy yoki boshqa mavzularda rasmiy va norasmiy munozaralar; munozarani boshqarish, intervyu, muzokaralar va telefon orqali muloqot olib borish;

Monolog-ixtisoslikka oid mavzularda ma'ruza tayyorlash va o'qish; munozara, dalil va isbotlarni olg'a surish, fikrni asoslab berish; maxsus mavzularda taqdimot tayyorlash hamda chiqishqilish; ma'lumotlarni umumlashtirish, maqolalar yozish, muhokama qilish;

O'qish-tanishuv o'qish, ko'z yugurtirib o'qish va sinchiklab o'qish ko'nikma va malakalarini rivojlantirish; xat-xabar, yozishmalar va elektron pochta o'qish; maxsus materiallarni o'zida aks ettirgan autentik matnlarni o'qish; maxsus so'z va terminlarga ega matnlarni, ilmiy va kasbga oid adabiyotlarni, elektron manbalar va matbuot materiallarini o'qish;

Yozma nutq-turli yozishmalar, xat-xabarlar va maxsus dokladlar (eslatma CV vahokazo) yozish; esse, bayon, rezyume, tadqiqot ishi (maqolalar, bitiruv malakaviy ishlar) yozish;

Tinglab tushunish-autentikmateriallarni 2marta eshitib asosiy mazmunini tushunish, zarur axborotni olish va uni bayon eta olish; kundalik yangiliklar, reportajlarni, film qahramonlari nutqini tushunish.

Bilim va ko'nikmalarni sohaga yo'naltirish

Kasbga yo'naltirilgan bosqichning asosiy maqsadi:

- Nutq turlari bo'yicha kasbiy sohada chet tilini amaliy egallash;
- talabani ijodiy shaxs sifatida rivojlantirish;
- soha bo'yicha adabiyotlarni tarjima qilish malaka va ko'nikmalarini rivojlantirish.

Amaliy mashg'ulotlar uchun quyidagi mavzular tavsiya etiladi:

Fan dasturining asosiy kismi mazmuni lingvistik kompetentsiyalari bo'yicha quyidagicha ko'rinishda aks etadi:

1. O'qish:

Bir akadem o'quv yili davomida xaftasiga turli mavzular sohaga oid matn (1200 - 1500 belgi) ustida ishlash.

## **2. Yozuv:**

-tabriknomalar yozish;

- norasmiy va rasmiy xatlar yozish;

- Turli mavzulardagi matnlarga qisqacha xulosa (Summary) yozish;

- Turli mavzularda 200-250 so'zdan iborat esse yozish.

## **3. Tinglab tushunish:**

- radio, internet va televidenie dasturlari va ularda uzatilgan intervyularni;

- tanish va notanish kontekstdagi murakkab autentiknutqni tinglab

tushunish.

## **4. Gapirish:**

Umumiy mavzular –o'zi haqida, oilasi haqida, ish kuni, sevimli mashhuloti, bo'sh vaqtini o'tkazishi, kundalik hayotva . kh.;

Ijtimoiy mavzular – maishiy masalalar, shaxs va kasb psixologiyasi va odobi atrof-muhitmuhofazasi, global muammolar;

Ijtimoiy-madaniy mavzular–ilmiy va sohaga oid vaziyatlarda madaniytafovutlar, dunyo va tili o'rganilayotganmamlakatlar ularning madaniy ijtimoiy xususiyatlari, xorijiy til va uningvatutgano'rni;

Ta'lim mavzulari-ta'lim tizimi, davomli ta'lim, dunyoning yetakchi universitetlari, ma'ruzalar, ilmiy maqola, tezislar yozish, o'qish, o'rganish va taqdimot qilish strategiyalari;

Internet va axborot texnologiyalariga oid mavzular–jaxon va yurtimiz miqyosidagi fan va texnika yangiliklari, yutuqlari, kashfiyot va ixtirolar, internet tarmoqlaridan foydalanish, so'nggi texnologiyalar;

Mutaxassislik sohasiga oid mavzular- soha yo'nalishlari, dolzarb mavzulari, xujjatlar yuritish, kasbiy etika, muzokaralar olib borish, mutaxassislik sohasidagi ilmiy va amaliy yutuqlar, innovatsion g'oyalar va yangiliklar, sohaning yetakchi olimlari va ularning fandagi o'rni.

Amaliy mashg'ulotlar multimedia qurilmalari bilan jihozlangan auditoriyada bir akademik guruhga bir professor-o'qituvchi tomonidan o'tkazilishi zarur. Mashg'ulotlar faol va interaktiv usullar yordamida o'tilishi, mos ravishda munosib pedagogik va axborot texnologiyalar qo'llanilishi maqsadga muvofiq.

### **Mustaqil ta'lim uchun tavsiya etilgan mavzular:**

O'qish– amaliy mashg'ulotlarda berilgan mutaxassislikka oid matnlar va



boshqa og'zaki mavzular yuzasidan qo'shimcha materiallarni mustaqil yoki guruhlar bilan o'rganish, tahlil qilish, ular asosida taqdimotlar yaratish;

Yozuv-mashg'ulotlarda yoritilgan mavzularasosida berilgan yozma ishlarni amalga oshirish va unda o'z fikrlarini yozma bayon etish, turli erkin mavzularda esselar yozish;

Tinglab tushunish–o'qituvchi tomonidan belgilangan audio yoki video materiallarga o'z fikrini bildirish;

Gapirish –mavzular bo'yicha tayyorlangan taqdimotlarni og'zaki taqdim etish, savol-javoblarda ishtirok etish mavzularda, turli mavzularda ya'ni siyosiy, ijtimoiy va ma'naviy-ma'rifiy mavzularda suhbat qurish va tanqidiy fikr bildirish.

**Izoh:** Mustaqil ishlash uchun tavsiya etiladigan mavzularga ta'lim muassasalari va ularning yonalishlaridan kelib chiqqan xolda qo'shimchalar kiritilishi mumkin. Kiritilgan qo'shimchalar ishchi dasturlarda keltiriladi.

#### **IV. Kutiladigan natijalar (talabada shakllanadigan kompetentsiyalar)**

##### **Fanni o'zlashtirish natijasida talabani:**

- nutqi (o'qish, yozish, tinglab tushunish, gapirish) tili (leksik, grammatik), ijtimoiy – madaniy va pragmatik kompetensiyalari oshadi;
- ilmiy, kasbiy va maishiy faoliyatiga bog'liq mavzular yuzasidan termin va atamalarni o'rganishining natijasida og'zaki va yozma bayon etish ko'nikma va malakalari rivojlanadi;

umumbashariy va milliy qadriyatlar bilan tanishish orqali madaniyatlararo bag'rikenglik va millatlararo hamdo'stlik, vatanparvarlik tuyg'ulariga ega bo'ladi.

##### **V. Ta'lim texnologiyalari va metodlari:**

- dialog, debat, monolog;
- tanishuv o'qish, ko'z yugurtirib o'qish va sinchiklab o'qish
- muammoli vaziyat va keys-stadilar;
- mantiqiy fikrlash, tezkor savol-javob, aqliy hujum;
- guruhlarda ishlash;
- taqdimotlar qilish;
- individual loyihalar;
- jamoa bo'lib ishlash va himoya qilish uchun loyihalar va hokazo

##### **VI. Kreditlarni olish uchun talablar**

Fanga oid amaliy va uslubiy tushunchalarni to'la o'zlashtirish o'rganilayogan tushuncha mavzular haqida mustaqil mushohada yuritish, hamda joriy, oraliq va yakuniy nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish.(Ingliz tili va nemis tili uchun)

**Asosiy va qo`shimcha o`quv adabiyotlar hamda axborot  
manbalari**

**Asosiy adabiyotlar**

1. Bokieva G. X., Rashidova FMvaboshkalarScaleu', Student'sbook, Course 1,2,3. T.GafurGulom2015,.
2. Bokieva G. X., Rashidova F. M va boshqalar Scaleu', Workbook, M.Course 1, 2, 3-T. Gafur Gulom,2015.
3. Sandra Evans, Angela 'ude u.a. Menschen. Deutsch als Fremds'rache A1. Kurs- und Arbeitsbuch mit Audio DVD-Rom. Ismaning: Hueber,
4. Monika Bovermann, Sylvietta 'enning-Hiemstra. Schritte International. Ismaning: Hueber Verlag, 2012
5. Schritte International 1./2./3. Kursbuch+Arbeitsbuch. Daniela Niebisch, Sylvette 'enning-Hiemstra, FranzS'echt, Monik Bovermann, Monika Reimann. Ismaning: Hueber Verlag,2006.
6. SHirinova R.X. //Frantsuztili //Darslik-T..Sano sta (ikkinchi nashr,2017).

**Qo`shimcha adabiyotlar**

1. Mirziyoev SH. M. Erkin va farovon demokratik O'zbekiston davlatini birgalikda barpo etamiz.. Toshkent-2016.
2. Mirziyoev SH. M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz.. Toshkent-2017.
3. O'zbekiston Respublikasi Vazirlar mahkamasining 2017 yil 11 avgustdagi "Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 610-sonli qarori.
4. O'zbekiston Respublikasi 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ 2909 –sonli qarori
5. O'zbekiston Respublikasi Prezidentining 2018 yil 13 dekabrda

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM  
VAZIRLIGI

ANDIJON DAVLAT PEDAGOGIKA INSTITUTI



"Tasdiqlayman"  
O'quv-uslubiy bo'lim boshlig'i  
E. A. Tojimirzayev  
2022-yil

**“Xorijiy til” fanidan**  
**SILLABUS (ishchi dastur)**  
**2-kurs (180 soat)**

Bilim sohasi: 100000 – Gumanitar fanlar  
Ta'lim sohasi: 110000 - Pedagogika  
Ta'lim yo'nalishi: 60110600- Matematika va Informatika

Semestr: 3-4-semestr  
Kreditlar soni: 6-kredit

Ma'ruza: 0  
Amaliy mashg'ulot: 90 - soat 3-4-semestr  
Laboratoriya mashg'ulot: 0  
Mustaqil ta'lim: 90 - soat 3-4-semestr  
Jami auditoriya soatlari: 90 - soat 3-4-semestr  
Umumiy o'quv soatlari: 180 - soat 3-4-semestr

Andijon – 2022

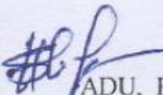
Mazkur ishchi fan dasturi "Pedagogika" fakulteti Kengashining 2022 yil "28" avgust-dagi yig'ilishida muhokama qilinib, tasdiqlash uchun tavsiya etilgan. (10-sonli bayonnoma).

Mazkur ishchi fan dasturi "Fakultetlararo chet tillar" kafedrasining 2022 yil "26" avgust-dagi yig'ilishida muhokama qilinib, tasdiqlash uchun tavsiya etilgan. (1-sonli bayonnoma).

**Tuzuvchilar:**

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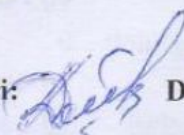
**ADPI, Pedagogika fakulteti dekani:**

2022 yil, "28" avgust

 Sh.Xasanov

**"Fakultetlararo chet tillar" kafedrasini mudiri:**

2022 yil, "26" avgust

 D.M. Isroilova

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**Sayt:**

**Intizomiy talablar:**

Talabani intizomi institutdagi "Talabalar uchun ichki tartib-qoidalar" ga to'liq javob berishi shart.

## I. Fan haqida qisqacha ma'lumot **Fanning mazmuni.**

Nofilologik yo'nalishlarda Xorijiy tilni o'rgatishdan asosiy maqsad - kelgusi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tilidan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko'nikmalarini darsdan tashqari paytda OTMni ham bitirganlaridan keyin ham rivojlantirish, hamda umumbashariy va soxaga oid mavzularda ilmiy maqolalar yoza olish, mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar ilgari suriladi:

Talabalarning nutq (o'qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetentsiyalarini rivojlantirish;

- ilmiy, va kasbiy maishiy faoliyatga bog'liq mavzular yuzasidan og'zaki va yozma bayon etish ko'nikma va malakalarini rivojlantirish;

- umumbashariy va milliy qadriyatlar bilan tanishtirish, madaniyatlararo bag'rikenglik va millatlararo hamdo'stlik hislarini singdirish;

Ilmiy va kasbiy faoliyatda qo'llaniladigan termin va atamalarni o'rgatish;

Talabalarning ilmiy va sohaviy yo'nalishlaridan kelib chiqib, mustaqil ish topshiriqlarini to'g'ri va aniq ko'rsatmalar berish orqali tashkil etish.

## II. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Ushbu dastur talabalar uchun belgilab berilgan B2 (CEFR) va undan yuqori darajalarni egallashga qaratilgan. Ushbu darajaga erishish talabalarda ilmiy va sohaviy faoliyatda yuzaga keladigan til bilan bog'liq vaziyatlarda erkin muloqotga kirishishlarini va vaziyatni samarali hal qilishlarini tahminlaydi. Namunaviy dastur asosida kafedralarda nofilologik yo'nalishlar uchun mutaxassislik doirasidan kelib chiqib sillabuslar va amaliy mashg'ulotlar kontenti ishlab chiqiladi.

Amaliy mashg'ulotlarda nutqiy kompetentsiyaning o'qish, yozish, tinglab tushunish va gapirish ko'nikma va malakalari integratsiyalashgan ravishda olib boriladi. Mavzuning mohiyati va mutaxassislik xususiyatlaridan kelib chiqib, u yoki bu ko'nikma va malaka darslarda asosiy deb olinadi. Bunda pedagog turli pedagogik metod va texnologiyalardan unumli foydalanishi maqsadga muvofiq bo'ladi. Masalan:

Dialog - ijtimoiy mavzularda suhbat va norasmiy dialog; kasbiy yoki boshqa mavzularda rasmiy va norasmiy munozaralar; munozarani boshqarish, intervyu, muzokaralar va telefon orqali muloqot olib borish;

Monolog-ixtisoslikka oid mavzularda ma'ruza tayyorlash va o'qish; munozara, dalil va isbotlarni olg'a surish, fikrni asoslab berish; maxsus mavzularda taqdimot tayyorlash hamda chiqish qilish; ma'lumotlarni umumlashtirish, maqolalar yozish, muhokama qilish;

O'qish - tanishuv o'qish, ko'z yugurtirib o'qish va sinchiklab o'qish ko'nikma va malakalarini rivojlantirish; xat-xabar, yozishmalar va elektron pochta o'qish; maxsus materiallarni o'zida aks ettirgan autentik matnlarni o'qish; maxsus so'z va terminlarga ega matnlarni, ilmiy va kasbga oid adabiyotlarni, elektron manbalar va matbuot materiallarini o'qish;

Yozma nutq - turli yozishmalar, xat-xabarlar va maxsus dokladlar (eslatma CV va hokazo) yozish; esse, bayon, rezyume, tadqiqot ishi (maqolalar, bitiruv malakaviy ishlar) yozish;

Tinglab tushunish-autentik materiallarni 2 marta eshitib asosiy mazmunini tushunish, zarur axborotni olish va uni bayon eta olish; kundalik yangiliklar, reportajlarni, film qahramonlari nutqini tushunish.

Bilim va ko'nikmalarni sohaga yo'naltirish

Kasbga yo'naltirilgan bosqichning asosiy maqsadi:

- nutq turlari bo'yicha kasbiy sohada chet tilini amaliy egallash;
- talabani ijodiy shaxs sifatida rivojlantirish;
- soha bo'yicha adabiyotlarni tarjima qilish malaka va ko'nikmalarini rivojlantirish.

Amaliy mashg'ulotlar uchun quyidagi mavzular tavsiya etiladi:

Fan dasturining asosiy qismi mazmuni lingvistik kompetensiyalari bo'yicha quyidagicha ko'rinishda aks etadi:

1. O'qish:

Bir akadem o'quv yili davomida haftasiga turli mavzular sohaga oid matn (1200 - 1500 belgi) ustida ishlash.

2. Yozuv:

- tabriknomalar yozish;
- norasmiy va rasmiy xatlar yozish;
- turli mavzulardagi matnlarga qisqacha xulosa (Summary) yozish;
- turli mavzularda 200-250 so'zdan iborat esse yozish.

3. Tinglab tushunish:

- radio, internet va televidenie dasturlari va ularda uzatilgan intervyularni;
- tanish va notanish kontekstdagi murakkab autentik nutqni tinglab tushunish.

4. Gapirish:

Umumiy mavzular - o'zi haqida, oilasi haqida, ish kuni, sevimli mashg'uloti, bo'sh vaqtini o'tkazishi, kundalik hayot va kh.;

Ijtimoiy mavzular - maishiy masalalar, shaxs va kasb psixologiyasi va odobi atrof-muhit muhofazasi, global muammolar;

Ijtimoiy-madaniy mavzular - ilmiy va sohaga oid vaziyatlarda madaniy tafovutlar, dunyo va tili o'rganilayotgan mamlakatlar ularning madaniy ijtimoiy xususiyatlari, xorijiy til va uning tutgan o'rni;

Ta'lim mavzulari - ta'lim tizimi, davomli ta'lim, dunyoning yetakchi universitetlari, ma'ruzalar, ilmiy maqola, tezislari yozish, o'qish, o'rganish va taqdimot qilish strategiyalari;

Internet va axborot texnologiyalariga oid mavzular - jaxon va yurtimiz miqyosidagi fan va texnika yangiliklari, yutuqlari, kashfiyot va ixtirolar, internet tarmoqlaridan foydalanish, so'nggi texnologiyalar;

Mutaxassislik sohasiga oid mavzular- soha yo'nalishlari, dolzarb mavzulari, xujjatlar yuritish, kasbiy etika, muzokaralar olib borish, mutaxassislik sohasidagi ilmiy va amaliy yutuqlar, innovatsion g'oyalar va yangiliklar, sohaning yetakchi olimlari va ularning fanidagi o'rni.

Amaliy mashg'ulotlar multimedia qurilmalari bilan jihozlangan auditoriyada bir akademik guruhga bir professor - o'qituvchi tomonidan o'tkazilishi zarur. Mashg'ulotlar faol va interaktiv usullar yordamida o'tilishi, mos ravishda munosib pedagogik va axborot texnologiyalar qo'llanilishi maqsadga muvofiq.

**AMALIY MASHG‘ULOTLAR UCHUN MODULLAR KESIMIDA  
TAVSIYA ETILGAN MAVZULAR:  
III-SEMESTR  
FANNING TAQVIM-MAVZU REJASI**

Weeks	Hours	Lessons
1	4	<p><b>LESSON 1. YOU AND ME</b>  <b>Grammar:</b> Verbs <i>to be</i>, Possessive adjectives, Verbs <i>have, go, live, like</i>.  <b>Vocabulary:</b> <i>Personal information</i>  <b>Listening:</b> <i>Personal information</i>  <b>Reading:</b> <i>A student’s blog</i>  <b>Speaking:</b> <i>Introducing yourself</i>  <b>Writing:</b> <i>You and your life</i>  <b>Classwork:</b> Starter 1,2 Ex 1,2,3 p.6; Ex 1,2,3,4 p.7  Ex 1,2,3,4,5 p.8; ex 1, 2, 3, 4,5,6 p.9 <i>Video U1</i>  Ex 1,2,3,4,5,6,7 pp 10-11 <i>Com/act 1 p11</i>  Ex 1,2,3,4 p13 WB ex 8, 9, 10p8-9  <i>Com/act 1 p148</i>  <b>Homework:</b> Ex 1,2 p.4 WB  Ex 3,4,5 pp 5-6 WB  Writing a blog p104  Ex 11.12 p9 WB  <b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13  <b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
2	4	<p><b>LESSON 2. A GOOD JOBS</b>  <b>Grammar:</b> Present Simple <i>he/she/it</i>. Verbs <i>come, work, earn, go, play</i>. Questions and negatives.  <b>Vocabulary:</b> <i>Jobs: nurse, hairdresser, lawyer</i>  <b>Listening:</b> <i>Jobs: People and their jobs</i>.  <b>Reading:</b> <i>A really good job</i>.  <b>Speaking:</b> <i>The dancer and the DJ</i>  <b>Writing:</b> <i>Improving style. Using pronouns</i>  <b>Classwork:</b> <i>Unit test 1</i> Ex 1,2,3,4,5,6 p.14-15 Ex 1,2,3 p15  Ex 1,2,3,4,5,6,7</p>



		<p>Ex 8,9,10,11 pp 16-17 <b>Com/act 2 p149</b>  Ex 1,2,3,4,5 p.18 <b>Video U2</b>  Ex 1,2,3,4 p20 Ex 1,2,3,4 p.21 <b>Com/act 2 p21</b></p> <p><b>Homework:</b> Ex 1,2,3,4 pp 10-11 WB  Ex 5,6,8 pp 11, 12, 14 W-blog p105  Ex 1,2 p13 ex 8, 9 p.14 WB  Ex 2,9,10,11,12 p. 11,14,15</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
3	4	<p><b>LESSON 3. WORK HARD, PLAY HARD!</b></p> <p><b>Grammar:</b> Present Simple (2), Adverbs of frequency.  <b>Vocabulary:</b> <i>Social expressions</i>  <b>Listening:</b> <i>In my free time</i>  <b>Reading:</b> <i>Town and country weekends</i>  <b>Speaking:</b> <i>Role play</i>  <b>Writing:</b> <i>Form filling</i></p> <p><b>Classwork:</b> <i>Unit Test 2</i> Ex 1,2,3,4,5 pp22-23  Ex 1,2,3,4,5,p24 Ex 1,2,3,4,5 p25  Ex 1,2,3,4,5,6,7 pp 26-27  Ex 1,2,3,4,5p 28; ex 1,2,3,4 p 29</p> <p><b>Homework:</b> Ex 1, 2, 3, 4, 5 WB pp 16-18  Ex 5,6 WB pp 18-19  Ex 7 WB p 20  Ex 8,9,10,11,12 p.21 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
4	4	<p><b>LESSON 4. SOMEWHERE TO LIVE</b></p>

	<p><b>Grammar:</b> There is/are, some/any/a lot of, this/that/these/those.</p> <p><b>Vocabulary:</b> <i>Things in the house/in the street.</i></p> <p><b>Listening:</b> <i>What's in your bag.</i></p> <p><b>Reading:</b> <i>America's the most famous address.</i></p> <p><b>Speaking:</b> <i>Information gap.</i></p> <p><b>Writing:</b> <i>Describing your home.</i></p> <p><b>Classwork:</b> <i>Unit Test 3;</i> Ex 1,2,3 pp 30-31; ex 1,2,3 p.31  Ex 1,2,3 pp32-33; ex 1,2,3,4,5,6 p33  Ex 1,2,3,4,5,6,7 p36; Ex 1,2,3,4,5,6,7,8 p37;  Ex 1,4 p107 (W-blog)</p> <p><b>Homework:</b> Ex 1,2,3 WB pp 22-23  Ex 4,5 WB p24  Ex 7,8,9,10,11 WB pp 26-27  Ex 6 WB p25; Ex 2, 3, 5, 6 SB p107</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
5	<p><b>4</b></p> <p><b>LESSON 5. SUPER ME!</b></p> <p><b>Grammar:</b> Can/can't</p> <p><b>Vocabulary:</b> Verbs</p> <p><b>Listening:</b> <i>When I Was a child</i></p> <p><b>Reading:</b> A talented family</p> <p><b>Speaking:</b> <i>polite requests</i></p> <p><b>Writing:</b> <i>Polite requests</i></p> <p><b>Classwork:</b> Ex 1,2,3 p 38; ex 1,2,3,4, 5,6,7 p39 Com/act 5 p39  Ex 1,2,3,4 p40; Ex1,2,3,4,5 p41  Ex 1,2,3,4,5 pp 42-43 ex 6.1 WB p30 Video U5  Ex 1,2,3,5,6,9 p44; ex 1,2, 3,4,5 p45;  Com/act 5 p153</p> <p><b>Homework:</b> Ex 1,2,3 WB p28  Ex 4,5, WB p 29 Ex 1,2,3,4,5 p 108 (W-blog)  Ex 6 WB p30; Ex 9 WB p32  Ex 7,8 p31; ex 10,11 pp33-34 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p</p>

		<p>10-13</p> <p><b>Internet saytlar:</b></p> <ol style="list-style-type: none"> <li><a href="http://www.teachingenglish.org.uk/think/articles/listening">1.http://www.teachingenglish.org.uk/think/articles/listening</a></li> <li><a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">2.http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></li> <li><a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">3.http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></li> </ol>
6	4	<p><b>LESSON 6. LIVES UPS AND DOWNS</b></p> <p><b>Grammar: Past Simple. Regular verbs</b>  <b>Vocabulary: <i>work, start, play, record, travel, live</i></b>  <b>Listening: I went to Beatel’s concert</b>  <b>Reading: John Lennon 1940-1980</b>  <b>Speaking: <i>The Jackson 5</i></b>  <b>Writing: <i>Past time expressions</i></b>  <b>Classwork: Ex 1,2,3,4,5,6 pp 46-47;</b>  Ex1,2,3,4,5 p48; Ex1,2,3, 4,5 p48;  Ex 1,2,3,4 p49  <b><i>Com/act 6 p53</i></b>  <b>Homework: Ex 7,8,9,10 pp 39-40</b>  Ex2,3,4 p 109 SB (WBlog)  <b>Adabiyotlar: Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student’s Book, Oxford University Press</b>  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b></p> <ol style="list-style-type: none"> <li><a href="http://www.teachingenglish.org.uk/think/articles/listening">1.http://www.teachingenglish.org.uk/think/articles/listening</a></li> <li><a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">2.http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></li> <li><a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">3.http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></li> </ol>
7	4	<p><b>LESSON 7. DATES TO REMEMBER</b></p> <p><b>Grammar: Past simple</b>  <b>Vocabulary: Adverbs</b>  <b>Listening: Telling a story</b>  <b>Speaking: Talking about my life</b>  <b>Reading: Plants to rockets</b>  <b>Writing: Special occasion</b>  <b>Classwork: Ex 1,2 p54; Ex 1,2,3,4 p55</b>  Ex 1,2,3,4,5,6,1,2,3,4 pp56-57 Com/act 7 p61  Ex 1,2,3,4,5,6,7 pp58-59 Ex 7 p45 Video U7  Ex 1,2,3,4,5,6,7,8 p60; Ex 1,2,3,4 p61  <b>Com/act 6 p154</b></p>

		<p><b>Homework:</b> Ex 1,2,3 pp 41-42 WB  Ex 4,5 p 43WB  Ex 6 p44 ; Ex 8 p46 WB  Ex 1, 2, 3, 4, 5 SB p111 (W blog); Ex 9,10,11</p> <p>Adabiyotlar Liz and John Soars, New Headway, 4th edition, Elementary, Student's Book, Oxford University Press  <a href="https://learnenglish.britishcouncil.org/english-grammar-reference/relative-pronouns-and-relative-clauses">https://learnenglish.britishcouncil.org/english-grammar-reference/relative-pronouns-and-relative-clauses</a></p>
8	4	<p><b>LESSON 8. EAT IN OUR OUT?</b></p> <p><b>Grammar:</b> I like and I'd like, some and any, How much or how many.</p> <p><b>Vocabulary:</b> Daily needs</p> <p><b>Listening:</b> What's your favourite sandwich?</p> <p><b>Speaking:</b> The history of the sandwich.</p> <p><b>Reading:</b> Everybody likes sandwich.</p> <p><b>Writing:</b> Food and drink</p> <p><b>Classwork:</b> Ex1,2,3p62; Ex 1,2,3,4,5 p63  Ex1,2,3,1,2,3,1,2,3,4 pp64-65; Project p65 Com/act 8 p155  Ex 1,2,3,4,5,6 p66-67; Ex 6 p50, ex 10(2) p68 WB</p> <p><b>Video</b>  Ex 1,2,3 p68;  Ex 1,2,3,4 ,5,6 p 69 Com/act 8 p69</p> <p><b>Homework:</b> Ex 1, 2, 3, 4, 5 p 48-49 WB  Ex 7,8 p.51WB; ex1,2,3 pp112-113 SB (W-blog)  Ex 9, 10(1), 11 pp 52-53 WB  Ex12,13,14 p54 WB</p> <p>Adabiyotlar: Liz and John Soars, New Headway, 4th edition, Elementary, Student's Book, Oxford University Press  Internet saytlar;  <a href="https://www.learngrammar.net/english-grammar/rules-of-using-articles">https://www.learngrammar.net/english-grammar/rules-of-using-articles</a>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
9	4	<p><b>LESSON 9 (1). CITY LIVING</b></p> <p><b>Grammar:</b> Comparative adjectives: <i>bigger, more romantic, better, worse</i>. Superlative adjectives</p> <p><b>Vocabulary:</b> Adjectives <i>taller, wet, warm, polite, safe,</i></p>

		<p><i>dangerous</i></p> <p><b>Markets.</b> <i>Artists, fashion, jewelry</i></p> <p><b>Listening:</b> <i>People talk about where they live 1part.</i></p> <p><b>Reading:</b> <i>Megacities 1 part</i></p> <p><b>Speaking:</b> <i>Comparing places. Two capital cities</i></p> <p><b>Writing:</b> <i>Describing a place</i></p> <p><b>Classwork:</b> Ex 1,2,3,4, 5 pp 70-71; Ex 1,2,3 p71 Ex 1, 2, 3, 4 p72; Ex 1, 2, 3 pp72-73; ex 1,2,3 p73 <b>Com/act 9 p156</b></p> <p><b>Homework:</b> Ex1,2,3p55 WB Ex 4, 5, 6 p 56 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student’s Book, Oxford University Press G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
10	4	<p><b>LESSON 10 (2). CITY LIVING</b></p> <p><b>Grammar:</b> Superlative adjectives</p> <p><b>Vocabulary:</b> <i>Town and country</i></p> <p><b>Listening:</b> <i>People talk about where they live 2 part.</i></p> <p><b>Reading:</b> <i>Megacities 2 part</i></p> <p><b>Speaking:</b> <i>Comparing places. A Megacity.</i></p> <p><b>Writing:</b> <i>Writing about capital city</i></p> <p><b>Classwork:</b> Ex 1,2,3,4,5, pp 74-75; ex 11 p59 WB <b>Video U9</b> Ex 1, 2, 3, 4, 5 p76; Ex 1, 2, 3, 4, 5 p77, Ex 13 p60 WB <b>Com/act p76</b></p> <p><b>Homework:</b> Ex 10 p58 WB, Project p 75 SB Ex 1, 2, 3 p 114 SB(Wblog); Ex 12, 14 p 60 WB</p> <p><b>1. Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student’s Book, Oxford University Press G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></p>

		3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a>
11	4	<p><b>LESSON 11 WHERE ON EARTH ARE YOU?</b></p> <p><b>Grammar:</b> <i>in/at/on</i> – for places  <b>Present Continuous, Present simple or continuous</b>  <b>Vocabulary:</b> Describing people  <b>Listening:</b> Who is who  <b>Reading:</b> The international Space station  <b>Speaking:</b> <i>Project: Who is on the ISS?</i>  <b>Writing:</b> <i>Comparing and contrasting.</i>  <b>Classwork:</b> <i>Unit test 9</i>  Ex 1, 2, 3, 4, 5 pp 78-79; Ex 1, 2, 3, 4 p79  Ex 1, 2, 3, 4 p80; Ex 1, 2; Ex 1, 2, 3 p81  <i>Com/act 10 p157</i>  Ex 1,2,3,4,5 p84; Ex 1,2,3 p85; Ex 1,2,3 p 115 <i>Com act 10 p84</i>  <b>Homework:</b> Ex 1, 2, 3, 4 pp 61-62 WB  Ex 5, 6 pp62-63 WB  Ex 12, 13, 14 p 67 WB; ex 4 p115 SB  <b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13  <b>Internet saytlar:</b>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
12	4	<p><b>LESSON 12. GOING FAR (1)</b></p> <p><b>Grammar:</b> <i>going to future</i>  <b>Vocabulary:</b> verbs: <i>drop. sneeze, kiss, fall. Making suggestions.</i>  <b>Listening:</b> <i>We are off to see the world</i>  <b>Reading:</b> <i>Meet Ed, Will and Ginger.</i>  <b>Speaking:</b> <i>Talking about places</i>  <b>Writing:</b> <i>Describing a holiday</i>  <b>Classwork:</b> <i>Unit test 10;</i> Ex 1,2,3,4,5,6 pp 86-87  Ex 1,2,3 p88; Ex 1,2;  Ex 1,2,3 p89; Ex 1,2 p 116 (Wblog)  <i>Com/act 11 p87</i>  <b>Homework:</b> Ex 1, 2, 3, 4 pp 68-70  Ex 5 p71 WB; Ex3,4,5 p116SB (Wblog)</p>

		<p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
13	4	<p><b>Lessons 13 GOING FAR (2)</b></p> <p><b>Grammar: Infinitive of purpose</b> <b>Vocabulary: what's the weather like?</b> <b>Listening: <i>What's the weather like?</i></b> <b>Reading: <i>Three men walking and singing in Britain</i></b> <b>Speaking: <i>Interviewing a singer</i></b> <b>Writing: <i>Writing a holiday postcard</i></b> <b>Classwork:</b> video U10, video U11 Ex 1,2,3,4,5,6,7 p.92 ; ex 1, 2, 3, 4,p.93 ex 8(3) 9, 9p 74-75 <i>Com/act 11 ,158</i></p> <p><b>Homework:</b> Ex 8 (1,2) p.74 WB Ex 10-11 pp 75WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
14	4	<p><b>LESSON 14. NEVER EVER!</b></p> <p><b>Grammar: Present Perfect</b> <b>Vocabulary: <i>Phrases get/take. Transport and travel.</i></b> <b>Listening: The Glastonbury festival</b> <b>Reading: The Glastonbury festival</b> <b>Speaking: <i>Talking about you</i></b> <b>Writing: <i>A poem</i></b> <b>Classwork: <i>Unit test 11</i></b>; Ex 1,2;1,2, 3,4,5,6,7,8,9 pp 94-95 Ex1,2,3; 1,2; 1,2,3,4 pp 96-97 <i>Com/act 12 p159</i> Ex 1,2,3,4,5,6 pp 98-99 Ex 10 p 81WB</p>

**VideoU12**

Ex 1,2,3,4,5 p100

Ex 1,2,3,4,5,6 p101; **Com/act 12 p101**

**Homework:** Ex 1, 2, 3, 4 pp 76-78WB

Ex 5,6,7,8 pp 78-79 WB

Ex14,15p83WB; ex 1, 2, 3, 4, 5 p117 (Wblog)

**Adabiyotlar:** Liz and John Soars, New Headway, 4<sup>th</sup> edition, Elementary, Student's Book, Oxford University Press  
G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13

**Internet saytlar:**

1.<http://www.teachingenglish.org.uk/think/articles/listening>

2.<http://www.usc.edu/dept/education/CMMR/CMMR>

[BTSAhome.html#ResourcesBeginningTeachers](http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers)

3.<http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>

**4 LESSON 15. GETTING TO KNOW YOU!**

**Grammar:** *Tenses, Questions, Question words*

**Vocabulary:** Wright word, wrong word. Social expressions

**Listening:** My oldest friend

**Reading:** Blind date.

**Speaking:** Discussion. *Talking about your friends*

**Writing:** *Describing friends*

**Classwork:** Ex. 1,2,3,4,5,6,7 pp 6-7 **Com/act p6**

Ex. 1,2,3,4,5,6,7 p8, Ex. 1,2,3,4,5 p9 **W-blog p104**

Ex. 1,2,3,4,5,6,7,8 pp10-11 **Video U1**

Ex. 1,2,3,4,5,1,2,3,4 pp12-13 **Com/act p7**

**Homework:** WB ex. 1,2,3,4,5 p4

WB ex. 6,7,8 p6

SB p104

WB ex 10 p8

WB ex 9 p7

**Adabiyotlar:** Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press  
G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13

**Internet saytlar:**

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2.<http://www.usc.edu/dept/education/CMMR/CMMR>

[BTSAhome.html#ResourcesBeginningTeachers](http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers)

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<b>15</b>	<b>2</b>	<b>Progress test</b>
<b>16</b>	<b>2</b>	<b>Oraliq nazorat</b> Nazorat turi: Test Nazorat o'tkazilish vaqti: 2022 yil _____ dekabr Nazorat o'tkazilish joyi: Andijon davlat pedagogika instituti MT binosi 107 xona
<b>17</b>	<b>2</b>	<b>Kurs natijalari,yakuniy nazoratga tayyorgarlik ko'rish.</b> Andijon davlat pedagogika instituti MT binosi 107 xona Maslahat o'tkazilish vaqti: 2021 yil dekabr-yanvar
<b>18</b>	<b>2</b>	<b>YAKUNIY NAZORAT</b> Nazorat turi: Test Nazorat o'tkazilish vaqti: 2022 yil _____ fevral Nazorat o'tkazilish joyi: Andijon davlat pedagogika instituti MT binosi 107 xona

## IV – semestr

Weeks	Hours	Lessons
1	2	<p><b>LESSON 16. GETTING TO KNOW YOU!</b></p> <p><b>Grammar:</b> <i>Tenses, Questions, Question words</i>  <b>Vocabulary:</b> Wright word, wrong word. Social expressions  <b>Listening:</b> My oldest friend  <b>Reading:</b> Blind date.  <b>Speaking:</b> Discussion. <i>Talking about your friends</i>  <b>Writing:</b> <i>Describing friends</i>  <b>Classwork:</b> Ex. 1,2,3,4,5,6,7 pp 6-7 <i>Com/act p6</i>  Ex. 1,2,3,4,5,6,7 p8, Ex. 1,2,3,4,5 p9 <i>W-blog p104</i>  Ex. 1,2,3,4,5,6,7,8 pp10-11 <i>Video U1</i>  Ex. 1,2,3,4,5,1,2,3,4 pp12-13 <i>Com/act p7</i>  <b>Homework:</b> WB ex. 1,2,3,4,5 p4  WB ex. 6,7,8 p6  SB p104  WB ex 10 p8  WB ex 9 p7</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
2	2	<p><b>LESSON 17. WHATEVER MAKES YOU HAPPY</b></p> <p><b>Vocabulary:</b> <i>Things I like doing</i>  <b>Grammar:</b> Have /have got  <b>Reading:</b> The happiness quiz  <b>Listening:</b> Song. Getting on with your neighbours  <b>Speaking:</b> Discussion. <i>What's most important to you - money, job, health ...</i>  <b>Writing:</b> Writing a postcard  <b>Classwork:</b> <i>Unit test 1</i>  Ex 1,2,3,4,5,6,7 pp14-15  Ex 1,2,3,4,5 p 16  <i>Com/act p17</i> (a) pp 151-153 AB Ex. 1,2,3,4,5 p 17  Ex. 1,2,3,4,5,6,7 p 18</p>

		<p><b>Video U2</b> Ex. 1,2,3,4,5, 1,2,3,4,5 pp20-21 <b>Com/act p17 (b)</b></p> <p><b>Homework:</b> WB ex 1,2,3 p11 W-blog SB p105 WB ex 9 p14 WB ex 11,12 pp15-16</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre Intermediate, Student’s Book, Oxford University Press G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
3	2	<p><b>LESSON 18. WHAT’S IN THE NEWS</b></p> <p><b>Vocabulary:</b> Regular and Irregular verbs. Saying when. <b>Grammar:</b>Past Simple <b>Listening:</b> The news. <b>Reading:</b> The flight attendant who lost his cool <b>Speaking:</b> Narrating. Retelling a news story. <b>Writing:</b> Narrative writing <b>Classwork:</b> <i>Unit test 2</i> Ex. 1,2,3,4,5,6,7,8,9 pp22-23 Ex. 1,2,3,4,5,6,7,8 p24 Ex. 1,2,3,4,5,6 p25 <b>Com/act p25</b> Ex. 1,2,3,4 pp26-27</p> <p><b>Video U3</b> Ex. 1,2,3,4,5,6 p 28 Ex. 1,2,3,4,5,6,7,8,9 p29 <b>Com/act p23</b></p> <p><b>Homework:</b> WB ex 1,2,3 pp 18-19 WB ex 4,5,6,7 pp20-21 W-blog ex 1,2,3 pp106-107 SB WB ex 4,8,11 pp20,22,24</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre Intermediate , Student’s Book, Oxford University Press G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR">http://www.usc.edu/dept/education/CMMR/CMMR</a></p>

		<p><a href="http://www.btsahome.com/resources/beginningteachers">BTSAtHome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
4	2	<p><b>LESSON 19. EAT, DRINK AND BE MERRY!</b></p> <p><b>Grammar:</b> Quantity: <i>much and many, some and any</i>  <b>Vocabulary:</b> <i>Food, grapes, prawns, cereal. Can you for dinner.</i>  <b>Listening:</b> Our diet.  <b>Reading:</b> <i>Unusual places to eat</i>  <b>Speaking:</b> Discussion. <i>A good diet.</i>  <b>Writing:</b> <i>Writing an email.</i>  <b>Classwork:</b> <i>Unit test 3</i>  Ex. 1,2,3,4,5,6,7 pp 30-31  Ex. 1,2,3,4,5,1,2 p32  Ex. 1,2,3 p33 <i>Com/act p31</i>  Ex. 1,2,3,4,5 p 34  <b>Video U4</b>  Ex 1,2,3,4,5,1,2,3,4,5 pp36-37 <i>Com/act p32</i>  <b>Homework:</b> WB ex 1,2,3 pp 25-26  ex 4,5,6,7,8,9  pp 27-28 WB  ex 10 (1,2,3)  pp 28-29 WB  SB W-blog ex 1,2,3,4,5,6,7  p108 ex 12-14 p30 WB  <b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13  <b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR">http://www.usc.edu/dept/education/CMMR/CMMR</a>  <a href="http://www.btsahome.com/resources/beginningteachers">BTSAtHome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
5	2	<p><b>LESSON 20. LOOKING FORWARD</b></p> <p><b>Grammar:</b> Verb patterns  <b>Vocabulary:</b> <i>Phrasal verbs. Expressing doubt and certainty.</i>  <b>Listening:</b> How does it feel to be 20-something.  <b>Reading:</b> <i>Hope for the future</i>  <b>Speaking:</b> Describing. <i>Talking about someone in their twenties.</i>  <b>Writing:</b> <i>Writing for talking</i>  <b>Classwork:</b> <i>Unit test 3</i>  Ex. 1,2,3,4,5,6,7 pp 30-31</p>

		<p>Ex. 1,2,3,4,5,1,2 p32  Ex. 1,2,3 p33 <b>Com/act p31</b>  Ex. 1,2,3,4,5 p 34  <b>Video U4</b>  Ex 1,2,3,4,5,1,2,3,4,5 pp36-37 <b>Com/act p32</b></p> <p><b>Homework:</b> WB ex 1,2,3 pp 25-26  ex 4,5,6,7,8,9  pp 27-28 WB  ex 10 (1,2,3)  pp 28-29 WB  SB W-blog ex 1,2,3,4,5,6,7  p108 ex 12-14 p30 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
6	2	<p><b>LESSON 21. THE WAY I SEE IT</b></p> <p><b>Grammar:</b> Comparative and superlative adjectives.  <b>Vocabulary:</b> <i>Synonyms, antonyms.</i>  <b>Listening:</b> My family.  <b>Reading:</b> <i>Multicultural London</i>  <b>Speaking:</b> Talking about you. Exchanging information .  <b>Writing:</b> <i>Describing my hometown.</i>  <b>Classwork:</b> <i>Unit test 3</i>  Ex. 1,2,3,4,5,6,7 pp 30-31  Ex. 1,2,3,4,5,1,2 p32  Ex. 1,2,3 p33 <b>Com/act p31</b>  Ex. 1,2,3,4,5 p 34  <b>Video U4</b>  Ex 1,2,3,4,5,1,2,3,4,5 pp36-37 <b>Com/act p32</b></p> <p><b>Homework:</b> WB ex 1,2,3 pp 25-26  ex 4,5,6,7,8,9  pp 27-28 WB  ex 10 (1,2,3)  pp 28-29 WB  SB W-blog ex 1,2,3,4,5,6,7  p108 ex 12-14 p30 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition,</p>

		<p>Pre-Intermediate, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b></p> <ol style="list-style-type: none"> <li>1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a></li> <li>2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></li> <li>3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></li> </ol>
7	2	<p><b>LESSON 22. LIVING HISTORY</b></p> <p><b>Grammar:</b> Present perfect. Unfinished past with <i>for</i> and <i>since</i></p> <p><b>Vocabulary:</b> <i>Word endings.</i></p> <p><b>Listening:</b> A family history.</p> <p><b>Reading:</b> Living in a stately home.</p> <p><b>Speaking:</b> Talking about you. <i>Have you ever done something dangerous.</i></p> <p><b>Writing:</b> <i>A biography.</i></p> <p><b>Classwork:</b> <i>Unit test 3</i></p> <p>Ex. 1,2,3,4,5,6,7 pp 30-31</p> <p>Ex. 1,2,3,4,5,1,2 p32</p> <p>Ex. 1,2,3 p33 <i>Com/act p31</i></p> <p>Ex. 1,2,3,4,5 p 34</p> <p><b>Video U4</b></p> <p>Ex 1,2,3,4,5,1,2,3,4,5 pp36-37 <i>Com/act p32</i></p> <p><b>Homework:</b> WB ex 1,2,3 pp 25-26</p> <p>ex 4,5,6,7,8,9</p> <p>pp 27-28 WB</p> <p>ex 10 (1,2,3)</p> <p>pp 28-29 WB</p> <p>SB W-blog ex 1,2,3,4,5,6,7</p> <p>p108 ex 12-14 p30 WB</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b></p> <ol style="list-style-type: none"> <li>1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a></li> <li>2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></li> <li>3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></li> </ol>
8	2	<p><b>LESSON 23. GIRLS AND BOYS</b></p>

		<p><b>Grammar:</b> <i>have to, should, must.</i></p> <p><b>Vocabulary:</b> Thing to wear. At the doctor's.</p> <p><b>Listening:</b> <i>Heptathlon champion</i></p> <p><b>Reading:</b> <i>Families with all boys or all girls</i></p> <p><b>Speaking: Discussion:</b> Families and children</p> <p><b>Writing:</b> Letters and emails.</p> <p><b>Classwork:</b> <i>Unit test 7</i> Ex. 1,2,3,4,1,2,3,4 pp 62-63  Ex.1,2,3,4,1,2,1,2,3pp 64-65 <i>Com/actp68b</i>  Ex 1,2,3,4,5,6,7 pp 10-11 <i>Com/act 1 p11</i>  Ex. 1,2,3,4,5,6 pp 66-67<i>Video U8</i>  Ex. 1,2,3,4,1,2,3,4,5 pp68-69 <i>Com/act p68 a</i></p> <p><b>Homework:</b> WB ex 1,2,3 pp53-54  SB ex 1,3 p112  WB ex 10 pp56-57</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
9	2	<p><b>LESSON 24. TIME FOR A STORY (1)</b></p> <p><b>Grammar:</b> Past Perfect. <i>The Pied Piper of Hamelin ... because ... Reordering a story.</i></p> <p><b>Vocabulary:</b> <i>Feelings.</i></p> <p><b>Listening:</b> <i>My favourite writer.</i></p> <p><b>Reading:</b> <i>Good and evil.</i></p> <p><b>Speaking:</b> Narrating. Retelling a story from the picture</p> <p><b>Writing:</b> Writing about a book</p> <p><b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i>  Ex. 1,2,3,4 pp 74-75 <i>Video U9</i>  Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73  Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77</p> <p><b>Homework:</b> WB ex 2,3 p60  WB ex 4,5 p 62  WB ex 8,9 p 64-65  SB ex1,2,3,4,5,6 p114</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press  G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p>

		<p><b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
10	2	<p><b>LESSON 25. TIME FOR A STORY (2)</b></p> <p><b>Grammar:</b> Joining sentences: <i>Conjunctions - which / after ... Things parents say</i>  <b>Vocabulary:</b> <i>Exclamations with so and such.</i>  <b>Listening:</b> <i>A radio program about writers</i>  <b>Reading:</b> <i>Good and evil. (continuous)</i>  <b>Speaking:</b> Describing. What was the last book you read?  <b>Writing:</b> Writing about a film  <b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i>  Ex. 1,2,3,4 pp 74-75 <i>Video U9</i>  Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73  Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77  <b>Homework:</b> WB ex 2,3 p60  WB ex 4,5 p 62  WB ex 8,9 p 64-65  SB ex1,2,3,4,5,6 p114  <b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13  <b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
11	2	<p><b>LESSON 26. OUR INTERACTIVE WORLD (1)</b></p> <p><b>Grammar:</b> Passives  <b>Vocabulary:</b> <i>Words that go together</i>  <b>Listening:</b> <i>Modern life drives me crazy.</i>  <b>Reading:</b> <i>Five Internet firsts.</i>  <b>Speaking:</b> Talking about you. What can you do on your phone  <b>Writing:</b> Pros and cons.  <b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i>  Ex. 1,2,3,4 pp 74-75 <i>Video U9</i>  Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73  Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77</p>



		<p><b>Homework:</b> WB ex 2,3 p60 WB ex 4,5 p 62 WB ex 8,9 p 64-65 SB ex1,2,3,4,5,6 p114</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
12	2	<p><b>LESSON 27. OUR INTERACTIVE WORLD (2)</b></p> <p><b>Grammar:</b> Passives <b>Vocabulary:</b> <i>On the phone</i> <b>Listening:</b> <i>The Internet.</i> <b>Reading:</b> <i>How the internet has evolved</i> <b>Speaking:</b> Discussion. What do you use the Internet for? <b>Writing:</b> Using linking words <b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i> Ex. 1,2,3,4 pp 74-75 <i>Video U9</i> Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73 Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77</p> <p><b>Homework:</b> WB ex 2,3 p60 WB ex 4,5 p 62 WB ex 8,9 p 64-65 SB ex1,2,3,4,5,6 p114</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
13	2	<p><b>LESSON 28. LIFE'S WHAT YOU MAKE IT! (1)</b></p> <p><b>Grammar:</b> Present perfect continuous. <b>Vocabulary:</b> <i>Birth, marriage, death.</i> <b>Listening:</b> <i>I haven't seen you for ages.</i></p>

	<p><b>Reading:</b> <i>Four generations of Gettys.</i></p> <p><b>Speaking:</b> Exchanging information.</p> <p><b>Writing:</b> Filling in forms. Enrolling at a language school.</p> <p><b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i>  Ex. 1,2,3,4 pp 74-75 <i>Video U9</i>  Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73  Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77</p> <p><b>Homework:</b> WB ex 2,3 p60  WB ex 4,5 p 62  WB ex 8,9 p 64-65  SB ex1,2,3,4,5,6 p114</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a>  3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
14	<p><b>2</b></p> <p><b>LESSON 29. LIFE’S WHAT YOU MAKE IT! (2)</b></p> <p><b>Grammar:</b> Tense review</p> <p><b>Vocabulary:</b> <i>Good news bad news.</i></p> <p><b>Listening:</b> <i>I haven’t seen you for ages.</i></p> <p><b>Reading:</b> <i>One of the richest families in the world</i></p> <p><b>Speaking:</b> Role play: Meeting an old friend again .</p> <p><b>Writing:</b> Completing an application form for language school.</p> <p><b>Classwork:</b> Ex. 1,2,1,2 p 70 Ex. 3,4,5,1,2,3 p 71 <i>Com/act p71</i>  Ex. 1,2,3,4 pp 74-75 <i>Video U9</i>  Ex. 1,2,3,4,5 p 72, Ex. 1,2,3,1,2,3,4 p 73  Ex. 1,2,3,4 p 76 <i>Com/act p76</i> Ex. 1,2,3,4,5 p 77</p> <p><b>Homework:</b> WB ex 2,3 p60  WB ex 4,5 p 62  WB ex 8,9 p 64-65  SB ex1,2,3,4,5,6 p114</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student’s Book, Oxford University Press  G. Boqiyeva, F.Rashidova “Scale up” (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b>  1. <a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a>  2. <a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a></p>

		3. <a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a>
15	2	<p><b>LESSON 30. JUST WONDERING ...</b></p> <p><b>Grammar:</b> First conditional Choosing the correct form Questions and answers</p> <p><b>Vocabulay: Thank you and goodbye.</b></p> <p><b>Listening: At a crossroads.</b></p> <p><b>Reading: Life, the Universe and everything</b></p> <p><b>Speaking: What do you think?</b></p> <p><b>Classwork: Unit test 11</b> Ex. 1,2,3 p 94 Ex. 1,2,3,4,5 p 95 <i>Com/act p94</i> Ex. 1,2,3,4,5,6 p 96 Ex. 1,2,3,4,1,2,3,4,5 p 97</p> <p><b>Homework:</b> WB ex 1,2,3 pp 81-82 WB ex 4,5,6 pp 82-83 Ex. 1,2,3,4 p 117 SB WB ex 8,9 pp 84-85</p> <p><b>Adabiyotlar:</b> Liz and John Soars, New Headway, 4<sup>th</sup> edition, Pre-Intermediate, Student's Book, Oxford University Press G. Boqiyeva, F.Rashidova "Scale up" (students book/course 1); p 10-13</p> <p><b>Internet saytlar:</b> 1.<a href="http://www.teachingenglish.org.uk/think/articles/listening">http://www.teachingenglish.org.uk/think/articles/listening</a> 2.<a href="http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers">http://www.usc.edu/dept/education/CMMR/CMMR/BTSAhome.html#ResourcesBeginningTeachers</a> 3.<a href="http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html">http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html</a></p>
16	2	<p><b>Oraliq nazorat</b></p> <p><b>Nazorat turi:</b> Test</p> <p><b>Nazorat o'tkazilish vaqti:</b> 2023 yil may</p> <p><b>Nazorat o'tkazilish joyi:</b> Andijon davlat pedagogika instituti MT binosi 107</p>
17	2	<p><b>Kurs natijalari,yakuniy nazoratga tayyorgarlik ko'rish.</b></p> <p>Andijon davlat pedagogika instituti MT binosi 107- xona</p> <p><b>Maslahat o'tkazilish vaqti:</b> 2022- 2023 yil aprel- may</p>
18	2	<p><b>YAKUNIY NAZORAT</b></p> <p><b>Nazorat turi:</b> Test</p> <p><b>Nazorat o'tkazilish vaqti:</b> 2023 yil iyun</p> <p><b>Nazorat o'tkazilish joyi:</b> Andijon davlat pedagogika instituti MT binosi 107- xona</p>

### III. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

Xorijiy til fanidan mustaqil ishlarning maqsadi - amaliy mashg'ulotlar

davomida olingan bilim va ko'nikmalarni mustahkamlash va takomillashtirishdan iborat ekan, bunda fan o'qituvchisi tomonidan ishlab chiqilgan mustaqil ta'lim topshiriqlari dars mashg'ulotlari mavzusidan kelib chiqqan bo'lib, ko'tarilgan mavzular talabalarga loyiha ishlarini amalga oshirish, va taqdimotlar (slyayd, hisobot, muammoli vaziyat va h.z.) tayyorlashlariga, yuklatilgan mavzularga ijodiy yondosh ishlariga imkon yaratishi, hamda har 4 ko'nikma va malaka (o'qish, yozish, tinglab tushunish va gapirish) ni o'z ichiga olishi lozim.

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

O'qish - amaliy mashg'ulotlarda berilgan mutaxassislikka oid matnlar va boshqa og'zaki mavzular yuzasidan qo'shimcha materiallarni mustaqil yoki guruhlar bilan o'rganish, tahlil qilish, ular asosida taqdimotlar yaratish;

Yozuv - mashg'ulotlarda yoritilgan mavzular asosida berilgan yozma ishlarni amalga oshirish va unda o'z fikrlarini yozma bayon etish, turli erkin mavzularda esselar yozish;

Tinglab tushunish - o'qituvchi tomonidan belgilangan audio yoki video materiallarga o'z fikrini bildirish;

Gapirish - mavzular bo'yicha tayyorlangan taqdimotlarni og'zaki taqdim etish, savol-javoblarda ishtirok etish mavzularda, turli mavzularda ya'ni siyosiy, ijtimoiy va ma'naviy-ma'rifiy mavzularda suhbat qurish va tanqidiy fikr bildirish

**Izoh:** Mustaqil ishlash uchun tavsiya etiladigan og'zaki mavzularga tahlim muassasalari va ularning yo'nalishlaridan kelib chiqqan holda qo'shimchalar kiritilishi mumkin. Kiritilgan qo'shimchalar ishchi dasturlarda keltiriladi.

№	Mustaqil ta'lim mavzulari	Soat
1.	Problems of working on the Net.	4
2.	Learning styles	2
3.	Writing survey report	2
4.	Well-established service management	2
5.	Risk taking and managing	2
6.	Career responsibility is one of the leading stages to promotion	4
7.	The main factors of personal development	4
8.	Recent inventions in your learning sphere	2
9.	The hole in the Ozone layer	2
10.	Writing problem essay	2
11.	Proposal writing	2
12.	Interests and hobbies	4
13.	Environmental problems	4
14.	Robot progress	4
15.	Importance of social needs analysis	4
16.	Professional networking	4
17.	Personal contentment	2
18.	Rubric writing	4
19.	Top devices	2

20.	Me gadgets	4
21.	Alternative counting systems	2
22.	Breaking down numbers	2
23.	Primes and secrets	4
24.	Bits of numbers	4
25.	All about %	2
26.	Physics	2
27.	Three states of matter	4
28.	The fundamental physical constants	4
29.	Measurements in physics	2
30.	Sources of light	4
<b>Total:</b>		<b>90 hours</b>

## **BAHOLASH (ASSESSMENT)**

### **Talabalar bilimini baholash mezonlari**

Talabalar bilimini baholash O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirining 2018 yil 9 avgustda 9-2018-sonli “Oliy ta’lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to‘g‘risidagi nizomni tasdiqlash haqida”gi buyrug‘i bilan tasdiqlangan “Oliy ta’lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to‘g‘risidagi Nizom” asosida amalga oshiriladi.

Bunga ko‘ra talaba:

- mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo‘llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo‘yicha tasavvurga ega deb topilganda - 5 (a‘lo) baho;
- mustaqil mushohada yuritadi, olgan bilimni amalda qo‘llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo‘yicha tasavvurga ega deb topilganda - 4 (yaxshi) baho;
- olgan bilimni amalda qo‘llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo‘yicha tasavvurga ega deb topilganda - 3 (qoniqarli) baho;
- fan dasturini o‘zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo‘yicha tasavvurga ega emas deb topilganda - 2 (qoniqarsiz) baho bilan baholanadi.

Nazorat turlarini o‘tkazish bo‘yicha tuzilgan topshiriqlarning mazmuni talabaning o‘zlashtirishini xolis (ob‘ektiv) va aniq baholash imkoniyatini beradi.

Talaba fan uchun ajratilgan kreditni fanning o‘zlashtirish darajasi, olgan bahosiga proporsional tarzda oladi. Fan uchun ajratilgan soat bo‘yicha talaba maksimal to‘plashi kerak bo‘lgan kredit miqdori 2 ni tashkil etada. Talabaning kreditini to‘plashi quyidagi formula orqali amalga oshiriladi.

$$\text{Talaba to‘plagan krediti} = \frac{\text{fanga ajratilgan kredit} \cdot \text{talabaning olgan bahosi}}{\text{maksimal baho (5)}}$$

#### **IV. Kutiladigan natijalar (talabada shakllanadigan kompetentsiyalar)**

##### **Fanni o'zlashtirish natijasida talabanning:**

- nutqi (o'qish, yozish, tinglab tushunish, gapirish), tili (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetentsiyalari oshadi;
- ilmiy, kasbiy va maishiy faoliyatga bog'liq mavzular yuzasidan termin va atamalarni o'rganishi natijasida og'zaki va yozma bayon etish ko'nikma va malakalari rivojlanadi;
- umumbashariy va milliy qadriyatlar bilan tanishish orqali madaniyatlararo bag'rikenglik va millatlararo hamdo'stlik, vatanparvarlik tuyg'ulariga ega bo'ladi.

#### **V. Ta'lim texnologiyalari va metodlari:**

- ✓ dialog, debat, monolog;
- ✓ tanishuv o'qish, ko'z yugurtirib o'qish va sinchiklab o'qish;
- ✓ muammoli vaziyat va keys-stadilar;
- ✓ mantiqiy fikrlash, tezkor savol-javob, aqliy hujum;
- ✓ guruhlarda ishlash;
- ✓ taqdimotlar qilish; individual loyihalar;
- ✓ jamoa bo'lib ishlash va himoya qilish uchun loyihalar va hokazo.

Chora ko'rish: Har bir mustaqil ishi uchun ma'lum bir sana (deadline) belgilanadi. Vaqtida topshirilmagan mustaqil ish uchun baho pasaytiriladi.

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## **ТАРКАТМА МАТЕРИАЛЛАР**

### When can we meet?

3 Work with a partner. Arrange to meet in the next week. Look at your diary.

What are you doing on Monday evening?

I'm meeting Katie in town. Are you doing anything on Monday afternoon?

	morning	afternoon	evening
Monday	study		meet Katie in town
Tuesday	study	visit Uncle Chris	
Wednesday	study		go to the cinema with Jenny
Thursday	study		cook meal for Mum and Dad
Friday	study	have piano lesson	

Work in pairs. You are going to have three telephone conversations.

PHONE CALL 1	PHONE CALL 2	PHONE CALL 3
Call a friend's mobile.	You are a receptionist at a Marketing company. A client calls to speak to Duncan Jones (your manager).	You work at an IT company. You are on a business trip and need information from a colleague (Marco). Call the office and ask to speak to Marco.
You can't meet on Tuesday – suggest Thursday instead.	Try to connect them.	You have tried Marco's mobile, but he didn't answer.
Agree what to do.	Duncan is busy.	Decide what to do.
	Make a suggestion.	

### Speaking – exchanging information

3 Work with a partner. Answer questions about Ilona.



Where does Ilona come from?

She comes from Hungary.

Where/from?	Hungary
Where/live?	in a flat in Budapest
... a big family?	yes – three brothers and two sisters
What/do?	student – studying politics
What/like doing/free time?	going to art galleries, having driving lessons, playing poker
What/doing now?	having a meal in a restaurant with friends

Ask questions about Bill and Christina. Complete the chart.



Where do Bill and Christina come from?

They come from ...

Where/from?	
Where/live?	
... a big family?	
What/do?	
What/like doing/free time?	
What/doing now?	

## WRITING – Building a story

### A fishy tale

Ten days ago businessman, Andrew Cheatle, was walking on the beach near his home in Worthing, Sussex, when he lost his mobile phone. It fell into the water and unfortunately a wave took it out to sea. One week later fisherman, Glen Kerley, was on his boat catching fish to sell in the market. The same day, back on land, he was preparing the fish for sale when he noticed something metal inside a cod fish. It was a mobile phone. Glen couldn't believe it. The phone was smelly and dirty, but amazingly it still worked so Glen called some of the contact numbers. Soon he had a reply.

Andrew was out shopping for a new mobile phone with his girlfriend, Rita Smith, when her phone rang. Incredibly she said 'It's for you! It's a call from your phone.' Glen told Andrew the fishy tale of how he found the phone. They met the next day and he returned it to an amazed Andrew, who still uses it.



### I've got a bigger house than you!

4 Work with a partner. Imagine you are both millionaires. Tell each other about your house. Who has the best house?

#### Your house has:

- ten bedrooms
- 7 bathrooms
- 2 kitchens and staff accommodation
- private parking
- a ballroom
- a garden with an orchard
- a tennis court
- a swimming pool
- a private golf course
- a private road

I've got a bigger house than you!

I don't think so. I've got ten bedrooms!

That's nothing! I've got eight bedrooms on the first floor and ...



### I've got a bigger house than you!

4 Work with a partner. Imagine you are both millionaires. Tell each other about your house. Who has the best house?

#### Your house has:

- eight bedrooms on the first floor
- five bedrooms on the second floor
- 10 bathrooms
- a dining hall
- an enormous garden
- a cinema
- a bowling alley
- six garages
- an indoor and an outdoor swimming pool
- stables for the horses, and a field
- electric gates and CCTV

I've got a bigger house than you!

I don't think so. I've got ten bedrooms!

That's nothing! I've got eight bedrooms on the first floor and ...



# Cottage pie

preparation: 45 mins

cooking: 30 mins

serves four



## Ingredients:

2 medium onions, chopped  
500g minced beef  
10ml oil  
2 medium carrots, chopped  
400g tomatoes  
1 tbsp thyme  
Salt and black pepper

## Topping:

4 large potatoes  
50g butter  
15ml milk  
100g Cheddar cheese

## Method:

Preheat the oven to 190C/375F/Gas mark 5.

- 1 Chop the onions and carrots.
- 2 Heat the oil in a large pan. Add the onion and carrot and cook over a medium heat for 5 minutes until soft.
- 3 Add the minced beef and cook for 3 minutes to brown.
- 4 Add the tomatoes and thyme.
- 5 Season with salt and pepper. (You can also use a stock cube.)
- 6 Cover and cook for 30 minutes.

## Make the topping:

- 7 Boil the potatoes in water until soft.
- 8 Mix the potatoes with the butter and milk until smooth.
- 9 Add the grated cheese. Mix again.
- 10 Season with salt and pepper.
- 11 Spoon the meat into an ovenproof dish.
- 12 Top with the potato and cheese mixture.
- 13 Bake in the oven for 30 minutes until golden brown.

g = gram  
ml = millilitre  
tbsp = tablespoon

**Bill's life**

2 You and your partner have different information about Bill Cole's life. Take turns to ask and answer questions to find out the missing information to complete the text.

How many brothers and sisters did he have?

He had two brothers and a sister.


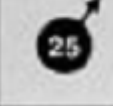

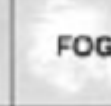


Bill Cole was born in London in 1951. He had (2) two brothers and a sister (*How many ...?*). His father was a butcher, and his mother was a (4) \_\_\_\_\_ (*What ... his mother do?*). They lived in Deptford, a poor area of London. They had an (6) \_\_\_\_\_ house (*What sort of house ... have?*).



Bill went to school in New Cross. He didn't pass any exams, and he left school when he was (8) \_\_\_\_\_ (*How old ... when he left school?*). He worked (10) \_\_\_\_\_ (*Where?*) until he was 18, and then he joined the army.

He met his wife in (12) \_\_\_\_\_ (*Where ...?*), and they got married in 1964. They had (14) \_\_\_\_\_ children (*How many children ... have?*). After he left the army, Bill studied maths at university, and worked as a teacher for the rest of his life.

**1 Match the weather symbols to the words.**

					
a	b	c	d	e	f

- |                                  |                                   |                                  |
|----------------------------------|-----------------------------------|----------------------------------|
| 1 <input type="checkbox"/> foggy | 3 <input type="checkbox"/> windy  | 5 <input type="checkbox"/> snowy |
| 2 <input type="checkbox"/> rainy | 4 <input type="checkbox"/> cloudy | 6 <input type="checkbox"/> sunny |

You want a flat to rent. You and your partner have two different adverts.

Read the information in your advert. Ask and answer questions to find out details about your partner's advert. Make notes in the chart.

<p><b>Where is the flat?</b></p> <p>It's in ...</p>	<p><b>Which floor is it on?</b></p> <p>It's on the ...</p>
<p><b>How many bedrooms ...?</b></p> <p>There are ...</p>	<p><b>Is there/Are there a dining room/a garden/shops ...?</b></p>

## Flat to rent: Craven Road

£375 per week

- 2 bedrooms
- 2 bathrooms
- Large living room
- Dining room
- Beautiful kitchen with washing machine and dishwasher



A beautiful flat on the first floor in the centre of town, above a newsagent's. High Street shops and railway station only five minutes away.

Complete the table.

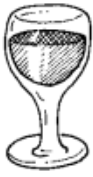
INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
see	<u>saw</u>	<u>seen</u>
finish	<u>finished</u>	<u>finished</u>
eat	_____	_____
drink	_____	_____
buy	_____	_____
fly	_____	_____
do	_____	_____
make	_____	_____
have	_____	_____
take	_____	_____
win	_____	_____
meet	_____	_____

Are the nouns usually countable (C) or uncountable (U)?

- |         |          |           |     |
|---------|----------|-----------|-----|
| 1 book  | <u>C</u> | 7 biscuit | ___ |
| 2 water | <u>U</u> | 8 glass   | ___ |
| 3 wine  | ___      | 9 meal    | ___ |
| 4 fruit | ___      | 10 milk   | ___ |
| 5 apple | ___      | 11 egg    | ___ |
| 6 money | ___      | 12 cheese | ___ |

Match the pictures to the names of the food and drink.

2



a



b



c



d



e



f



g



h



i



j



k



l



m



n



o

3

- 1  e ice cream
- 2  wine
- 3  sandwiches
- 4  tomatoes
- 5  bread
- 6  eggs
- 7  rice
- 8  strawberries

- 9  bananas
- 10  tea
- 11  oranges
- 12  apple juice
- 13  chocolate
- 14  grapes
- 15  apples



## Making the Past Continuous

This is what you saw when you arrived at work yesterday.  
Write sentences in the Past Continuous.



she works as a rescue pilot. She carries patients to care centres and hospitals. 'The challenge comes when you have to pick somebody up from a difficult accident spot.' Linda has to work 12 hours a day for six days. She waits in a bunk house with other pilots for a call. 'If the weather's bad, I have to decide if the flight is possible or not.' After six days of work, she has six days off.

Today she works as a rescue pilot.

Linda has also opened a helicopter school for students from all over the world. 'Training students is fun. They are so excited about flying.' She's made friends with a lot of the students. Last summer she spent a week in the villa of a friend near Florence, Italy and went to Rome to a convention for helicopter pilots.

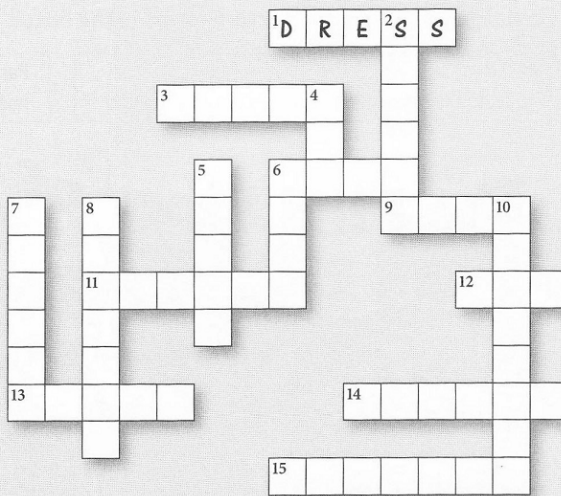
She says: 'It's still hard for women. They have to compete with all the military pilots who have the advantage of excellent training. There should be more scholarships for women pilots.'



## Just for fun!

### 14 Crossword – clothes

Complete the crossword.  
The answers are all things you can wear.



#### Across

- 1 A piece of women's clothing that covers the body and part of the legs. (5)
- 3 A piece of women's clothing that hangs from the waist. (5)
- 6 You wear this around your waist to keep your clothes in place. (4)
- 9 A set of clothes, usually a jacket and trousers or skirt. (4)
- 11 The top half of a suit. (6)
- 12 A soft hat with a peak that comes out over your eyes. (3)
- 13 You wear this round your neck when it's cold. (5)
- 14 Another word for a sweater. (6)
- 15 You wear these on your feet in warm weather. (7)

#### Down

- 2 Short trousers that end at or above the knee. (6)
- 4 A man might wear this with a shirt when he wants to look smart. (3)
- 5 You wear these on your feet inside your shoes. (5)
- 6 A type of shoe that covers the foot and part of the leg. (5)
- 7 You wear these on your hands when it's cold. (6)
- 8 You wear these in bed. (7)
- 10 Shoes that you wear to do sports. (8)

### TESTLAR

1.If you've got a ticket, you \_\_\_\_\_ queue. You can go straight in.”

- A. shouldn't
- B. don't have to
- C. have to
- D. should

ANSWER: A

2.You \_\_\_\_\_ tell lies. It's wrong.

- A. don't have to
- B. should
- C. have to
- D. shouldn't

ANSWER: A

3.Geoff works too much. I think he \_\_\_\_\_ take it easy.

- A. must
- B. have to
- C. should
- D. don't have to

ANSWER: C

4.My bedroom is a real mess. I \_\_\_\_\_ clean it.

- A. have to
- B. must
- C. don't have to
- D. should

ANSWER: B

5. There's a wonderful new restaurant opened in town. You \_\_\_\_\_ go there.

- A. shouldn't
- B. must
- C. don't have to
- D. should

ANSWER: D

6. You can borrow my tennis racquet, but you \_\_\_\_\_ keep it very well. It was very expensive.

- A. don't have to
- B. should
- C. must
- D. have to

ANSWER: D

7. It's my mother's birthday tomorrow. I \_\_\_\_\_ buy her a present.

- A) must
- B) have to
- C) shouldn't
- D) don't have to

ANSWER: B

8. Joanna Trollope \_\_\_\_\_ a lot of books. She \_\_\_\_\_ her first in 1980.

- A. wrote / wrote
- B. has written / wrote
- C. had written / wrote
- D. wrote / had written

ANSWER: A

9. I \_\_\_\_\_ in London for eight years, and I don't want to move.

- A. live
- B. lived
- C. had lived
- D. have lived

ANSWER: C

10. What is the weather \_\_\_\_\_ in January?

- A. likes
- B. like
- C. liked
- D. don't like

ANSWER: B

11. You \_\_\_\_\_ have a driving license if you want to drive a car.

- A. should
- B. have to

- C. have
- D. had to

ANSWER: A

12. I don't think people \_\_\_\_\_ get married until they're 21.

- A) have to
- B) would
- C) should
- D) are

ANSWER: A

13. They liked the hotel because they \_\_\_\_\_ do any cooking.

- A. have to
- B. had to
- C. should
- D. didn't have to

ANSWER: D

14. I \_\_\_\_\_ swim when I was three.

- A. could
- B. can
- C. have to
- D. must

ANSWER: A

15. She \_\_\_\_\_ work on Monday. It's her day off.

- A. must
- B. doesn't have to
- C. have to
- D. shouldn't

ANSWER: B

16. You \_\_\_\_\_ sit so close to the TV. It's bad for your eyes.

- A. don't have to
- B. have to
- C. shouldn't
- D. can

ANSWER: A

17. I will have a bath \_\_\_\_\_ I go to bed.

- A. when
- B. if
- C. before
- D. until

ANSWER: C

18. I'm coming to London tomorrow. I'll ring you \_\_\_\_\_ I arrive.

- A. before
- B. when
- C. until
- D. if

ANSWER: B

19. \_\_\_\_\_ it is a nice day tomorrow, we can go swimming.

- A. If
- B. Until
- C. When
- D. Before

ANSWER: A

20. Wait here \_\_\_\_\_ I get back.

- A) until
- 21. B) before
- C) as soon as
- D) when

ANSWER: A

22. \_\_\_\_\_ you have any problem, just ask for help.

- A. When
- B. After
- C. Before
- D. Until

ANSWER: A

23. I want to get home \_\_\_\_\_ Jim comes back.

- A. if
- B. before
- C. until
- D. when

ANSWER: B

24. I'm going to have driving lessons \_\_\_\_\_ I pass my test.

- A. before
- B. when
- C. if
- D. until

ANSWER: D

25. Give me your address \_\_\_\_\_ you go home.

- A) if
- B) before

C) as soon as  
D) until  
ANSWER: B

26. Bye! I \_\_\_\_\_ you when I \_\_\_\_\_ home.  
A. phoned / get  
B. will phone / will get  
C. phone / get  
D. will phone / get  
ANSWER: D

27. I'm going to bed when this TV program \_\_\_\_\_.  
A. ended  
B. will end  
C. is going to end  
D. ends  
ANSWER: D

28. I'm sorry you are leaving. I \_\_\_\_\_ when you \_\_\_\_\_.  
A. am glad / you are back  
B. glad / will be back  
C. will be glad / are back  
D. am glad / will be back  
ANSWER: C

29. "Give me your phone number."  
"Sure. I \_\_\_\_\_ it to you before I \_\_\_\_\_."  
A. will give / go  
B. give / will go  
C. will give / will go  
D. am going to give / go  
ANSWER: A

30. What's \_\_\_\_\_ TV tonight?  
A. at  
B. in  
C. on  
D. with  
ANSWER: C

31. I often go abroad \_\_\_\_\_ business.  
A) to  
B) by  
C) for  
D) on

ANSWER: D

32. Do you come to school \_\_\_\_\_ bus?

- A. on
- B. by
- C. at
- D. in

ANSWER: B

33. I'm very busy \_\_\_\_\_ the moment.

- A. in
- B. on
- C. by
- D. at

ANSWER: D

34. I can't understand the instructions. They're \_\_\_\_\_ Chinese.

- A) by
- B) at
- C) in
- D) for

ANSWER: A

35. "Romeo and Juliet" is a play \_\_\_\_\_ William Shakespeare.

- A) for
- B) by
- C) with
- D) on

ANSWER: B

36. He agreed \_\_\_\_\_ the job as soon as possible.

- A. start
- B. starting
- C. to start
- D. starts

ANSWER: C

37. I stopped \_\_\_\_\_ my book and went to bed.

- A. to read
- B. read
- C. will read
- D. reading

ANSWER: A



38. My teachers always expected me \_\_\_\_\_ well in exams.

- A. did
- B. doing
- C. do
- D. to do

ANSWER: B

39. Let me \_\_\_\_\_ for the meal. You paid last time.

- A. pay
- B. to pay
- C. paid
- D. paying

ANSWER: A

40. The dentist told me \_\_\_\_\_ more careful when I brush my teeth.

- A) will be
- B) being
- C) to be
- D) be

ANSWER: B

41. I asked Monica \_\_\_\_\_ some stamps.

- A. buys
- B. buying
- C. to buy
- D. buy

ANSWER: C

42. I never liked \_\_\_\_\_ to church when I was a child.

- A. going
- B. to do
- C. went
- D. go

ANSWER: A

43. Have you finished \_\_\_\_\_ that letter yet?

- A. to write
- B. writing
- C. writes
- D. write

ANSWER: B

44. You can't \_\_\_\_\_ your car outside the hospital.

- A. parks
- B. to park

- C. park
  - D. parking
- ANSWER: C

45. David always enjoyed \_\_\_\_\_ football at school.

- A. to be played
- B. playing
- C. to play
- D. play

ANSWER: B

46. The TV program was so \_\_\_\_\_ that I felt asleep.

- A. tired
- B. surprising
- C. annoyed
- D. boring

ANSWER: D

47. Don't wait for me. I \_\_\_\_\_ late. It depends on the traffic.

- A) will be
- B) am
- C) might be
- D) am going to be

ANSWER: C

48. We have guests coming for Saturday lunch. I \_\_\_\_\_ cook roast beef and Yorkshire pudding. I have bought all the ingredients.

- A. might
- B. will
- C. am going to cook
- D. can

ANSWER: C

49. A- I'm going to buy George a green shirt.

B- I wouldn't if I were you.

A- Why not?

B- I'm sure he \_\_\_\_\_ the green color.

- A. might not like
- B. will like
- C. isn't going to like
- D. won't like

ANSWER: D

50. "Goodbye, darling. I \_\_\_\_\_ phone as soon as I arrive."

"Thanks. Bye!"

- A. can

- B. will
- C. am going to
- D. might

ANSWER: B

51. Catherine wants to be a politician. Who knows? One day she \_\_\_\_\_ Prime Minister!

- A. is going to be
- B. will be
- C. might be
- D. is

ANSWER: C

52. \_\_\_\_\_ on your warm coat. It's cold today.

- A. Try
- B. Fill
- C. Dress
- D. Put

ANSWER: D

53. Could I \_\_\_\_\_ on these shoes, please?

Size nine.

- A. look
- B. put
- C. try
- D. turn

ANSWER: C

54. Don't forget to \_\_\_\_\_ off the lights when you come to bed.

- A. down
- B. turn
- C. fall
- D. fill

ANSWER: B

55. You look tired. Sit \_\_\_\_\_ and have a cup of tea.

- A. away
- B. on
- C. down
- D. put

ANSWER: C

56.

Is there a public call box near here? I have to \_\_\_\_\_ a phone call.

- A. do
- B. make
- C. get
- D. hear

ANSWER: B

57. First she said "Yes", then she said "No", but in the end she \_\_\_\_\_ up her mind to marry him.

- A. did
- B. made
- C. got
- D. said

ANSWER: B

58. When you're not sure what to do, the best thing is to \_\_\_\_\_ nothing,

- A. do
- B. make
- C. get
- D. hear

ANSWER: A

59. Ssh! You mustn't \_\_\_\_\_ a noise. The baby's asleep.

- A. do
- B. make
- C. get
- D. hear

ANSWER: B

60. My teacher says I must work harder, but I can't work any harder. I'm \_\_\_\_\_ my best.

- A. doing
- B. trying
- C. making
- D. showing

ANSWER: A

61. We asked to see the manager and we \_\_\_\_\_ a complaint about the terrible service in the restaurant.

- A. did
- B. made
- C. had
- D. heard

ANSWER: B

62. At first I found learning English very easy, but now I don't think I'm \_\_\_\_\_ any progress at all.

- A. doing
- B. making
- C. showing
- D. getting

ANSWER: B

63. Could you \_\_\_\_\_ me a favor please? Could you give me a lift to the airport?

- A. make
- B. do
- C. give
- D. want

ANSWER: A

64. My uncle died without \_\_\_\_\_ a will, and it was very difficult for our family to sort out his money and possessions.

- A. doing
- B. make
- C. get
- D. making

ANSWER: D

65. We have some lovely new neighbors; we've already \_\_\_\_\_ friends with them.

- A) did
- B) made
- C) done
- D) make

ANSWER: B

66. I like to keep fit, so I \_\_\_\_\_ exercises every day.

- A. do
- B. make
- C. get
- D. hear

ANSWER: A

67. Before you go on holiday, you should \_\_\_\_\_ sure that the doors and windows are shut and locked.

- A. do
- B. make
- C. get
- D. hear

ANSWER: B

68. \_\_\_\_\_ money, not war!

- A. Do
- B. Make
- C. Study
- D. Get

ANSWER: B

69. I was \_\_\_\_\_ a queue waiting to buy some bread.

- A. in
- B. on
- C. at
- D. by

ANSWER: A

70. I looked \_\_\_\_\_ all the shelves and \_\_\_\_\_ all the cupboards.

- A. in / on
- B. on / in
- C. at / in
- D. at / on

ANSWER: C

71. They certainly weren't \_\_\_\_\_ the table or \_\_\_\_\_ the floor.

- A. in / on
- B. on / in
- C. at / in
- D. on / on

ANSWER: D

72. Had I left them \_\_\_\_\_ work?

- A. in
- B. on
- C. at
- D. near

ANSWER: C

73. Were they \_\_\_\_\_ the car?

- A. in
- B. on
- C. at
- D. of

ANSWER: A

74. Then I realized where they were. They were \_\_\_\_\_ my favorite armchair.

- A) on
- B) into
- C) at
- D) off

ANSWER: A

75. "Where were you at 2:00?"

"\_\_\_\_\_ the beach."

- A. In

- B. On
- C. At
- D. To

ANSWER: B

76. "Where were you at 2:00?" " \_\_\_\_\_ Sally's house doing my homework."

- A. Of
- B. On
- C. At
- D. From

ANSWER: C

77. "Where were you at 2:00?" " \_\_\_\_\_ a cave."

- A. In
- B. On
- C. At
- D. By

ANSWER: A

78. Would you like \_\_\_\_\_ to eat?

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: A

79. Can I have \_\_\_\_\_ to drink?

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: A

80. Can we go \_\_\_\_\_ quiet?

- A. somewhere
- B. anywhere
- C. nowhere
- D. everywhere

ANSWER: A

81. If you need \_\_\_\_\_, just ask.

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: A

82. Come and see me \_\_\_\_\_ you want. I don't mind.

- A. some time
- B. any time
- C. no time
- D. every time

ANSWER: B

83. Help yourself to food. You can have \_\_\_\_\_ you want.

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: B

84. \_\_\_\_\_ will tell you that two and two is four.

- A. Someone
- B. Anyone
- C. No one
- D. Nothing

ANSWER: B

85. 'Does \_\_\_\_\_ want a game of tennis?'

'Yes.'

- A) someone
- B) anyone
- C) no one
- D) everyone

ANSWER: B

86. Did \_\_\_\_\_ phone me while I was out?

- A. someone
- B. anyone
- C. no one
- D. everyone

ANSWER: B

87. What's that smell? Can you smell \_\_\_\_\_ burning?

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: B

88. I asked if \_\_\_\_\_ wanted an ice-cream, but \_\_\_\_\_ did, so I just bought one for myself.

- A. anyone / no one



- B. no one / somebody
- C. anybody / somebody
- D. no body / no one

ANSWER: A

89. Your face looks terribly familiar. Haven't I seen you \_\_\_\_\_ before?

- A. somewhere
- B. anywhere
- C. nowhere
- D. everywhere

ANSWER: B

90. She left the room without saying \_\_\_\_\_.

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: A

91. This doesn't look a very nice restaurant. Can we go \_\_\_\_\_ else?

- A. somewhere
- B. anywhere
- C. nowhere
- D. everywhere

ANSWER: B

92. I have \_\_\_\_\_ more to say to you. Goodbye!

- A. something
- B. anything
- C. nothing
- D. everything

ANSWER: A

93. I have never been \_\_\_\_\_ more beautiful than Scotland.

- A. somewhere
- B. anywhere
- C. nowhere
- D. everywhere

ANSWER: B

94. I felt so embarrassed. \_\_\_\_\_ was laughing at me.

- A. Everyone
- B. Anyone
- C. No one
- D. Something

ANSWER: A

95. "What do you want for supper?"

"\_\_\_\_\_, I don't mind."

A. Something

B. Anything

C. Nothing

D. Everything

ANSWER: B

