

**O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

TOSHKENT MOLIYA INSTITUTI



**“Chet tillari” kafedrası
“Xorijiy til” (Ingliz tili) fanidan
1 – kurs uchun
O‘QUV-USLUBIY MAJMUA**

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KIRISH

“Xorijiy til” (ingliz tili) fani oliy ma’lumotli mutahassislarni tayyorlash jarayonining tarkibiy qismi hisoblanib, zamonaviy mutahassislarni kadrlarni kasbiy faoliyati va kundalik hayotida xorijiy tildan foydalanish uchun va uni o‘zlashtirishga qaratilgan. Oliy ta’limgacha bo‘lgan ta’lim bosqichlarida orttirilgan bilimlarga tayangan holda oliy ta’lim muassasasida talaba xorijiy tilni yanada mustahkam, chuqurroq va tanlagan kasbiga yo‘naltirilgan holatda o‘zlashtirishi rejalashtirilgan.

Mazkur ishchi o‘quv O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumiyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumetirof etilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference) ishlab chiqildi.

Xorijiy tilni o‘rgatishdan asosiy maqsad – bo‘lg‘usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko‘nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish malakalarini hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat.

Fan bo‘yicha talabalarning bilim, ko‘nikma va malakalariga quyida keltirilgan talablar qo‘yiladi. Davlat ta’lim standartlariga ko‘ra chet tili bo‘yicha B2 daraja bitiruvchilari tayyorgarligi darajasiga qo‘yiladigan talablar asosida quyidagi kompetensiyalarni egallash ko‘zda tutilgan.

Amaliy mashg'ulotlar bo'yicha o'quv materiallari

Lesson Plan 1 Independence of Uzbekistan

Time: 80 minutes

Topic: 27th anniversary of Independence of Uzbekistan

Number of students: 10 -12

Materials: Presentation "Uzbekistan", Handouts, Teacher's notes, Internet resources

Aim: To extend students communicative competence by developing their ability to:

- expand students' knowledge they can discuss and comprehend the topic "Uzbekistan" in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to introduction of the course • to build interest in the course 	T introduces the course and explains the requirements, evaluation	10 min		
Task 2 Speaking	<ul style="list-style-type: none"> • to develop students' speaking skills • activate Ss' background knowledge • to stimulate critical thinking 	<p>Breaking the Ice</p> <ul style="list-style-type: none"> • T introduces herself /himself encourages Ss to introduce themselves • Ss tell about themselves, their family, interests, etc. 	15 min	Individual	
Task 3 Pre Activity	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to stimulate critical thinking 	<p>Brainstorming</p> <ul style="list-style-type: none"> • T asks Ss to brainstorm on the topic Uzbekistan and encourages them to fill in the blanks 	5- min	Group work	Handout 1,
While activity	<ul style="list-style-type: none"> • to expand and practice vocabulary • to develop student's communicative skills that require an exchange of information 	<p>Giving headlines and speaking</p> <p>T asks Ss to give headlines to each slide and talk</p>	20- min	Pair work	Presentation
Task 4	<ul style="list-style-type: none"> • to expand and 	Giving definitions			

Assessment	practice vocabulary on the topic	T divides the class into groups, tells Ss to find or give to the terms	10 min	Group work	Handout 2
	<ul style="list-style-type: none"> to improve their listening, writing skills to develop critical thinking 	Fill in the blanks of the script “Welcome to Uzbekistan”	15 min	Pair work	Handout 3
	to improve their listening, writing skills	T asks Ss to fill in the blanks of the text while watching the video	3 min		Internet resources
	to develop students’ skills in using internet	Teacher assesses the Ss according to their participation during the lesson	2 min	Individual	Internet resources
Homework		T asks Ss to make presentation on the theme “Uzbekistan” read and translate information about the Economy of Uzbekistan		Individual	

Lesson Plan 2

Ubiquity of English

Time: 80 minutes

Number of students: 12

Materials: “Scale Up” Student’s book B2 Course1

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> to introduce the theme Ubiquity of English to build interest in the topic of the lesson and activate Ss’ background knowledge to stimulate critical 	<ul style="list-style-type: none"> Focus student’s attention on the photographs and elicit the given question. Ask students to share their own answers associating their life 	10 min	Whole class	Handout 1, Scale up B2 Student’s book Course 1

	thinking	evidence with photos.			
Task 2 Pre Activity 10-minute debate	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking 	<ul style="list-style-type: none"> T divides the class into groups A & B, ask question for discussion; In your town, where you can find signs that are written in English? Where can you hear people speaking English? gives 5-min for preparation. Match appropriate definitions to the given terms 	15-min	Group work	
Matching definitions	<ul style="list-style-type: none"> to expand vocabulary to develop student's communicative skills that require an exchange of information 		5-min	Pair work	
Task 3 While activity fill in the blanks	<ul style="list-style-type: none"> to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking 	<ul style="list-style-type: none"> T asks Ss fill in the blanks of the text while listening to the tape T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss 	25 min	Group work	Scale up B2 Student's book Course1
true or false exercise	<ul style="list-style-type: none"> to stimulate critical thinking to expand vocabulary to develop students' speaking skills 	<ul style="list-style-type: none"> T tells students to read the sentences given in the handout, tell if sentences are true or false and correct the false sentences according to the text 	5 min	Individual	
Task 4 Post Activity title paragraph	<ul style="list-style-type: none"> developing reading skills such as skimming, scanning to stimulate critical thinking 	<ul style="list-style-type: none"> T divides the class into groups, tells Ss to read the text once more, and to give the title to each paragraph 	5 min	Group work	Scale up B2 Student's book Course1
matching synonyms	<ul style="list-style-type: none"> to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> T tells students to match the words used in the text 	2- min		
Paraphrase	<ul style="list-style-type: none"> to expand vocabulary to stimulate critical thinking 	<ul style="list-style-type: none"> T tells Ss to paraphrase the sentences. 	5 min	Pair work	
Writing	<ul style="list-style-type: none"> to expand vocabulary to interest, consider 	<ul style="list-style-type: none"> T. asks Ss Mind maps 	5 min	Pair work	

<p>fill in the table</p>	<p>carefully in the topic of the lesson</p> <ul style="list-style-type: none"> • to develop student’s communicative skills • to develop their grammar 	<ul style="list-style-type: none"> • Provide students with handout and they complete the mind map according to the text on previous page. 	<p>5 min</p>	<p>individual</p>	
<p>Homework Essay</p>	<ul style="list-style-type: none"> • to develop critical thinking • to develop students’ skills in using internet 	<ul style="list-style-type: none"> • T asks Ss give equivalents of the word combinations in their native language and use them in own sentences • T tells students to fill in the table in Handout 4 of their own, and then they’ll discuss it. • At the end of the lesson T asks Ss to write essay on the theme: “Global English” at home. 		<p>Individual</p>	

Lesson Plan 3 On-line etiquette

Time: 80 minutes
Materials: Scale up and internet materials, handouts
Aim: To extend students communicative competence and conversational language through activities and get information about On-line etiquette

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
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Task1 Warm up	<ul style="list-style-type: none"> to build interest in the topic of the lesson and activate Ss' background knowledge to stimulate critical thinking 	<p>T. asks Ss to explain "etiquette" and give examples of good manners. Have ss explain why good manners are important.</p> <ul style="list-style-type: none"> T. distributes Ss Handout 1 and Ask Ss to sort out expressions in the box into 2 colomns. Introduce the term "Netiquette" and ask ss to explain what it probably means . Look at H2(Hint sheet) and discuss Quiz1,2 Distribute H3 and summarize rules in cyberspace 	<p>5 min</p> <p>10 min</p> <p>5 min</p>	<p>Whole class</p> <p>Individually</p>	<p>Handout 1</p> <p>Handout 2</p> <p>Handout 3</p>
Task 2 Pre Activity 10-minute Matching definitions	<ul style="list-style-type: none"> to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> T. distributes Ss Handout 4 and asks to match the words and phrases with their definitions. On the way teacher explains the new vocabulary. 	<p>10- min</p>	<p>Group work</p> <p>Pair work</p>	<p>Handout 4</p>
Task 3 While activity fill in the blanks Listening	<ul style="list-style-type: none"> to activate students knowledge on this topic to stimulate critical thinking to expand vocabulary to develop ss" listening and speaking skills 	<ul style="list-style-type: none"> T gives some seconds to review the form and asks Ss fill in the forms while listening to the tape T tells students to look through the sentences given in the handout 4, tell ss to listen to the tape again and fill in the gaps 	<p>20 min</p> <p>20 min</p>	<p>Pair work</p> <p>Individual</p>	<p>Handout 5</p> <p>Handout 6</p>

Lesson Plan 4

Finance management

Time: 80 minutes

Number of students: 10-12

Materials: Scale up *Boqiyeva G. and others*

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English

- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to introduce the theme of business cycles; • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<p>Lead in students allowing them some time to fulfill the task in the starter.</p> <p>Students should relate the photos to each other by completing the statement.</p> <ul style="list-style-type: none"> • Ss give other examples of words describing 	5 min	Whole class	Handout 1, Scale up Boqiyeva G. and others
Task 2 Pre Activity 10-minute Listening	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking 	<ul style="list-style-type: none"> • Encourage students to work in pairs and ask them to read the words in the box and select two of them. Let them explain the importance of their choice mentioning their role in life to their partner. • Ask students to review the key words in Ex.1 and guess what the upcoming listening material is going to sound about. • Give students some time to look through the questions a-g. Ask them to listen to the tape and tick the questions in a-g • Let students discuss the questions. Students' bright ideas are to be presented to the whole class. 	15- min	Group work	Handout 2, Scale up Boqiyeva G. and others
Pairwork	<ul style="list-style-type: none"> • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • Ask students to look 	5- min	Pair work	
Task 3	<ul style="list-style-type: none"> • to activate 	<ul style="list-style-type: none"> • Ask students to look 			

<p>While activity Reading exercises</p>	<p>students knowledge on this topic</p> <ul style="list-style-type: none"> • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop students' speaking skills 	<p>at the title of the text and guess what the text is going to be about. Answers may vary.</p> <ul style="list-style-type: none"> • Give students some time to read the text • Read the words and select two of them. • Explain the importance of your choice to your partner stating the role of them • T tells students to read the sentences given in the handout, Read the quotes and fill in with the appropriate articles. 	<p>25 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual</p>	<p>Handout 3, Free work sheet materials.internet resources</p> <p>Headway Oxford University Press</p>
<p>Task 4 Post Activity title paragraph</p> <p>Matching the verbs</p> <p>Discuss questions</p> <p>translation exercise</p> <p>Homework Retell the text</p>	<ul style="list-style-type: none"> • developing reading skills such as skimming, scanning • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information • to expand vocabulary and practice economic terms • to stimulate critical thinking • to expand vocabulary and practice economic terms • to interest, consider carefully in the topic of the lesson • to develop student's 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss to read the text once more, and to give the title to the text • T tells students to match the words used in the text • T tells Ss to put the verbs • T. asks Ss to write five questions concerning the business cycles and answer these questions in turn • T asks Ss give equivalents of the word combinations in their native language and use them in own sentences • T tells students answer to questions, and then they'll discuss it. 	<p>5 min</p> <p>5- min</p> <p>5 min</p> <p>7 min</p> <p>3 min</p>	<p>Group work</p> <p>Pair work</p> <p>Pair work</p> <p>Whole class</p>	<p>Headway Oxford University Press, Oxford OX2 6DP</p>

	communicative skills <ul style="list-style-type: none"> • to develop their grammar • to expand vocabulary and practice • to stimulate interpretation • to develop students' speaking skills • to develop critical thinking • to develop students' skills in using internet 	<ul style="list-style-type: none"> • Students translate the sentences • Students should prepare their own speech. 		Individual	
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Lesson Plan 5

Latest achievements / World awards

Time: 80 minutes

Number of students: 10-15

Materials: Scale Up: Student's book 1: Boqiyeva G. and others.

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to introduce the theme of latest achievements; • to build interest in the topic of the lesson and activate Ss' background 	<ul style="list-style-type: none"> • T asks Ss which of words <i>latest achievements/ growth / pile/implement/immense/foster/ ultimately</i> is most important and the least important 	5 min	Whole class	Vocabulary of the topic

	<p>knowledge</p> <ul style="list-style-type: none"> to stimulate critical thinking 	<ul style="list-style-type: none"> Ss give other examples of words describing 			
<p>Task 2 Pre-Activity</p> <p>10-minute debate</p> <p>Matching definitions</p>	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> T divides the class into groups A & B, chooses pro & cons, announces the title "What if a computer hadn't been invented?", gives 5-min for preparation & they'll debate for 10 min , Match appropriate definitions to the given terms 	<p>15-min</p> <p>5- min</p>	<p>Group work</p> <p>Pair work</p>	<p>Scale Up Vocabulary</p> <p>Handout 1</p>
<p>Task 3</p> <p>While activity</p> <p>fill in the blanks</p> <p>Grammar exercises</p>	<ul style="list-style-type: none"> to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking to stimulate critical thinking to expand vocabulary to revise conditionals 	<ul style="list-style-type: none"> T asks Ss read the sentences Put the sentences in the correct order. Answer the following questions. Give students handout with the sentences and they will change the sentences into conditionals . 	<p>25 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual</p>	<p>Tape(T15)</p> <p>Handout 2</p> <p>Handout 3</p>
<p>Reading exercise</p> <p>Writing exercise</p>	<ul style="list-style-type: none"> developing reading skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms, to expand writing skills. Homework. 	<ul style="list-style-type: none"> T divides the class into groups, tells Ss to read the text once more, and to give the title to each paragraph to tell Ss to think of a research in their field and write a piece of a writing work using tips At the end off the lesson T asks Ss to write essay on the theme: "Discoveries" at home. 	<p>5 min</p> <p>15 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual work</p>	<p>Scale Up 1</p> <p>Lesson15</p> <p>Eurika</p> <p>Handout4</p>

Lesson Plan 6

Communicate

Number of Ss: 12.

Time: 80 min

Materials: IELTS Objectives and internet materials, handouts

Aims: To extend students communicative competence and conversational language through activities and get information about methods of communication

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss: Brainstorm 1. Ss discuss different methods of communication 2. T. shows the picture and asks students to describe types of communications with their own words as an example Ss give their own answers.		Whole class discussion	Handout 1
Activity 1	To explain Ss the meaning of telephoning and develop reading skills such as skimming, scanning	T. ask Ss to read the text and translate it and take information about communications from the the text given in handout 2 and do ex 2-5	15min	Individually	Handout 2
Activity 2	To raise Ss about the role of English and foreign languages and gather information about the topic	T. distributes Ss Handout 3 into 2 groups: students discuss given topic together	15min	Pair work	Handout 3
Activity 3	To enlarge topic related lexis and develop students' speaking skills	T. gives Ss the list of new words in handout 3 and Ss do Yes NO and not given task	10 min	Individually	Handout 4
Activity 4	<ul style="list-style-type: none"> to develop student's listening skills that require an exchange of information to expand vocabulary and practice 	Ss listen to the recording and do the task in handout 4 in written form and check them with other Ss' answers.	20 min	Individually	Listening cd TRACK1 01
Homework		Then teacher asks students to find out information and prepare a presentation on the theme types of communication .	5 min		

Lesson Plan 7

The functions of languages

Time: 80 min

Number of Students: 12.

Materials: Objectives and internet materials, handouts

Aims: To extend students communicative competence and conversational language through activities and get information about functions of languages

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss: Brainstorm Ss discuss different functions of languages T. shows the picture and asks students to describe them with their own words as an example Ss give their own answers.		Whole class discussion	Handout 1
Activity 1	To explain Ss the meaning of telephoning and develop reading skills such as skimming, scanning	T. ask Ss to read the text and translate it and take information about functions of languages from the the text given in handout 2 and do ex 2-5	15min	Individually	Handout 2
Activity 2	To raise Ss about the role of English and foreign languages and gather information about the topic	T. distributes Ss Handout 3 into 2 groups: students discuss given topic together	15min	Pair work	Handout 3
Activity 3	To enlarge topic related lexis and develop students' speaking skills	T. gives Ss the list of new words in handout 3 and Ss do Yes NO Not Given and not given task	10 min	Individually	Handout 4
Activity 4	To revise grammar: the passive	After explanation the passive by T. Ss do the task in handout 4 in written form and check them with other Ss' answers.	20 min	Individually	Handout 5
Homework		Then teacher asks Ss to find out information about topic and prepare a presentation on it .	5 min		

Lesson Plan 8

A Healthy diet

Time: 80 min

Number of Students: 12.

Materials: IELTS Objectives and internet materials, handouts

Aims: To extend students communicative competence and conversational language through activities and get information about Health

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss about how to keep fit and healthy T asks: What are the staple foods of each diet? -What are the differences and similarities of each diet? -Are there some food which are better for you than others? -tell foods which contain mainly protein Ss give their own answers.	10 min	Whole class discussion	
Activity 1	To raise Ss awareness about the topic	T. distributes Ss Handout 2 and asks to study the pictures. On the way teacher explains the new vocabulary and give the definition. Ss give their own information about the pictures	15min	Individually	Handout 1
Activity 2	Develop students listening skills	T. ask Ss to listen to the tape and fill in the gaps	15 min	Individually	Handout 2
Activity 3	To improve students' vocabulary	T. gives Ss handout 3 and asks students to work on the vocabulary	10 min	Pair work	Handout 3
Activity 4	To improve listening and speaking skills	T. explains ss what is speaking part 1 and how to use useful language in their speech.	15min	Individually	Handout 4
Homework	Fill the missing words into the crossword.	Search internet and find out health problems of your own country	5 min		

Lesson Plan 9 Describing processes

Time: 80 min

Number of Students: 12.

Materials: IELTS Objectives and internet materials, handouts

Aims: To extend students communicative competence and conversational language through activities and get information about explaining diagrams or other graphic data

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. gives advice how to cope with Task1 of the Academic Writing Module. Ss give their own suggestions.	10 min	Whole class discussion	
Activity 1	To raise Ss awareness about the topic	T. distributes Ss Handout 2 and asks to study the pictures. On the way teacher explains the new vocabulary and give the definition. Ss give their own information about the pictures	15min	Individually	Handout 1
Activity 2	Develop students writing skills	T. ask Ss to listen to the tape and fill in the gaps	15 min	Individually	Handout 2
Activity 3	To improve students' vocabulary	T. gives Ss handout 3 and asks students to work on the vocabulary	10 min	Pair work	Handout 3
Activity 4	To improve listening and speaking skills	T. explains ss what is speaking part 1 and how to use usefull language in their speech.	15min	Individually	Handout 4
Homework	Write summary At least 150 words	Search internet and find out health problems of your own country .	5 min		

Lesson Plan 10 City attractions

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVI	OBJECTIVE:	PROCEDURE:	DURA	MODE OF	MATERIALS
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TY:			TION:	INTERACTION:	AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> to introduce the theme City attractions to build interest in the 	<ul style="list-style-type: none"> T gives questions from handout 1 about what are the city 	10 min	Whole class	Handout 1
Vocabulary	topic of the lesson and activate Ss' background knowledge	attractions and discusses the theme	15 min	Whole class	Handout 2
Reading task	<ul style="list-style-type: none"> to stimulate critical thinking developing reading skills such as skimming, scanning 	<ul style="list-style-type: none"> T. asks Ss look at the pictures and answer to the questions. T. asks Ss to do ex 1 quickly and read the text about "First space tourist grins down on planet earth" 		Group work	
True false task	<ul style="list-style-type: none"> to stimulate critical thinking 	<ul style="list-style-type: none"> T asks Ss to do true false task according to the task 		Individual work	
Task 2 Pre Activity Guessing meaning	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking 	<ul style="list-style-type: none"> T asks Ss to guess the definitions of the words from the context T . asks Ss to match the examples with the rules 	10- min 5- min	Group work Pair work	Handout3,
Matching task	<ul style="list-style-type: none"> to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of information 				
Task 3 While activity fill in the blanks	<ul style="list-style-type: none"> to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking to stimulate critical thinking to expand vocabulary and practice economic terms to develop students' grammar skills 	<ul style="list-style-type: none"> T asks Ss fill in the blanks of the texts with the suitable article T tells students to read the sentences given in the handout 	5 min	Group work	Handout 4

Task 4 Post Activities	<ul style="list-style-type: none"> developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar to develop Ss speaking skills to develop listening skills 	<ul style="list-style-type: none"> T asks Ss listen to the type and do the ex. 1, 2, 3 one by one T. asks Ss to make a discussion about the "Negative effects of tourism" T. asks Ss to read the text "Guidelines for ecotourists" and answer the questions T. asks Ss to match the words with its definitions(ex 4) T. asks Ss to read the summary and complete the text with words in the box(ex.5) T. asks Ss to answer the question in ex 2 T. asks Ss listen to telephone conversation and fill in the information (ex 3) T. evaluates Ss and gives homework ex. 1, 2, 3, 4 	10min	Individual	Handout 5
Listening task			10 min	Group work	
Discussion			10 min		
Reading task			5 min	Pair work	
Matching task				Whole class	
Reading task				Pair work	
Speaking task				Individual work	

Lesson Plan 11 Guideline tips

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> to introduce the theme attract Ss' attention to the topic 	T gives questions from handout 1 about what are the city	10 min	Whole class	Handout 1

Vocabulary	topic of the lesson and activate Ss' background knowledge	attractions and discusses the theme	15 min	Whole class	Handout 2
Reading task	<ul style="list-style-type: none"> to stimulate critical thinking developing reading skills such as skimming, scanning 	T. asks Ss look at the pictures and answer to the questions.		Group work	
Matching task	<ul style="list-style-type: none"> to stimulate critical thinking 	T asks Ss to match the questions to parts of the text		Individual work	
Task 2 Pre Activity Guessing meaning	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking 	<ul style="list-style-type: none"> T asks Ss to guess the definitions of the words from the context T . asks Ss to match the examples with the rules 	10- min 5- min	Group work Pair work	Handout3
Task 3 While activity Listening task fill in the blanks	<ul style="list-style-type: none"> to activate students knowledge on this topic to stimulate critical thinking to expand vocabulary to develop students' grammar skills 	<ul style="list-style-type: none"> T asks Ss fill in the blanks of the texts with the suitable words T tells students to read the sentences given in the handout 	5 min	Group work	Handout 4
Task 4 Post Activities Discussion	<ul style="list-style-type: none"> developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> T asks Ss listen to the type and do the ex. 1, 2, 3 one by one T. asks Ss to make a discussion about the "Negative effects of tourism" T. asks Ss to match the words with its definitions(ex 4) T. asks Ss to read the summary and complete the text with words in the box(ex.5) T. asks Ss to answer the question in ex 2 T. evaluates Ss and 	10min 10 min 10 min 5 min	Individual Group work Pair work Whole class	Handout 5
Matching task	<ul style="list-style-type: none"> to expand vocabulary and practice economic terms 				
Reading task Home	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop Ss 				

task	speaking skills	gives homework ex. 1, 2, 3, 4			
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Lesson Plan 12 Ways of learning

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up Abbreviations, vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives vocabulary about brain and mind words Ss give other examples of words describing 	8min	Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp
Task 2 Pre Activity 10-minute debate complete tables	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • T divides the class into groups A & B, chooses pro & cons, gives 5-min for preparation & they'll debate for 10 min , • Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work	Handout2 Objectives IELTS Michael Black , Wendy Sharp
Task 3 While activity	<ul style="list-style-type: none"> • to activate students knowledge on this topic 	<ul style="list-style-type: none"> • T asks Ss fill in the blanks of the texts • T divides the class 			Handout 3 Objectives IELTS

fill in the blanks exercises – ing or infinitive	<ul style="list-style-type: none"> developing reading skills such as skimming, scanning to stimulate critical thinking to expand vocabulary and practice economic terms to develop students' grammar skills 	<p>into groups, tells Ss explain the meaning of the words & phrases, they'll discuss</p> <ul style="list-style-type: none"> T tells students to read the sentences given in the handout 	23 min	Group work	Michael Black , Wendy Sharp
			15 min	Individual	
	<ul style="list-style-type: none"> developing skills such as skimming, scanning to stimulate critical thinking to expand vocabulary and practice economic terms to interest, consider carefully in the topic of the lesson 	<ul style="list-style-type: none"> T divides the class into groups, tells Ss to read the text once more, and retell shortly T tells students to match the words used in the text T. asks Ss to write their opinions about learning style 	7min	Group work	Handout 4 Objectives IELTS Michael Black , Wendy Sharp
			5 min	Pair work	
			3min	Whole class	

Lesson Plan 13 Handling data 1-line graphs

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> to build interest in the topic of the lesson and activate Ss' background knowledge to stimulate critical 	T gives useful language for describing Line graphs	8min	Whole class	Handout 1, Objectives IELTS Michael Black ,

	thinking				Wendy Sharp
Task 2 Pre Activity 10-minute debate complete tables	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking to expand vocabulary 	<ul style="list-style-type: none"> T divides the class into groups A & B, chooses pro & cons, gives 5-min for preparation & they'll debate for 10 min , 	15- min 5- min	Group work Pair work	Handout2 Objectives IELTS Michael Black , Wendy Sharp
Task 3 While activity fill in the blanks writing task	<ul style="list-style-type: none"> to activate students knowledge on this topic developing writing skills to expand vocabulary and practice economic terms to develop students' grammar skills 	T asks Ss fill in the blanks of the texts T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss	23 min 15 min	Group work Individual	Handout 3 Objectives IELTS Michael Black , Wendy Sharp
Hometask	<ul style="list-style-type: none"> to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson 	T tells students to match the words used in the text T. asks Ss to write their opinions about learning style Complete the report	7min 5 min 3min	Group work Pair work Whole class	Handout 4 Objectives IELTS Michael Black , Wendy Sharp

Lesson plan 14 Discovering the past

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
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Task 1 Warm up	<ul style="list-style-type: none"> • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives handout 1 asks students to describe each picture and match places 	10 min	Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp
Task 2 Pre Activity 10-minute	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary • 	T. asks ss to work on the new words and do pre reading task	15- min	Group work	Handout2 Objectives IELTS Michael Black , Wendy Sharp
			5- min	Pair work	
Task 3 While activity	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop students' grammar skills 	<ul style="list-style-type: none"> • T asks Ss fill in the blanks of the texts • T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss • T tells students to read the sentences given in the handout 	23 min	Group work	Handout 3 Objectives IELTS Michael Black , Wendy Sharp
			15 min	Individual	
Fill in the blanks	<ul style="list-style-type: none"> • developing skills such as skimming, scanning • to stimulate critical thinking • to expand vocabulary and practice them • to develop student's communicative skills • to develop their grammar 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss to read the text once more, and retell shortly • T tells students to match the words used in the text 	15 min	Group work	Handout 4 Objectives IELTS Michael Black , Wendy Sharp
Hometask		<ul style="list-style-type: none"> • T. asks Ss to write their opinions about discoveries in the past 		Pair work Whole class	

Lesson plan 15 Why study history

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives information about sentence and note completion 	10 min	Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp
Task 2 Pre Activity 10-minute	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary • 	<ul style="list-style-type: none"> • T. asks ss to work on the new words and do pre reading task 	15- min 5- min	Group work Pair work	Handout2 Objectives IELTS Michael Black , Wendy Sharp
Task 3 While activity	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing listening skills • to stimulate critical thinking • to expand vocabulary • to develop students' grammar skills 	<ul style="list-style-type: none"> • T asks Ss fill in the blanks of the texts • T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss 	23 min 15 min	Group work Individual	Handout 3 Objectives IELTS Michael Black , Wendy Sharp
fill in the blanks	<ul style="list-style-type: none"> • developing skills such as skimming, scanning • to stimulate critical thinking • to expand vocabulary and practice them • to develop student's communicative skills 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss to read the text once more, and retell shortly • T tells Ss to 	15 min	Group work Pair	Handout 4 Objectives IELTS Michael Black , Wendy Sharp

Hometask	<ul style="list-style-type: none"> to develop their grammar 	complete sentences with the correct ending <ul style="list-style-type: none"> Review of past tenses 		work Individual	
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Lesson Plan 16 What is Job satisfaction

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up Matching	<ul style="list-style-type: none"> to expand vocabulary to build interest in the topic of the lesson and activate Ss' background knowledge to stimulate critical thinking to report information in interesting way 	T puts Ss into small groups and ask them to describe table with their own words then check as a class. Make sure students are clear about the job satisfaction .	10 min	Small group, Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp
Task 2 Pre Activity Giving definitions	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's practice in using dictionary to develop student's communicative skills to stimulate critical thinking to develop students scanning skills to expand vocabulary 	T asks Ss give their own definitions. Flexible working hours T asks Ss to rank the punishments.T could also provide students with other common synonyms related to the job <ul style="list-style-type: none"> T asks Ss to listen to 	5 min 10 min	individual work Pair work	Handout 2,

Discussion	and practice in job definition to develop student's communicative skills that require an exchange of information	the tape and do ex 2-5	10- min 10 min.	G work	
Task 3 While activity Yes/No answers listening exercises and answer the question	to stimulate critical thinking • to give the students further practice in writing letter of application to stimulate listening skills to develop their grammar	T gives time to Ss to look at the questions and predict the kind of information needed. T points out to the Ss that this question states no more than three words. T plays the recording for Ss to complete the form.	10min 5 min 5 min	Group work Individual Group work	Handout 3
Task 4 Post Activity Dictionary focus Fill in the gaps Find the words Title the text Homework Assessment	to expand vocabulary and practice terminology developing reading skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop students' skills in using internet	T asks students to find the words in context before looking them up in a learner's dictionary for more information. T provide Ss with handouts1 and asks choose the right word.. T provide Ss with handouts 2 and asks to find as many legal words as possible. T asks Ss to title the text and explain their choice. T gives hometask to students: Answering the questions given in handout Teacher assesses the Ss according to their participation during the lesson.	5min 5min 5 min 2 min	Group work Individual work Group work individual	

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Lesson Plan 17 Structuring the essay

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY	OBJECTIVE:	PROCEDURE:	DURATION	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking • to report information in interesting way 	<ul style="list-style-type: none"> • T gives Ss useful vocabulary for opinion essay and ask them to discuss which ideas might be appropriate to include 	10 min	Small group, Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp
Task 2 Pre Activity Giving definitions Discussion	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's practice in using dictionary • to develop student's communicative skills • to stimulate critical thinking • to develop students scanning skills 	<ul style="list-style-type: none"> • T asks Ss give their own definitions. Flexible working hours • T asks Ss to rank the punishments.T could also provide students with other common synonyms related to the job • Main parts of essay 	5 min 10 min 10- min 10 min.	individual work Pair work Group work	Handout 2
Task 3 While activity Yes/No answers	<ul style="list-style-type: none"> • to stimulate critical thinking • to give the students further practice in writing essay • to stimulate listening skills 	T gives time to Ss to look at the questions and predict the kind of information needed. T points out to the Ss that this question states no more than three words.T plays the	10min 5 min	Group work Individual	Handout 3

	<ul style="list-style-type: none"> to develop their grammar 	recording for Ss to complete the form.	5 min	Group work	
Task 4	<ul style="list-style-type: none"> to expand vocabulary and practice terminology to stimulate critical thinking to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> T provide Ss with handouts1 and asks choose the right word.. T provide Ss with handouts 2 and asks to find as many legal words as possible. T asks Ss to title the text and explain their choice. 	5min	Group work	
Post Activity					
Find the words					
Homework	to develop students' skills in using internet	T gives homework to students: write about the topic in ex.1 Teacher assesses the Ss according to their participation during the lesson.	5 min	Individual work	
Assessment			5 min	Group work	
			2 min		

Lesson Plan 18 Selling dreams

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss: what comes to your mind when you hear the word "Selling dreams" Ss give their own answers .T explains the new presentation about given topic	15 min	Whole class discussion	Presentation Internet
Activity 1	To explain Ss the meaning of "Selling dreams" and develop reading skills such as	T. asks Ss to look at their handout and answer the questions	15min	Pair work	Handout 1 Objective IELTS Michael Black ,

	skimming, scanning				Wendy Sharp”
Activity 2	To improve ssreading skill	T tells ss to read the text and answer the questions	15 min	Pair work	Handout 2 Objective IELTS Michael Black , Wendy Sharp”
Activity 3	To improve listening and speaking skills	Ss listen to the recording and do the task in handout 3 in written form and check them with other Ss’ answers.	15min	Indivi dually	Handout3 Objective IELTS Michael Black , Wendy Sharp””
Activity4	To learn by heart collocations	T explains differences between collocation and idioms Ss do exercises with collocations	15 min	Indivi dually	Michael McCarthy Felicity O’Dell “English collocation s in use”

Lesson Plan 19 TV no longer just for the home

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

Activity	Objective	Procedure	Durati on	Mode of interact ion	Materials
Warm up	To share information about given topic	T. asks Ss questions about the role of advertising in morden society and types of ads. Ss give their own answers .T explains the new presentation about given topic	15 min	Whole class discussi on	Presenta tion Internet
Activity 1	develop reading skills such as skimming, scanning	T. asks Ss to look at their handout and choose the correct heading for each	25 min	Pair work	Handout 1 Objective

		paragraph			IELTS
Activity 2	To improve reading skill	T tells ss to read the text and answer the questions	15 min	Pair work	Handout 2
Activity 3	To improve listening and speaking skills	Ss listen to the recording and do the task in handout 3 in written form and check them with other Ss' answers.	15min	Individually	Handout3 Objective IELTS Michael Black , Wendy Sharp””
Homework		Pros and cons of advertisement	5 min	Individually	

Lesson plan 20 Time to waste?

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To get acquainted with a new topic	Teacher gives Questions re of the text asks to discuss the questions in groups Handout1	5 min	Pair work	Cambridge @IELTSbooks Objective Michael Black Wendy Sharp
Task 1	To improve ss' reading skill	Students read the text ex 2 on pg.52 and do ex-s pg.52 Handout 2	20 min	Group work	
Task 2	To teach or revise the rules of expressing the future tense.	Handout 3. the analyze of ex3-4 p53-54 Handout 4. "Future tense PPT " Handout 5. Ex4-5-6 pp55-56	20 min	Individual work	
Task 3	To teach or	Handout 6, Ss do ex-s	30 min	Group	

	revise.	and answer the questions		work	
Homework		Revision exercises Getting ready for discussion questions Handout 7	5 min	Individual work	None

Lesson Plan 21 Writing a letter

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. gives Ss questions and asks to read them carefully. Discussion	15 min	Whole class discussion	
Activity 1	develop reading skills	T. asks Ss to look at their handout and choose the correct answer for each paragraph	25 min	Pair work	Handout 1 Objective IELTS
Activity 2	To improve reading skills	T tells ss to read the letter and discuss it	15 min	Pair work	Handout 2
Activity 3	To improve writing skills	Ss do the task in handout 3 in written form and check them with other Ss' answers.	15min	Individual ly	Handout3 Objective IELTS
Assesement Hometask		Write a letter to the manager of the sport centre	5 min	Individual ly	

Lesson plan 22 Climate change

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English

- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To get acquainted with a new topic	Teacher gives information about “Global warming” and do the quiz on this topic	10 min	Pair work	Cambridge IELTS Objective Michael Black Wendy Sharp
Task 1	To improve ss' reading skill	Students read the text on pg-61 and do ex-s 2-3 pg.60 analyze of ex4	30 min	Group work	Handout 2 Handout 3.
Task 2	To teach or revise the rules of expressing the future tense.	"Countable and uncountable nouns PPT" Teacher explains the slide Ex 3-4 pg62	10 min	Individual work	Handout 4. Handout 5
Task 3	To teach or revise the rules of prefixes	Speaking part 3 pg63 Ss do ex5 and answer the questions Listening ex-6 pg-63 Ss T. informs about topic and complete table	25 min	Group work	Handout 6, Handout 7
Homework		Revision exercises Getting ready for discussion questions Handout 9	5 min	Individual work	None

Lesson Plan 23 The Little Ice Age

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To develop Ss ability to relate pictures to text To share information about given topic	Speaking part. T. asks Ss to look at the pictures and identify types of accommodation and T. introduce active vocabulary	10 min	Whole class discussion	Handout 1
Activity 1	To raise Ss awareness about topic and gather information about the topic	Listening part Ss listen inform about university accommodation and complete notes Then ask to read the note and do the discuss the question in pairs Ex-3-4 Polite intonation pg-67	15min	Individually Pair work	Handout 2
Activity 2 Reading	Ss identify the beliefs or arguments and develop reading skills such as skimming, scanning	Encourage Ss to find the names or organizations in the text and read around them. Give the Ss a chance to look through the multiple choice questions first before reading	20 min	Individually	Handout 3 Handout 4
Activity 3	Modals of obligation and prohibition To present useful language in talking about obligation and prohibition	T. checks Ss understand what modal verbs, obligation and prohibition are. Ask Ss to look at the sample sentences and put the modal verbs into the correct category in the table	15 min	Individually Pair work	Handout 5
Activity 4 Listening	To develop listening skills	Ask Ss to listen the first time for what was good or could be improved in the Ss' work. Then write down the examples they hear of 1-ge of obligation/lack of obligation or prohibition	15 min	Individually	Listening cd
Assessment Homework		T. assesses Ss and motivate their position Ask Ss to write down a)five rules for our country b)how they think life at university will be different from their current lives.	3 min 2 min		

Lesson 24

A place to work or live in

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To develop Ss ability to relate pictures to text To share information about given topic	Speaking part. T. asks Ss to look at the pictures and identify types of accommodation and T. introduce active vocabulary	10 min	Whole class discussion	Handout 1
Activity 1	To raise Ss awareness about topic and gather information about the topic	Listening part Ss listen inform about university accommodation and complete notes Then ask to read the note and do the discuss the question in pairs Ex-3-4 Polite intonation pg-67	15min	Individually Pair work	Handout 2
Activity 2 Reading	Ss identify the beliefs or arguments and develop reading skills such as skimming, scanning	Encourage Ss to find the names or organizations in the text and read around them. Give the Ss a chance to look through the multiple choice questions first before reading	20 min	Individually	Handout 3 Handout 4
Activity 3	Modals of obligation and prohibition To present useful language in talking about obligation and prohibition	T. checks Ss understand what modal verbs, obligation and prohibition are. Ask Ss to look at the sample sentences and put the modal verbs into the correct category in the table	15 min	Individually Pair work	Handout 5
Activity 4 Listening	To develop listening skills	Ask Ss to listen the first time for what was good or could be improved in the Ss' work. Then write down the examples they hear of l-ge of obligation/lack of	15 min	Individually	Listening cd

		obligation or prohibition			
Assessment Homework		T. assesses Ss and motivate their position Ask Ss to write down a)five rules for our country b)how they think life at university will be different from their current lives.	3 min 2 min		

Lesson 25 Academic writing task1

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of writing skills as well as grammar

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To develop Ss ability to relate charts or tables to statements To share information about given topic	T. explains Ss Task1 in Academic writing and give advice how to get extra marks Introduce active vocabulary	10 min	Whole class discussion	Handout 1
Activity 1	To raise Ss awareness about topic and gather information about the topic	T. asks to read the note and discuss the tables about home entertainment equipment	15min	Individually Pair work	Handout 2
Activity 2 Reading	Ss identify the beliefs or arguments and develop writing skills	Encourage Ss to find the names or organizations in the text and read around them. Give the Ss a chance to look through the multiple choice questions first	20 min	Individually	Handout 3 Handout 4
Activity 3	Modals of obligation and	T. checks how Ss operate with gerund and infinitives Ask Ss	15 min	Individually	Handout 5

	prohibition To present useful language in talking about obligation and prohibition	to look at the sample sentences and put verbs into the correct category in the gaps		Pair work	
Activity 4 Listening	To develop speaking skills	T. gives Ss cue card and ask them to describe a building they like or dislike	15 min	Individually	Listening cd
Assessment Homework		T. assesses Ss and motivate their position Ask Ss to write down a summary of the information in the chart	3 min 2 min		

Lesson Plan 26 Animal life

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and speaking skills

Activity	Objective	Procedure	Durati on	Mode of interact ion	Materials
	To check home tasks	Teacher asks questions of the text and introduces with active vocabulary asks to discuss the questions in groups Handout1	10 min	Whole class discussion	Cambridge @IELTS Objective Michael Black Wendy Sharp
Activity 1	To explain Ss IELTS preparation and develop speaking skills	Ss read multiple-choice questions ex-4 work in pairs .Read about ‘‘Advantages of co-operations’’ (250words) and find correct answer ex-7 pg-73 Handout 2	15min	Pair work	
Activity 2	To improve grammar	T explains Article and Ss do exercise .	20 min	Individually	

Activity 3	To watch video for improving listening , speaking skills and critical thinking	To discuss this video with whole class.	30min	Whole class	Internet
Homework		Search information and give a presentation about endangered animals	5 min		Internet source

Lesson Plan 27

How similar are animals and human beings?

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational skills

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
	To check home tasks	Teacher asks questions of the text and introduces with active vocabulary asks to discuss the questions in groups	10 min	Whole class discussion	Cambridge IELTS Objective Michael Black
Activity 1	To explain Ss multiple choice in academic reading and develop reading skills	Ss read multiple-choice questions. Read about similarities between animals and human beings (600words) and find correct answer ex-2 p-76-77 Handout 2	15min	Pair work	
Activity 2	To improve vocabulary	T explains Compound nouns and Ss do exercise .	20 min	Individually	
Activity 3	To improve listening and speaking skills	To discuss about characteristic of sharks with whole class.	30min	Whole class	Internet
Homework		Test folder 6 pg-76-77	5 min		Internet source

Lesson Plan 28 Sport

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities
-

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up Group discussion	<ul style="list-style-type: none"> • to introduce the theme about sport • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T shows some pictures to Ss • Ss will guess what the theme is about and give their opinion associate with the word 'Sport' • And match branches of Sport with given photos 	10 min	Whole class	
Task 2 Pre Activity	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives text to read Ss discuss the text with the class, paying attention to difficult or important vocabulary 	15 min	Group work	Handout 1
Task 3 True false activity	<ul style="list-style-type: none"> • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	T gives handout and Ss will find true or false sentences	15 min	Individual work	Handout 2
Task 4 While activity Matching task	<ul style="list-style-type: none"> • to stimulate critical thinking • to expand vocabulary and practice spo terms • to develop students' speaking skills 	T asks Ss to match the words with their definition Ss work in pairs to match the words with the answers T checks the students answers	15 min	Individual	Handout3
Task 5	<ul style="list-style-type: none"> • to check students ability in grammar 	T asks to complete the blanks using the correct form of the words	10 min	Pair work	Handout 4
Task 6 Post Activity	<ul style="list-style-type: none"> • to stimulate critical thinking 	<ul style="list-style-type: none"> • T asks Ss about the Types of Sport 	20	Whole	Handout

Homework	<ul style="list-style-type: none"> • to develop student's communicative skills • to stimulate interpretation • to develop students' speaking skills • to develop writing skills • to develop writing skills • to stimulate critical thinking 	<ul style="list-style-type: none"> • asks to do an exercise in which Ss match definitions with words • T asks to put into correct chronological order the events <p>to write a short essay on the theme: "My favourite sport".</p>	min	class	5, 6
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Lesson Plan 29 Choices

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and usage of linking words through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm up	<ul style="list-style-type: none"> • to introduce the theme choices • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	T shows some pictures to Ss Ss will guess what the theme is about and give their opinion associate with the word 'choice'	10 min	Whole class	
Task 2	<ul style="list-style-type: none"> to develop student's communicative skills to stimulate critical thinking to expand vocabulary and practice related terms 	T asks Ss to skim the article and to get a general idea and to find suitable headings to each paragraph of the text	15 min	Group work	Handout 1
Task 3 activities	<ul style="list-style-type: none"> to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • T gives handout and Ss do the activities ex-3,4 pg-87 	15 min	Individual work	Handout 2
Task 4 While activity	<ul style="list-style-type: none"> to stimulate critical thinking to expand vocabulary and practice terms 	T asks Ss to listen four short extracts where people talk about choices			Handout3

Matching task	to develop students' speaking skills	find suitable answers to each line of the ex, pg-88	15m in	Individual	
Task 5	•to check students ability in grammar	T asks to complete the table using the correct form of the words ex-3,4,5 pg-88	10 min	Pair work	Handout 4
Task 6 Post Activity Homework	to stimulate critical thinking to develop student's communicative skills to stimulate interpretation	T asks Ss to make up collocations to write an essay on the theme: "Decision making".	20 min	Whole class	Handout 5, 6

Lesson Plan 30 Importance of colour

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
 - carry out communicative tasks that require an exchange of information
- develop their control of writing skills as well as grammar

ACTIVITY	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:
Task 1 Warm up vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> •T gives vocabulary about brain and mind words Ss give other examples of words describe 	10min	Whole class
Task 2 Pre Activity 10-minute debate	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> •T divides the class into groups in small groups discuss the questions •Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work
Task 4 Post Activities	<ul style="list-style-type: none"> • developing skills such as skimming, scanning • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information • to expand vocabulary and practice economic terms 	<ul style="list-style-type: none"> •T divides the class into groups, tells Ss to read the text once more, and retell shortly •T tells students to match the words used in the text 	15min	Group work
grammar	<ul style="list-style-type: none"> • to develop their grammar 	<ul style="list-style-type: none"> •Complete appropriate definitions to the given texts 	8 min	Pair work
Homework	<ul style="list-style-type: none"> • to stimulate critical thinking • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • 	<ul style="list-style-type: none"> •T tells Ss to paraphrase the sentences. 		Individual

Lesson Plan 31

Social interaction

Time: 80 minutes

Number of students: 10-12

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:
Task 1 Warm up vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives vocabulary about brain and mind words Ss give other examples of words describe 	10min	Whole class
Task 2 Pre Activity debate	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • T divides the class into groups in small groups discuss the questions • Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work
Task 3 While activity Discussion in a small group Find the answers exercises Listening	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to develop students' grammar skills 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss • T tells students to read the sentences given in the handout 	10 min 15 min	Group work Individual
Task 4 Post	<ul style="list-style-type: none"> • developing skills such as skimming, scanning 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss to 		

Activities	<ul style="list-style-type: none"> • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information • to expand vocabulary and practice economic terms • to stimulate critical thinking • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to develop their grammar 	read the text once more, and retell shortly	15min	Group work
grammar		<ul style="list-style-type: none"> • T tells students to match the words used in the text 	8 min	Pair work
Homework		<ul style="list-style-type: none"> • T tells Ss to paraphrase the sentences. 	2 min	Whole class

Lesson Plan 32 Books, writing and signs

Time: 80 min

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY	OBJECTIVE:	PROCEDURE:	DURATION	MODE OF INTERACTION:
Task 1 Warm up vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	T gives vocabulary about brain and mind words Ss give other examples of words describe	10min	Whole class
Task 2 Pre Activity debate	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking 	<ul style="list-style-type: none"> • T divides the class into groups in small groups discuss the questions 	15- min	Group work
		Complete appropriate definitions to the given texts	5- min	Pair work

	<ul style="list-style-type: none"> • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 			
Task 3 While activity Discuss in a small group Find the answers exercises Listening	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to develop students' grammar skills 	T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss	10 min	Group work
		T tells students to read the sentences given in the handout	15 min	Individual
Task 4 Post Activities grammar Homework	<ul style="list-style-type: none"> • developing skills such as skimming, scanning • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information • to expand vocabulary and practice economic terms • to stimulate critical thinking • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to develop their grammar 	T divides the class into groups, tells Ss to read the text once more, and retell shortly	15min	Group work
		T tells students to match the words used in the text	8 min	Pair work
		T tells Ss to paraphrase the sentences.	2 min	Whole class

Lesson Plan 33

The Body clock

Number of Students: 12

Materials: IELTS Objectives and internet materials, handouts

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:
Task 1 Warm up vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	<ul style="list-style-type: none"> • T gives vocabulary about brain and mind words Ss give other examples of words describe 	10min	Whole class
Task 2 Pre Activity debate	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • T divides the class into groups in small groups discuss the questions Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work
Task 3 While activity Discussion in a small group Find the answers exercises Listening	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to develop students' grammar skills 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss • T tells students to read the sentences given in the handout 	10 min 15 min	Group work Individual
Task 4 Post Activities grammar Homework	<ul style="list-style-type: none"> • developing skills such as skimming, scanning • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information • to expand vocabulary and practice economic terms • to stimulate critical thinking • to interest, consider carefully in the topic of the lesson • to develop student's 	<ul style="list-style-type: none"> • T divides the class into groups, tells Ss to read the text once more, and retell shortly • T tells students to match the words used in the text • T tells Ss to paraphrase the sentences. 	15min 8 min 2 min	Group work Pair work Whole

	communicative skills • to develop their grammar			class
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Lesson Plan 34 The tourist boom

Time: 80 minutes

Topic: The tourist boom

Number of students: 10-12

Level: Intermediate

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION:	MODE OF INTERACTION:
Task 1 Warm up vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	T gives vocabulary about brain and mind words Ss give other examples of words describe	10min	Whole class
Task 2 Pre Activity 10-minute debate	<ul style="list-style-type: none"> • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to stimulate critical thinking • to expand vocabulary and practice economic terms • to develop student's communicative skills that require an exchange of information 	<ul style="list-style-type: none"> • T divides the class into groups in small groups discuss the questions Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work
Task 3 While activity Discussion Find the answers exercises Listening	<ul style="list-style-type: none"> • to activate students knowledge on this topic • developing reading skills such as skimming, scanning • to stimulate critical thinking • to stimulate critical thinking • to develop students' grammar skills 	<p>T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss</p> <p>T tells students to read the sentences given in the handout</p>	10 min 15 min	Group work Individual
Task 4 Post	<ul style="list-style-type: none"> • developing skills such as skimming, scanning 	T divides the class into groups, tells Ss to read the		

Activities	<ul style="list-style-type: none"> • to stimulate critical thinking • to develop student's communicative skills that require an exchange of information 	text once more, and retell shortly	15min	Group work
grammar	<ul style="list-style-type: none"> • to expand vocabulary and practice economic terms 	T tells students to match the words used in the text	8 min	Pair work
Homework	<ul style="list-style-type: none"> • to stimulate critical thinking • to interest, consider carefully in the topic of the lesson • to develop student's communicative skills • to develop their grammar 	T tells Ss to paraphrase the sentences.	2 min	Whole class

Lesson Plan 35

Method of Transportation

Topic: The tourist boom

Number of students:10-12

Level: Intermediate

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE:	DURATION	MODE OF INTERACTION:
Task 1 Warm up Abbreviations, vocabulary	<ul style="list-style-type: none"> • to introduce the theme all in the mind • to build interest in the topic of the lesson and activate Ss' background knowledge • to stimulate critical thinking 	T gives vocabulary about brain and mind words Ss give other examples of words describe	10min	Whole class
Task 2 Pre Activity 10-minute debate	<ul style="list-style-type: none"> to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking <ul style="list-style-type: none"> to expand vocabulary and practice economic terms to develop student's communicative skills that 	<ul style="list-style-type: none"> • T divides the class into groups in small groups discuss the questions Complete appropriate definitions to the given texts 	15- min 5- min	Group work Pair work

	require an exchange of information			
Task 3 While activity Discussion in a small group Find the answers exercises Listening	to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking to stimulate critical thinking to develop students' grammar skills	T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss T tells students to read the sentences given in the handout	10 min 15 min	Group work Individual
Task 4 Post Activities grammar Homework	developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar	T divides the class into groups, tells Ss to read the text once more, and retell shortly T tells students to match the words used in the text T tells Ss to paraphrase the sentences.	15min 8 min 2 min	Group work Pair work Whole class

Lesson Plan 36

Moving abroad

Time: 80 minutes

Number of students: 10-12

Level: Intermediate

Aim: To extend students communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ILOVALAR

O‘quv dasturi

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”– сонли буйруғининг 1-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган. Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар: Боқиева Г. Ҳ.
Саматова Б. Р.
Турсунов М. М.
Дадаходжаева М.С
Мурадқасимова К. Ш.
Ширинова Р. Х.
Исраилова Д. Ш.

- ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети
- кафедра мудири, Тошкент давлат юридик университети, Тил ўргатиш маркази
- катта ўқитувчи, Бухоро давлат университети, Инглиз тили ва адабиёти кафедраси
- п.ф.н. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси
- ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети
- ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори
- Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Узлуксиз таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича В2 даражасини эгаллашлари белгилаб берилган.

Хорижий тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлғуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорижий тил” фанини ўқитиш даврида талабаларнинг умумий, академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорижий тилни ўрганишнинг мустақил мулоқот (В2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорижий тилни ўргатишдан асосий мақсад – бўлғуси мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил изланиш, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мантиқий фикрлаш қобилиятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

– талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапириш), тил (лексик, грамматик), ижтимоий-маданий ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;

– илмий, касбий ва маиший фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;

– умумбашарий ва миллий қадриятлар билан таништириш, маданиятлараро бағрикенглик ва миллатлараро ҳамдўстлик ҳисларини сингдириш;

– илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;

– талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда мустақил ишларини ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража битирувчилари тайёргарлиги даражасига

қўйиладиган талаблар асосида қўйидаги компетенцияларни эгаллаш кўзда тутилган.

Лингвистик компетенция

Нутқий компетенция:

Тинглаб тушуниш:

кенг кўламли нутқ ёки қатор мураккаб фикрлар баёнини;
маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини;
эълон ва хабарларни;
таниш ва нотаниш контекстдаги мураккаб аутентик нутқни;
ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисмини;
радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олади.

Гапириш:

Диалог:

ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
олдиндан тайёргарлик кўрилмаган жонли муҳокама ва мунозара юритиш;
ўз соҳаларига оид интервьюда иштирок эта олиш;
битимга келишув ёки муаммо ечимини топишда расмийлик ва хушмуомалаликдан фойдаланиш;
расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
ўз ҳамкорлари билан музокара юриштиш;
маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки илтифот сўраш;
муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
расмий доираларда (масалан, семинар ва ҳоказолар) хос равишда савол-жавоб қилиш.

Монолог:

маълум мавзу бўйича яхши тақдимот қилиш;
ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
маълум мавзу бўйича оғзаки маъруза қилиш;

мақола, маъруза ёки муҳокама юзасидан аниқ умумлашган хулоса қилиш;
таниш мавзуга оид қараш ёки фикрни ривожлантириш, далиллар, мисоллар келтириш орқали асослаш.

Ўқиш:

таниш ва нотаниш мавзулардаги матнларнинг асосий/айрим жиҳатларини;
ўз соҳалари ва қизиқишларига мос ёзишмаларни;
жадвал, графикларнинг қисқа изоҳини;
мураккаб номаларни;
махсус ва мураккаб ёзма йўриқнома ва йўналишларни;

тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу каби матнларни;
касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни ажрата олади.

Ривожлантириладиган малакалар: Чет тилидаги материалларнинг умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни тушуниш ва йўналишни аниқлаш учун ўқиш (белгилар, кўрсаткичлар ва б).

Ўзув:

Махсус расмий ва норасмий нома/хатлар;
шаклан ва мазмунан тўғри ташкиллаштирилган иншо ва маърузалар;
етарли даражада грамматик, мазмун жихатдан тўғри тузилган ва мос услубдаги илмий мақолалар;
таклифлар, хулосалар, аннотациялар ва тезислар;
зарур ҳолда ўз соҳалари бўйича битирув малакавий ишлар ёза олиш.

Тил компетенцияси:

Лексик:

В2 даражасидаги лексикани эгаллаш;
сўз ясаши (кўшма сўзлар ва аффиксация), ўзлашма (байналмилал) ва ўзакдош сўзлар;
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўллай олиш.

Грамматик:

ўтилган грамматик материал (фёъл замонлари, модал фёъллар, сифат ва равишларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва ҳоказо)ни кундалик, илмий ва соҳавий контекстларда тўғри қўллай олиш.

Социолингвистик компетенция

Ўзбекистон ва тили ўрганилаётган мамлакатлар маданиятлари мисолида (ижтимоий ва таълим доираларида) **маданиятлараро мулоқотни** чуқурроқ тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан, саломлашиш, мурожаат шакллари, хушмуомалалик ва ҳоказо;
турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-ҳаракатлар, имо-ишоралар устида ишлашни давом эттириш;

электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллай олиш.

Прагматик компетенция

тақдимот қилиш маҳоратини янада такомиллаштириш;
фикрларни оғзаки ва ёзма нутқда мантиқан ифодалаш;
турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилни тегишли расмий шаклда қўллашни англаш;
мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш, жумлаларни тузатиш, тўлдириш ва бошқа стратегияларини идрок этиш ва амалиётда қўллай олиш.

III. Асосий қисм (амалий машғулотлар)

Нутқий мавзулар

Ижтимоий мавзулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Ижтимоий-маданий мавзулар (илмий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларнинг маданий, ижтимоий хусусиятлари)

Таълим мавзулари (таълим тизими, давомли таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

Интернет ва ахборот технологияларига оид мавзулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютуқлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мавзулар (соҳа йўналишлари, долзарб мавзулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ғоялар ва янгиликлар)

Грамматик мавзулар

Инглиз тили:

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъли;
- аралаш шарт эргаш гаплари;
- модал феъллар – can't have, needn't have;
- ҳикоя феъллари;
- мажҳул нисбатлар;
- ўтган тугалланган;
- ўтган тугалланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қурилмалар;
- wish;
- would (одатларни ифодалаш, ўтган замон).

Немис тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;

- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, wogon боғловчили эргашган қўшма гаплар;
- шарт майлининг ясалиши.

Француз тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасиялар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотга киришишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқади.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мавзулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб кенгайтирилган вазифалар белгилаб олинади ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нутқий компетенциянинг тинглаб тушуниш, гапириш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграциялашган равишда** олиб борилади. Мавзунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинади.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралик ва якуний назоратлар воситасида амалга оширилади.

IV. Мустақил таълим ва мустақил ишлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустаҳкамлаш ва такомиллаштиришдан иборат.

Дарс машғулотларида кўтарилган мавзуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдимотлар (слайд, ҳисобот, муаммоли вазият ва ҳ.з. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиш: амалий машғулотларда ўтилган мавзулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, таҳлил қилиш ва уларни ихтисосликларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапириш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган мавзулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг мавзулари амалий машғулотларда ёритилган мавзуларга мос ҳолда бўлиши лозим. Мавзулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот сифатида ўқитувчиларга тақдим этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари1

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Ishchi o'quv dastur

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI
TOSHKENT MOLIYA INSTITUTI

O'quv-uslubiy bo'lim tomonidan
ro'yxatga olindi

№ 000219
2018 yil "29" 08

Toshkent moliya instituti
O'quv ishlari bo'yicha prorektor

I.Qo'ziyev



XORIJIY TIL (INGLIZ TILI)

ISHCHI O'QUV DASTURI

Bilim sohasi:	100 000	– Gumanitar
	200 000	– Ijtimoiy soha, iqtisod va huquq
Ta'lim sohasi:	110 000	– Pedagogika
	230 000	– Iqtisod
Ta'lim yo'nalishlari:	5230200	– Menejment
	5230600	– Moliya
	5230800	– Soliq va soliqqa tortish
	5230900	– Buxgalteriya va audit (tarmoqlar bo'yicha)
	5231200	– Sug'urta ishi
	5231300	– Pensiya ishi
	5231500	– Baholash ishi
	5232000	– Davlat byudjetining g'azna ijrosi
	5321000	– Korporativ Moliya
	5232400	– Iqtisodiy xavfsizlik
	5232700	– Investitsion loyihalarni moliyalashtirish
	5232800	– Elektron tijorat

Toshkent – 2018

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2018 yil "14"-iyundagi 531-sonli buyrug'i bilan tasdiqlangan "Xorijiy til" fani dasturi asosida tayyorlangan.

Fanning ishchi o'quv dasturi Toshkent moliya institut Kengashining 2018 yil "29" avgust dagi "1"-sonli qarori bilan tasdiqlangan.

Tuzuvchilar: I.T. Haydarov - TMI, Chet tillari kafedrasida katta o'qituvchisi
F.Ishanxodjaeva - TMI, "Chet tillari" kafedrasida katta o'qituvchisi
Taqrizchilar: V.I.Normuratova - O'ZDJTU, "Tarjima nazariyasi va amaliyoti" kafedrasida dotsenti, p.f.n.
F. Ibragimova -TMI, "Chet tillari" kafedrasida katta o'qituvchisi, Ph.D.

Fanning ishchi o'quv dasturi kafedraning 2018 "17" avgust dagi 1-sonli majlisida muhokama etilib, "Sug'urta" fakultet Kengashida ko'rib chiqishga tavsiya qilingan.

"Chet tillari" kafedrasida mudiri


I.T. Haydarov

Fanning ishchi o'quv dasturi "Sug'urta" fakulteti Kengashining 2018 "24" avgustdagi 1-sonli majlisida muhokama etilib, institut o'quv-uslubiy Kengashida ko'rib chiqishga tavsiya qilingan.

"Sug'urta" fakulteti dekani


G.A. Safarov

Fanning ishchi o'quv dasturi O'quv-uslubiy Kengashining 2018 "25" avgust dagi 1-sonli majlisida muhokama etilib, institut Kengashida ko'rib chiqishga tavsiya qilingan.

Kengash kotibi


i.f.n., dots.T. Baymurotov

KIRISH

“Xorijiy til” (ingliz tili) fani oliy ma’lumotli mutahassislarni tayyorlash jarayonining tarkibiy qismi hisoblanib, zamonaviy mutahassislarni kadrlarni kasbiy faoliyati va kundalik hayotida xorijiy tildan foydalanish uchun va uni o‘zlashtirishga qaratilgan. Oliy ta’limgacha bo‘lgan ta’lim bosqichlarida orttirilgan bilimlarga tayangan holda oliy ta’lim muassasasida talaba xorijiy tilni yanada mustahkam, chuqurroq va tanlagan kasbiga yo‘naltirilgan holatda o‘zlashtirishi rejalashtirilgan.

Mazkur ishchi o‘quv O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumiyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumiyevropa etilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference) ishlab chiqildi.

O‘quv fanining maqsadi va vazifasi

Xorijiy tilni o‘rgatishdan asosiy maqsad – bo‘lg‘usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko‘nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish malakalarini hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat.

Ushbu maqsadga erishish uchun quyidagi **vazifalar** ilgari suriladi:

- talabalarning nutqiy (o‘qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetensiyalarini DTSi talablariga binoan rivojlantirish;
- ilmiy, kasbiy va maishiy faoliyatga bog‘liq mavzular yuzasidan og‘zaki va yozma ravishda 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 atamalarni o‘rgatish;

– talabalarning ilmiy va sohaviy yo‘nalishlaridan kelib chiqqan holda mustaqil ishlarini tashkil etish.

Fan bo‘yicha talabalarning bilim, ko‘nikma va malakalariga quyida keltirilgan talablar qo‘yiladi. Davlat ta‘lim standartlariga ko‘ra chet tili bo‘yicha B2 daraja bitiruvchilari tayyorgarligi darajasiga qo‘yiladigan talablar asosida quyidagi kompetentsiyalarni egallash ko‘zda tutilgan.

- xorijiy tillardagi gap tuzilishi va gapdagi so‘zlarning tartibi to‘g‘risida;
- xorijiy tillarda so‘zlarining uslubiy qo‘llanishi to‘g‘risida *tasavvurga ega bo‘lishi*;
- xorijiy tillarning tovush xususiyatlarini, nutq tovushlari va so‘zlarni to‘g‘ri talaffuz qilishni;
- xorijiy tillar sintaksisi talablari asosida mazkur tillarda to‘g‘ri gap va bog‘langan matn tuzishni;
- kasbiy terminologiyani, og‘zaki va yozma nutq xususiyatlarini *bilishi va ulardan foydalana olishi*;
- o‘z sohasi doirasida xorijiy tilda fikr ifodalay olish, ilmiy texnik adabiyotlardan foydalana olish *ko‘nikmasiga ega bo‘lishi kerak*;
- egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish *malakalarga ega bo‘lishi kerak*.

“Xorijiy til” (ingliz tili) fani 1-kursning I va II semestrlarida o‘qitilib, unda amaliy mashg‘ulot, mustaqil ta‘lim mashg‘ulotlari semestrlar bo‘yicha quyidagi jadval asosida amalga oshiriladi.

Ta‘lim yo‘nalishlarida “Xorijiy til” (ingliz tili) fanidan o‘tiladigan mavzular va ular bo‘yicha mashg‘ulot turlariga ajratilgan soatlar hajmining taqsimoti

T/r	Fan mavzularining nomi	Dars mashg‘ulotlari hajmi	Amaliy mashg‘ulotlar	Mustaqil ta‘lim
1-modul: Introduction				
1.	Independence of Uzbekistan	4	2	2
2.	Ubiquity of English	3	2	1
3.	Online etiquette	4	2	2

4.	Finance Management	4	2	2
5.	Latest achievements /World Awards	4	2	2
6.	Communicate	4	2	2
7.	The functions of languages	3	2	1
8.	A healthy diet	3	2	1
9.	Describing processes	4	2	2
10.	City attraction	4	2	2
11.	Guideline tips	3	2	1
12.	Ways of learning	4	2	2
13.	Writing task 1	3	2	1
14.	Discovering the past	4	2	2
15.	Why study history	4	2	2
16.	What is job satisfaction	4	2	2
17.	Structuring the essay	3	2	1
18.	Selling dreams	4	2	2
	1-semestr bo'yicha:	66 soat	36 soat	30 soat
2-modul: Social English				
19.	TV is no longer just for home	4	2	2
20.	Time to waste	3	2	1
21.	Writing a letter	4	2	2
22.	Climate change	4	2	2
23.	The Little Ice Age	4	2	2
24.	A place to work or live in	4	2	2

25.	Academic writing task 1	3	2	1
26.	Animal life	3	2	1
27.	How similar are animals and human beings?	4	2	2
28.	Sport	4	2	2
29.	Choices	3	2	1
30.	Importance of colour	4	2	2
31.	Social interaction	3	2	1
32.	Books, writing sign	4	2	2
33.	The body clock	4	2	2
34.	The tourist boom	4	2	2
35.	Methods of transportation	3	2	1
36.	Moving abroad	4	2	2
	2-semestr bo'yicha:	66 soat	36 soat	30 soat
	Jami:	132 soat	72 soat	60 soat

ASOSIY QISM

1. Fanning nazariy mashg'ulotlari mazmuni

“Xorijiy til” (ingliz tili) fanidan ma’ruza mashg’ulotlari o‘quv reja bo'yicha ko‘zda tutilmagan.

2. Fanning amaliy mashg'ulotlari mazmuni

1-modul

INTRODUCTION

Lesson 1 (2hours)

Theme: **Independence of Uzbekistan**

Brainstorming Handouts

Presentation: Uzbekistan

Task: Introduction of the course, explains the requirements, evaluation . Encourages Ss to introduce themselves. Give questions. Ss tell about themselves, their family, interests, etc

Brainstorm on the topic Uzbekistan and encourages them to fill in the blanks

Give headlines to each slide of the presentation and talk about Uzbekistan in groups, Ss find or give definitions to the terms. Show knowledge; fill in the blanks of the text while watching the video. Read, translate, analyze and communicate. Learn the vocabulary. (10 words).

Personal conclusions and presentation of their activity.

Lesson 2 (2 hours)

Theme: **Ubiquity of English**

Case study, Handouts

Presentation: English language

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning.. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 3 (2 hours)

Theme: **Online etiquette**

Case study, Handout

Presentation: Online etiquette

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words). Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 4 (2 hours)

Theme: **Finance Management**

Case study, Handout

Presentation: Finance Management

Tasks: Read the text. Oral speech training. Travel vocabulary: Learn the vocabulary (10 words). Study the word- building. Read the text and give its summary. Answer the questions. Speak on the topic, given situation

Write the essay. Give critical thinking.

Personal conclusions and presentation of their activity

Lesson 5 (2 hours)

Theme: **Latest achievements/ World Awards**

Case study, Handout

Presentation: Latest achievements and awards

Communicative tasks: Read the text. Oral speech training. Vocabulary: learn 10(words). Study the word- building. Read the text and give its summary. Answer the questions. Speak on the topic, given situation. Show knowledge. Give critical thinking. Personal conclusions and presentation of their activity

Lesson 6 (2 hours)

Theme: **Communicate**

Brainstorming, Handout

Presentation: Types of communication

Tasks: Read the text. Oral speech training. Vocabulary: learn 10 (words)

Study the word- building. Read the text and give its summary. Answer the questions. Speak on the topic, given situation. Show knowledge. Give critical thinking. Personal conclusions and presentation of their activity

Lesson 7 (2 hours)

Theme: **The functions of languages**

Brainstorming, Handouts

Tasks: Read the text. Oral speech training. Vocabulary: learn 10 (words)

Study the word- building. Read the text and give its summary. Answer the questions. Speak on the topic, given situation. Show knowledge. Give critical thinking. Personal conclusions and presentation of their activity

Lesson 8 (2 hours)

Theme: **A healthy diet**

Venn diagram, Handout

Presentation: Modern medicine

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 9 (2 hours)

Theme: **Describing process**

Brainstorming, Handout

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze

and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 10 (2 hours)

Theme: **City attraction**

Case study, Handout

Presentation: **Cities**

Tasks: Read the text. Oral speech training. Vocabulary: 10 (words) Study the word- building. Read the text and give its summary. Answer the questions

Speak on the topic, given situation. Show knowledge. Give critical thinking.

Personal conclusions and presentation of their activity.

Lesson 11 (2 hours)

Theme: **Guideline tips**

T-Scheme, Case study, Handout

Tasks: Read the text. Oral speech training. Vocabulary: 10 (words) Study the word- building. Read the text and give its summary. Answer the questions

Speak on the topic, given situation. Show knowledge. Give critical thinking.

Personal conclusions and presentation of their activity.

Lesson 12(2 hours)

Theme: **Ways of learning**

Venn diagram, Case study, Handout

Presentation: Learning styles

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (11 words). Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 13 (2 hours)

Theme: **Writing Task 1**

T-Scheme, Case study, Handout

Tasks: Read the text. Oral speech training. Vocabulary: 10 (words) Study the word- building. Read the text and give its summary. Answer the questions. Speak on the topic, given situation. Show knowledge. Give critical thinking. Personal conclusions and presentation of their activity.

Lesson 14 (2 hours)

Theme: **Discovering the past**

T-Scheme, Case study, Handout

Presentation: History

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words). Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 15 (2 hours)

Theme: **Why study history?**

T-scheme, Case study, Handout

Presentation: History

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words). Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 16 (2 hours)

Theme: **What is job satisfaction?**

Cluster, Handout

Presentation: Job satisfaction

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words). Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 17 (2 hours)

Theme: **Structuring the essay**

Mind-map, Handout

Presentation: Job satisfaction

Tasks: Listen, ask questions, exchange opinions. Oral speech training.

Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words). Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 18 (2 hours)

Theme: **Selling dreams**

Venn diagram, Case study, Handout

Presentation: Advertising

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

2-modul

SOCIAL ENGLISH

Lesson 19 (2 hours)

Theme: **TV is no longer just for home**

T-Scheme, Case study, Handout

Presentation: Advertising

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 20 (2 hours)

Theme: **Time to waste**

Mind-map, Case study, Handout

Presentation: Leisure Activities

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and

communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 21 (2 hours)

Theme: **Writing a letter**

Brainstorming, Case study, Handout

Presentation: Leisure Activities

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 22 (2 hours)

Theme: **Climate change**

Fishbone, Case study, Handout

Presentation: Global Problems

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 23 (2 hours)

Theme: **The Little Ice Age**

Fishbone, Case study, Handout

Presentation: Global Problems

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 24 (2 hours)

Theme: **A place to work or live in**

Venn diagram, Case study, Handout

Presentation: Types of houses

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (20 words). Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 25 (2 hours)

Theme: **Academic writing task 1**

Brainstorming, Case study, Handout

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions. Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (20 words). Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 26 (2 hours)

Theme: **Animal life**

Cluster, T-Scheme, Case study, Handout

Presentation: Animals

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 27 (2 hours)

Theme: **How similar are animals and human beings?**

Venn diagram, Case study, Handout

Presentation: Animals

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 28 (2 hours)

Theme: **Sport**

Cluster, Case study, Handout

Presentation: Types of Sports

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 29 (2 hours)

Theme: **Choices**

Cluster, Case study, Handout

Presentation: Decision Making

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 30 (2 hours)

Theme: **Importance of color**

Brainstorming, Case study, Handout

Presentation: Colour

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 31 (2 hours)

Theme: **Social interaction**

Case study, Handout

Presentation: Hospitality

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 32 (2 hours)

Theme: **Books, writings and sign**

Venn diagram, Case study, Handout

Presentation: types of writings

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 33 (2 hours)

Theme: **The body clock**

Venn diagram, Case study, Handout

Presentation: The body clock

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises.

Personal conclusions and presentation of their activity.

Lesson 34(2 hours)

Theme: **The tourist boom**

Mind map, T-scheme, Case study, Handout

Presentation: Tourism

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 35 (2 hours)

Theme: **Transport**

Cluster, T-scheme, Case study, Handout

Presentation: Methods of transportation

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

Lesson 36 (2 hours)

Theme: **Moving abroad**

T-scheme, Case study, Handout

Presentation: Immigration

Tasks: Listen, ask questions, exchange opinions. Oral speech training. Give questions. Report home tasks. Find out new words meaning. Exchange opinions.

Listen, write. Show knowledge. Fulfill tasks. Read, translate, analyze and communicate. Learn the vocabulary. (10 words) Listen, read, do some exercises. Personal conclusions and presentation of their activity.

3. Laboratoriya ishlarini tashkil etish bo'yicha ko'rsatmalar

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

4. Kurs ishini tashkil etish bo'yicha uslubiy ko'rsatmalar

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

5. Mustaqil ta'limning shakl va mazmuni

Mustaqil ta'lim talabning bajaradigan ilmiy izlanishi bo'lib, ingliz tilini o'rganishda fanning biror bir mavzusini to'laroq o'zlashtiradi va mavzu belgilangan shaklda bajariladi. Mustaqil ishni bajarishdan maqsad, talabning o'qishi davomida olgan bilimni mustahkamlash, chuqurlashtirish va umumlashtirishdan iboratdir.

Mustaqil ishlash jarayonida talaba kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, internet tarmoqlaridan foydalanib ma'lumotlar to'plash

va ilmiy izlanishlar olib borish, ilmiy to‘garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola va ma’ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarini chuqurlashtiradi, ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Shuning uchun ham mustaqil ta’limsiz o‘quv faoliyati samarali bo‘lishi mumkin emas.

Talabalarga mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi.

1. Loyiha ishi tayyorlash
2. Mutaxassislikka oid adabiyotlarni tarjima qilish
3. Ilmiy tezis yozish
4. Rezume (qisqa xulosa) yozish
5. Esse yozish
6. Inglizcha-ruscha-o‘zbekcha lug‘at tuzish

“Xorijiy til” (ingliz tili) fani bo‘yicha mustaqil ta’limning mazmuni

Fani bo‘yicha mazmuni	Mustaqil ta’limga oid bo‘lim va mavzulari	Mustaqil ta’limga oid topshiriq va tavsiyalar
1-modul Introduction		
Independence of Uzbekistan	Economy of Uzbekistan	Loyiha ishi tayyorlash, taqdimot va slaydlar
Purity of English	Formal and informal language	Taqdimot va slaydlar
Business etiquette	Emails in business	Loyiha ishi tayyorlash, taqdimot va slaydlar
Finance Management	Henry Ford	Loyiha ishi tayyorlash, taqdimot va slaydlar
Best achievements /World Awards	Awards in the sphere of business	Loyiha ishi tayyorlash, taqdimot va slaydlar
Communicate	Forms of Communication	Taqdimot va slaydlar

functions of languages	English speaking countries	Loyiha ishi tayyorlash, taqdimot va slaydlar
healthy diet	A healthy diet	Keys stadi tayyorlash
describing processes	Process of opening a bank account	Esse yozish
10.City attraction	Cities	Loyiha ishi tayyorlash, taqdimot va slaydlar
11.Guideline tips	Travel brochure	Loyiha ishi tayyorlash
12.Ways of learning	Extensive reading	Keys stadi tayyorlash
13.Writing task 1	Task 1 Enrollment to higher educational institutions in ...	Esse yozish
14.Discovering the past	Historical places	Loyiha ishi tayyorlash, taqdimot va slaydlar
15.Why study history	Project on historical event	Loyiha ishi tayyorlash
16.What is job satisfaction	Job satisfaction	Taqdimot va slaydlar
17.Structuring the essay	The life of Richard Branson	Esse
18.Selling dreams	Types of Advertising	Taqdimot va slaydlar
2-modul Social English		
19.TV is no longer just for home	Advertisement of Festivals and events	Loyiha ishi tayyorlash, taqdimot va slaydlar
20.Time to waste	Types of leisure activities	Loyiha ishi tayyorlash, taqdimot va slaydlar
21.Writing a letter	Letter	Rasmiy xat yozish
22.Climate change	Environmental problems	Keys stadi tayyorlash
23.The Little Ice Age	Drilling Ice cores in Antarctica	Loyiha ishi tayyorlash, taqdimot va slaydlar
24.A place to work or	Types of houses	Loyiha ishi tayyorlash, taqdimot va slaydlar

live in		
25.Academic writing test1	How skyscrapers work?	Loyiha ishi tayyorlash, taqdimot va slaydlar
26.Animal life	Extinct animals	Loyiha ishi tayyorlash, taqdimot va slaydlar
27.How similar are animals and human beings?	The social life of mammals	Loyiha ishi tayyorlash, taqdimot va slaydlar
28.Sport	History of sport	Loyiha ishi tayyorlash, taqdimot va slaydlar
29.Choices	Consumer choices	Taqdimot va slaydlar
30.Importance of colour	Colours in business	Keys stadi tayyorlash
31.Social interaction	Networking	Taqdimot va slaydlar
32.Books, writing sign	Insight into the alphabet	Taqdimot va slaydlar
33.The body clock	Expansion of vocabulary	Loyiha ishi tayyorlash, taqdimot va slaydlar
34.The tourist boom	A trip to the end of the world	Taqdimot va slaydlar
35.Transport	Modern means of transportation	Taqdimot va slaydlar
36.Moving abroad	Welcome to Australia	Taqdimot va slaydlar

6. Fan bo'yicha talabalar bilimni baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-	86-100 ball "a'lo" : Fanga oid nazariy bilimlarni to'la o'zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo'lish.
	71-85 ball "yaxshi" : Mustaqil mushohada qilish. Olgan bilimlarini amalda

javoblar	qoʻllay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega boʻlish.
	55-70 ball “qoniqarli”: Mohiyatini tushuntirish. Bilish, aytib berish. Maʼlum bir tasavvurga ega boʻlish.
	0-54 ball “qoniqarsiz”: Fan boʻyicha nazariy va amaliy bilimlarni bilmaslik,

Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

№	Joriy baholash	Maksimal ball	Oʻtkazish vaqti	
I	Joriy nazorat (40 ball)	MT (30 ball)	Semestr davomida	
II	Darslarga faol qatnashganlik va oʻzlashtirish darajasi. Amaliy mashgʻulotlardagi faolligi, amaliy mashgʻulot daftarlarining yuritilishi va holati. Mavzular boʻyicha uy vazifalarining bajarilishi	Mustaqil taʼlim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til oʻrgatuvchi video rolik va hujjatli filmlarni korib ularga topshiriqlar tayyorlash, sohaga oid matnni oʻqib yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha – oʻzbekcha va oʻzbekcha-inglizcha lugʻat, prezentatsiya) oʻz vaqtida sifatli bajarilishi. Kafedra individual tarzdagi mustaqil topshiriqlar majmuasini ishlab chiqadi.		70
III	Yakuniy nazorat	Yozma ish, test, suhbat	30	Attestatsiya haftasi davomida (1-semestr uchun 21-22 haftalar), (2-semestr uchun 41-42-haftalar)

7. Foydalanilgan adabiyotlar ro'yhati

Asosiy adabiyotlar:

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2. Mirziyoev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: “O‘zbekiston” NMIU, 2017. – 488 b.
3. Mirziyoev Sh.M. Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak. – Toshkent: “O‘zbekiston” NMIU, 2017. – 104 b.
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Qo‘shimcha adabiyotlar:

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13. Abidova D.A., Karimova R. «English for economists» –Moliya -Iqtisod, 2006, 101 p.
14. Mascull B., «Business Vocabulary in Use» Essential, Macmillan . 2010, 100 p.
15. McCarthy M., O‘Dell F. «Test your Business Vocabulary in Use» Essential, Macmillan . 2010, 100 p.
16. McKellen «Test your Business English General Usage» Penguin Books, 1990
180 p.
17. Bolibekova M. M. «Ingliz tilida og‘zaki mavzular to‘plami», O‘z MU, 2003, 180 p.
18. Набиева М.М. “Экономическая лексика английского языка для студентов неязыковых вузов”, Ташкент ADIB, 2012, 170 с.

Internet saytlari:

www.press-service.uz-O‘zbekiston Respublikasi Prezidentining Matbuot markazi sayti:

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<http://www.teachingenglish.org.uk> University of Southern California.

<http://www.usc.edu> Teacher Mentors Free Resources for Educators and Business Coaches

<http://www.teachermentors.com> Free Resources for Educators, Teachers, Mentors

www.examenglish.com Exam English Ltd.

www.cambridgeenglish.org site helping people learn English and prove their skills to the world.

www.web.mit.edu - Massachusetts Institute of Technology

<http://www.breakingnewsenglish.com/>Free, ready-to-use EFL / ESL lesson plans on the latest breaking news -in 7 levels.

<http://www.businessenglishsite.com/>Free Resources for Educators, Teachers, Mentors

www.businessenglishsite.com Business English Vocabulary and Grammar Exercises for ESL Students.

Talaba Portfoliosi

So‘nggi yillarda rivojlangan davlatlarida e-Portfolio deb nomlanuvchi «Talabaning elektron portfoliosi» keng qo‘llanilmoqda. Bu oddiy Word formatidagi papka bo‘lmasdan, maxsus multimedia tizimida yaratilgan «portfolio» hisoblanadi.

Talaba uni osonlik bilan to‘ldirishi, tahlil qilishi, yangi materiallarni joylashtirishi, o‘zi tanlagan axborotlarni boshqarishi mumkin. Bunda multimedia axborotlardan ham foydalaniladi.

e-Portfolio yaratish uchun maxsus dasturlar ishlab chiqilgan, masalan Angel qobig‘i. Portfolio pedagog hamda talabaning faoliyatiga bilvosita baho berish, qay darajada sifatli va samarali ekanligini tahlil qilish imkoniyatini ta‘minlashga xizmat qiladi. Shu bilan birgalikda, portfoliolar pedagog va talabalarga ularning shaxsi, faoliyati bilan turli ekspertiza (tekshiruv)lar jaraënida komissiya a‘zolarini bilvosita tanishish imkoniyatini beradi.

Ushbu to‘plam pedagog yoki talabaning shaxsi, faoliyatining turlari, erishilgan yutuqlari to‘g‘risidagi batafsil ma‘lumotlarni berishga xizmat qiladigan individual hujjatlar to‘plami sanaladi.

“Portfolio” (ingl. “portfolio” - “portfel”, “hujjatlar solinadigan sumka”) - avtobiografik xarakterga ega hujjatlar to‘plami; talabaning bilish jarayonidagi ijodiy mehnati natijalarini o‘zi tomonidan ob‘yektiv baholash instrumenti, shaxsiy faoliyati refleksiyasidir.

Umuman olganda, talaba portfoliosi har bir talabaning maksimal darajada erishgan yutuqlari, ularning ijodiy imkoniyatlari, qiziqish hamda qobiliyatlarini yoritadi.

«Portfolio» ta‘lim tizimida faol foydalaniladigan texnologiyalardan biri bulib, psixologik-pedagogik adabiyotlarda ko‘plab kompetentlikga yo‘naltirilgan pedagogik texnologiya haqidagi materiallar mavjud. Uning mazmun-mohiyatini turlicha izohlanib, jumladan:

- talabaning turli sohalardagi mehnatining majmuasi bo‘lib, u nafaqat o‘quv natijalarini, balki unga erishish uchun sarflangan kuch va mehnatni ham ko‘rsatadi;
- o‘qishning ma‘lum oralig‘i davrida talaba erishgan yutuqlar ko‘rgazmasi;

- talabaning o‘quv natijalarini maqsadga yo‘naltirilgan, tizimli va uzluksiz baholash hamda o‘z-o‘zini baholash shakli.
- talabaning topshiriqlarni tanlashda bevosita ishtirokini ta‘minlovchi hamda o‘z ishlarini o‘zi tahlil qilish va baholash imkonini beruvchi talaba ishlarining antologiyasi, ya‘ni talabada refleksiya qobiliyatini shakllantiruvchi pedagogik texnologiya.

Portfolioni yuritish mas‘uliyati talabaga yuklanadi. Portfolio tarkibiga kiruvchi barcha materiallarni talabaning o‘zi mustaqil tanlashi lozim.

Talaba o‘qituvchi topshirig‘i asosida o‘zining turli ijodiy sohalardagi mustaqil ishlarini ma‘lum ketma-ketlik asosida o‘z portfoliosiga joylashtiradi. Materiallar bir semestr bo‘yicha, o‘quv yili bo‘yicha yoki butun o‘quv yillari bo‘yicha olinishi mumkin. «Portfolio» yoki undagi alohida ishlar talaba tomonidan oldindan izohlanadi, ya‘ni nima uchun u aynan ushbu faoliyat turini tanladi, bu faoliyat turi bo‘yicha u qanday natijalarga erishdi yoki erisha olmadi, o‘qituvchining ushbu ish bo‘yicha bergan bahosidan rozimi, ushbu ish natijalari bo‘yicha qanday xulosalarga ega. Albatta har qanday bunday ish yo‘l qo‘yilgan xatolarni asosli ravishda tahlil qilishni talab etadi. O‘qituvchi alohida talabaga yoki talabalar guruhiga o‘z fani bo‘yicha shunday «portfolio» yaratishni taklif qilishi va uning tarkibini ko‘rsatib beradi. Belgilangan vaqt o‘tgach (semestr yoki o‘quv yili) yoki aniq hajmdagi ishlar tugagach, talabaning xohishi bilan ushbu dastur yoki loyiha bo‘yicha talaba o‘z portfoliosini taqdimot qilishi mumkin. Dastlab taqdimotni kichik guruhda, keyin esa katta auditoriyada tashkil etish lozim. Talaba faoliyatini, ya‘ni «portfolio» mazmunini baholash uchun o‘qituvchi maxsus ekspertlar belgilaydi. Materiallarni mashg‘ulot davrida muhokama qilinadi. Agar buning uchun alohida vaqt, o‘quv soati ajratilmagan bo‘lsa off-line telekonferentsiya rejimida yoki darsdan tashqari vaqtda ta‘lim muassasi sayti forumida amalga oshirish mumkin. Bunday forumda talaba o‘zi tanlagan yoki o‘qituvchi tomonidan taklif etilgan bilim sohasi bo‘yicha butun kuchini berganligini, uning o‘z faoliyatiga bergan bahosi o‘qituvchi va ekspertlar guruhi tomonidan berilgan bahoga mos yoki mos emasligini isbotlashi zarur. U baholarni qaysi jihatdan to‘g‘ri yoki noto‘g‘ri ekanligini ko‘rsatishi va o‘zining kelajakdagi ushbu bilim sohasidagi ijodiy faoliyati rejalari bilan xulosalashi lozim.

Agar talabalar o‘qituvchining o‘ziga nisbatan yaxshi, ochiq va samimiy munosabatda ekanliklarini his qilishsa, albatta o‘z fikrlari, tajribalari va kuzatish natijalari bilan o‘rtoqlashadilar. Chunki, har qanday talaba yoki shaxs o‘z ijodiy mehnati natijalari bo‘yicha boshqalar fikriga bee‘tibor bo‘lishmaydi. Faqat shu

yo'l bilangina shaxsni kamol toptirish, o'stirish mumkin. Agar talabada bunday ishonch bo'lmasa, ochiq muloqot yuzaga kelmaydi.

alabalarni bunday texnologiya asosida tarbiyalash va ularga ta'lim berish rivojlangan davlatlarda alloqachon o'z o'rnini topgan, chunki Internet bu texnologiyani joriy etish uchun bir qancha qulayliklarni yarata oladi. «Talaba portfoliosi» nafaqat ingliz tili fani buyicha akademik o'zlashtirish, balki talabaning kommunikativ muvaffaqiyatlari, muomala madaniyati, sport va jamoat ishlaridagi faolligi bo'yicha ham yuritilishi mumkin. Bu «portfolio» muallifining o'z fikrlari va o'z-o'zini baholash natijalari muhokamasida ushbu texnologiya printsiplari va baholash mezonlarini quyidagicha belgilash mumkin:

1. Ingliz tili fani buyicha o'z-o'zini baholash natijalari quyidagi omillar bilan asoslanadi:

- ma'lum fan sohasi bo'yicha bilimlarni o'quv dasturiga mos kelishi;
- bilish jarayonida talabaning mustaqil qarorlar qabul qilish qobiliyati, o'z qarorlarining oqibatlarini bilish darajasi;
- talabaning kommunikativ qobiliyatlarini xususiyatlari (bahslarda qatnashish, o'z qarorlarini asoslay olishi, materiallarni ravon va sodda tilda tushuntirib bera olishi).

2. Tizimli va muntazam o'z monitoringini olib borishi.

Talaba biror fan bo'yicha o'z yutuqlarini nazorat qilib borishni maqsad qilib olsa, u ushbu fan bo'yicha muhim deb hisoblagan bilimlarini tizimiy ravishda «portfolio»ga joylashtirib boradi. Uning vazifasi- ushbu ishlarni diqqat bilan tahlil qilib borish, kerakli o'zgartirishlar kiritish, unga tushuntirishlar berish, o'z-o'zini baholash bo'yicha qisqa hisobot tayyorlash, ya'ni ushbu bilim sohasi bo'yicha u nimalarni o'zlashtirdi, nimalarni o'zlashtira olmadi yoki tushunmadi, kelajakda nimalarga e'tibor qaratishi lozim. Shuningdek u bu yerda o'z bilimlariga o'qituvchi, ekspertlar va ota-onasi tomonidan qo'ygan baholarga ham fikrini bildirishi mumkin.

Portfoliolar yaratilishiga ko'ra ham turlicha bo'ladi. Ingliz tili fani buyicha ular elektron, bosma va qog'oz variantlarda yaratilishi lozim. Portfolioda talabaning mustaqil ishlari bo'yicha bajargan topshiriqlari, ularga qo'yilgan o'zlashtirish ballari ham jamlanib boriladi. Portfolio yurgizish talabaning semestr (kurs) va o'quv muddati davomidagi o'zlashtirishi, mustaqil ish topshiriqlarini muntazam ravishda bajarib borganligi to'g'risidagi daliliy hujjat hisoblanadi. Portfolio

pedagogik jarayonda pedagogga talabning erishayotgan yutuqlari yuzasidan monitoringni olib borish imkoniyatini yaratadi va o'zlashtirish ballarining haqqoniy, ishonchli bo'lishini ta'minlaydi. Talabaga esa bilim darajasining qay darajadalgini, uning dinamik o'sishini kuzatib borish, kasbiy jihatdan shaxsan rivojlanish darajasini mustakil baholash uchun zarur sharoitni yaratadi.

«Talaba portfoliosi»ni yaratishning maqsadi

Portfolio talabning ingliz tili fani bo'yicha barcha ishlarini to'liq yoritishi kerak. U o'z ichiga fan bo'yicha barcha turdagi topshiriqlar, loyihalar, matnlar, yozma ishlar, insholar, takdimotlar mavzu buyicha notanish suzlar va kasbga oid atamalar va ularning tarjimasini qamrab olishi, talabning ushbu fan bo'yicha muvaffaqiyatlarini, fanga munosabatini, fanni o'zlashtirishi va tushunishini, muammoli topshiriqlarni bajarish va kommunikativ qobiliyatini, uning kelajakda ushbu fan bo'yicha intilishlari va o'zlashtirishini, o'zlashtirish usullarini ko'rsatib berishi zarur. Aniqlilik va nutq, fikrni bayon qilish madaniyati «portfolio» sifatini belgilovchi asosiy omillardan biri hisoblanadi.

Portfolioni yaratishdan maqsad o'quv natijalari bo'yicha talabning rivojlanishini namoyish qilish va xulosa sifatida e'tibor, «talaba bilmaydi yoki bajara olmaydi»- deb emas, balki «talaba biladi va bajara oladi»- deb ishonch hosil qilishga qaratilishi lozim.

Portfolioni yaratishda asosan quyidagilarga ahamiyat berish talab etiladi:

- talabning mustaqil fikrlashi;
- «portfolio» yaratishning vaqt oralig'ini belgilash (semestr, o'quv yili yoki butun o'quv jarayoni bo'yicha);
- fan bo'yicha erishilgan bilimlarning o'zaro bog'liqligi va asoslanganligi;
- taklif etilgan ishlar (loyihalar, mustaqil ishlar, referatlar va b.) bo'yicha talabning o'z bahosi;
- muammollarni hal etish jarayoni, yo'llari.

Talabalarga portfoliolarni shakllantirishlari quyidagi holatlarda ularga kumak beradi:

- Istiqbolli ish o‘rniga ega bo‘lishda (rahbariyat va hamkasblar yosh mutaxassis bilan yaqindan tanishi ingliz tilida mulokot kilish uchun zamin yaratadilar).
- Ilmiy-tadqiqot ishlarini olib borishda (tadqiqot natijalarini patentlashtirish imkoniyatini ta’minlaydi).
- Ingliz tili buyicha Fan olipiadalarida ishtirok etishda (olipiadaning turli bosqichlarida talabaning imkoniyatlarini baholash va chamalashga muvaffaq bo‘linadi).
- Nomdor hamda Prezident stipendiyasiga talabgor bo‘lishda (tanlov xay’ati talabaning imkoniyatlaridan to‘la xabar bo‘ladi).
- Shaxsiy maqsadlarni amalga oshirishda (qo‘shimcha faoliyat turi bilan shug‘ullanishda hamkorlarga talaba shaxsini yaqindan tanishtirish imkoniyatini yaratadi)

Talaba portfoliosi tarkibi:

Portfolio tarkibi talabaning semestr yoki o‘quv yili davomidagi mustaqil ishlaridan iborat bo‘lmog‘i lozim. Talaba ushbu «portfolio» orqali anjumanlarda chiqish qilib, o‘zining mustaqil fikrlashga, fan bo‘yicha olgan bilimlarini ijodiy amalda tadbiq etishga qodirligini namoyish etgan holda, o‘z-o‘ziga ushbu bilim doirasi bo‘yicha shaxsan bahosini beradi. Bu talabaga o‘z yutuqlari, olgan bilimlari va ijodiy ishlarini mustaqil tahlil qilish va unga o‘z bahosini berish, uni o‘qituvchi yoki hamkorlari bilan baham ko‘rish imkonini yaratadi.

Talabaning dunyoqarashlari, fikrlarining mantiqiyligi, nutq va bayon etish madaniyati, o‘z fikrini isbotlay olishi kabi omillar uning faoliyatini baholashda asosiy mezonlardan biri sifatida foydalaniladi. Ayrim hollarda o‘qituvchi «portfolio» tarkibiga o‘z talablarini qo‘yishi ham mumkin.

Talabalarining o‘quv portfoliosini yaratishga qaratilgan amaliy harakat bir necha bosqichda tashkil etiladi. Talabalar o‘quv portfoliosini yaratish bosqichlari:

Asosiy bosqichlar

1-bosqich Talabalarga portfolioning afzalliklari, uni yaratishdan ko‘zlangan

maqsad, portfolioning turlari haqida ma'lumot beriladi.
2-bosqich Talabalar portfolioning tuzilishiga oid ma'lumotlar bilan tanishtiriladi.
3-bosqich Amaliy harakatlarni tashkil etish asosida talabalar o'z portfoliolarini yaratadi.

Turiga ko'ra portfoliolar bir necha bo'limlarni o'z ichiga olishi mumkin. Masalan, "Talaba portfoliosi" quyidagi bo'limlardan tarkib topadi:

Titul varaqa - «portfolio»ni nomi, talaba f.i.sh., fanning nomi, «portfolio»ni yuritish davri (semestr yoki o'quv yili), boshlanish va tugash sanasi, o'qituvchi f.i.sh.

Mundarija

"Mening qiyofam" (talabaning shaxsiga oid ma'lumotlar talabaning rasmi, esse, anketa yoki tavsifnomalar asosida beriladi; unda quyidagi lavhalar mavjud: "Personal Information", "My Interests", "My institute", "My motto" va boshkalar).

Portfolioning maqsadi

Portfolio-kollektor yoki uning bo'limlari:(talaba tomonidan fan bo'yicha to'plagan materiallar (adabiyotlar ro'yxati, chizma, jadval va rasmlar, maqolalarning kseronusxalari, ijodiy ishlari) o'rin oladi; bo'lim quyidagi lavhalardan iborat bo'lishi mumkin: "My priorities"; "Did you know?" va boshkalar).

Ish materiallari (talabaning o'zi tomonidan yaratilgan, tizimlashtirilgan barcha materiallar kiritiladi; bo'limning lavhalari quyidagicha bo'lishi mumkin: "Control works", "Essays", "Project works", "Researches and experiments", "Presentations").

Shaxsiy yutuqlar (talabaning yarim, bir o'quv yili yoki yaxlit ta'lim davrida erishgan yutuqlari, qo'lga kiritgan natijalari aks etadi; unda quyidagi lavhalar bo'lishi mumkin: "My achievements", "My initiatives related with education", "My results").

Portfolio bo'yicha izohlar.

Taqdimotga tavsiya etilayotgan «Portfolio» materiallari puxta o'ylangan, «portfolio»da keltirilgan barcha materiallar bo'yicha bajaruvchi talabaning shaxsiy

fikrlari yoritilgan bo'lishi zarur. U talabaning ingliz tili bo'yicha olgan bilimlari, bo'sh tomonlari, kelajakdagi rejalarining to'liq mazmunini ko'rsatishi lozim. Loyihalar (talaba ishtirok etgan har bir loyiha batafsil yoziladi)

Namuna

1-slayd

<p style="text-align: center;">O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI Toshkent Moliya Instituti</p> <p>fakultet, kurs, guruh _____ talabasining o'quv-kasbiy _____</p> <p style="text-align: center;">PORTFOLIOSI</p> <p>Boshlanish sanasi « ____ » _____ 201__y Tamom bo'lish sanasi « ____ » _____ 201__y Toshkent 201__y</p>

2-slayd

<p>I. PORTFOLIO EGASI TO'G'RISIDA MA'LUMOTLAR</p> <p>RASM</p> <p>Familiyasi _____ Ismi _____ Sharifi _____ Tug'ilgan yili _____ Tug'ilgan joyi _____ Yashash manzili _____ Aloqa telefoni _____ Elektron pochta _____ Fakultet nomi _____ Kurs _____ Guruh _____ M.O'. Professor-ukituvchi _____ Imzo f.i.sh.</p>

3-slayd

<p style="text-align: center;">MUNDARIJA</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

4-slayd

O'ZIM HAQIMDA

5-slayd

PORTFOLIONING MAQSADI:

6-slayd

ADABIYOTLAR RO'YHATI:

Lined area for notes or text.

7-slayd

MENING INSHOIM:

Lined area for notes or text.

Fani bo'yicha mazmuni	Mustaqil ta'limga oid bo'lim va mavzulari	Mustaqil ta'limga oid topshiriq va tavsiyalar
1-modul Introduction		
Independence of Uzbekistan	Economy of Uzbekistan	Loyiha ishi tayyorlash, taqdimot va slaydlar
Equity of English	Formal and informal language	Taqdimot va slaydlar
Business etiquette	Emails in business	Loyiha ishi tayyorlash, taqdimot va slaydlar
Business Management	Henry Ford	Loyiha ishi tayyorlash, taqdimot va slaydlar
Best achievements /World Awards	Awards in the sphere of business	Loyiha ishi tayyorlash, taqdimot va slaydlar
Communicate	Forms of Communication	Taqdimot va slaydlar
Functions of languages	English speaking countries	Loyiha ishi tayyorlash, taqdimot va slaydlar
Healthy diet	A healthy diet	Keys stadi tayyorlash
Describing processes	Process of opening a bank account	Esse yozish
10.City attraction	Cities	Loyiha ishi tayyorlash, taqdimot va slaydlar
11.Guideline tips	Travel brochure	Loyiha ishi tayyorlash
12.Ways of learning	Extensive reading	Keys stadi tayyorlash
13.Writing task 1	Task 1 Enrollment to higher educational institutions in ...	Esse yozish
14.Discovering the past	Historical places	Loyiha ishi tayyorlash, taqdimot va slaydlar
15.Why study history	Project on historical event	Loyiha ishi tayyorlash
16.What is job	Job satisfaction	Taqdimot va slaydlar

satisfaction		
17.Structuring the essay	The life of Richard Branson	Esse
18.Selling dreams	Types of Advertising	Taqdimot va slaydlar
2-modul Social English		
19.TV is no longer just for home	Advertisement of Festivals and events	Loyiha ishi tayyorlash, taqdimot va slaydlar
20.Time to waste	Types of leisure activities	Loyiha ishi tayyorlash, taqdimot va slaydlar
21.Writing a letter	Letter	Rasmiy xat yozish
22.Climate change	Environmental problems	Keys stadi tayyorlash
23.The Little Ice Age	Drilling Ice cores in Antarctica	Loyiha ishi tayyorlash, taqdimot va slaydlar
24.A place to work or live in	Types of houses	Loyiha ishi tayyorlash, taqdimot va slaydlar
25.Academic writing test1	How skyscrapers work?	Loyiha ishi tayyorlash, taqdimot va slaydlar
26.Animal life	Extinct animals	Loyiha ishi tayyorlash, taqdimot va slaydlar
27.How similar are animals and human beings?	The social life of mammals	Loyiha ishi tayyorlash, taqdimot va slaydlar
28.Sport	History of sport	Loyiha ishi tayyorlash, taqdimot va slaydlar
29.Choices	Consumer choices	Taqdimot va slaydlar
30.Importance of colour	Colours in business	Keys stadi tayyorlash
31.Social interaction	Networking	Taqdimot va slaydlar
32.Books, writing sign	Insight into the alphabet	Taqdimot va slaydlar
33.The body clock	Expansion of vocabulary	Loyiha ishi tayyorlash, taqdimot va slaydlar

34.The tourist boom	A trip to the end of the world	Taqdimot va slaydlar
35.Transport	Modern means of transportation	Taqdimot va slaydlar
36.Moving abroad	Welcome to Australia	Taqdimot va slaydlar

MUSTAQIL TA'LIM

Lesson 1

The Government of Uzbekistan pursued an objective to create socially oriented market economy.

- **priority of economy over the policy**
- **state is the main reformer**
- **superiority of law in all aspects of life and business activity**
- **reforms cannot be separated from effective measures of social protection**
- **consistent and gradual implementation of market principles subject to economic and social conditions.**

The market transformations carried out by the Republic's Government created all the fundamentals for affecting a long-term economic revival plan and for achieving a consistent growth of the economy. Uzbekistan's gradual approach to reforms is based on five key principles that have been put forward by **President Islam Karimov**.

Uzbekistan is the main producer and **supplier of cotton**, strategic product with huge export potential. The Republic occupies fifth place in the world in production of cotton-fibre. Nowadays only two countries, namely the **USA and Uzbekistan** have companies producing complete set of field machinery and cotton processing machinery. A state owned "Uzselkhoz mashholding" has the intention to replace old agricultural machinery with more modern equipment. There is an Uzbek-American joint venture "Uz-Case Mash", which will assemble agricultural machinery in Uzbekistan.

In terms of independence the land, its deposits and other natural resources, economic, scientific, technical and intellectual potential that have been developed over the centuries by many generations became a national property and a guarantee of human well being. In its core, the Uzbek land is plenty for reserves of **unique mineral resources** that have not as yet been fully exploited. So far, 95 types of mineral resources have been identified throughout 700 deposits in the Republic. Literally, these resources represent the whole Mendeleev table. Nowadays, Uzbekistan operates 370 mines with total output of more than 200 m. tonnes of minerals a year.

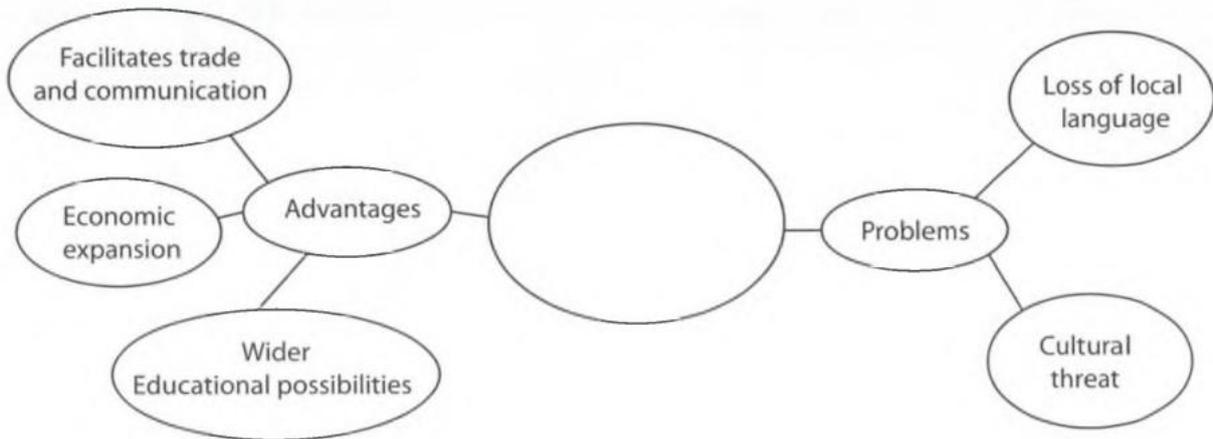
Uzbekistan possesses significant energy resources, such as **oil, gas, coal and hydro resources** that contribute to the development of its economy. Of the whole Central Asian region, Uzbekistan has 74% of all condensed gas, 31% of all oil, 40% of all natural gas and 55% of all coal deposits.

The open door policy of the Uzbekistan Government pursued in favor of foreign investments facilitated foreign trade and attraction of foreign capital in the local economy.

Lesson 2

10 Look at this mind map and choose appropriate central theme for it.

- a. Having a single language as an official international
- b. Having English as a trade language
- c. Language courses abroad



11 Teacher will provide you with a new mind map. Complete the mind map, add some more options if necessary.

12 Read the following questions and write two paragraphs using the map in ex.11.

Do you think it is important to have a single international official language?

What consequences this can lead to?

Due to globalization, a single international language is inevitable. _____

But, the critics opposing the adoption of an international official language argue that it would lead to _____

Lesson 3

12 Put the parts of email in the proper order.

1 d, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __,

- a. Nasim Sodikov
- b. I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many lessons a week do you have?
- c. Finally, I was wondering if any extra-curricular activities such as excursions are offered at your school. If so, are these included in the price, or at an additional cost?
- d. Dear Mr Kamilov,
- e. With regards to accommodation, do you provide only homestay-style lodgings or are there any other possible alternatives? I would prefer to stay in shared accommodation with self-catering facilities.
- f. I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.
- g. Yours sincerely,
- h. I would be grateful for any information you can give me and I look forward to hearing from you soon.

13 Sort out the items in the box into a relevant column.

a) Dear Mr./Mrs./Ms. _____: b) Yours faithfully c) We are writing to inform you that d) Just a short note to let you know that e) I am writing with regard to f) Please note that g) I look forward to hearing from you soon. h) I'd be grateful if you could i) You will be pleased to hear that j) We are able to confirm that k) I look forward to discussing these issues further l) With reference to your email sent (date) m) I look forward to receiving this information as soon as possible. n) Please contact me again if I can be of any assistance. o) Sincerely yours p) Dear Sir or Madam q) I wonder if you could r) As you requested s) We regret to inform you that t) The data is available in the attachment below u) Guli Ikromova

Salutations	Previous Contact	Reason for email	Content			Closing	Signature	Attachment
			Bad news Apologizing	Request	Good news			

Lesson 4

11 Read the text and complete each paragraph with the sentences 1-4 in the spaces a-d.

1. Any financial system is a decisive process at solution to any economic issues.
2. It is better to have several versions to spend money on than make an exact decision after thinking over demands' importance.
3. It is obvious that he was able to have become wealthy because of the right choice of financial management.
4. A right financial management can assist in having extra money to family budget.

Financial Management

Most people agree to the opinion that sometimes it is not so difficult to make money but to save and raise it can be a real problem. Most people complain that they face a number of difficulties in financial management. Why do many people have problems with this? Because most of us are not aware of rules in managing finance which causes problems. There are some general ideas to solve this question: firstly, do not start spending your money without planning or dividing it into needed categories and types. In your financial management plan you should thoroughly calculate your income for a week or a month, then demands where you must put money urgently.

a) _____

Henry Ford, a famous engineer and car producer, was grown up in a poor American farmer family with a very small budget. Eight children had to survive working hard in the farm. Being an intellectual, willing boy he coped with problems and took up producing cars: having produced the first automobile going by petrol Ford created a conveyer system of producing cars. Henry Ford paid a great attention to financial management by improving his car industry. He spent his money on the productive, essential processes in car manufacturing. His famous motto "a car for everybody!" denied

the idea that only the richest people could own cars! Ford made out a special technique to produce an automobile in a cheaper price by decreasing amount of money spent on it. As a result a proper financial management brought him and his company fame. Later Henry Ford had become one of the richest men in the world as well.

b) _____

Financial management can make one's business sphere prosperous or failing. Appropriate, well-planned scheme may bring to success. Not only in business or in other occupations this matter is important but families also need a right financial management to prosper. For achieving this, one should be able to analyze income and outcome of his family thoroughly.

c) _____

Financial management is a foundation stone of any social institution which puts every economic issue in order. There is no notion small or big financing. Small financial matters lead to bigger ones.

d) _____



Lesson 5

THIS YEAR'S LAUREATE HAS EXTENDED THE SPHERE OF ECONOMIC ANALYSIS TO NEW AREAS OF HUMAN BEHAVIOR AND RELATIONS.

[The Royal Swedish Academy of Sciences](#) has decided to award the Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel, 1992, to

Professor **Gary S. Becker**, University of Chicago, USA,

for having extended the domain of microeconomic analysis to a wide range of human behavior and interaction, including nonmarket behavior.

Gary Becker's research contribution consists primarily of having extended the domain of economic theory to aspects of human behavior which had previously been dealt with – if at all – by other social science disciplines such as sociology, demography and criminology. In so doing, he has stimulated economists to tackle new problems.

Gary Becker's research program is founded on the idea that the behavior of an individual adheres to the same fundamental principles in a number of different areas. The same explanatory model should thus, according to Becker, be applicable in analyzing highly diverse aspects of human behavior. The explanatory model which Becker has chosen to work with is based on what he calls an economic approach, which he has applied to one area after another. This approach is characterized by the fact that individual agents – regardless of whether they are households, firms or other organizations – are assumed to behave rationally, *i.e.*, purposefully, and that their behavior can be described as if they maximized a specific objective function, such as utility or wealth. Gary Becker has applied the principle of rational, optimizing behavior to areas where researchers formerly assumed that behavior is habitual and often downright irrational. Becker has borrowed an aphorism from [Bernard Shaw](#) to describe his methodological philosophy: "Economy is the art of making the most of life".

Lesson 6 Forms of communication

Reading

- 1 Skim the following text to find out answers to these questions.
- 1 What is it about?
 - 2 Who are the main characters?
 - 3 Where do you think the text is taken from? Give reasons for your answer.
A a research paper
B a newspaper article
C a book about wildlife

☞ about 350 words



N'Kisi knows what he's talking about

Squawking 'Pretty Polly' just isn't enough for some parrots. N'Kisi is able to hold a conversation. The African grey parrot, living in New York, has a vocabulary of almost 1,000 words and has mastered basic grammar and sentence construction. He is able to ask for food and attention, but is far happier keeping up a running commentary on what is going on around him and talking to anyone who comes close.

African greys are well known for being able to mimic human speech, but N'Kisi is believed to be the first to develop this ability into creating his own language. Owner Aimee Morgana has recorded him making up sentences 15 words long. The bird, according to her, takes into account past, present and future tenses.

Professor Donald Broom of the School of Veterinary Medicine at the University of Cambridge, who is an expert on the cognitive powers of animals, said that the parrot's conversational abilities should not cause too much surprise. African greys are intelligent birds and can be taught to carry out complex tasks, like completing jigsaws when the pieces fit into shaped

- 2 Scan the text again and answer the following questions.
- 1 Where does N'Kisi live?
 - 2 What can he do that other parrots can't?
 - 3 What else, besides speaking, have African greys been known to do?
 - 4 How many words does Aimee Morgana think N'Kisi knows?
 - 5 How old is N'Kisi?
 - 6 What has the parrot had difficulty doing?
- 3 In the IELTS Reading Module, you won't be allowed to use a dictionary. It's important that you try to guess the meaning of words you aren't sure of. The following words are taken from the article. Look at the words in context and try to think of another word or phrase which means the same. When you have finished, check your answers in an English-English dictionary.

EXAMPLE: mastered (line 4)	..... <i>Learnt</i>
1 a running commentary (line 7)	.....
2 to mimic (line 9)	.....
3 making up (line 12)	.....
4 cognitive powers (line 17)	.....
5 to carry out (line 20)	.....
6 complex (line 20)	.....
7 chipped in (line 30)	.....
8 linguistic conventions (line 39)	.....

holes. They can also respond to circumstances, such as by saying 'good night' when you turn the lights off at night or 'goodbye' when you put a coat on.

Ms Morgana, an artist with an interest in animal behaviour, believes N'Kisi's vocabulary is in the region of 972 words. But she is more impressed by the comments he comes out with, such as when she was picking up the beads of a necklace from the floor and N'Kisi chipped in 'Oh no, you broke your new necklace.'

The six-year-old bird is also able to recognise different objects, shapes and colours and describe what he sees. When he first met Dr Jane Goodall after seeing a picture of her with one of the chimpanzees she studies, the parrot asked 'Got a chimp?' Seeing another parrot hanging upside down, N'Kisi called out 'You got to put this bird on the camera.' However, some linguistic conventions have proved difficult for the parrot. While trying to put 'fly' into the past tense, he said 'fled' instead of 'flew', just as young children often do.

Lesson 7 English speaking countries

The history

Around 4000 years (0) , the group of languages now called the Celtic languages started to develop. (1) languages then became two different groups. Cornish, Welsh and Breton – the language spoken (2) north-west France – are one group, and Irish and Scots Gaelic are part of the (3)

Cornish grew like a modern European language (4) the 17th century, when English became (5) important in Cornwall than earlier. English (6) used to buy and sell things and because of that, Cornish people began to think badly of (7) language and lots saw Cornish only as the language of poor people.

By the end of the 19th century, Cornish was no longer spoken. But a man called Henry Jenner studied the language and (8) it back to life. Now, you can even learn Cornish on the internet!

✓ A ago B before C since

1 A This B Them C These

2A on B in C at

3 A another B others C other

4A to B until C for

5 A more B much C many

6A IS B has C was

7A its B their C her

8A bring B bringing C brought

A healthy diet



Reading

- 1 Quickly read this article about fast food. Time yourself as you read.

🕒 about 580 words

FAST FOOD - behind the image

We all know what a fast-food outlet looks like and what it serves. This is because when a big modern business offers fast food, it knows that we, its customers, are likely to want No Surprises. We are hungry, tired and not in a celebratory mood.

The building itself is easy to recognise and designed to be a 'home from home', on the motorway or in the city. However, the usual things you find in a restaurant are a little different – tables and chairs are bolted to the floor, and cutlery is either non-existent or not worth stealing. Words and actions are officially laid down, learned by the staff from handbooks and teaching sessions, and then picked up by customers in the course of regular visits. Things have to be called by their correct names (cheeseburger, large fries); the staff have a script they must learn – you know the sort of thing: 'Will that be with cheese, sir?', 'Have a nice day' – something I find particularly irritating. The staff wear a distinctive uniform, menus are always the same and even placed in the same spot in every outlet in the chain; prices are low, and the theme of cleanliness is repeated endlessly.

The company attempts to play the role of kind and concerned parent. It knows people are suspicious of large corporations and so it tries to stress its love for children; it often has cottagey-style buildings for warmth and cosiness or large glass walls and smooth surfaces to show cleanliness and modernity. It responds to social concerns, but only if beliefs are sufficiently widely held and

therefore 'correct'. Take, for example, the worry about fat in our diets. Fast-food chains only responded by putting salad on the menu when there was pressure in various countries from doctors and health ministers. Some chains are busy at present showing how much they care about the environment, too.

Fast-food chains know that they are ordinary. They want to be ordinary and to be thought of as almost inseparable from the idea of everyday food consumed outside the home. They are happy to allow their customers time off for holidays – Thanksgiving, Christmas and so on – for which they do not cater. Even those comparatively rare holiday times are turned to a profit because the companies know that their favourite customers – families – are at home together then, watching television, where carefully placed commercials will spread the word concerning new fast-food products and re-imprint the image of the various chains for later. Families are the customers the fast-food chains want; good, law-abiding citizens who love their children, teaching them how good hamburgers are for them. The chains even have very bright lighting to make sure that 'undesirable' people don't want to come in.

Supplying a hamburger that is perfect in terms of shape, weight, temperature, together with selections from a pre-set list of extras, to a customer who knows what to expect, is a difficult thing to do. The technology involved has meant spending huge sums on research, and there are also political and economic questions to consider – how to maintain supplies of cheap beef and cheap buns. However, the image that is maintained is of a 'casual' eating experience. Make up your own mind, but there's more to a hamburger than just beef in a bread roll.

- 2 Do the following statements agree with the information given in the reading passage? → T/F

Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

EXAMPLE: Customers often choose to eat in fast-food outlets because they know what to expect. **TRUE**

(See underlined text.)

- 1 Each employee is encouraged by the chain to have his/her own individual way of communicating with customers.
- 2 Fast-food companies started selling salads because of worries about health.
- 3 Salad is one of the more popular choices at certain fast-food outlets nowadays.
- 4 Fast-food companies want to attract people who are too busy to cook at home.
- 5 There are certain types of customers who are not welcome at fast-food outlets.
- 6 Supplying hamburgers to customers is very straightforward.
- 7 More money needs to be spent on research into new fast-food technology.

City attractions

Reading

- 1 The four paragraphs below describe the cities shown in the photographs. Skim the text quickly. Can you match each photograph to the appropriate paragraph and identify the cities?



about 430 words

A Although there aren't many historic sites to attract tourists, this is a fascinating city. It's a major business centre, and its port is one of the busiest in the world. A construction boom that began in the early 1990s means there are now a large number of high-rise buildings. In January 2004, an exciting new transport link went into service – 'maglev' trains (using magnetic levitation technology) run between the city centre and the international airport, reaching a speed of 430km per hour. A traditional garden in the Old City contains a teahouse that may be the model for the well-known 'willow pattern' design, which is used on plates around the world.

B This city was probably founded in the 16th century and is laid out in a grid – that is, most of its streets are straight, like lines drawn on a sheet of paper from top to bottom and from side to side. One very impressive avenue is 140m across and is said to be the widest in the world. The main government building is called *la Casa Rosada*, which is Spanish for 'the Pink House'. One of the main attractions for tourists is watching – or even dancing – the tango. The hottest months of the year are January and February.

C This city was founded in the early 18th century to increase trade by sea with western Europe. A lot of canals were excavated, which made it resemble the city of Venice. As a result, this city is often called 'the Venice of the North'. Between 1712 and 1918, it was the country's capital. Although its name was changed to Petrograd and Leningrad in the past, it is again known by its original name. One of the famous attractions in this city is the Hermitage, an art gallery largely located in the Winter Palace. It contains an amazing collection of paintings.

D This ancient, historic city is over 2,600 years old. It was first called Byzantium and then Constantinople before adopting its present name. It's on both sides of a narrow stretch of water separating the two continents of Europe and Asia. There's plenty to interest and amuse tourists, so they need never get bored! Topkapi, the magnificent palace, used to have over 50,000 people living and working in its grounds, and even had its own zoo. Another impressive building is the Grand Bazaar, the largest indoor market in the country, with more than 3,000 shops and restaurants. It used to be the commercial centre of the city and is usually crowded with both tourists and local people.

- 2 Complete these notes. The notes come in the same order as the relevant part of the passage. Choose NO MORE THAN ONE WORD from the passage for each answer. ... TF3

City A

EXAMPLE: There is a great deal of activity in this city's *port*

- 1 A large amount of has taken place in recent years.
- 2 Very fast connect the city with its airport.

City B

- 3 Most streets in this city form a
- 4 'The Pink House' is used by the
- 5 A popular dance in this city is the

City C

- 6 Like Venice, this city contains a large number of
- 7 This city used to be the of the country.
- 8 Many people visit a palace here to see the impressive display of

City D

- 9 The two parts of this city are located in different
- 10 There used to be a zoo in the grounds of a
- 11 The Grand Bazaar is a covered

Lesson 10

Savings Bank Account

Bank of Baroda (U) Ltd. offers a savings bank account with high liquidity, highest returns and cheque book facility. Depositors earn a good return on their balances in Savings Bank Account. Interest is applied from day one, every month on daily product basis. Annual yield therefore works out to be even more.

Who Can Open: Individuals (Single or in Joint names), Minors (with guardian), NGOs, etc.

Account Opening Requirements:

- Introduction by an existing customer of the Bank of Baroda (U) Ltd
- Completed account opening form, dully filled in and signed.
- Three passport size photos for each account holder.
- Proof of Identity – Passport / Driving Licence / Identity Card
- Proof of Residence

Type of Account:

- Baroda Classic Saving Bank Account
- Baroda Priority Saving Bank Account
- Baroda Privilege Saving Bank Account
- Baroda Salary Account

Interest:

1.997 % p.a. payable monthly.

Minimum Balance Requirement:

Baroda Classic Saving A/c	Ushs. 20,000/-
Baroda Priority Saving A/c	Ushs. 100,000/-
Baroda Privilege Saving A/c	Ushs. 500,000/-
Baroda Salary A/c	Ushs. 50,000/-

Other Features

- Full access to your money deposited in the account.
- ATM Card is available on request
- Internet banking facility available.
- Saving of precious time every month by giving standing instructions for your periodical payments/remittances for utilities, etc.
- Employer of the depositors can pay salary directly into account.
- Free transfer of funds within the branch & other branches of our bank.
- Minimum Charges for various services.
- Cheque is required for withdrawal of Ushs 2.00 million and above from Saving account
- **No hidden cost**

Savings Bank Account In Foreign Currency:

Savings Bank Account can be opened in foreign currency viz. USD, GBP, Euro & Kenyan Shillings. Depositors earn a good return on their balances in Savings Bank Account. Interest is applied from day one, every month on daily product basis. It offers Cheque Book facility, Internet Banking on request.

Guided London walking tours

A Dickens's London

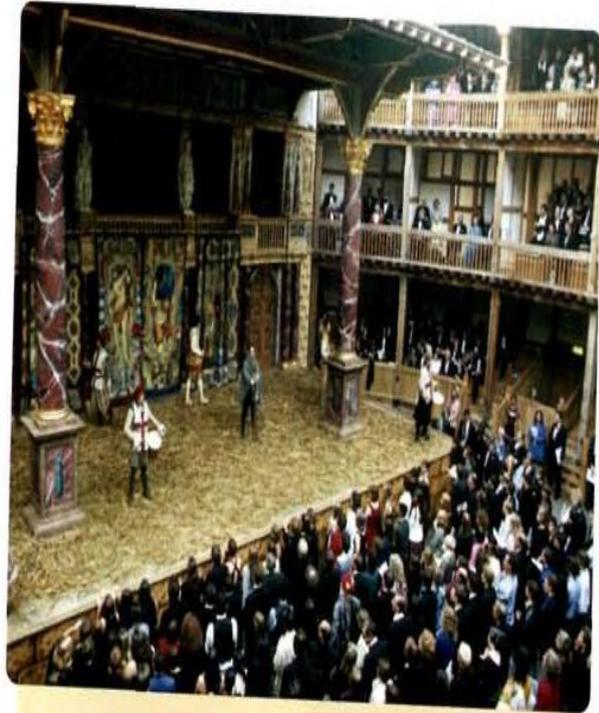
Follow in the footsteps of Charles Dickens, the nineteenth century writer, and listen as we recite parts of his novels and bring characters like Oliver Twist vividly to life. Stand by the remains of the Marshalsea, where Dickens's own father was imprisoned, and which is the scene of much of his novel 'Little Dorrit'.

B Mayfair

For more than 250 years Mayfair has been the most upmarket district in London, and many well-known books have been written here. We explore streets with familiar names like Savile Row, famous for its men's suits, and Piccadilly, home of the Royal Academy.

C Clerkenwell to the Angel

We walk along St John Street, where animals used to be driven on their way to Smithfield Market, and see a 1504 gateway. We pass the historic Sadler's Wells Theatre and the original termination of the New River, constructed to bring water to London from springs over 30 km away.



D South Bank

We walk along the River Thames to Bankside, where the former power generating station has been transformed into Tate Modern art gallery. Close by we see the new Globe, a replica of Shakespeare's theatre of four hundred years ago, then continue to Borough Market, where you'll find it hard to choose among all the fine food and other goods on sale.

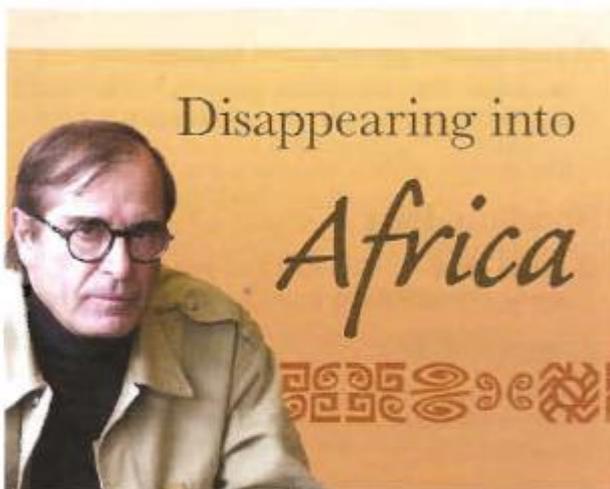
E London's oldest buildings

In a secret city of ancient buildings, courtyards and narrow streets, you'll discover how Stinking Lane and Turnagain Lane got their names, and go inside some of London's oldest and most fascinating buildings, some of which can only be visited by special arrangement.

Lesson 11

Creating a travel brochure

- 2 Work in pairs. You will read an extract from a book by Paul Theroux about a journey he made through Africa. Before you read, look at the photos here and on the next page.
 - 1 Which aspects of your daily life and routine would you like to escape from by making a journey?
 - 2 What things do you think a man in his 60s would want to escape from? Why? Do you think they are the same or different from the things young people want to escape from when they travel?
- 3 Read the text quickly. Why did the writer choose to travel in Africa again?



I wanted the pleasure of being in Africa again. Feeling that the place was so large it contained many untold tales and some hope and comedy and sweetness too, I aimed to reinsert myself in the

5 bundu, as we used to call the bush, and to wander the antique hinterland. There I had lived and worked, happily, almost forty years ago, in the heart of the greenest continent.

In those old undramatic days of my school

10 teaching in the bundu, folks lived their lives on bush paths at the end of unpaved roads of red clay, in villages of grass-roofed huts. They had a new national flag, they had just gotten the vote, some had bikes, many talked about buying their first

15 pair of shoes. They were hopeful, and so was I, a schoolteacher living near a settlement of mud huts among dusty trees and parched fields – children shrieking at play; and women bent double – most with infants slung on their backs – hoeing the corn

20 and beans; and the men sitting in the shade.

The Swahili word *safari* means 'journey', it has nothing to do with animals, someone 'on safari' is just away and unobtainable and out of touch. Out of touch in Africa was where I wanted to be. The wish to

25 disappear sends many travellers away. If you are thoroughly sick of being kept waiting at home or at work, travel is perfect: let other people wait for a change. Travel is a sort of revenge for having been put on hold, or having to leave messages on answering machines, not knowing your party's extension, being kept waiting all your working life – the homebound

30 writer's irritants. But also being kept waiting is the human condition.

Travel in the African bush can also be a sort of

35 revenge on mobile phones and fax machines, on telephones and the daily paper, on the creepier aspects of globalisation that allow anyone who chooses to get their insinuating hands on you. I desired to be unobtainable. I was going to Africa for the best of

40 reasons – in a spirit of discovery; and for the pettiest – simply to disappear, to light out, with a suggestion of I dare you to try to find me.



Lesson 12

Reading

- 5 This passage is similar to Section 2 of General Training Reading. Read it quickly, timing yourself as you read.

🕒 about 300 words

Southmoor College – Policies and Procedures

The College has introduced a number of policies and procedures which are briefly summarised here. A leaflet containing full details is available on request.

- The College Charter is a series of statements which explain what is being done to promote high standards for people who use College services. It has been designed in accordance with a national framework aimed at maintaining and improving standards, while at the same time being tailored to meet the specific needs of the College.
- Formal complaints should be submitted in writing to the Principal, who will refer each complaint to the appropriate member of staff and then provide a response.
- The College has developed both informal and formal appeals procedures in connection with its own internal examinations. Appeals against external examination bodies must follow their own procedures, and details are available from the Examinations Officer.
- The College is a designated No Smoking Area. Smoking is not permitted inside any part of the building unless specifically authorised.
- All accidents must be reported to Reception as soon as possible and the appropriate form completed.
- Students are responsible for the apparatus, tools or machinery with which they are working. If items are damaged or broken as a result of careless use or failing to follow instructions, the person concerned will be required to cover the cost of repairing or replacing the items. All equipment must be left in a clean state and in good working order.
- Mobile phones are part of everyday life, but they must be used with consideration for other people. Please ensure that you have switched them off before entering classrooms or the library. They must not be taken into any examination room under any circumstances.

- 6 Do the following statements agree with the information given in the passage? → TF1

Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 Anyone wishing to see the complete policies and procedures should ask for them.
- 2 The Charter was written after consultation with groups of people who use the College.
- 3 The Charter is identical to the charters of the other colleges in the country.
- 4 Replies to formal complaints will be given by the Principal.
- 5 The College's appeals procedure applies to all examinations taken in the College.
- 6 Smoking inside the College is allowed in certain circumstances.
- 7 The College can provide medical help if an accident occurs.
- 8 Students may have to pay for equipment that they break.
- 9 Mobile phones can be taken into examination rooms if they are switched off.

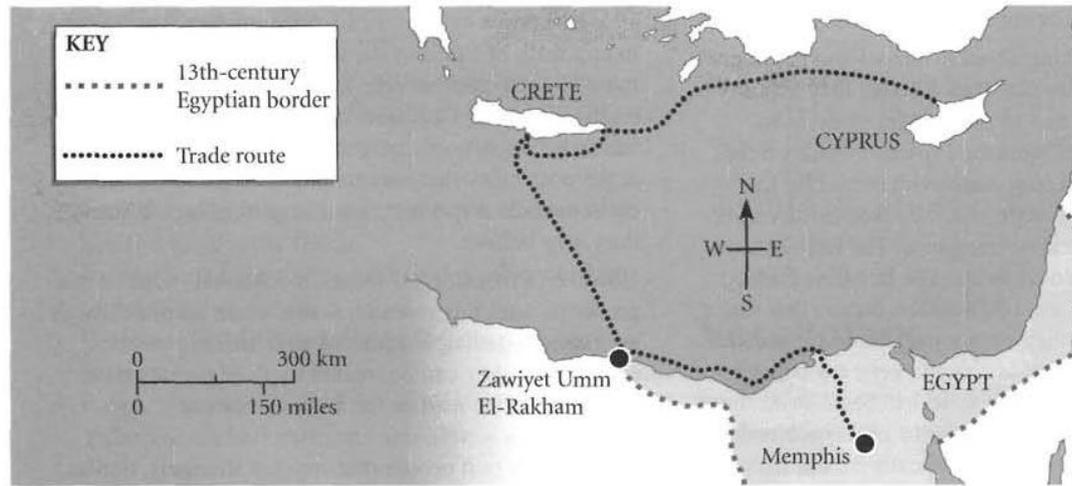
Lesson 13 Task 1

Enrollment to higher educational institutions

Lesson 14

Historical Places

6 Read through these sentences about some new research. Put them in the right order and provide punctuation.



- a it has been known for a long time that the ancient Egyptians imported copper from Cyprus
- b the fortress was only needed for a brief period only 50 years or so and was abandoned in the 13th century bc
- c the men grew their own food and baked bread but imported luxury items such as wine and olive oil
- d the fortress was built around 1270 bc by Rameses II to protect maritime trade
- e the complex covered five acres and was home to at least 500 soldiers
- f new research carried out by a team from Liverpool University has shown how the Egyptians built a huge fortress on this coast
- g it was 20 metres long and ten metres wide with three central rooms
- h as well as a bakery and a palace a temple was also discovered
- i what historians had not realised until recently was the threat posed to these imports by aggressive tribesmen along the Mediterranean coast

Lesson 16

Project on historical event

<p>1 Match the below their nationality.</p> <p>Roald Amundsen Ferdinand Magellan Ranulph Fiennes Neil Armstrong Hernan Cortes Marco Polo</p> <p>1 Where did the Polo family come from? They were a rich family</p>	<p>2 Marco was only six years old when his father and uncle went on their first journey to China. In China, they met the King of the Mongols, Kublai Khan.</p> <p>5 He visited the largest city in China, called Kinsai, many times. He said that the</p>	<p>3 Marco didn't see his father again for nine years. He was 15 when his father and uncle returned from China. The next time his father and uncle decided to go to China they took Marco with 4 In 1275 they arrived in Khanbalik (modern Beijing) and saw Kublai Khan. He talked to</p>
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<p>and they lived in Italy over 750 years ago. They travelled all over the Mediterranean. They bought and sold things like gold and silver. Marco was born in 1254 in Venice. What are they famous for doing?</p>	<p>people in Kinsai wore beautiful clothes and ate good food. There were ten big markets in Kinsai and they sold everything people wanted. 2 information about Marco American British Spanish Portuguese Italian Norwegian</p>	<p>them and asked them many questions. He liked Marco and so he gave him a job. What did Marco do in China? Well, he travelled all over the them. This was in 1271. country. He saw that the Chinese They went by ship used paper to Turkey and money then used horses. It was a long journey. and used a machine to print books.</p>
<p>6 Marco stayed in China for 17 years. The journey home took Marco and his family two years. In Italy, Marco decided to write a book about his life in China. Many people didn't believe Marco's stories at first. Later, they believed him. Marco died in 1324</p>	<p>Are sentences opposite right or wrong? 1 Marco first went to China when he was six years old. If is no information, say'. EXAMPLES: Marco Polo lived over 850 years ago. <i>Wrong. He didn't live 850 he lived 750 years ago.</i> Marco travelled all over the Mediterranean. Marco came from Venice. 2 It took Marco and his family a long time to get to China. 3 Marco travelled to China by boat and on a horse. 4 Marco spoke to Kublai Khan. 5 Marco liked Kublai Khan very much. 6 Kinsai had twelve markets. 7 Marco took a long time to write his book about China. 8 Marco died a poor man.</p>	

6

What is job satisfaction?

Reading

1 Read the text below about how people may choose their career and say where this text is taken from.

- A a scientific conference journal
- B a newspaper article about a new book
- C a textbook on motivation at work

🕒 about 600 words

Meet Bernard Shapiro. He is a friendly 64-year-old and the Principal of McGill University, in Canada. He's an extremely tidy person and listens to opera. Before he accepted his current job, he worked as a statistician.

5 Many of the same things could be said of Harold Shapiro, Bernard's identical twin. He's also a former statistics expert and an opera lover with a taste for order in the workplace. And he is President of Princeton University in the USA. Both seem a little taken aback

10 by the way their lives have followed a similar pattern. 'It never occurred to me – or, I believe, to my twin – to deliberately plan similar careers,' Bernard says.

Easily the strangest thing about Principal and President Shapiro, though, is how far from unusual they actually

15 are. For they are just one of many pairs of twins to feature in a major new work by Professor Nancy Segal that provides the most important evidence so far that career choice, working style and job satisfaction can be significantly influenced by our genes. The implications

20 reach far beyond identical twins. The headline finding in her study is that at least 30% of the factors that make an individual choose their career path could be genetic. 'I'm not saying that there is a single gene for being a carpenter or a gene for being an artist,' Segal says, 'but

25 our studies do suggest that the choice of any job reflects many characteristics that are genetically based, from physical size to personality.'

Her evidence is clear enough. It is based on studies of career parallels between identical twins – including,

30 importantly, many who have been brought up separately – and twins who are non-identical, or fraternal. Identicals, who usually share 100% of genes, showed a far greater degree of similarity in their working lives than fraternal, who typically share an average of 50%.

35 'We're not in the occupations we have by accident,' she says. 'I'm a teacher and researcher, and I could probably have been a clinical psychologist. But I couldn't have been an investment banker or plumber.'



The Douglas family

Career dynasties are nothing new – there are the tycoon Murdochs, film star Douglasses and political Churchills, all well-known examples of a phenomenon that occurs in any walk of life. But the idea that there might be more to such coincidences than parental pressure and a ready-made set of contacts just waiting to be networked has some important implications. Not least among them is the possibility that parents intent on forcing their child towards a specific career may have less influence than they believe.

However, Professor Val Dusek is sceptical. 'One of the problems with this research is that when identical twins are raised together, because of their striking physical similarities, they can be treated by their parents in very particular ways. And as for all the stories of coincidences – well, one can often find some quality between any two people that appears strangely similar.'

A much less controversial but arguably more significant finding from Segal's research is the idea that job satisfaction may also be in the genes. Furthermore, Segal's results suggest that job satisfaction seems to play a much greater role than expected. Employers take note: changing the lighting or the seating arrangements, providing free coffee or even increasing salaries may not contribute to their employees' happiness as much as giving them meaningful and personally satisfying goals. So, whatever it is that motivates an actor to endure the poverty of lengthy 'resting' periods in return for the occasional bit of acting, or a lecturer to tolerate poor pay in order to pursue his or her academic passion, may be buried deep in their ancestry.

Reading

1 In the General Training and Academic Reading Modules, you may be asked to match questions to short texts or sections of a longer text. Read these web pages, A–D, which advertise various events and organisations. Then read the sentences below and decide which advertisement each one refers to. Write the correct letter A–D next to each question. ... TF2

🕒 about 430 words

A

Nathan's Famous International Hot-Dog Eating Contest

The preliminary ceremonies of this famous annual competition will begin at 11.30 a.m., with bands, rappers and children's chorus. 12.25 p.m. sees the introduction of this year's eaters, who represent nations from all over the world, and at 12.40 p.m., the historic 12-minute all-you-can-eat contest will begin. Will anyone beat the world record, which stands at over 50 hot dogs and buns in 12 minutes?

Viewing is available on a first-come-first-served basis. Television crews are invited to use a two-tiered stage 3m from the main stage. The area in front of the main stage is reserved for still photographers and television cameras without tripods.



Drive a steam engine!

Now anyone can be an engine driver! Join us for a day's introductory course, during which you will learn the basic techniques of driving a 60-year-old steam locomotive, under the eye of an experienced instructor. Then, why not try the advanced course, giving you first-hand experience of operating a locomotive? Lunch and refreshments are provided on both courses at no extra cost. You are also given one-year membership of the railway society, which gives you the opportunity to become a volunteer on our educational programme.

B

fröjel viking re-enactment society

Few periods in history stimulate the imagination as much as the era when the Vikings were known – and sometimes feared – throughout Scandinavia, the British Isles, Russia, all the Mediterranean, Africa and even America. Fröjel (pronounced Fro-yel) is a family-based Viking re-enactment society depicting the Vikings from a harbour that was one of the richest trading centres in the Viking world – Fröjel, on the Swedish island of Gotland.

The members' aims are to re-create the clothing, weapons, tools, jewellery, games, food and furniture of that long-gone period, and enjoy an escape to a simpler, more relaxed time, with like-minded people. We will also use the items we have made by reliving that age at various public entertainments.



One of the most popular events in the Barnwell Centre's annual programme, the Wedding Fair, takes place every March and September. As well as displays from leading suppliers of wedding dresses, caterers, photographers and many more, a wide range of specialists will be on hand to give expert advice on planning your wedding.

The full programme of events includes a fashion show, which features wedding outfits for brides, grooms, bridesmaids and page boys. The Great Hall is decorated to show how it could look for your wedding reception. Refreshments are available in our self-service restaurant.

- 1 The charge for attendance includes food.
- 2 You will be able to take part in displays for others to watch.
- 3 This event takes place once a year.
- 4 You will be taught certain skills.
- 5 Participants have the opportunity to see clothes being modelled.
- 6 Spectators will have the chance to listen to musical entertainment.
- 7 If you pay for an activity, you are automatically enrolled in this organisation.
- 8 Facilities are provided for the media.
- 9 Participants make copies of everyday objects from the past.
- 10 Information is available about organising an event.

Lesson 19 Advertisement of ...

4 Read the article below about the history of juggling. Ignore the spaces.
Choose the best heading for each paragraph from the list below. ... TF4

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E

🕒 about 325 words

List of Headings

<ul style="list-style-type: none"> i Recent discoveries ii The end of a form of entertainment iii Join a juggling class! iv Anyone can try it v Jugglers as celebrities 	<ul style="list-style-type: none"> vi The technical demands increase vii Different functions in different regions viii Jugglers get organised ix Audiences expect more from jugglers
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A short history of juggling

A The history of juggling can be traced back 4,000 years to paintings of female jugglers 1 the walls of Egyptian tombs. In ancient civilizations in India, China, Japan, Iran and Central America, some form of ball manipulation was associated 2 religious rituals. Through the Middle Ages in Europe, juggling was practised only by wandering entertainers and court musicians.

B After several centuries when juggling was not recorded, it surfaced again in England in 1819. 3 the late 19th century, jugglers had become well established in the variety theatre in Europe. The best of them were incredibly creative and skilful, fully deserving the star status they achieved. Paul Cinquevalli, for instance, juggled an umbrella, a top hat and a bottle of water tied at the top with paper. He ended the act 4 tossing the hat to his head, opening the umbrella above him and throwing the bottle so that its open end stuck on the point of the umbrella, cascading water over the umbrella and all around him!

C In the late 1920s and 1930s, radio and talking movies attracted audiences away 5 live performances.

Hundreds of small-time jugglers had filled the variety theatres, but few of them survived the death 6 those venues.

D Times were tough 7 jugglers through the 1940s, 50s and 60s. In the USA, some of them formed the International Jugglers Association in 1947. Through a newsletter and annual conventions, they communicated, sharing juggling tricks and tips on good locations for performing.

E In the 1970s, juggling became a craze in California, with teenagers taking 8 the streets and beaches to perform. Some were politically motivated, but most were just youngsters looking 9 a way of earning a little money. The kids who started on the street began a process that has removed juggling from the exclusive domain of the circus and nightclub and turned it 10 an approachable endeavour for everyone.



5 Now read the article again, and choose one of these prepositions for each space. You will need to use some of them more than once.

by for from into of on to with

Lesson 20 Types of leisure activities

- 1 Complete this letter, using the verbs in brackets with *will ('ll)*, *going to*, present simple or present continuous. As this is an informal letter to a friend, use contractions, like *'ll* and *'m*.

The future can be seen in different ways, so there are usually several ways of talking about a future event. However, in this exercise, express the meanings given in the notes on the right. This will help you to remember the differences between the various ways of expressing the future.

Dear Sarah

How **1** (you celebrate) your birthday next month? If you haven't arranged anything, do come to a concert by the orchestra I've just joined. We **2** (play) music by your favourite composer, and I'm sure you **3** (not regret) it, as we're pretty good!

The concert **4** (be) on a public holiday, and the tickets are already selling very fast, so clearly it **5** (be) a sell-out.

My only problem is that the performance **6** (start) quite late – at 9 p.m. – and I **7** (fly) to the West Indies the following day. The plane **8** (leave) early in the morning, so it **9** (be) quite a rush! I **10** (not spend) the next few weeks worrying about it though.

Do come – it **11** (be) great to see you. I **12** (send) you a leaflet about the concert as soon as they're available.

Love
Jenny

- 1 already decided
- 2 already arranged
- 3 prediction
- 4 timetable
- 5 result of something in present
- 6 timetable
- 7 already arranged
- 8 timetable
- 9 prediction
- 10 already decided
- 11 prediction
- 12 making a decision

- 2 These three passages were written by IELTS candidates. Correct the errors in the phrases in bold. Four of them are already correct.

Dear Friend

This letter is to invite you to my grandmother's birthday party. It's a special occasion, because my grandmother **1 is going to be** 100 years old. I've decided to give her a big surprise, so **2 I'll make** dinner. The dinner **3 is** on 1st July at seven o'clock in the Hacienda Club, and the night **4 would begin** with a favourite song of my grandmother's.

Dear Helen

Do you remember that in my hurry to travel back home, I left a big suitcase in your basement? Would you please send it to me and tell me the cost of shipment? **5 I'm going to pay** you back as soon as possible.

There is much controversy nowadays about whether the radio **6 will continue** to exist or not. Some people claim that the radio **7 will use** for a very long time. Those who disagree argue that TV and the Internet create a lot of problems. Some people spend all their spare time watching TV or playing on the Internet, and by doing this they **8 will waste** a lot of time which they could spend with their family or friends. But I firmly believe that reasonable use of the TV and Internet and keeping the radio are very important and necessary. Decreasing the negative effects of all the media **9 will to make** our society more secure than before. Otherwise, they **10 will have** a bad impact on our way of life.

Lesson 21

A letter

You are looking for a part-time job in a sports centre. Write a letter to the manager of the sports centre.

In your letter

- **introduce yourself**
- **explain what experience and special skills you have**
- **tell him/her when you think you could start.**

Dear Manager,

I am a twenty-year-old student and I am studying physical education at Pulteney College. I study there since two years. I need job, especially part-time job. This is because I need money for my accomodation which expensiv in this area. I share a house with three other students who are also studing physical education. I think I am suited to working in your sports centre becose I like sport, especially the running, the judo, the tennis and the basketball. I win the college award for Best Student in my first year. I have two more years before I am a qualified sports teacher. I can give you references from my teachers if you want. I can start whenever you want. I would prefer work at evenings and on weekends as I have classes on the daytime.

Write back soon.

Writing extra

- 5 Complete this letter to a local newspaper, using words from the box. There are some extra words which you will not need.**

Dear Sir/Madam,

I am writing to object to the plan, **1** was reported in your newspaper on 9th June, to build a high-rise hotel next to the town beach. I believe that the plan is **2** to go ahead next summer. I have lived here **3** 2002 and feel that more consultation is needed **4** the work is started.

As you know, this town has a population of only 7,000, mainly made up of people **5** have retired here to enjoy the peace and quiet. We **6** have two small hotels and a number of guest houses and these have fulfilled our visitors' needs **7** many years. There are many old buildings in this town and its character would be totally destroyed **8** a ten-storey glass and steel hotel was built right in the middle of the sea front.

To sum up, I object strongly to this plan and I hope you will publish this letter in your paper.
Yours faithfully,

additionally	already	and	because
before	due	for	if
since	still	unless	which
			who

4 Exam question Work in groups of four.

STUDENTS A and B: Look at the list of installations below. Discuss the environmental consequences of each installation. Which have the most impact on the environment? Then decide which are likely to be the most unpleasant to live near and put them in order from 1 (most unpleasant) to 7 (least unpleasant). You must either reach agreement or agree to disagree. Make sure that you understand your partner's opinion.

- oil refinery
- nuclear power station
- nuclear recycling plant
- chemical plant
- industrial pig farm
- coal mine
- steel works

STUDENTS C and D: You are examiners. Listen to Candidates A and B. Think about what marks you would give them.

5 Discuss the candidates' performance. Focus on both positive and negative aspects. Make suggestions for improvement.

When you are ready, change roles. Repeat activity 4 to allow Students C and D the opportunity to speak.

6 In your group, look at the newspaper headlines below. What do you think they refer to? Write the outline of one of the articles.

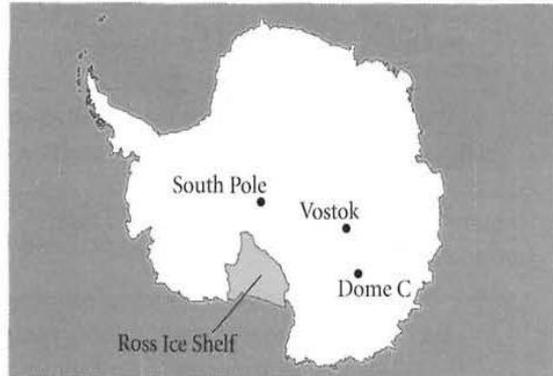
Lesson 23

Reading

1 Scan the text for the following information.

- 1 When did drilling begin?
- 2 How big are the pieces in which the ice cores are stored?
- 3 How many ice ages do the ice cores show?
- 4 Without global warming, how long would it be before we had another ice age?

🕒 about 500 words



Drilling ice cores in Antarctica

Antarctica is both beautiful and very remote, being 2,700km from Australia and 3,500km from Africa. It is one-and-a-half times the size of Europe and is covered by a layer of ice up to 4,700m thick in places. Scientists from ten European countries have been drilling into the ice since 1996, as part of the European Project for Ice Coring in Antarctica (EPICA).

An ice core is produced by a drill cutting through the ice and retrieving a cylinder of ice. These ice cores are stored in slices 10cm in diameter and 3m long. When they first come out of the ground, they are at a temperature of -50°C . They are then kept until they reach -20°C when they are ready to be analysed in laboratories around the world.

Scientists find the ice cores invaluable because they contain tiny bubbles of air which were trapped when snow turned into ice. This air is being analysed to see how much carbon dioxide and other greenhouse gases, such as methane, have been present in the atmosphere over many hundreds of thousands of years. Results show that the levels of methane and carbon dioxide are much higher today than in the past.

The deepest ice cores have been drilled at a site known as Dome C, where the East Antarctic ice sheet is about 3.4km thick. The ice sheet here is one of the most inhospitable places on Earth with average surface temperatures of -54°C . At an altitude of 3,233m above sea level, Dome C is so cold and dark for much of the year that the scientists can only carry out drilling for two out of every 12 months.



At Dome C, the deepest and oldest ice core yet drilled in the Antarctic suggests that the world's climate is heading for a period of abnormal weather conditions brought about by man-made greenhouse gases. Chemical analysis of the ice within the core has revealed details of eight ice ages that have affected the Earth during the past 740,000 years. Scientists say that the present climate most closely resembles the warm 'interglacial' period about 470,000 years ago, but with the difference that this time temperatures are set to go upwards as a result of global warming. Scientists from EPICA report that without the extra carbon dioxide being pumped into the atmosphere, it appears that our present climate would remain stable well into the future.

Some people have argued that human-induced global warming is beneficial because it averts the next ice age. However, according to Eric Wolff of British Antarctic Survey, this is misguided. 'If the climate is left to its own devices,' he says, 'we would have about another 15,000 years to go before the next ice age. If people say global warming is good because it stops us going into another ice age, they are wrong because we are not about to go into another ice age quite yet.'

Lesson 24 Types of houses

In Reading paper, there is a text with seven questions (21-27) and an example.

Questions **21-27**

Read the article about a visit to Hearst Castle, a famous building in California.

Are the sentences **21-27** 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

A visit to Hearst Castle

by Theresa Martin

Last year, I had a great trip to Hearst Castle at San Simeon in California. Hearst Castle was built by William Randolph Hearst between 1922 and 1939, at a cost of more than \$30 million - about \$277 million today.

I spent all day looking around, but it wasn't enough. There was so much to see. Hearst Castle is really four houses. The main house, 'Casa Grande', is much bigger than the other three, which were used for guests. Many of these were Hollywood film stars, and they often came to Hearst's parties.

At Hearst Castle, there are 56 bedrooms, 61 bathrooms and 19 sitting rooms. There are also beautiful gardens, a garage for 25 large cars and two swimming pools, one inside and a larger one outside. I loved the one outside, the 'Neptune Pool' - it was a pity we couldn't go swimming!

I found the tour very helpful. The guide told me that Hearst, at the age of ten, toured Europe with his mother, looking at paintings and castles. He never forgot this tour and decided that he wanted his house to look like a castle.

Hearst died in 1951, and Hearst Castle was given by his family to the people of California. It is now a museum.

21 Hearst's guests stayed in 'Casa Grande'.

A Right **B** Wrong **C** Doesn't say

22 The swimming pools are the same size.

A Right **B** Wrong **C** Doesn't say

23 Theresa thought the tour was very useful.

A Right **B** Wrong **C** Doesn't say

24 Hearst enjoyed living at Hearst Castle.

A Right **B** Wrong **C** Doesn't say

25 Hearst remembered his trip to Europe all his life.

A Right **B** Wrong **C** Doesn't say

26 Hearst died in Hearst Castle.

A Right **B** Wrong **C** Doesn't say

27 The Hearst family still live at Hearst Castle.

A Right **B** Wrong **C** Doesn't say

Reading

🕒 about 550 words



A

Throughout the history of architecture, there has been a continual quest for height. Thousands of workers toiled on the pyramids of ancient Egypt, the cathedrals of Europe and countless other towers, all striving to create something awe-inspiring. Although today people build skyscrapers primarily because they are convenient, ego and grandeur still sometimes play a significant role in the scope of the construction, just as they did in earlier times.

B

Up until relatively recently, however, builders could only go so high – the main obstacle being the downward pull of gravity. In order to build upwards, there has to be more material at the bottom to support the combined weight of all the material above. For example, if you increase the base of a pyramid, you can build it up indefinitely, but this becomes unworkable as the base would take up too much land. As a result, people didn't construct many buildings over ten stories.

C

But in the late 1800s, a number of advances and circumstances converged, and engineers were able to break the upper limit. In the USA, the social circumstances that led to skyscrapers were the growing metropolitan American centers, most notably Chicago. Businesses all wanted their offices near the center of town, but there wasn't enough space. In these cities, architects needed a way to expand the metropolis upward, rather than outward. The main technological advancement that made skyscrapers possible was the development of mass iron and steel production. New manufacturing processes made it possible to produce long beams of solid iron. Narrow, relatively lightweight metal beams

could support a lot of weight, while taking up very little space. Then, with the advent of the Bessemer process, the first efficient method for mass steel production, architects moved away from iron to steel.

D

The central support structure of a skyscraper is its steel skeleton. Metal beams are riveted end to end to form vertical columns. At each floor level, these vertical columns are connected to horizontal girder beams. Many buildings also have diagonal beams running between the girders, for extra structural support. In a typical skyscraper substructure, each vertical column sits on a spread footing. The column rests directly on a cast-iron plate, which sits on top of a grillage. This is basically a stack of horizontal steel beams, lined side by side in two or more layers. The grillage rests on a thick concrete pad which is on the soil. Once the steel is in place, the entire structure is covered with concrete.

E

Once you get more than five or six floors in the building, you need to have something to move people up through the building quickly and efficiently. Skyscrapers would never have worked without the development of elevator technology. Ever since the first passenger elevator was installed in New York's Haughwout Department Store in 1857, elevator shafts have been a major part of skyscraper design.

F

Experts are divided about how high we can really go in the near future. Some say we could build a mile-high (1,609m) building with existing technology, while others say we would need to develop lighter, stronger materials before these buildings were feasible.

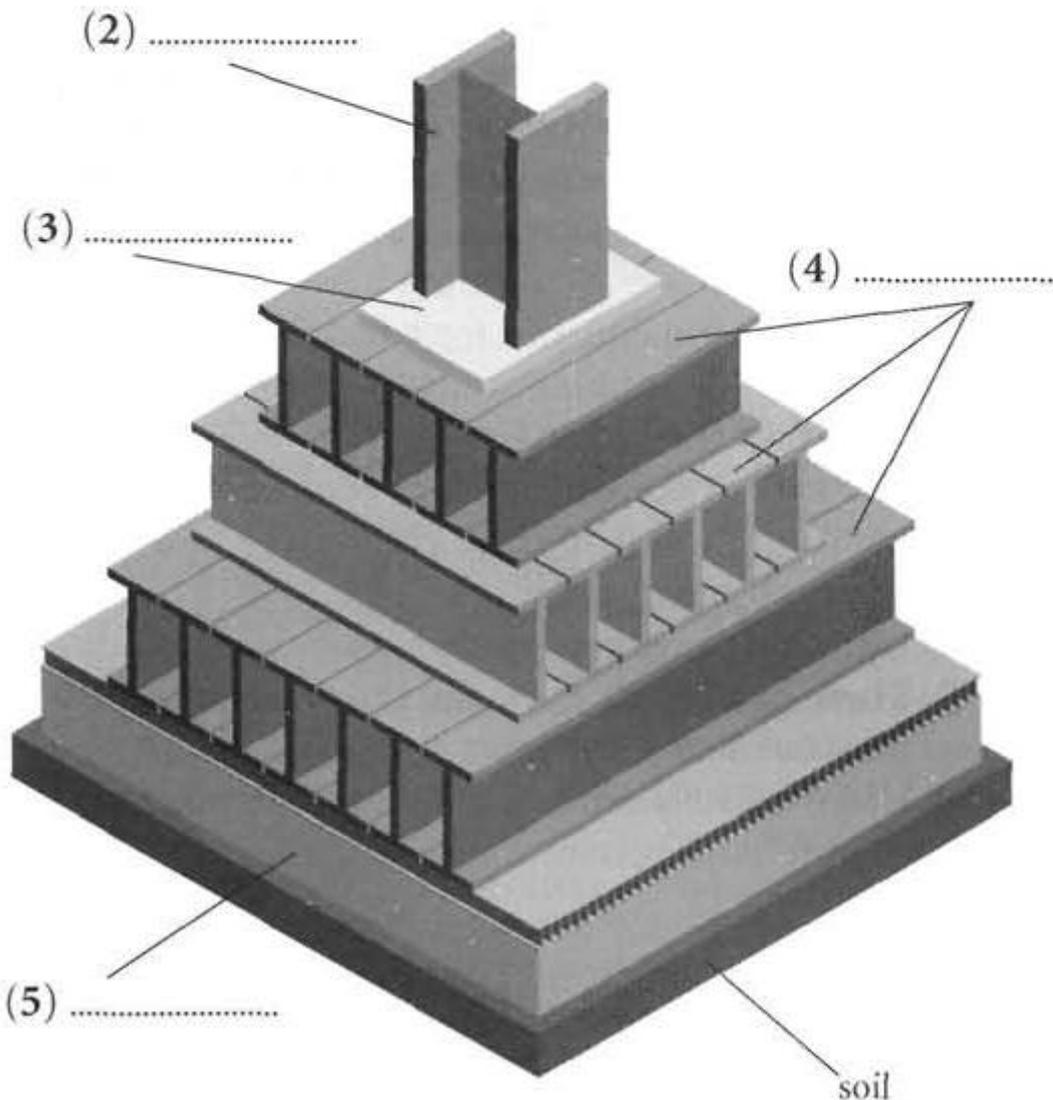
1 Read the article on page 22 from an American magazine. It has six paragraphs labelled A–F. Which paragraph contains the following information? ... TF 7

EXAMPLE: a necessary addition to tall buildings *E*

- 1 the way a tall building is constructed today
- 2 the outlook for tall buildings
- 3 the emotional need for tall buildings
- 4 breakthroughs in building materials
- 5 the disadvantage of old building techniques

2 Label the diagram below. ... TF 10

A typical skyscraper substructure – (1)



- 3 Read this text. For questions 1–10 use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Species loss accelerating

An international report has shown that human (0) *activities* are wiping out an average of three animal or plant species every hour. This is equal to 150 species a day, and between 18,000 and 55,000 species a year. The main (1) of the report is that we must slow down the worst spate of (2) since the (3) of the dinosaurs 65 million years ago.

Scientists and (4) have identified a range of threats to (5) and plants as diverse as right whales, Iberian lynxes, wild potatoes and peanuts. Global warming is adding to existing threats such as land (6) for farms or cities, pollution, and rising human populations. In order to deal with these challenges, we need to move more rapidly, and with more (7) at all levels – global, (8) and local.

Many experts believe that the world will fail to meet the goal, set by political leaders in 2002, of a major (9) in the rate of loss by the year 2015. Rates of species loss are (10) rising by more than a thousand times natural rates.

ACT

FIND

EXTINCT

APPEAR

ENVIRONMENT

CREATE

CLEAR

DETERMINE

NATION

REDUCE

CURRENT

Reading

4 Read the article on page 25 quickly. Which of these is the main topic?

- A the different abilities of various types of animals
- B how some animals interact with other species
- C differences between human and animal behaviour

🕒 about 375 words.



A When it comes to social behaviour, mammals are far more highly developed than other creatures. Some birds may form pairs or even co-operate to hunt, but the complexity of their relationships can hardly compare to those within a group of dolphins, elephants or humans. What makes mammalian social groups different from, say, a flock of starlings or a shoal of fish is that in many cases the individuals recognise each other. Although we may think that all elephants look pretty much the same, we can easily tell individuals of our own species apart, and it has become clear through studies that the same is true of other species of mammals. Dolphins have their own signature whistles that act like names, and elephants can recognise and greet other individuals they have known but not seen for many years. This is something that only a few species of birds appear to be able to do.

B Mammals in complex social groups not only recognise each other as individuals, they also remember a lot of information about that individual. Social groups often rely on this memory – such as knowing who is dominant to whom, who is related to whom, and who has done what to whom in the past. They have to learn who to trust, who their friends are and who to watch out for.

C All this remembering goes on in a particular part of the brain called the neocortex. If you compare the size of a mammal's social group with the size of this part of the brain, you find they are remarkably closely related. This area, though, seems to take a long time to develop fully, and animals in which it is very large take a very long time to grow up to adulthood. During this time, the youngster has to learn all the rules of social behaviour in their group and to piece together all the relationships between the group members: knowledge that will be needed to avoid getting into trouble.

D Like all the advanced and specialised features that mammals have, social behaviour has developed because of the one defining characteristic that mammals possess: the production of milk, allowing baby mammals to have a period of childhood in which they can develop their own distinctive and successful characteristics.

5 The passage has four paragraphs labelled A–D. Which paragraph contains the following information? (You may use any letter more than once.) TF7

- 1 a reference to possible harmful effects of not knowing about other individuals
- 2 examples of what individuals need to know about connections between group members
- 3 a reference to human beings sharing a social skill with other mammals
- 4 what makes it possible for mammals to spend time growing up
- 5 how individual members of a species identify themselves
- 6 where knowledge is located in the individual
- 7 a contrast between the social organisation of mammals and of other species
- 8 a suggestion concerning a connection between length of childhood and the amount of learning the individual requires

Lesson 28

History of Sport

Start thinking!

How many Olympic sports events can you name? Quickly make a list.

Reading

1 Read the magazine article. Which of the sports mentioned do you prefer watching?

2 Decide in which paragraph the writer does these things.

introduces the idea of athletes competing in many events

Paragraph

presents one athlete's reasons for doing the decathlon

Paragraph

tells the reader where to find further information

Paragraph

raises the question of why athletes choose the decathlon

Paragraph

presents useful advice for young athletes

Paragraph

Ten Events, One Champion: THE DECATHLON

Fay Webster takes a look at the world of athletics and finds out what it takes to be a true champion.

1

The Olympic Games have changed a lot since their origins in Ancient Greece. Today, athletes from countries all over the world take part and the Olympics are big business, watched by millions on television. Some things, though, have stayed the same. The athletes then could make a lot of money from winning, just like today's competitors. In the ancient Games, a great champion might have received as much as a year's pay for winning a race.

2

Another thing that hasn't changed is the search for an all-round champion, somebody who can defeat their opponents at a number of different sporting events. In the ancient Olympics, athletes competed in the pentathlon. This consisted of the long

jump, the discus, the javelin, a running race and wrestling. The first winner, in 708 BC, was Lampis of Sparta, who must have been a great athlete to beat so many others from all over the Hellenic world. The pentathlon was an important part of the Olympics until Emperor Theodosius of Rome banned the Games in 393 AD.

3

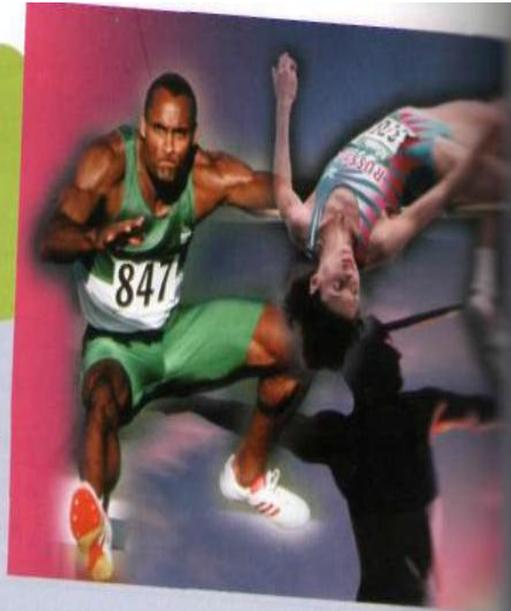
The Stockholm Olympics of 1912 brought back this tradition of the search for all-round greatness. The modern pentathlon was included (shooting, swimming, fencing, riding and running) and so was the modern decathlon (ten events), with the heptathlon (seven events) for women being introduced later. So what drives someone to take on this running, throwing, jumping challenge and push their body to its limits? I met American decathlete Bruce Thorpe in New York and told him he must have been crazy to take up the decathlon. He laughed.

4

'Yes, I think I probably was. I could have done lots of different sports, but I chose the decathlon. It's very tough and it demands a lot of different skills. You have to train just as hard as other athletes, only you have to do it in ten different events! I think we're probably all a little crazy, but it's very satisfying in the end,' he said. I asked him to explain what happens in the decathlon.

5

'The way it works is you complete each event and you get points, depending on how well you do in that event. At the end of two days, the person with the most points



Reading

- 1 You are going to read two short articles about using psychology to help athletes to improve their performance. Read the article below quickly, and as you read it, try to answer this question.

Which is the best summary of the writer's opinion?

- A Sports psychology is of most use to athletes at the top of their field.
- B The media give insufficient information about the value of sports psychology.
- C Sports psychology is of great value to all athletes.
- D Too much emphasis is placed on the usefulness of sports psychology.

⌚ about 125 words.

There's more to winning than just physical ability

Sports psychology involves preparing the mind of an athlete just as thoroughly as one prepares the body. For many top-level, professional, recreational and even youth athletes, successful performances cannot simply be reduced to superior physical performance. Mental preparation includes setting clear, short-term goals, thinking positively, etc.

Thanks to the extensive media coverage of athletic events nowadays, the sports enthusiast can understand the need for and benefits of sports psychology. Examples of mental training surround us; for instance, skiers, divers and gymnasts picturing their routines before they perform. Concepts such as motivational training and relaxation are the basis for strong mental preparation, whether for a team or an individual sport, for an amateur or a professional, for a coach or an athlete.

- 2 Complete the sentences below with words taken from the passage above. Use **NO MORE THAN ONE WORD** for each space. TF3
- 1 Psychological preparation is just as important as preparation.
 - 2 Athletes should decide on their for the near future.
 - 3 Most people interested in sport are now aware of the for sports psychology.
 - 4 Many athletes imagine their in order to improve their performance.
 - 5 Basic mental preparation is useful for both and sports.

⌚ about 450 words

A Critical View of Sports Psychology Consultants

A good sports psychology consultant can be of great value for a sportsman or woman. However, after many years' experience, I have reluctantly come to the conclusion that a large number of these consultants - that is, people claiming expertise in working with athletes on psychological aspects of competition in sport - fail to reach the required standard. Many professionals claim to be the key to improving a sportsman or woman's concentration, team performance and virtually every other skill they require. They are interviewed in local and national newspapers and heard on radio shows, and a surprising number of professional teams use one. However, the opinion that I have reached in my experience as a sports psychology consultant seems to be shared by many players, and not a few consultants: too many professionals in this line of work are not worth the money they cost. Because of the incompetence of these people, the idea has gained ground that working with a sports psychology consultant is a mistake. Yet this should not be the general view, as a skilled consultant can make a major contribution to success in sport.

Several reasons can be identified for poor performance by sports psychology consultants. One is a tendency to overvalue qualifications. Most consultants believe that their qualifications are the most appropriate and effective way to impress potential clients. I beg to differ. Numerous examples can be given of consultants who have the necessary skills without a certificate from a sports psychology organisation. Many, too, are far more effective than some consultants with a qualification.

- 3 Skim the passage above, on the same subject, and answer this question.

Which is the best summary of the writer's opinion?

- A Sports psychology is useful, but too many consultants are bad at their job.
- B The media give a false image of the value of sports psychology.
- C Sports psychology can never be of value to athletes.
- D Few sportspeople realise how sports psychology could help them.

- 4 Scan the article again and answer this question.

What is the writer's job?

- A sports psychology consultant
- B athlete
- C journalist

Another cause for concern is the number of consultants who lack the necessary skills or experience. Some sports psychology professionals work only on performance issues, and are unable to engage in individual counselling for personal, or life, issues, which is an essential aspect of the work. Others have plenty of clinical skills, but no idea how to help sportspeople to become more successful at sport. Most have neither the skills nor the expertise needed to help their clients get results.

Even if they have all the other skills required, most sports psychology consultants are inadequate because they lack the interpersonal skills needed to work effectively with their clients. I have seen consultants behaving very unprofessionally, for instance by guaranteeing results or becoming angry when faced with a client's decision to change to another consultant.



The bottom line is this: when choosing a sports psychology consultant, it is important to get information about them, for instance from past or present clients. Then it is possible to make an informed decision regarding hiring them. Clients should not be afraid to demand both quality and character; if they don't, plenty of money will be wasted.

5 Do the following statements agree with the views of the writer of the second article? ... TF1

Write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

EXAMPLE: The media pay too much attention to sports psychology consultants. **NOT GIVEN** (In lines 11–12, the writer mentions the media attention given to sports psychology consultants, but does not say that this is too much.)

- 1 Newspapers are responsible for the increasing demand for sports psychology consultants.
- 2 A number of sports psychology consultants overcharge their clients.
- 3 Qualifications are essential for a good consultant.
- 4 Consultants should help clients with both personal and performance issues.
- 5 Consultants should promise clients that their help will be successful.
- 6 Clients should only change consultants if they have a good reason.
- 7 It is useful to speak to people who have used a particular consultant before hiring him or her.

Grammar

should, had better, ought to

G ... STUDENT'S BOOK page 141

- 6 Decide which of the following each sentence is being used to do.
 - A give advice
 - B express probability
 - 1 You shouldn't wear glasses during your bungee jump because they might fall off.
 - 2 Recent evidence should convince doubters that the Aztecs played far more challenging sports than those we have today.
 - 3 You want to become a champion? Then you should do a lot of practice.
 - 4 The number of events in the Winter Olympics has increased in recent years, so there should be around 80 next time.
 - 5 You're in peak condition, so you shouldn't have any problem completing the marathon.
- 7 These sentences were written by IELTS candidates. In each one, decide if the phrase in **bold** is used correctly or not, both in meaning and grammar. If not, correct it.
 - 1 It is very cold these days, so I hope you **should take** care of yourself.
 - 2 In my opinion, governments **shouldn't subsidise** bodies such as orchestras and drama companies.
 - 3 People **should not to be encouraged** to take part in dangerous sports like scuba-diving or mountain-climbing.
 - 4 It will be cold when you visit Shanghai, so you **had better to take** warm clothes with you.
 - 5 We **not ought to spend** our time cooking dinner after working all day.
 - 6 The fire was caused by old electric wiring, so I think we **had better ask** the landlord to replace it.
 - 7 It is a little cold, so I think **it's better you bring** warm clothes and your boots.

Lesson 29 Consumer

Reading and Writing

1 Read the magazine article about making decisions and discuss these questions.

- 1 Did the article change your mind about how you think decisions are made?
- 2 What is the main idea of each paragraph?
- 3 What conclusion does the writer infer from her personal experience in the last paragraph?

2 Write a letter to the magazine.

- 1 You are going to write a letter to the magazine commenting on the views expressed in the article. What style do you think is appropriate?
- 2 What do you think should be included in the first paragraph?
- 3 You should write your letter in 220–260 words in an appropriate style. Make a plan of your letter.

3 Write your letter.

choices

In cafés, there's a wide range of coffees to choose from, from skinny latte to triple caramel frappuccino (that's coffee blended with caramel, milk and ice topped with a layer of dark caramel sauce, whipped cream, caramel drizzle and crunchy sugar topping, if you're wondering). How do you decide which coffee to have? Do you analyse or even know how much caffeine you'd like or need? Do you know or care how many calories are in the drink? Most people think the best option is the most expensive and if they can afford it, will choose it. There have been a number of studies where price tags have been switched and people's choices switch to the most expensive as a result. This would suggest that decision-making is not all rational.

Have you ever considered whether your decisions are influenced by the power of suggestion? If you were handed a warm drink on a cold winter's day and then asked your opinion of someone you'd recently met, the chances are you'd have a favourable opinion of the person. Conversely, if you were given a cold drink, your description of the person would be 'colder'. You would have literally been influenced by the warmth or cold of the drink and your judgement would have been clouded.

Our decisions are influenced in many different ways. We all know that the answers to questions in surveys depend largely on the wording of the question. A positively worded question will probably elicit a positive response. The human brain plays tricks on us too. In many cases, when we ask for advice, we don't really listen to and consider all of the advice, we just hear the parts that confirm what we wanted to hear. Our decision-making may also largely depend on our personality. An optimistic person may overestimate the positive outcomes of making a decision whereas a pessimistic person may decide against doing something for fear of a negative result.

Even when we believe we are making a rational decision based on previous experience, this may not be the case. If you went on holiday to a particular resort last year and had a great time, it does not necessarily follow that you will have a great time this year. The place may have changed, the weather might not be the same and your expectations will have been raised because of your previous positive experience. To help us make balanced and rational decisions, we are advised to make two columns and write down all the reasons for a decision in one column and all the reasons against in the other. But I don't know about you, but when I tried this, when I saw the 'against' column getting longer, I stopped trying to find negatives and found more positives. At least it made me realise that I really did want to do whatever it was but I still couldn't explain why. It was just a gut feeling and I was willing to manipulate the 'system' to get the outcome I wanted.

In my view, much of the discussion about how we make decisions is not very scientific at all. However, there do seem to be ways of explaining why we make certain decisions, if we look below the surface. For example, maybe we want to aspire to make more money, or maybe the power of suggestion plays a huge role, or maybe we always just go with our instincts. What do you think?



Lesson30

How English family life has evolved since the eighteenth century

The majority of English families of the pre-industrial age – roughly until the mid-eighteenth century – lived in a rural location. Many of them owned, or had the use of, a small piece of land, and virtually all family members were engaged in agricultural work in one form or another, usually growing food for their own consumption and sometimes also producing food or other goods for sale.

The labour was controlled by the husband, the undisputed master of the household, even though his wife and children, too, had an economic value as their contributions to the family income were likely to make the difference between starvation and survival.

Children worked from an early age, girls helping their mothers, and boys their fathers. School was an occasional or irrelevant factor in their lives. Instead, children learned by doing what their parents showed them. Knowledge – of caring for animals, growing vegetables, sewing – was handed down from parent to child.

Most people also engaged in handicraft production in the home, the family being paid by a company to work with cloth, wood or leather. In general, this work could be put aside and taken up again when there was a break from household chores or agricultural work.

The process of industrialisation in the second half of the eighteenth century and during the nineteenth transformed life for the majority of the population. The

use of steam to power machinery required large buildings, and this resulted in the construction of numerous factories in many towns and cities. These in turn encouraged migration from the countryside in search of work. If electricity had preceded steam, domestic industry might have survived more fully.

The new economic forces had a series of effects on the family. One of the vital economic ties holding it together was removed when it ceased to be a business partnership. Men, women and children were employed as individuals for a wage, often by different employers. When home and workplace were physically separated, husbands, wives and children were also physically separated for a good part of their time, especially as working hours were generally very long. Despite this, men were still regarded as the head of the household.

Few children now worked with their parents at home, and so could not learn by watching them at work. They had generally become greater economic assets than before, often taking jobs which were open to children rather than to adults, such as sweeping chimneys. Gradually the already bad economic situation of families worsened, as children's working hours were limited and their employment prohibited. Worst of all, from the family's economic perspective, education became compulsory before it became free.

3 You might find a task like this in either of the Reading Modules. Remember to choose your answers according to the passage.

Classify the following situations as being said to occur

- A in the pre-industrial period
- B in the industrial period
- C in both periods

Example: Workers were attracted to urban centres.**B**.....

(The relevant part of the passage is underlined.)

- 1 People carried out work for a company in their own home.
- 2 Most incomes were low.
- 3 Children worked with their parents.
- 4 Husbands and wives worked apart.
- 5 School attendance was irregular.
- 6 Children contributed to the family income.
- 7 Restrictions were placed on children's work.
- 8 People were likely to live in the countryside.
- 9 Families were dominated by men.

Reading

- 1 Read this book review, and complete the table below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.
 ... TF3 (Completing a table is very similar to completing notes.)

🕒 about 340 words



Insights into the alphabet

In his book *Letter Perfect* (originally published under the title *Language Visible*), David Sacks proves that an area of language that we generally overlook is much more interesting than we might imagine: as the 26 building blocks of our written language, the letters of our alphabet have an enormous impact on our lives. Serious linguists might find this book frustrating, but Sacks's target audience seems to be casual linguists, and they will love it. He sets out to educate and entertain us by exploring both the history and the modern significance of each letter of the alphabet in turn.

Sacks is the author of *Encyclopaedia of the Ancient Greek World* and numerous articles on cultural topics, including 26 on the alphabet that he wrote for a Canadian newspaper. These were so popular that he was encouraged to develop them into this book, which is full of fascinating information. He writes about how the Roman, Cyrillic, Arabic, Greek and Hebrew alphabets have descended from a common ancestor which was

created around 4,000 years ago. We learn why in English the letter C is sometimes pronounced like S and sometimes like K, why Americans say zee for Z while the British prefer zed, and why Q is always followed by U. His comments on the letters in the present day cover everything from B-movies, through the character M of James Bond films, to the Thomas Pynchon novel *V*.

The downside of the one-chapter-per-letter structure, however, is that it leads to considerable repetition: for instance, several chapters tell us about the origins of the Roman alphabet. Another drawback of the book is that the dual focus on history and modern culture doesn't quite work. When he writes about the past, it is scholarly but can appear uninteresting, while what he says about the present sometimes seems unscholarly.

Many people will find plenty to interest them in this book, though it's probably better to dip into it at random, rather than read it from cover to cover. It's a book that's sure to give plenty of pleasure.

Outline of book review

Introduction

Title	1
Author	2
Category	3
Subject area	alphabet
Intended readers	4

Overview

Author's purpose	to educate and entertain
Main topics	the 5 and current 6 of every letter

Analysis and evaluation

<ul style="list-style-type: none"> • Qualifications to write about subject • Strengths • Weaknesses 	<ul style="list-style-type: none"> • has written an encyclopaedia and many 7 • contains plenty of interesting 8 • too much 9 between chapters • sections about the past can seem 10 • sections about the present can seem 11
--	---

Conclusion

Overall response	Enjoyable, especially if you don't read it from 12 to
------------------	---

Lesson 33

Writing extra

- 6 Do this IELTS Writing Task 2. Try to use some of the modal verbs you have learnt in this unit.

Write about the following topic:

In the last ten years, people have been finding they have to move away from a twelve-hour day to a twenty-four hour day. This can only have a negative effect on society, with people becoming less productive and being unable to enjoy a social life.

To what extent do you agree with this view?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

It is important to give your opinion, but also to consider both sides of the argument. Use the information from both the reading and listening passages to help you get ideas for your essay. Remember you need to have an introduction, two or three paragraphs giving reasons and examples, and a conclusion.

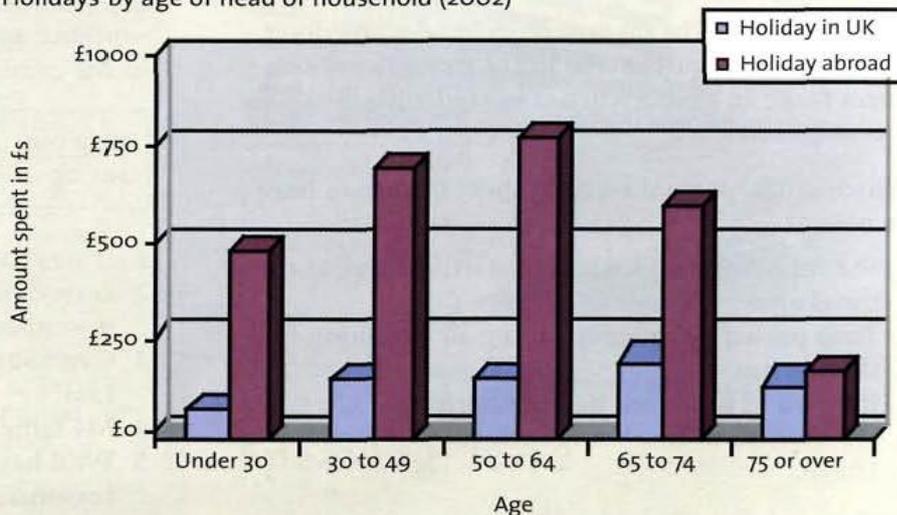
Lesson 34

Writing extra

Academic Task 1

- 6 The diagram below shows how much British households spent on holidays in the UK and abroad in 2002. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write about 150 words.

Holidays by age of head of household (2002)



Lesson 35

- 2 Read this passage. It is similar to those in the Academic Reading Module, but shorter, at about 250 words. The task is typical of both Reading Modules.

New tunnels under city centre

A new eight-kilometre road is under construction linking the port area with the motorway system. This is expected to carry 20,000 trucks and cars a day, significantly reducing congestion in the city centre. As part of the project, two four-kilometre road tunnels are being bored below the central area of the city, one for northbound traffic, the other for southbound. The two tunnels are approximately 20m below the surface and are nearly 12m wide, providing for two lanes of traffic in each direction. In the upper part of the tunnel two ventilation ducts remove vehicle exhaust fumes and maintain the

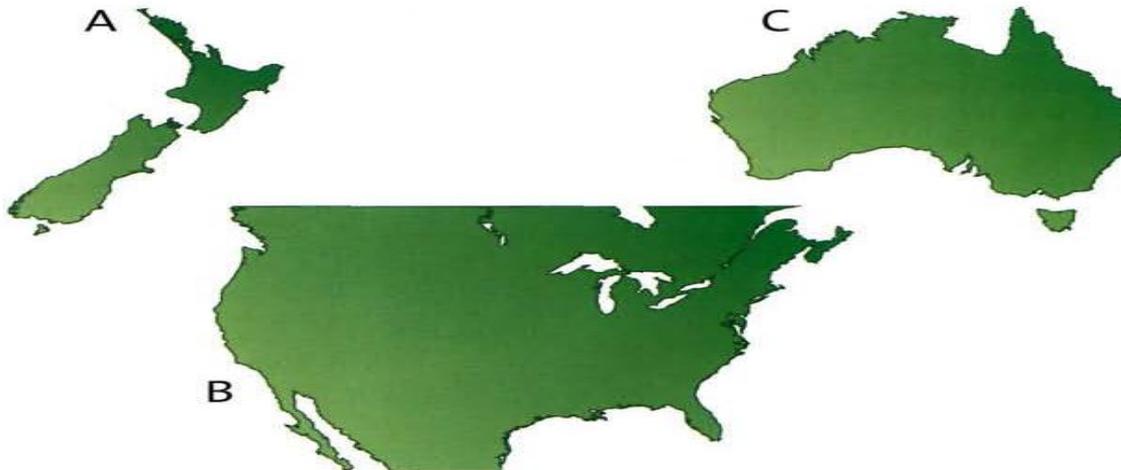
quality of air inside the tunnel. The lighting is at the top of the tunnel, virtually at its highest point. There will also be electronic signs at frequent intervals, indicating traffic conditions ahead, and clearly visible to drivers. The wall is made up of four main elements, including a waterproofing membrane and, on the inside of the tunnel, a concrete lining.

Each tunnel is roughly circular, with the lower part somewhat flattened. The road surface lies on the base slab, which is of concrete reinforced with steel. Mains drainage, just below the road surface on one side, removes any excess liquid, particularly water. In the event of fire, the fire main, which is made of steel, pipes water to numerous fire hydrant stations at regular intervals along the length of the tunnel. The fire main is at the side of the tunnel, at the level of the road surface. Other systems in the tunnel will include emergency phones.

Lesson 36

Quiz

- 8 And finally ... here is a quiz about some other English-speaking countries.



- 1 What are the three countries shown in the maps?
- 2 Is a didgeridoo a musical instrument, a poisonous snake or a type of plant?
- 3 What is the capital of Australia?
- 4 Which of these animals is native to Australia: a mongoose, a panda or a koala?
- 5 What are the names of New Zealand's two main islands?
- 6 Which bird is the symbol of New Zealand: the kakapo, the kiwi or the kookaburra?
- 7 Which of these are the most numerous in New Zealand: sheep, people or kangaroos?
- 8 After English, which language is spoken by the largest number of people living in the USA?
- 9 As well as being a plant, is 'bluegrass' an animal, a vehicle or a type of music?
- 10 What is the maximum time that a US president can hold office?

GLOSSARIY

Lesson 1

market	an economic system in which the prices of things depend on how many are available and how many people want to buy them, rather than prices being fixed by governments	bozor	рынок
communications	means of travelling or of transporting goods, such as roads or railways	Muloqot, aloqa	коммуникация
mixture	a combination of different things in which the component elements are individually distinct	Aralash	смесь
government	Government consists of the activities, methods, and principles involved in governing a country or other political Lesson.	Davlat	правительство
oriental	of, from, or characteristic of Asia, especially East Asia	Sharq, sharqshuno slik	восточная
multinational	including or involving several countries or individuals of several nationalities	Ko‘pmillatli	многонациональный

Lesson 2

To introduce	make (someone) known by name to another in person, especially formally	Tanishtirmoq	знакомить
department	a section of a large organization, store or government	Bo‘lim	отделение
employee	a person who is paid to work for smb.	Ishchi	рабочий
training	the process of learning the skills that you need for a particular job or activity	Seminar, trening	подготовка
interview	an oral examination of an applicant for a job, college place, etc.	Suhbat	встреча
culture	the ideas, customs, and social behaviour of a particular people or society	Madaniyat	культура
icebreaker	a thing that serves to relieve	Muzyorar,	ледорез

	inhibitions or tension between people		
common	shared by, coming from, or done by two or more people, groups, or things	umumiy	общий

Unit 2

equivalent	a person or thing that is equal to or corresponds with another in value, amount, function, meaning, etc	ekvivalent	ЭКВИВАЛЕНТ
signboard	a board displaying a sign to direct traffic or travellers	Yo'l belgilari	вывеска
inevitable -	it is certain to happen and cannot be prevented or avoided	muqarrar	неизбежный
rational	based on or in accordance with reason or logic	zehnli	разумный
foreseeable	able to be foreseen or predicted	kutilayotgan	предсказуемый
intrinsic	valuable or interesting because of its basic nature or character, and not because of its connection with other things	haqiqiy	истинный
lingua franca	a language that is adopted as a common language between speakers whose native languages are different	Hamma uchun mos keladigan til	Общепонятный смещанный язык
interpretation	the action of explaining the meaning of something	tushuntirish	объяснение
particular -	used to single out an individual member of a specified group or class	alohida	подробность

Unit 3

loyalty	a strong feeling of support or allegiance	vafodorlik	верность
chain	a group of hotels, restaurants, or shops owned by the same company	zanjir	цепочка
to guess	estimate or conclude (something) without sufficient information to be sure of being correct	baholash	догадка

inappropriate	- not suitable or proper in the circumstances	Mos kelmaydigan	неуместный
database	a structured set of data held in a computer, especially one that is accessible in various ways	Malumotlar ombori	База данных
bullying	- use superior strength or influence to intimidate (someone), typically to force them to do something	qorqitish	стращать
addiction	the fact or condition of being addicted to a particular substance or activity	Mukkasidan ketish	склонность
a bug	a concealed miniature microphone, used for secret eavesdropping or recording	diktofon	диктофон
overuse	use too much	Haddan tashqari	чрезмерно
attitude	a settled way of thinking or feeling about something	munosabat	отношение

Unit 4

expenses	the costs incurred in the performance of one's job or a specific task	sarf	расход
financial disaster -	an event or fact that has unfortunate consequences	Moliyaviy muammolar	Финансовые проблемы
arrangement	a plan or preparation for a future event	kelishuv	соглашение
enterprise	a business or company	tashkilot	предприятие
solution	a means of solving a problem or dealing with a difficult situation	yechim	решение
prosperous	flourishing financially	Gullab yashnash	процветание
judicious	having, showing, or done with good judgement or sense	muhokamali	рассудительный

Unit 5

destine	intend or choose for a particular purpose or end	Niyat qilmoq, rejalashtirmoq	иметь намерение
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			планирова ть
fiber	a thread or filament from which a vegetable tissue, mineral substance, or textile is formed	tola	1) ВОЛОКНО 2) НИТКА, НИТЬ
researcher	a person who carries out academic or scientific research.	tadqiqotchi	исследо ватель
cell	the smallest structural and functional unit of an organism, which is typically microscopic and consists of cytoplasm and a nucleus enclosed in a membrane	hujayra	клетка
cardiac	Cardiac means relating to the heart	Yurakka oid	сердечны й
tissue	any of the distinct types of material of which animals or plants are made, consisting of specialized cells and their products	To'qima	ткань
prevent	keep (something) from happening or arising	Oldini olmoq	предотв ращать, предупреж дать
seam	a line where two pieces of fabric are sewn together in a garment or other article	chok	шов; стык

Unit 6

extinction	If someone refers to the extinction of a way of life or type of activity, they mean that the way of life or activity stops existing	yo'qolib ketishi	исчезнове ние, отмирание
curriculum	the subjects comprising a course of study in a school or college	o'quv dasturi	учебный план
trace	follow or mark the course or position of (something) with one's eye, mind, or finger	iz	след
survive	continue to live or exist, especially in spite of danger or hardship	Omon qolmoq, jon saqlab qolmoq	выживать, оставаться в живых
frequency	the rate per second of a vibration constituting a wave, either in a	chastota	частота, частотнос

	material (as in sound waves), or in an electromagnetic field (as in radio waves and light)		ть
transmit	When radio and television programmes, computer data, or other electronic messages are transmitted, they are sent from one place to another, using wires, radio waves, or satellites.	1) o'tkazmoq, jo'natmoq	1) передавать, 2) проводить
Vowel	is a sound such as the ones represented in writing by the letters `a', `e' `i', `o' and `u', which you pronounce with your mouth open, allowing the air to flow through it.	Unli tovush	гласный звук
consonant	A consonant is a sound such as `p', `f', `n', or `t' which you pronounce by stopping the air flowing freely through your mouth.	Undosh tovush	согласный звук

Unit 7

particularly	You use particularly to indicate that what you are saying applies especially to one thing or situation.	1) xususan, alohida 2) ayniqsa 3) batafsil	1) в частности, отдельно 2) особо, особенно 3) подробно
range	a set of different things of the same general type	1) Qator, ko'lam 2) guruh	3) ряд, линия 4) группа
recognize	identify (someone or something) from having encountered them before; know again	1) bilmoq, tan olmoq 2) farqlamoq	1) опознавать, признавать 2) различать; распознавать
circumstance	a fact or condition connected with or relevant to an event or action	Sharoit; holat; shart	обстоятельств о; случай; условие
interaction	a mutual or reciprocal action or influence	o'zaro faoliyat	взаимодействие
swear word	word which is considered to be rude or offensive. Swear	so'kinish	ругательство, бранное

	words are usually used when people are angry.		СЛОВО
affection	a gentle feeling of fondness or liking	Muhabbat, bog‘lanish	привязанность, любовь
interjection	something you say which interrupts someone else who is speaking.	Undov so‘zlar	Междометия
conventional	based on or in accordance with what is generally done or believed	Odatdagi, odatiy, an‘anaviy, umumqabul qilgan	обычный, обыкновенный, традиционный; общепринятый
interpret	explain the meaning of (information or actions)	sharhlamoq, izohlamoq, talqin etmoq	объяснять, толковать, интерпретировать

Unit 8

diet	the kinds of food that a person, animal, or community habitually eats	Dieta, ovqatlanish	питание, пища; еда
poultry (or "white meat")	chicken, turkey, goose, duck	Xonaki qush go‘shiti	мясо домашней птицы
meat (or "red meat")	lamb, pork or beef	go‘shiti	мясо
game ("wild" meat)	rabbit, hare, partridge, pheasant	Ovlanagan hayvonlarning go‘shiti	мясо животных, добытых на охоте
fish	salt water fish / sea fish or fresh water fish	Baliq go‘shiti	рыбный
seafood	prawns, shrimps, lobster, scallops, mussels, crab	Dengiz mahsulotlari	морепродукты (съедобные моллюски и ракообразные: омары, устрицы, креветки)
berry fruit	strawberries or raspberries etc	Rezavor meva	ягода
fat	a fatty substance made from animal or plant products, used	yo‘g‘	жир, сало

	in cooking sizzling fat		
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Unit 9

process	a series of actions or steps taken in order to achieve a particular end	jarayon	процесс, ход развития
additionally	as an extra factor or circumstance	qo‘shimcha tarzda; bundan tashqari	дополнительно; кроме того, сверх того
furthermore	in addition; besides (used to introduce a fresh consideration in an argument)	bundan tashqari	к тому же, кроме того; более того
To illustrate	explain or make (something) clear by using examples, charts, pictures, etc.	Misollar keltirmoq, havolalar keltirmoq	приводить примеры, иллюстрировать цитатами
consequently	as a result	Oqibatda, natijada	следовательно; поэтому; в результате, вследствие
swallow	cause or allow (something, especially food or drink) to pass down the throat	yutmoq	глотать, проглатывать
specifically	You use specifically to emphasize that something is given special attention and considered separately from other things of the same kind.	Aniq, ravshan; ijobiy tarzda; bevosita	определённо; ясно; положительным образом; конкретно; прямо
admittedly	used to introduce a concession or recognition that something is true or is the case	Haqiqat; tahminan; tan olinishicha	правда; предположительно; по общему признанию
alternatively	as another option or possibility	Muqobil tarzda	альтернативно; в качестве альтернативы

concur	be of the same opinion; agree	Bir xil fikrda bo‘lmoq, umumiy fikrga kelmoq, rozi bo‘lmoq	сходиться в мнениях, приходить к общему выводу, соглашаться
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Unit 10

cosmopolitan	containing people from different countries and cultures	ko‘p millatli, madaniyatli	многонациональный
suburb	areas where people live, outside the town centre	Shahar atrofi, tashqarisi	окраина, пригород
megalopolis	a very large, heavily populated city or urban complex	Megalopolis, katta shaharlar aglomeratsiyasi	мегалополис, агломерация крупных городов; группа слившихся агломераций
megacity	a very large city, typically one with a population of over ten million people	megashahar	Мегаполис, мегагород
settlement	a place, typically one which has previously been uninhabited, where people establish a community	manzilgoh	поселение, колония
underwater tunnel	a tunnel which is partly or wholly constructed under a body of water. They are often used where building a bridge or operating a ferry link is impossible, or to provide competition or relief for existing bridges or ferry links	Suvosti tunneli	подводный тоннель
Scuba diving	activity of swimming underwater using special breathing equipment. The equipment consists of cylinders of air which you carry on your back and which are connected to your mouth by rubber tubes.	Suv ostiga sho‘ng‘ish	погружение с аквалангом
court	a place where they	sud	суд

	punish criminals by trial . A judge works here		
craft market	a shop that sells products that have been hand-made in that region or country	Hunarmandc hilik bozori	ремесленный рынок

Unit 11

follow	go or come after (a person or thing proceeding ahead); move or travel behind	Ortidan bormoq, poylamoq	следовать, идти за
recite	repeat aloud or declaim (a poem or passage) from memory before an audience	(she'r va shu kabilarni) ovoz chiqarib o'qish	читать вслух (стихи и т. п.)
vivid	If you describe memories and descriptions as vivid, you mean that they are very clear and detailed.	Yorqin, jonli	яркий; живой
imprison	put or keep in prison or a place like a prison	Qamoqqa tiqish; ozodlokdan mahrum qilmoq;	заключать в тюрьму; лишать свободы
explore	travel through (an unfamiliar area) in order to learn about it	Tadqiq qilmoq; o'rganmoq; tahlil qilmoq	исследовать, рассматривать, изучать, анализировать
spring	a place where water or oil wells up from an underground source, or the basin or flow formed in such a way	Buloq, chasma, sarchashma	источник, ключ, родник
generate	cause (something, esp. an emotion or situation) to arise or come about	Ishlab chiqarmoq, issiqlik, elektr ishlab chiqarmoq	производить; генерировать, делать
transform	make a marked change in the form, nature, or appearance of	ko'rinishini o'zgartirmoq, o'zgacha shakl bermoq	видоизменять, придавать иную форму
replica	an exact copy or model of something, especially one on a smaller scale	1) aniq nusxa 2) reproduksiya	1) реплика, точная копия 2) репродукция
courtyard	an unroofed area that is enclosed by walls or buildings,	Ichki hovli	внутренний двор

	typically one forming part of a castle or large house		
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Unit 12

article	a piece of writing that is published in a newspaper or magazine	maqola	статья
effectively	suitable or proper in the circumstances	samarali	действительно; эффективно
relevant	Something that is relevant to a situation or person is important or significant in that situation or to that person.	mos, taaluqli	уместный, относящийся к делу
scan	a reading technique where the reader looks for specific information rather than trying to absorb all the information.	(matn)ni tez ko‘z yugurtirib asosiy mazmunini bilish	бегло просматриват ь (текст)
skim	read (something) quickly so as to note only the important points	faqatgina muhim masalalarga e’tibor qaratib tez o‘qib chiqish	поверхностно знакомиться (с чем-л.) , бегло просматриват ь (что-л.)
paragraph	a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering	xat boshi	абзац
section	a relatively distinct part of a book, newspaper, statute, or other document	paragraf, qism	параграф, раздел
subheading	a heading given to a subsection of a piece of writing	xat boshi nomi	подзаголовок
summary	a brief statement or account of the main points of something	qisqacha bayoni	краткое изложение

Unit 13

line graph	a graph that measures change in values over time and is represented by individual data points connected by straight lines	nazoratchi	диаграмма в виде ломаной линии/кривой
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decrease	make or become smaller or fewer in size, amount, intensity, or degree	kamaytirmoq, qisqartmoq	уменьшаться, убывать, сокращаться
increase	become or make greater in size, amount, or degree	o'smoq, oshmoq; qo'shilmog	возрастание, рост; прибавление, прирост
slight	small in degree; inconsiderable	oz miqdorda, arzimas	лёгкий, небольшой, незначительный
gradual	change or process occurs in small stages over a long period of time, rather than suddenly	Asta-sekin, bosqichma-bosqich	постепенный; последовательный
to double	become twice as much or as many	Ikki barobar o'smoq	удваивать
dramatic	(of an event or circumstance) sudden and striking	Keskin, sezilarli	резкий, существенный (об изменениях)
Steep	(of a slope, flight of stairs, or angle) rising or falling sharply; almost perpendicular	Keskin	резкий
fluctuate	If something fluctuates, it changes a lot in an irregular way	tebranmoq	быть неустойчивым, меняться; колебаться; колыхаться
To be stable/ to be constant/ level off	the practice or skill of organizing your working time in the most efficient way	Vaqt taqsimoti	Разрабатывать план

Unit 14

temple	a building devoted to the worship of a god or gods	ibodatxona	храм; церковь
remains	the parts left over after other parts have been removed, used, or destroyed	qoldiqlar	остатки
Clan	a large family	urug'	род, племя, клан
extinct	no longer in existence	Yo'qolgan	вымерший; пресекшийся (о

			роде)
chamber	Used as a grave		погребальная камера
isolated	a long way away from large towns and is difficult to reach	Alohida , ajralib qolgan	изолированный, отдельный
survive	continue to live or exist, especially in spite of danger or hardship	Omon qolish, jon saqlash	пережить (по времени)
Fierce	having or displaying a violent or ferocious aggressiveness	Kuchli, yovuz, vahshiy	жестокий, лютый, свирепый
inbreeding	the repeated breeding of closely related animals or people	Yaqin qarindosh organizmlarnin g chatishishi	межродственное скрещивание
engraved	engraved on your mind or memory or on your heart, you are emphasizing that you will never forget it, because it has made a very strong impression on you.	o'yib yozilmoq	Выгравированный

Unit 15

anthropologist	a person who studies various elements of humans, including biology and culture, in order to understand human origin and the evolution of various beliefs and social customs.	antropolog	антрополог
BC	You use BC in dates to indicate a number of years or centuries before the year in which Jesus Christ is believed to have been born.	Eramizdan oldin	до нашей эры
mud	soft, sticky matter resulting from the mixing of earth and water	loy	грязь, слякоть
catalogue	a list or record, as of items for sale or courses at a university, systematically arranged and often including descriptive material: a stamp catalog	katalog	предметный каталог
cross-reference	a note in a book which tells you that there is relevant or more	havola	перекрёстная ссылка

	detailed information in another part of the book		
record	a thing constituting a piece of evidence about the past, especially an account kept in writing or some other permanent form	Yozuv, ro'yhatga olish	запись; регистрация, письменная фиксация
Source document	an artifact, document, diary, manuscript, autobiography, recording, or any other source of information that was created at the time under study	Haqiqiy hujjat	подлинный документ, подлинник документа (в репрографии: оригинал какого-л. документа, с которого делаются копии)
software	the programs and other operating information used by a computer	Kompyuter ta'minoti	программное обеспечение (ПО), компьютерные программы, "софт"

Unit 16

average	of the usual or ordinary amount, standard, level, or rate	ortacha	средний
employee	a person employed for wages or salary, especially at non-executive level	Ishchi; xodim	служащий; работающий по найму
flexible	capable of bending easily without breaking	moslashuvchan	податливый, легко приспособляемый; гибкий
salary	a fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker	Maosh, oylik	жалованье, заработная плата (служащего); оклад
promotion	продвижение по службе;	Ko'tarilish	продвижение

	ПОВЫШЕНИЕ В ЗВАНИИ	lavozimnng oshishi	по службе; повышение в звании
staff	all the people employed by a particular organization	Xodimlar shtati	штат служащих; служебный персонал
facilities	something such as an additional service provided by an organization or an extra feature on a machine which is useful but not essential	Xizmat ko'rsatish vositalari; qulayliklar, xizmatlar	средства обслуживания, удобства; услуги
inspirational	providing or showing creative or spiritual inspiration	Iltimlantiruvchi	вдохновляющий, воодушевляющий
motivation	a reason or reasons for acting or behaving in a particular way	undash	побуждение; движущая сила
influence	the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself	Ta'sir	влияние, действие, воздействие

Unit 17

introducer	servicing as an introduction to a subject or topic; basic or preliminary	kirish	вводный, вступительный
experience	the knowledge or skill acquired by a period of practical experience of something, especially that gained in a particular profession	tajriba	(жизненный) опыт
opinion	a view or judgement formed about something, not necessarily based on fact or knowledge	Fikr	взгляд, мнение, убеждение
solution	problem-solution essay is a method for analyzing a problem and proposing one or more solutions.	Hal etish	решение, разрешение (проблемы и т. п.); разъяснение
conclusion	the summing-up of an argument or text	xulosa	заключение, вывод

argument	a summary of the subject matter of a book	Sabab	довод, аргумент
illustrate	explain or make (something) clear by using examples, charts, pictures, etc.	Misol keltirmoq	иллюстрировать, приводить примеры

Unit 18

remarkable	worthy of attention; striking	Nodir	Замечательный
attachment	an extra part or extension that is or may be attached to something to perform a particular function	Mahkamlab qo'yish. Biriktirish.	Привязанность
notable	worthy of attention or notice; remarkable	Mashhur odam	Примечательные
retain	continue to have (something); keep possession of	Saqlamoq	Охранять
influx	an arrival or entry of large numbers of people or things	Yopirilib kelish	Приток
contradict	deny the truth of (a statement) by asserting the opposite	Qarshi fikr bildirmoq	Противоречить
proportion	a part, share, or number considered in comparative relation to a whole	Qism, bo'lak	Пропорция
expose	make (something) visible by uncovering it	Ko'rsatmoq	Выставить
conversely	introducing a statement or idea which reverses one that has just been made or referred to	suhbatlashmoq	обратно

Unit 19

non-stop	continuing without stopping or pausing	toxtamaydigan, tugamaydigan	безостановочный, идуший без остановок;
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			непрекращающийся
retailer	a person or business that sells goods to the public	Chakana savdogar	розничный торговец, лавочник
in-store	facilities are facilities that are available within a department store, supermarket or other large shop	do‘kon ichidagi qulaylikar	торговый, внутримagaзинный (располагающийся или действующий в помещении магазина)
broadcast	transmit (a programme or some information) by radio or television	Tele yoki radio eshittirishlarini uzatmoq	радио- или телевещание, трансляция
advertorial	the process of adapting or becoming used to a new situation	ma‘lumot beruvchi reklama	информирующая реклама (нацелена на сообщение фактов, а не на сбыт товаров)
tailor to	make or adapt for a particular purpose or person	moslashtirmoq	приспосабливать для (кого-л. / чего-л.)
customer	someone who buys goods or services, especially from a shop	Xaridor; iste‘molchi	покупатель; потребитель
sophisticated	aware of and able to interpret complex issues; subtle	nozik	утончённый, изысканный
satellite	an artificial body placed in orbit round the earth or another planet in order to collect information or for communication	Sun‘iy yo‘ldosh	спутник
unobtrusive	not conspicuous or attracting attention	E‘tiborni jalb etmaydigan	ненавязчивый, скромный

Unit 20

supernova	a star that suddenly increases greatly in brightness because	Eng so‘nggi yulduz	сверхновая звезда
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	of a catastrophic explosion that ejects most of its mass		
hilarious	it is extremely funny and makes you laugh a lot.	Quvnoq, xushchaqchaq	весёлый, шумный, оживлённый
ambition	a strong desire to do or achieve something	Orzu-istak, intilish; shuhratparastlik	честолюбие; тщеславие
attend	be present at (an event, meeting, or function)	qtnashmoq	посещать; присутствовать
visual	relating to seeing or sight	ko‘rishga oid	зрительный
exhibition	a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair	ko‘rgazma	выставка
sell-out	If a play, sports event, or other entertainment is a sell-out, all the tickets for it are sold.	Anshlag	полный сбор, аншлаг
playwright	a person who writes plays	dramaturg	драматург
correspond	have a close similarity; match or agree almost exactly	mos bo‘lmoq, to‘gri kelmoq	соответствовать, соотноситься
performance	an act of presenting a play, concert, or other form of entertainment	Ijro etish	исполнение, выполнение
polished	shiny as a result of being rubbed	Sayqallangan	(от)полированный; блестящий,

Unit 21

Apologize	to tell someone that you are sorry for having done something that has caused them problems or unhappiness	Uzr so‘ramoq; rasman uzr so‘ramoq	Извиняться; приносить официальные извинения
appreciate	recognize the full worth of	Baholamoq, qadrlamoq	Оценивать, быть признательным
Reference	a letter that is written by someone who knows you and	tavsiyanoma	отзыв, рекомендация

	which describes your character and abilities. When you apply for a job, an employer might ask for references.		я
qualification	an official record showing that you have finished a training course or have the necessary skills, etc	malakalar	квалификация; подготовленность, пригодность; навык
full time work	for all the hours of a week during which people normally work, rather than just for a part of it	To'liq ish kuni ishlash	полная занятость
part-time worker	for only part of the day or week during which people normally work	To'liq bo'lmagan ish kuni ishlovchi ishchi	работник, занятый неполный рабочий день
analyze	examine methodically and in detail the constitution or structure of (something, esp. information), typically for purposes of explanation and interpretation	Tahlil etmoq	Анализировать
Carry out	to do or complete something, especially that you have said you would do or that you have been told to do	Amalga oshirmoq	выполнять, осуществлять; приводить в исполнение
long term	continuing a long time into the future	Uzoq muddatli	долгосрочный период

Unit 22

global warming	a general increase in world temperatures caused by increased amounts of carbon dioxide around the Earth	global isish	глобальное потепление
due to	preposition because of something	natijasida sababli	вследствие
undertake	1 to accept that you are responsible for a piece of	bo'uniga olmoq,	брать на себя, обязываться

	work, and start to do it undertake a task/a project/research/a study etc	amalga oshirmoq	
melt	if something solid melts or if heat melts it, it becomes liquid	eritmoq, yumshatmoq	растопливать, плавить
threat	a statement in which you tell someone that you will cause them harm or trouble if they do not do what you want	tahdid, havf- hatar	угроза, опасность
cap	a type of flat hat that has a curved part sticking out at the front	ortiq bo'lmoq, oshibketmoq	кепка, шапка, фурашка
occurrence	something that happens occur frequent/ rare/ common occurrence	voqea, hodisa, holat	случай, прошествие, явление
glacier	an extremely large mass of ice which moves very slowly, often down a mountain valley	muz	Ледник
flood	an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land	Suv toshqini	наводнение, потоп
Carbon dioxide	a gas, it is produced by animals and people breathing out, and by chemical reactions	Karrbonad angidrid gazi	углекислота, углекислый газ

Unit 23

outbreak	a sudden occurrence of something unwelcome, such as war or disease		вспышка, внезапное появление,
Dire	extremely serious or urgent		ужасный, жуткий; внушающий ужас
consequence	a result or effect, typically one that is unwelcome or unpleasant abrupt withdrawal of drug treatment can have serious consequences		(по)следствие, результат (чего- л.)
famine	a situation in which large numbers of people have little or no food, and many of them die		ГОЛОД
impact	a marked effect or influence		сильное

			воздействие; влияние
malnutrition	lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat		недоедание, недостаточное питание
bubonic plague	a serious infectious disease spread by rats. It killed many people during the Middle Ages		бубонная чума
hallucination	the experience of seeing something that is not really there because you are ill or have taken a drug		галлюцинация
fungus	any of a group of unicellular, multicellular, or syncytial spore-producing organisms feeding on organic matter, including moulds, yeast, mushrooms, and toadstools		гриб; плесень
riot	an outburst of uncontrolled feelings		буйство, пышность, изобилие

Unit 24

basement	a room or area in a building that is under the level of the ground	podval, yerto‘la	подвал, цокольный этаж
spacious house	a spacious house, room etc is large and has plenty of space to move around in cramped a spacious living area	keng uy	просторный дом
dilapidated	a dilapidated building, vehicle etc is old and in very bad condition	yarim haroba, eskirgan	разваливанный
a terraced house	a house which is part of row of houses that are joined together row house	o‘xshash uylar qatori	ряд однотипных домов вдоль улицы
a bungalow	British English a house that is all on ground level	bir qavatli uy	бунгало, одно- этажная дача
a detached	house or garage is	alohida uy,	отдельный дом

house	not joined to another building	bo‘lak uy	(здание)
hostel	an establishment which provides inexpensive food and lodging for a specific group of people, such as students, workers, or travellers	Talabalar yotoqxonasi	студенческое общежитие
Shared house	as rental places with spaces separate from a private room where the residents can gather together to “ share ” and exchange in a new and exciting way of living	Umumiy uy, birgalikda yashaladigan uy	СОВМЕСТНЫЙ ДОМ
accommodation	a room, group of rooms, or building in which someone may live or stay	Turar joy	жильё, жилище,
Rent	pay someone for the use of (something, typically property, land, or a car)	Ijaraga olmoq	арендовать, брать в аренду

Unit 25

bar chart	a diagram which uses bands of different heights and equal widths to show different amounts, so that they can be compared easily	Ustunli diagramma	гистограмма
line chart /graph	a type of graph which displays data by means of a series of points connected by a line	Grafika	График кривой
overall	taken as a whole; in all		ПОЛНОСТЬЮ, В (ОБЩЕМ И) ЦЕЛОМ
Data	facts and statistics collected together for reference or analysis	Ma‘lumotlar	данные, факты, сведения
Statistics	the practice or science of collecting and analysing numerical data in large quantities, especially for the purpose of inferring proportions in a whole from those in a representative sample	Statistic ma‘lumotlar	статистические данные
Video console	A specialized desktop computer used to play video games	Video konsol; o‘yin	ВИДЕОКОНСОЛЬ; игровой

		videopulti	ВИДЕОПУЛЬТ
Majority	the greater number	Ko'p miqdorda	БОЛЬШИНСТВО
minority	the smaller number or part, especially a number or part representing less than half of the whole	Kam miqdorda	МЕНЬШИНСТВО; МЕНЬШЕЕ ЧИСЛО
PC	a personal computer	Shaxsiy kompyuter	персональный компьютер, ПК
housing	houses and flats considered collectively	Turar joy sharoitlari	жилищные условия, жилищное обеспечение

Unit 26

nuclear family	a family <u>unit</u> that <u>consists</u> only of a <u>husband</u> , <u>wife</u> , and children	kichkina oila	ядерная семья
to rear	the rear the back part of an <u>object</u> , <u>vehicle</u> , or building, or a <u>position</u> at the back of an object or area front at/to the rear (of something) a garden at the rear of the house	katta qilmoq, boqmoq, o'stirmoq	задний поднимать воздвигать
Upbringing	the way that your parents care for you and <u>teach</u> you to <u>behave</u> when you are growing up	tarbiya, ta'lim	воспитание
Species	a group of <u>animals</u> or <u>plants</u> whose members are <u>similar</u> and can <u>breed</u> together to <u>produce</u> young animals or plants	tur, nav, xil	разновидность
Mate	someone you work with, do an activity with, or <u>share</u> something with class/ team/work etc	sherik, o'rtoq, juft (qushlar va hayvonlarga nisbatan) juftlashmoq	пара, спариваться
herring	a long <u>thin silver sea fish</u> that can be eaten	seld balig'i	сельдь; селедка
gull	a large <u>common</u> black and white <u>sea bird</u> that lives	chayka, baliqchi qush	чайка

	<u>near</u> the sea		
wasp	a <u>thin</u> black and <u>yellow</u> <u>flying insect</u> that can <u>sting</u> you	qovoqari	оса
Intruders	1 someone who illegally <u>enters</u> a <u>building</u> or area, usually in order to <u>steal</u> something 2 someone who is in a place where they are not wanted	ruhsatsiz, taklifsiz kirmoq; hira odam	грабитель навязчивый человек
hive	a small <u>box</u> where <u>bees</u> are kept, or the bees that live in this box	asal ari yashigi (uyasi) arixona	улей; сажать в улей
Insect	a small <u>creature</u> such as a <u>fly</u> or <u>ant</u> , that has six <u>legs</u> , and <u>sometimes wings</u>	hashorat	насекомое
Invertebrates	a living <u>creature</u> that does not have a <u>backbone</u>	umurtqasiz	беспозвоночный

Unit 27

Charge with	to make a formal statement saying that someone is accused of a crime	ayblamoq	обвинять; ставить в вину
court	a body of people presided over by a judge, judges, or magistrate, and acting as a tribunal in civil and criminal cases	sud	суд
Guilty	culpable of or responsible for a specified wrongdoing	aybdor	виновный
Punish	inflict a penalty or sanction on (someone) as retribution for an offence, especially a transgression of a legal or moral code	jazolamoq	наказывать; карать
Execute	carry out a sentence of death on (a legally condemned person)	Qatl etmoq	казнить

Outcome	the way a thing turns out; a consequence	Natija, yakun	исход, итог, последствие
Cognitive	relating to the mental process involved in knowing, learning, and understanding things	kognitiv	КОГНИТИВНЫЙ, познавательный
Bleating	(of a sheep, goat, or calf) make a characteristic weak, wavering cry	Ma'ramoq	блеять; мычать
liberty	a right or privilege, especially a statutory one	imtiyozlar	вольности, привилегии
Civil	relating to ordinary citizens and their concerns, as distinct from military or ecclesiastical matters	Fuqarolik	гражданский

Unit 28

bungee jumping	a sport in which you jump off something very high with a long length of special rope	balandlikda n sakrash	прыжки с тарзанки
Zorbing	the activity of rolling down a hill inside a very large plastic ball	zorbing	зорбинг
Amateur	1 someone who does an activity just for pleasure, not as their job professional a gifted amateur 2 <i>informal</i> someone who you think is not very skilled at something	havaskor; ko'ngil ochish uchun qilingan	любитель
Referee	someone who makes sure that the rules of a sport such as football, basketball, or boxing, are followed	xakam	Судья
runner-up	the person or team that comes second in a race or competition	ikkinchi o'rin sohibi	занявший второе места
Spectator	someone who is watching an event or game audience 1 a sport that people go and watch 2 something that you watch rather than take part in – usually used humorously.	tomoshabin	зритель
wrestling	a sport in which two people fight by holding each other and trying to make each other fall to the ground	kurash sport turi	борьба
white-	the activity of	tez oqar	рафтинг для

water rafting	riding in an inner tube (=large rubber tube filled with air, like those inside a tyre) along a fast-flowing river that runs under the ground through caves (black water rafting-рафтинг)	daryoda kanoeda suzish	белой воды
Triathlon	a sports competition in which competitors run, swim, and cycle long distances	uch kurash	троеборье

Unit 29

Ensure	to make certain that something will happen properly make sure facilities to ensure the safety of cyclists ensure	ta'minlamoq, kafolatlamoq	обеспечивать
easy-going	not easily upset, annoyed, or worried	beparvo, beg'am	с легким характером
delight with	a feeling of great pleasure and satisfaction	zavq shavq xursandchilik	восхищаться
Paradox	a situation that seems strange because it involves two ideas or qualities that are very different	sog'lom aql-ga zid fikr, mantiqga mos kelmaydigan	парадокс
instead	used to say what is done, when you have just said that a particular thing is not done	o'rniga	вместо
soap powder	a powder that is made from soap and other chemicals, used for washing clothes	kir yuvish kukuni poroshok	стиральный порошок
await	to wait for something	kutmoq, shay turmoq	ожидать; ждать
indecisive	unable to make clear decisions or choices	Ikkilangan, qat'iymas	нерешительный, неоканчательный

Unit 30

consistent	acting or done in the same way over time, especially so as to be fair or accurate	izchil	последовательный, стойкий
plummet	decrease rapidly in value or amount	(valyutalar va aksiyalar narxi)keskin pasayishi	Резко падать (о курсе валют и акций)
Impulsive	acting or done without forethought	impulsiv	импульсивный, легко возбудимый
competent	having the necessary ability, knowledge, or skill to do something successfully	Ma'lumotli	осведомлённый, сведущий
Self-oriented	person sees, interprets, and plans things more in terms of other people.	Mustaqil shaxs	самостоятельный человек
spontaneous	happening or done in a natural, often sudden way, without any planning or without being forced	Tasodifan, to'satdan, dabdurustan	непосредственный; непринуждённый
Self-reliant	If you are self-reliant, you are able to do things and make decisions by yourself, without needing other people to help you	O'z kuchiga ishongan	уверенный в своих силах, в себе
Strong willed	determined to behave in a particular way although there might be good reasons for not doing so	Qat'iyatli	человек сильной воли
appreciative	feeling or showing gratitude or pleasure	minnatdor	умеющий ценить, благодарный
sensitive	easily damaged, injured, or distressed by slight changes	Ta'sirchan	чувствительный, нежный

Unit31

Hospitality	friendly, generous, and welcoming to guests or people they have just met.	Mehmondo'stlik	гостеприимство
pour	a stream	toshmoq	литься
inhabitant	a person who lives in a place	yashovchi	житель
regret-	to feel sorry	afsus	сожаление
occasion	opportunity	qulay	случай

		fursat	
nod	head up and down	bosh irgish	кивок
residence	a diplomatic representative	resident	резидент
essential	important	muhim	главное

Unit 32

Hieroglyph	an element of writing system	iyeroglif	иероглиф
indicate	to point out	korsatmoq	указывать, показывать
complexity	the state of being complex	murakkablik	сложность
fiction	imaginative writing	badiiy asar janri. Afsona	художественное
pictorial	illustrated by pictures	tasviriy	художественное
intend	to fix the mind	nazarda tutmoq	намереваться
influence	power to affect	tasir	влияние
illustrate	illuminate	illuminatsiya	иллюстрировать

Unit33

grumpy	unhappy , angry	janjalkash	сердитый
lark	jolly	quvnoq. hazil	веселье
owl	crazy	ahmoq	глупец
circadian rhythm	rhythm	sutkalik ritm	суточное
alertness	attentively	ziyrak	бдительность
recuperate	inspire	sogaymoq	восстановить сил
ulcer	injure	yara	язва, морально
hence	period	buzib korsatish	искажать
grouchy	dissatisfied	shundan beri	следовательно
distort	break	norozi	недовольный

Unit34

Possess	ownership	egalik	владеть
destination	place or point aimed at	belgilangan	место назначения
resort	a place where people go for recreation	himoya	обращение
long haul	long term	uzoq muddat	Длинный период
short haul	short period	qisqa muddat	Короткий период

Cut down	to reduce	qisqartirish	сокращать
storey	afloor .level of smth	qavat .daraja	уровен
look forward	to expect or wait for	intizorlik bilan	ожидать
tolerate-	to allow	ruhsat bermoq	разрешение
courier-	a person delivers messages	a person delivers messages	курьер

Unit35

float	water or liquid	suyuqlikda qalqish	плавучая масса
collision	instance of colliding	toqnashuv	столкновение
disruption	interruption	buzish,yemirilish	крушение
disturbance	mental imbalance	besaranjomlik	беспорядок
levitation	raising of smth	kotarmoq	взлет
beam	piece of tember	nur	луч
pillar	large post	tayanch	стойка
petition-	-request	iltimos	прошение
compulsory	require	talab	обязательный
inheritance	title to an estate upon death	merosxor	наследник

Unit36

interpersonal skills	one of the essential requirements to the salespeople	Shahsiy qobiliyat	коммуникабельность
organizational skills	Organizational abilities and methods relate to the way that work, activities, or events are planned and arranged.	Tashkiliy qobiliyat	организационный
planning	the process of deciding in detail how to do something before you actually start to do it	rejalashtirish	Программа действие
future goals	the object of a person's ambition or effort; an aim or desired result	Kelajak rejalar	Будущее планы
values	principles or standards of behaviour; one's	qimmat	ценность

	judgement of what is important in life		
attitude	a settled way of thinking or feeling about something	Fikr mulohaza	Позиция.отношения
time management	the practice or skill of organizing your working time in the most efficient way	Vaqt taqsimoti	Разрабатывать план

TARQATMA MATERIALLAR

Unit 1

Handout 1

Handout 2

exporter	communications
mixture	market
education	government
scientists	oriental
multinational	development
handicraft	secular
monument	state
Infrastructure	

Handout 3

In the general opinion Uzbekistan is often seen as a country of deserts, caravans and oriental culture having nothing to do with modern secular state. Today Uzbekistan is modern state that has a stable _____, economic, scientific and technical, social and cultural _____. It is a mixture of a great past history and dynamically developed present. Uzbekistan is not only the 2nd largest exporter of cotton and largest of vegetables and fruits and other _____ products in the world, but also a country with strong industrial _____, 9th biggest producer of gas and gold. Uzbekistan is not only country of worldwide known scientists and enlightens who made in the past their significant _____ to the developing of global civilization, but also a country with vast nowadays scientific potential and achievements in the field of education, the country where the readers rate

comprises 99, 94%. Uzbekistan is not only country with developed _____ bazaar trade and handicraft traps, but also a country with modern market economy and _____ sector. Uzbekistan is supposed to be a Muslim country, but not only Muslim grievers live there. Uzbekistan is more multinational, and multi religion country. There are more than 100 ethnic groups, also it is a _____ state where citizens have right to choose religion on their own, and where respect to other confessions is protected by law.

Uzbekistan is not only country that is well known for its regional ancient culture and traditional sports, but also a country well known in the world for its lively and modern art and sport _____. Uzbekistan is not only the place of one the most ancient civilizations in the world, which left worldwide known monuments of architecture and art, but also a country with modern architectural ensembles, highways and constructions with developed _____, transport and communication systems. Uzbekistan is not only a country of tulips, unique landscapes, and charming beauty of nature, but also a country combining antiquity and eternal youth, where young people _____ up to 60% of population. Uzbek women are, of course, very good housekeepers and children mentors as everywhere in the world, but they are also modern business leaders, large company leaders, scientists, and politicians, who can greatly act to work crucial government _____ in building the future of government. Welcome to Uzbekistan! Build your future with us!

Teacher's Notes, handout 2

An exporter is a country, firm, or person that sells and sends goods to another country.	Communications means of travelling or of transporting goods, such as roads or railways
Mixture a combination of different things in which the component elements are individually distinct	Market a regular gathering of people for the purchase and sale of provisions, livestock, and other commodities
Education involves teaching people various subjects, usually at a school or college, or being taught.	Government the system by which a state or community is governed
A scientist is someone who has studied science and whose job is to teach or do research in science.	Oriental means coming from or associated with eastern Asia.
Multinational including or involving several countries or individuals of several nationalities	Development is the gradual growth or formation of something.

Handicraft decorative domestic objects made by hand	Secular not connected with religious or spiritual matters
Monument a statue, building, or other structure erected to commemorate a notable person or event	State a nation or territory considered as an organized political community under one government
Infrastructure the basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise	

Teacher's Notes, handout 3

In the general opinion Uzbekistan is often seen as a country of deserts, caravans and oriental culture having nothing to do with modern secular state. Today Uzbekistan is modern state that has a stable *political*, economic, scientific and technical, social and cultural *development*. It is a mixture of a great past history and dynamically developed present. Uzbekistan is not only the 2nd largest exporter of cotton and largest of vegetables and fruits and other *agricultural* products in the world, but also a country with strong industrial *sector*, 9th biggest producer of gas and gold. Uzbekistan is not only country of worldwide known scientists and enlightens who made in the past their significant *contribution* to the developing of global civilization, but also a country with vast nowadays scientific potential and achievements in the field of education, the country where the readers rate comprises 99, 94%. Uzbekistan is not only country with developed *oriental* bazaar trade and handicraft traps, but also a country with modern market economy and *financial* sector. Uzbekistan is supposed to be a Muslim country, but not only Muslim grievers live there. Uzbekistan is more multinational, and multi religion country. There are more than 100 ethnic groups, also it is a *secular* state where citizens have right to choose religion on their own, and where respect to other confessions is protected by law.

Uzbekistan is not only country that is well known for its regional ancient culture and traditional sports, but also a country well known in the world for its lively and modern art and sport *achievements*. Uzbekistan is not only the place of one the most ancient civilizations in the world, which left worldwide known monuments of architecture and art, but also a country with modern architectural ensembles, highways and constructions with developed *infrastructure*, transport and communication systems. Uzbekistan is not only a country of tulips, unique landscapes, and charming beauty of nature, but also a country combining antiquity

and eternal youth, where young people represent up to 60% of population. Uzbek women are, of course, very good housekeepers and children mentors as everywhere in the world, but they are also modern business leaders, large company leaders, scientists, and politicians, who can greatly act to work crucial government decisions in building the future of government. Welcome to Uzbekistan! Build your future with us!

Unit 2

ions.



- 3** Complete the sentences using the expressions from the box. Explain their meaning.

is inevitable; tonal nature; constructed rationally; in the foreseeable future; much less so the case; to say nothing of; inveterate homemakers;

1. In order to make it neutral and easily absorbed Esperanto was _____
2. It _____ that English becomes a single international language.
3. A specific _____ of the Chinese language hampers its spreading.
4. Popularity of French as a language of diplomacy and exchange is _____
5. English is unlikely to be replaced by any other language _____
6. Common words and expressions like 'open', 'close', 'enter', 'shop', 'happy' are popular even among _____
7. English words are popular enough in all cities and towns _____ tourist centers.



Working Language

A lingua franca (LF) is a working language used by different populations to communicate when they do not share a common language. It is also called a bridge language, vehicular language or unifying language. Generally, a lingua franca is a third language that is distinct from the native language of both parties involved in the communication, sometimes for commercial reasons («trade languages»), but also for diplomatic and administrative convenience, and **as a means of** exchanging information between scientists and other scholars of different nationalities.

The use of LF may be almost as old as language itself. Certainly, they have existed since antiquity. The term **originates** with one such language, Mediterranean LF. Latin and Greek were the LF of the Roman Empire.

Arabic was another early LF to develop because of the **sheer size** of the Islamic Empire dating back to the 7th Century. Arabic also served as the LF of science and diplomacy in the 1200's because at that time, more books were written in Arabic than in any other language. Still in some European languages (including Georgian), there are some

Arabic words as admiral, algorithm or aubergine.

Malay was the LF of Southeast Asia and was used by Arab and Chinese traders there **prior to** the arrival of the Europeans. Once they arrived, people like the Dutch and British also used Malay to communicate with the native peoples.

In fact, **in it's time** distinct spheres used to have distinct LF, for example, Latin – in science. In 1687, Isaac Newton published his “Mathematic Principals Of Natural Philosophy” in Latin. English interpretation was published only 42 years later after his death.

Today, LFs play an important role in global communication as well. Examples of LFs remain numerous, and exist on every continent. The most **obvious** example as of the early 21st century is English. The United Nations defines its official languages as Arabic, Chinese, English, French, Russian, and Spanish. The official language of international air traffic control is English. In certain countries, the LF is also used as the national language; e.g., Urdu is the LF of Pakistan as well as the national language.

8 Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end _____
2. to come or bring into being _____
3. very steep _____
4. before, until _____
5. time in the past when something or someone was popular or common _____
6. easy to see or understand; evident _____

9 Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. ____
2. A greater amount of books in XIII century were written in the Arabic language. ____
3. Before Malay, people used Arabic in Southern Asia. ____
4. Isaac Newton's book was published after his death. ____
5. Still, there are some lingua francas in different places. ____
6. Nowadays, all the pilots communicate in their own lingua franca. ____

Unit 3

1 Sort out expressions in the box into two columns.



a) shaking hands b) using capital letters c) not mentioning the title in the mail you are sending d) listening attentively when smb. is speaking e) shouting at people f) putting private information to public which can be seen by everyone even criminals, government, future employers g) showing loyalty and good mood h) chain letters i) being very brief and clear j) being emotional k) no one can guess your mood l) citing others' work you use

Real life behaviour

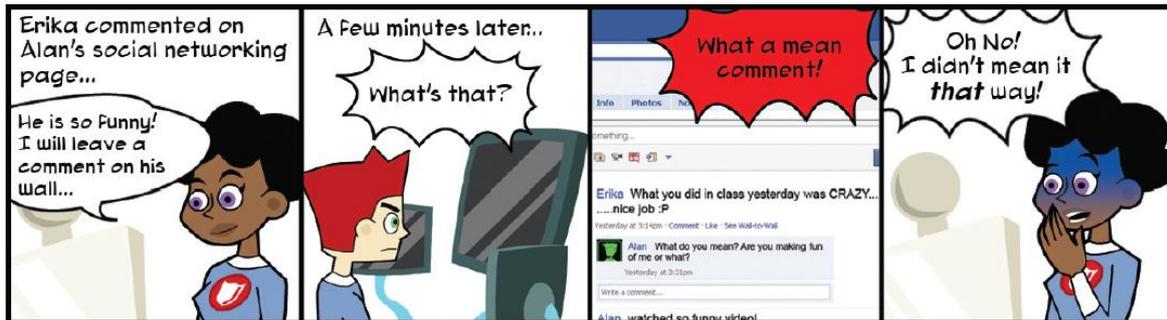
On-line behaviour

a. _____

b. _____

1. What is Netiquette?

Rules for how you should act in cyberspace. These rules help keep the Internet polite and help everyone get along.



Quiz 1: What are the differences between talking to your friends or family over the Internet and talking to them in person?

Quiz 2: What could Erika have done to avoid this situation?



06

Netiquette Tips

Netiquette is the etiquette of the Internet, simple rules for how you should act in Cyberspace that keep things polite and help everyone get along. Here's some tips for being a good Cyber Citizen and practicing good Netiquette:

1 Ask Before you Post

Always ask permission before posting about someone or sharing an email, photo, or chat conversation, and make sure that it does not contain any personal information.

2 Pay Attention to Format

Check for typos or other mistakes before you post or send a message. Use emoticons like ;) and acronyms like LOL to get your message across in the right spirit. Avoid using ALL CAPS, it means you are shouting.

3 Be polite and respectful of others

Keep messages short, polite, and to the point. Don't spam people with multiple messages or waste their time. Try not to use too much chat slang if you think the other person won't understand it.

4 Be a Champion, not a Chump

Be helpful and courteous to others and don't be a cyber bully. If someone is being rude to you, be the better person. Talk to a trusted adult, block them, or simply walk away. If they are bullying someone else, don't join in and make it worse. Be supportive and positive and try to help the victim if you can.

2 Match the words and phrases with their definitions.

1. Surf the net		have experience of working with computers and know how to use them
2. Browse website		inappropriate message sent in the Internet to a large number of users
3. Virtual life		programs which allow you to store, look at or change a large amount of information quickly and easily
4. Spam		searching information in the Internet
5. Databases		computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world.
6. Computer-literate		spending time looking at things in the Internet
7. Crash		software error
8. A bug		a sudden failure which puts a system out of action
9. Back up		to be often unkind to someone or hurt other people
10. Bullying		the fact or state of being unable to stop doing something
11. Addiction		breaking into someone else's computer system, often on a network to steal or change or destroy information as a form of cyber-terrorism
12. Hacking/cracking		making extra copies of data in case the original is lost or damaged

Scale 116



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Unit 4

Handout 1

Read the words and select two of them. Explain the importance of your choice to your partner stating the role of them in your life.

stay away from the family, budget, overuse, do 'free' things, essential expenses, list of income and expenses, non-essential expenses, financial disaster, apply for scholarships and grants, keep records of expenses, put one's roommate in financial planning, financial aid office, manage one's debt

Handout 2

Review the statements below. Listen to the tape again and put the points in the correct order numbering 1-10.

- Create a budget and stick to it!
- Put your roommate in your financial planning. If you can, contact your roommate before the semester starts and decide how you'll divide expenses.
- Keep money safe and growing while you aren't using it.
- Ask for help when you need it. If you run into a financial disaster, call home and let your parents know you're in trouble. If an unexpected event changes your home financial situation, don't give up on university! First, talk with your financial aid office. Most colleges set aside funds to help students get through difficult situations.
- Save and project for future expenses.
- Learn to say "no" to friends.
- Do "free" things.
- Talk to your parents about who pays for what. Find out what you can count on from them and what you will be responsible for.
- Don't overuse plastic cards.
- Keep records of expenses.

Handout 3 Work in teams of three. Answer the questions in Exercise 3.

Handout 4 Work in pairs. Discuss the following questions.

- What tips can you suggest to your friend in managing his/her budget?
- Why do you think the tips to be useful? Prove your suggestion with your own life examples.

Handout 5

Read the quotes and fill in with the appropriate articles.

1. “Financial Management is _____ Operational Activity of _____ business that is responsible for

obtaining and effectively utilizing _____ funds necessary for efficient operation.”
— by Joseph Massie

2. “Financial Management is _____ area of financial decision making, harmonizing individual motives

and enterprise goals.” — by Weston and Brigham

3. “Financial management is _____ area of business management devoted to a judicious use of capital and _____ careful selection of sources of _____ capital in order to enable _____ business firm to move in _____ direction of reaching its goals.”—

by J.F. Bradlery

4. “Financial management is _____ application of _____ planning and control function to _____ finance

function.” — by Archer & Ambrosio

5. “Financial management may be defined as that area or set of administrative functions in _____ organization which relate with arrangement of cash and credit so that organization may have _____

means to carry out its objective as satisfactorily as possible.” — by Howard & Opton.

6. “Business finance can be broadly defined as _____ activity concerned with planning, raising,

controlling and administering of funds and in _____ business.” — by H.G Gathman & H.E

Dougall

Handout 6

Read the text and choose the best title.

1. Division of Human Resources Planning
2. Collaboration of employer and employee.

3. Human Resources Planning is Key to Your Business what is human resources (HR)? It includes workforce planning, employee development plans, building basic employee benefits and salary programs, training and development, hiring and firing of employees, and more. HR planning is a key activity for business; as it is very likely that your business cannot operate without people. Even a business with the owner as the only employee of the business needs human resources - planning and managing one employee (yourself) is just simpler (or perhaps harder). Human resources management is an important staff function for business; because of that, the HR plan needs to be part of the overall business plan. Building an employee development plan for each employee is part of the HR responsibility. What are the employee’s strengths and weaknesses? What training is necessary to improve skills? What specific skills does the employee have? Can those skills be used in other areas of the business (cross-training is important in small businesses)? Developing a development plan needs to include input from the individuals) responsible for HR in your organization, along with the employee and the supervisor or manager. Typically, HR also conducts salary and benefit surveys and builds basic employee benefits and salaries programs. Also it

handles workforce planning and scheduling (usually through a workforce coordinator or scheduler). If you are a one-person business, still consider human resources planning for the future: it is likely that as your business grows, your human resources needs

Handout 7 Complete the sentences with the correct form of must or have to.

Example We must have a party soon.

1 It’s my Dad’s birthday next week. I _____ buy him a present.

- 2 All my clothes are too small for me. I _____ lose some weight.
- 3 My doctor is worried about my weight. She says I _____ go on a diet.
- 4 _____ you _____ travel abroad in your job?
- 5 I'm sorry I couldn't come to your party. I _____ work late.
- 6 We need to save some money. We _____ have any more expensive meals in restaurants.

Handout 8 Put the verbs in brackets into the correct form.

Example They flew (fly) to Barcelona last week. A funny thing happened to me the other day. I (1) _____ (be) in a hurry to get to work and I found that my car wasn't working. I (2) _____ (have to) rush out of the house to catch the bus. While I (3) _____ (walk) along the street, I (4) _____ (notice) a woman of about my age on the opposite side of the road. I looked at her again and I (5) _____ (realize) that we (6) _____ (meet) before. She arrived at the bus stop a couple of seconds after me. 'She must be catching the bus, too,' I thought.

We (7) _____ just _____ (miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I (8) _____ (know) her. 'Excuse me, have we met before? I'm sure that I (9) _____ (recognize) you,' I said. She looked a bit surprised, but she (10) _____ (tell) me that her name was Angela Barker. 'You (11) _____ (study) history at Liverpool University' I shouted, 'from 1985 to 1988!' 'That's right!' she replied, 'And you're Claire ...?' 'Lewis. Well, my name was Lewis but I (12) _____ (be) married now. What (13) _____ you _____ (do) nowadays?' I asked. 'Well, I (14) _____ (work) in the Central Museum in town and I (15) _____ (live) in this area, in George Street, for about three years,' she replied. 'You're joking! I live round the corner from there. I (16) _____ (not believe) it! We (17) _____ (be) neighbours for three years and we (18) _____ never _____ (see) each other!' I said. 'I know, it's incredible!' she (19) _____ (agree), 'And I'm glad that you spoke to me because I wondered why you (20) _____ (look) at me all the time!'

Meetings and negotiations Collocations dominoes- Playing cards

	find		
running out	common	ground	attend
a meeting	the next item on	the agenda	play it by
ear	reach	agreement with	make a
concession	meet you	halfway	the main
aim	take	minutes	stick to the
point	get the ball	rolling	small
talk	Annual General	Meeting	win-
win	face to	face	outstanding
issues	get	started	get down to
business	bring	forward	to sum

Written by Alex Case for UsingEnglish.com © 2010

up	miss something	out	cover
everything	share our	ideas	give your
input into	a lot to get	through	split
up into groups	wind things	up	time's

Unit 5



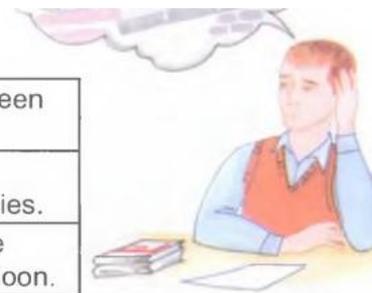
Handout 2

2 (T15) Read the sentences below. Listen and put the sentences in the correct order.

- First computers were huge in size.
- Several decades ago, calculation was accomplished without calculators.
- There would be less female employees.
- Typewriters were prototypes of modern PC.
- Nowadays people do not appreciate the capabilities of recent inventions.
- The thing we would like to do is speculation but not philosophical issue of the topic.
- Registration processes would be much longer.

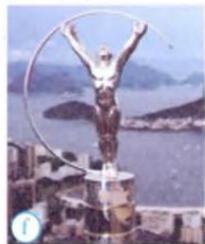
5 Match the beginnings of the sentences and their endings.

1 If there hadn't been all necessary equipment,	a. a lot of people would have been saved.
2. If doctors had invented another type of injection,	b. we would never have had photographs of distant galaxies.
3. If a new method of curing cancer had been worked out,	c. I would have bought a space shuttle and traveled to the Moon.
4. If the scientists hadn't invented the equipment which helps to measure the distance from the Earth to the Sun,	d. it would have been less harmful for the health.
5. If there hadn't been a telescope,	e professor Rahimov's group wouldn't have managed to beat the world's foremost scientific institutes in the race to produce the blue laser.
6 If I had had enough money,	f we would never have known that it comprises about 149 million kilometers.



Eureka

- a. Chinese inventors created **Pencil Pusher**, which turns paper, *destined* for recycling, into pencils. The machine looks like a three-hole punch crossed with an electric pencil sharpener. Here's how the pencil-making gadget works: You insert wastepaper into a feed slot. The machine draws the paper in, rolls and compresses it, and then inserts a piece of lead from a storage chamber located in the top of the device. A small amount of glue is added before ... *voilà* ... a pencil slides out from a hole on the side.
- b. Translucent **Concrete** developed by Hungarian architect is called LitraCon. It is based on a matrix of parallel optical glass *fibers* that can transmit light and color from the outside...
- c. The tiny device 'Mini-Heart' is formed in the shape of a *cuff* meant to be placed around a vein, where its rhythmic contractions help to drive blood flow while also preventing the vein from becoming distended. The cuffs can be made from cardiac muscle cells derived from the patient's
- d. A team from the University of Washington designed silicon, plastic card-sized device, prototype of microfluidic, for pancreatic cancer diagnosis that is able to analyze a whole *tissue* biopsy for 3D imaging. The device allows the tissue undergo the same series of processes as would occur in a pathology lab, but on a much larger scale.
- e. The LightRail zipper, recently developed for Olympic teams, zips closed to create a waterproof, almost invisible *seam*. It is bonded to the clothing using laser-cut fabric and an adhesive that is similar to seam tape, which reduces weight and *bulkiness* and eliminates the need for stitching. The zipper also features a *dock* for the zipper head, which allows it to close more tightly and eliminate gaps.



Work in small groups. Match the awards above and the nominations in the table. Find out the awardees for each nomination. Share your findings with the whole group.

Sport career	Professional photographer	The best song of the year	Great contribution to science	For the best piece of writing	For healthy generation	Young talented singers	For gifted girls of Uzbekistan



The WORLD MUSIC AWARDS honours the best-selling most popular recording artists from every continent. The WORLD MUSIC AWARDS are presented on sales merit and voted by the public on the Internet. There is no jury involved and the Awards truly reflect the most popular artists as they are determined by the actual fans who vote and buy the records.

The Legend Award



The LEGEND AWARD was created to honour top recording artists who have made outstanding contributions to the Music Industry. Past recipients include Whitney Houston, Michael Jackson, Mariah Carey, Beyoncé, Jennifer Lopez, Prince, Janet Jackson, Celine Dion, and others. Two Music Industry Executives and Producers were given this Award for their outstanding contribution to the

Industry. The late Whitney Houston presented it to Clive Davis, the founder of Arista and J Records, at the 2004 WMAs in Las Vegas and Mariah Carey received it on behalf of L.A. Reid, Co-Founder of Laface Records, at the 2008 WMAs in Monte-Carlo.

The Diamond Award



The DIAMOND AWARD is presented to those select top-selling artists who have sold over 100 million Records during their career. It is not presented every year. H.S.H. Prince Albert II of Monaco presented the very first Diamond Award to Rod Stewart at the 2002 World Music Awards in Monte-Carlo and to Mariah Carey in 2003. Celine Dion received this prestigious award from the Oscar winning actor Michael Douglas at the 2004 WMAs in the Thomas & Mac Arena in Las Vegas.

Handout 5

Listen to the tape and do the tasks

Task 1. Alice Munroe is a «master of the contemporary short story" and she is an awardee of the Nobel Prize for Literature 2013. You are going to have a short interview with Alice. Work in groups list down 5 questions you would like to ask her.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 2 . Listen to the tape. Tick the questions asked by the interviewer in the telephone talk.

- Hello, is this Alice Munro?
- How did you feel receiving ‘Congratulation’ call from the press?
- Where did you hear the news?
- What was your first reaction?



1 The pictures show different methods of communication. With a partner:

- put them in order of how often you use them
- say what you last used them for.

EXAMPLE: *I use text messaging most. I last sent a text message to tell my friend where to meet me.*

Unit 6

Whistling in La Gomera

An ancient language of whistles that enabled long-distance communication long before the invention of the mobile phone will be saved from extinction on a volcanic island off the west coast of Africa. The island is part of the Canary Islands and is called La Gomera. The language, Silbo Gomero, which sounds like birdsong, was used by the people on the island to communicate up to three kilometres across the deep valleys that radiate from La Gomera's central volcanic peak.

With the opening of the island to tourism and the arrival of the telephone, Silbo Gomero had started to die out. Luckily, the island authorities realised what they were losing before it was too late and, since 1999, Silbo Gomero has been part of the school curriculum for children up to the age of 14. About 3,000 students spend 25 minutes a week learning it, which is enough to understand the basics. The name, Silbo Gomero, comes from the Spanish verb 'silbar' meaning to whistle and 'Gomero' meaning 'coming from the island of La Gomera'.

The language is made up of four vowels and four consonants, which can be whistled to make more than 4,000 words. In the past, children learnt it from their parents but as fewer and fewer adults were teaching their children, it became necessary for the government to take over. According to Eugenio Darias, a teacher of Silbo Gomero and director of the island's Silbo programme, 'There are few really good silbadores, fluent whistlers of the language, so far, but lots of students are learning to use it and understand it. We've been very pleased with the results.'

4 Scan the text to do the following task.

Read the article about Silbo Gomero. Do the following statements agree with the information in the reading passage? Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

Example:

0 Silbo Gomero was only used face to face.

Answer: False (The information giving the answer is underlined in the text.)

- 1 Silbo Gomero began to disappear with the introduction of more modern technology.
- 2 Schoolchildren in La Gomera enjoy learning Silbo Gomero.
- 3 Schoolchildren on the island have a 25-minute lesson in Silbo Gomero once a day.
- 4 Eugenio Darias is the best teacher of Silbo Gomero on the island.
- 5 Having an international conference on the island is believed to be a good thing for the future of Silbo Gomero.
- 6 It would be impossible to adapt Silbo to English.

5 In the IELTS Test, the questions often do not repeat words from the text, but say the same thing using different words. This is called *paraphrasing*. It is important to be able to recognise and understand paraphrasing.

Find words or phrases in the text which have the same or similar meaning to the words or phrases below. Use an English–English dictionary to check your answers. The relevant paragraph number is given in brackets.

- | | |
|--------------------------------------|--|
| 1 the summit or top (1) | 6 immigrants (5) |
| 2 to begin to disappear (2) | 7 came from (5) |
| 3 the essentials or fundamentals (2) | 8 was changed to suit different conditions (5) |
| 4 consists of (3) | 9 depends on (5) |
| 5 some evidence of (4) | 10 not well connected (5) |

Test folder 1

Yes / No / Not given and True / False / Not given

(Academic Reading and General Training Reading Modules only)

You will be given some sentences which relate to the reading passage. The sentences follow the order of the passage.

You must decide whether each sentence agrees with the text or contradicts it, or whether there is not enough information in the passage for you to decide.

Yes / No / Not given is used to test your understanding of the writer's opinions. *True / False / Not given* is used to test your understanding of factual information.

Advice

- Skim the whole passage before you start working on any of the tasks. Then read the instructions, so that you know what you need to do. They are not always phrased in the same way.
- Read the first statement. It may help to underline key words.
- Look through the passage to find the relevant information, and think carefully about what it means. Underline the part of the text that contains the answer. Decide if the statement agrees with or contradicts the passage or is *Not given*. Remember you must base your answer on what is in the passage, not on your own knowledge or what you think is likely to be true. *Not given* means that there isn't enough information in the passage to decide if the statement is *True* or *False* (or *Yes* or *No*).
- Continue with the other statements in turn. If you can't find the relevant part of the passage, it probably means that the statement is *Not given*.
- Always give an answer – you won't lose any marks if it's wrong. If you're not sure, choose *Not given*.

This passage is similar to those in the Academic Reading Module and Section 3 of the General Training Reading Module, but it is only about 600 words. (See *Content of the IELTS Test* on pages 6–7 for the length of reading passages in the Test.)

The Functions of Language

The question 'Why do we use language?' hardly seems to need an answer. But our everyday familiarity with speech and writing can make it difficult to realise how complex the skills are that we have learned. This is particularly so when we try to define the range of functions to which language can be put.

'To communicate our ideas' is the answer that most of us would give to the question – and, indeed, this must surely be the most widely recognized function of language. Whenever we tell people about ourselves or our circumstances, or ask for information about other people and their circumstances, we are using language in order to exchange facts and opinions. It is the kind of language which is found in any spoken or written interaction where people wish to learn from each other. But it would be wrong to think of it as the *only* way in which we use language. There are several other functions where the communication of ideas is irrelevant.

Emotional expression

Mr X carefully leans his walking stick against a wall, but it falls over. He tries again, and it falls a second time. He shouts at the walking stick. How should we classify this function of language? It cannot be 'communication of ideas', for there is no one else in the room.

Here we have one of the commonest uses of language – a means of getting rid of our nervous energy when we are under stress. This type of language can be used whether or not we are alone. Swear words are probably the commonest signals to be used in this way, especially when we are angry. But there are also many words that we use to express positive feelings, such as affection, or a reaction to beautiful art or scenery.

The most common linguistic expressions of emotion consist of conventional words or phrases (such as 'Gosh', 'My') and the semi-linguistic noises often called interjections (such as 'Wow' and 'Ouch').

Listening

Test spot

In Part 1 of the Listening Module you will hear a dialogue. Two of the tasks you may be asked to do are completing a form and completing sentences. Before you listen, make sure you read the task carefully to get a general idea of what sort of information is required. You must spell correctly and make sure you don't write more words than you are told to. You will only hear the recording once in the test.

10 Look at the task below. There are some notes with some information missing. Before you listen, decide, with a partner, what sort of information is missing.

Example: Name of shop:	Answer: Computer Solutions
Printers available to use in:	1 and
Price range:	from 2 £..... to £.....
Name of printer recommended:	3 TRION
Shop open:	until 4 on Saturdays
Address of shop:	15 5, Hollowridge.
Location of shop:	6
Nearest car park:	behind the 7
Method of payment:	8
Ask to see:	Jack 9
Location of printers:	10 floor

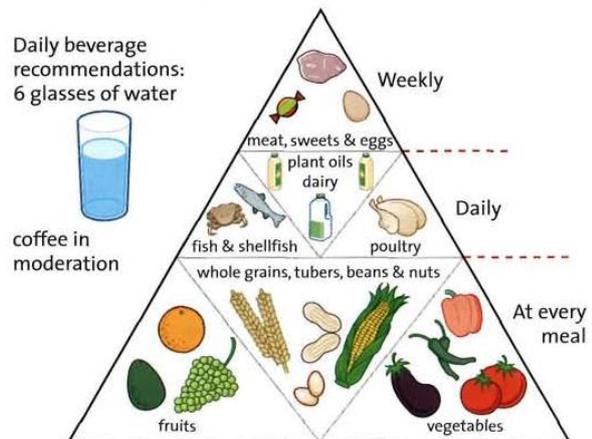
Now, listen to the conversation between a student and someone who sells computers and complete the notes. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Unit 8

THE TRADITIONAL HEALTHY ASIAN DIET PYRAMID



THE TRADITIONAL HEALTHY LATIN AMERICAN DIET PYRAMID



- 2 You are going to listen to someone talking about two websites. Look at the questions below and, with a partner, decide what type of information you are going to listen for.

Websites about Food	
<u>The History of Rice</u>	
Rice first grown:	1 years ago
Amount of rice produced every year:	2 over tonnes
Number of calories in one serving of rice:	3 calories
Three things you can make from rice:	drinks, glue and
	4
<u>Yokohama Noodle Museum</u>	
Date museum opened:	5
Day museum closed:	6
Souvenir shop:	on 7 floor
	old 8 shown on TV
Number of noodle shops in the theme park:	9
Journey time by train from Tokyo:	10

 Listen to the recording and complete the notes. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Speaking Part 1

- 6 Answer the questions with a partner.

- 1 What kinds of food do you like best?
- 2 Are there any things that you dislike?
- 3 What is your idea of a perfect meal?
- 4 What do you eat on special occasions?
- 5 How well do you cook?

Useful language

Likes, dislikes, preferences

I love bananas.

I really like ice cream.

My favourite is ...

I'm not keen on (eating) green vegetables.

I can't stand/bear (eating) meat.

I hate tomatoes.

I prefer rice to potatoes.

I'd rather drink tea than coffee.

I think chocolate is nicer than anything else.

I'm good at ...

I can only cook ...

My speciality (= the thing I'm best at cooking) is ...

Vocabulary Adjectives describing food

- 5 Match the food to the appropriate adjective.

- | | |
|------------------------------------|--------|
| 1 meat which is beginning to smell | ripe |
| 2 a hot curry | rotten |
| 3 a perfect apple | fresh |
| 4 yesterday's milk | spicy |
| 5 three-day-old bread | bland |
| 6 unsalted food | burnt |
| 7 black toast | sour |
| 8 newly laid eggs | stale |

Unit 9

Handout 1

Academic Writing Task 1: Describing processes

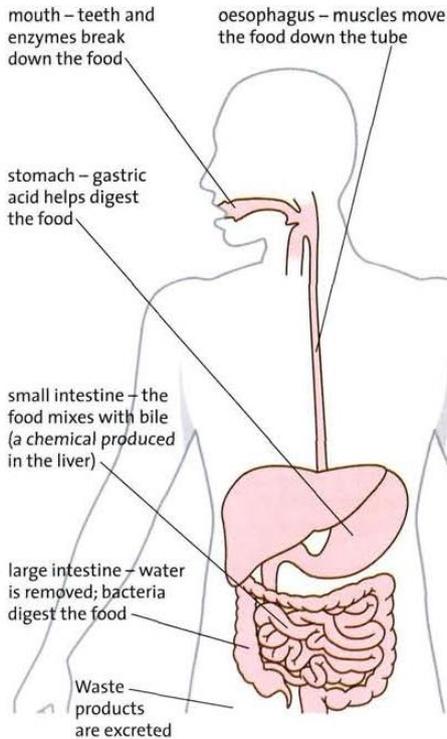
In Task 1 of the Academic Writing Module you may be given a diagram or other graphic data and asked to describe a process or explain how something works. You should spend 20 minutes on this task and you should write at least 150 words.

Advice

- Look carefully at the diagram or graphic data and make sure you understand what it is about.
- Use your answer sheet to make notes on, but remember to cross them out when you have finished your answer.
- Begin your answer by writing a summary sentence to introduce what the diagram or flow chart is about.
- Note that the passive is often used in this task. ⇨ Unit 1
- Count approximately how many words you write. You should try not to write too much.

1 Look at the diagram below and decide which of the following summary sentences is best.

- a The diagram shows the human digestive process.
- b The diagram shows how food is taken to the stomach.
- c Human digestion takes a long time.



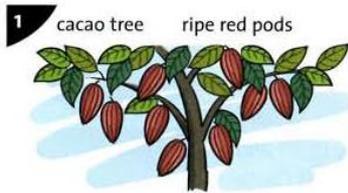
2 The following is a description of the process of food digestion. When you write about a process it is important to make sure you give the information in the right order. Put the sentences a–g in order and then use the best sequencing word in each space.

first of all	then	next	finally	after
--------------	------	------	---------	-------

- a The resulting mass is swallowed and is passed through the throat into the oesophagus. The oesophagus is a long tube which connects the throat with the stomach. It uses muscle action to send the food mass to the stomach.
 - b passing through the small intestine, the food enters the large intestine, where water is removed and there are bacteria to help in the digestion process.
 - c, food in the mouth is broken down by the process of chewing with the back teeth and then by the action of enzymes.
 - d, waste material is excreted.
 - e Here it is mixed with a chemical called bile, which is produced in the liver.
 - f, the food mass mixes in the stomach with gastric acid, which breaks down the food further and helps digestion.
 - g From the stomach, the partly digested food goes into the small intestine.
- 3 Underline the verbs in sentences a–g in exercise 2. Which verbs are passive and which are active? Which tense is used? Why?

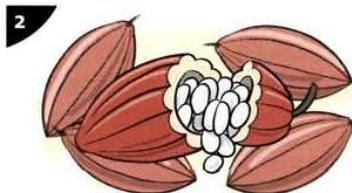
Handout 2

5 Look at the pictures below. With a partner, talk about the process.

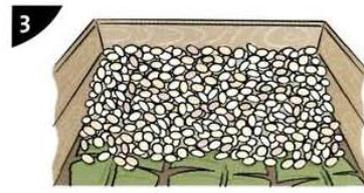


1 cacao tree ripe red pods

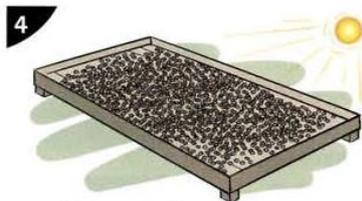
grown in S. America, Africa, Indonesia



2 pods harvested white cocoa beans



3 beans fermented



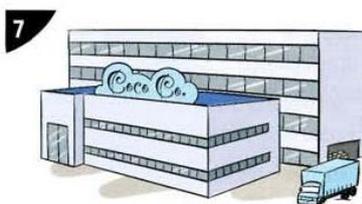
4 spread in sun to dry



5 put in large sacks



6 transported by train or lorry



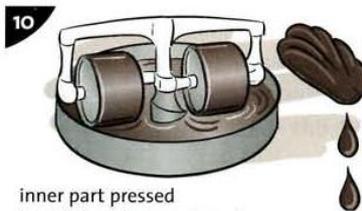
7 taken to factory



8 beans roasted



9 beans crushed outer shell removed



10 inner part pressed liquid chocolate produced

6 Now complete the following Task 1.

You should spend about 20 minutes on this task.

The illustrations above show how chocolate is produced. Summarise the information by selecting and reporting the main features.

Write at least 150 words.

Planning your answer

- 1 Think about what your opening sentence will be.
- 2 Select what you think are the main points of the process and do not add anything irrelevant – for example the fact that you personally love chocolate!
- 3 Join some of the sentences together using sequencing words and relative pronouns (*which, that, where, when*). You will lose marks if you use too many or not enough sequencing words, or if you use them incorrectly.
- 4 Is there unnecessary repetition? Avoid this by using pronouns – *it, they*, etc.
- 5 Organise the sentences into paragraphs – two or three, possibly four.
- 6 Check your spelling (especially of the words which you are given) and grammar.
- 7 Check that you have written enough.

Handout 3

Useful language

Sequencing

first of all

firstly

to begin with

afterwards

secondly

next

finally

thirdly

after (this)

then

lastly

Unit 10

Speaking Part 1

- 1 Discuss these questions with a partner.

If you were given a free holiday in any city in the world ...

- 1 Which city would you like to visit, and why?
- 2 What would you enjoy doing during the day?
- 3 How would you spend your evenings there?
- 4 Where would you prefer to stay, and why?
- 5 Think about your last holiday. What do you remember most?

- 2 Here is some information about four of the attractions in Edinburgh, the capital of Scotland. Read about one attraction at a time, and discuss with a partner why it is popular. These phrases may be useful.

It appeals to people who ...

It attracts people who ...

It's a good place to go if ...

A **EDINBURGH CASTLE** is well known throughout the world. It used to be the home of Scotland's kings and queens and it has some impressive buildings from the 15th and 16th centuries. It stands on Castle Rock, a massive volcanic rock in the heart of the city, with a magnificent view of the surrounding countryside and of the Firth of Forth, an inlet of the sea. There have been settlements on Castle Rock for nearly 3,000 years because of its good position. The Military Tattoo, a floodlit spectacle of military drum and bagpipe music, takes place at Edinburgh Castle every August, as part of the Edinburgh Festival.



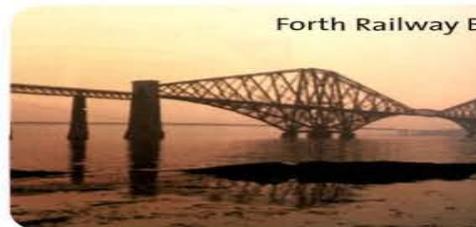
B **OUR DYNAMIC EARTH** is the most exciting attraction to have opened in Edinburgh in recent times. Inside a striking, purpose-built tented structure, there is plenty of interactive entertainment on offer for both children and adults alike. Our Dynamic Earth explores the extremes of our planet Earth. Travel back in time to witness the Big Bang, feel the earth shaken by an erupting volcano, fly over glaciers, feel the chill of polar ice, and get caught in a tropical rainstorm. It's pre-historic, volcanic, antarctic, dynamic, fantastic! Out of this world ... but about this planet!



C In the 19th century, people travelling by train between Edinburgh and places north of the Firth of Forth had to change to a ferry to cross the water, then transfer to another train. This was very time-consuming. The solution was to construct the **FORTH RAILWAY BRIDGE** a few kilometres west of Edinburgh. It was opened in 1890, and has been in continuous use ever since.



D Situated under one end of the Forth Bridge, **DEEP SEA WORLD** brings you face to face with the creatures of the deep. From 112 metres of underwater tunnels you can enjoy a spectacular view of the piranhas and other tropical fish in the aquarium surrounding you. Or you can go scuba diving among the sharks. You must be at least 16 and in reasonably good health for this, because swimming with sharks can be pretty terrifying! Teachers – contact Deep Sea World about how we can help the children in your class to improve their scientific skills.



- 3 For which attraction is each of the following statements true?

Write the correct letter **A–D**.

Example:

Answer:

This attraction is located in the city centre. **A**
(The relevant phrase in the passage is underlined.)

- 1 This was built to save people time.
- 2 An unusual building was designed to house this attraction.
- 3 There is an age limit on one of the activities at this attraction.
- 4 This attraction is used in the same way as it was over 100 years ago.
- 5 A performance is given here once a year.
- 6 Educational activities can be arranged here on request.
- 7 In this attraction visitors can learn about different regions of the world.

- 4 Complete each sentence 1–6 with the correct ending a–g from the box below. Think about both the grammar and the meaning. There is one extra ending which you will not need to use.

- 1 Castle Rock has been inhabited for nearly 3,000 years because of
- 2 The Forth Bridge was constructed so
- 3 You must be reasonably healthy to swim with sharks, because
- 4 The Forth Bridge was made particularly strong because
- 5 A lot of interactive exhibits were used in Our Dynamic Earth so that
- 6 Our Dynamic Earth is popular with children because of

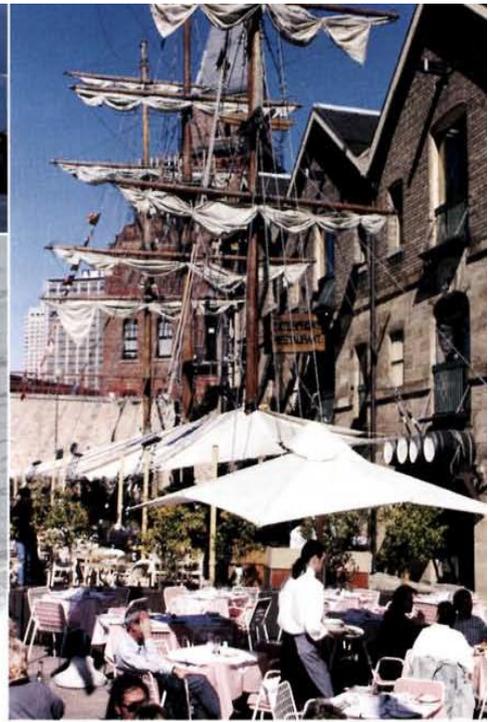
- a it seems more like entertainment than education.
- b trains could cross the river.
- c it would appeal to children.
- d its good position.
- e the interactive exhibits.
- f it can be pretty terrifying!
- g many people were afraid it would collapse.

What is the difference between the meanings of *so* in these two sentences?

- 1 The underwater tunnels at Deep Sea World were designed so visitors could get close to the fish.
- 2 Tickets for the Military Tattoo sell very quickly, so it's worth booking as early as possible.

Decide if *so* in each of these sentences introduces a purpose (when *so that* is also possible, particularly in writing) or a result (when *so that* isn't possible). In two sentences, both meanings are possible.

- 3 Our Dynamic Earth was constructed on a former industrial site so it would help to improve that district of Edinburgh.
- 4 The Forth Bridge is a striking structure so it is well known around the world.
- 5 The water in Deep Sea World is heated so tropical fish can survive there.
- 6 Castle Rock is an extinct volcano so there is no danger of an eruption.
- 7 Our Dynamic Earth offers plenty of exciting activities so visitors have the experience of a lifetime.



1 These pictures were taken in Sydney, Australia. Can you identify what each one shows?

Listening

2 You are going to hear a conversation that is similar to those in Part I of the Listening Module. In this task you need to listen for specific information in order to complete the notes.

You will hear Jerry, an Englishman, asking an Australian friend, Robin, for advice about his trip to Sydney.

First read the notes and discuss what kind of information you need to listen for.

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Information from Robin about Sydney

Example:	Answer:
Temperature: will probably be about	25 degrees

Pylon Lookout:
access from the **1**
go up to the **2** for a view of the harbour

Opera House:
tours last about **3**
tickets sold in the **4** at the Opera House

The Rocks:
the **5** district of Sydney
has popular **6** and

The Dragon Festival:
more than **7** competitors
first event includes **8** and

Vocabulary Adjectives

3 Here are some adjectives that are often used in guide books.

beautiful	crowded	famous
fascinating	massive	
spectacular	striking	
terrifying	thrilling	

Choose the word from the box that is closest in meaning to the words in *italics* in the sentences below. There is one extra word which you will not need.

- Edinburgh Castle stands on a *very big* rock in the centre of the city.
- The Military Tattoo can be a *very exciting* experience.
- The Sydney Opera House is very *unusual in appearance*.
- The Dragon Festival is a *magnificent* event that attracts thousands of spectators.
- Sydney Harbour Bridge is *well known* around the world.
- Sydney is a *very attractive* city.
- There are some *very interesting* museums to visit in Sydney.
- Sharks can be *frightening* if you get too close to them.

Guided London walking tours

A Dickens's London

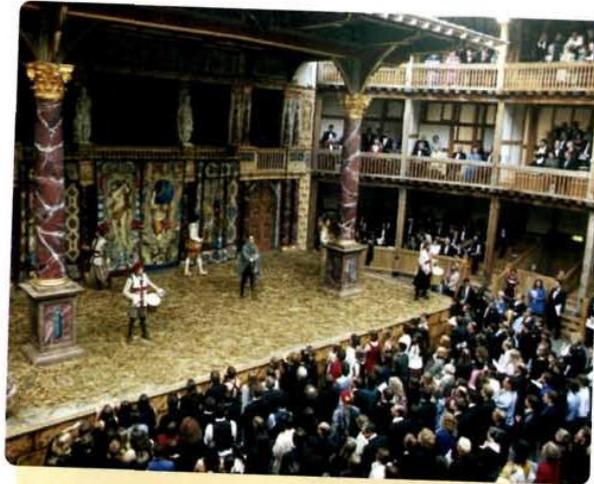
Follow in the footsteps of Charles Dickens, the nineteenth century writer, and listen as we recite parts of his novels and bring characters like Oliver Twist vividly to life. Stand by the remains of the Marshalsea, where Dickens's own father was imprisoned, and which is the scene of much of his novel 'Little Dorrit'.

B Mayfair

For more than 250 years Mayfair has been the most upmarket district in London, and many well-known books have been written here. We explore streets with familiar names like Savile Row, famous for its men's suits, and Piccadilly, home of the Royal Academy.

C Clerkenwell to the Angel

We walk along St John Street, where animals used to be driven on their way to Smithfield Market, and see a 1504 gateway. We pass the historic Sadler's Wells Theatre and the original termination of the New River, constructed to bring water to London from springs over 30 km away.



D South Bank

We walk along the River Thames to Bankside, where the former power generating station has been transformed into Tate Modern art gallery. Close by we see the new Globe, a replica of Shakespeare's theatre of four hundred years ago, then continue to Borough Market, where you'll find it hard to choose among all the fine food and other goods on sale.

E London's oldest buildings

In a secret city of ancient buildings, courtyards and narrow streets, you'll discover how Stinking Lane and Turnagain Lane got their names, and go inside some of London's oldest and most fascinating buildings, some of which can only be visited by special arrangement.

- 2 This passage is about 300 words long and is similar to a Section 1 text in General Training Reading. Here you need to match the questions to parts of the text.

Look at the five descriptions of guided walks A–E. For which walk is each of the following statements true? Write the correct letter A–E.

NB You may use any letter more than once.

Example: Answer:
This tour includes the site of a former prison. A
(the remains of the Marshalsea, where Dickens's own father was imprisoned)

- 1 This tour includes a street well known for its clothes shops.
- 2 On this tour excerpts from books are read aloud.
- 3 On this tour you can see a building that has been converted to a new use.
- 4 On this tour you can see where an artificial watercourse used to end.
- 5 This tour includes going inside places that are normally closed to the public.
- 6 This tour includes a functioning market.
- 7 This tour is of an area that has high status.
- 8 This tour takes you to a modern theatre.
- 9 On this tour you will learn the meanings of some street names.

Listening

1  You might find a task like this in Section 2 of the Listening Module. In the test the listening passage would be longer than this.

What is the focus of each day's activity?
Choose your answers from the box and write the letters **A–J** next to questions 1–5.

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 Friday

- | | |
|----------|-----------------------|
| A | art |
| B | shipping |
| C | famous people |
| D | former amusements |
| E | geography of the city |
| F | old homes |
| G | the range of museums |
| H | transportation |
| I | visiting local people |
| J | wildlife |

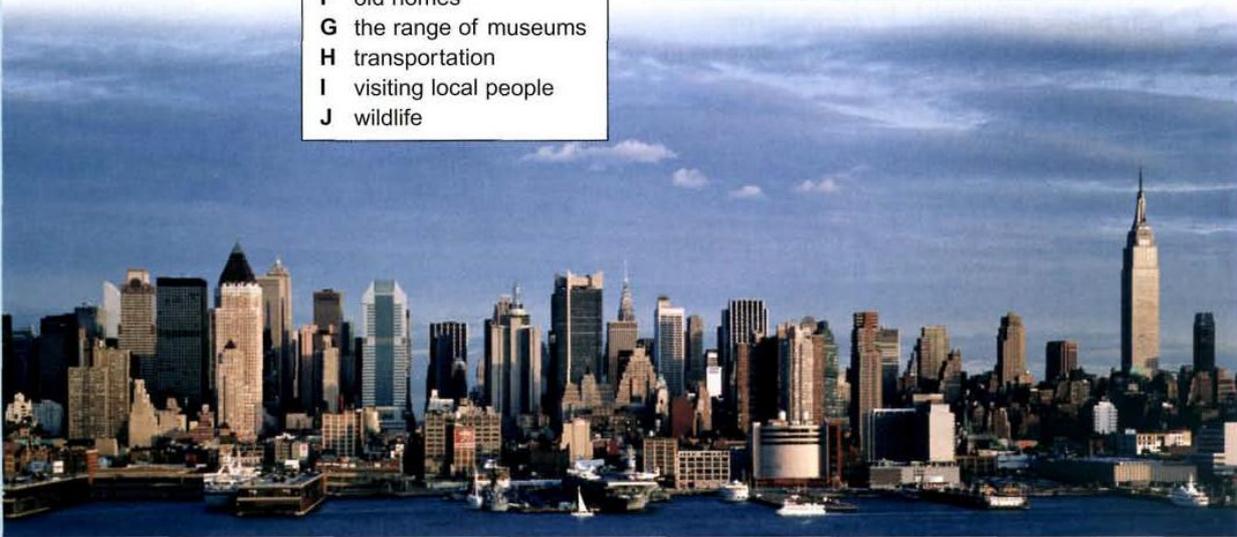
- Read each part of the passage in turn, and see which of the questions match it before going on to the next part of the passage.

Listening Module

- Read the task before you listen.
- If you miss an answer, stop thinking about it when you hear the speaker going on to talk about the next question, or you'll miss that one.

All modules

- Check that all your answers are different, unless you read the instruction 'NB You may use any letter more than once'.
- Always give an answer – you won't lose any marks if it's wrong.



Unit 12



 Read questions 1–4, then listen to the next part of the recording and answer them.

Questions 1–4

Choose the correct letter, **A**, **B** or **C**.

- 1 Morag started having lessons at home because
- A** she was unhappy at school.
 - B** she was not learning much at school.
 - C** she lived a long way from the nearest school.

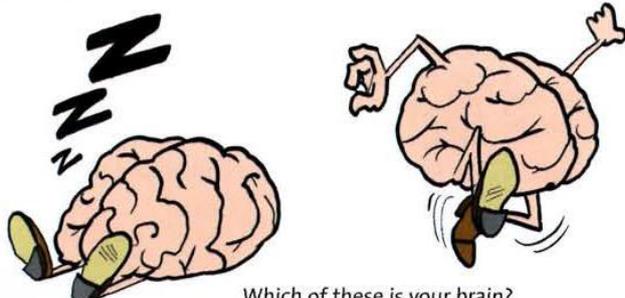
Reading

- 4 What advice would be useful for someone who wants to read more effectively? In small groups, discuss which of these pieces of advice you would give.
- 1 First decide why you're reading the text.
 - 2 Always read a text in full.
 - 3 Read the title to find out what the text is about.
 - 4 Ask other people questions about the subject.
 - 5 Look for the main information in the last sentence of each paragraph.
 - 6 Copy the most important parts of the text.
- 5 The following advice was given by a university, to help students to read books and academic papers more effectively. Read it, and decide which of the above six pieces of advice it includes. Put a tick (✓) beside the advice in exercise 4 if it's included, and a cross (X) if it isn't.

🕒 about 250 words

READING FOR COMPREHENSION

- As a student you'll need to read a great many articles, books and texts on the Internet, so make sure you can do it effectively. Before you start reading, decide what your purpose is. Then you should choose the most suitable reading method. For instance, if you need to find something specific, such as information about a particular person or topic, scan the text until you find the person's name or a mention of the topic, then read just the relevant section. Scanning is the most rapid form of reading.
- 10 If you need to find out the main theme and ideas of the text, you'll need to read more of it. First spend two or three minutes looking at the title, subheadings, introduction and summary, if there is one. Write down the questions that you want answers to, for example, *Why did such-and-such happen?* or *What was the result of such-and-such an event?* Then read the first sentence of each paragraph: if it's relevant, read the rest of the paragraph. Otherwise go on to the next. Also use the writer's linking phrases as a guide, words like *the first point*, *however*, *to sum up*, and so on.
- 20 Above all, interact with what you're reading. Work out how it relates to what you already know. Make sure you can follow the writer's thought processes. Make notes about the topic, using your own words rather than copying what you have read. Reading effectively means using your brain – simply moving your eyes across the words is a waste of time!



Which of these is your brain?

Vocabulary

- 6 These words and phrases paraphrase words in the passage which are more suitable for academic writing. Find the words in the passage. They appear in the same order.
- 1 understanding
 - 2 the reason for doing something
 - 3 a way of doing something
 - 4 particular
 - 5 connected with what you are interested in
 - 6 the name of a book, article, etc.
 - 7 is connected
- 7 Complete each sentence with a word from exercise 6.
- 1 There is more than one of reading, and the best one depends on what you intend to gain from that book or article.
 - 2 The usually indicates what a book is about.
 - 3 If you need information, it may help to scan the text for it.
 - 4 The of reading a textbook is usually to get information.
 - 5, particularly when reading in a foreign language, requires mental effort by the reader.
- 8 In small groups, discuss what's important for effective learning at school or college, for example:
- the number of students
 - the ability of the teachers
 - activities during lessons
 - equipment and facilities
 - whether all the students have a similar knowledge of the subject.

Present perfect continuous

6 The present perfect continuous is used to describe:

- a actions which have lasted for some time and are likely to continue
- b actions which lasted for some time and have just stopped

Look at these examples. Which use, a or b, matches each one?

- 1 In this programme we've been looking at different forms of education, and now we'll leave that and turn to health.
- 2 In this series we've been looking at different forms of education, and today we're going to talk about having lessons at home.
- 3 Joanne has been revising for her maths exam, and now she's starting business studies.
- 4 Many young people have been using computers since they were children.

G page 139

7 Talk to a partner. Imagine that you haven't seen each other for two or three weeks. Tell each other what you've done since you last met, using the present perfect simple and continuous.

EXAMPLE: *I've been to the cinema twice.*
I've been studying for exams (and I haven't finished yet).

Here are some verbs for you to use:

be	eat	go	read
see	study	talk	visit
walk	practise		

Pronunciation Word stress

8 With a partner, put a mark (') in front of the stressed syllable in each of the words in *italics*.

EXAMPLE: Now in this programme we've been looking at different forms of *e.du.'ca.tion* for children up to the age of 16.

- 1 But now I *pre.fer* it.
- 2 The only *di.ffi.cul.ty* is that I'm the centre of attention.
- 3 After that I have to write a *re.port* on what I've found out.
- 4 What subjects do you *stu.dy*?
- 5 I do a lot of projects on *par.ti.cu.lar* topics.
- 6 We learn how the *cli.mate* affects the way we live.
- 7 I find the *pro.nun.ci.a.tion* of foreign languages quite difficult.
- 8 I can't seem to remember the *vo.ca.bu.la.ry*!
- 9 I think *pho.to.gra.phy* is fascinating.
- 10 There are so many things you can do when you take *pho.to.graphs*.

🔊 Now listen and check that you have marked the right syllables.

9 Write the words from exercise 8 in the right boxes below. The most useful clue to the pattern is whether the word ends in one of a number of suffixes. If it doesn't, it's often a question of how many syllables follow the stressed syllable. It will be helpful to complete the boxes for pattern 1 first.

This symbol • means that a syllable is stressed.

– means a syllable is unstressed.

(–) means any number of unstressed syllables (including none)

1 Pattern: stress on the syllable before certain suffixes, including: *-cian, -graphy, -ial, -ian, -ic, -ical, -ics, -ious, -ience, -ity, -logy, -sion, -tion*, e.g. *ex'per.ience*

a b

2 Pattern: (–) • e.g. *be'cause*

a b

3 Pattern: • – e.g. *'some.thing*

This is the main pattern for words of two syllables.

a b

4 Pattern (–) • – – e.g. *'In.ter.net*

This is the main pattern for words of three or more syllables.

a b

5 Pattern (–) • – – – e.g. *'ne.ce.ssa.ry*

a b

Does your name have any of these stress patterns? If so, write it by the appropriate pattern.

Read the words to a partner, so they can check that you say the words with the stress on the right syllable. Then they should read the words to you.

When you learn a new word, use an English–English dictionary to find out which syllable is stressed. Mark that syllable in your notes.

10 Tell a partner how you feel about studying. What are you interested in? What are you good / less good at? What are you looking forward to?

Unit 13

Academic Writing Task I: Handling data 1 – line graphs

In Task 1 of the Academic Writing Module you may be given one or more line graphs and asked to explain what they show. You should spend 20 minutes on this task and you should write at least 150 words.

Advice

- You will need to compare the information as well as describe it. For language of comparison/similarities/differences see Unit 2.2.
- It is important not to offer your opinion on the graph or to try to give reasons for the figures mentioned.

- 1 A line graph is a way to summarise how two pieces of information are related. Look at chart 1. Which sentence, a or b, is a better summary of the chart?
- The graph shows how much money was spent on students in California from the end of the 70s to the beginning of the 21st century.
 - The graph shows how many dollars were spent on each student's education in the state of California in selected years between 1977 and 2002.

Chart 1

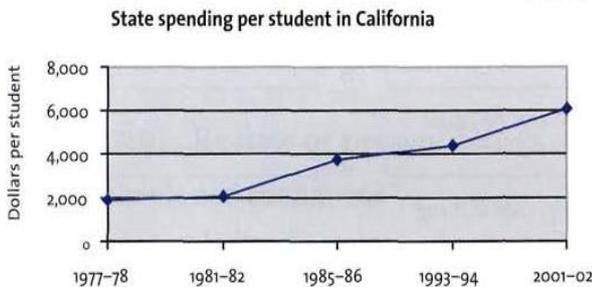
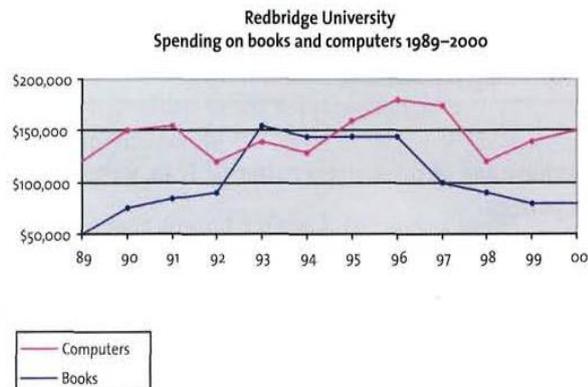


Chart 2



- 2 Look at chart 2. Use appropriate vocabulary from the Useful language box on the opposite page to complete the following sentences:

Noun + adjective

EXAMPLE: There was a *sharp rise* in the amount spent on books in 1993, compared with the previous year.

- There was a in the amount spent on computers between 1992 and 1994.
- There was a in spending on computers from 1998.
- There was a in spending on computers in 1992 and then again in 1998.
- There was a in spending on books from 1997.

Verb + adverb/adjective/noun

EXAMPLE: Spending on computers *fluctuated slightly* between 1992 and 1994.

- Spending on books from 1992 to 1993.
- Spending on books in 1993.
- Spending on books from 1994 to 1996.
- Spending on computers in 1996.
- Spending on computers in 1998.
- Spending on computers in 1999 and 2000.

Useful language

Expressing changes

to rise / a rise ↑
to increase / an increase ↑
to go up ↑
to double ↑

to reach a peak ↑

to hold/remain steady →
to be stable →
to be constant →
to level off →

to fluctuate ~~~~~→
a fluctuation ~~~~~

to decrease / an decrease ↓
to decline / a decline ↓
to fall / a fall ↓

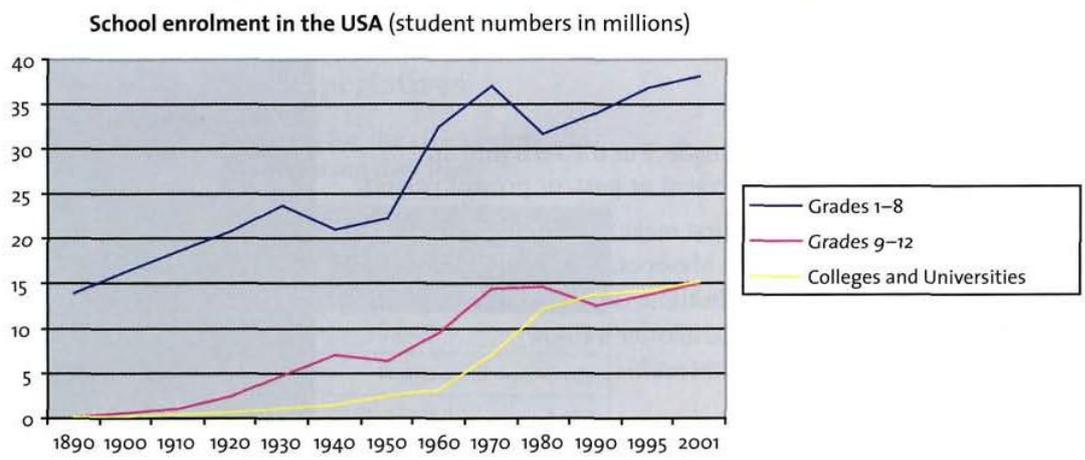
slight / slightly ↔
gradual / gradually ↔
steady / steadily ↔

dramatic / dramatically ↗
steep / steeply ↗
sharp / sharply ↗

Time expressions

for the period
since 1999
for five years
between 1990 and 2001
in 1987

3 Complete the report below, which describes the chart showing school enrolment in the USA. Each space has a clue to the type of word needed, to help you.



The chart shows the increase **0** (preposition) *in* the number of people who received an education in the USA **1** (preposition) 1890 and 2001.

2 (preposition) the beginning of the twentieth century numbers of those who were enrolled in grades 1-8 and in grades 9-12 (high school) began to **3** (verb) By the end of the twentieth century figures for the former **4** (verb + preposition) around 38 million, compared to 15 million for high school. Only two periods showed a **5** (noun) - starting in the 1930s and 1970s for grades 1-8, and in the 1940s and 1980s for grades 9-12.

The number of students in colleges and universities was much lower than those enrolled in grades 1-8, and was generally below those in grades 9-12. The number of students going on to further education **6** (verb and adverb) until the end of the 1960s, when there was a **7** (adjective and noun) This **8** (noun) continued until the 1990s, when numbers were level with those leaving high school - around 15 million.

Overall, during the twentieth century there was a **9** (noun) in the number of Americans receiving an education at all levels.

Grammar

Passive/active

2 Read this description of how glass bottles are made. Put the verb into an appropriate form – passive or active, simple present or past, or present perfect.

No one knows exactly when or where glass **0** (first make) *was first made*. It probably **1** (originate) in Mesopotamia, where pieces of well-made glass **2** (find) In those days, glass **3** (always make) by hand. A glassblower **4** (blow) through a hollow tube and **5** (make) a bottle shape out of the hot glass.

In the thirteenth century, Venice **6** (become) an important centre for glass making. Venetian glass **7** (praise) for its imaginative forms and, in fact, glass makers in Murano, an island near Venice, **8** (forbid) to leave the island in case they **9** (give) away their secrets to others.

Today, bottles and jars **10** (usually make) by machine. In the factory, sand, soda, lime and crushed glass **11** (mix) together. This mixture **12** (heat) in a huge oven called a furnace to 1,560 degrees C. It **13** (melt) and **14** (become) red-hot liquid glass. Next, a lump of the hot, soft glass **15** (remove) from the furnace and dropped into a metal mould. Finally, air **16** (blow) into the glass in the mould to make a bottle.

Correct the following sentences, if necessary. Some sentences are correct.

- 1 I live in England for six months.
- 2 Our principal is believing in democracy in the classroom.
- 3 That briefcase belongs to Paula.
- 4 I am enjoying studying mathematics this term.
- 5 Elsa is never understanding which are the healthiest things to eat.
- 6 Franco has waited outside the gallery since four o'clock.
- 7 I've been going to the college twice this week.
- 8 I'm seeing Lisa tonight.
- 9 I've been knowing how to drive since I was eight.
- 10 Water is freezing at 0 degrees centigrade.
- 11 Dr Scott knows my father since 1960.
- 12 What do you do? – I read a book.
- 13 How are you feeling now?
- 14 Paul is working hard on his thesis at the moment.

5 Complete these sentences using a preposition.

- 1 My class consists students from all over the world.
- 2 Sue depended her mobile to keep in touch with her family.
- 3 The tour guide in the coach got very well with the driver.
- 4 How did you get to the restaurant – foot or taxi?
- 5 Marco was very good whistling.
- 6 I'm looking forward finishing the term.
- 7 The courier was very quick counting out the change.
- 8 My brother is keen cooking Chinese food.

Vocabulary

Unit 14

1 Match places 1–4 with photographs A–D and then say which type of structure each is.

- | | |
|---------------------------|--------------------------|
| 1 The Great Wall, China | a temple |
| 2 The Moai, Easter Island | a system of defence |
| 3 The Parthenon, Greece | tombs or burial chambers |
| 4 The Pyramids, Egypt | sculptures |

Reading

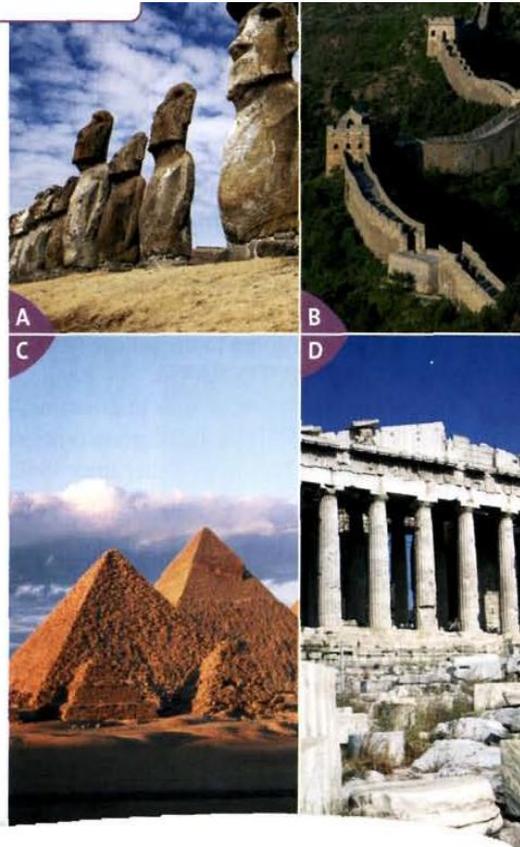
2 Read the article and answer the following questions. Don't worry about the spaces in the article for now.

- 1 Where is Easter Island?
- 2 Who built the Moai and why were they built?

3 Words a–e are taken from the article. Match them with their meanings, 1–5, then decide where they fit in the article.

- | | |
|-----------|--|
| a clan | 1 an area or type of work or study |
| b sites | 2 no longer active |
| c remains | 3 places that are being dug up to find information |
| d field | 4 ruins, what's left behind |
| e extinct | 5 a family group or tribe |

🕒 about 700 words



The Moai of Easter Island

Easter Island was named by a Dutchman, Jacob Roggeveen, who arrived there on Easter Day, 6 April 1722, but its native name is Rapa Nui, sometimes translated as 'centre of the Earth'. Nearly 4,025 km from the coast of Chile and 4,185 km from Tahiti, this island is a triangular volcanic rock of just 17 square kilometres, and is one of the most isolated places on Earth. The top of the highest of its three volcanoes, which are now (1), is 511m above sea level. Currently, the island has 3,000 inhabitants and a single town, Hanga Roa. Easter Island or Rapa Nui is now a nature reserve and is governed by Chile. The island is particularly known for the large statues or sculptures, called Moai, which are found there.

In 1989, the Chilean government invited Giuseppe Orifici, an Italian archaeologist, to visit the island. Impressed by the wealth of archaeological (2), Orifici arranged to begin digging the following year. He co-ordinated a team of experts, each a specialist in their own (3), who visited the island for several weeks over the next ten years. These specialists ranged from archaeologists and anthropologists to botanists and sculpture experts.

Scientists once believed that the Rapa Nui people had originally come from South America around the 7th century.

However, a few surviving traditions, as well as the shapes of some of the sculptures, show that the people are from Polynesia and probably arrived on the island in the 5th century. Recent research on bones and teeth strongly supports this theory. While anthropologists Dr Andrea Drusini and Professor Daris Swindler were carrying out research on teeth from various (4) on the island, they found that something known as a 'genetic bottleneck' had occurred. On a small island, where people never marry outside their own (5), inbreeding is inevitable, and as a result, the gene pool for each group is narrow. A particular feature, such as large or missing teeth, then shows up within family members with much more regularity than would otherwise be expected and this enabled the scientists to prove where the people had originally come from.

Bones were found mostly in burial chambers beneath the Moai. It is thought that the social and economic power of a clan chief was measured by the size and number of Moai he had, so there was fierce competition between clan chiefs to build the biggest and best. Usually, each chief had between one and 15 Moai on his family's tomb, all of which were between 3m and 8m tall. More were constantly being built – in total, nearly 12,000 are thought to have been made, using rock from the Rano Raruku volcano. The largest of the Moai found by Orifici's team was 33m tall and weighed nearly 300 tonnes. Sometimes the sculptures were engraved – one has carvings of a boat – while others have large or small ears, depending on the clan that built them.

Test spot

Each section of the Reading Module has a text (or, in sections 1 and 2 of GT, texts) followed by a set of questions. There will be a variety of question types on each text – for example, multiple choice, sentence completion or a matching task.

You will need to go back to the beginning of the text each time you begin a new section of questions.

4 Questions 1–6

Do the following statements agree with the information in the article? Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Orifici organised the experts who came to Easter Island.
- 2 Experts believe the Rapa Nui people came from South America.
- 3 Burial chambers varied from clan to clan.
- 4 Each of the Moai took many months to construct.
- 5 No Moai were made after the sixteenth century.
- 6 The Rapa Nui people were hungry because they refused to eat fish.

Question 7

Choose **TWO** letters **A–E**.

In which **TWO** centuries did a number of new people come to Easter Island?

- A** 5th **B** 7th **C** 16th **D** 17th **E** 18th

Most have a pukao – a kind of hat made of red volcanic rock. Completed Moai were arranged to face in towards the island, and played an important part in the religion of the island. Islanders worshipped them as ancestors who had become gods.

The building of Moai and the religion associated with it lasted until the 16th century. A number of factors led to its collapse and the near collapse of the Rapa Nui people, including population growth and the destruction of the forest. But it seems that the main reason was that the religion had simply got too big for the island. More and more people were building ever larger Moai and they weren't spending enough time growing food or fishing. The fish close to the shore were hunted to extinction and increasing numbers of trees were destroyed to use as rollers to transport the Moai. When there were no more trees, the land lost its fertility, people starved and there was no wood to build boats to escape. Luckily, a new, less demanding, religion grew up during the 17th century, which saved the islanders and enabled limited resources to be shared out more fairly.

Europeans arrived in the 18th century and destroyed much of what remained by introducing foreign diseases and importing a few species which destroyed the native plants and animals. It was also at this time that the key to the Rapa Nui written language was lost.

The history of Rapa Nui and its people should be a warning to us all in the 21st century – to take care of our natural resources before it is too late.

Questions 8–10

Complete the notes below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the reading passage for each answer.

The Moai sculptures

- 8 were made from rock taken from the
- 9 could be as high as
- 10 were moved about the island on wooden

Vocabulary

Collocations related to research

5 Which verb in each group (1–4) doesn't collocate with the noun on the right?

- | | |
|---|--------------------|
| 1 to get, to do, to perform,
to carry out | an experiment |
| 2 to make, to find,
to lead to | a discovery |
| 3 to draw, to arrive at,
to do, to reach | a conclusion |
| 4 to get, to make, to analyse,
to evaluate | results/statistics |

Speaking Part 3

6 Look at this question and responses a–c below. Which response would gain more marks? Why?

Can history teach us anything or is it a waste of time?

- a No, it's a waste of time.
- b I consider that society could learn a great deal from the study of history because history has a habit of repeating itself.
- c Well, history is very interesting. My favourite historical person is Captain Cook because he discovered many places.

With a partner, ask and answer the following questions. Remember to expand your answers.

- 1 Do you think history is taught well?
- 2 What could be done to make students want to study history?
- 3 Do you think students should have more choice in which area of history they study? What would you choose?

Useful language

Suggesting and giving answers

Let me give you an example.

A case in point is ...

Let me explain why I think that.

For one thing, they could ..., and for another, ...

Personally, I think that ... / I would choose ...

Listening

Test spot

There are different types of diagram in the Listening Module. There may be a map, a plan, a process, a chart or a picture of an object. Study the diagram very carefully before you listen.
... TF 10

- 6 You are going to listen to a guide talking about a museum. Before you listen, talk about a museum you have visited. Where was it? What was it like? What did you like best in the museum? Can you remember where everything was?

Useful language

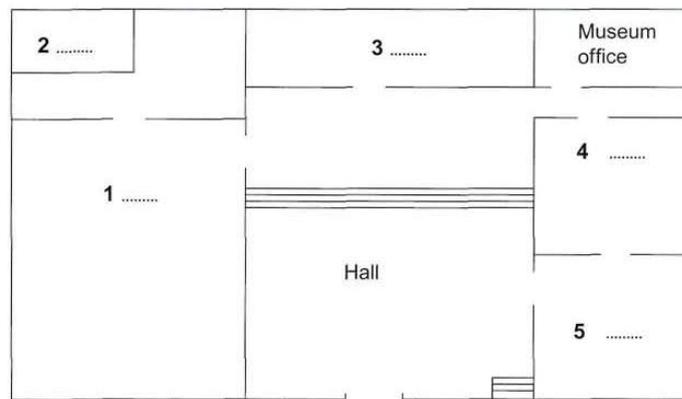
Directions

on your left, on your right
straight ahead
the ground/first/second floor
in the corner/middle
at the side/back
behind / in front of / opposite

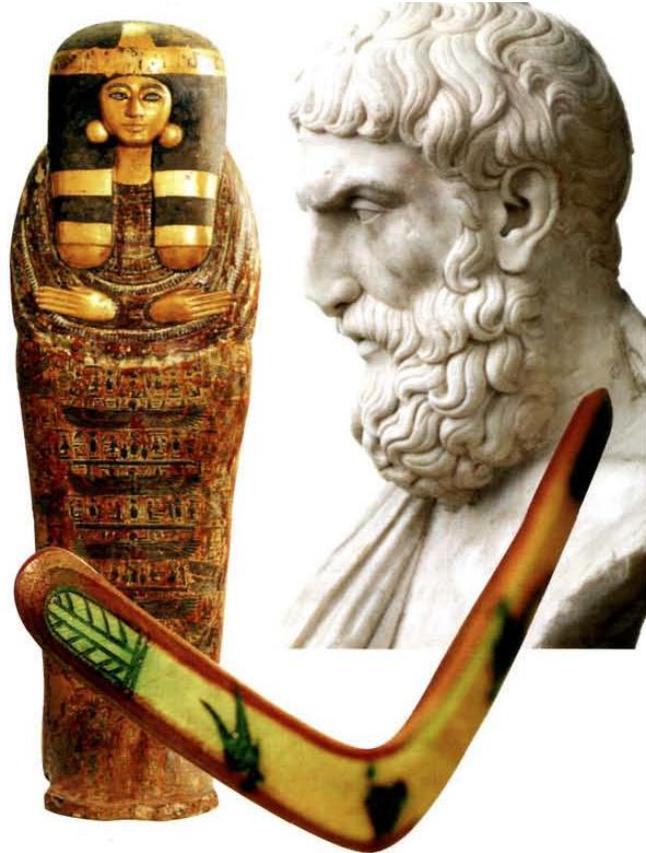
- 7  Look at the floor plan of the museum below and listen to a guide talking about the museum.

Label the rooms on the map of the museum. Choose your answers from the box below and write them against numbers 1–5 on the map.

- | | |
|-----|--------------------------|
| A | African paintings |
| AA | Australian art |
| B | Bookshop |
| ER | Egyptian room |
| GS | Greek sculpture |
| L | Lift |
| NAC | Native American clothing |
| R | Restaurant |



Main entrance



Writing extra

- 8 Write a description of your first school, explaining where it was and saying where the main rooms were. Mention any changes which were made to the building or grounds. You must write at least 150 words.

Unit 15

Handout 1

Reading

- 3 This passage is similar to those in the Academic Reading Module, but it is only about 300 words long.

Why Study History?

Happiness in life could be defined as successfully acting as the chief character in a story one has written oneself. While individuals create a meaningful personal story through action, experience, behaviour and memory, so too the history of a nation (or other group) is a story that gives meaning to the members of that nation living today.

Historians try to combine an understanding of social, economic, political and cultural activity into a general story, explaining how these have affected each other to shape the general course of human events.

Historians use rational scientific methods like the study of statistics and data, but their goal is to tell stories that make sense and have a plot. Many facts are, or seem, certain. But the meaning of those facts, or even the full story of what happened, is less obvious than one might think. To understand

and explain the past, the historian must develop a theory and test it against the evidence he or she has collected. In a nutshell, the more evidence it can satisfactorily account for, the better the theory.

Much of the evidence that historians use was not available to people of the time, and much material that existed then has been lost. Relatively little new evidence comes to light, so historians largely rely on developing new methods of analysis, asking new questions, or following new story lines that show the relevance of evidence that was previously ignored.

No historical theory can be proved beyond all doubt, because there is room for interpretation in any human activity. Every time one tries to understand the past, one gains insight into the uncertainty of any knowledge: history is sometimes more like a detective story than an experiment in a laboratory.

Complete each sentence with the correct ending **A–G** from the box below.

Write the correct letter **A–G** next to each sentence.

- 1 Nations use history to understand
- 2 Historians show the interaction between
- 3 Historians try to explain
- 4 Historians often need to work out
- 5 We can never be certain about

- | |
|--|
| <p>A alternative ways of interpreting existing material.</p> <p>B scientific and non-scientific approaches.</p> <p>C various influences on our lives.</p> <p>D new sources of evidence.</p> <p>E as much as possible of what is known.</p> <p>F explanations of the past.</p> <p>G the present situation.</p> |
|--|

Grammar Review of past tenses

1 Look at the three tenses below and match each with the correct explanation a–c. Then match the examples 1–4, which are taken from the reading passage in 5.1, with the right tense and explanation.

- past simple PS
- past continuous PC
- past perfect simple PPS

- a to talk about something which is unfinished at a particular time in the past
- b to talk about something that happened before a particular time in the past
- c to talk about something which began and ended in the past

- 1 In 1989, the Chilean government *invited* Guisepe Orifici to visit the island.
- 2 Scientists once *believed* that the Rapa Nui people *had* originally *come* from South America.
- 3 More and more people *were building* ever larger Moai and they *weren't spending* enough time growing food or fishing.
- 4 While anthropologists *were carrying out* research on teeth ... they *found* that something known as a 'genetic bottleneck' *had occurred*.

G ... page 139

Past simple

2 With a partner, take it in turns to ask and answer questions based on the prompts and the answers in the box.

EXAMPLE: *When did the Space Age start?*
It started in the 1950s.

- 0 The Space Age / start
- 1 The Berlin Wall / fall
- 2 The Pharaohs / build the Pyramids
- 3 Cavemen / do the wall paintings at Lascaux
- 4 Mao Zedong / govern China
- 5 The USA / become independent

around 2600 BC in the late 1700s
 from 1949 to 1976 in 1989 in the 1950s
 approximately 15,000 years ago

3 Complete the sentences with either a past simple or past continuous form of the verb in brackets.

EXAMPLE: Archimedes (have) was having a bath when he suddenly (shout) shouted. Eureka!

- 1 I (dig) a hole when I suddenly (see) the gold coin.
- 2 Dr Smith (give) a lecture this morning when the fire alarm (go off)
- 3 While we (look) round the gallery, we (hear) a loud noise outside.
- 4 The museum director accidentally (drop) an ancient vase when he (put) it back on the shelf.

Past perfect simple

4 Before Europeans arrived on Easter Island, a number of things had happened. With a partner, say what those things were, based on the prompts below.

EXAMPLE: Some people / arrive there from Polynesia in the 5th century.
Some people had arrived there from Polynesia in the 5th century.

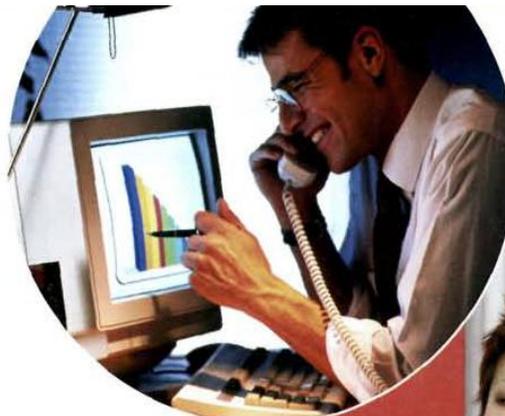
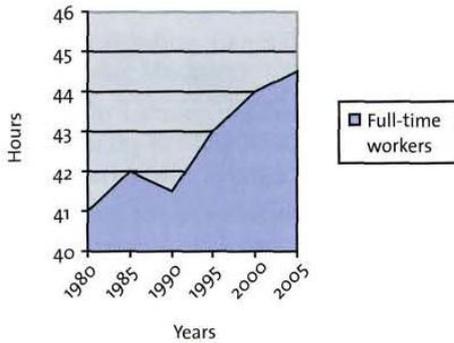
- 1 The people / build large sculptures called Moai.
 - 2 They / use volcanic rock to build them.
 - 3 They / carve pictures on some of the Moai.
 - 4 They / cut down the forest.
 - 5 They / stop fishing.
- 5 Complete the passage using the verbs in brackets in either the past simple, past continuous or past perfect simple tense.

TUTANKHAMEN'S TOMB

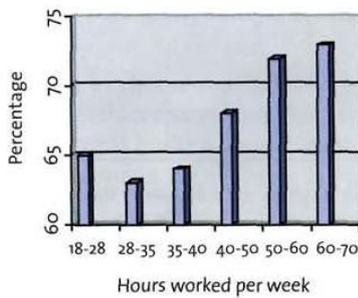
The British archaeologist Howard Carter (1) (work) for Lord Carnarvon when he (2) (discover) the tomb of King Tutankhamen. Carnarvon was keen to be the first person to find the tomb and the treasure it (3) (contain) Before this Carter (4) (spend) many years looking for the burial place but (5) (not have) any success. However, in 1922, Carter (6) (be) very lucky. His team (7) (begin) digging on November 1, 1922. On November 4, while they (8) (dig) in the Valley of the Kings, they (9) (find) a staircase and this (10) (lead) them to a sealed door. Luckily, no one (11) (break into) the tomb before them and the contents (12) (be) still untouched.

Unit 16

1 Average hours worked per week in UK



2 UK employees inspired by their bosses



For example: 65% of people who work 18–28 hours per week feel inspired by their boss.



1 Talk about charts 1 and 2 above. What do the charts tell you about working life today?

2 What makes a good job? Rank the following 1 to 8, with 1 being the most motivating for you, and discuss your decisions with your partner.

- flexible working hours
- being part of a team
- an excellent salary
- good holidays
- promotion prospects
- staff facilities, e.g. a sports centre
- responsibility
- an inspirational boss

3 You are going to hear a woman giving a lecture to a group of business students on the subject of motivation at work. In the test the recording may pause, but it won't be stopped. For this exercise, however, you should stop after each group of questions so you can look carefully at the next set of questions before you listen to the next part of the recording.

The questions are in the order in which you will hear the answers in the recording. Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

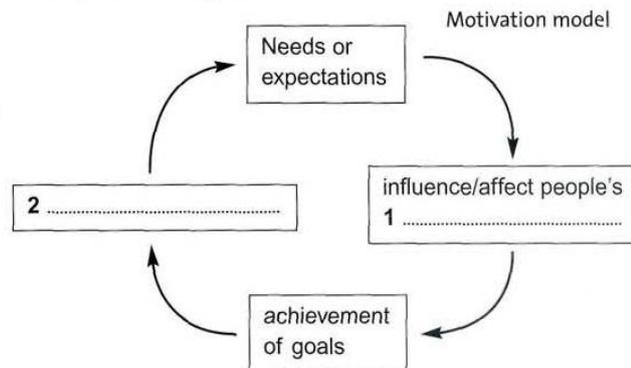
Questions 1 and 2

Complete the diagram below.

Listening

Test spot

Section 4 of the Listening Module is always a talk or short lecture related to academic work or study. There will be a mixture of task types and you will be told which questions to read, and be given time to read them, before you hear the recording.



Questions 3–5

Complete the sentences below.

Taylor wrote his theory in the 3

century.

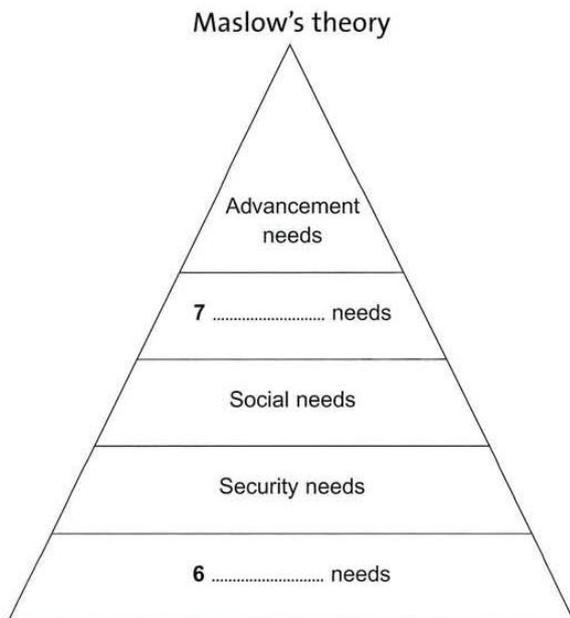
Taylor's theory was that people only worked for 4

Later research concluded that some people preferred to work 5

Questions 6 and 7

Complete the diagram below.

Look carefully at the diagram and check you understand where to write your first answer.



Questions 8 and 9

Complete the table below.

Look at the table and notice that in this section you need to listen for percentages.

Source of job satisfaction	% of employees
Inspirational leader	72%
Type of work	8
Good pay	50%
Flexible working hours	9

Question 10

Choose the correct letter, A–D.

What does the speaker say about workers in the UK?

- A They want to have a good lifestyle.
- B Socialising at work is not a priority for them.
- C They want to earn a lot of money.
- D Having a job title is a priority for them.

Vocabulary

Collocations with *money*

4 Complete the sentences with a verb from the box in the right form.

change	give	invest	leave	lend
make	pay	save	spend	waste

- 1 Don't your money on buying a cheap office desk – it won't last very long.
 - 2 My grandmother me £10,000 when she died.
 - 3 Claudia all her money on presents for the family.
 - 4 Don't your money at the airport – they don't give a very good rate.
 - 5 Every month I a certain percentage of my salary into my pension scheme.
 - 6 Can you me £20 until the weekend?
 - 7 The woman £10 to the man playing the guitar in the market square.
 - 8 If you your money in stocks and shares, you might lose it.
 - 9 Jon over £100 by buying his books second hand.
 - 10 Steve Rogers his money selling insurance.
- 5 How do you handle money? Ask and answer these questions with a partner.
- 1 Do you spend more than you have?
 - 2 What's the best way to make money?
 - 3 Would you ever buy anything second hand?
 - 4 Would you lend or borrow money?
 - 5 What do you think about investing on the stock exchange?



The Shanghai stock exchange

Unit 17

Writing extra

- 4 In the GT Writing Module you may be asked to write a letter of application for a job. (---WF 4) You will need to use a range of vocabulary, some quite specialised, in your letter.

Complete the letter with words from the box.

Dear Sir,

I am writing to apply for the 1 of Sales Manager advertised on 3rd March in *The Times* newspaper. I have worked for the past two years as a junior 2 in an electronics company in the Marketing 3 I feel now is the right time to apply for a higher position as I believe I have gained the necessary 4

I am a 5 engineer (see the enclosed 6) and believe I have excellent management 7 My 8 at present is £25,000 a year.

I realise that the 9 date for applications was last Friday, but I hope that you will still be willing to consider my application. I am available for 10 at any time. I look forward to hearing from you in the near future.

Yours faithfully,

Jason Stephenson

closing
CV
Department
experience
interview
manager
post
qualified
salary
skills

Speaking Part 2

Test spot

In Part 2 of the Speaking Module you will have to give a short talk lasting 1–2 minutes. The examiner will give you a card to read and then you will have 1 minute to prepare. It is a good idea to make notes. You must talk about all the points on the card. ---TF 9

- 5 Look at this task.

Describe someone who has motivated you.

You should say:

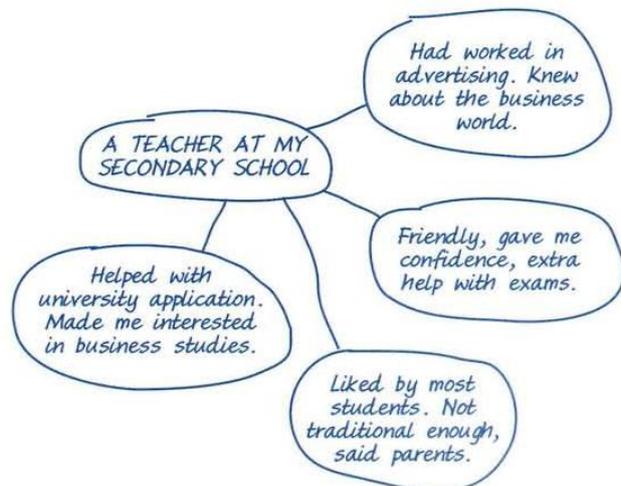
who they are

what was special about this person

what other people say about this person

and explain why this person has motivated you.

Use a mind map like the example opposite to make notes of important points and then give your talk to your partner. Time yourself – make sure you speak for a maximum of two minutes, preferably a little less.



The introduction

- 2 The introduction to your essay is very important and often the hardest part to write. Look at the three paragraphs below. Which ones do you prefer? Why?

A

I disagree with the statement that working hours today are too long and that people are not spending as much time as they should with their families or on leisure activities. Everyone knows that people today don't work as much as they used to. It is a fact that if people don't work hard, the economy will fail and there will be no jobs for anyone. I think my family is a good example of a family who work very hard.

B

In the twentieth century people believed that life in the future would be easier and that they would have more leisure time and spend less time at work. However, now we are in the twenty-first century we can see that this is not the case. In fact, people in most countries need to work even harder today than they did in the past.

C

The first thing we need to consider is where we are talking about when we say that people are working long hours. It is important to make clear that in many countries people have always worked long hours and to work shorter hours is not an option available to them.

Useful language

First of all, I would like to say that ...
The first thing to consider when discussing X is that ...
There is no doubt that ...
One of the main arguments put forward for X is that ...
I strongly agree/disagree with the statement that ...
Although some people say that ..., I believe that ...

Giving reasons and examples from knowledge or experience

- 3 It is very important to give reasons and relevant examples from your own knowledge or experience. Read through the example below and then work with a partner and think of examples of your own which would be relevant to the essay task in exercise 1.

EXAMPLE: I think a person should not have to work more than 38 hours a week so that he or she can spend time with the family. Firstly, let's say the father, needs time to relax with his children, get to know them and see them grow. One example of a person working too much comes from my own family. My father used to work very long hours and never had the time to attend parents' evenings at school or see me play in concerts. This had a negative effect on the family unit.

Useful language

Firstly, ...
The most important point is ...
The next most important point is ...
Secondly, ...
Next, ...
One/An example/illustration of this is ...
I can illustrate this with an example from my own experience.
... such as ...

The conclusion

It's important to have a conclusion – a short paragraph which summarises your arguments. You shouldn't introduce new arguments in your conclusion. It should summarise what you have already said earlier in your essay.

Useful language

Finally, ...
To sum up, ...
In conclusion, ...

- 4 Write your answer to the task in exercise 1. Before you begin, read the question again and underline the important words. The question has two parts: what are they?

You can use one of the introductory paragraphs from exercise 2 or one of your own. Make sure you write 250 words or just over. If you write fewer than 250 words, you will lose marks.

2 Read this article about the British entrepreneur Richard Branson. Circle the correct tense.

Richard Branson was born in 1950 and **1** *grew up / has grown up* in Britain. He **2** *went / has been to* public school, where, at the age of sixteen, he **3** *started / has started* a national magazine called *Student*. After **4** he *left / has left* school, he **5** *went / has been to* Oxford University but **6** *didn't graduate / hasn't graduated*. At the age of 20, he **7** *founded / has founded* Virgin Records and **8** *opened / has opened* a shop in London's Oxford Street.

Since then, the interests of Branson's Virgin Group **9** *expanded / have expanded* into publishing, transport and hotels. Virgin Atlantic Airways, which Branson **10** *started / has started* in 1984, is now the second largest British long-haul international airline. Branson **11** *founded / has founded* the airline with the idea of offering competitive and high quality first-class and economy services. In 1993, the combined sales of Virgin Group companies **12** *exceeded / has exceeded* US\$1 billion.



Branson **13** *spent / has spent* most of his life living in London and Oxfordshire, but he **14** *didn't only spend / hasn't only spent* his time working. Since 1985, he **15** *tried / has tried* to break a number of land and air speed records. His boat **16** *crossed / has crossed* the Atlantic in 1986 in a record time, and in 1991 Branson **17** *broke / has broken* all records in his balloon flight across the Pacific.

What type of person do you think Richard Branson is? Would you like him as your boss? Do you think he sounds inspirational? Why, or why not?

Unit 18

Handout 1



Speaking Parts 1 and 3

1 With a partner, read this question and answer.

Question: Do you ever advertise products or companies, for example by recommending them to friends?

Answer: Yes, I sometimes do.

That answer doesn't show how good your English is. Here are some answers that have been expanded. By each of the beginnings (1–3), write the letters of the expansions (a–e) that can follow it.

- 1 Yes, I sometimes do.
- 2 No, I don't.
- 3 I've never thought about it.
- a **For instance**, I told my friends about my mobile phone, because I thought it was very smart.
- b **I suppose** I do, because carrying a plastic bag with a company's name on it is a form of advertising.
- c **The reason is** that one of my friends does it all the time, and it gets very boring.
- d **I'm not sure** if I would want to, but perhaps it's hard to avoid.
- e **Maybe** I'll stop doing it, because I don't want to provide free advertising for companies.

Now answer these questions, using some of the phrases in bold above to develop your answer.

- Do you ever advise people not to buy certain products?
- Does advertising affect what you buy?
- Does advertising make you want things you can't afford to buy?

Reading

- 2 Whenever you read, try to work out the main point of each paragraph. The newspaper article on page 47 is about using members of the public to pass on advertisements on their computers. Read each of the first three paragraphs in turn, and answer questions 1 and 2. There is an example to help you.

Questions 1 and 2

Choose the correct letter, **A**, **B** or **C**.

Example:

- What is the first paragraph about?
A the type of people who make films
B what happens in the writer's film
C how films are used in marketing

The answer is **B**. The paragraph describes a sequence of events (= *what happens*), and the last sentence, "*Cut!*" *shouts the director*, suggests that it's about a particular film, not films in general.

- 1 What is the second paragraph about?
A deciding what a film should be about
B choosing where to shoot a film
C the reason for making a film
- 2 What is the third paragraph about?
A how viral marketing started
B the writer's concerns about viral marketing
C a company that advises on viral marketing

Test spot

Choosing the best headings from a list, as in questions 3–6, is one of the task types in the Reading Modules. Read each paragraph, consider all the headings in the box, and choose the one that fits the meaning of the paragraph best. Each paragraph should have a different heading. You won't use all the headings in the list. → TF 4

Questions 3–6

For each of the last four paragraphs, choose the best heading from this list, and write its letter beside the paragraph.

- A Some products benefit more than others from viral marketing
- B It matters who sent it
- C Getting the balance right
- D The writer changes his mind about viral marketing
- E How viral marketing has changed
- F The response to the writer's viral

🕒 about 450 words

>> How I made my first viral

I'm sitting at a desk signing copies of my book. Suddenly, a man hits me on the head with a frying pan as hard as he can. I try to hide under the desk, but he's too quick and keeps hitting me. "Cut!" shouts the director.

5 The scene took place in a London bookshop. A company called the Viral Factory was making a 20-second film to promote my recently published book. The film was to be sent by email to people who know plenty of other people. The hope was that they'd send it on to all their friends, and I'd become famous.

Viral marketing – promoting a product on the web – probably dates back to 1996, when it was used to advertise a free email service. Every time a customer used the service, the company's website address was automatically included at the end. The company, Hotmail, signed up an amazing 12 million subscribers in only 18 months.

3 Today, viral marketing is a lot more sophisticated. It's not enough to simply put a website address at the foot of an email. These days, only an instantly memorable short film will "go viral" – something attention-grabbing enough to make people want to pass it on immediately, something that gives the impression of having been caught on camera quite by chance.

4 Viral marketing has two great advantages over most other advertising. It's extremely cheap, and it has enormous impact. With a television ad, there's no guarantee that viewers will actually watch it. But if a viral arrives in your email inbox from a friend, you'll be curious and click on it. The message is then delivered straight into your brain.

5 Of course, if the clip is too obviously designed to advertise a particular product, people won't pass it on. No one wants to feel they are being used by a business. On the other hand, nobody will buy the product if they don't know what it is. So the product name and a website address are normally put at the end of the clip. That's what I did in my viral. I didn't want it to be too obvious that the whole incident was a marketing exercise.

6 So did it work? It's difficult to measure the success of a viral marketing campaign. In the few days after I launched my viral, traffic to my website increased dramatically, from a handful of visitors a day to several hundred. Certainly, to judge by the number of people who asked if I was all right, it was a great success. The answer, incidentally, was no. Even though the frying pan was made of rubber, it still really hurt.

from an article by Toby Young

Vocabulary Word formation

3 Complete the spaces in this table with words that are related to the ones given, which come from the article above. Use an English–English dictionary to help you, and mark the stressed syllable in each word. In most cases, more than one noun is possible.

verbs	nouns	adjectives
		'viral
pro'mote		
'advertise		
		'memorable
	a'ttention	
		'curious
	suc'cess	

4 Complete each sentence with the most suitable adjective from the table in exercise 3.

- 1 People are usually to see film clips they have received from a friend.
 - 2 The key to viral marketing is personal contact.
 - 3 videos are ones designed to show a company's products to potential customers.
 - 4 TV commercials are still talked about years later, even if they have had little effect on sales.
 - 5 Although great care is taken when making commercials, viewers may still find mistakes in them.
- 5 Would you read virals sent to your computer? Would you send them to your friends? Do you think companies should be allowed to send virals?

- 1 In small groups, discuss what these quotes mean and say what you think about them. Remember to expand what you say.



Listening

- 2 You are going to hear a radio interview with Gary Phillips, the head of an advertising agency. Listen to the first part of the interview.

Questions 1–6

Complete the sentences below.

Write **NO MORE THAN ONE WORD** for each answer.

- Early advertising provided only
- In the late nineteenth century, manufacturers advertised because they needed to increase the for their goods.
- Companies were able to make a large by selling luxury goods.
- Increased meant that companies risked going out of business if they didn't advertise.
- Persuasive advertising tries to involve people's
- Persuasive advertising stresses the of buying particular products.

In the second part of the interview, Gary uses each of the products below (7–11) as an example of a different advertising technique. First make sure you understand the words in the box, using an English–English dictionary if necessary.

Questions 7–11

Which technique does each product exemplify?

Choose your answers from the box.

- | | |
|---------------------|-------------|
| Example: | Answer: |
| children's clothing |H..... |
| 7 running shoes | ..... |
| 8 furniture | ..... |
| 9 washing powder | ..... |
| 10 snacks | ..... |
| 11 engine oil | ..... |

- | |
|---|
| A wide product range |
| B humour |
| C a claim that is suggested and not expressed |
| D a name that young children can remember |
| E celebrity endorsement |
| F repetition |
| G greater value for money |
| H creating a brand |

stressing *only* the words that are underlined.

My guest this evening is advertising expert Gary Phillips, who's going to tell us how advertising works.

It's difficult to read the sentence in that way, and hard to understand, because the wrong words are stressed.

Now listen to the sentence with the stress on the right words and repeat it.

- 4 In this extract from the recording, underline the words that should be stressed.

Interviewer: Welcome to the programme.

Gary: Thank you.

Interviewer: How did it all start?

Gary: When everyone lived in small communities, and knew the local farmer who grew and sold vegetables, advertising was unnecessary. But in a larger community it's a different situation.

Now listen and check.

- 5 Put each of these word classes in the right column in the table below.

adjectives	adverbs	auxiliary verbs
conjunctions	nouns	main verbs
prepositions		

content words (usually stressed)	grammatical words (rarely stressed)

Unit 19

Handout 1

Headings

(Academic Reading and General Training Reading Modules only)

You may be asked to choose suitable headings for some paragraphs or sections of the passage, which will be labelled alphabetically.

The headings are given Roman numerals, where i = 1, v = 5 and x = 10. The numbers one to twelve are: **i, ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii**. Although you don't need to know this number system, you must copy the numbers correctly.

When this task is used, it is always the first one on a particular passage, and the headings are given before the passage.

Advice

- Skim the passage quickly to get a general idea of its meaning.
- Re-read the first labelled paragraph or section, and decide what it's about. Read all the headings, and write beside the paragraph all those that might be suitable. Make sure they fit the meaning of the whole paragraph, and don't simply use some of the same words.
- Do the same with the other paragraphs, in each case reading *all* the headings.
- Where you have chosen more than one heading, decide which one fits best. Remember that every paragraph or section will have a different heading and there will always be more headings than paragraphs. If you are given an example, make sure you don't use that heading for other questions.

- 1 This passage is similar to those in Section 3 of the General Training Reading Module, though shorter, about 600 words.

The article below has nine paragraphs, A–I.

Choose the correct heading for each paragraph from the list of headings on the opposite page.

Write the correct number i–xii next to each question 1–8.

Example: Paragraph AX.....

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F
- 6 Paragraph G
- 7 Paragraph H
- 8 Paragraph I



- A** Do we really want non-stop TV advertising without the boring programmes in between? Well, that's what more and more retailers are giving us, in the shape of in-store TV. Go into a supermarket or department store, and the chances are there will be plasma screens beaming the company's own TV channel at you.
- B** In between news clips, recipe tips and beauty advice, the screens show advertisements for products in the aisles. The news and other editorial sections of the broadcast play an important role in preventing shoppers from feeling they are the constant target of ads. 'Advertorial' pieces can be very effective: these are ads presented in the style of an editorial or journalistic report, and have been known to cause sales to treble or even quadruple.
- C** In the early years of in-store TV, too often screens were dotted randomly around stores, playing continuous adverts that were not tailored to the shopping environment. In terms of customer experience, it sometimes left a lot to be desired. This has been changing, though, as advertisers get more sophisticated at using in-store TV.
- D** In-store ads have to be particularly attention-grabbing because people are there to shop, not watch TV. Unless an ad is outstanding, no-one watches it for more than a few seconds. Advertisers have realised that this requires a different approach from standard television, and often customise ads just for in-store TV. One ad for

List of Headings

- i Satisfied shoppers
- ii How the technology has improved
- iii Building on past experience
- iv Why not everyone is happy
- v The advantages for advertisers compared with TV
- vi The products that it suits best
- vii Not just advertising
- viii Information required
- ix Giving shoppers input
- x A growing trend
- xi Making customers notice the ads
- xii Ads designed for different departments

2 This paragraph is from a more difficult passage that might be used in the Academic Reading Module. Consider each heading carefully, because they all have some connection with the paragraph, but only one fits it accurately.

Choose the correct heading from the list below.

List of Headings

- i Customers' rising expectations of what sellers should provide
- ii Selling cars is different from selling certain other goods
- iii What customers should do to find the best products
- iv Manufacturers are improving their products to meet customers' demands
- v Customers and manufacturers need each other
- vi How sellers can manage their relationship with customers to benefit themselves
- vii Being dependent on customers puts a seller in a weak position

deodorant body spray certainly attracted attention. It was actually set in a store: a male shopper sprays on some of the product, making himself so attractive that women in the store run after him.

E Ads that communicate facts about a product or an offer appear to work better than the more emotional, slice-of-life advertising that dominates regular television. Shoppers are in the store to make purchases, and they want the ad to tell them specifically about a brand and what it is going to do for them.

F It is important to make sure customers are not bombarded with messages when they don't want to be, by ensuring that content is tightly tailored to particular store areas. Several TV channels need to be broadcast simultaneously: in the central aisle – which typically has five or six large plasma screens – the café, and so on. That allows advertisers to buy ad time in particular sections of the store: health and beauty, electronics or food, for instance, and reach customers just when they're deciding which brand of toothpaste or which DVD player to buy.

G A minority of customers feel that, rather than wasting money on in-store TV, the retailer should lower prices, or at least invest in more useful services. The biggest turn-off, though, for both customers and staff on the shop floor, is noise. However, if sound is not broadcast from all the channels, the noise levels should not cause unnecessary irritation. And directional sound can be used, which again curbs noise levels.

H As cable and satellite channels multiply, it has become more difficult for manufacturers and others to reach a mass audience on regular television. Through in-store TV they can reach the large numbers of people who still shop at the supermarket and big chain stores. The big plus is that the medium has been very successful at increasing sales.

I The biggest lesson is that in-store TV needs to communicate in an unobtrusive way. Analysing changes in shopping patterns at different times of day can help the retailer to show ads that are relevant to particular customer groups. As a result, the majority of customers feel that in-store TV improves their overall shopping experience. So the objectors are probably going to have to restrict their purchasing to the small shops that in-store TV hasn't yet penetrated.

Maintaining a positive relationship with buyers is an important goal for a seller, regardless of whether the seller is marketing cereal, financial services, or an electric generating plant. Through buyer-seller interaction, the buyer develops expectations about the seller's future behaviour. To fulfil these expectations, the seller must deliver on promises made. Over time, a healthy buyer-seller relationship results in interdependencies between the two parties. The buyer depends on the seller to furnish information, parts, and service; to be available; and to provide satisfying products in the future. For example, car buyers depend on car makers to provide quality vehicles, as well as service, guarantees, information about various car models, fair prices, and convenient dealer locations. The seller depends on the buyer to continue purchasing from the seller. A car maker depends on buyers to purchase its cars to supply it with the funds needed to meet its organisational objectives.

Unit 20

Handout 1

- 1 Do you think people should spend their free time actively (for example, dancing or painting) or passively (for example, watching a film or listening to music)? Why? How do you spend your free time?



Reading

- 2 Read the extract from the programme of events at an arts centre.

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the reading passage for each answer.

🕒 about 350 words

Test spot

First read the headings of the columns. Think about what word class would fit the heading and notes (if there are any). All the answers are words from the passage, but they may not be in the same order as in the questions. Make sure you write no more than the maximum number of words and copy them exactly as they are written in the passage. This type of task is similar to note completion. ... TF 3

name	type of event	main theme	notes
Jake Duff	EXAMPLE: 0 <i>comedy</i>	1	has been called 2
Nick Robertson	3	supernovas	a 4 will be on sale
'Kate and Joe'	5	6	opportunity to talk to the 7
Sharon Williams	8	seeing 9 in new ways	subjects are often reflected in 10

This week at the Prospect Arts Centre

Monday and Tuesday at 7.30: Jake Duff



If you want to see a Shakespearean tragedy,

- 5 you're bound to be disappointed, but if it's comedy you want, look no further. Jake's hilarious look at rural life will make you laugh till you cry. Recently picked by Ten-Street Magazine as best newcomer, Jake says he'd love to be named their 'Top Satirist'. To judge by his present form, he's sure to achieve this ambition very soon.

Wednesday at 7.30: Nick Robertson

- 15 Nick is a very popular regular at the Prospect, and if you attended last year's talk you'll remember his astonishing slides and clear explanation of how the solar system functions. This year Nick is turning his attention to supernovas, and it promises to be an equally fascinating evening. His latest booklet, 'What is a galaxy?', will be available after the talk, and if you'd like to buy a copy, Nick will be happy to sign it for you.

Handout 2

Grammar Talking about the future

- 3 Match each sentence (1–8) with the right meaning (a–e).

- The Arts Centre is holding a sculpture exhibition soon.
- The play begins at 7.30 p.m.
- The actors are going to meet the audience after the performance.
- The Arts Centre's falling income means it is going to make a loss this year.
- Children will love the comedy show taking place next Saturday morning.
- Because there's a special offer, I think I'll go to both this week's shows.
- I expect Nick will give another talk next year.
- Jake Duff's show is going to be a sell-out, judging by ticket sales so far.

- a prediction
- a decision made at this moment
- something already arranged or decided
- a future result of a present situation
- a timetable

Beside each meaning a–e above, write the tenses that can be used for it. You will need to use two of them twice, and one of the meanings has two answers.

Tenses: *will be going to* present simple
present continuous

- 4 Look at sentences 1–10, in which the writer says how likely a future event is. Decide whether each sentence is closest in meaning to a, b or c.

- I think it's likely to happen.
- I'm not sure if it will happen.
- I think it's unlikely to happen.

- If you want to see a Shakespearean tragedy, you're bound to be disappointed.
- There are so many comedians these days that there's little chance of winning any of the top awards.
- This year Nick is turning his attention to supernovas, and it promises to be a fascinating evening.
- I'm convinced I'll enjoy watching live comedy.
- Having a wide range of events at the Arts Centre may attract more people.
- I doubt whether many people would want to go on stage with Jake.
- There's a chance that the Arts Centre will have to close if it can't increase its ticket sales.
- There'll probably be a queue to get in to Jake's performance.
- I have no doubt that Sharon Williams's photographs will leave a lasting impression.
- Maybe holding an exhibition by local artists will attract people.

📖 ... TF page 140

Handout 3

- 1 Here are five types of experience that people gain from hobbies and other leisure activities. Can you think of another activity which might provide each experience?

relaxation – *walking*
 excitement – *paragliding*
 communion with nature – *scuba diving*
 companionship – *playing football*
 creative expression – *writing short stories*

Listening

- 2 You are going to listen to a talk which is similar to Part 4 of the Listening Module. This one is about the study of leisure.

Test spot

Before listening, read the instructions carefully. Check how many answers you should write and the maximum number of words for each answer. Try and write your answers in the same order that you hear them, but it doesn't matter if you change the order. You should write the words exactly as you hear them. This is similar to note completion. TF 3

Questions 1–9

Example:

List **TWO** leisure activities that are described as likely to provide relaxation.

Write **NO MORE THAN TWO WORDS** for each answer.

Listen to the first part of the talk. When the speaker mentions *the opportunity for relaxation* you know this is the relevant part of the recording. The answers are:

..... *yoga*
 *stamp collecting*

Then keep listening and answer the following questions.

List **THREE** leisure activities that are described as providing 'flow'.

- 1
 2
 3

List **TWO** leisure activities that are described as providing companionship.

- 4
 5

List **TWO** leisure activities that are described as providing communion with nature.

- 6
 7

List **TWO** leisure activities that are described as providing creative expression.

- 8
 9

Listen to the rest of the talk, and answer short-answer questions 10–14. This task type is used in the Listening and in both Reading Modules.

Questions 10–14

Test spot

Read the questions and think about possible answers. Listen for a paraphrase of the question. Write down the words exactly as you hear them. Check that your answers are spelt correctly and make sense in relation to the question.

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

Example:

- 0 What is central to people's experience of leisure activities?

Answer: control

The question paraphrases *an essential aspect of leisure* in the talk.

Handout 4

- 10 What should organisers of activities aim to provide?

- 11 What do many participants want to do after an activity?

- 12 What name is given to shopping as a leisure activity?

- 13 What new attraction is now offered by shopping centres?

- 14 What do leisure activities help us to enjoy?

Pronunciation Vowel length

- 3 If you look at how dictionaries show the pronunciation of words, you'll see that both short vowels (e.g. the /ʊ/ in *full*) and long vowels (e.g. the /a:/ in *far*) are represented by one symbol. The symbols for short vowels are /æ/, /e/, /ɪ/, /ɒ/, /ʌ/, /ʊ/, /ɔ/. Most dictionaries add : to show long vowels: /ɑ:/, /ɜ:/, /i:/, /ɔ:/, /u:/. Both short and long vowels may be spelt with one or two letters.

Diphthongs (e.g. the /aʊ/ in *about*) begin as one sound and end as another (*di-* means 'two'), and are represented with two symbols. The spelling often (but not always) has two letters.

Speaking Part 3

- 4 In groups of three, choose a leisure activity, and write at least four questions about it. Here are a couple of examples to get you started.

Watching television

- 1 What are the most popular sorts of programmes?
 2 Do you think the time that children spend watching television should be limited? Why, or why not?

- 3
 4

Playing computer games

- 1 What are the benefits of playing computer games?
 2 What do you think about the amount of time some people spend on computer games?

- 3
 4

Collecting autographs of famous people

- 1 Why do some people collect autographs?
 2 How easy is it to collect autographs?

- 3
 4

Unit 21

General Training Writing Task 1: Writing a letter

In Task 1 of the General Training Writing Module you will have to write a letter. You will have 20 minutes to complete this task and you will need to write 150 words.

The letter will be about a particular situation/problem and you will have three points to write about.

Advice

- Remember you do not get extra marks for writing more than 150 words, but you will lose marks if you write less or many more.
- The instructions will ask you to write about three points. You must not leave out any of the points or add irrelevant material or you will lose marks.
- Your letter must be paragraphed – for example, a paragraph on each point and a concluding paragraph with a suitable ending.
- You do not need to include any postal addresses.

1 First of all, read the question below carefully. Who is the letter to?

You are studying in a large town where there are no leisure facilities for young people.

Write a letter to the local council. In your letter

- *describe the problem*
- *make some suggestions for leisure facilities*
- *say why you think that these facilities will make the town a better place.*

2 Which of the following opening and closing phrases should you use in this letter?

Why? When do you use the other two?

- A Dear Peter B Dear Mr Johnson C Dear Sir/Madam
Best wishes Yours sincerely Yours faithfully

3 Compare these two opening paragraphs and say which one is more appropriate for the letter above. Give your reasons.

A

I am a nineteen-year-old student and I live in Hollworth. I am writing to explain the problems that young people who live in this town have. At present, there are very few things for young people to do and I believe you could help to improve the situation.

B

I want you to do something about the terrible problem we have here in Hollworth. There is nothing for young people to do in the evenings or at weekends. This is because you don't care about young people.

4 Read this answer to point 2 of the task above and say why it wouldn't get high marks.

I think it would be a good idea to have a swimming pool. Swimming is very good exercise and would benefit many people in the town, not just young people. I am sure you could easily raise the money when people find out what a good cause it is. There is a piece of land behind the cinema which would make a great place to have a swimming pool. It is very central and there is room for a car park as well. I am a very good swimmer and I won quite a few prizes when I was at school.

5 Read this conclusion to the letter above. Why is it unacceptable?

So, now you have my reasons and ideas. I hope you get back to me quickly and agree with my ideas. Drop me a line as soon as you can.

Useful language

Purpose of letter

I am writing to ...	
suggest that ...	apologise for ...
complain about ...	ask for your help with ...
explain ...	apply for ...
invite you to ...	give advice about ...
thank you for ...	say how sorry I am about/that ...

Polite requests

I would appreciate it if you would/could ...
I would be grateful if you would/could ...

Saying 'No' politely

I'm afraid that ... I'm sorry that ...

Ending

I look forward to hearing from you soon.
I hope to hear from you in the near future.

- 6 It is important that you use appropriate language. Look at these sentences from job applications, some of them written by IELTS candidates. Why would they be inappropriate in a formal letter? What would be a better way of expressing them?

EXAMPLE: I hope to hear a humble response from you soon.

Inappropriate – *humble* is not used in this way. It would be better to say:

I hope to hear from you soon or I look forward to hearing from you in the near future.

- 1 I want a job in your cinema as soon as possible.
 - 2 Please, please, spare a thought to consider my application.
 - 3 I found your Excellency's job advertisement in the paper last week.
 - 4 I want you to answer this letter immediately.
 - 5 I can't attend the interview next week as I am busy.
 - 6 You forgot to send me an application form.
 - 7 It is with regret that I must inform you that there are a number of deficiencies with your answer to my question.
 - 8 Hope you like my CV.
 - 9 Email me about my application any time.
 - 10 May I take this opportunity to enlighten you about my many qualifications?
- 7 Read the question below and the letter in response

to it, which is based on an answer produced by an IELTS candidate. Rewrite the answer, making sure that:

- 1 you have used the appropriate opening and closing phrases
- 2 you have answered all the points
- 3 everything you say is relevant – you may need to add or delete the information given
- 4 you have written in paragraphs
- 5 you have written the correct number of words
- 6 you have used appropriate language
- 7 your grammar is correct
- 8 your spelling is correct.

You are looking for a part-time job in a sports centre.

Write a letter to the manager of the sports centre.

In your letter

- **introduce yourself**
- **explain what experience and special skills you have**
- **tell him/her when you think you could start.**

Dear Manager,

I am a twenty-year-old student and I am studying physical education at Pulteney College. I study there since two years. I need job, especially part-time job. This is because I need money for my accomodation which expensiv in this area. I share a house with three other students who are also studing physical education. I think I am swited to working in your sports centre becose I like sport, especially the running, the judo, the tennis and the basketball. I win the college award for Best Student in my first year. I have two more years before I am a qualified sports teacher. I can give you references from my teachers if you want. I can start whenever you want. I would prefer work at evenings and on weekends as I have classes on the daytime.

Write back soon.

Unit 22

Handout1



1 How much do you know about global warming?
Do this quiz with a partner.

1 What has been the average global temperature change over the last 100 years?

- A +0.6 °C B +1 °C C +3 °C

2 By how much has the sea level risen in the last 100 years?

- A 0-5 cm B 5-10 cm C 10-20 cm

3 Which of the following is NOT an effect of global warming?

- A a growth in population
B increased risk of flooding
C a change to animal habitats

4 When will we be experiencing the effects of global warming?

- A not for another 50 to 100 years
B we may be experiencing them already
C never

Reading

2 Read through the article opposite quickly to find out which of the following people does NOT think global warming is a big problem.

- | | |
|-------------------|------------------|
| Jonathan Overpeck | Jay Malcolm |
| Ronald Stouffer | Marianne Douglas |

3 Look at headings 1-5 below. Which is the best heading for each paragraph A-E?

- 1 The effect of global warming on plant and animal life
- 2 Uncertainty among experts about the effects of global warming
- 3 Global warming: the position now and predictions for the future
- 4 The countries affected by a rise in sea level due to global warming
- 5 The debate about the causes of global warming

Test spot

There are two types of summary task in the Reading Modules. In one you need to find the answers in the text (and your answers must be actual words from the text). In the other you are given a box of answers to choose from. The summary may be on the whole text or just a section of it, and the answers may or may not be in text order but usually are.

Read the summary through first before trying to complete it. Don't try to complete the summary without reading the relevant parts of the text again carefully. Think carefully about the type of word that is missing – noun, verb, adjective, etc. TF 5

4 As you complete this summary, remember that your answers must be words taken from the article.

Complete the summary below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

The 1 temperature of the Earth has risen over the last hundred years. One effect is a reduction in the 2 in tropical oceans. An increase in carbon dioxide reduces the amount of 3 escaping from the atmosphere. As a result, animals are moving to different 4

In the USA, research has been undertaken into the effect on sea levels if an 5 melted. This would destroy many heavily 6 places, especially in the worst-case scenario of a rise of 7 metres. The conclusion reached is that there is a need for people to reduce their use of 8 and change to different 9

A disaster in the making

A

Most scientists agree that global warming presents the greatest threat to the environment. There is little doubt that the Earth is getting warmer. In the last century the average temperature rose about 0.6 degrees C around the world. From the melting of the ice cap on Mt Kilimanjaro, Africa's tallest peak, to the loss of coral reefs as oceans become warmer, the effects of global warming are often clear. Many experts warn that global warming will cause sea levels to rise dramatically. In the past 100 years the oceans have risen 10 to 20 cms – but that's nothing compared to what would happen if, for example, Greenland's massive ice sheet were to melt. 'The consequences would be catastrophic,' says Jonathan Overpeck, Director of the Institute for the Study of Planet Earth at the University of Arizona. 'Even with a small sea level rise, we're going to destroy a number of nations and cultures that have existed for thousands of years.' Overpeck and his colleagues have used computer models to create a series of maps that show the places most at risk of flooding.



B

Just as the evidence is clear that temperatures have risen in the last century, it's also well established that carbon dioxide in the Earth's atmosphere has increased about 30 percent, allowing the atmosphere to trap too much heat. However, the exact link, if any, between the increase in carbon dioxide emissions and the higher temperatures is still being disputed. Most scientists believe that humans, by burning fossil fuels such as coal and petroleum, are largely to blame for the increase in carbon dioxide. But some scientists also point to natural causes, such as volcanic activity. 'Many uncertainties surround global warming,' says Ronald Stouffer at the US National Oceanic and Atmospheric Administration's Geophysical Fluid Dynamics Laboratory. 'How much of it would still occur if humans were not changing the climate in any way?'

C

The current rate of warming is faster than ever before, however, which suggests it probably is not a natural occurrence. And a large number of scientists believe the rise in temperatures will, in fact, speed up. The UN Group on Climate Change reported in 2001 that the average temperature is likely to increase by between 1.4 and 5.8 degrees C by the year 2100. The climate change is likely to impact on ecosystems, agriculture and the spread of disease. 'Global warming is a serious threat to animal and plant life,' says Jay Malcolm, a forestry professor at the University of Toronto. 'As climates warm, more southerly species will begin appearing further north ... species will find themselves in habitats where they don't belong. For example glaciers and sea ice in both the northern and southern hemispheres are already melting at a rapid pace, placing animals like polar bears at risk.'

D

A recent study suggested that Greenland's ice sheet will begin to melt if the temperature there rises by three degrees C. That is something many scientists think is likely to happen in another hundred years. The complete melting of the Greenland ice cap would raise sea levels by seven metres. Even a partial melting would cause a one-metre rise. Such a rise would have a devastating impact on low-lying islands, such as the Maldives, which would be entirely submerged. Densely populated areas like the Nile Delta and parts of Bangladesh would become uninhabitable, affecting hundreds of millions of people. A one-metre sea-level rise would flood the eastern seaboard of the USA.

E

Other scientists emphasise that such doomsday scenarios may be hundreds of years in the future. 'You can't say with any certainty that sea-level rises are going to have a huge impact on society,' says Stouffer. 'Who knows what the planet will look like 5000 years from now?' Most climate scientists, however, agree that global warming is a threat that has gone unchecked for too long. 'Is society aware of the seriousness of climate warming? I don't think so,' says Marianne Douglas, professor of geology at the University of Toronto. 'Otherwise we'd all be leading our lives differently. We'd see a society that used alternative sources of energy, with less dependency on fossil fuels.'

Speaking Part 3

5 With a partner, ask and answer these questions.

- What kind of things can you do personally to reduce global warming? e.g. recycling, using less electricity, etc.
- Do you think that ordinary people can stop global warming or is it up to the government? Why?
- Can joining a pressure group help?

Useful language

Speculating

I think the government **could** do more to stop global warming.

Cycling to college or taking public transport **might** help.

It's **possible** that we could do more to recycle our rubbish.

It's **unlikely** that some countries will reduce their CO₂ emissions.

It **would probably** help if people **stopped** using fossil fuels.

Listening

6 You are going to hear a woman talking on the radio about a new book. Before you listen, read through the notes below and try to decide what kind of information you need to listen for.

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Saving the Planet

Approx. amount of money that each household could save a year: 1 US\$

Main topic of book: 2

Ways to prevent global warming:

3 use modern types of

4 put your in a cool place

5 turn off

6 only shower for

7 unplug your

type of energy saving	amount saved
• keeping tyres inflated	8 US\$
• eating less 9	US\$109
• buying food in 10	US\$293



Vocabulary

Collocations related to the environment

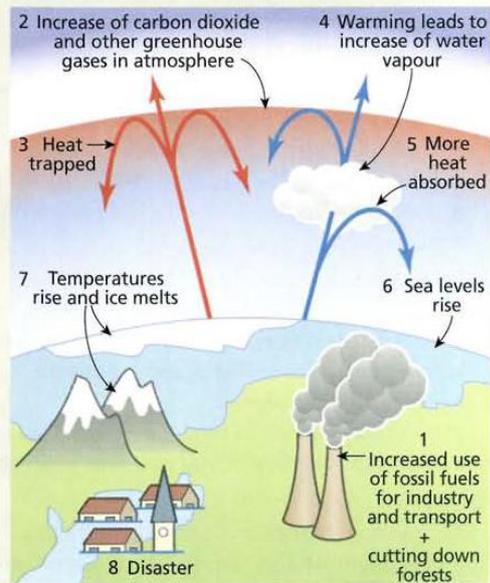
7 Vocabulary and collocations related to the environment often appear in IELTS. Link each word on the left with a word on the right. Use a dictionary to help you.

EXAMPLE: 1 f global warming

- | | |
|-------------------|-------------|
| 1 global | a gases |
| 2 recycling | b pollution |
| 3 greenhouse | c species |
| 4 environmentally | d modified |
| 5 light | e friendly |
| 6 endangered | f warming |
| 7 genetically | g waste |

Writing extra

8 Write at least 150 words on the greenhouse effect, using the diagram and notes below. → WF 1



Unit 23

Handout 1

Summary completion

(Academic Reading, General Training Reading and Listening Modules)

A summary is usually of one part of the passage, but may be of the whole text.

In the Listening Module the questions follow the order of information in the passage. In the Reading Modules they may not.

The summary is worded differently from the passage, but the ideas are the same.

If you have to choose words from the passage, you will be told the maximum number for each answer.

If you have to choose words from a box, there will be more words than spaces, and they are usually different from ones in the passage.

Words must be spelt correctly to gain marks.

Advice

Reading Modules

- Skim the whole passage before you start working on any of the tasks.
- Read the instructions. If the answers come from the passage, check the maximum number of words for each space. Read the heading (if there is one) and the summary. Consider what information is likely to fit each space. Think about both the *meaning* and the *grammar*.
- Read the first gapped sentence. Find the relevant part of the passage – the heading will help you – and look for something that means the same. Find the words (in the passage or box) that fit the question. Copy them exactly. Continue with the next space.

Listening Module

- You will be given time to read the summary before you listen. Consider what information is likely to fit each space. Think about both the *meaning* and the *grammar*.
- Listen for each answer in turn. If you miss one, go on to the next question or you may miss that too.

All modules

- Check that your answers fit both the meaning and the grammar, that the spelling is correct, and that you haven't written more than the maximum number of words.

Reading

- 1 This passage is similar to those in the Academic Reading Module, but is only about 350 words. The task is typical of both Reading modules.

The Little Ice Age

Western Europe experienced a general cooling of the climate after the year 1150 and a very cold climate between 1560 and 1850 that brought dire consequences to its peoples. The period from 1150 to 1850 is sometimes called the Little Ice Age.

During this time, the cooler air of the Arctic began to spread southward. Together with other changes in the atmosphere over the North Atlantic, this directed a higher number of storms into northern Europe. The sea level seems to have been increased by ice melt during the preceding Medieval Warm Period (from about 900 to 1150), contributing to the flooding which caused the loss of hundreds of thousands of lives. Additionally, hail wiped out farmland and killed great numbers of livestock over much of Europe, due to very cold air during the warmer months. Glaciers in many parts of Europe began to advance, destroying farmland and causing massive flooding.

The climate change of the Little Ice Age had a serious impact on agriculture, as it reduced the growing season by up to two months. That is enough to affect almost any type of food production, especially crops highly adapted to use the full-season warm climatic periods. Varieties of seeds that can withstand extreme cold or warmth, wetness or dryness, were not available in the past. The impact on agricultural output was significant, with poor harvests leading to high food prices and famines. In one of the worst famines, millions of people died in France and neighbouring countries in 1693. Food prices reached a peak in the year 1816 – 'the year without a summer'.

The cooler climate during the Little Ice Age had a huge impact on the health of Europeans. Malnutrition led to a weakened immunity to a variety of illnesses, including bubonic plague – the Black Death – which killed a third of the population of Europe in the late 1340s. Cool, wet summers led to outbreaks of an illness called St Anthony's Fire, which caused terrible suffering, hallucinations and even death. This was due to a fungus which develops in grain stored in cool, damp conditions. Used to make bread, the grain passed the illness to whole villages.

Handout 2

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The Impact of the Little Ice Age

The increase in cold air affecting Europe led to more frequent **0** in the north of the continent. The sea level rose because of **1** caused earlier, and this led to **2** in which many people died. Animals and crops were destroyed by **3** in the summer. As the climate cooled, **4** spread, causing great destruction.

In agriculture, the Little Ice Age led to a shorter **5**, which had a particular impact on **6** that need long periods of warmth. A further problem was that **7** were more vulnerable than those of today. In consequence, **8** were poor. Large numbers of people died in the **9** that occurred in several countries. In addition, **10** reduced many people's immunity to diseases. One illness, St Anthony's Fire, was caused by a **11** that could grow in bread.

Listening

2  This passage is similar to those in Part 4 of the Listening Module.

Complete the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

The Polar Front Jet Stream

The Polar Front Jet Stream is a wind at a height of up to **1** kilometres above the earth's surface. It moves at approximately **2** km per hour during the winter. The direction of movement is caused by the earth's **3** The jet stream is formed where cold polar air meets warm **4** air.

It was first identified by **5** in the 1940s. Planes benefit in terms of both **6** but **7** is difficult.

Forecasters use jet streams to predict where depressions will form, and whether the British Isles will have potentially destructive **8** or only **9**

Global warming may move the jet stream to the **10** in the summer, creating **11** conditions in the British Isles.

3  This passage is also similar to those in Part 4 of the Listening Module.

Complete the summary below using words from the box.

disease	drought	dust	floods	hunger
ice	lava	migration	night	riots
snow	storms	sunlight	temperatures	

The eruption of Mount Tambora in 1815 filled the air with **1** The amount of **2** was reduced. The effects on the weather of 1816 included **3** in places where it was a rare occurrence, and **4** that severely damaged crops. Many Europeans suffered from **5**, and there were serious **6** in many towns. In the USA there was considerable **7** from affected areas to the more fertile Midwest.



Mount Tambora today

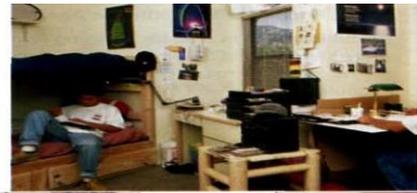
Unit 24

Handout 1

Speaking Part 1

1 With a partner, take it in turns to ask and answer the following questions. Remember to give a full answer – use *because* and *for example*.

- What type of accommodation are you living in at the moment?
- What's it like?
- What would your ideal room be like?
- What qualities would you look for in a flatmate?



Useful language

Accommodation

a hall of residence / a college room
 a rented flat/apartment
 a hostel
 a family house / a home stay
 a shared house

I like/love living with my/a family.
 I don't mind staying in a hostel
 What I would most like is ...
 I'd like (to share with) someone who ...
 I dislike/hate/can't stand sharing with anyone.
 I can't afford to pay more.
 I want to move soon.
 On the other hand ...



Listening

2 You are going to hear a student asking about accommodation at a university. Read through the questions and try to decide what kind of information you need to listen for.

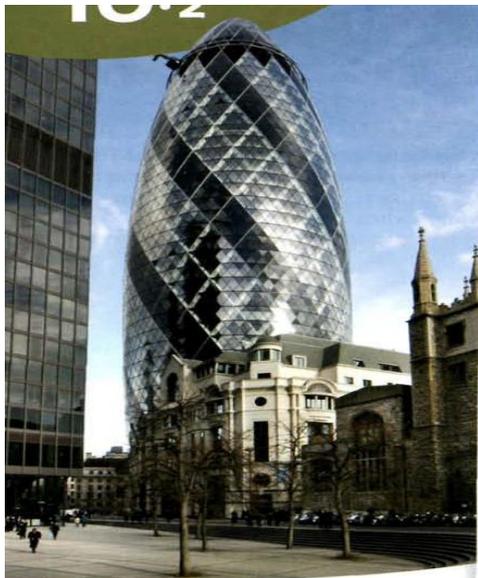
Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Ridgeway House	\$230 or \$270 a week: including 1
	Time taken to campus on foot: 2
	Not open: in 3
International House	Cost of private room: 4 \$
	Situated on ground floor: 5
Address:	6 Place.
	Possible to take part in 7 all year round.
Computer lab:	in 8 of the building.
Main rule:	9 in the building.
Application fee:	10 \$

Would you like to live in this college accommodation? Why, or why not?

Handout 2



Grammar

Norman Foster – architect

Norman Foster was born in Manchester, England in 1935. His father was a shop manager in a poor area of Manchester but his parents managed to send him to a private school. However, there wasn't enough money to send him to university so his parents persuaded him to get a job and earn some money after leaving school. Foster worked for two years in an office, before doing compulsory military service in the air force. He was beginning to develop an interest in architecture, so when he left the air force he went to Manchester University to study architecture. Designing buildings came naturally to him. He decided to continue his studies at Yale University in the USA and became friends with another architect called Richard Rogers. After they had finished studying, they decided to start Foster Associates. Since then, the firm has received more than 190 awards and won over 50 national and international competitions.

The latest is the Stirling Prize for 30 St Mary Axe in London. 30 St Mary Axe, or the Swiss Re headquarters, is London's first environmentally friendly skyscraper. It is situated in the city of London, and it is an easily recognisable building. The shape of the tower allows the maximum amount of natural light to come into the building and this helps to reduce lighting bills. When it was first built, people weren't sure if they liked it or not and called it the Gherkin, but now it is very popular. It can be compared to the Chrysler building in New York, the wonderful art-deco skyscraper built in Manhattan in the 1920s. But it is much better than the Chrysler, which would be quite ordinary without its spire. The Gherkin curves and glitters and reflects all over. Everyone agrees that it is an architectural masterpiece and its presence in London makes the people of the city feel very proud.

Pronunciation *Polite intonation*

- 3  It is important to create a good impression by sounding polite during the Speaking Module. Listen to the beginning of the conversation from exercise 2 again and then repeat these words or phrases. Try to use the same intonation.

- | | |
|------------------------|----------------|
| 1 Can I help you? | 4 Do sit down. |
| 2 Yes, please. | 5 Thank you. |
| 3 I don't, I'm afraid. | 6 Certainly. |

Remember: phrases like *I'm afraid*, or *I'm sorry* soften a negative response.

- 4  Listen to eight short exchanges and decide if the *second* person sounds friendly or unfriendly. Write F (friendly) or U (unfriendly).

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

Vocabulary

Phrasal verbs and collocations with *house* and *home*

- 5 Rewrite the sentences using phrases from the box and making any other necessary changes. Use an English-English dictionary to help you.

to pull down a building /	
to pull a building down	a spacious house
to put someone up	a dilapidated house
to rent out a flat/house	a terraced house
to extend a house	a bungalow
to leave home	a detached house
to move house	a semi-detached house

- My house is connected to another house.
- Josh lived in eight different houses when he was a child.
- Don't worry about finding a hotel – I can give you a bed for the night.
- After they had children, they decided to add more rooms onto their house.
- Tania's mother was very upset when Tania moved out of the family home.
- The council are demolishing the old cinema.
- Dr Thomas is very happy to allow students to have the flat for a reasonable amount.
- I live in a house which only has one floor.
- My aunt's house has a lot of space but it isn't in a very good state.
- I have lived in houses which were part of a row and in houses standing alone.

Writing extra

General Training Task 1

- 6 Complete the letter using words from the box below. There are some extra words which you won't need.

agree also attention because conclusion
hear hearing however is know limit
make meet next past receive run
since stop when where would

Dear Professor Simpson,

I have been living in International House now for the **1** six months and feel very much at home as it is very comfortable and reasonably priced. **2**, I would like to draw your **3** to the following problems.

First of all, the computer room in the basement has been closed for the last two weeks **4** of a shortage of technical staff. **5** it not be possible to pay computer-science students to **6** the hall's computer room on a rota basis?

Secondly, noise levels from student parties have increased recently. I think it would be a good idea to **7** parties to Friday or Saturday nights and from 8.00 to 12.30 in term time. I am sure you will **8** that it is very hard to study **9** someone is having an all-night party in the middle of the week!

I look forward to **10** from you in the near future.

Yours sincerely,

- 7 Answer the following Task 1 question.

Write the following letter.

You are due to move into a rented apartment next month but you will not be able to because you have some problems.

Write a letter to the landlord. In your letter

- explain your situation
- describe your problems
- tell him/her when you think you can move in.

You should write at least 150 words.

- 1 What do you think of this building? Do you know where it is and what it is used for?
- 2 Read the article above about the architect and the building.

-ing forms

- 3 The *-ing* form of a verb can be used in several ways. In which of these sentences from the article is the *-ing* form being used as a noun?

- 1 Designing buildings came naturally to him.
- 2 He was beginning to develop an interest in architecture.
- 3 This helps to reduce lighting bills.

Infinitives

- 4 An infinitive is a form like *(to) do* or *(to) go*.

Find example(s) from the text of the following:

- 1 an *-ing* form used after a verb, e.g. *enjoy doing*
.....
- 2 an *-ing* form used after a preposition, e.g. *after doing, good at doing*
.....
- 3 a verb/expression followed by *to* + infinitive, e.g. *I would like to do*
.....
- 4 an infinitive of purpose, e.g. *I went to town to do some shopping.*
.....
- 5 an infinitive after *too* or *enough*, e.g. *too hot to do*
.....
- 6 a verb which follows the pattern: verb + *someone/something* + *to* + infinitive, e.g. *I encouraged my friend to apply for university.*
.....
- 7 an infinitive without *to*, e.g. *My flatmates made me do the shopping.*
.....

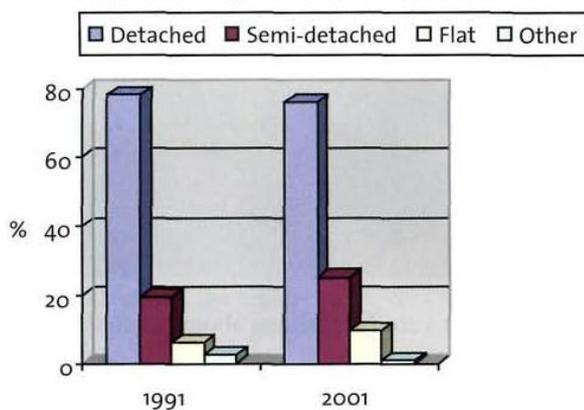
Unit 25

Handout 1

- 1 Correct statements 1–7 about the charts, if necessary. Some statements are correct.

Bar chart

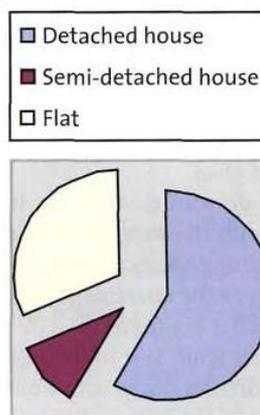
Private dwellings in Australia 1991–2001



- 1 In 1991, there were twice as many detached houses as semi-detached.
- 2 The percentage of flats increased slightly in the ten year period from 1991–2001.
- 3 The number of flats in 2001 was nearly double the number of semi-detached houses.
- 4 There was a fall in other types of housing from 1991 to 2001.

Pie chart

% of Canadian households 2002



- 5 In 2002, the majority of Canadians lived in flats.
- 6 In 2002, a higher percentage of Canadians lived in semi-detached houses than in detached ones.
- 7 In 2002, more Canadians lived in detached houses than in flats.

- 2 With a partner, using the language given opposite, discuss what the table shows you and then write sentences summarising the information.

EXAMPLE: *It can be seen from the table that many more UK households with children had a PC than those without children.*

Home entertainment equipment – households in the UK (2000)

	with children	without children
DVD/Video	87%	78%
Video games	52%	14%
PC	41%	17%
Satellite TV	28%	18%
Video camera	23%	14%

Useful language

According to ...
It can be seen / It would appear from the chart/
table/data/statistics that ...

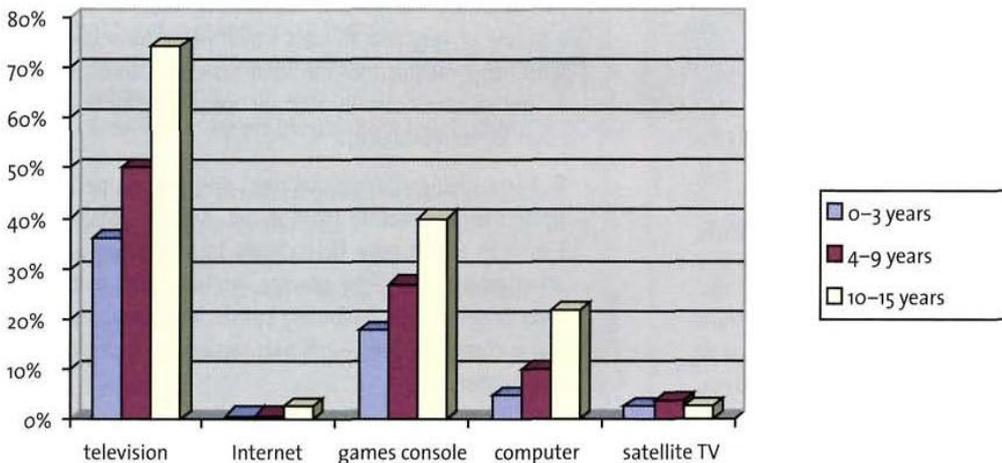
It/There is/are twice as ... as ...

is nearly the same as ... } that of ...
is a little more than ... } the amount/number/percentage of ...
is double

The majority of ...
A minority of ...

- 3 Look at the chart and then complete the summary of the information in the chart using words or phrases from the box below.

Entertainment equipment in children's bedrooms, by age of children (UK 2002)



Overall, it would appear that the 1 children, that is children aged 2, were more likely to have entertainment equipment in their rooms than 3 children. However, more 4-9 year olds did have 4 in their bedrooms than the other two age groups.

The 5 item of equipment for all age groups was the 6, with over 70 per cent of all 10-15 year olds and 7 of 4-9 year olds being allowed to watch in their own rooms. A 8 was the second most popular item, with 9 of the older age group possessing this item of equipment.

Although just over 20 per cent of 10-15 year olds had 10 in their bedroom, a much smaller percentage of that age group were able to access the Internet. Very 11 younger children were allowed to use the Internet.

It is clear from the data above that, generally, the older 12 are, the more electronic equipment they are likely to have in their bedroom.

satellite TV	most popular	oldest
a computer	few	younger
40 per cent	children	games console
50 per cent	television	10-15

- 4 Make a chart giving information about the amount of home entertainment equipment the students in your class possess and then write 150 words describing your findings.

- 5 Complete the sentences using a verb from the box in the correct form.

buy	finish	have	live	look	make
pay	reduce	share	visit	work	

EXAMPLE: Michelle has decided *to buy* Lizzie a lamp for her new flat.

- It's not worth me for a house to buy – they are all too expensive.
 - Paul insisted on the builders the job on time.
 - I'm quite good at accommodation with other students during term-time.
 - Tania can't afford too much for a room in the hostel.
 - Can you imagine in an apartment on the top floor of a skyscraper?
 - Foster has succeeded in modern architecture popular in Britain.
 - I adore old buildings.
 - I used in an office just near the Eiffel Tower in Paris.
 - The hostel warden made us all noise levels in the evenings.
 - My sister has always wanted a houseboat on the River Thames.
- 6 The *Cambridge Learner Corpus* shows that the most common mistake IELTS candidates make is with *to*. Correct these sentences.
- The architect made the builder to use triangular-shaped glass.
 - You had better to do your essay before to go out.
 - I gave up to live with my parents years ago.
 - Have you finished to do the cleaning?
 - He suggested to rent the apartment next year.
 - I object to pay such a high rent.
 - I look forward hear from you in the near future.
 - The college wouldn't let me to move out of the hostel.
 - I'm interested to go to see the house tomorrow.
 - The estate agent advertised in the paper to getting more people seeing the house.
- 7 With a partner, talk about why you think people do the following things.

EXAMPLE: study IELTS – *I think many people study IELTS to go to university.*

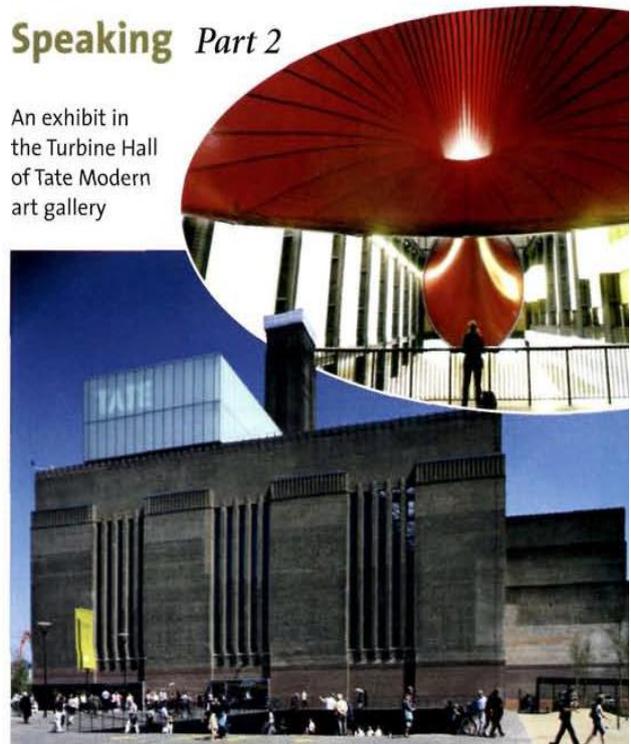
- get married
- smoke cigarettes
- go to clubs
- buy fast cars like Ferraris
- join Internet chat rooms
- have cosmetic surgery
- recycle plastic and glass

- 8 With a partner, ask and answer these questions. Make sure you use an *-ing* form and ask *Why?* or *Why not?* when your partner answers.

- Have you ever given up anything?
- Do you dislike doing housework?
- Are there some things you put off doing?
- Do/Would you mind living away from home?
- When will you finish studying?
- Is there anything that you are particularly bad at doing?
- What are you looking forward to doing this weekend?
- Is there a hobby you'd like to take up?

Speaking Part 2

An exhibit in the Turbine Hall of Tate Modern art gallery



- 9 Listen to a student talking about the following topic.

Describe a building you like or dislike.

You should say:

where it is

what type of building it is

when you first saw it

and explain why you particularly like/dislike it.

Did the speaker cover all the points above?

Did she use a range of vocabulary?

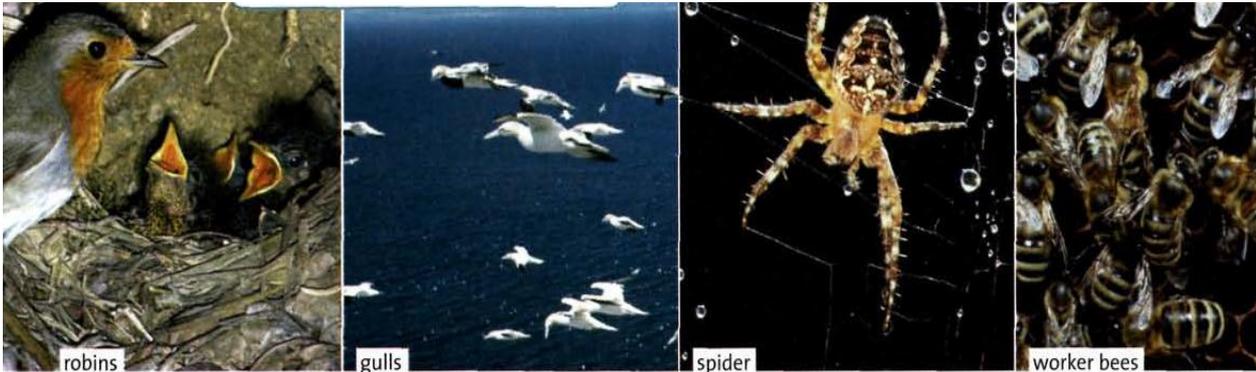
Was what she said relevant?

What words did she use to avoid saying *big* repeatedly?

Now you answer the question above. You have one minute to make some notes and then you must talk for one to two minutes.

Unit 26

Handout 1



1 What similarities and differences are there between the lives of animals and of human beings?

Reading

2 Match each definition (1–7) with a noun or verb from the box (a–i). There may be more than one answer.

- 1 a group of people living together, or a person living alone
- 2 a couple and their children
- 3 parents, children, grandparents, uncles, aunts, etc., whether or not they live together
- 4 something done alone
- 5 something done in a group
- 6 to care for young animals or children until they are able to care for themselves
- 7 the way in which someone is treated and educated when they are young, especially by their parents

- a to bring up
- b a communal activity
- c an extended family
- d a household
- e a nuclear family
- f to raise
- g to rear
- h a solitary activity
- i upbringing

3 Most species of animals have a preferred way of living. This book extract introduces different patterns. Note that ‘animal’ is used to include birds, fish, insects and invertebrates. Skim the first section, and decide what the main topic of each paragraph (A–E) is. The passage is similar to those in the Academic Reading Module.

🕒 about 250 words

Social organisation among animals

Varieties of social organisation

A The palolo – a worm which lives on rocks in the sea – is one of very few animals which never have contact with other members of the same species. Others, such as spiders, are normally solitary, meeting only to mate (that is, to reproduce).

B Some species form social links only for the period while they are rearing their young. Among birds, European robins raise their chicks in a pair, away from other members of their species, while herring gulls form larger groups (*colonies*) consisting of many pairs living close together, each pair raising their chicks independently.

C Many species of fish and birds form large groups, called *schools* and *flocks*, respectively, and swim or fly together. Hens attack each other, and eventually establish a hierarchy based on their individual strength. Those at the top of the ‘pecking order’ get to eat before the others.

D Finally, some animals spend most or all of their lives in social groups in which individuals co-operate. Lions, for instance, usually live in a relatively permanent group, called a *pride*, where some activities, such as hunting, are social, and others, like sleeping, are solitary.

E Bees, wasps and ants live in stable, co-operative groups in which every activity is communal and organised. Worker bees (which are all female) have several jobs in succession, depending on their age. They begin with cleaning duties, and later become soldiers to defend the hive against intruders. Finally they fly out of the hive to collect food. There is a highly complex social organisation.

Handout 2

- 4 Now answer these multiple-choice questions about the extract you have just read.

Test spot

Remember to read each question carefully, find the relevant part of the text, consider *all* the options, and choose only one answer to each question. ... TF 6

Choose the correct letter, **A**, **B** or **C**.

- 1 Which of these animals spends most, but not all, of its life alone?
A palalo
B herring gull
C spider
- 2 European robins and herring gulls are different with regard to
A how many birds help to bring up each chick.
B the social organisation in which pairs bring up their young.
C how long they spend together.
- 3 What point is made about hens?
A The best fighters eat different kinds of food from weaker hens.
B They live in larger groups than most other species of birds.
C Their social structure gives certain individuals advantages over others.
- 4 What is said about the life of lions?
A They live in a group and do some activities together.
B They live separately and come together for some activities.
C They live in a group and do all activities together.
- 5 What point is made about worker bees?
A They carry out different tasks as they get older.
B They live in a social structure unlike that of any other animals.
C They could not survive alone.
- 5 What do you think are the advantages and disadvantages for animals of living in groups?
Consider
 - bringing up the young
 - finding food
 - protection against other animals
 - conflict

- 6 Now read the next section of the extract.

🕒 about 250 words

Advantages of social co-operation



Social co-operation can provide a number of benefits. Groups of male frogs sing to attract females, and large groups generally attract more females per male than smaller groups, making it easier for the males to find a mate.

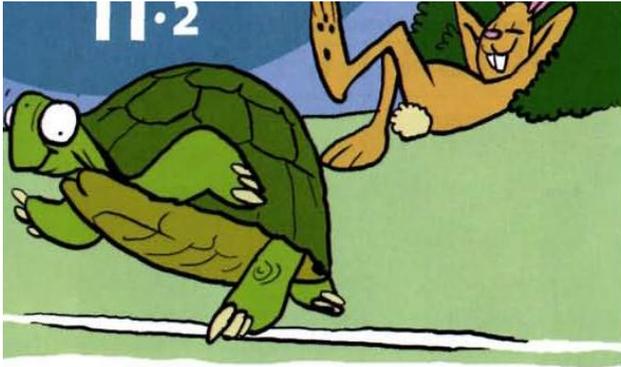
- 5 The young can be reared more safely in social groups. Birds in a colony tend to lay their eggs at around the same time, so all the chicks emerge from the egg almost simultaneously. As an individual predator (an animal that kills and eats other animals) can only consume a finite number of eggs or chicks, each individual is less likely to be eaten. Groups of adult elephants surround all their young, giving each one much greater protection than its parents alone could provide.

Groups are also more effective in bringing up the young. In some species of apes and monkeys, female 'aunties' help to look after the young which are not their own, while learning how to raise their own young in the future. Lion cubs drink the milk not only of their mother but also of other lionesses in the group, and the range of antibodies that different females provide increases their resistance to disease.

A group that spreads out in search of food is likely to be more successful than an animal searching alone. When one has found food, others may simply join it, but some species have developed a highly complex form of communication. When a honeybee finds some food it returns to its hive and performs a complex dance to indicate the location of the food to others.

- 7 Which **FIVE** of these advantages of social co-operation are mentioned in the above passage?

- A** Females can choose a mate more easily.
- B** More eggs can be laid.
- C** Eggs are more likely to survive.
- D** There are more adults available to protect the young.
- E** Individuals can develop skills for later use.
- F** The young are likely to be healthier.
- G** Individuals can eat food which others have found.
- H** The group is more likely to live close to a source of food.



Listening

- 1 Do you know any stories which seem to be about animals but are really about people?
- 2 You are going to hear part of a lecture about animals in literature. This is similar to Section 4 of the Listening Module.

Complete the sentences below. Write **NO MORE THAN ONE WORD** for each answer.

- 1 Animals often appear in myths about the of the world.
- 2 Writers of 'wild animal stories' wanted to show animals in a way.
- 3 Some stories are intended to increase for animals.
- 4 Fables normally deal with questions.
- 5 Animals in fables generally use human
- 6 Orwell's fable is about issues.
- 7 Most fables are meant for
- 8 In Kipling's story, the camel's laziness increases the of the other animals.

Grammar Articles

a/an and the

3 Look at these sentences.

When ¹a bee finds some food, it returns to its hive and performs ²a complex series of movements. ³The dance indicates where ⁴the food is located.

Complete rules **a** and **b** by adding *a/an* or *the* to each space. Then give the number of the relevant examples (1–4) above.

- a Use when a singular, countable noun is used for the first time.
(numbers from above)
- b Use when the noun refers, directly or indirectly, to something that has already been mentioned.
(numbers from above)

4 Put *a/an* or *the* in each space.

Binti Jua is 1 gorilla living in 2 zoo in Chicago, USA. One day she rescued 3 three-year-old boy who had climbed over some railings and had fallen close to her. Although zoo officials responded immediately, Binti reached 4 unconscious child first and carried him to 5 area where 6 officials could attend to him. 7 little boy recovered after spending four days in hospital.

No article

5 Look at rules **c** and **d**, which explain where no article is used.

No article is used

- c with uncountable nouns:
Co-operation can be useful for many species of animals.
- d with plural countable nouns used with a general meaning:
Lions, for instance, may live in a relatively permanent group called a pride.

Test folder 6

Multiple choice

(Academic Reading, General Training Reading and Listening Modules)

If you have to choose one answer, there will be three options (in the Listening Module, and occasionally in Reading) or four options (only in Reading).

If you have to choose *more than one* answer, there will be more options. In this case, the order of your answers isn't important: for example, if the answers are A, C, D, and you write D, A, C, they will still be counted as correct.

Each question normally focuses on one part of the passage. However, in the Reading Modules you may be asked one multiple-choice question about the whole passage.

The questions follow the order of information in the passage.

The options normally do *not* follow the order of information in the passage.

The questions and options are normally paraphrases of the passage.

Listening



1 This passage is similar to those in Section 4 of the Listening Module.

Which **FIVE** of these activities are said to be characteristic of sharks?

- A travelling long distances
- B diving deep
- C feeding by day
- D travelling alone
- E attacking other members of their own species
- F treating other species of sharks as equals
- G threatening human beings
- H defending their home

Advice

All modules

- Read the instructions carefully. Note how many answers are required for each question.
- Read the first question. Look or listen for the relevant part of the passage. Read or listen carefully, considering *all* the options.
- Consider the options *in relation to the question*. In some cases an option may be true, but is wrong in relation to the question.
- Always choose only the required number of options for each question.
- Make sure you answer every question – you won't lose marks for wrong answers.

Reading

- 2 This passage is similar to those in the Academic Reading Module, but only about 600 words long. The task is typical of both Reading Modules.

How similar are animals and human beings?

Over the centuries, a number of animals have been charged with a crime, tried in a court of law, found guilty and punished – even executed. The last time was as recently as 1906. Animals were thought to be like human beings – able to decide their actions and morally responsible for the outcomes.

Then ideas about animals changed, and they were thought to lack awareness of their own internal states and relationships to others. They were therefore considered incapable of true suffering and of criminal behaviour.

But new research suggests that animals have far more complex cognitive and social skills than we thought. The focus in recent decades has been on wildlife, but it now seems that something similar is also true of farm animals: pigs, sheep, cows, chickens.

First for some findings. In 2004, researchers in Cambridge, UK, reported that when individual sheep were isolated from the flock of sheep that they belonged to, they experienced stress. This was shown by increases in heart rate, stress hormones and bleating – a sheep's call. But showing them pictures of familiar sheep faces reduced all three measurements. The same effect was not produced when they were shown pictures of goat faces or inverted triangles.

Donald Broom, professor of animal welfare at the University of Cambridge, says that cows often form long-lasting, co-operative partnerships. They also show a physiological response on learning something new. He and colleague Kristin Hagen put young cows in a situation where they had to press a panel to open a gate and gain access to food.

Handout 2



Those that learned the task were more likely to experience a sudden increase in heart rate and to run around than those that did not. This was called 'the eureka response', and resembles the human reaction to making a discovery.

Other research has shown that if offered a choice of two places to feed, pigs will avoid the one where they had previously been shut in for several hours after eating, and go for the one that they were released from quickly. None of these findings proves that animals feel pain or joy in the same way that humans do, but according to Broom, the evidence suggests that animals may be aware of what has happened in the past, and capable of acting on it in the future.

That awareness is the basis of collaboration among human beings – for instance, knowing not to attack a familiar face. In animal communities too, it now seems, animals with big teeth, or weighing several tonnes, will move carefully so as not to damage others. In the past, this was explained as their fear that if they accidentally hurt another animal, it will attack them. According to Broom, however, this is not true in every case. He claims that a great deal of this behaviour has a more general aim of ensuring that the society will function.

American animal rights lawyer Steven Wise has gone a step further. He argues that people have basic civil liberties because they possess a sense of self, plus the ability to want something and to have the intention of gaining what they want. The great apes, dolphins, African grey parrots and other animals also appear to have this ability. Now, he says, it seems to apply to some farm animals too. He claims that these animals therefore deserve basic rights such as freedom from being raised as food for human beings.

Wherever developments in our understanding of animals takes us, however, it seems unlikely that we will again try them for criminal behaviour.



Choose the correct letter, **A**, **B** or **C**.

Example:

The belief mentioned in the first paragraph is that animals

- A** can choose how to behave.
- B** behave worse than people.
- C** copy the behaviour of people.

Answer: A (able to decide their actions)

- 1** The belief mentioned in the second paragraph is that animals
 - A** behave better than people.
 - B** are not aware of other animals.
 - C** do not experience mental pain as people do.
- 2** What point is made in the third paragraph?
 - A** Further research is needed into comparing the skills of wild and farm animals.
 - B** Skills are being found among farm animals as well as wild animals.
 - C** Farm animals are proving to be more interesting than wild animals.
- 3** What is suggested by the research into sheep?
 - A** They suffer stress if they are placed with animals of different species.
 - B** They cannot distinguish between goats and abstract symbols.
 - C** They can recognise other sheep in photographs.
- 4** The experiment with cows was designed to find out
 - A** how they reacted to learning something new.
 - B** how fast they learned to solve a problem.
 - C** how they worked out a method of getting food.
- 5** Research into pigs has shown that they
 - A** forget previous experiences when they want food.
 - B** remember which types of food they like.
 - C** can base their behaviour on earlier experiences.
- 6** Professor Broom believes that animals try not to harm others
 - A** when the other animal is more powerful.
 - B** to avoid being attacked by another animal.
 - C** even if they will not benefit themselves.
- 7** Steven Wise argues that
 - A** the legal basis for human civil liberties also applies to animals.
 - B** animals should be given the same rights as people.
 - C** owning animals should be made illegal.
- 8** What do you think is the writer's main purpose in this passage?
 - A** to argue that animals should have the same rights as human beings
 - B** to present current research into animals to a non-specialist audience
 - C** to show differences between animals and human beings

Handout 3

Vocabulary Compound nouns

Many words, especially nouns, are formed by joining two independent words, for example, *honeybee*. Sometimes the meaning can be guessed from the meanings of the two parts. Usually the second part of the compound tells you more about the meaning of the word than the first, e.g. a *honeybee* is a type of bee and a *dogfish* is a type of fish – not a dog!

Sometimes compound nouns are separate words, e.g. *honey bear*, sometimes they are written as one word.

- 7 All the words in the box can form a compound beginning or ending with *work*, e.g. *workbook*. Decide what the other compounds are, and try to work out what they mean. Check in an English–English dictionary if you aren't sure.

book	force	home	load
place	sheet	shop	

- 8 Complete each sentence with the most suitable of the compound nouns from exercise 7.

EXAMPLE: A *workbook* is a publication containing a number of exercises to supplement a coursebook.

- In Kipling's story the man's consisted of a horse, a dog and an ox.
- The animals' was on the edge of the desert.
- The horse, dog and ox had a heavier because of the camel's laziness.
- A is a piece of paper with questions or exercises for students.
- A training activity in which a number of people take part is sometimes called a
- is useful because it gives students the chance to practise what they have learnt.

Unit 28 Sport

Handout 1

Speaking Part 1

- 1 Do you enjoy playing or watching any sports? Why, or why not?
Which sports are popular in your country, either to play or to watch?
In your opinion, why are they popular?



Vocabulary Sport

- 2 Complete each sentence with a word from the box. Some nouns may need to be made plural.

- The world's biggest sports is the Olympics.
- There is always great excitement when a world is broken.
- A sport is one which people go to watch.
- sports are ones that are dangerous and very exciting.
- A number of individual take part in a race. The person who comes first is the winner, and the one who comes second is the
- In most sports, each individual or wins by getting the highest
- A result when there is no winner is called a 'draw' or
- Some tennis tournaments are open to both professionals and

One of the words hasn't been used. Write a definition of it.

- 3 Complete this table with words related to the ones given.

verb	noun (person)	noun (activity)	adjective
		athletics	
		competition	
to score		, scoring	
		, winning	winning

amateur	competitor
event	extreme record
referee	runner-up
spectator	score
	team
	tie

- 4 Informally, *do* is often used with all sorts of sports and activities, but which of the verbs *do*, *play* and *go* is most often used with each of these sports?

- basketball
- skiing
- football
- the long jump
- wrestling
- bungee jumping
- aerobics
- white-water rafting
- snowboarding
- golf

Handout

2

5 Which column or columns in the table below do you think each of these sports fits into?

basketball	baseball	boxing	bungee jumping
cross-country	running	discus	the high jump
ice hockey	parachuting	rugby	skiing
soccer	sumo wrestling	triathlon	white-water rafting

team sports	winter sports	spectator sports	extreme sports	athletics	contact sports
basketball					

Can you think of one or two other sports to add to each column?

Listening

6 You are going to hear a woman telephone a company that organises extreme sports activities. She wants information about a possible birthday present for her father. This is similar to a Section 1 task in the Listening Module.

Before you listen, read this table, and think about what words might fit each space.

Complete the table below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Possible birthday presents for Dad					
sport	what it is	notes	availability	relevant restrictions	cost
Bungee jumping	Being raised in a 0 .....cage..... then jumping	'Special' also includes 1 jump	2 days throughout the year	Will need to produce document from a 3	Special: 4 £
Zorbing	Rolling down hill inside a double 5	Hydrozorb: with water, person isn't 6	7 from April to October	Min height: 160 cm Max weight: 8 kg	Hydrozorbing: 9 £

Speaking Part 3

7 In small groups, discuss these questions. There are some words and phrases to help you. Encourage each other to develop your answers, using expressions like the ones opposite.

- How important is it to try to win when you're playing a sport? (*playing for pleasure, getting exercise, developing teamwork*)
- Do sports like football need expensive stadiums or equipment – isn't it enough to have a group of people, a piece of land and a ball? (*professional players, amateurs, spectators, developing skills*)
- Why have some sports become fashionable, and is this a good thing? (*television, newspapers, celebrity sportspeople*)
- Should sports in which people can get hurt be banned? (*everyday risks, protective clothing, first aid*)

Useful language

Encouraging others

Why do you think that?
Has that been your experience?
Go on.
But have you considered ...?
But surely ...

Some possible responses

Not personally, but I've heard from other people ...
Another reason is that ...
I'd never thought of that. Maybe ...
You've got a point, but don't forget ...

1 In small groups, talk about why people do sports.

Reading

2 Now read this article, which is similar to the Academic Reading and Part 3 of General Training Reading, but shorter than an exam passage. As you read it, list the reasons that are mentioned for playing sports.

🕒 about 400 words



History of sport

The development of sport throughout history can teach us a great deal about social changes, and about the nature of sport itself. Sport seems to involve basic human skills being developed and exercised for their own sake, as well as for their usefulness. This suggests that sport is probably as old as the existence of people, and that it was a useful way of people increasing their mastery of the environment.

Of course, as we go further back in history, the lack of evidence makes this claim more difficult to support. However, there are many examples in France, Africa and Australia of pre-historic cave art – some of it over 30,000 years old. The existence of art is evidence of there being leisure time available. It is therefore possible that there was some activity at these times resembling sport.

When the British explorer Captain Cook first visited the Hawaiian Islands, in 1778, he reported that he saw the native people surfing. Likewise Native Americans played games and sports before the coming of Europeans, such as ball games, running, and other athletic activities. The ancient Mayan and Aztec civilisations played ball games on courts of a type that is still used today. It is reasonable to assume from these and other historical sources that sport dates back to the beginnings of mankind itself.

There is evidence that Chinese people engaged in activities which meet our definition of sport as early as 6,000 years ago. These activities seem to have developed as a form of entertainment, as well as serving a practical function in making people fit for work. In Ancient Egypt, too, sports such as swimming and fishing were well developed and regulated several thousand years ago. A wide range of sports were played in Ancient Greece, among them wrestling, running, discus throwing, and chariot racing. This suggests that the military culture of Greece was an influence on the development of its sports. It was the importance of sports that led to the creation of the Olympic Games.



In the last two or three centuries, running and jumping, which were originally done for food and survival, have become activities done for pleasure or competition. The Industrial Revolution and mass production brought increased leisure in the 19th and particularly the 20th centuries. This led to a major growth in spectator sports, and made it possible for far more people to play and watch. Recently, there has been a move towards adventure and extreme sports as a form of escapism from the routines of life, examples being white-water rafting, canyoning and bungee jumping.

3 Look at the following periods and places and the statements below.

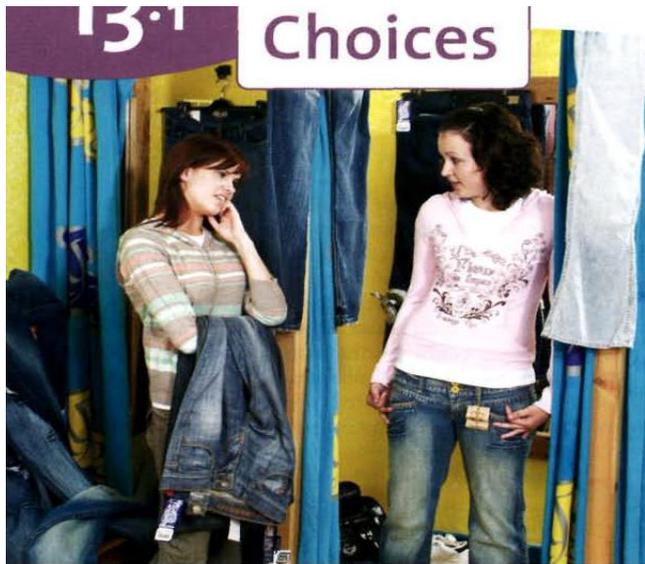
Match each period or place (1–5) with the correct statement (A–E) according to the passage.

- 1 Ancient Greece
- 2 19th and 20th century
- 3 pre-historic times
- 4 Ancient China
- 5 the Americas

- A People invented sports that would create a sense of community.
- B People played sports that developed their fighting skills.
- C People did activities that suggest they may also have had opportunities for sport.
- D People were already playing sports when Europeans arrived.
- E People became more involved in sport because of economic changes.
- F People played sports which spread into other parts of the world.
- G People played sports for pleasure and to become strong and healthy.

Unit 29

Handout 1



- 1 Are these statements true for you? With a partner, answer *Yes* or *No* to each of them.

- 1 When I have to make a choice, I try to imagine what all the other possibilities are.
- 2 I spend hours shopping for clothes, trying to get something that looks perfect.
- 3 When watching TV or listening to the radio, I constantly click on to other channels so I don't miss anything.
- 4 I find writing very difficult in my own language because it's hard to get the wording just right.
- 5 I never settle for second best.

More than three *Yes* answers = You are probably a *maximiser*. *Maximisers* tend to be perfectionists.

More than three *No* answers = You are probably a *satisficer*. *Satisficers* are happy to make a quick decision and not worry about it afterwards.

Read the passage opposite to find out more.

Reading

- 2 Take about two minutes to skim the article to get a general idea of what it is about.

🕒 about 600 words

Choices

A

Barry Schwartz did not expect to feel inspired on a clothes-shopping trip. 'I avoid buying jeans; I wear one pair until it falls apart,' says Schwartz, an American psychology professor. 'The last time I had bought a pair there had been just one style. But recently I was asked if I wanted this fit or that fit, or this colour or that. I intended to be out shopping for five minutes but it took an hour, and I began to feel more and more dissatisfied.' This trip made him think: did more choice always mean greater satisfaction? 'I'd always believed that choice was good, and more choice was better. My experience got me thinking: how many others felt like me?'

B

The result was a widely discussed study that challenged the idea that more is always better. Drawing on the psychology of economics, which looks at how people choose what to buy, Schwartz designed a questionnaire to show the differences between what he termed 'maximisers' and 'satisficers'. Broadly speaking, maximisers are keen to make the best possible choices, and often spend time researching to ensure that their purchases cannot be bettered. Satisficers are the easy-going people, delighted with items that are simply acceptable.

C

Schwartz puts forward the view, which contrasts with what politicians and salesmen would have people believe, that the unstoppable growth in choice is in danger of ruining lives. 'I'm not saying no choice is good. But the average person makes at least 200 decisions every day, and I don't think there's room for any more.' His study may help to explain the peculiar paradox of the wealthy West – psychologists and economists are puzzled by the fact that people have not become happier as they have become richer. In fact, the ability to demand whatever is wanted whenever it is wanted has instead led to rising expectations.

D

The search for perfection can be found in every area of life from buying soap powder to selecting a career. Certain decisions may automatically close off other choices, and some people are then upset by the thought of what else might have been. Schwartz says, 'If you make a decision and it's disappointing, don't worry about it, it may actually have been a good decision, just not as good as you had hoped.'

Handout 2

E

One fact that governments need to think about is that people seem more inclined to buy something if there are fewer, not more, choices. If that's true for jeans, then it is probably true for cars, schools and pension funds. 'If there are few options, the world doesn't expect you to make the perfect decision. But when there are thousands it's hard not to think there's a perfect one out there, and that you'll find it if you look hard enough.'

F

If you think that Internet shopping will help, think again: 'You want to buy something and you look at three websites. How long will it take to look at one more? Two minutes? It's only a click. Before you know it you've spent three hours trying to decide which £10 item to buy. It's crazy. You've used another evening that you could have spent with your friends.'

G

Schwartz, who describes himself as a natural satisficer, says that trying to stop our tendency to be maximisers will make us happier. 'The most important recommendation I can give is to lower personal expectations,' he says. 'But no one wants to hear this because they all believe that perfection awaits the wise decision maker. Life isn't necessarily like that.'

3 Questions 1-7

The reading passage has seven paragraphs labelled A-G. Which paragraph contains the following information (1-7)?

NB You may use any letter more than once.

Example:

Look at question 1. The type of information and the topic of the information which you have to find has been underlined.

The answer is **A**. See the underlined words, where the writer talks about his shopping trip to buy a pair of jeans. Note that in this type of task the questions are not in the same order as the relevant information in the passage.

- 1 an account of a personal experience
- 2 why some advice may be rejected
- 3 a finding that confuses experts
- 4 the emotional effect of the result of making a choice
- 5 information about how Schwartz's research was undertaken
- 6 how a lack of choice affects decision making
- 7 a definition of two types of personality

Questions 8 and 9

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

- 8 Which phrase best describes Barry Schwartz's reaction to buying jeans?
 - A annoyance at having spent more money than he intended to
 - B delight at being able to find exactly what he was looking for
 - C acceptance of the amount of time he needed to spend shopping
 - D irritation at the end of his shopping trip
- 9 A suitable title for this article would be
 - A When to make that decision
 - B Too much choice
 - C Decision making for the indecisive
 - D A psychologist's choice

Vocabulary Collocations with adverbs

4 Adverbs are frequently used in academic writing; for example, a *widely discussed study*.

Complete each sentence with an adverb from the box.

anxiously	firmly	hardly	highly
hugely	justly	totally	widely

- 1 The psychologist was thought of by his students.
- 2 The government believes that choice has an important role to play in people's lives.
- 3 The shopping trip was successful – I bought three pairs of jeans.
- 4 Piet was waiting to hear if he had got a place at university.
- 5 They were wrong in their assumptions.
- 6 These trainers are available in the USA.
- 7 The class were proud of the questionnaires they had written.
- 8 I recognised Tim when he came into the room – he had changed so much.

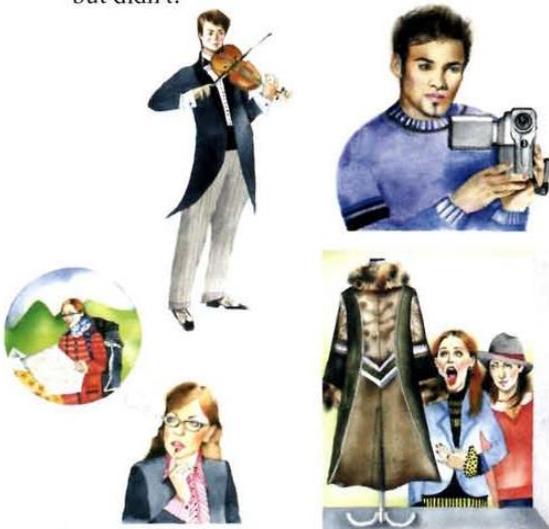
13.2

Grammar Conditionals

1 You are going to hear four short extracts, where people talk about choices.

Which speaker (A–D) is talking about ...

- 1 something that always happens?
- 2 something that will probably happen?
- 3 something that is unlikely to happen?
- 4 something that could have happened in the past, but didn't?



2 Listen again. Which *if* sentence does each person use?

- A If
- B If
- C If
- D If

Note: *If* can begin a sentence, or it can begin the second part of the sentence.

There are other words that can be used instead of *if*.

- *as long as* is used to make conditions
You can do the course **as long as** you have the required grades. = You can do the course if you have the required grades.
- **unless = if... not**
I'll go shopping with you tomorrow, **unless** it's raining. = I'll go shopping with you tomorrow if it isn't raining.

3 Match sentences 1–10 with their endings a–j.

- 1 I would have bought a faster car,
 - 2 If Marisa were unhappy,
 - 3 If I sold my bike,
 - 4 If there is a fire,
 - 5 We can take the train,
 - 6 Unless you take more exercise,
 - 7 If you inherited some money,
 - 8 If you had studied law,
 - 9 I'll get a new coat,
 - 10 I'll ring you straight away,
- a if the flight costs too much.
b you should ring the emergency services.
c you won't feel better.
d I wouldn't get much for it.
e would you give any away?
f as long as I can find a bargain.
g you wouldn't have been any happier.
h if I have any problems.
i if I had had a choice.
j she'd say so.

4 With a partner, discuss how you could finish these sentences.

- 1 Unless you wear something smart, you ...
- 2 I would have bought a new CD ...
- 3 If I were you, ...
- 4 If I had had the chance, ...
- 5 As long as you let me choose the film, I ...
- 6 If I had to choose between studying at home and studying abroad, I ...
- 7 I won't go shopping unless ...
- 8 I'll buy ... if ...

5 The following sentences show common errors that IELTS candidates have made with conditionals. Correct the errors.

- 1 It be best if the children were in bed when we go out tonight.
- 2 You will not go wrong if you chose her for your secretary.
- 3 If I ever will have money, I will be spend it wisely.
- 4 What would happen if the cheque would go missing?
- 5 If you would choose to live in the town centre, you'd need to pay more.
- 6 Unless we will hurry, we will be late.
- 7 I would appreciate it if you would have written back to me.
- 8 I would be grateful if you reply as soon as possible.



1 What do you think about the colours used for the iPod Mini, car and ketchup above?

Listening

Test spot

It is important to listen for what is relevant to the questions. You don't need to understand everything.

2 You are going to hear a man talking about how the colour of a consumer item affects how popular it is with the public. Read each set of questions and try to guess what the answers might be before you listen.

Questions 1–4

Which colour is the most popular for items 1–4?

- A black
- B blue
- C green
- D grey
- E red
- F silver
- G white

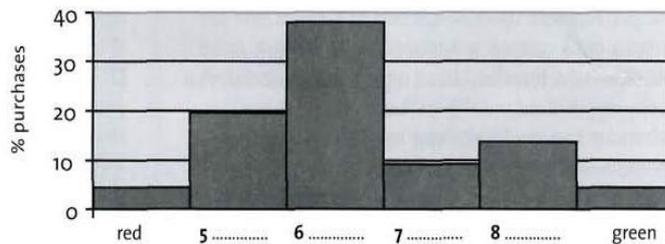
Write the letter A–G next to each item.

- 1 business suits
- 2 offices
- 3 national flags
- 4 the iPod Mini

Questions 5–8

Write the name of the colour in the right place on the key to the chart below.

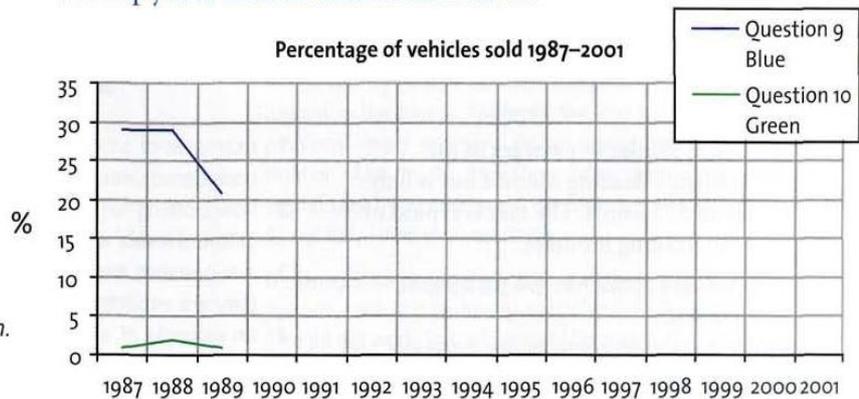
Global colour trend data – Cars 2004



Questions 9 and 10

Complete the lines on the graph.

You won't have to draw in the IELTS Listening Module, but this exercise will help you to listen for detailed information.



Writing extra

- 3 The verbs in the box are used to describe changes. Put them in the right column of the table below.
... WF 2

to be consistent	to make progress
to be steady	to pick up
to decline	to plummet
to fall	to remain constant
to grow	to remain unchanged
to improve	to rise
to level off	to weaken

to go down	to remain stable	to go up

- 4 Look at the graph you completed for Questions 9 and 10 in exercise 2. Work with a partner and use the vocabulary above to describe the graph. Then, write a paragraph for the blue and green vehicle data.

Pronunciation *Linking words*

English links words together smoothly so a final consonant of a word can sound like the first consonant of the next word, particularly if the next word starts with a vowel. This means that it can be hard to tell the difference between, for example, *I scream* and *ice cream*.

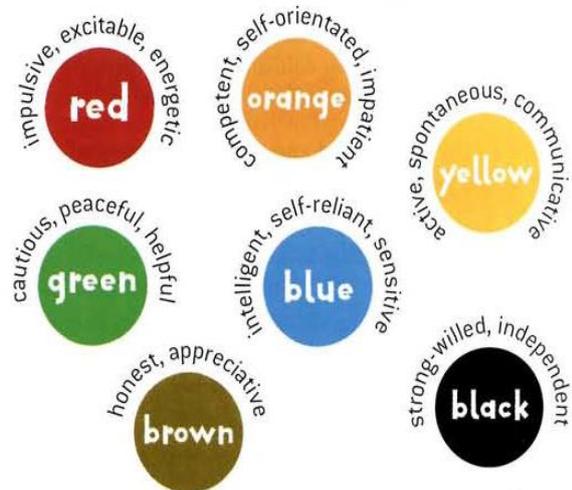
- 5  First listen to the examples. Then listen to the rest of the recording and notice how the words are generally linked together. Then, read it through to your partner.

EXAMPLES: black_orange, red_apple, green_egg

Although blue can be quite a popular colour generally, it is the least attractive colour when it comes to food because of the way we have learnt to look at blue-, black- or purple-coloured foods. Psychologically, these foods resemble food spoilt by bacteria or food which is poisonous. However, one food giant is aiming to boost ketchup sales by introducing blue ketchup. The flavour remains unchanged and the price is a little higher than for the red ketchup, but it is popular with children.

Speaking *Part 3*

- 6 What colour do you normally wear? Look at the chart below and see what personality type you are. Use an English-English dictionary to check you understand the adjectives describing personality.



- 7 With a partner, discuss the following questions. Make sure you give reasons and expand your answers.

- 1 Do you think you can tell what someone's personality type is by the colour they normally wear?
- 2 In your country, do any colours have a particular significance? What colour do people wear at weddings or funerals, for instance?
- 3 What do you think is the role of colour in our lives?
- 4 How important is colour in advertising?

Useful language

I haven't thought about it before, but it seems to me ...
... plays an important part/role in ...
On the whole ...
As a rule ...
For the most part ...
Generally ...

Grammar -ing forms and infinitives 2

3 Look at the pairs of sentences below. They are taken from the recording. Why does one sentence use an *-ing* form and one an infinitive with *to*?

- 1 a I didn't remember to switch my alarm clock on.
b I remember getting into bed but that's about all.
- 2 a Dr Stanley stopped talking and just looked at me.
b He then stopped to show us a video.

4 Discuss with your partner the difference in meaning, if any, in the following pairs of sentences.

- 1 a I tried to keep awake, but it was no good.
b I tried opening the window to get some air in the room.
- 2 a He went on talking while I found a seat.
b He went on to say that many people suffer from colour blindness.
- 3 a They began painting when I came into the room.
b They began to paint when I came into the room.
- 4 a I like studying zoology.
b I like to get up early in the morning.

5 Complete these sentences using the verb in brackets and your own ideas.

EXAMPLE: When I was on my way to college, I stopped ... (look)
When I was on my way to college, I stopped to look in a shop window.

- 1 When I couldn't wake up in time for school, I tried ... (ask)
- 2 When I realised I had forgotten my wallet, I tried ... (borrow)
- 3 When I was young, I remember ... (go)
- 4 I asked them to keep the noise level down, but they went on ... (play)
- 5 At the weekends, I like ... (go shopping)
- 6 Next time, you must remember ... (take)

6 With a partner, discuss these questions. Use the right form after the verb.

EXAMPLE: (answer to 1) *Seeing my brother come home covered in sticky brown mud.*

- 1 What is your first colour memory?
- 2 What sort of things do you forget to do?
- 3 What would you do if had an argument with your best friend? (Use *try*.)
- 4 What do you like to do first thing in the morning?

Unit 31 Social interaction

Handout 1



Speaking Parts 1 and 3

- 1 In small groups, discuss these questions.
- Do you like meeting new people?
 - Do you like meeting people from other countries?
 - How do you make guests feel welcome?
 - What usually happens when people in your country invite guests to their home?

Reading

- 2 You are going to read a passage by a British woman who spent most of 2001 staying with a family in a foreign country in order to study everyday life there. In small groups, think about the problems that she may have had and also the things that she may have enjoyed. Then read the passage quickly to check if any of your ideas are mentioned.

🕒 about 700 words

Different forms of hospitality

As a British woman social anthropologist, I once spent a year in Moldova, in eastern Europe, studying everyday life in the country. I stayed with a Moldovan family, to see from the inside how people managed their lives. I had a wonderful time, and made many new friends. What I observed is of course based on my own experience, at a particular place and time.

I often found it surprisingly difficult to see life there through the eyes of a Moldovan. This was because the people I met were extremely hospitable and I was treated as an honoured guest at all times. As my hosts, they wanted me to enjoy myself, and not to get involved in shopping, cooking, or other domestic chores. Most mornings I was encouraged to go out to explore the city, or carry out my research, and I returned later to find that my elderly landlady and her sister had travelled across the city on buses to the central market to bring back heavy loads of potatoes, a whole lamb, or other large quantities of produce.

I was often invited to people's homes, and was always offered food on entering. Most of the adults I met enjoyed inviting friends, family, neighbours, colleagues and even

strangers into their homes, where they treated them to food, drink, and a lively, hospitable atmosphere. Hosts hurried to serve guests as well and as quickly as possible. When a household was expecting guests, large amounts of food were prepared in advance, usually by the women. Wine had already been made, generally by the men, who were also responsible for pouring it. Unexpected visitors were still offered as much food and drink as the household could provide in the circumstances.

At the time of my visit, it was not always easy to buy food. Grocery stores tended to be rather expensive and difficult to find, and so people usually shopped in markets instead. Because few of the people I knew owned cars, most had to make frequent trips to the market on foot or crowded buses. People regularly travelled to several locations to purchase food and other necessities. City inhabitants were also involved in complex food exchanges with their home villages.

There were many similarities to my experience of Russia during visits in the 1990s. Here too, I found that people often put enormous effort into providing very generous meals for guests. In fact, my Russian hosts seemed to

Handout 2

feel that they could only succeed in their role as host if their guests tried all the courses of the meal, and consumed far more than they would normally.

My impression was that there was a clear, generally accepted understanding of how hosts should behave. They were expected to provide large amounts of food, and to ensure that guests ate a great deal. All the chores – the shopping, preparation, washing up – were the responsibility of the hosts, and a guest's offer to help was usually politely refused. Guests were unlikely to be allowed into the kitchen.

In England the roles of host and guest tend to present a different picture, in ways that some might welcome and others regret. The two roles are less strictly defined as the English move towards more casual notions of hospitality than in the past. Perhaps to make guests feel at home, they may be invited into the kitchen to talk, and an offer to help with the cooking may well be accepted. Although traditionally cooking was women's work, nowadays far more men either help with or take charge of the food preparation.

In general, guests are expected to eat as much, or as little, as they like – so many people are on a diet that this is accepted as an adequate reason for not eating much. Hosts usually don't feel that their food, cooking skills or hospitality are being criticised if a guest refuses second helpings. And after the meal, a guest who offers to help with the washing up may be disappointed to find that their offer is accepted! Unexpected visitors will probably be offered a cup of tea or coffee, and perhaps a biscuit, but an offer of food is not regarded as essential.

3 Questions 1–8

Complete the summary below using words from the box.

A year in Moldova

The writer spent a year in Moldova as a member of a local **0** , and studied the **1** of daily life. As a **2** , she was not expected to help with domestic **3** She found that making and serving **4** was seen as men's work, while women were responsible for other aspects of providing **5** Buying **6** generally required long journeys to **7** by **8**

bus	car	customs	duties	groceries	guest	homes
host	household	markets	meals	people	problems	
resident	shops	villages	wine			

Question 9

What does the writer say about hospitality in Russia?

- A People see it as their duty to invite guests, even if they do not enjoy being a host.
- B Certain food is kept for special occasions when guests are present.
- C Foreign visitors are likely to be treated differently from Russian guests.
- D Hospitality is seen as an occasion for guests to eat more than usual.

Questions 10–13

Which **FOUR** of the following activities by guests in England are mentioned by the writer?

- A bringing food or drink
- B helping to prepare food
- C eating a small amount
- D praising the host's cooking
- E refusing food
- F helping to wash up
- G inviting hosts to their home

Speaking Part 2

4 Look at this task.

Describe an occasion when you were a guest in someone else's home.

You should say:

- why you went to that person's home
- what you did while you were there
- how that person behaved towards you
- and explain how you felt about being a guest.

In small groups, think of as many ideas as possible, for example:

- *why you went to that person's home:*
I visited my grandparents, as I do every week.
I went home with a friend, whose parents invited me to join them for lunch.
- *what you did while you were there:*
I helped my host to cook dinner.
We chatted, then went out for a walk.



Must and can't

The American comedy film *If it's Tuesday, this must be Belgium*, is about a group of Americans who tour Europe, visiting nine countries in eighteen days. Here *must* expresses a deduction, or logical conclusion, not a fact: the speaker doesn't *know* that they are in Belgium, but they can work it out from their tour schedule.

5 Match each explanation (1–4) with the right example (a–d).

A deduction (logical conclusion), or strong belief that

- 1 something in the present is true
- 2 something in the present is impossible
- 3 something in the past is true
- 4 something in the past is impossible

- a That *can't be* Daniel – he's away on a business trip at the moment.
- b You get so many invitations to people's homes, you *must have* a lot of friends.
- c You *can't have seen* my aunt in Montreal – she didn't live there when you visited Canada.
- d This meal is delicious! It *must have taken* you a long time to cook it.

G page 142

6 In small groups, decide what you might say to the person in each of these situations. Start each sentence with *You must* or *You can't*.

EXAMPLE: Somebody has tried to connect up their new computer, but it doesn't work.
You can't have read the instructions.

- 1 Your friend tells you he hasn't slept for two nights.
- 2 Somebody tells you that Kazumi Ohno is a doctor, but Kazumi had already told you he is a dentist.
- 3 You've arranged to meet a friend's mother, Sally Green, for the first time. A woman is waiting in the right place at the right time.
- 4 You send an email to your friend Nur, but it is returned with the message that the address does not exist. You tell another friend about this. (Begin *Nur must* ...)
- 5 You left a message for your friend Hasan asking him to call you urgently, but you haven't heard from him. Another friend asks you if you have heard from Hasan. (Begin *No – he can't* ...)

Vocabulary

Collocations with *big, large* and *great*

Look at these phrases from the reading and listening passages:

- large amounts of food*
- a great deal of information*
- a big difference*

Some nouns can collocate with more than one of the adjectives, often *big* and one of the other two.

7 Write *big, large* and *great* at the top of the appropriate column, A, B or C. Which one is not normally used with physical objects?

A:	B:	C:
a ... amount	a ... advantage	a ... advantage
to a ... extent	a ... surprise	a ... impact
a ... proportion	a ... impact	(a) ... difficulty
a ... measure (e.g. of agreement)	(a) ... difficulty	a ... problem
a ... number	a ... problem	a ... difference
a ... quantity	a ... difference	a ... city
a ... sum (e.g. of money)	a ... deal (of ...)	a ... family
a ... family	... importance	a ... house
a ... house	a ... honour	
	(a) ... success	
	to take ... care of	
	a ... distance	

8 Choose the most suitable nouns from the table in exercise 7 to complete this passage. Use a different noun for each space. As the style is fairly formal, *big* isn't used here.

It's a great 1 to be here to talk to you today about my research in China. In fact, I was very surprised to receive the invitation, as my work in social anthropology is to a large 2 unknown. I've had a large 3 of articles published, but mostly in academic journals.

Choosing to carry out my research in China was a difficult decision. It meant I would have to spend a large 4 of time, and a large 5 of money, learning the language. Luckily I have the great 6 that I'm half Chinese, and speak some Cantonese. It also meant spending a year at a great 7 from my family. However, I'm very glad I chose to go there, and my year in China was a great 8 in terms of my research.



1 In small groups, describe and discuss these signs.

- Do you know what they mean? If not, try to work them out.
- Do you need to understand a particular language to understand them?
- How easily can they be understood by someone seeing them for the first time?
- Can you think of ways in which they could be interpreted wrongly?

Useful language

The sign consists of ... / The sign shows ...
 It means ...
 The meaning is obvious, as ...
 The meaning isn't very clear, because ...
 It looks like ...

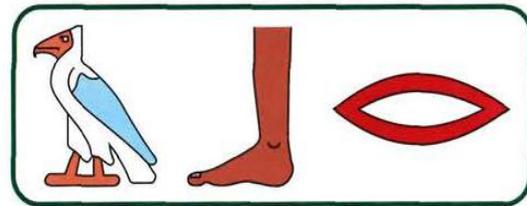
Reading

2 Read this extract from a book. As you read it, decide which writing system the signs above would fit into best.

🗣 about 600 words

A variety of writing systems

Writing is something we do every day, and we rarely give it a second thought. Yet linguists disagree about how to define the activity, and how best to describe some of the world's writing systems.



Writing appears to have developed independently at different times in several parts of the world, among them Mexico and Central America, China, and Mesopotamia (present-day Iraq). One of the earliest writing systems evolved to record ancient Egyptian around 5,000 years ago. The signs are called hieroglyphs, and are of three types. Some represent ideas or objects from the real world, such as *beetle* (a type of insect) and *swallow* (a type of bird), others indicate sounds, and the third group are used to distinguish between two words that are otherwise identical: *carve* and *retreat* are represented by the same hieroglyph, but a knife symbol is added to show when the former meaning is intended, and a pair of legs to indicate the latter. Some hieroglyphs are pictures, such as a drawing of a beetle or swallow; some were originally pictures and became more abstract; and yet others are symbols. Because of its complexity, the Egyptian system was much more suitable for communication than earlier systems, which could express only a limited range of meanings. Hieroglyphs remained in use in Egypt for about 3,000 years – for some of the time used alongside alternative writing systems – before being replaced by an alphabetical system.



Chinese has been written for nearly 4,000 years. Like many Egyptian hieroglyphs, the signs were originally pictures, and gradually became more

Handout 2

abstract. The writing system consists of characters representing words, sections of words, or ideas. Chinese characters are used throughout the country, as well as in the unrelated languages of Japanese, Korean and, until the twentieth century, Vietnamese. They can be compared with mathematical symbols, such as = or +, which have the same *meaning* in all languages but represent different *words*. There are thousands of Chinese characters to learn, and they take a considerable time to draw and to type: a traditional Chinese typewriter can contain over a thousand keys, and even a skilled typist is only expected to type about eleven words per minute.



A totally new development in writing appeared in the Middle East about 3,700 years ago, when Egyptian hieroglyphs were well established. This was the North Semitic alphabet, which evolved in Palestine and Syria. The Phoenicians, a trading nation living on the coast of modern Lebanon, adapted it to form their own alphabet. This in turn spread into northern Africa to become the writing system of the Arabs, and northwest to Greece. The Greek letters were further modified to become the Cyrillic alphabets of Russia and part of the Balkans. The Romans adapted the letters into the alphabet still used for many languages, including all those of western Europe and the written languages of North and South America, which are, of course, European in origin.

Alphabets are the most adaptable of all writing systems. A small number of symbols representing significant sounds in a language, not pictures or ideas, can be combined in different ways to represent all the words of the language. While most alphabets contain between 20 and 30 letters, the smallest, used in the Solomon Islands, contains only 11. Khmer, the official language of Cambodia, has the largest alphabet, with 74 letters. Alphabetical systems are very flexible, and can easily be used in computers, and so the Latin alphabet is used in both China and Japan alongside the traditional writing systems.

Although alphabets are based on sound, there is rarely great consistency between spelling and pronunciation. Finnish and Macedonian are among the most regular. English, however, is far more irregular, in part because the writing system has not kept pace with changes in pronunciation over the centuries.

3 Remember to answer these questions according to the passage, even if the information given there is incomplete.

Questions 1–6

Classify the following statements as referring to

- A Egyptian hieroglyphs
- B Chinese characters
- C both
- D neither

Example: Producing the signs is a slow process.

Answer: B

they take a considerable time to draw and to type (lines 43–44). Although this is also likely to be true of hieroglyphs, it is not mentioned in the passage.

- 1 Pictures developed into abstract symbols.
- 2 This system has been used by more than one language.
- 3 Some of the signs represent sounds.
- 4 Signs may refer to all or part of a word.
- 5 The system was introduced from another country.
- 6 In this system, some words require two signs to make the meaning clear.

Questions 7–13

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 7 Alphabets developed later than Egyptian hieroglyphs.
- 8 The first alphabet was created by the Phoenicians.
- 9 The Arab and Greek alphabets developed from the same writing system.
- 10 The Greek and Russian languages have the same origin.
- 11 The more words there are in a language, the more letters there are in its alphabet.
- 12 In most languages, spelling closely represents pronunciation.
- 13 English pronunciation has changed more than spelling.

Handout 3

Outline of book review

Introduction

- Title 1
- Author *Robert Winston*
- Category 2
- Subject area *brain*
- Intended readers 3

Overview

- Author's purpose *to inform, and advise on maximising use of the brain*
- Main topics
 - history of 4
 - about brain*
 - what enables brain to
 - 5
 - brain's contribution to development of
 - 6
 - how to increase intelligence

Analysis and evaluation

- Qualifications to write about subject *Professor at University of London, and carries out 7*
research
- Strengths *readable, particularly through use of*
8
- contains a useful 9*
- Weaknesses *none*

Conclusion

- Overall response *a very interesting book that aims high and achieves its 10*

Speaking Part 2

- 3 With a partner, talk for one to two minutes about this topic.

Describe a book that has influenced you.

You should say:

- what the book was about
- why you read it
- how the writer made it interesting
- and explain why this book influenced you.

Useful language

Reading

fiction
non-fiction
a novel
an autobiography
a biography
a translation

the author
characters
the plot
published
illustrated

for pleasure
for my studies
out of interest
it was recommended to me

Grammar Non-finite clauses

The present participle (e.g. *doing*) and past participle (e.g. *done*) can be used in many ways in English.

Clauses which use participles instead of a finite verb (one that shows the tense and subject, such as *does*, *did*, etc.) are called **non-finite clauses**. These tend to be used in more formal and academic writing.

Here are examples of two of the most common uses of non-finite clauses (in *italics*), along with paraphrases using a finite clause.

A People *using mobile phones in the library* should be asked to leave. = People who use ...

B An article *published recently* throws new light on the origin of alphabets. = An article which was published recently ...

4 Complete the rules by choosing the correct alternative.

- 1 The present participle, ending in *-ing*, generally has an *active* / a *passive* meaning.
- 2 The past participle, ending in *-ed*, generally has an *active* / a *passive* meaning.

5 Complete each sentence with the present or past participle of the verb in brackets.

- 1 I have some queries (concern) the use of laptops in the library.
- 2 With reference to your letter (date) 18 February, I am pleased to give you the information you require.
- 3 These measures, (introduce) to simplify English spelling, have not been effective.
- 4 (attend) by a record number of delegates, the conference was a great success.

F *Having grown up in Korea*, Will could speak Korean fluently.

= Because Will had grown up in Korea, ...

G *After writing an essay*, you should look for ways to improve it.

= After you have written an essay, ...

H *Having written an essay*, you should look for ways to improve it.

= After you have written an essay, ...

I *Asked for advice on studying effectively*, Karl didn't know what to say.

= When he was asked ...

G page 142

6 Replace the finite clauses in italics with non-finite clauses.

EXAMPLE: *Because it is pictorial*, the Egyptian hieroglyph for a beetle is easy to understand.

Being pictorial, ...

- 1 The difficulties *which face learners of a foreign language* are not always fully understood.
- 2 *Because she had lived in Japan for many years*, Carol could speak the language quite well.
- 3 You should look on the Internet for the information *which is required for your essay*.
- 4 *After it had been very variable for hundreds of years*, English spelling became standardised in the seventeenth and eighteenth centuries.
- 5 Many people read for pleasure *while they are travelling by plane or train*.

Unit 33 The body clock

Handout 1



Speaking Part 1

1 Ask and answer these questions with a partner. Try to use some of the phrases from the Useful language box.

- What time in the morning would you get up if you could choose?
- What are you like in the morning – chatty, friendly, grumpy or totally silent?
- Tell me about your typical routine in the week and at weekends.
- Do you ever go shopping late at night? Why, or why not?
- Do you think your country is becoming more of a 24/7 society*?

* a society where shops and other facilities are open all day and night

Useful language

It depends on what I've been doing the night before.

It's difficult to say because I ...

As far as getting enough sleep is concerned, I ...

On the one hand I think that it's good that shops are open

24/7. But, you could argue that ...

I get up early but, in spite of this, I ...

Reading

2 Read through the passage quickly and answer these questions.

1 Why do we have a body clock?

2 What are a 'lark' and an 'owl'? Which are you?

🕒 about 650 words

WHO NEEDS SLEEP?

It's 2 a.m. The time when you should be in bed, sound asleep. But pull back the curtains and you might be surprised by the number of lights on in your street. Night-time is no longer just for sleep. It has become the new daytime, offering us the chance to catch up on everything we didn't manage to cram in during what used to be our waking hours. Now, instead of sleeping, we can check our bank balances by phone, buy groceries, surf the net for cheap flights or go to the gym.

Such flexibility, however, has a price. Our bodies are run by circadian rhythms, a prehistoric internal clock that regulates when we feel sleepy or awake and affects our body temperature and level of alertness. It makes our brains and bodies active during the day and allows them to recuperate through the night. So robust is this clock that even two weeks on a nightshift without a break will not destroy its intrinsic rhythm, and when scientists keep human volunteers in isolation, without cues of what time it is in the day, they still show daily cycles of temperature changes, sleep and wakefulness, and hormone release. Continually working against our body's natural rhythm is likely to cause ourselves both physical and psychological damage and, research shows, may actually increase our risk of health problems such as stomach ulcers.

Consultant Tom Mackey believes that our normal circadian rhythms are increasingly being completely distorted. 'More and more of us are being pressured into doing things at odd hours. This is going to have an impact on quality and length of sleep. If people don't go to bed at a reasonable time, say around 11 p.m., and have between six and eight hours of sleep, they will be unable to concentrate and liable to swings in mood. You need sleep for rest and repair. If you bombard your mind with information for too long, then everything gets disorganised – you become unable to manage daytime activities.'

The circadian rhythms that run the sleep/wake cycle are as old as evolution itself. Our prehistoric ancestors would have needed their biological clock to get them out hunting during the day and probably in bed around nightfall to avoid predators. Our night vision is not as good as that of nocturnal animals – our natural rhythm was to sleep as the sun went down. The invention of the electric light obviously changed that. Like most biological systems, circadian rhythms are not made to measure. Our internal clock runs a bit longer than 24 hours, hence its Latin name, circadian, which means 'about a day'.

Handout 2

3 Questions 1–5

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- There is a greater demand at night for some services than for others.
- People who are kept in isolation show some reaction to day and night.
- Damage caused by working against the body's natural rhythms is limited to our bodies.
- In prehistoric times, people's biological clocks probably controlled their lives.
- Larks are more likely to be ill than owls.

Questions 6–8

Complete each sentence with the correct ending A–G from the box below.

- Our internal body clock
- A lark
- Jet lag

- | |
|---|
| <p>A can be altered over time.
 B is alert on waking.
 C causes the body temperature to rise at night.
 D programmes us to be awake in daylight hours.
 E can result in tiredness.
 F experiences high body temperatures.
 G is more problematic at night.</p> |
|---|

That humans tend to vary in their circadian rhythms has been known for centuries. Some people are born to be larks (to get up and go to bed early) while others are owls (late risers and late to bed). Larks are 'morning people' – communicative from the time their eyes open – while owls are grouchy and groggy and find life impossible until midday. Research suggests that owls may pay a price for this in terms of health problems, because they tend to go to sleep at less regular times. While the temperature of the body should fall at night (and does, whether or not we are asleep, reaching its lowest temperature at around 4 a.m.) it falls more in larks than in owls, giving larks a better quality of sleep.

Much of the damage that can be done by disrupting the biological clock has been seen in nightshift workers. The fatigue and disorientation following nightshifts is similar to that of jet lag. As with jet lag, the body adjusts over time, but the wake-and-sleep cycle never seems to be totally reversed. As more of us push back our circadian clocks, going to bed later and later, the effects on our bodies will be similar to those of nightshift workers, and that can't be good.

Vocabulary Collocations with *time*

- 4 Complete each sentence using an expression from the box in the appropriate form. Sometimes more than one answer is possible.

<p>find (the) time give someone time kill time pass the time run out of time spend the day/week spend (the) time take (the/your/his/her) time waste an hour / a day waste time / waste someone's time</p>
--

- We weren't able to finish the work on our nightshift because we had time.
- Now I work at night I don't so much time stuck in traffic.
- My alarm goes at six o'clock in the morning to me time to get ready for work.
- your time. I can wait for you – there's no hurry.
- How much of your time is worrying about not sleeping?
- While I was waiting to see the doctor I the time reading a magazine.
- I don't know how you the time to run two businesses.
- Paola her time eating her lunch because she didn't want to rush.
- Tom was early for the meeting so he time by having a coffee.
- I always time in exams and never finish the paper.

5 With a partner, talk about the following.

- What do you do to pass the time when you're waiting for a bus or train, or on a long journey?
- What do you think are activities which waste time?
- Do you give yourself enough time to do your homework?
- Do you spend any time reading a newspaper?
- Do you run out of time when you do a test?
- If you didn't need to work, how would you spend your time?

Handout 3

Listening

- 2 Listen to someone on the radio talking about nightshift working and answer the questions. The recording is in two parts: questions 1–5 and questions 6–8.

Questions 1 and 2

Choose the correct letter **A**, **B** or **C**.

- 1 The speaker says that compared to daytime workers, nightshift workers
- A take longer to fall asleep.
 - B sleep more deeply.
 - C need more sleep.
- 2 People generally find it difficult to
- A stay awake in the first part of the night.
 - B stay alert in the afternoon.
 - C stay asleep all day.

Grammar

Modal verbs: obligation, lack of obligation and prohibition

- 3 You often need to use modal verbs in the Writing and Speaking Modules when you are asked to comment on a statement.

Look at these sentences, some of which are from the recording. Match sentences 1–6 with explanations a–f.

- 1 You mustn't operate machinery if you are feeling sleepy.
- 2 All workers must wear their identity badges at all times.
- 3 You must come to dinner sometime after work.
- 4 Nightshift workers don't have to travel to work in the rush hour.
- 5 You must try to have a regular sleep schedule, even at weekends.
- 6 Workers at our factory have to wear a special uniform.
- a something that isn't necessary
 - b something that is strongly recommended, coming from the speaker
 - c something that is prohibited
 - d something that is a rule, imposed from outside and out of the speaker's control
 - e something that is a rule – possibly a notice in a public place
 - f something that is a casual invitation



Questions 3–5

List **THREE** things which the presenter says will help nightshift workers fall asleep.

Write **NO MORE THAN THREE WORDS** for each answer.

- 3
- 4
- 5

Questions 6–8

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 6 How long should a nap last to be useful?
.....
- 7 What should workers definitely not do if they are feeling tired?
.....
- 8 At what time are nightshift workers the least alert?
.....

- 5 Rewrite each sentence using a modal verb. Sometimes you are given the first word of the sentence in brackets.

EXAMPLE: Years ago, children were forced to work in mines.

Years ago, children had to work in mines.

- 1 Smoking is forbidden in the factory. (*You ...*)
- 2 It's not necessary to leave home early to beat the rush hour now. (*You ...*)
- 3 The regulations state that the nightshift begins at 9.30. (*We ...*)
- 4 The notice says that it is vital that all workers wear a hard hat on the site.
- 5 'You aren't allowed to make personal calls,' said the manager to the staff.
- 6 I can stay in bed all day tomorrow.
- 7 When I work nights, I am forced to do my shopping on the Internet.
- 8 It isn't necessary for me to go to the bank in the daytime as I can ring them at any time now.

Writing extra

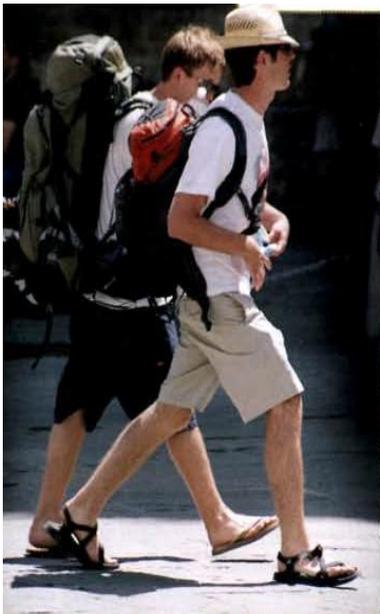
- 6 Do this IELTS Writing Task 2. Try to use some of the modal verbs you have learnt in this unit.

Write about the following topic:

In the last ten years, people have been finding they have to move away from a twelve-hour day to a twenty-four hour day. This can only have a negative effect on society, with people becoming less productive and being unable to enjoy a social life.

Unit 34 The tourist boom

Handout 1



Listening

2 You are going to hear a lecturer giving a talk about tourism. Read through the summary below carefully before you listen.

Questions 1–5

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

Both social factors and the development of 1 have been important in the growth of tourism. It would appear that how much 2 a country possesses is the main factor in whether its people will travel widely. Most tourists today are from the 3 world, but their populations are levelling off. Soon there will be an increase in the number of older tourists, who will be less likely to want to go 4 and will probably prefer alternatives such as trips to 5

Questions 6–10

Complete the tables below.

Write **NO MORE THAN TWO WORDS** for each answer.

Speaking Part 1

1 With a partner, ask and answer the following questions.

- What are the advantages of a two-week holiday away from home?
- How many weeks' holiday do workers usually get in your country?
- What makes a good tourist?

	Technological breakthrough
Modern tourism	Jet plane
First package tour	6
New booking method	7

Destination	Attraction
Ireland in the past	countryside
Ireland today	8
Crystal City, USA	broccoli (a vegetable)
Gilroy, USA	9
Stratford, Canada	10

Pronunciation

Pronouns as objects of phrasal verbs

- 3 Listen again to this extract from the recording in exercise 2.

Festivals are another way to bring them in.

When the object of a phrasal verb is a pronoun, it is normally unstressed.

Listen to these phrases and repeat each one.

- 1 give it up
- 2 cut them down
- 3 bring her round
- 4 work it out
- 5 pick him up
- 6 let me through
- 7 fill them in
- 8 ask us out

Now practise saying them with a partner.

- 4 Think of a sentence for each of the phrases in exercise 3 and tell your partner.

EXAMPLE: *I hate smoking. I'm going to give it up.*

Vocabulary Collocations related to travel

- 5 Cross out the word on the left which *doesn't* collocate with the noun on the right

EXAMPLE: a ski, travel, seaside	brochure
1 a long-haul, luxury, Caribbean	cruise
2 a ski, holiday, sightseeing	resort
3 a day, business, tour, skiing	trip
4 the high/low, skiing, student	season
5 a beach, travel, package, sightseeing	holiday
6 a/an short-haul, exotic, popular, far	destination

Now write six sentences to show you know how to use the vocabulary above.

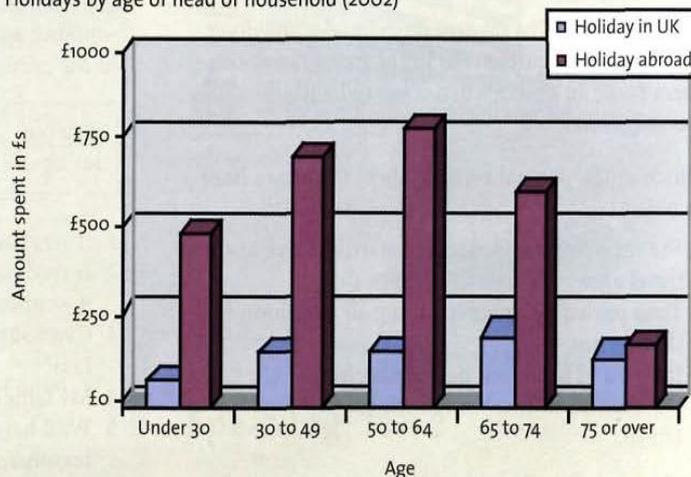
EXAMPLE: I went to get a travel brochure so I could find out about skiing holidays in Switzerland.

Writing extra

Academic Task 1

- 6 The diagram below shows how much British households spent on holidays in the UK and abroad in 2002. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write about 150 words.

Holidays by age of head of household (2002)



Useful language

Comparing and contrasting

Although all age groups spent money on holidays abroad, the 50 to 64 age group spent the most.

The 75 and over age group spent less than £250 of their annual budget on holidays abroad, **whereas/while** the 50 to 64 age group spent just over £750.

The 75 and over age group spent less than £250 of their annual budget on holidays abroad. **In contrast**, the 50 to 64 age group spent just over £750.

The 75 and over age group spent less than £250 of their annual budget on holidays abroad, **compared to** the 50 to 64 age group, who spent just over £750.

Grammar Phrasal verbs

A phrasal verb is a verb + a particle. Although phrasal verbs are more commonly used in spoken English, the *Cambridge Academic Corpus* shows us that many of the ones in this unit are used in academic English too.

These examples of phrasal verbs are from the recording in 18.1:

*the demand for holidays will **take off** there
as it **keeps down** their costs
the Irish Tourist Board **came up with** the idea of
promoting*

- 1 A phrasal verb can have a number of meanings. Match the phrasal verbs in the box above with the meanings below.
 - 1 to suggest or think of a plan
 - 2 to become popular or successful
 - 3 to prevent something increasing

Some phrasal verbs take an object and some don't. Which of the phrasal verbs in the examples above *doesn't* take an object when it is used with the meaning it has here?
- 2 Which of the phrasal verbs in these sentences have an object?
 - 1 She made up her face before starting work at the travel agency.
 - 2 Tessa passed out after spending all afternoon in the hot sun.
 - 3 It's hard to make out her handwriting.
 - 4 We checked in two hours early for our flight to Dubai.

Phrasal verbs without an object

When a phrasal verb has no object, the verb and particle cannot be separated:

EXAMPLE: We say: *Trish turned up too late for her flight to Tenerife.* ✓
We can't say: *Trish turned for her flight up too late to Tenerife.* ✗

Phrasal verbs with an object

When the particle is an adverb, the particle can go *before* or *after* a noun object but can only go *after* pronoun objects.

EXAMPLE: *The airlines would like to **cut down** the amount of airport tax they pay.*
*The airlines would like to **cut** the amount of airport tax they pay **down**.*
*The airlines would like to **cut it down**.*

- 3 Rewrite each sentence below twice using a phrasal verb from the box. First, separate the particle from the verb using the noun, and then write the sentence again, changing the noun to a pronoun, as in the examples above.

give out	make out	put forward
set up	take on	take over

- 1 It was hard to see the cruise ship through the fog.
- 2 A rival bought the student travel company when it went bankrupt.
- 3 Can I suggest Maria as a suitable replacement for Lisa?
- 4 My father started the holiday company in 1967.
- 5 We'll have to employ extra staff when it's high season.
- 6 Josh was asked to distribute free tickets to the guests.

Three-part phrasal verbs

Some phrasal verbs have three parts, consisting of the verb + adverb + preposition.

No separation is possible.

EXAMPLE: *Hotels can no longer **get away with** poor service nowadays.*
*Hotels can no longer **get away with it**.*

4 Underline each phrasal verb in sentences 1–6 and match it with its meaning a–g opposite.

EXAMPLE: **0 f**

- 0** The local council are looking forward to receiving a grant to help increase tourism in their area.
- 1** Leila came up against some very difficult customers when she worked at the airport.
- 2** The whole ship's company went down with food poisoning during the trip.
- 3** The courier tried to make up for some of the problems the tourists had had by offering them a free meal.
- 4** It's time we woke up to the environmental damage caused by the increase in air travel.
- 5** Today we find it hard to put up with long queues and delays at airports.
- 6** Our company needs to face up to the fall in demand for package holidays.

- a** to compensate for something bad
- b** to accept
- c** become aware of
- d** to fall ill
- e** to have problems with
- f** to be pleased about something that is going to happen
- g** to tolerate

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Writing extra

5 Complete this letter to a local newspaper, using words from the box. There are some extra words which you will not need.

Dear Sir/Madam,
 I am writing to object to the plan,
1 was reported in your newspaper on 9th June, to build a high-rise hotel next to the town beach. I believe that the plan is **2** to go ahead next summer. I have lived here **3** 2002 and feel that more consultation is needed **4** the work is started.

As you know, this town has a population of only 7,000, mainly made up of people **5** have retired here to enjoy the peace and quiet. We **6** have two small hotels and a number of guest houses and these have fulfilled our visitors' needs **7** many years. There are many old buildings in this town and its character would be totally destroyed **8** a ten-storey glass and steel hotel was built right in the middle of the sea front.

To sum up, I object strongly to this plan and I hope you will publish this letter in your paper.
 Yours faithfully,

additionally already and because
 before due for if providing
 since still unless which who



Plans for Ocean Hotel

Speaking Part 2

6 Spend one minute preparing the talk below. You can make brief notes if you like. Then give your talk to your partner. The talk should last one to two minutes. It's a good idea to try to record yourself so you can hear your own mistakes and improve your talk.

Describe a memorable trip.

You should say:

- where you went
- who you went with
- what you did there

and explain what made it memorable.

Handout 1

Speaking *Parts 2 and 3*

- 1 What forms of transport do you prefer? How do you decide what transport to use for a particular journey?
- 2 Choose two different forms of transport, and compare their advantages and disadvantages. Remember to develop your comments. Consider convenience, safety, price and effect on the environment.
EXAMPLE: Although planes are much faster than helicopters, they need a much larger space to land in.
- 3 Many city centres and major roads are congested. How can the problem be solved? Consider the advantages and disadvantages of these suggestions:
 - banning non-essential traffic
 - making driving very expensive
 - improving public transport
 - encouraging people to live near their work.

Vocabulary

- 4 Most of the words in the box occur in the listening passage. Use a dictionary to make sure you understand and know how to pronounce them. Then match each explanation 1–3 with the appropriate words. You should use all the words in the box.

- 1 an accident involving vehicles
.....
- 2 the state of floating in the air
.....
- 3 the act of preventing something from happening
.....

collision	crash	disruption
disturbance	elevation	interruption
levitation	suspension	

Listening

- 5 You will hear three students giving a presentation about monorails. Have you seen or travelled on a monorail? What do you know about them?



- 6  Before you listen to the first part of the recording, look at the sentences, and think about what kind of information you need to listen for. Then answer the questions as you listen.

Questions 1–4

Complete the sentences.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

What is a monorail?

- Tracks are usually 1
- Most monorails are used for transporting
2
- The oldest monorail still in use opened in the year
3
- Shanghai monorail trains normally reach a speed of
4 kilometres an hour.

Handout 2

Speaking Part 3

- 1 What impact have modern forms of transport had on our lives? Do you think there were any benefits when people could only travel on foot or by using animals? Consider, for example, where we live, work and spend our free time and holidays.

Reading

- 2 Read this passage quickly. As you read it, think of how to summarise it in one short sentence.

🕒 about 750 words

One way that transport has affected our lives

For many centuries, there was little need for time to be accurately measured. The transition from day to night, the movement of the moon and the changing of the seasons were enough to measure large units of time, and for most people, the passing of the sun through the sky was adequate to indicate sunrise, midday and sunset.

Those who needed to order their daily time more accurately, such as monks or scientists, used a combination of measuring devices, such as sand timers or candles, or, if the sun was shining, the shadow of a sundial. All these devices were unreliable. Until late into the 18th century, very few people could afford watches and clocks, which were themselves inaccurate.

The Earth rotates once every 24 hours, and so places to the east start their day sooner than places to the west. When it is night in one place, it is day in another. Across Britain there is a difference in time of approximately half an hour from the eastern to the western extremities.

When travel and communications were slow, these local time differences were of little importance, and most towns and cities in Britain used local time. By the 18th century, coaches – which were drawn by horses – were taking mail and passengers across Britain, and the guards on these coaches carried timepieces so that they could regulate the arrival and departure times. These timepieces were adjusted to gain about 15 minutes in every 24 hours when travelling from west to

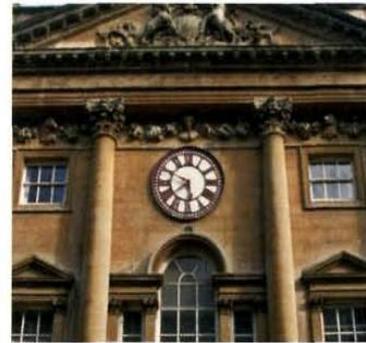
east, to compensate for the local time differences. And they were adjusted to lose 15 minutes in 24 hours when returning.

In the early part of the 19th century, communications started to be significantly improved, construction of the railways began, and telegraph wires became common. Accurate time was becoming more and more essential for many aspects of life, and local time became a great inconvenience. A baby born in London early on Saturday morning might officially be a day younger than a baby born a few minutes later in Dublin – where it was still Friday evening. This could have quite serious legal implications for inheritances.

By the 1840s, there were at least three organisations which suffered inconveniences because of the use of local time – the railways, the telegraph companies and the Post Office – and it was the first of these that started the process of standardising time in Britain.

Trains travelling east to west appeared to be travelling more quickly than on the return journey from west to east, which caused many problems with timetabling. In November 1840, the Great Western Railway ordered that London time should be used in all its timetables and at all its stations, and by 1847 most of the railway companies had followed suit. It was usually referred to as 'railway time'. However, with a few companies keeping to local time, there could be all sorts of problems of missed

trains and connections. In some places, there were even two minute hands on the public clocks, one showing local, and the other one London time.



By 1855 the great majority of public clocks in Britain were set to London time, which is in fact the time at the Greenwich Observatory, just outside London: hence the name Greenwich Mean Time, or GMT. The last major opposition to standardisation came from the legal profession, which operated by local time for many years.

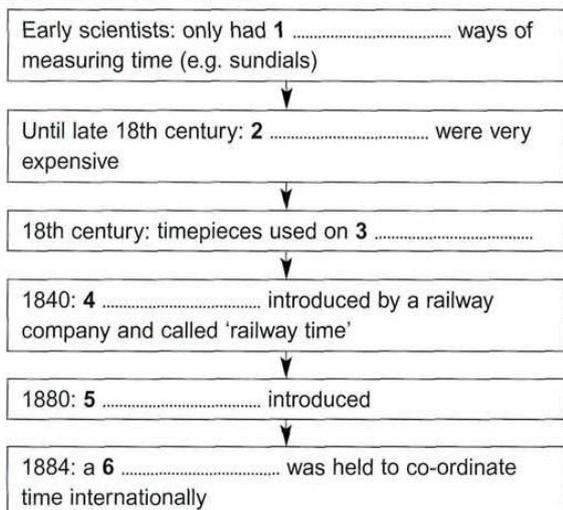
In 1845 the Liverpool and Manchester Railway company petitioned Parliament to ask that the same time be used for all ordinary and commercial purposes. This attempt was unsuccessful, and it was not until 1880 that Parliament introduced a standard time across the whole of Britain and there was no more confusion caused by local time. Britain was in fact the first country to standardise the time throughout a region, although the clock on the tower of Christ Church Cathedral, in Oxford, still shows local time, five minutes behind the rest of the country.

Co-operation on setting the time around the world dates from the International Meridian Conference in 1884.

3 Questions 1–6

Complete the flow chart below.

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



Questions 7–12

Complete each sentence with the correct ending **A–I** from the box below.

Write the correct letter **A–I** by questions 1–6.

- 7 The distance across Britain from east to west
- 8 The slow speed of travel
- 9 The direction of travel
- 10 An event that took place before another one
- 11 The railway companies
- 12 The legal profession

- A** relied on unreliable devices to measure the time.
B led the demand for standard time.
C made accurate time-keeping unnecessary.
D could legally occur on the following day.
E varied, depending on the time of year.
F meant that local time varied by up to half an hour.
G resisted the adoption of standard time.
H affected the rate at which time appeared to pass.
I made London time compulsory.

Grammar Unreal present and future



4 Listen to the short talk about the attitudes of a particular car driver, and answer these questions.

- 1 Does Mr Smith have plenty of money?
- 2 Does he think the traffic problem is being solved?
- 3 Does he think trains are too crowded?
- 4 Does he need to earn a living?

5 Listen again, and complete the sentences.

- 1 If he plenty of money, he'd buy the car of his dreams.
- 2 It's high time the problem solved.
- 3 He would rather the money out of general taxation.
- 4 He sometimes travels by train, but he wishes they so crowded and at so many stations.
- 5 He often says to himself, 'If only I to earn a living.'

6 Now look at the verbs you have written in exercise 5, and complete this rule.

When the following structures introduce a statement about an unreal situation, the verb after them should be in a tense.

- (I) wish ... (I)'d / would rather ...
 It's (about/high) time ... If (only) ...

wish + would

Compare sentences A and B:

A *I wish the government would build some new roads.*

This means that

- I am complaining about the present situation.
- I want something to happen, but it seems unlikely.

B *I hope the government will build some new roads.*

Here I am not complaining, and I think that the government may construct some new roads.

G page 143

7 Make up sentences for each of these situations, beginning *I wish ...*

EXAMPLE: You think people use their cars too much and should walk more often.
I wish people would use their cars less and walk more.

1 A friend of yours never phones you when she says she will.

2 Your friend keeps promising to return a book that you lent him a year ago, but he never does.

8 Can you think of situations where you might say something beginning *I wish ...* ?

Unit 36 Moving abroad

Handout 1

Speaking Part 3

1 Discuss the following questions.

- Can you suggest reasons why people move to another country?
- Can you comment on the benefits for a country of receiving people who have moved from abroad?
- Can you speculate on possible future movements of people between different countries?

Reading

2 What do these words mean? Choose the best answers from the box.

- 1 migration
- 2 emigration
- 3 immigration
- 4 assimilation
- 5 settlement

- | |
|---|
| <p>a becoming similar to a country's native inhabitants</p> <p>b moving from one country to another</p> <p>c moving away from one's home country</p> <p>d making a permanent home in a country</p> <p>e moving into another country</p> |
|---|

3 Now read this passage. As in the Academic Reading Module, there are 13 questions. Try to read the passage and answer the questions in 20 minutes. You may find it helpful to write a few key words beside each paragraph. Think about question 1 as you read.

Question 1

Which of these statements best sums up the passage?

- A The reasons for migration have changed significantly.
- B Migration is caused by a combination of many factors.
- D Governments have the most influence on migration.
- C Migration is best explained in terms of personal choices.

⌚ about 725 words



IMMIGRATION: AN INTRODUCTION

- A** Migration takes many forms. People migrate as manual workers, highly qualified specialists, entrepreneurs, refugees or as family members of previous migrants. Whether the initial intention is temporary or permanent movement, many migrants become settlers. Migration has been part of human history from the earliest times, but it has grown in volume and significance, and may be one of the most important factors in global change.
- B** No single cause can explain why people choose to leave their country and settle in another. It is hardly ever a simple individual action, in which a person decides to move in search of a better life, leaves the home country and quickly becomes assimilated in the new country. Much more often, the process of migration and settlement stretches over a long period, affecting the rest of the migrant's life and also later generations. It is a collective action, caused by social change and affecting the whole society of both countries.
- C** While some theories about migration emphasise individual choice, and others focus on the influence of governments and business, it is more realistic to understand migration in terms of a complex interaction among all these elements. Large-scale institutional factors, such as international relations, political economy and government policies, play a part in any decision to emigrate, as do the informal social networks, practices and beliefs of the migrants themselves.
- D** Migration generally arises from the existence of previous links between home and new countries, based on colonisation, political influence, trade, investment or cultural ties. For instance, migration from some North and West African countries to France is linked to earlier French colonisation, leaving French as a major language of the countries concerned.

E Typically, migration is started by an external factor, such as a shortage of labour in the new country. Often the initial movement is by young people, usually men. Once a path has been established, relatives and friends follow, and are assisted by those already there. Social networks based on family or a common place of origin help to provide housing, work, assistance in coping with bureaucratic procedures and support in personal difficulties. These social networks make the process of migration safer and more manageable for the migrants and their families.

F Migrant groups develop their own social and economic infrastructure: places of worship, associations, shops, cafés, lawyers, doctors, and other services. This is linked to families being reunited: the longer the original migrants stay, the more likely they are to bring their partners and children in, or to start new families. People begin to see their life as being based in the new country. This is particularly true of migrants' children: once they go to school in the new country, learn the language and make friends, it becomes more and more difficult for the parents to return to their homelands.

G While the links between immigrant community and area of origin may sometimes be weakened, they are more likely to continue over generations. Family and cultural links remain, new business links may be developed.

H Although each migration has its specific historical patterns, certain generalisations can be made on the way migrations evolve. For example, most start with young, economically active people going abroad temporarily. They want to save enough in a higher-wage economy to improve conditions at home, to buy land, build a house, set up a business, or pay for education. After a period in the new country, some of these migrants return home, but others stay on.

I This may be because they find living and working conditions in the new country better than in their homeland. But it may also be because of relative failure: migrants may find it hard to save as much as they require, and stay on in the hope of succeeding eventually. As time passes, many of them are joined by their families, or find partners in the new country. With the birth of children, settlement takes on a more permanent character, whatever the original intentions.

J This can be summed up in a four-stage model. First, young workers move in order to work abroad temporarily, and send money home. Secondly, the stay is lengthened, and social networks are developed, providing mutual help. Thirdly, the original migrants' families join them, there is an increasing orientation towards the new country, and ethnic communities emerge with their own associations, shops, professions, and so on. And finally settlement becomes permanent.

Questions 2–8

The passage has ten paragraphs labelled A–J. Which paragraph contains the following information?

Example: an outline of a pattern of migration

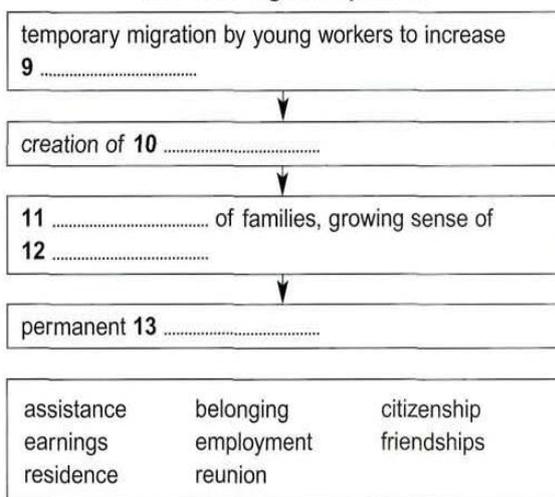
Answer: J (This can be summed up in a four-stage model...)

- 2 likely effects of being brought up in the new country
- 3 a reference to alternative, less likely, explanations of migration
- 4 how not achieving an objective may lengthen a stay abroad
- 5 some ways in which existing immigrants may help newcomers
- 6 'large-scale' reasons why migrants have moved from certain areas to a particular country
- 7 a description of a pattern of migration that rarely occurs
- 8 some reasons for sending money home

Questions 9–13

Complete the flow chart below using words from the box.

Model of migration process



Handout

2

20.2

Listening

- 1 Can you answer these questions about Canada?
 - 1 What is the capital?
 - 2 What is the biggest city?
 - 3 What are the two official languages?
 - 4 What are the three oceans to the west, north and east of Canada?
 - 5 Is the leaf on the Canadian flag from an oak, a maple or a redwood tree?
- 2 You are going to hear about two immigrants to Canada.

 The first section is about Azim Lila, whose family moved from Tanzania to Canada when he was nine.



Questions 1–5

Complete the notes using words from the box.

Remember that the words in the notes may not be the ones you hear on the recording.

capital	challenges	coast	cultures
education	family	jobs	talents

Azim Lila

- place where brought up: 1 of Tanzania
- brought up to believe in value of 2
- moving to Canada presented various 3
- 4 helped to finance his studies
- believes life in Canada helps people develop their 5

 The second section is about a Russian woman, Tatyana Litvinova.



Questions 6–12

Answer the questions below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 6 What is Tatyana's field?
- 7 What did she want money for?
- 8 Who did she miss most after moving to Canada?
- 9 What was she unable to help her children with at first?
- 10 What did she listen to, in order to improve her English?
- 11 What does she think is beautiful in Canada?
- 12 What does she particularly admire about Canadians?

- 3 Should immigrants want to become part of the community of the country they move to? Or should they still feel they belong to the country they came from?

Vocabulary Phrasal verbs

- 4 Read through this passage, and choose a different phrasal verb from the box for each space, putting it in the right form.

deal with	hold on to	live up to
look forward to	put up with	
turn out	work at	

Immigration and identity

The interviewees in this study, all immigrants to New Zealand, were attracted by the country's freedom and prosperity. For most of them, the country had fully

1 their expectations. For some, going there 2 to be the best move they had ever made.

However, many immigrants find that their new situation shakes their sense of cultural and personal identity. They might need to 3 difficult questions of how they define themselves, and how much of the new country's culture they are willing to accept into their lives.

The people we interviewed fall into three main groups. One group define themselves by their own, personal identities. They may maintain their original heritage, but at the same time they are open to New Zealand culture, and 4 their eventual assimilation into the community.

Another group maintain a strong sense of identity with their homeland, and tend to mix with others from that country living in New Zealand. They make the most of those aspects of the local culture that they can relate to, and 5 the rest.

The third group do all in their power to 6 their original cultural identity, and 7 recreating their own ethnic community inside New Zealand. They avoid contact with people from other cultures. Despite some tensions, all three groups have become important elements in the complexity and depth of New Zealand culture.

Handout 3

Grammar

Position of adverbs

- 5 When certain words are placed with the verb in a sentence – rather than at the beginning or end of the sentence – there are rules about their precise position. These words include *all, both*, adverbs of frequency like *always, often, hardly ever*, and some other adverbs, such as *also, almost, probably, soon* and *no longer*.

Look at these three examples, then match the situations 1–3 with the rules a–c.

*Azim's parents were **both** from Tanzania.*

*When Azim went to university he **soon** found a job.*

*Azim's family had **never** been rich.*

- 1 When there is only one verb, and it is *to be*, the adverb ...
 - 2 When there is only one verb, and it is **not to be**, the adverb ...
 - 3 When there is at least one auxiliary or modal verb, the adverb ...
- a goes after the first one.
b goes in front of the verb.
c follows the verb.

G ... page 143

- 6 Put a slash (/) in each sentence to indicate where the adverb in brackets should go, according to the rules above.

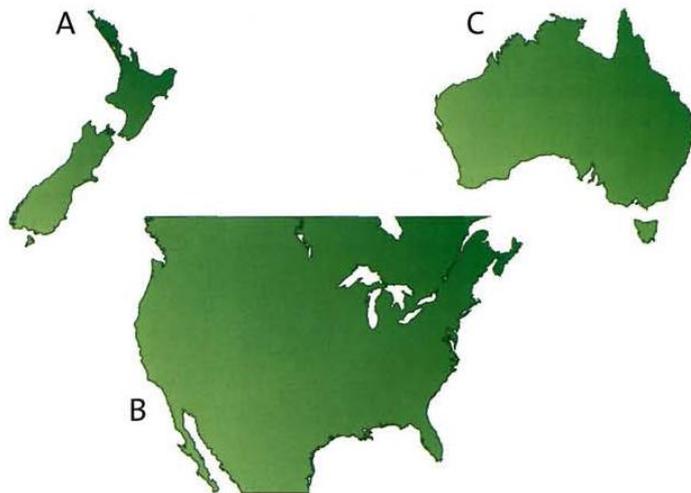
- 1 Tatyana Litvinova is working at the University of Alberta. (currently)
- 2 Before emigrating to Canada, Tatyana had been separated from her sister. (never)
- 3 Years after moving to Canada, she loves Russia. (still)
- 4 However, she is happy with her life in Canada. (still)
- 5 Some people have left their home before deciding to emigrate. (hardly ever)
- 6 Because of my new job, I changed my mind about emigrating. (almost)
- 7 Since moving inland, I go to the beach every day. (no longer)

- 7 The following sentences show errors made by IELTS candidates who have put the adverb in the wrong place. Write each sentence with the adverb in the right place. One sentence is correct.

- 1 We **also** can see from the chart that the number of immigrants rose sharply.
- 2 An immigrant who has **already** work experience will find it easier to get a job.
- 3 People who are living in a foreign country **still** can find happiness in their lives.
- 4 We must **always** look on the bright side.
- 5 **Particularly** I like meeting people.
- 6 Immigrants **sometimes** will miss people and things from their old home.
- 7 It will be **still** very cold next month.
- 8 The number of immigrants to Canada has been **also** affected by economic conditions in other parts of the world.

Quiz

- 8 And finally ... here is a quiz about some other English-speaking countries.



- 1 What are the three countries shown in the maps?
- 2 Is a didgeridoo a musical instrument, a poisonous snake or a type of plant?
- 3 What is the capital of Australia?
- 4 Which of these animals is native to Australia: a mongoose, a panda or a koala?
- 5 What are the names of New Zealand's two main islands?
- 6 Which bird is the symbol of New Zealand: the kakapo, the kiwi or the kookaburra?
- 7 Which of these are the most numerous in New Zealand: sheep, people or kangaroos?
- 8 After English, which language is spoken by the largest number of people living in the USA?
- 9 As well as being a plant, is 'bluegrass' an animal, a vehicle or a type of music?
- 10 What is the maximum time that a US president can hold office?

TESTS

Choose the correct answer. Only one answer is correct.

1. There are _____ in the classroom but only one teacher.
A) many people B) much pupils
C) a lot people D) a lot of pupils
2. Kate _____ .
A) gave to Peter the pen B) gave the pen to Peter
C) give to Peter the pen D) give the pen to Peter
3. The sun _____ in the East.
A) is always rising B) always is rising
C) rises always D) always rises
4. Which girls _____ ?
A) John likes B) likes John
C) does John like D) do John like
5. There isn't _____ at the bus – stop.
A) anybody B) people C) any persons D) somebody
6. Kim and Fred _____ home.
A) are at B) are in C) they are in D) they are at
7. What color are your new shoes?
A) They are brown color. B) Their brown.
C) They're brown. D) They are colour brown.
8. A) Are the big nice apples? B) Are nice the big apples?
C) Are big and nice the apples? D) Are the big apples nice?
9. He hasn't bought _____ oranges.
A) a lot B) much C) any D) some
10. A) Go there to they. B) Go there to them!
C) Go here to we. D) Go here to us!
11. How _____ from London to Gatwick?
A) it is going B) to go C) we can go D) can we go
12. _____ Mary reads in bed.
A) Always B) Seldom C) Sometimes D) Never
13. Millie _____ at the flowers in the garden.
A) is seeing B) is looking C) is washing D) is watching
14. _____ don't like red wine.
A) Some people B) Any people
C) Somebody D) Anybody
15. Did you visit Canada last year?
A) No, I went never there. B) No, I never was there.
C) No, I've never been there. D) No, I never have been there.
16. Tom didn't call the police. Brenda didn't call _____ .
A) them, either. B) them, too. C) him, either. D) him, too.
17. Sally is _____ Paul.
A) as tall than B) as tall as C) so tall as D) so tall that
18. Do you like that shop? Yes, I _____ every week.

- A) come there B) come here C) go there D) go here
19. Brian is the man _____ .
 A) of a hat B) of no hat C) with hat D) without a hat
20. Pauline's _____ as the boys.
 A) too strong B) of no hat C) as strong D) also strong
21. Are my shoes in the box? No, there _____ in the box.
 A) isn't anything B) aren't no things
 C) isn't nothing D) isn't any things
22. Have you got any apples? Yes, I've got _____ .
 A) a small B) one small
 C) two small ones D) two small
23. Whose are those dogs? They're _____ .
 A) of them B) to them C) their D) theirs
24. A) How is your age? B) How old are you?
 C) What age have you got? D) How many years have you?
25. Who _____ on Saturdays?
 A) do help you B) you help C) do you help D) you do help
26. 572 is _____ .
 A) five hundred and seventy two
 B) five hundred seventy two
 C) five hundreds seventy two
 D) five hundreds and seventy two
27. Molly is the girl _____ brown hair?
 A) of many B) with many C) of a lot of D) with a lot of
28. What time _____ breakfast?
 A) does Mary have the B) does Mary have
 C) has Mary D) has Mary the
29. His mother will come at 8 o'clock _____ evening.
 A) of this B) on this C) this D) at this
30. I feel very well because I went to bed very early _____ .
 A) last night B) tonight C) this night D) in the night
31. What is Mary like? She _____ .
 A) is very well B) likes ice-cream
 C) is like tall men D) is very pretty
32. Have the people got the money now? Yes, the police gave _____ .
 A) them to them B) it to it
 C) it to them D) them to it
33. Terry is behind Belinda. Yes, Belinda is _____ Terry.
 A) in front of B) behind C) between D) next
34. Pauline is _____ radio.
 A) listening to B) listening to the
 C) listening in D) listening in the
35. Are those books in the car? Yes, Alice _____ yesterday.

- A) put them B) put them into
 C) puts them in D) put them in
36. _____ to Scotland last month?
 A) Did Andrew go B) Was Andrew
 C) Has Andrew been D) Has Andrew gone
37. This is an old photograph of me when I _____ .
 A) have short hairs B) had short hairs
 C) have short hair D) had short hair
38. Whose is that? It's _____ .
 A) my B) my sisters C) of Tom D) ours
39. My brother was _____ all week.
 A) at the home B) at home C) in the home D) in home
40. Barry never eats potatoes and _____ .
 A) so doesn't Molly B) neither doesn't Molly
 C) neither does Molly D) neither Molly does
41. James _____ to play tomorrow.
 A) is going B) can C) shall D) will
42. How is your brother?
 A) That's he. B) That's him.
 C) He's very well. D) He's very good.
43. Is there _____ the bottle?
 A) much water into B) much water in
 C) many water into D) many water in
44. The party will start _____ Saturday.
 A) on 8 o'clock at B) on 8 o'clock
 C) 8 o'clock at D) at 8 o'clock on
45. Are you going to shops? No, _____ .
 A) I cycle there B) usually on the bus
 C) to the work D) I've already been
46. Here are three girls. _____ .
 A) Which girl is the bigger? B) What girl is the bigger?
 C) Which girl is the biggest? D) What girl is the biggest?
47. Jack is writing _____ .
 A) with pen B) on the wall C) by a pen D) out of a pen
48. What _____ on Saturdays?
 A) Ken usually does B) does Ken usually do
 C) does Ken usually D) usually does Ken do
49. "Have you been to America?" " _____ "
 A) Ever B) Already C) Yet D) Never
50. Tony _____ make some cakes tomorrow.
 A) is going to B) he'll C) want to D) can to

Choose the correct answer. Only one answer is correct.

Last June my brother __1__ a car. He had had an old scooter before, but it __2__ several times during the spring. “What you want is a second – hand Mini,” I suggested. “If you give me the money,” he said, “__3__ one tomorrow.” “I can’t give you the money,” I replied, “but what about Aunt Myra. She must have enough. We __4__ her since Christmas but she always hints that we __5__ go and see her more often.”

We told our parents where we were going. They weren’t very happy about it and asked us not to go. So __6__ But later that same day something strange __7__. A doctor __8__ us that Aunt Myra __9__ into hospital for an operation. “__10__ go and see her at the same time,” said my mother. “You two go today, but don’t mention the money.”

When we __11__ Aunt Myra __12__ “I’m not seriously ill,” she said, “but the doctor insist that __13__ to drive my car. You can have it if you promise __14__ me to the seaside now and again.” We agreed, and now we quite enjoy our monthly trips to the coast with Aunt Myra.

1. A) wanted to buy B) wanted buying
C) liked to buy D) liked buying
2. A) was breaking down B) was breaking up
C) had broken down D) had broken up
3. A) I get B) I’m going
C) I’m going to get D) I’ll get
4. A) are not seeing B) haven’t seen
C) didn’t see D) don’t see
5. A) should B) shall C) would D) will
6. A) that we haven’t B) that we didn’t
C) we haven’t D) we didn’t
7. A) occurred B) took the place
C) passed D) was there
8. A) rang for telling B) rang to tell
C) rung for telling D) rung to tell
9. A) had gone B) had been C) has gone D) has been
10. A) We may not all B) We can’t all
C) All we can’t D) All we may not
11. A) have come there B) were arriving
C) got there D) came to there
12. A) was seeming quite happily B) was seeming quite happy
C) seemed quite happily D) seemed quite happy
13. A) I’m getting so old B) I’m getting too old
C) I get so old D) I get too old
14. A) taking B) bringing C) to take D) to bring
15. Can this camera _____ good photos?
A) make B) to make C) take D) to take
16. Who was the first person _____ today?

- A) spoke to you B) you spoke to
C) you spoke D) whom you spoke
17. I can't find the book _____ .
A) nowhere B) everywhere C) anywhere D) somewhere
18. There was a house at _____ .
A) the mountain foot B) the foot of the mountain
C) the feet of the mountain D) the mountain's foot
19. A person who talks to _____ is not necessarily mad.
A) himself B) oneself C) yourself D) itself
20. I'll be 13 tomorrow, _____ ?
A) am I B) aren't I C) won't I D) will I
21. Did you hear _____ Julie said?
A) what B) that C) that what D) which
22. Spanish people usually speak _____ than English people.
A) quicklier B) more quicklier
C) more quickly D) more quicker
23. That old lady can't stop me _____ the tennis match on my radio.
A) to listen B) listening C) listen to D) listening to
24. I haven't got a chair _____ .
A) to sit B) for to sit on C) to sit on D) for sitting
25. _____ at the moment, I'll go to the shops.
A) For it doesn't rain B) As it doesn't rain
C) For it isn't raining D) As it isn't raining
26. Bill drinks _____ whisky.
A) any B) none C) too many D) so much
27. _____ are very intelligent.
A) Both of them B) Both them C) Both they D) The both
28. In a shop _____ customers.
A) it is important pleasing B) it is important to please
C) there is important pleasing D) there is important to please
29. Don't leave your shoes on the table.
A) Put off them! B) Take them off!
C) Pick them off! D) Pick up them!
30. _____ in my class likes the teacher.
A) All persons B) All pupils C) Everyone D) All people
31. We expected about 20 girls but there were _____ people there.
A) another B) others C) some D) more
32. Your bicycle shouldn't be in the house!
A) Take it out! B) Get out it! C) Put it off! D) Take away it!
33. What time does the bus _____ Bradford?
A) go away to B) go away for C) leave to D) leave for
34. She _____ be Canadian because she's got a British passport.
A) can't B) isn't able to C) mustn't D) doesn't need
35. "Our daughter _____", they said.

- A) was born since three years
 B) is born for three years ago
 C) was born three years ago
 D) has been born since three years ago
36. When _____ English?
 A) has he begun to study B) has he begun study
 C) did he begin to study D) did he begin study
37. Do you want some cheese? No, _____ .
 A) I've some still B) I still haven't much
 C) I don't want D) I've still got much
38. Brenda likes going to the theatre and _____ .
 A) so do I B) so go I C) so I like D) so I am
39. _____ from London to Edinburgh!
 A) How long there is B) What a long way it is
 C) What distance is there D) How long is
40. He's a good guitarist, but he plays the piano _____ .
 A) quite well B) too hardly C) very good D) much better
41. When you go to the shops, bring me _____ .
 A) a fruit tin B) a fruits tin C) a tin of fruit D) a tin of fruits
42. Molly doesn't eat fish.
 A) So doesn't John. B) Neither does John.
 C) John doesn't too. D) John doesn't that either.
43. The airport is five miles _____ .
 A) away from here B) from here away
 C) far from here D) far away from here
44. Please ask _____ and see me.
 A) to Bill come B) Bill to come C) to Bill come D) Bill come
45. She always buys _____ my birthday.
 A) anything nice to B) anything nice for
 C) something awful to D) something awful for
46. Aren't they friends _____ ?
 A) of yours B) of you C) to yours D) to you
47. She hardly ever eats _____ potatoes.
 A) or bread or B) bread or
 C) neither bread or D) neither bread nor
48. This is the record we _____ .
 A) like so much B) are liking so much
 C) like it much D) are liking it much
49. She's going to buy _____ new trousers.
 A) some pair of B) some C) a couple of D) this
50. Is she going to school? No, _____
 A) she doesn't B) she's cycling
 C) she gets by bus D) to the shops

Choose the correct answer. Only one answer is correct.

“Hello, Jill. How nice to see you here,” said Jack. “__1__ here often?”
“Not as much as I’d like. I often used to meet my friends here, but now I live a long way away,” Jill explained. “In fact, it’s exactly three years __2__” “Well,” said Jack, “tell me what __3__ here today, then.” “Last week my mother had an accident in her car. She __4__ when it happened. Suddenly a motorcycle came out of another street and she __5__ stop very quickly, and she __6__ another car from behind. She banged her head on the car roof.” “__7__ her safety belt on at the time?” Jack asked. “No, she never wears one. I don’t think __8__ in that car,” Jill explained. “I hope your mother __9__” said Jack. “No, thank goodness, but the doctor said she __10__ stay in hospital __11__ completely better,” explained Jill. “And so you __12__ see her now?” Jack wanted to know. “Yes,” said Jill, “every day someone goes to the hospital __13__. She’s a lot better now.” “I’m glad to hear that,” said Jack. “Anyway __14__ coffee.”

1. A) Are you coming B) Are you going
C) Do you come D) Do you go
2. A) since then we moved B) since we moved
C) that we moved us D) that we move
3. A) you’re doing B) you do
C) do you do D) takes you
4. A) went the Oxford Street along
B) was going Oxford Street along
C) was going along Oxford Street
D) went along the Oxford Street
5. A) must B) had to C) ought to D) had better
6. A) was beaten with B) was hit with
C) was beaten by D) was hit by
7. A) Was she having B) Did she have
C) Has she put D) She was wearing
8. A) they were any B) there were any
C) they were any ones D) there were any ones
9. A) wasn’t badly hurt B) wasn’t hurt bad
C) wasn’t so much hurt D) wasn’t too much hurt
10. A) need B) ought C) should D) would rather
11. A) until she is B) until when she will be
C) until she will be D) until she’s going to be
12. A) just were at B) just were in
C) have just gone to D) have just been to
13. A) for seeing her B) for to see her
C) that we see her D) to see her
14. A) let me pay you your B) let me to pay your
C) let me pay for your D) let me to pay for your
15. Where _____ yesterday?

- A) went you B) was you
C) have you been D) were you
16. I've just finished _____ my shopping.
A) to make B) doing C) to do D) making
17. The girl _____ the bicycle is Jane.
A) riding on B) driving in C) driving on D) riding in
18. He's lived in London _____ .
A) for some time B) since he is born
C) since a long time D) since some time
19. At the post office he asked _____ .
A) stamps B) some stamps
C) four stamps D) for four stamps
20. The girl _____ house he visited was Elizabeth.
A) of which B) of whom C) which D) whose
21. I have a _____ paper in my desk.
A) lot B) little C) loss D) little of
22. "Can't you read?" Mary said _____ to the notice.
A) and pointed angry B) angrily pointed
C) pointing angrily D) and angrily pointing
23. Tom is waiting _____ the doctor.
A) to see B) for to see C) for seeing D) for see
24. I'm not sure which restaurant _____ .
A) to eat on B) eating at C) to eat at D) for eating
25. _____ the weather was fine, I opened all the windows.
A) As B) For C) Because of D) Since that
26. I've just seen Mary _____ the village.
A) to walk towards B) to walk against
C) walking towards D) walking against
27. Sally didn't put in _____ water.
A) no B) so much C) enough of D) few
28. _____ like ice-cream.
A) Every children B) Every child
C) All of children D) All children
29. When you go abroad, do you _____ take your passport?
A) have to B) ought to C) need D) must
30. You don't need your hat.
A) Put off it! B) Put it off! C) Take off it! D) Take it off!
31. How many elephants did you see? _____ .
A) None B) No one C) Not many ones D) No many
32. We're going to go _____ car.
A) in France in John's B) in France by John's
C) to France in John's D) to France by John's
33. It's dark without the lights. Let's _____ .
A) switch on them B) turn them on

- C) to turn on them D) to switch them on
34. What time does the train _____ Bristol?
A) arrive into B) come at C) go into D) get to
35. How _____ here?
A) long you stay B) often you stay
C) long are you staying D) often are you staying
36. Everybody _____ in bed.
A) has to spend some time B) have to spend some time
C) has to spend sometimes D) have to spend sometimes
37. These are nice apples. How _____ in a kilo?
A) much are there B) many are there
C) much are they D) many are they
38. Paul's ill, so he _____ a doctor tomorrow.
A) is going to be visit B) goes to meet
C) is going to see D) goes to tell
39. How _____ from Leeds to Liverpool?
A) far is there B) long is there C) far is it D) long way is
40. She's _____ singer in England.
A) most known B) the most known
C) most famous D) the most famous
41. _____ to finish quickly.
A) No every student wants B) No every student want
C) Not every student wants D) Not every student want
42. My mother usually has _____ bed.
A) the breakfast in B) breakfast in
C) the breakfast in the D) breakfast in the
43. Beryl isn't going to the dance.
A) Neither Pat is. B) Pat isn't too.
C) Pat also. D) Nor is Pat.
44. Who taught you _____ a car?
A) driving B) to drive C) riding D) to ride
45. A lot of letters and cards came today, but _____ you.
A) there wasn't anything for B) there wasn't something for
C) it wasn't anything for D) it wasn't something for
46. Sarah hardly ever goes to _____ the theatre.
A) neither the cinema or B) neither the cinema nor
C) either the cinema nor D) the cinema or
47. _____ the girls came on the trip.
A) Neither B) Nobody of C) None of D) No one of
48. I've thrown away my old trousers. I'll have to buy _____ .
A) a new pair B) a new one
C) some new D) some new pair
49. Kim and Tony weren't the only people in the garden. There _____ .
A) were some other ones B) were some others

C) was another D) was someone more

50. I want to leave my car. Can you tell me _____ near here?

A) if there's a car park B) is there a car park

C) if there's a parking D) is there a parking

Choose the correct answer. Only one answer is correct.

I __1__ to your letter, which __2__ before __3__ for Rome. __4__ yesterday that the company __5__ me there next week for a business conference. If I __6__ about it earlier I would have told you. Anyway, I'll ring you as soon as I __7__ there.

John Marshall came into my office while I __8__ the arrangements for my flight to Rome. You __9__ him last year when you were in England. If you __10__ him, you would remember him because he is over two meters tall. He told me that he __11__ for the previous two months on the plans for the new factory in Naples. He __12__ very hard because he looked very tired. By the time I come to Rome he __13__ them so I'll bring them with me.

1. A) like to reply B) would like replying

C) would like to reply D) am wanting to reply

2. A) arrived two days ago B) has arrived two days ago

C) arrived since two days D) has arrived since two days

3. A) to go out B) to leave C) leave D) leaving

4. A) I was said B) It was said me

C) I was told D) It was told me

5. A) shall have sent B) is going to send

C) shall be sending D) shall send

6. A) knew B) had known

C) would have known D) would know

7. A) get B) will get C) shall get D) will have got

8. A) made B) did make C) had made D) was making

9. A) can have met B) may have met

C) can meet D) may meet

10. A) meet B) met C) were meeting D) would meet

11. A) has worked B) has been worked

C) had been worked D) had been working

12. A) must have worked B) had to work

C) need have worked D) needed to work

13. A) will finish B) will be finished

C) will have finished D) has finished

14. Take an umbrella _____ it rains.

A) in any case B) in case C) because D) for

15. I _____ have coffee than tea.

A) like more to B) prefer C) would rather D) had better

16. He didn't thank me for the present. That is _____ annoyed me.

- A) the which B) that which
C) the thing what D) what
17. I'll have to buy _____ trousers.
A) a B) two C) a pair of D) a couple of
18. She looks _____ .
A) pleasant B) to be pleasant
C) that she's pleasant D) pleasantly
19. When you _____ the furniture, please tell me.
A) will finish to move B) finish to move
C) will finish moving D) have finished moving
20. The reason _____ I'm writing is to tell you about a party on Saturday.
A) because B) why C) for D) as
21. Don't make him _____ it if he doesn't want to.
A) do B) to do C) doing D) that he do
22. He's _____ to know the answer.
A) likely B) probable C) maybe D) probably
23. She came _____ because her car has broken down.
A) walking B) by foot C) with foot D) on foot
24. That's the man _____ yesterday.
A) which I was talking to B) what I was talking to
C) I was talking to D) with who I was talking
25. I've been looking for you _____ .
A) everywhere B) anywhere C) for all places D) in all places
26. _____ he was tired he went on working.
A) Even B) Yet C) Although D) In spite
27. Send him to the baker's _____ the bread.
A) to buy B) in order he buys
C) for to buy D) for buying
28. Wanda is _____ Jane.
A) a lot pretty than B) a lot prettier that
C) much more pretty that D) much prettier than
29. He didn't know _____ or go home.
A) to wait B) if that he should wait
C) if to wait D) whether to wait
30. _____ me _____ .
A) Tell / what is this B) Tell / what this is
C) Say / what is this D) Say / what this is
31. If you _____ help you, you only have to ask me.
A) want me to B) want that I
C) want I should D) are wanting me to
32. "I'm going to the theatre tonight." "So _____"
A) will I B) I will C) am I D) do I
33. How _____ is it from here to New York?

- A) long way B) long C) far D) much far
34. I wish I _____ what to do.
A) knew B) have known C) know D) would know
35. He likes playing _____
A) the football B) football C) at football D) at the football
36. My brother, _____ lives in Iceland, is coming to visit us.
A) which B) that C) whom D) who
37. He's already about _____ his father.
A) so tall than B) as tall than C) as tall as D) so tall as
38. _____ him go out if he wants to.
A) Allow B) Leave C) Let D) Permit
39. I didn't hear what he was _____
A) telling B) saying C) talking D) speaking
40. I _____ watching this program because it is very interesting.
A) amuse B) please C) delight D) enjoy
41. That student _____ his hand every time I ask a question.
A) gets out B) gets up C) rises D) puts up
42. I _____ hands with him when he came in.
A) gave B) greeted C) shook D) offered
43. He wants to get a better _____ and earn more money.
A) job B) work C) employ D) employment
44. _____ the children for me while I'm out.
A) Look after B) Look to C) Take care D) Care
- In this series of questions, three words have the same sound but one does not. Choose the one that does not.**
45. A) ball B) call C) fall D) shall
46. A) freeze B) piece C) please D) trees
47. A) lose B) chose C) rose D) nose
48. A) what B) cat C) sat D) fat
49. A) fair B) wear C) hear D) their
50. A) days B) says C) ways D) plays

Fan bo'yicha talabalar bilimni baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-javoblar	86-100 ball "a'lo" : Fanga oid nazariy bilimlarni to'la o'zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo'lish.
	71-85 ball "yaxshi" : Mustaqil mushohada qilish. Olgan bilimlarini amalda qo'llay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega bo'lish.
	55-70 ball "qoniqarli" : Mohiyatini tushuntirish. Bilish, aytib berish. Ma'lum bir tasavvurga ega bo'lish.
	0-54 ball "qoniqarsiz" : Fan bo'yicha nazariy va amaliy bilimlarni bilmaslik,

Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

№	Joriy baholash		Maksimal ball	O'tkazish vaqti
I	Joriy nazorat (40 ball)	MT (30 ball)	70	Semestr davomida
II	Darslarga faol qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolligi, amaliy mashg'ulot daftarlarining	Mustaqil ta'lim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til o'rgatuvchi video rolik va hujjatli filmlarni korib ularga topshiriqlar tayyorlash, sohaga oid matni o'qib yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha –		

	yuritilishi va holati. Mavzular bo'yicha uy vazifalarining bajarilishi	o'zbekcha va o'zbekcha-inglizcha lug'at, prezentatsiya) o'z vaqtida sifatli bajarilishi. Kafedra individual tarzidagi mustaqil topshiriqlar majmuasini ishlab chiqadi.		
III	Yakuniy nazorat	Yozma ish, test, suhbat	30	Attestatsiya haftasi davomida (1-semestr uchun 21-22 haftalar), (2-semestr uchun 41-42-haftalar)

O'QUV ELEKTRON MAJMUANING ELEKTRON VARIANTI