

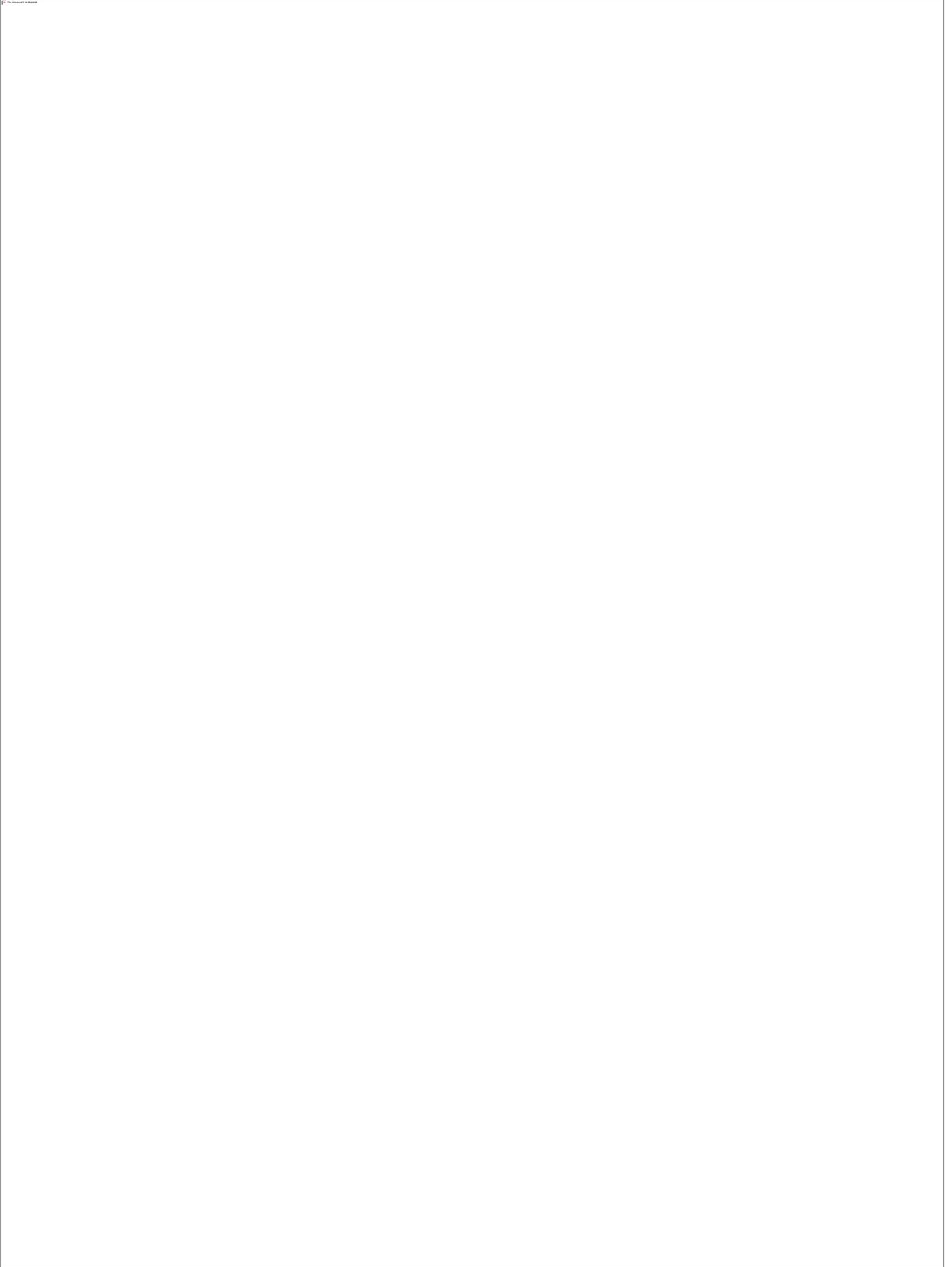
**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

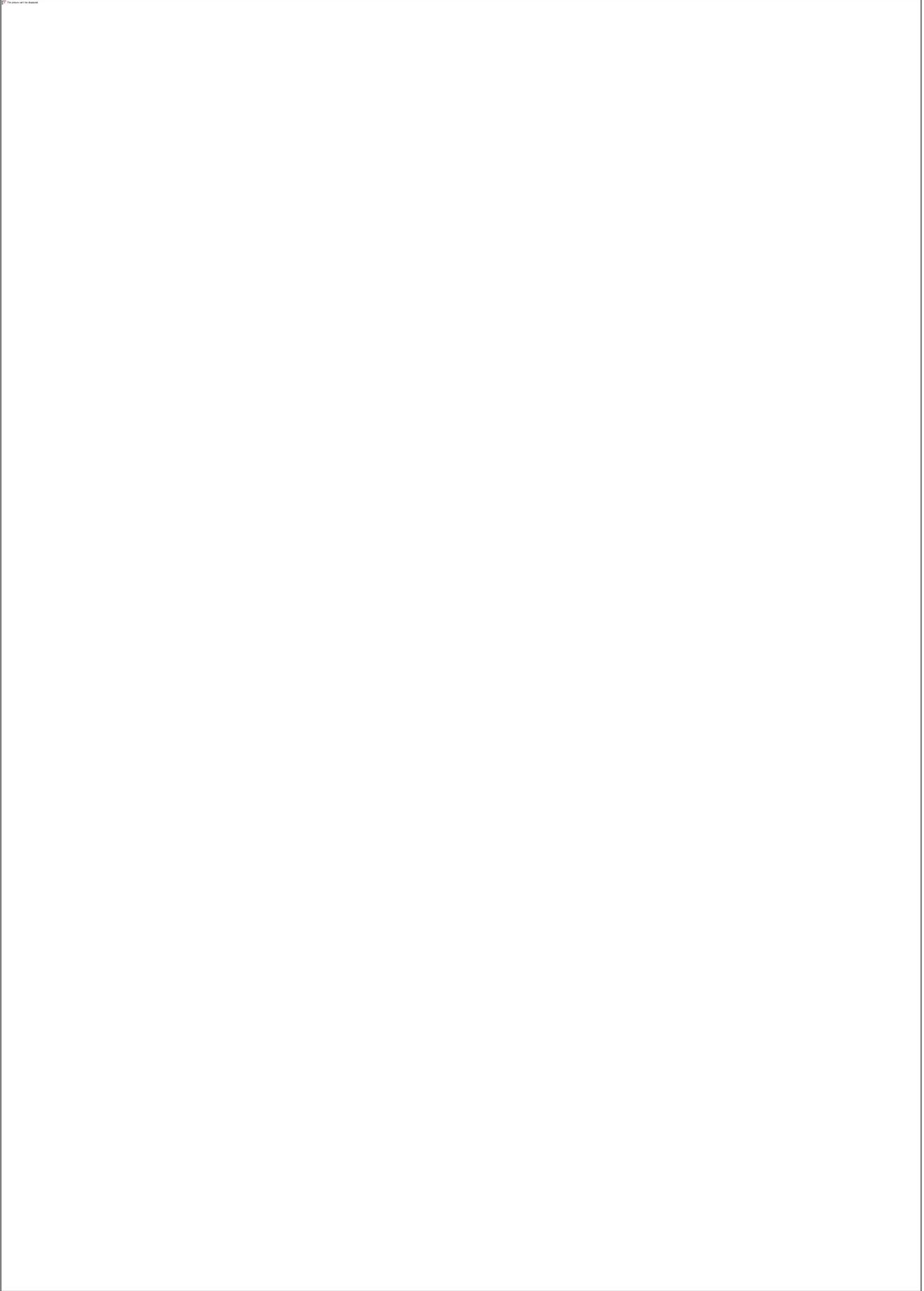
**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
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КАФЕДРАСИ**

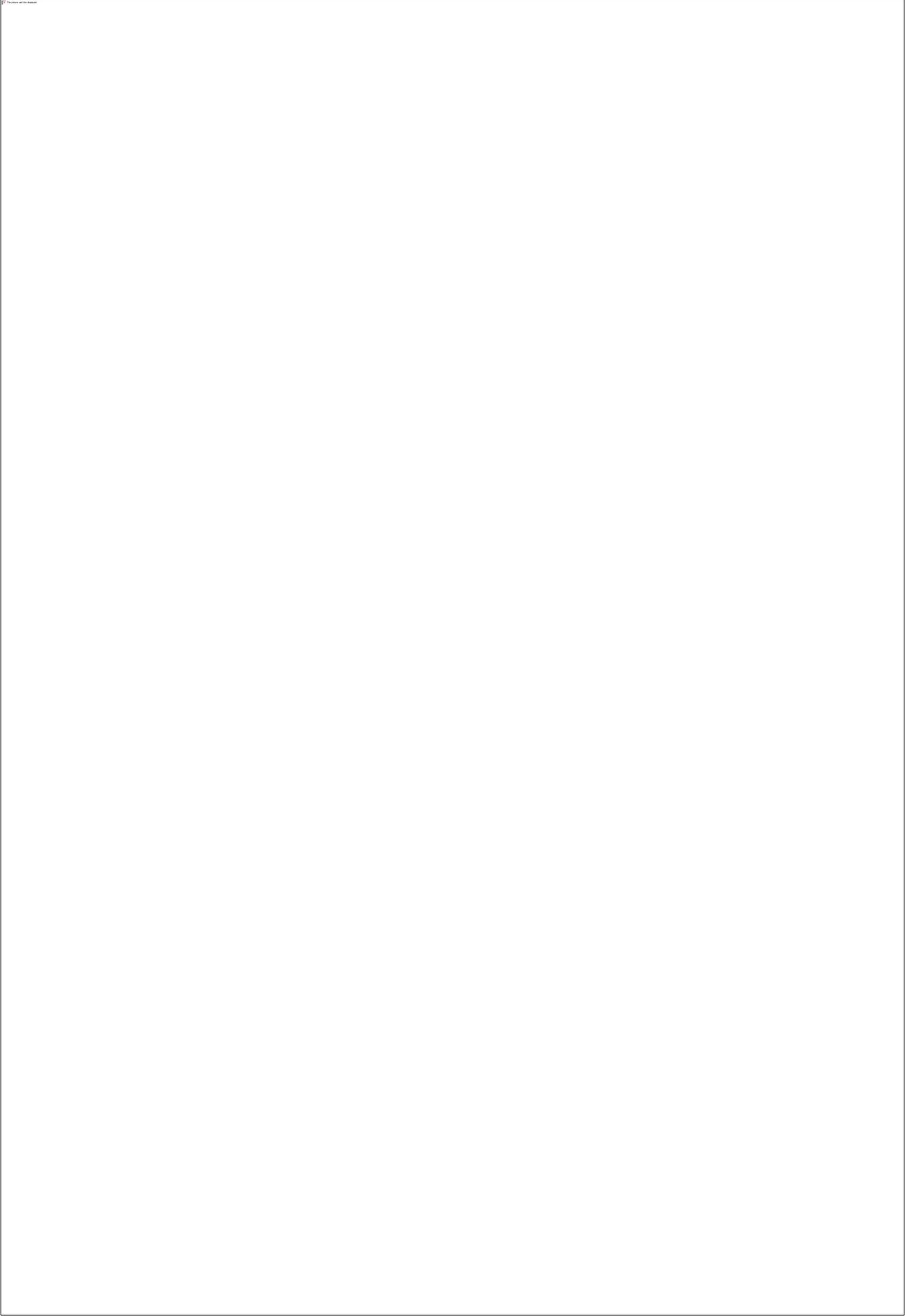


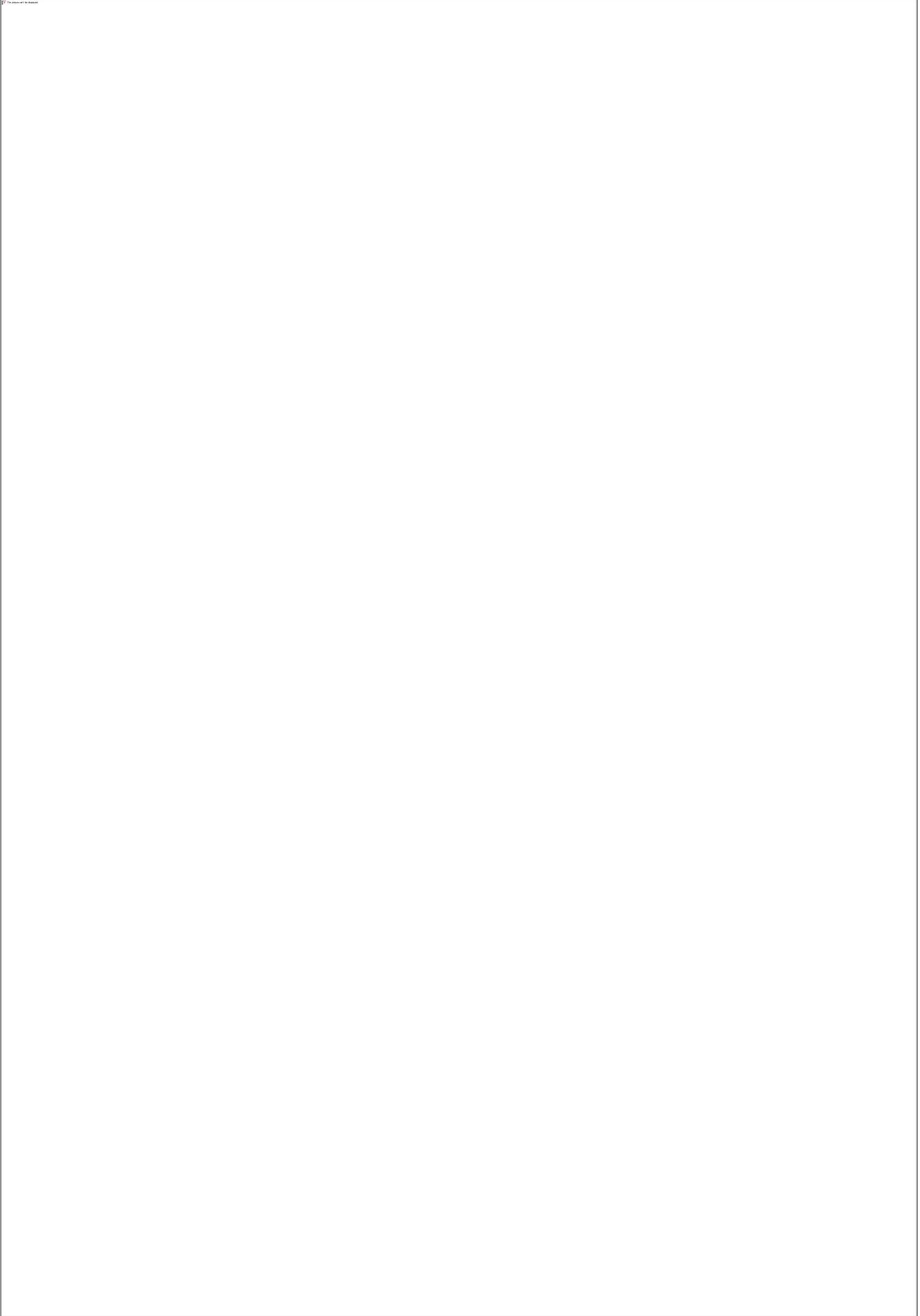
**АСОСИЙ ЧЕТ ТИЛИ (ОЁНА) ФАНИДАН
ЎҚУВ-УСЛУБИЙ МАЖМУА**

ЎҚУВ-УСЛУБИЙ МАЖМУА

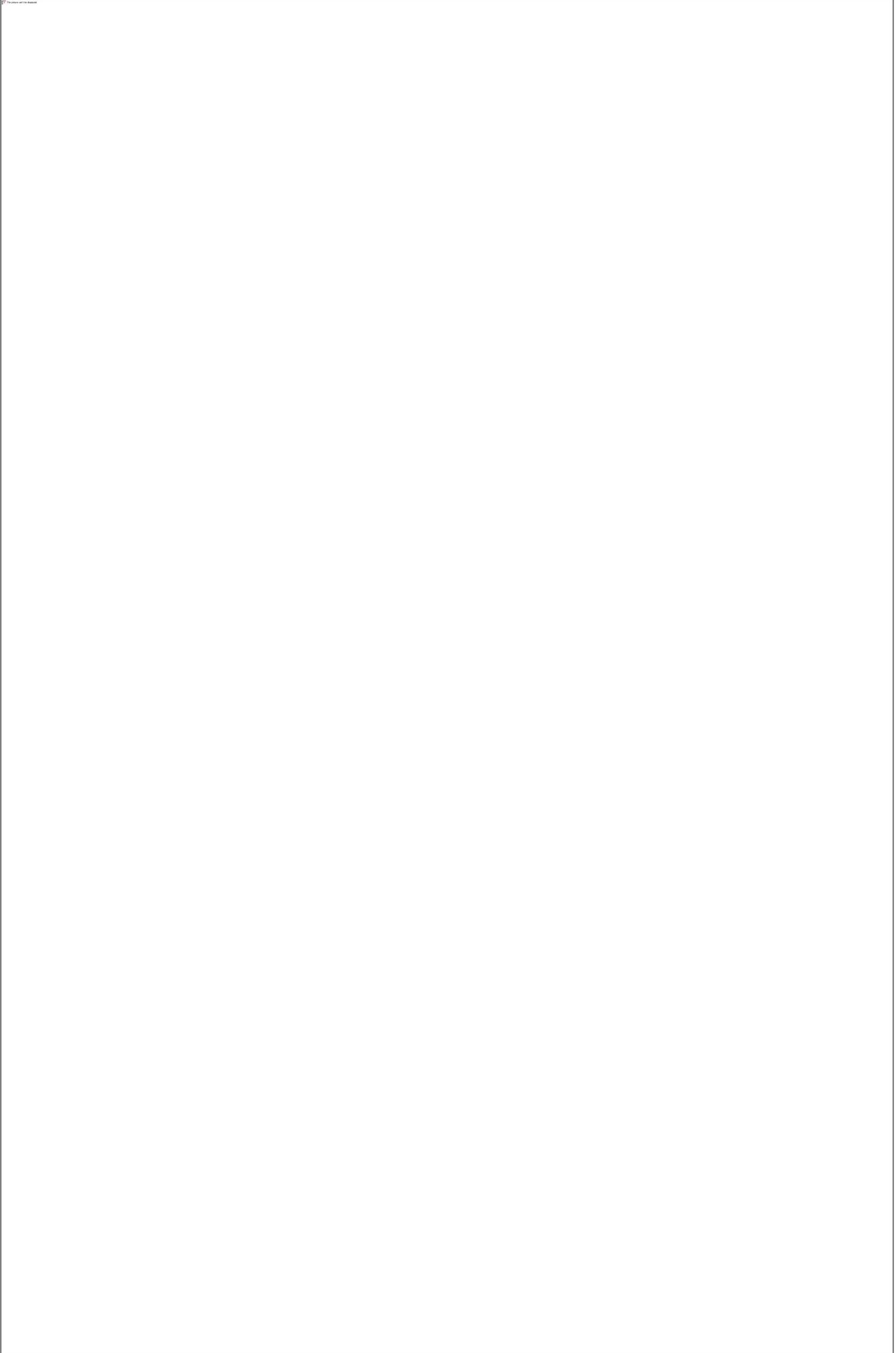


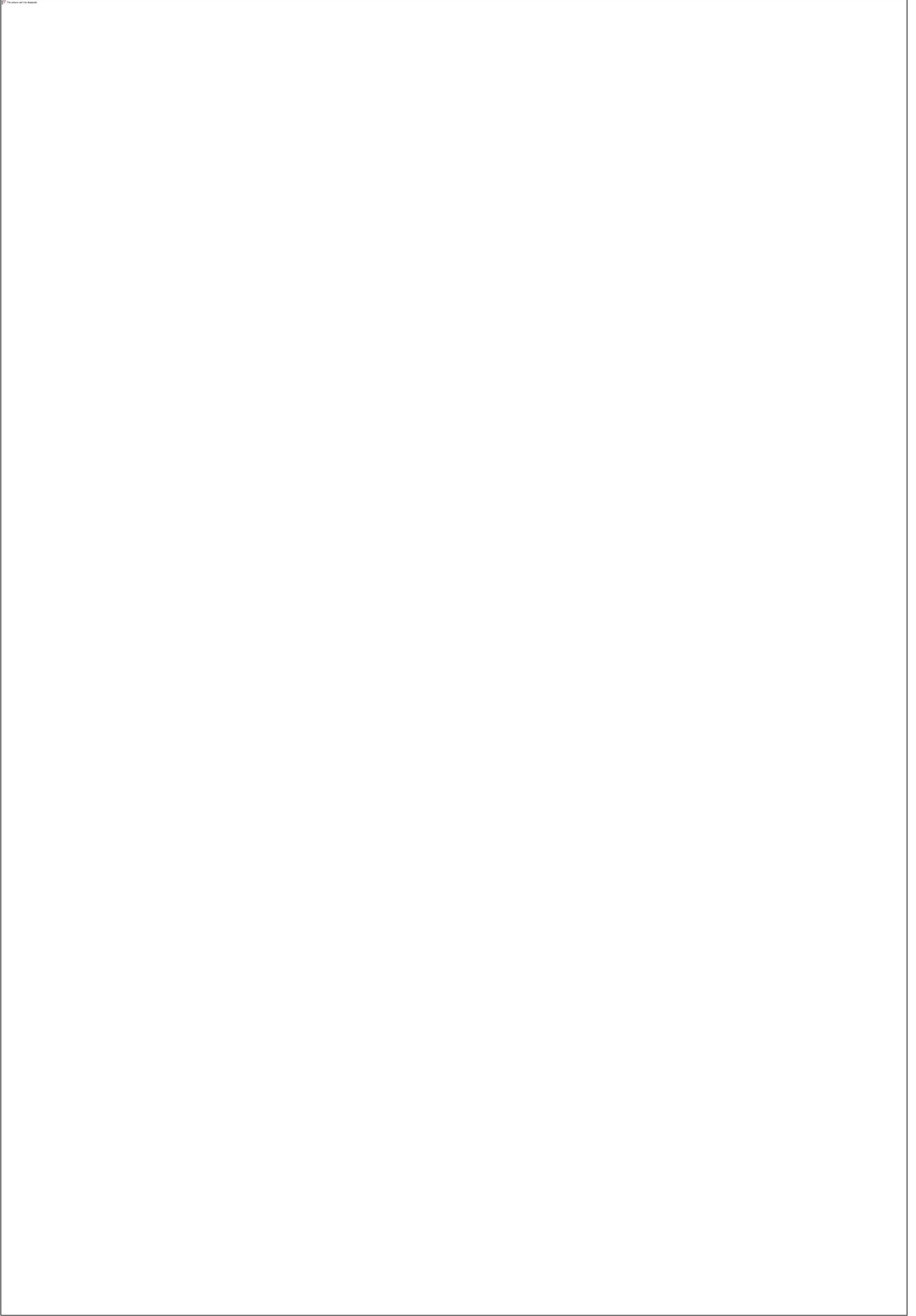


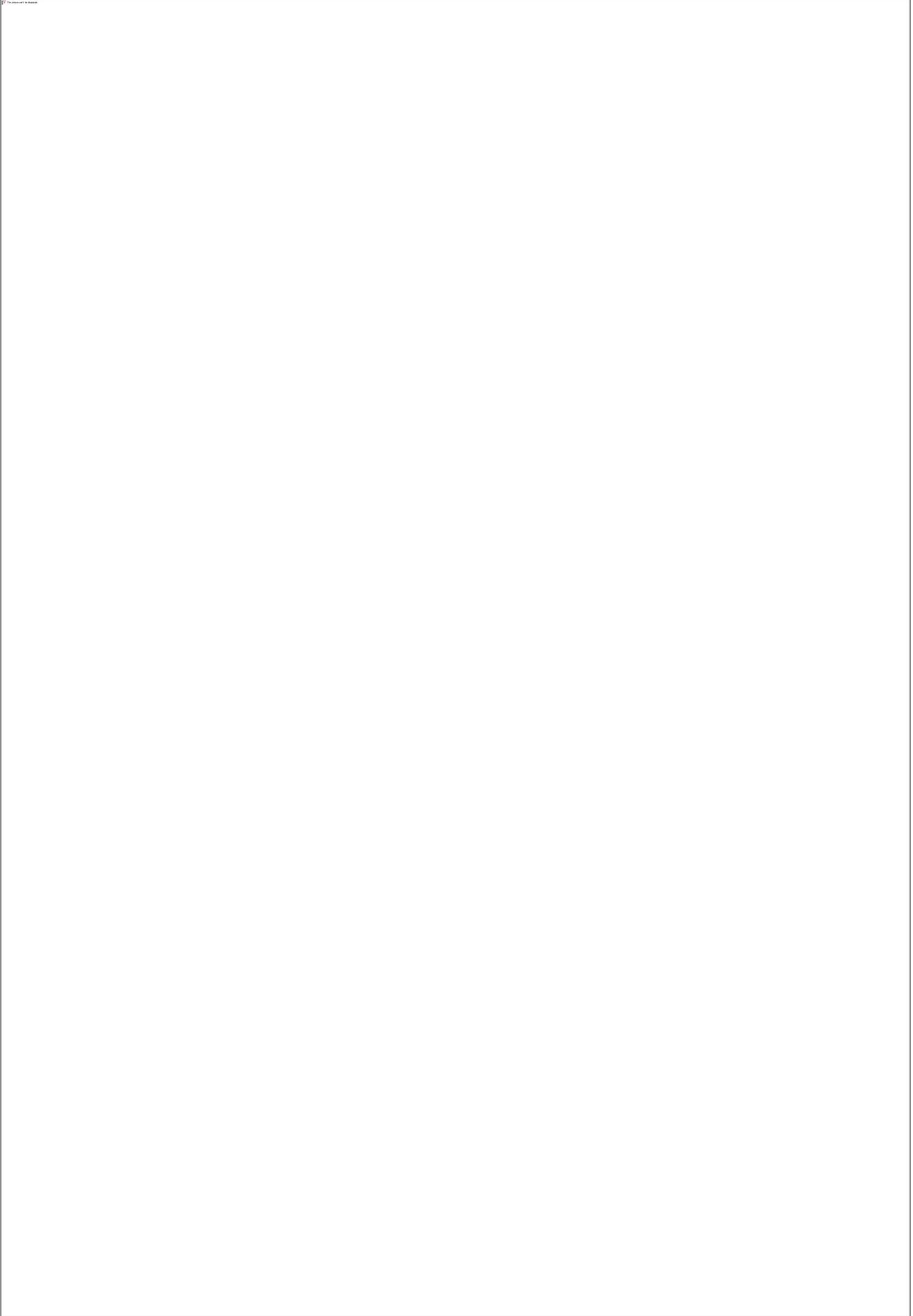


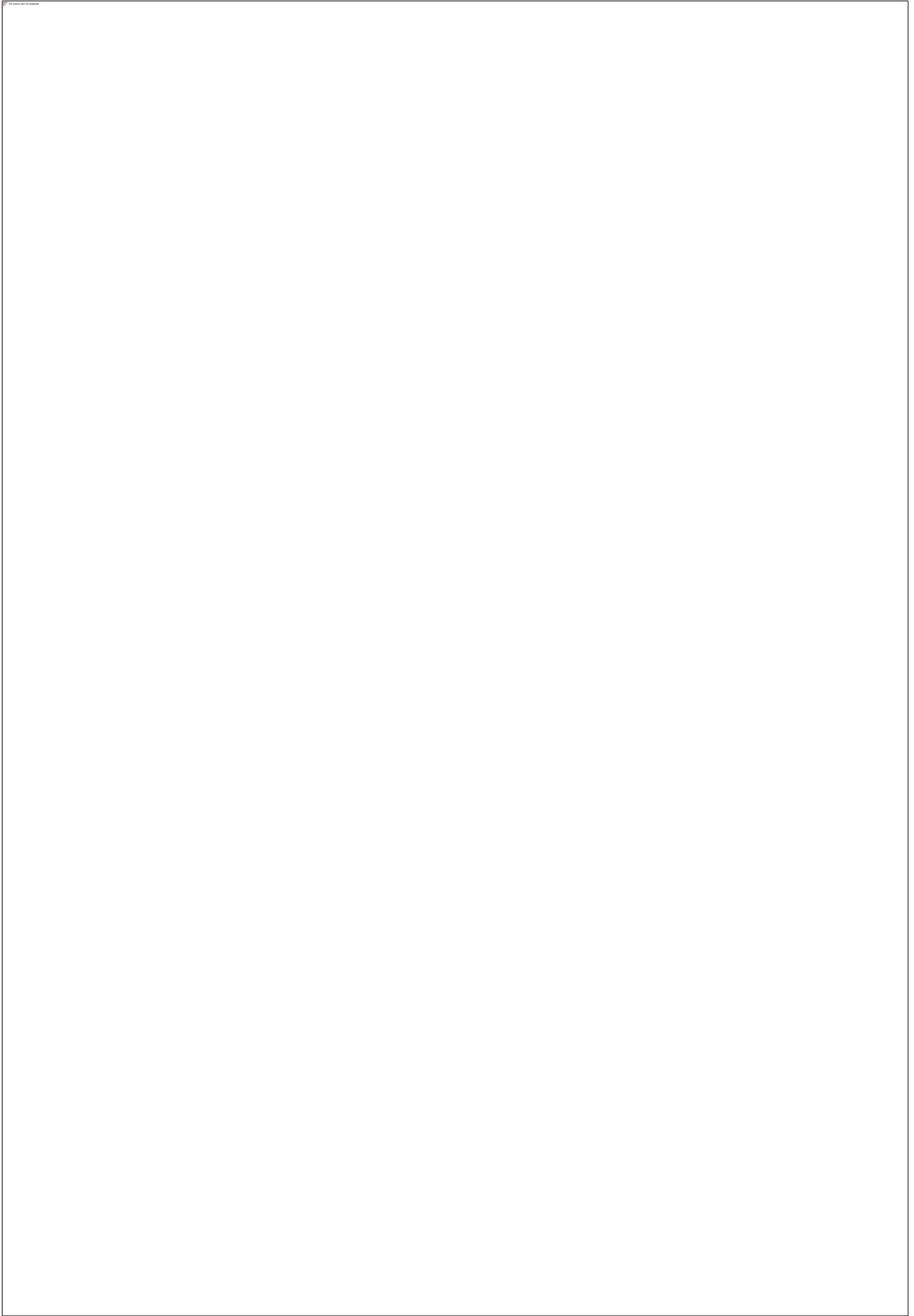


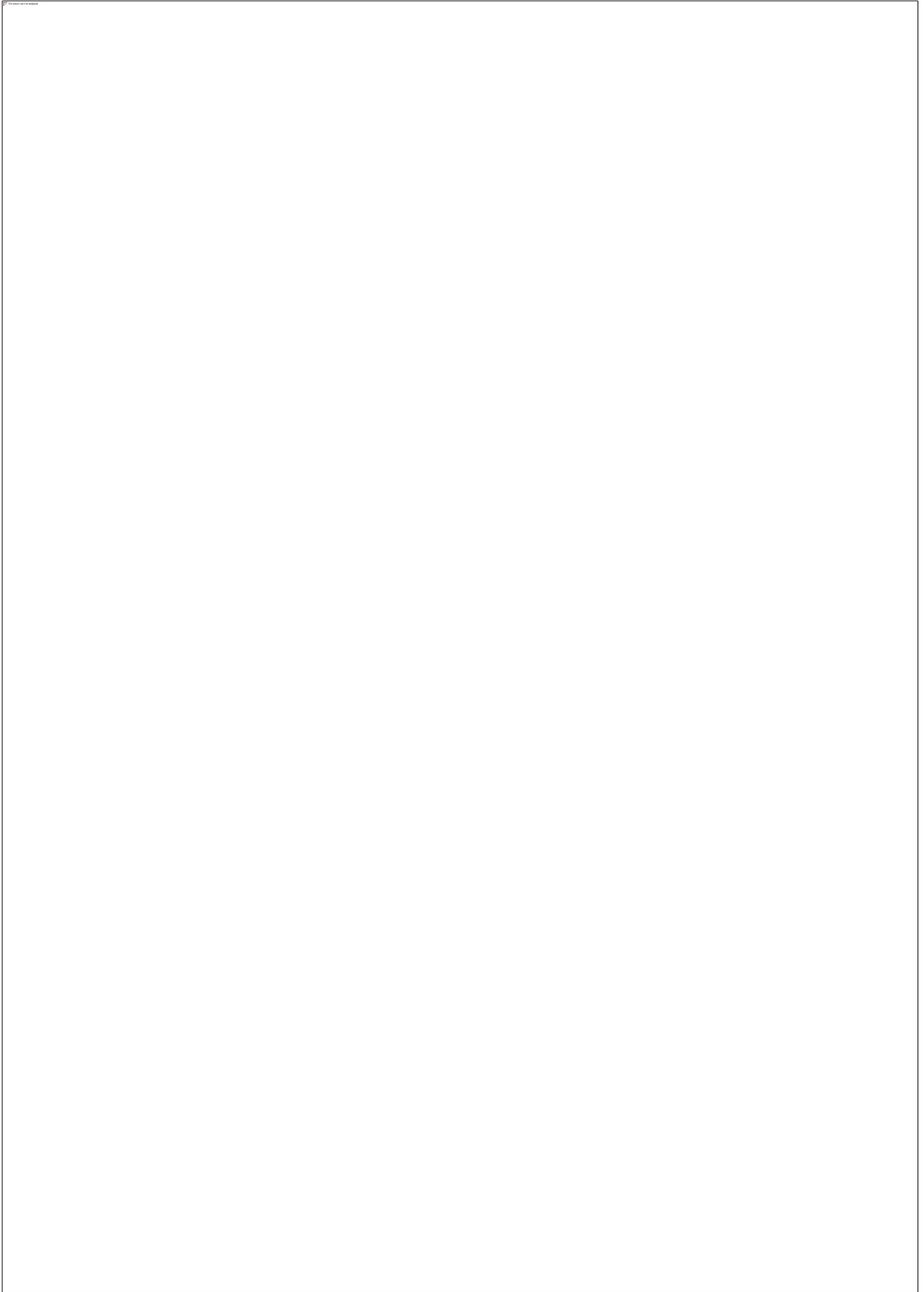


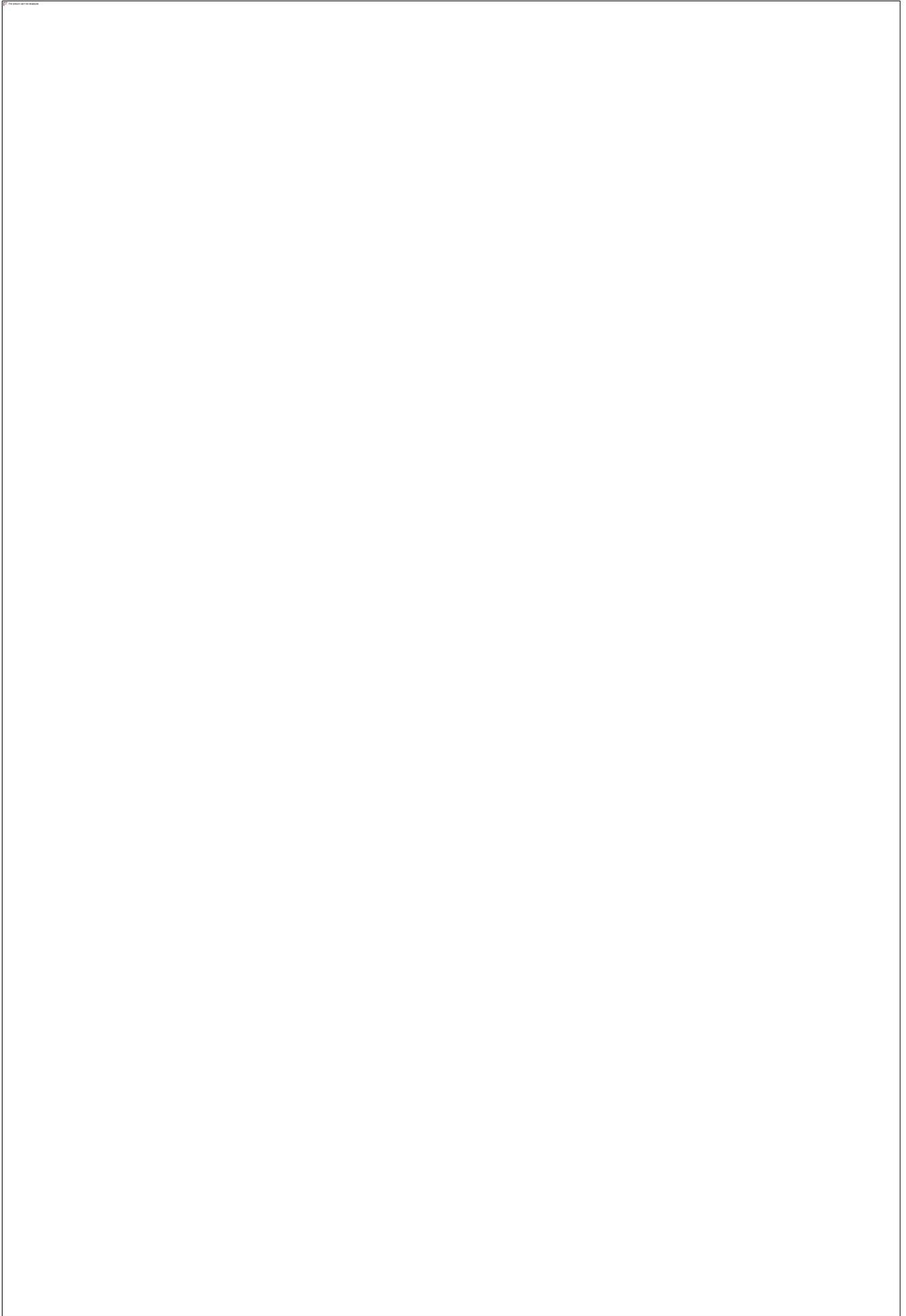


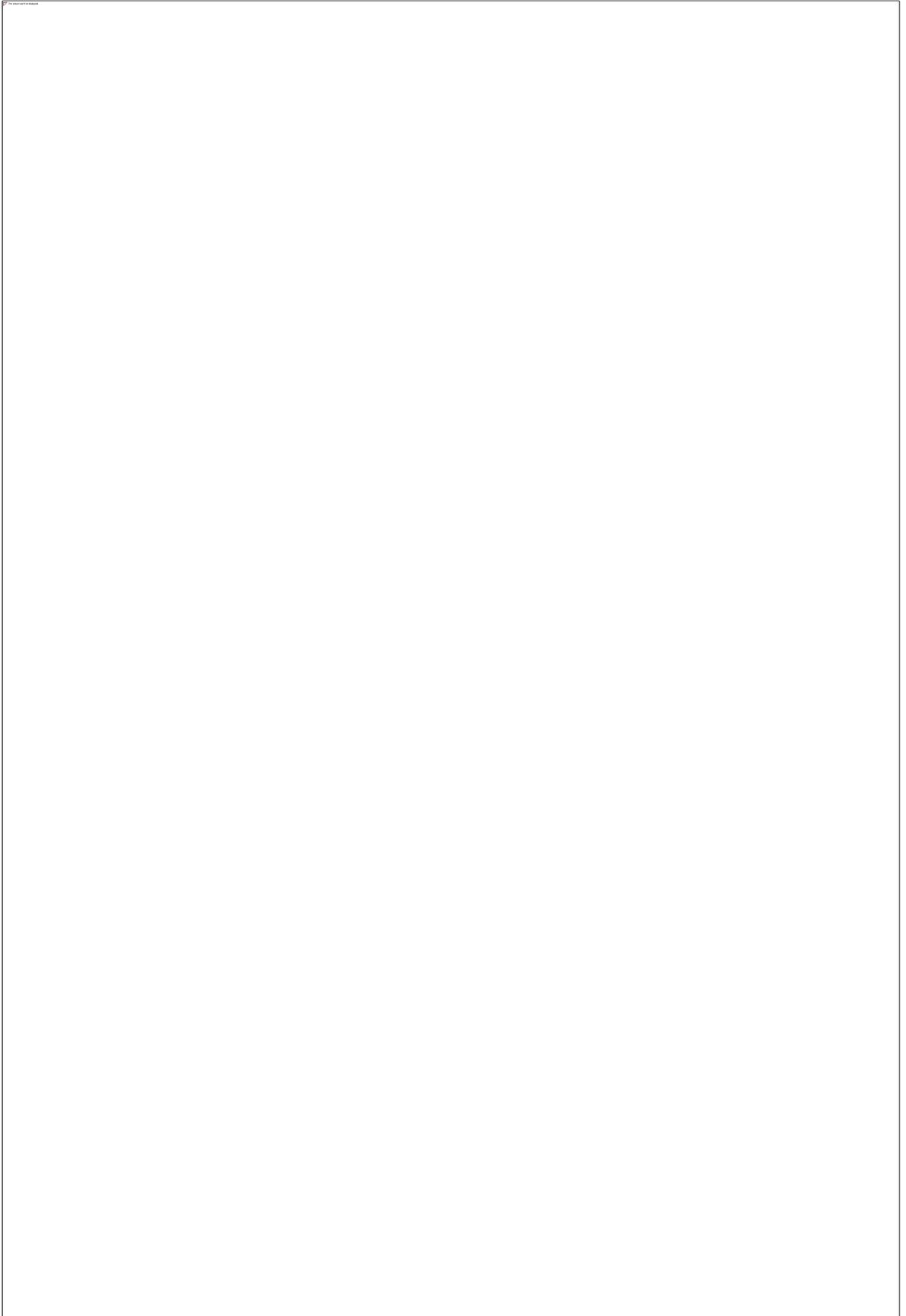


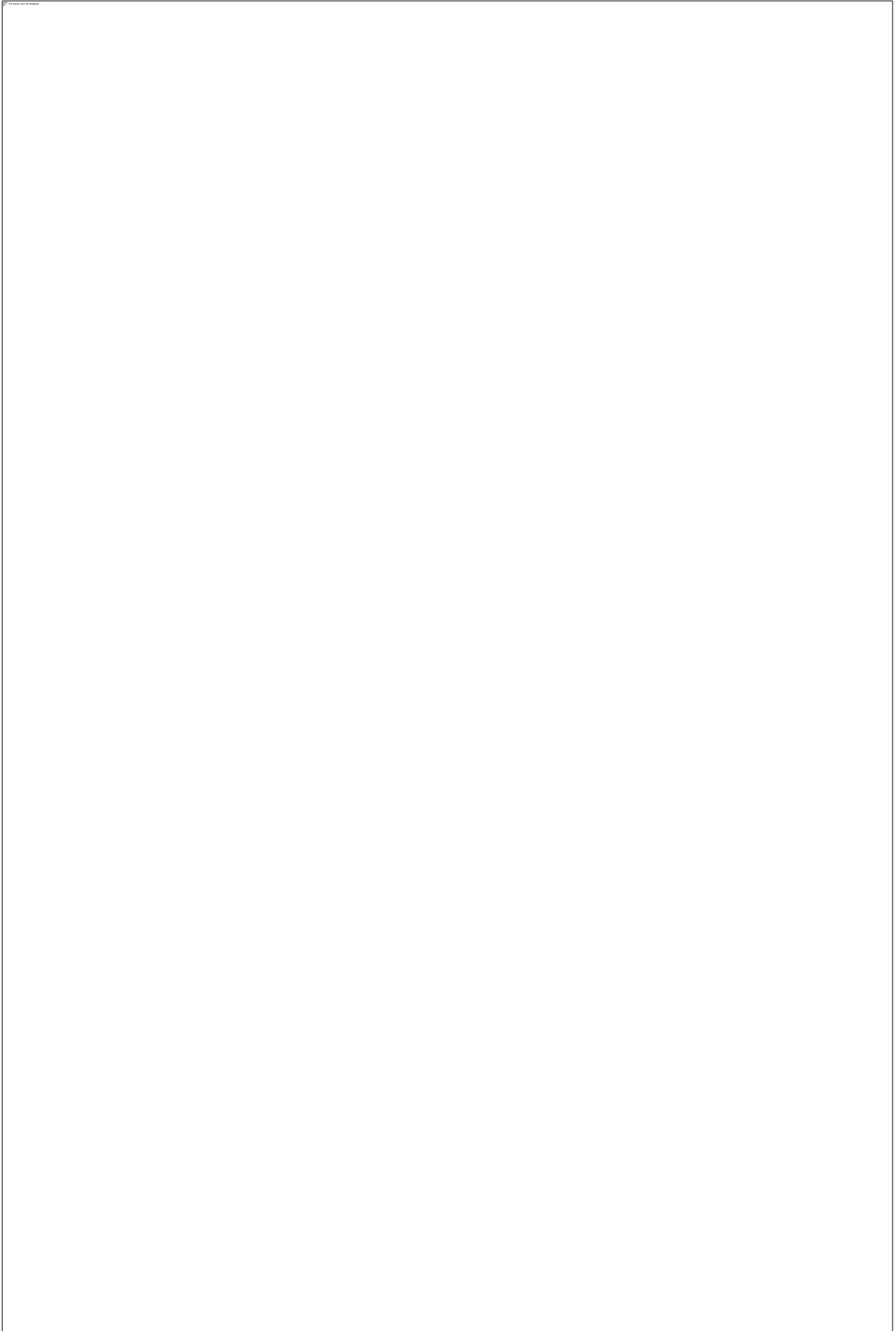


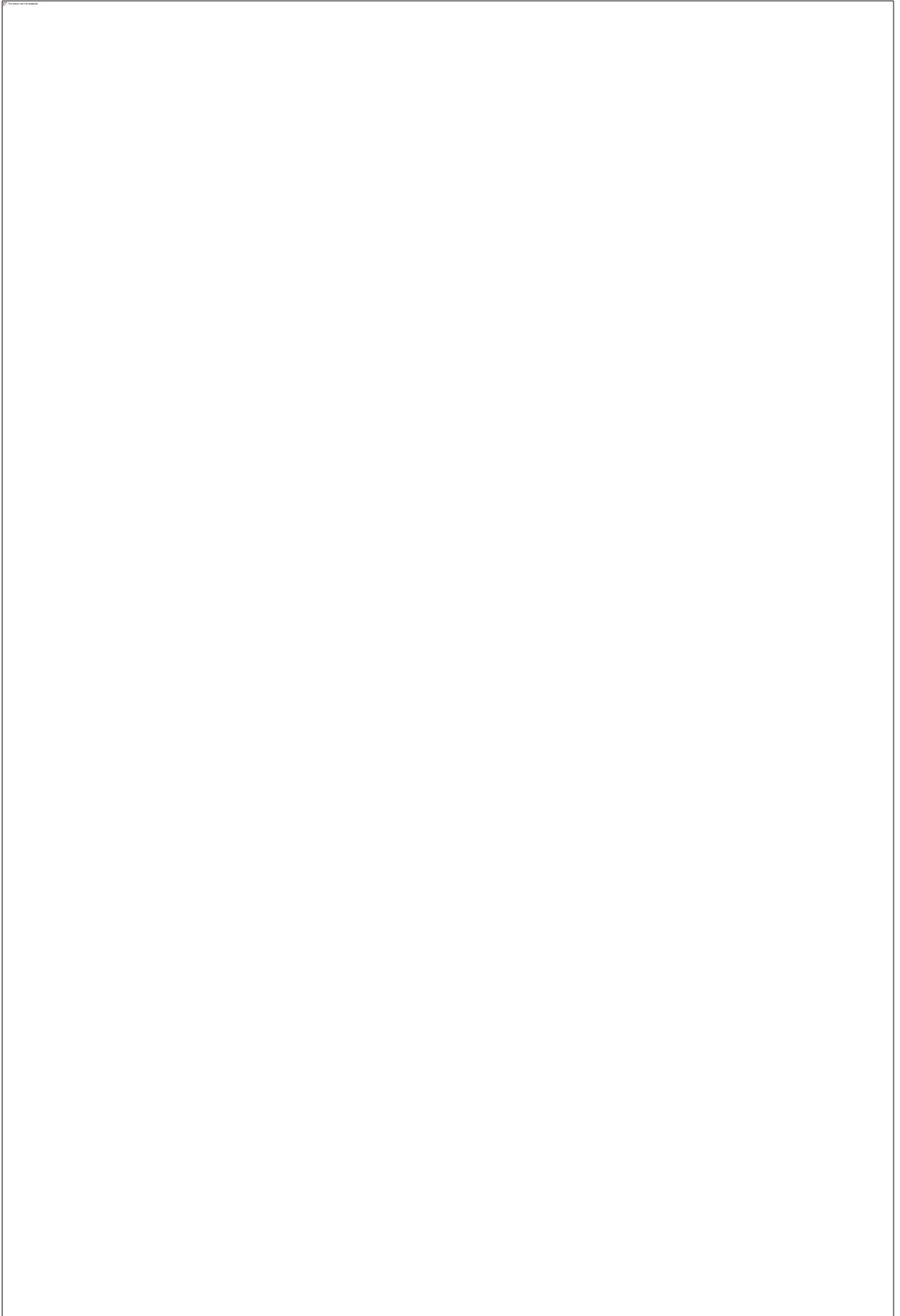




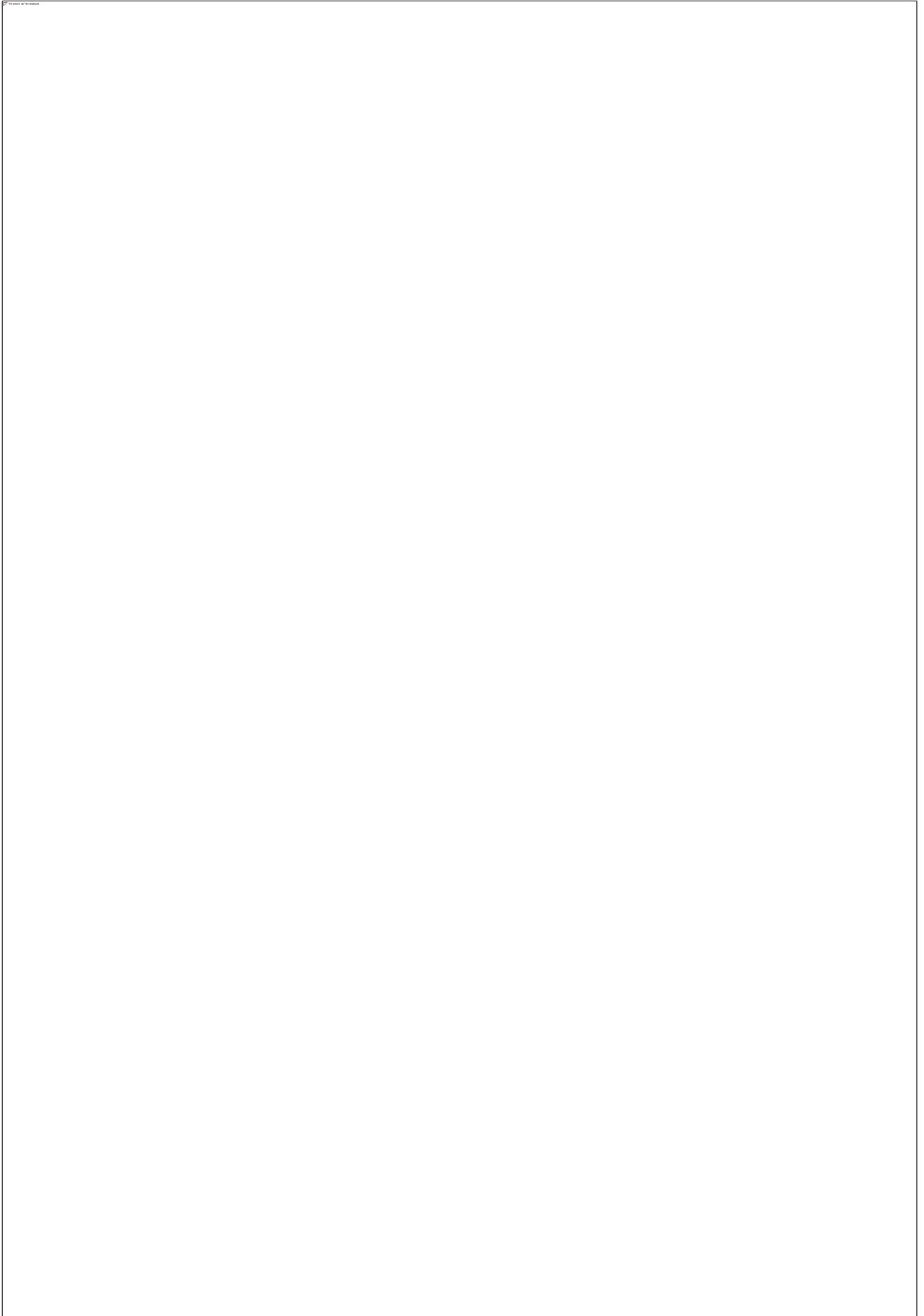












LESSON PLAN 1

Teacher's name:
Review

Course type: Developing/

Course name: Integrated skills

Room:

Date:

<p>Вакт: 2 соат. Length: 2 hours</p>	<p>Талабаларсони: Number of students: 12-16</p>
<p>Ўқувмашғулотинингшаклватури Type of the lesson Practical</p>	<p>Кириш маърузаси: Topic of the lesson: UNIT 11A Discourse markers (linkers) 1B Words connected with personality and family Passive structures/phrasal verbs.</p>
<p>Маърузарежаси Procedure/ Lessonoutline</p>	<p>Ўқувмашғулотинингтузилиши 1.organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion</p>
<p>Ўқувмашғулотинингмаксади: Lessonaims: 1. to introduce into a course 2. to introduce into a topic</p>	
<p>Педагогиквазифалар: Objectives: 1. to get acquainted with the aims, objectives and outcomes of the course 2. to explain demands of the course 3. to discuss motivation 4. to give definitions to the words</p>	<p>Ўқувфаолиятинингнатижалари Learning outcomes: By the end of the lesson the Ss will be able... 5. to tell the aims, objectives and outcomes of the course 6. to explain demands of the course 7. to discuss motivation and its types 8. to give definitions to the words 9. to evaluate their level of proficiency</p>

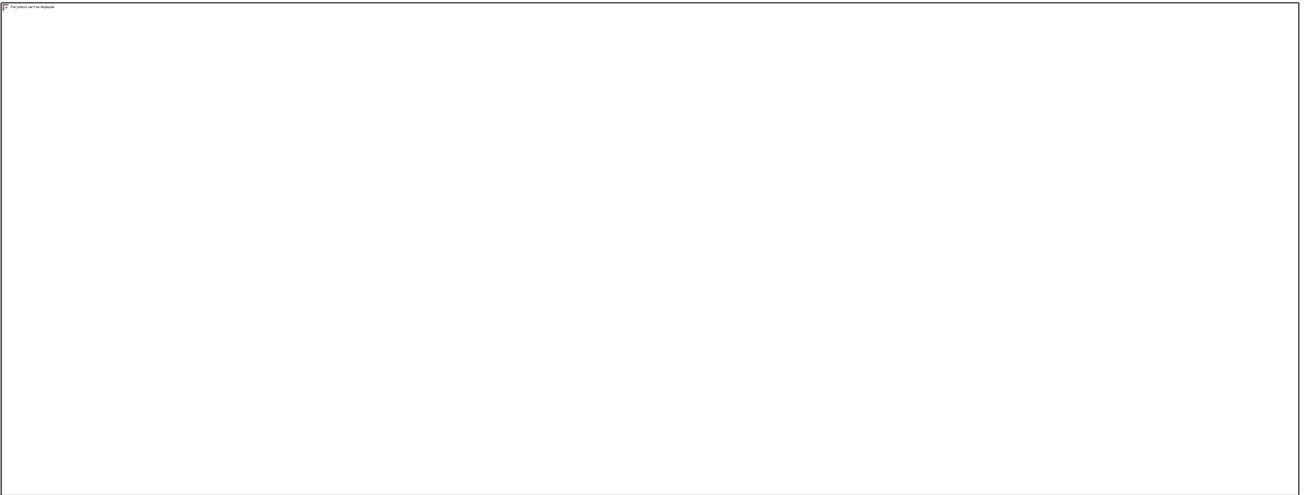
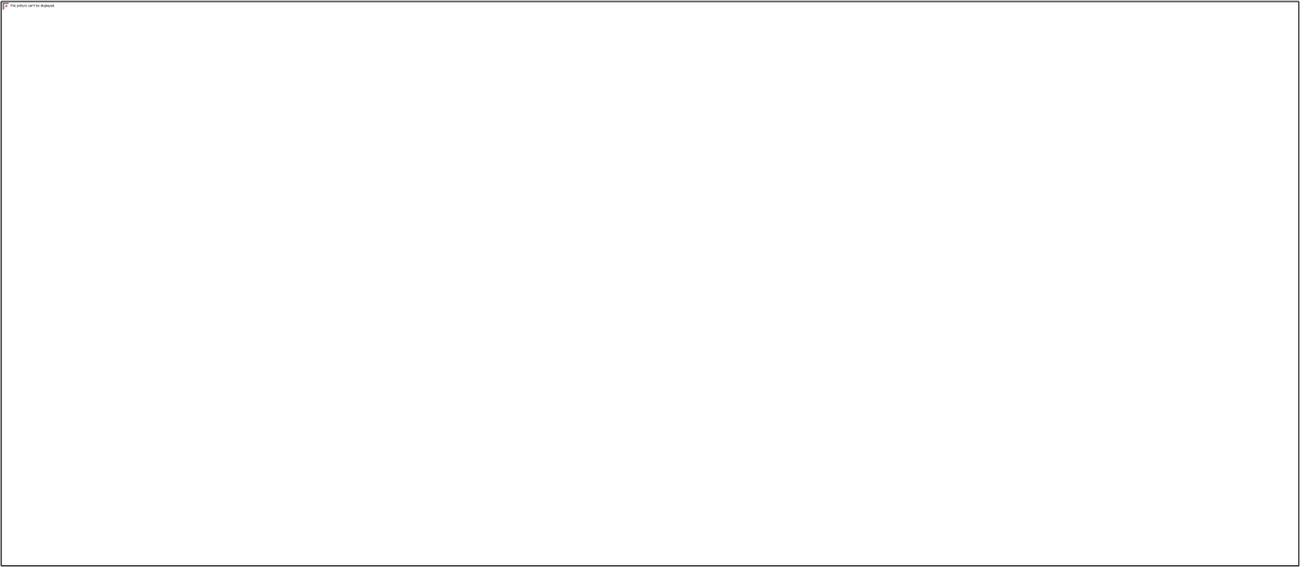
Таълимусуллари Task types	ice-breaking, discussion, filling in the gaps
Таълимшакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълимвоситалари Materials used	New English File, Hot English
Таълимберишшароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторингвабаҳолаш Types of assessment	Oral check (participation in discussion)

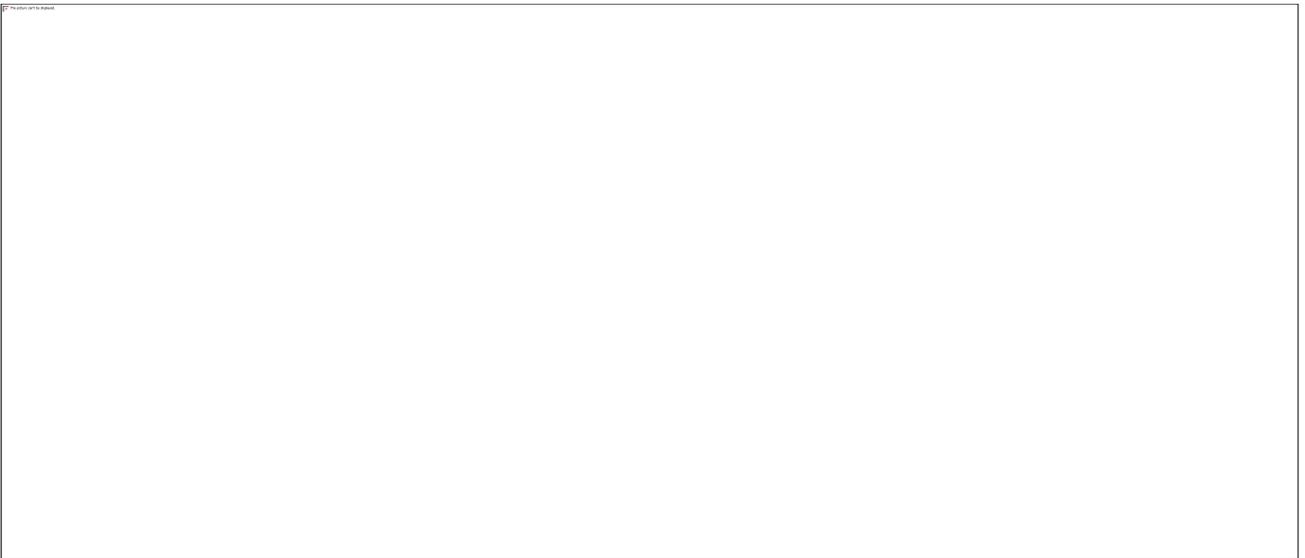
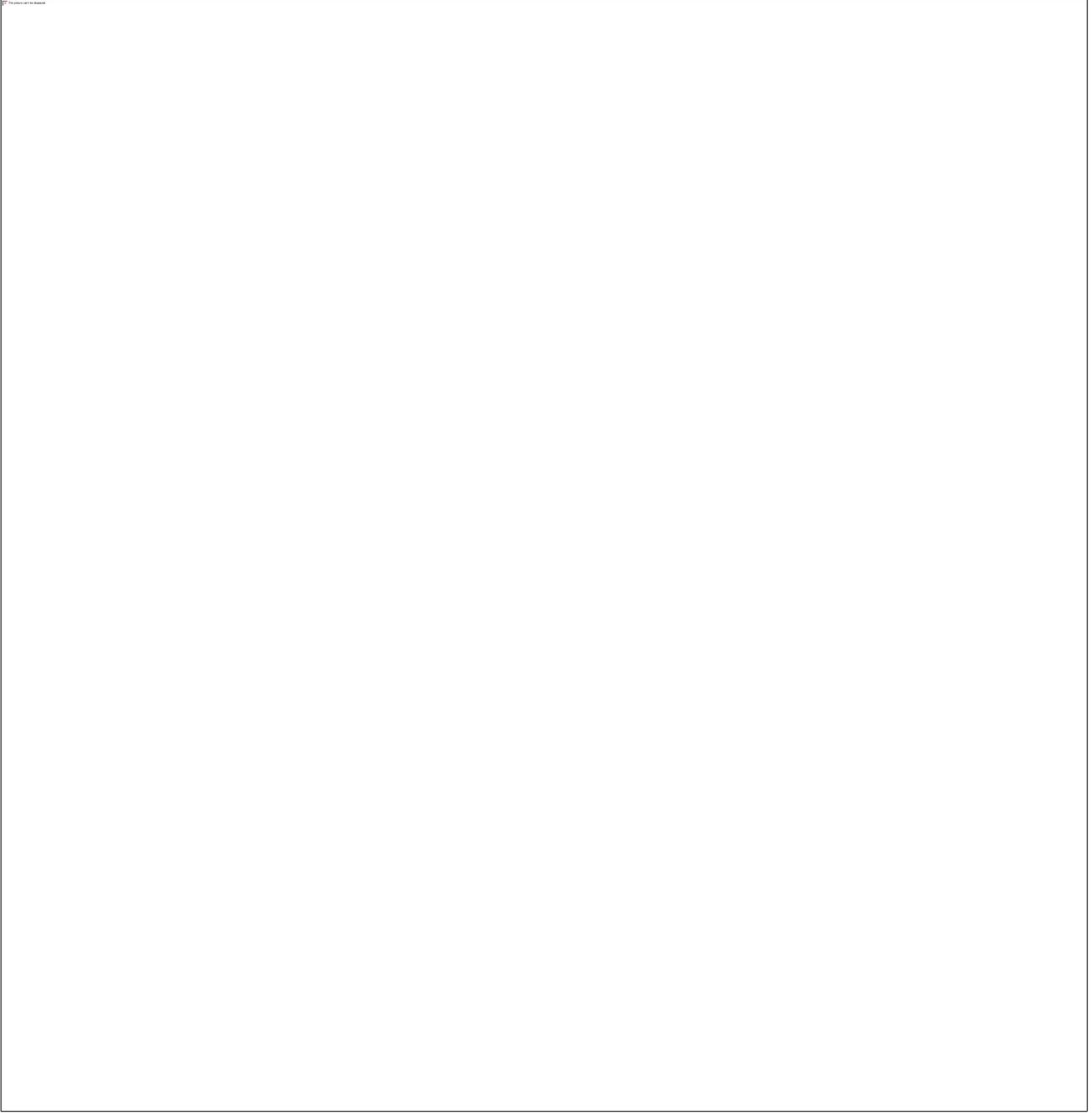
Ўқувмашғулотинингтехнологикхаритаси

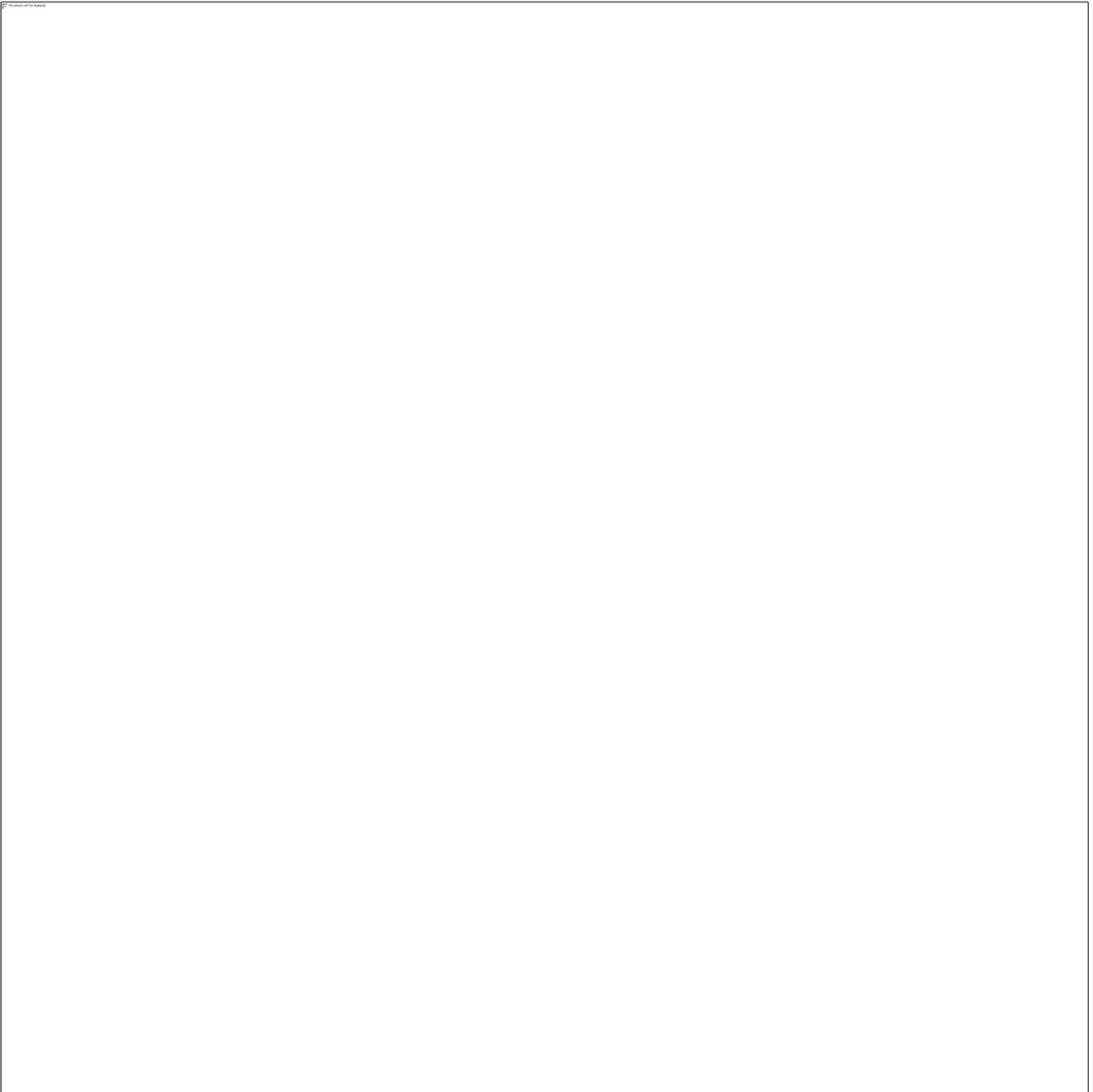
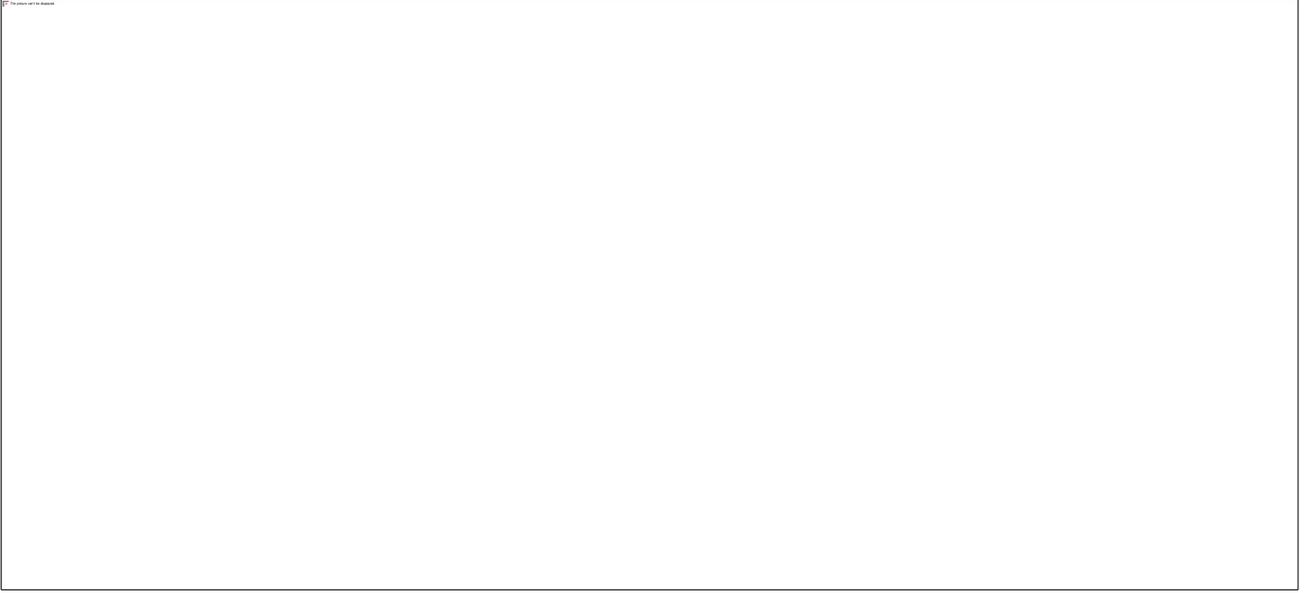
DETAILED PROCEDURE OF THE LESSON

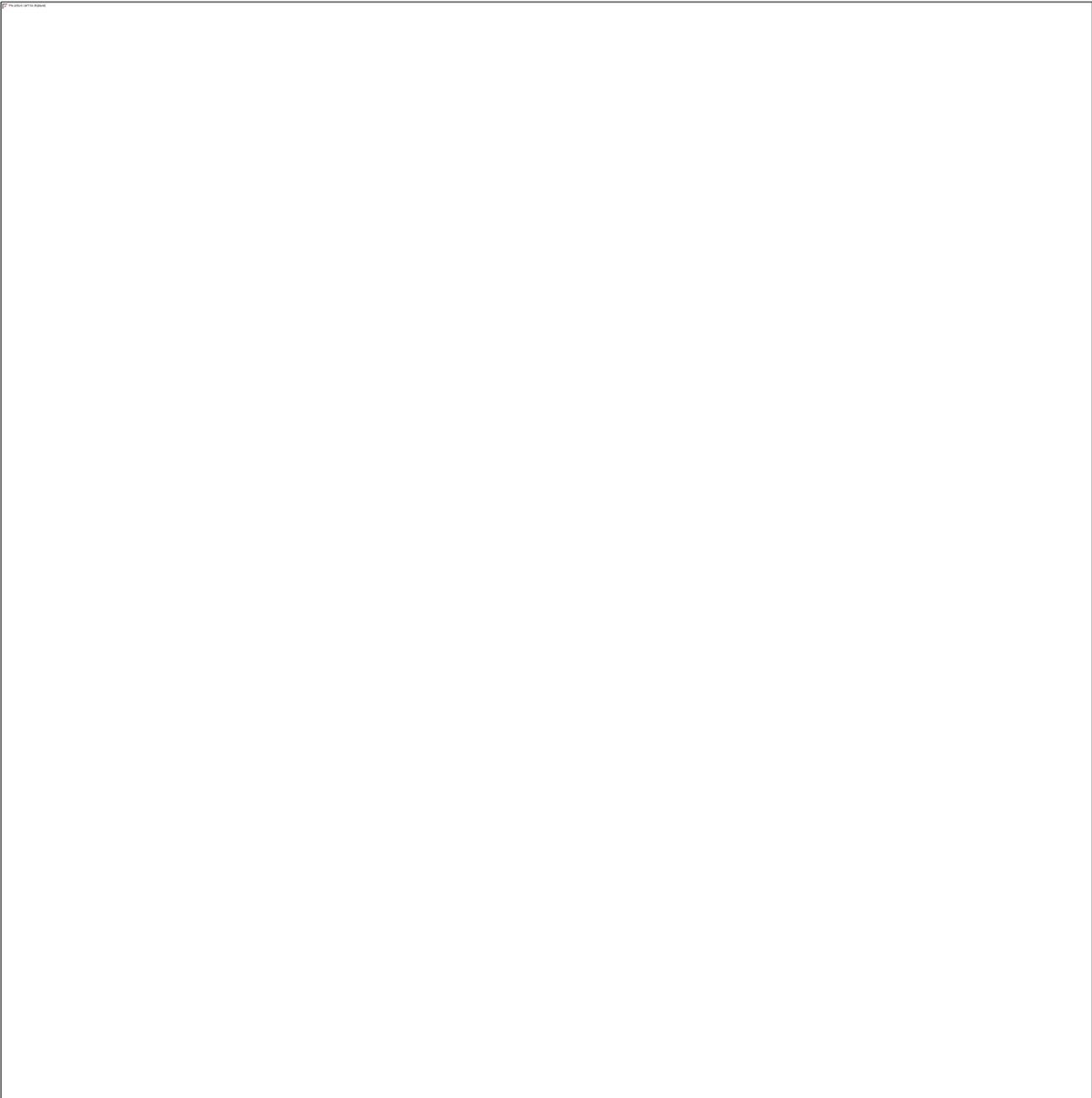
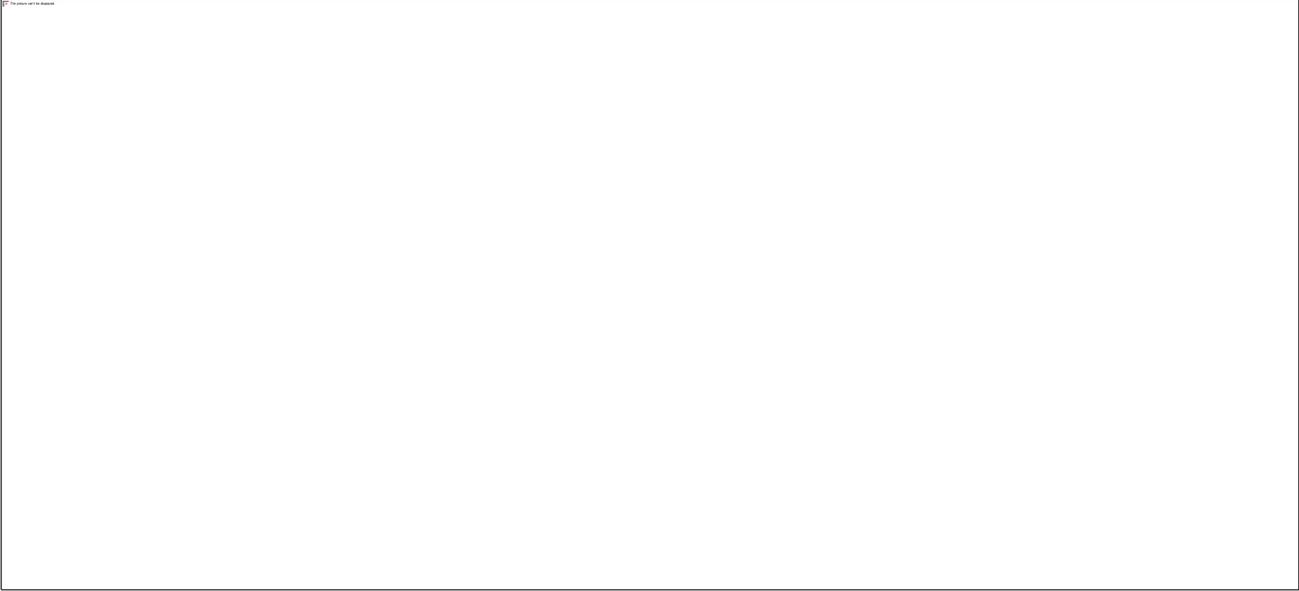
Ишбосқичларивавакти STEPS AND DURATION	Фаолият PROCESS	
	Таълимберувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students and introduces himself/herself. Then she explains the subject “Integrated skills” and the books “New English File” and “Hot English”	1. Students will listen to the teacher, ask questions and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. The teacher asks some questions about motivation and checks their speaking skills. The dominant theme of this first lesson is personal motivation. T writes the quote at the top of p. 4 on the board (books closed) and the name of the author T. points out that G.K. Chesterton (1874-1936) was an English journalist, novelist, poet, and philosopher, most remembered today for his Father Brown detective stories..	2.1. SS open their books and read it. When T asks SS whether they identify with Chesterton's opinion or disagree, they try to get a short discussion going about the usefulness of advice from parents, teachers, and friends. Students also tell some anecdotes of where people have followed or ignored advice (particularly regarding studies and work) and

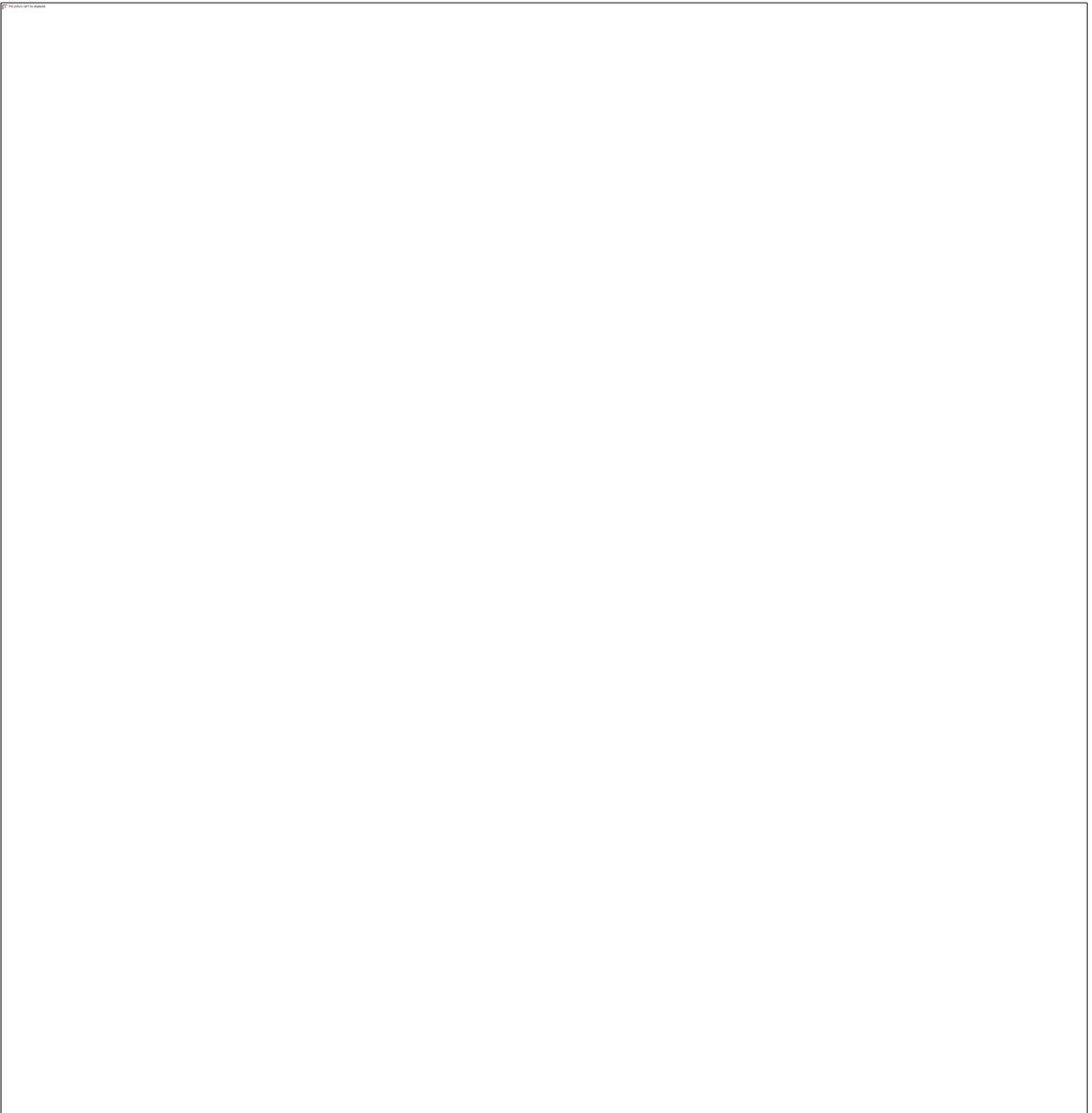
	<p>2.2. T focuses on the task and points out that SS can either talk about someone they know personally or a famous person they admire. You could demonstrate the activity by talking about someone herself first.</p> <p>Then T focuses on the four photos and find out if SS know any the people.</p> <p>Then T puts SS in small groups of three or four, monitors while the groups are discussing the questions, helping with vocabulary and noting down any general problems.</p> <p>2.3. T focus on the first part of the listening task, emphasizing the importance of trying to guess the meaning of words and phrases from the context.</p> <p>T checks SS if they understand the abbreviations IDM (= idiom) and PHR V (= phrasal verb).</p> <p>2.4 T could demonstrate the speaking activity herself by talking about two jobs you would love / hate to do and why. Giving SS a few minutes to prepare their answers to the questions</p>	<p>what happened.</p> <p>2.2 SS talk about their person with a partner first and then get feedback from individual SS. Trying to establish, and writing on the board, some common reasons for success, e.g. having great determination, being very ambitious, having financial backing, etc.</p> <p>Then SS take a time limit to read the article once and match the headings to the paragraphs. Then SS compare and discuss their answers with a partner before checking answers.</p> <p>2.3. Then SS focus on the questions and discuss them. When the time limit is up, there is a focus on the second part of the exercise where SS now check their guesses by matching the highlighted phrases to definitions 1-7.</p> <p>2.4. SS give the reasons why the man would love to be an archaeologist and the woman would hate to be a hairdresser.</p>
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>3.1. T tells SS to go to Grammar Bank 1A on p. 136. If SS have not used the New English File series before, explain that all the grammar rules and exercises are in this part of the book.</p> <p>3.2. T gives home task for the students.</p>	<p>3.1. Students listen carefully and make notes about the task</p> <p>3.2. SS get marks and may ask some questions about their marks and express complaints.</p>











Source:

Language Structures: Passive structures

We form passive structures with the verb to be in an appropriate tense and the past participle of a transitive verb. We use the passive when we want to focus on the events and achievements rather than the people who are performing the actions. The agent (the person who does the action) is either unknown or not important. For example:

1. The award was presented to her during the ceremony.
2. The money has been handed in to the police.

We can form passives with the infinitive of the verb to be. For example:

a) There's a lot to be done so we'll have to get a move on or b) It remains to be seen whether she can achieve all she's set out to do.

We can use passive forms to create complex noun groups. For example:

1. Being paid a monthly amount is much better.
2. Being given a new one to use for this job makes it much easier.

We can also use passive -ing forms after verbs that are normally followed by the gerund. For example:

1. I remember being taken there, but can't recall what happened afterwards.
2. She enjoyed being given an opportunity to show what she was capable of.

We can also create informal passives with the verb to get. For example:

1. We got taken to the station.
2. They got stuck in the lift.

For more information on the Passive, please see the Resource Section,

Photo analysis

Match the sentences (1 to 5) to the photos (a-e).

She doesn't like to be kept waiting.

1. He can't stand being told what to do.
2. I hate being charged for things I didn't order.
3. I don't like being disturbed while I'm on the phone.
4. She hates being interrupted while she's talking.

ElTransformation

Transform these sentences from active to passive.

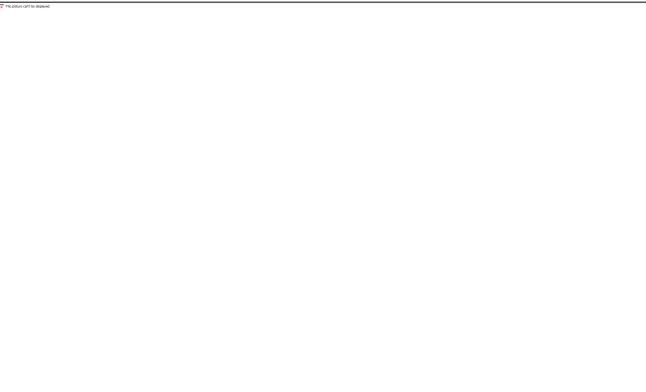
1. They were making the beds when we got there.
2. They'll show us round the town later in the afternoon,
3. They need to do a lot before the deadline.

1. They'll have edited the video by tonight.
2. We won't send it until we've completed it.

3.



4.



II News stories analysis

We often use the passive in news stories. Read over the stories.

Then, answer the questions. Afterwards, see if you can identify any passive structures. What tenses are they? Why are they being used?

Crop up: if something (a problem, for example) "crops up", it appears suddenly and unexpectedly.

Turn to: the person you turn to" is the person you talk to about a problem

Cash thrown from car in US chase

Suspected bank robbers threw wads of bank notes from their vehicle as they were pursued by police in Los Angeles yesterday. As the car weaved its way through the streets, passersby rushed to collect the money. The car eventually came to a halt at a busy junction. Large crowds then gathered around the getaway vehicle as the two suspects were taken into custody.

World's first colour moving pictures discovered

The world's first colour moving pictures dating from 1902 have been found by the National Media Museum in Bradford after lying forgotten in an old tin for 110 years. The newly-discovered films were made by pioneer Edward Raymond Turner from London who patented his colour process in March 1899. Now the film has been restored by the National Media Museum and is being shown to audiences for the first time.

1. Who was throwing the money out of the car?
2. Who were they being chased by?
3. Who was picking up the money?
4. Where was the colour film discovered?
5. How long had it been there?
6. Who has the film been restored by?

Your turn!

Write a short news story. Use passive tenses where possible.

II Phrasal verbs (problems)

Read over the definitions below. Then, complete the forum posts with the correct participles (there are a couple not mentioned below). Afterwards, see if you can identify any passive forms. Can you find any phrasal verbs being used in the passive? Deal with: if you have to "deal with" a problem, you have to try to find a solution to it.

Take on: if you "take on" responsibility, you accept that responsibility.

Breakdown: to deduce an idea into smaller, separate parts to make it easier to understand or deal with. Cross off (a list): if you "cross something off" in a list, you delete it from that list.

Draw up (a list): if you "draw up" a list, you prepare it and write it.

Stick to: if you "stick to" something, you continue doing / using that thing.

Group together: if you "group things together", you put them into the same list / category, etc.

Task

You're going to talk about a problem or issue and explain how you think it should be dealt with. First, decide what you'd like to talk about: how to do something, problems at work, problems with the neighbours, how to make money, problems with people, problems with clients, a world issue (poverty, etc.), sales figures, time management, a lack of work, no free time, etc. Write a brief description of it and how to deal with it. If necessary, Google your problem to find ideas on how to solve it. When you're ready, present your problem, describe it in detail, and explain how you think it should be dealt with. Afterwards, answer any questions. When you've finished, listen to any other presentations and ask questions.

Dealingwithproblems

1. I think the best way of dealing with this is to...

Problems need to be dealt with as they crop up,

2. The best way to tackle this is to,.,

Asking questions about dealing with problems

3. How do you think we should tackle this problem?

4. What can be done about...?

5. Have you ever had to deal with...?

6. Who should be told when...?

What factors should be considered when..

Source:

1. www.hotenglishmagazine.com**Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced

3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
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8. www.hotenglishmagazine.com
9. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
10. www.oup.com/elt/englishfile/advanced
11. Hot English Skills booklet, Advanced (C1) 2012-2013
12. www.hotenglishmagazine.com

LESSON PLAN 2

Teacher's name:
Review

Course type: Developing/

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқувмашфулотинингшаклватури Type of the lesson Practical	Киришмаърузаси: Topic of the lesson: 1C Personality, family Family secrets Social splash. Socializing
Маърузарежаси Ўқувмашфулотинингтузилиши Procedure/ Lessonoutline	1.organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқувмашгулотинингмаксади: Lessonaims: 13. to introduce the language and who is the owner of it 14. to introduce into a topic and the English language	
Педагогиквазифалар: Objectives: 15. to get acquainted with the countries that speak English 16. to explain the language and where it came from 17. to discuss the world of languages 18. to give definitions to the words	Ўқувфаолиятинингнатижалари Learning outcomes: By the end of the lesson the Ss will be able... 19. to tell the countries where the official languages is English 20. to explain the language itself, collocations, idioms and etc. 21. to discuss the language quiz 22. to give definitions to the words 23. to evaluate their level of proficiency
Таълимусулллари Task types	ice-breaking, discussion, filling in the gaps
Таълимшакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълимвоситалари	New English File, Hot English

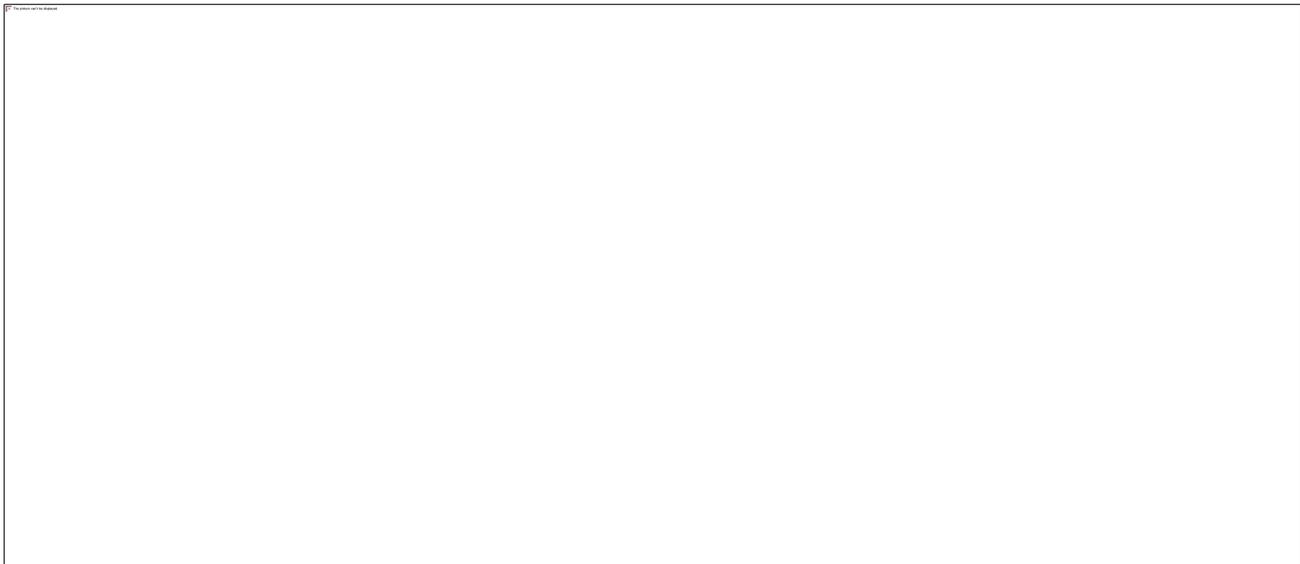
Materials used	
Таълимберишшароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторингвабаҳолаш Types of assessment	Oral check (participation in discussion)

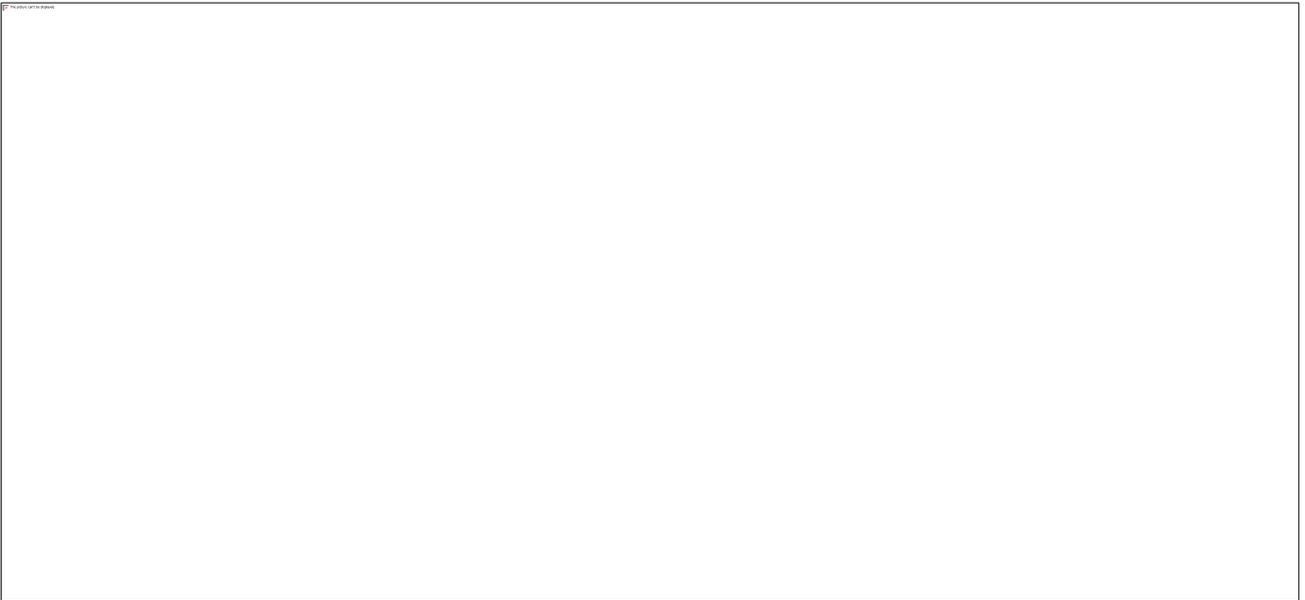
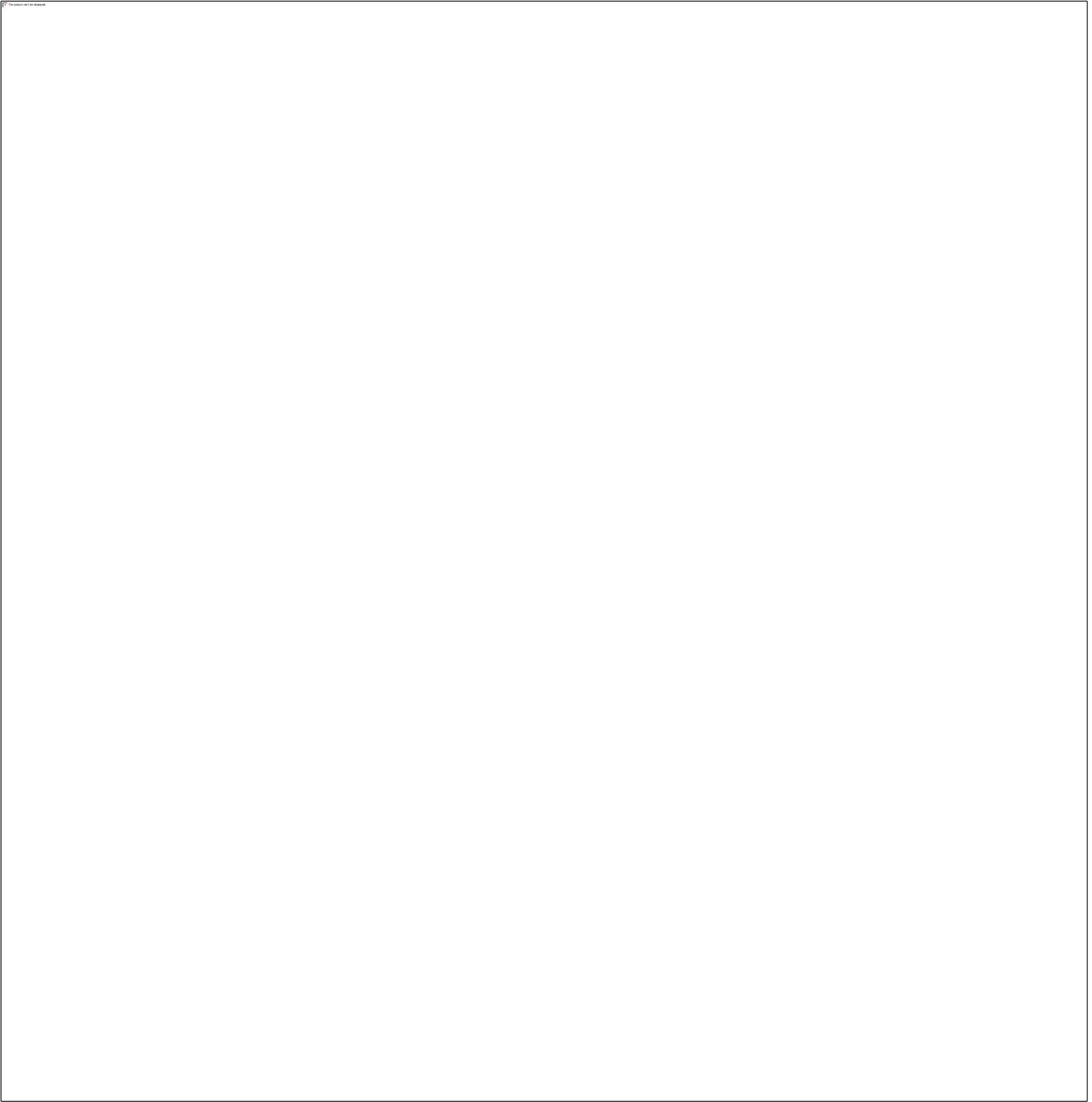
Ўқувмашғулотинингтехнологикхаритаси

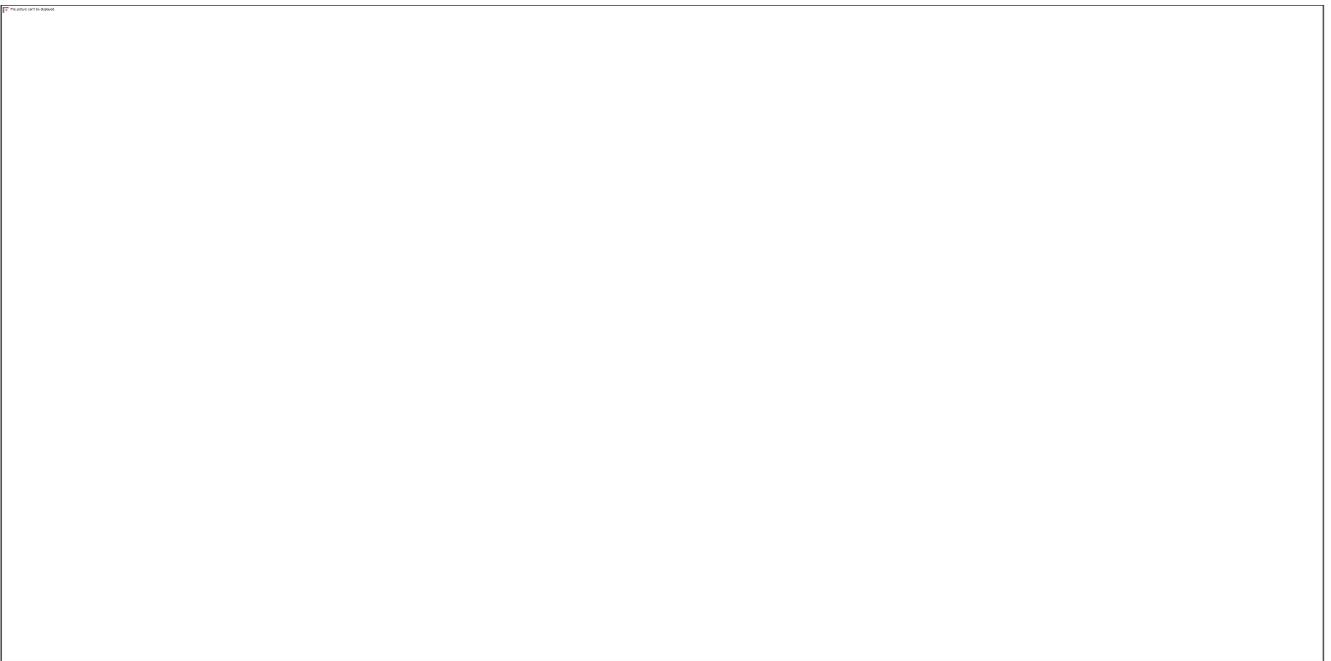
DETAILED PROCEDURE OF THE LESSON

Ишбосқичларивавакти STEPS AND DURATION	Фаолият PROCESS	
	Таълимберувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the English language and where it comes from.	1. Students will listen to the teacher, ask questions and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T focuses on the task and tells SS to cover the article "Whose language?" Then he focuses on the statements and gets SS, in pairs, to quickly discuss them and then marks them probably true or probably false. 2.2. Then T. focuses on the speaking task and gives SS time to underline the word(s) which they think have extra stress when you wish to emphasize that something is your own opinion. Then T. plays the CD for them to check their answers. 2.3. T. focuses on the listening and speaking instructions and goes through the glossary with the class.	2.1. SS take a time limit to read the first half of the article to check their answers to a. SS tell why the statements are true or false. 2.2. SS practice in saying the phrases by playing the recording sentence by sentence and getting them to copy the stress and intonation. When SS have discussed the five comments, they give feedback on each topic as the whole class. 2.3. T. focuses on the two questions and gives SS time to answer them in pairs. SS give feedback at this stage. 2.4. Students do the Quiz about language terminology and lexis from three lessons

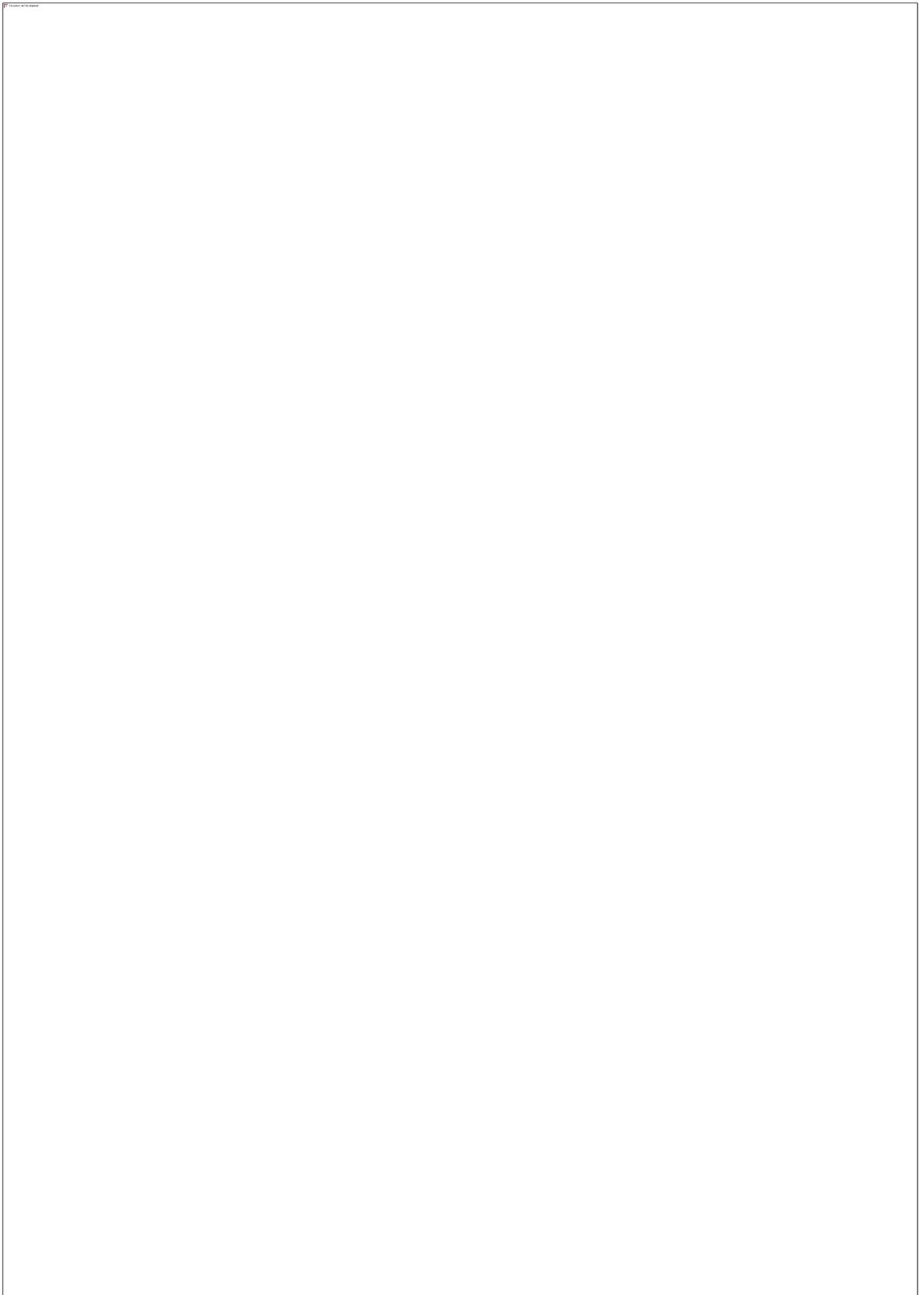
	2.4. Teacher gives time to SS to do the quiz. This quiz recycles language terminology and also lexis from the three lessons in the File. T. sets a time limit and gets SS, in pairs, to do the quiz. Then checks answers at the end.	
3-босқич PART III (10 min-s)	3.1. The teacher focuses on the task and gets SS to cover the phonetics and definitions. T.tells SS to guess the pronunciation from the spelling of the words and elicit what they think. The homework will be given to the students on p. 138	3.1. Then tell SS to uncover and check the pronunciation by looking at the phonetic transcription. SS write down the given task.

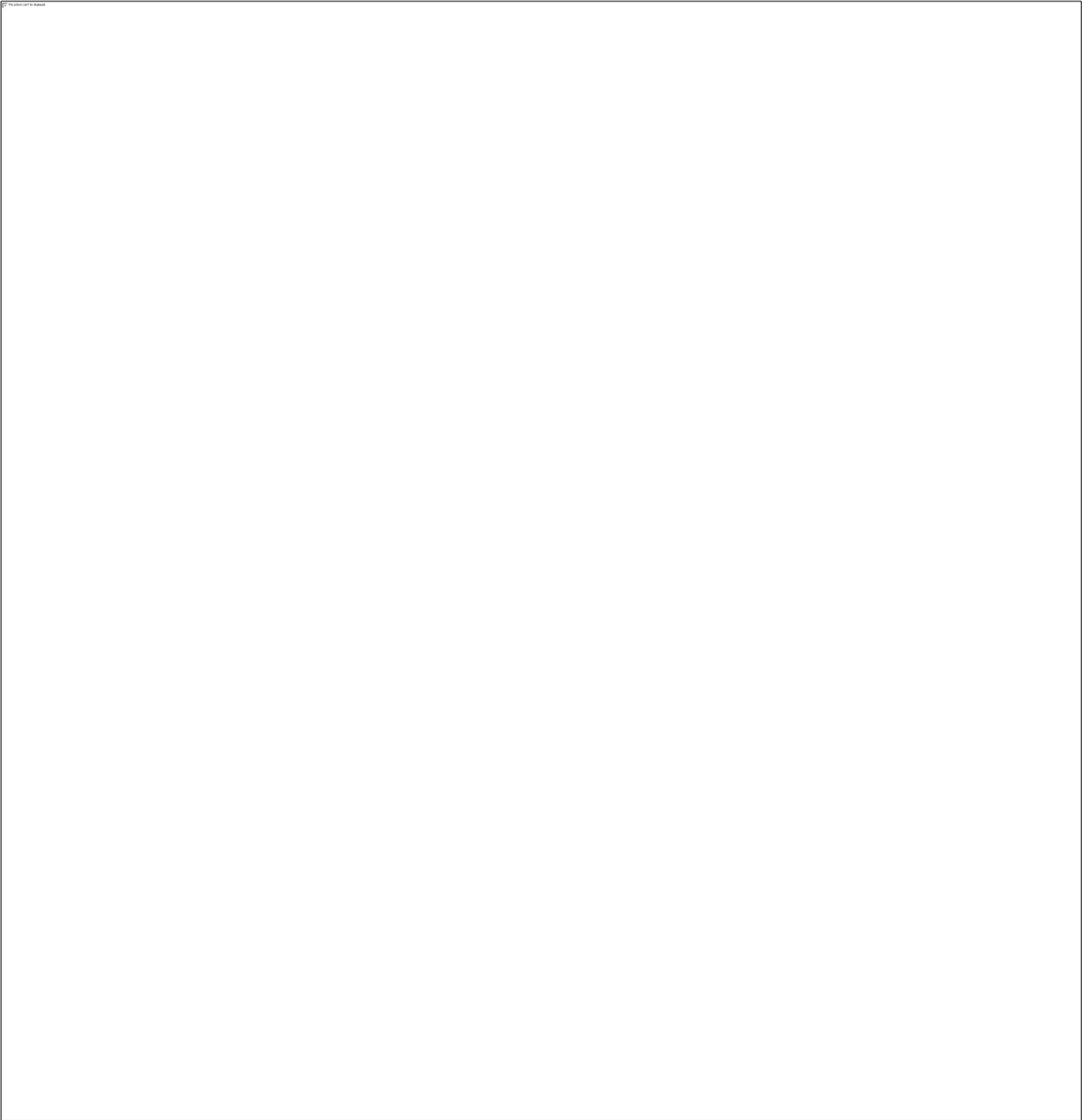


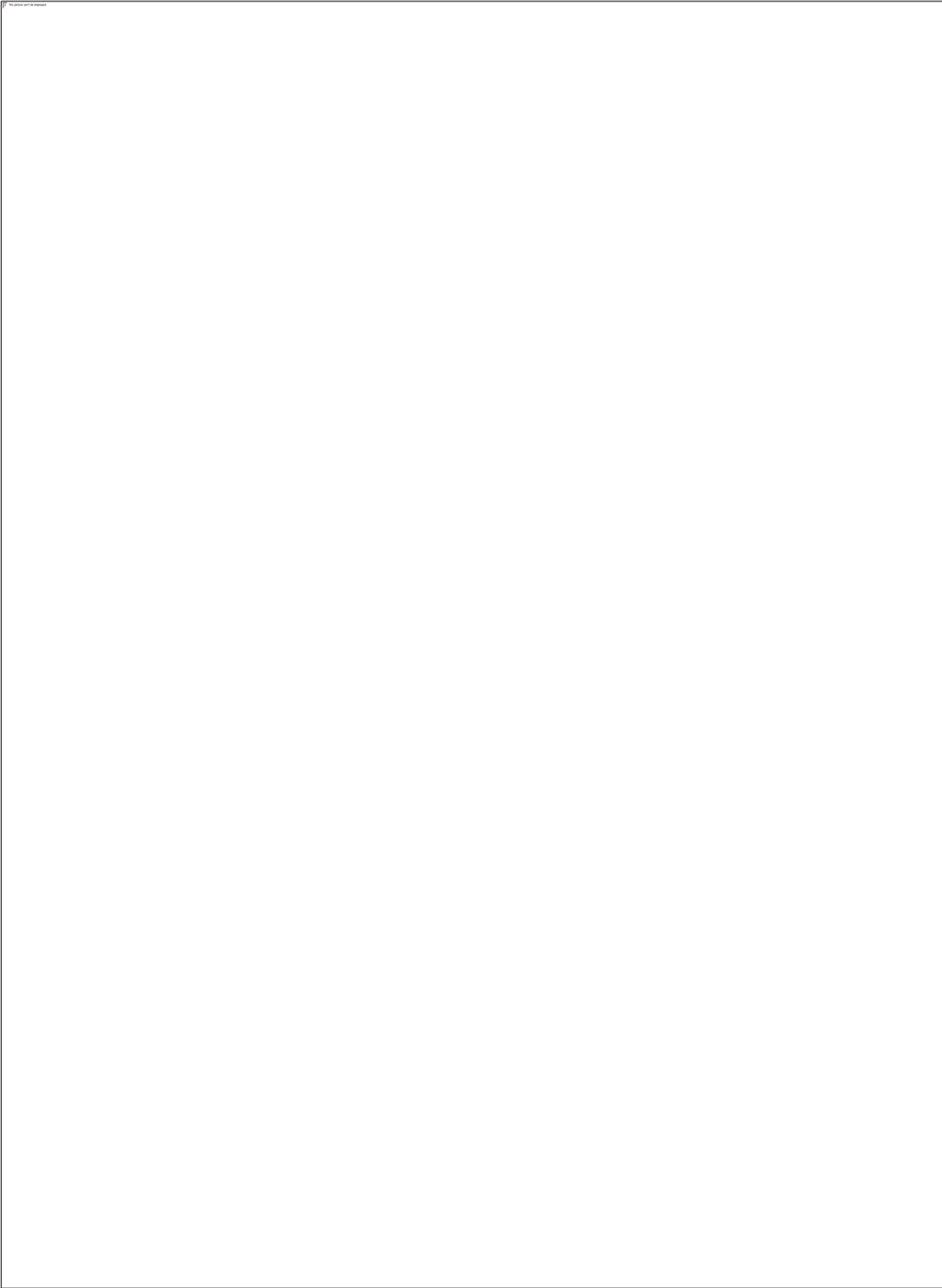














What are they saying?

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 3

Teacher's name:
Review

Course type: Developing/

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқувмашфулотинингшаклватури Type of the lesson Practical	Киришмаърузаси: Topic of the lesson: Conversational English / Idiomatic expressions The casual chat Meeting analysis Comment analysis
Маърузарежаси Ўқувмашфулотинингтузилиши Procedure/ Lessonoutline	1.organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқувмашгулотинингмаксади: Lessonaims: 5. to introduce the term conversation 6. to introduce into a topic and the idiomatic expressions	
Педагогиквазифалар: Objectives: 7. to get acquainted with the conversational English 8. to explain the language structures 9. to discuss the conversational fillers 10. to give definitions to the words	Ўқувфаолиятинингнатижалари Learning outcomes: By the end of the lesson the Ss will be able... 11. to tell the types of conversational English 12. to explain the language itself, collocations, idioms and etc. 13. to discuss the language structures 14. to give definitions to the words 15. to evaluate their level of proficiency
Таълимусулллари Task types	ice-breaking, discussion, filling in the gaps
Таълимшакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълимвоситалари Materials used	New English File, Hot English

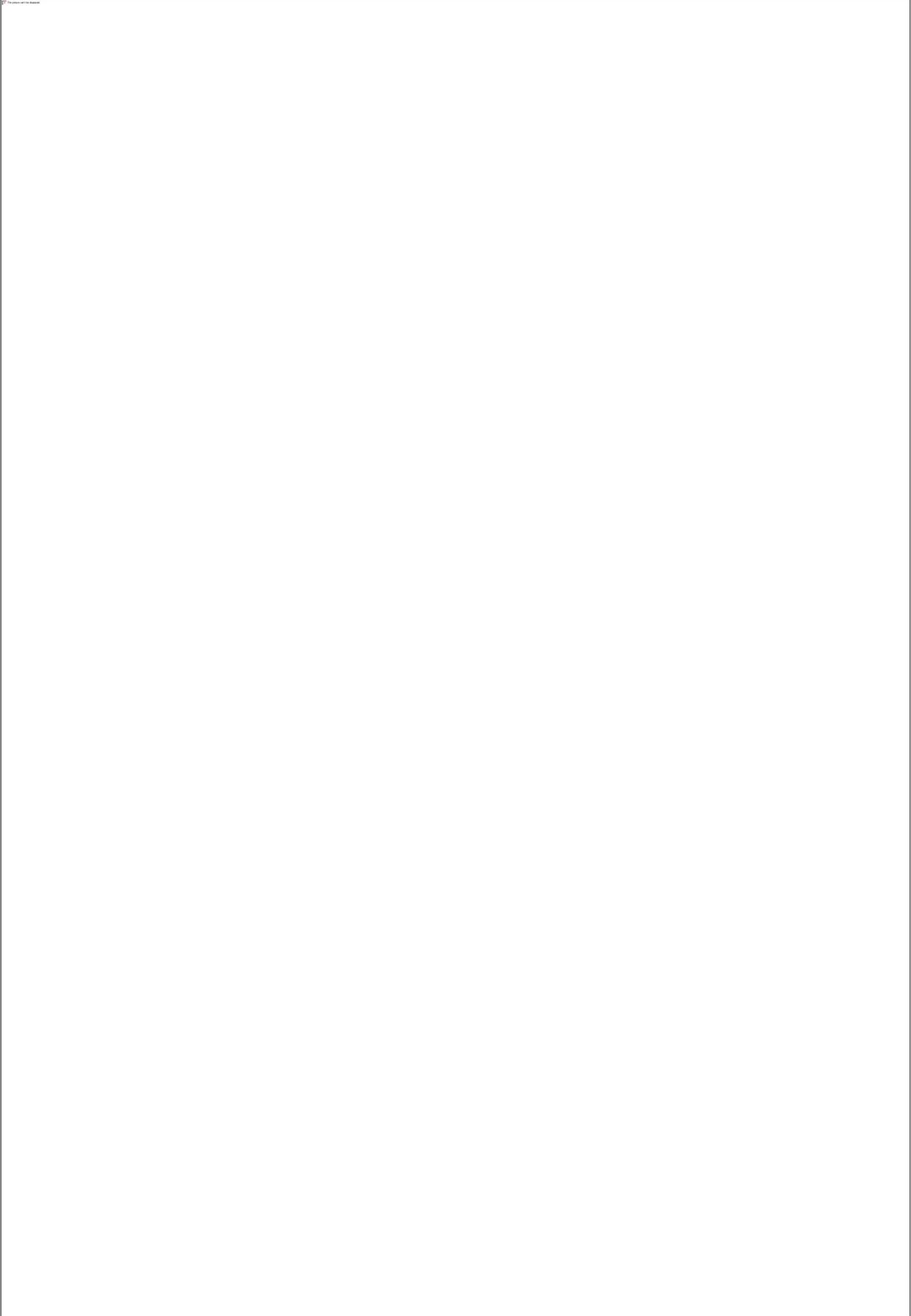
Таълимберишшароити Equipment/ aids used	board, ОНР, tape-recorder, CD-player, posters, handouts
Мониторингвабаҳолаш Types of assessment	Oral check (participation in discussion)

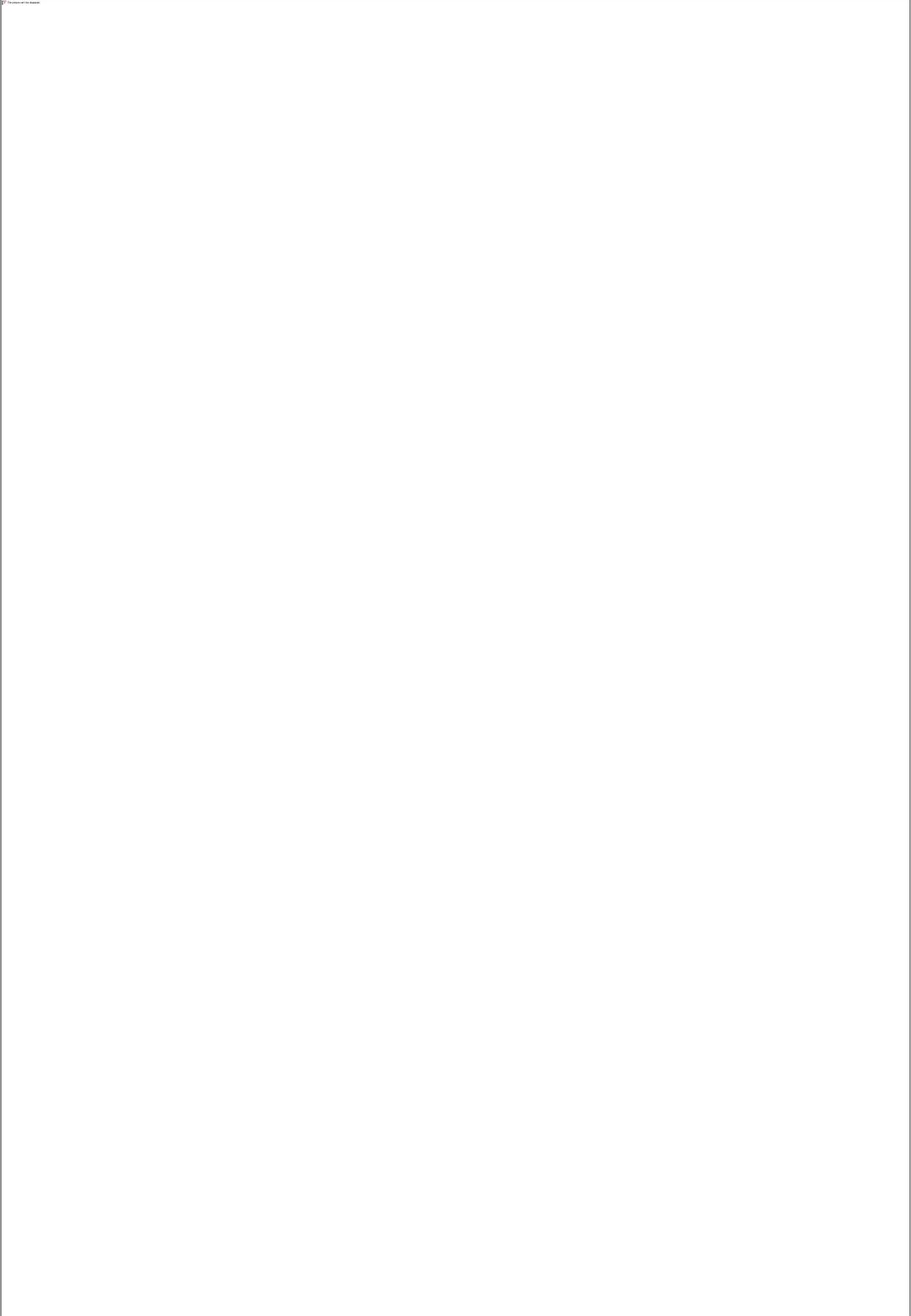
Ўқув машғулотининг технологияси

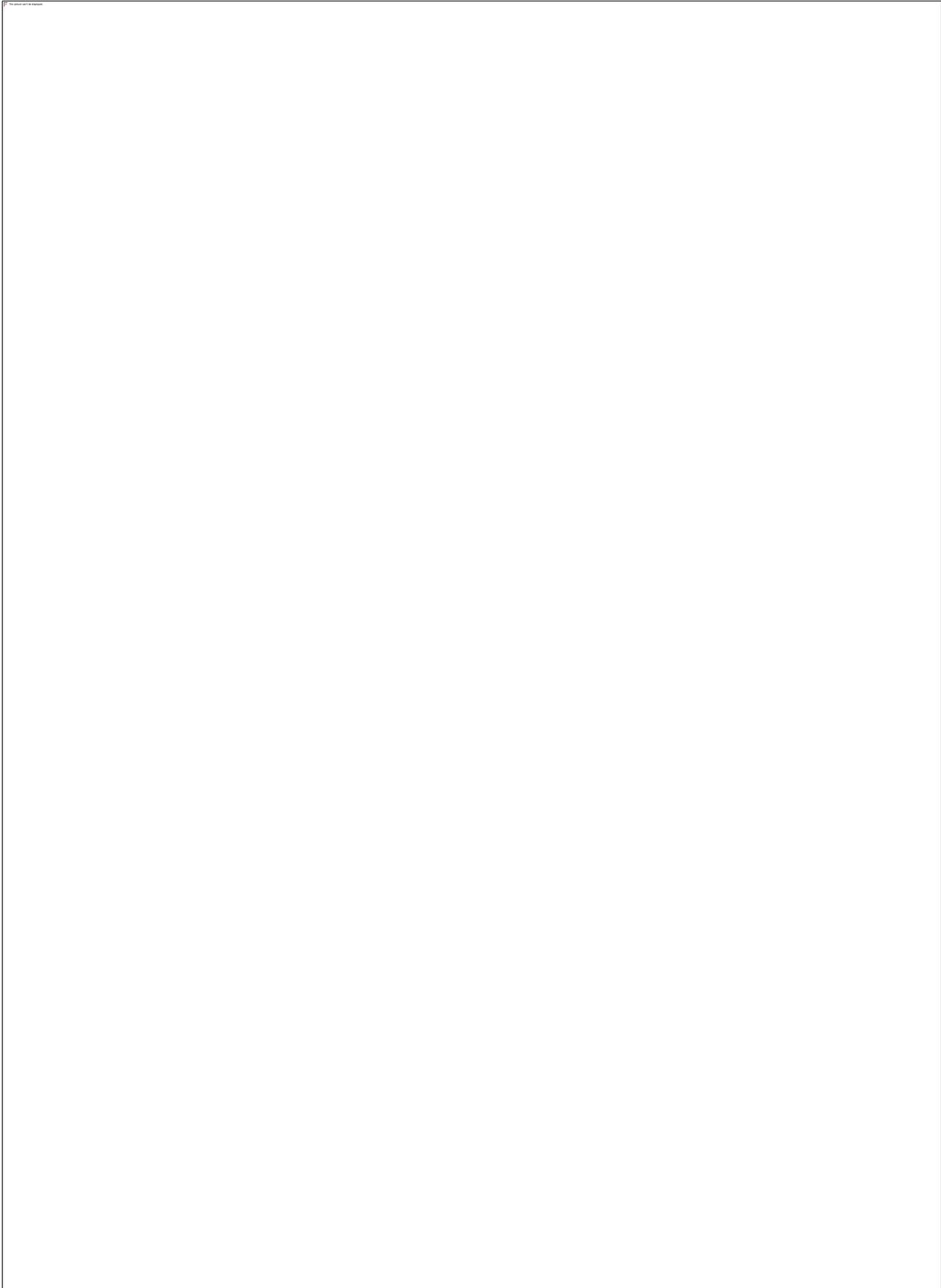
DETAILED PROCEDURE OF THE LESSON

Ишбосқичларивавакти STEPS AND DURATION	Фаолият PROCESS	
	Таълимберувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the language structures by eliciting the answers from the ss.	1. Students will listen to the teacher, ask questions and make notes about the subject.
2-босқич PART II (55 min-s)	<p>2.1. T tells some interesting features of conversational English. Conversational fillers (sounds or words that are often used while people are thinking of something to say)</p> <p>2.2 Teacher asks SS to read the mini-conversations. Then, circle any features of conversational English.</p> <p>2.3. Teacher asks to write out a mini-dialogue with two people who have just met.</p> <p>2.4. T asks SS to do the Casual chat activity on p. 18 Hot English Skills booklet</p>	<p>2.1. Students listen attentively and say their own fillers which they use in their conversation.</p> <p>2.2 SS read the dialogue “At the conference” and At the party.</p> <p>Then circle the conversational fillers given there.</p> <p>The next task will be to write out a mini-dialogue with two people who have just met.</p> <p>They try to use some features of spoken conversation.</p> <p>2.4. SS follow the directions given in the book and make small talk using the right expressions.</p>

<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>3.1. The teacher gives homework to read through the extract from a meeting and answer the questions. Then write a short extract from any meeting on any topic of their choice.</p>	<p>3.1. SS write down the given task.</p> <p>They can also ask questions if there is misunderstanding related to the topic.</p>
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Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.comClive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press

Teacher's name:

Course type: Developing/

Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 14
Ўқув машғулоти нинг шакли ватури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Unit 22A Narrative tenses, abstract nouns 2B Distancing Legal matters, legal words Reporting verbs
Маъруза режаси ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 1. to introduce the model of the childhood story 2. to introduce into a topic and the types of writings	
Педагогик вазифалар: Objectives: 3. to get acquainted with the childhood story 4. to explain the past narrative linkers 5. to give definitions to the words related to abstract nouns 6. to explain the differences between would and used to 7. to enhance students vocabulary	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 8. to tell about their childhood memory 9. to explain the past narrative linkers 10. to discuss the relevant words used in childhood story 11. to give definitions to the words 12. to evaluate their level of proficiency
Таълим усуллари Task types	Brain-storming, explanation, discussion, oral quiz
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole group work
Таълим воситалари Materials used:	New English File, Hot English
Таълим бериш шароити Equipment/ aids used:	Black-board, duster, chalk, posters, MP3- player, handouts, clusters
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

DETAILED PROCEDURE OF THE LESSON

Ишбосқичларивавақти Steps and duration	Фаолият Process	
	Таълим берувчи Teacher	Таълим олувчилар Students
1-босқич Part I (±15mins)	1.1 T greets Ss, establishes English speaking atmosphere, calls the register, checks Ss readiness for the lesson, declares the aim, objectives of the lesson and expected outcomes	1.1 Ss respond to the teacher, get ready for the lesson
	1.2 Home assignment analysis. T invites Ss to tell their incidents using narrative linkers. T comments on the mistakes done in the previous written tasks of Ss. If necessary he provides explanation and extra practice.	1.2 Ss listen to the T, make notes.
2-босқич Part II (±55mins)	2.1 Then T writes the following words (<i>feeling surprised, pain, shame or embarrassment, the birth of a brother or sister, a day out, managing to do something for the first time, the death of a pet, getting a wonderful or disappointing present</i>) and asks Ss to answer the questions: Do you have any very early memories of the feelings or incidents above? Do you know approximately how old you were at the time? 2.2 T records CD and asks Ss to listen to the story of Jean Piaget's first memory and write down what they think are the key words. 2.3 T focuses on the grammar task: narrative tenses, <i>used to</i> and <i>would</i> T tells Ss to go to Grammar Bank 2A on p. 139. Go through each example and its corresponding rule with the class, or give SS time to read the examples and rules on their own, and answer any queries. Grammar notes SS should be totally familiar with narrative tenses, though they may still have problems differentiating between past perfect simple and continuous.	2.1 Ss answer the questions 2.2 Ss listen to the recorder and write down the key words 2.3 Ss take notes and do several exercises 2.4 Ss make abstract nouns

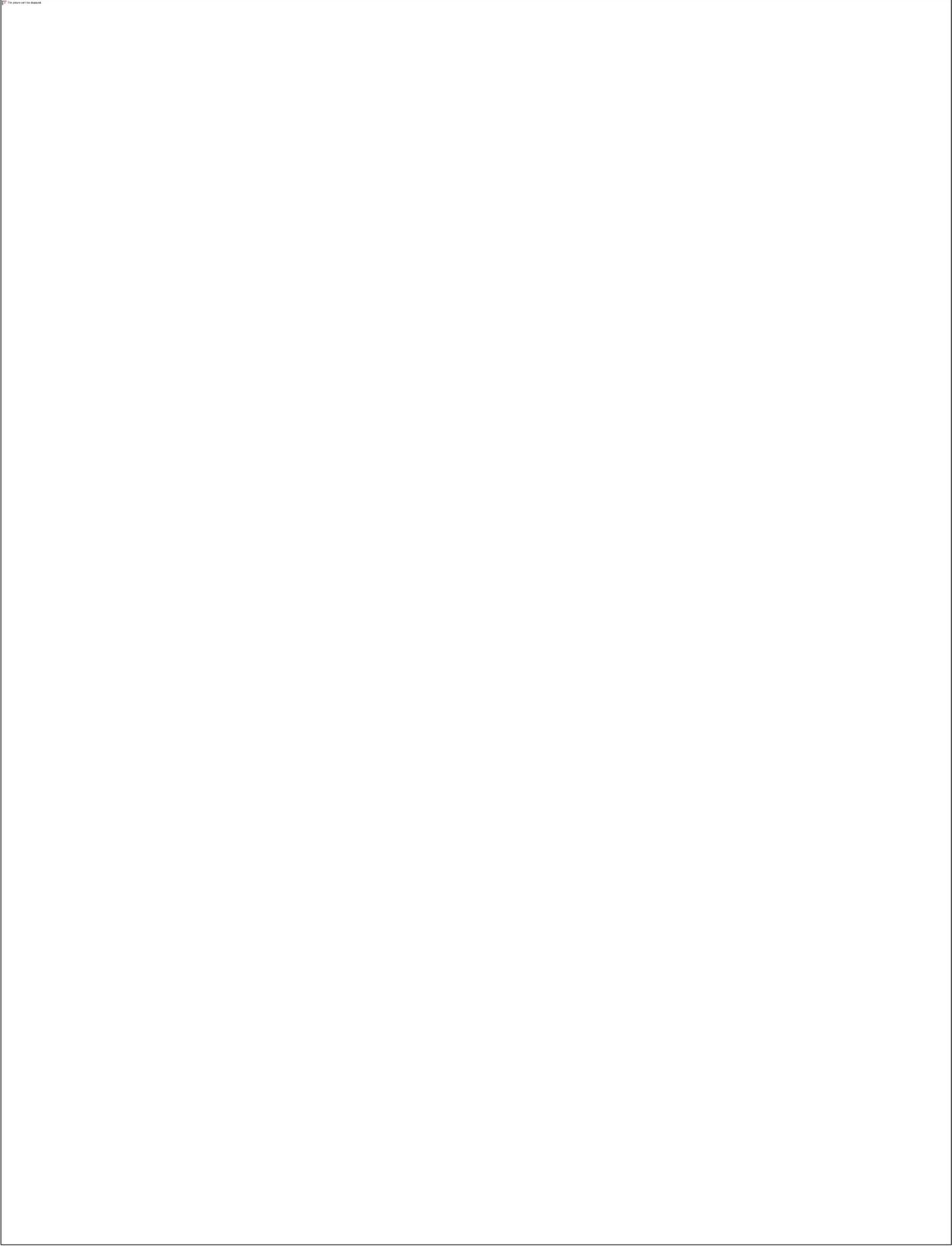
	<p>They should also be very familiar with <i>used to</i> for past habitual or repeated actions. The structure which may be new to them is the use of <i>would</i> + infinitive. It is important to stress to SS that past simple, <i>used to</i>, and <i>would</i> are alternative structures to use when describing repeated past actions, and that varying structures will make their language sound more fluent and advanced.</p> <ul style="list-style-type: none"> • Focus on the exercises for 2A. Ss do the exercises individually or in pairs. 	
	<p>2.4 . T divides Ss into pairs and asks what Ss know about abstract nouns. Then T asks Ss to make abstract nouns from the words in the box pp.23-24. After that Ss have to analyze the difficulties they had while doing word building exercise.</p>	
<p>3-босқич Part III (±10mins)</p>	<p>10. T analyses Ss work during the lesson and evaluates them giving points</p>	<p>10. Ss listen attentively and write down their points</p>
	<p>11. T gives home assignment: a) to study information from Grammar bank b) to do the exercises from New English File Vocabulary bank in written form</p>	<p>11. Ss do home assignment at home</p>

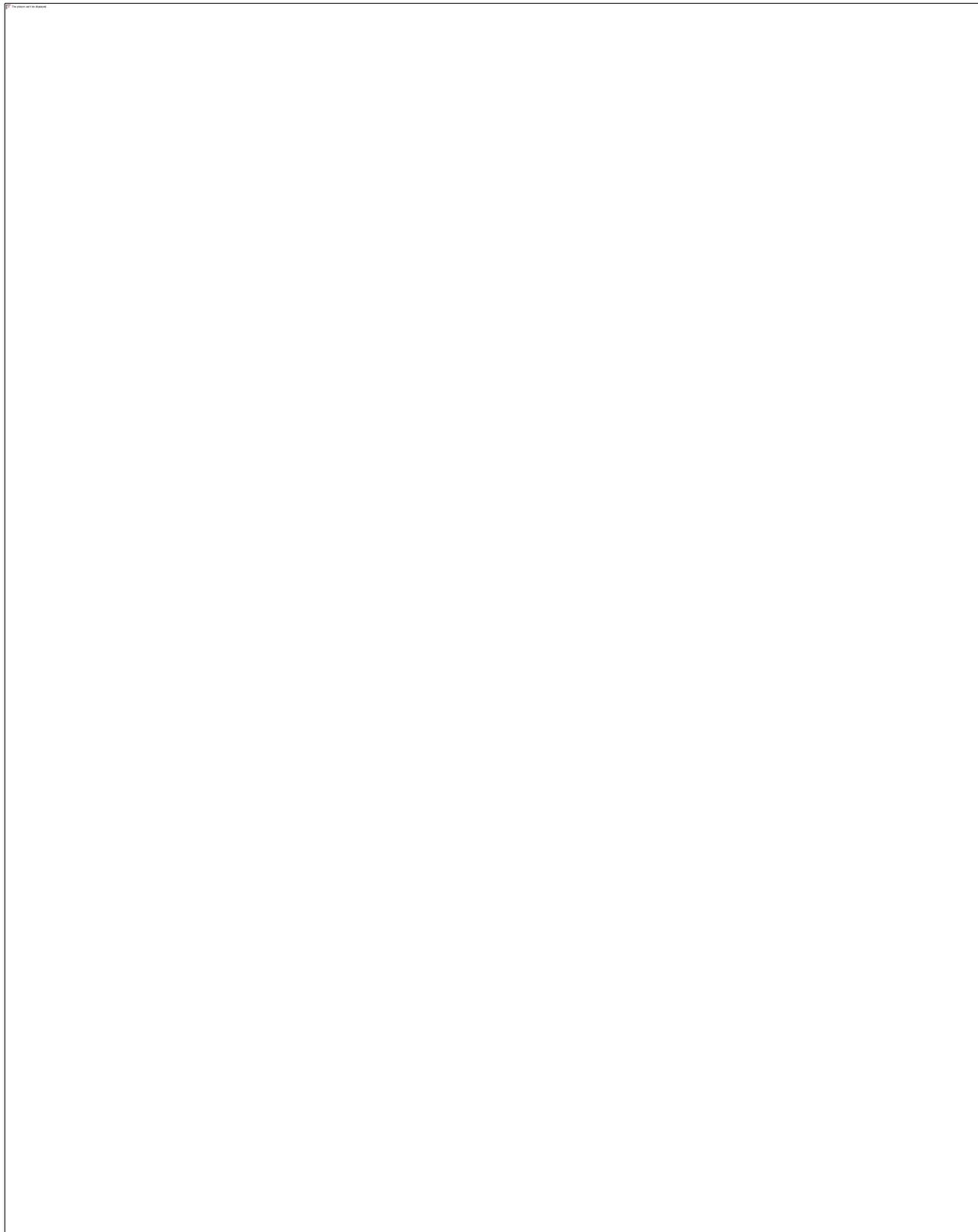












Source:

1. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013

www.hotenglishmagazine.com

4.Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press

LESSON PLAN 5

Teacher's name:

Course type: Developing/

Review

Course name: Integrated skills

Room:

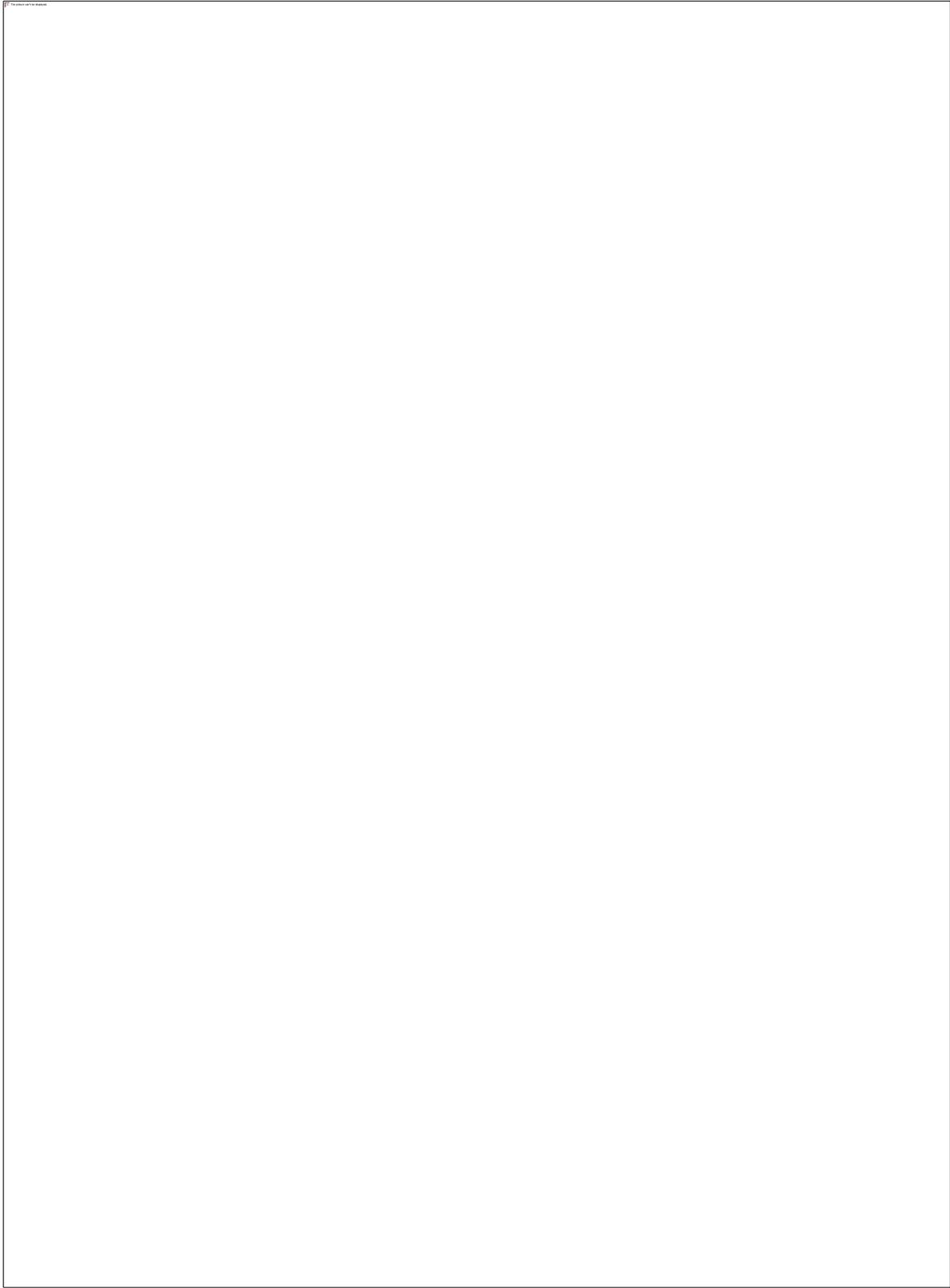
Date:

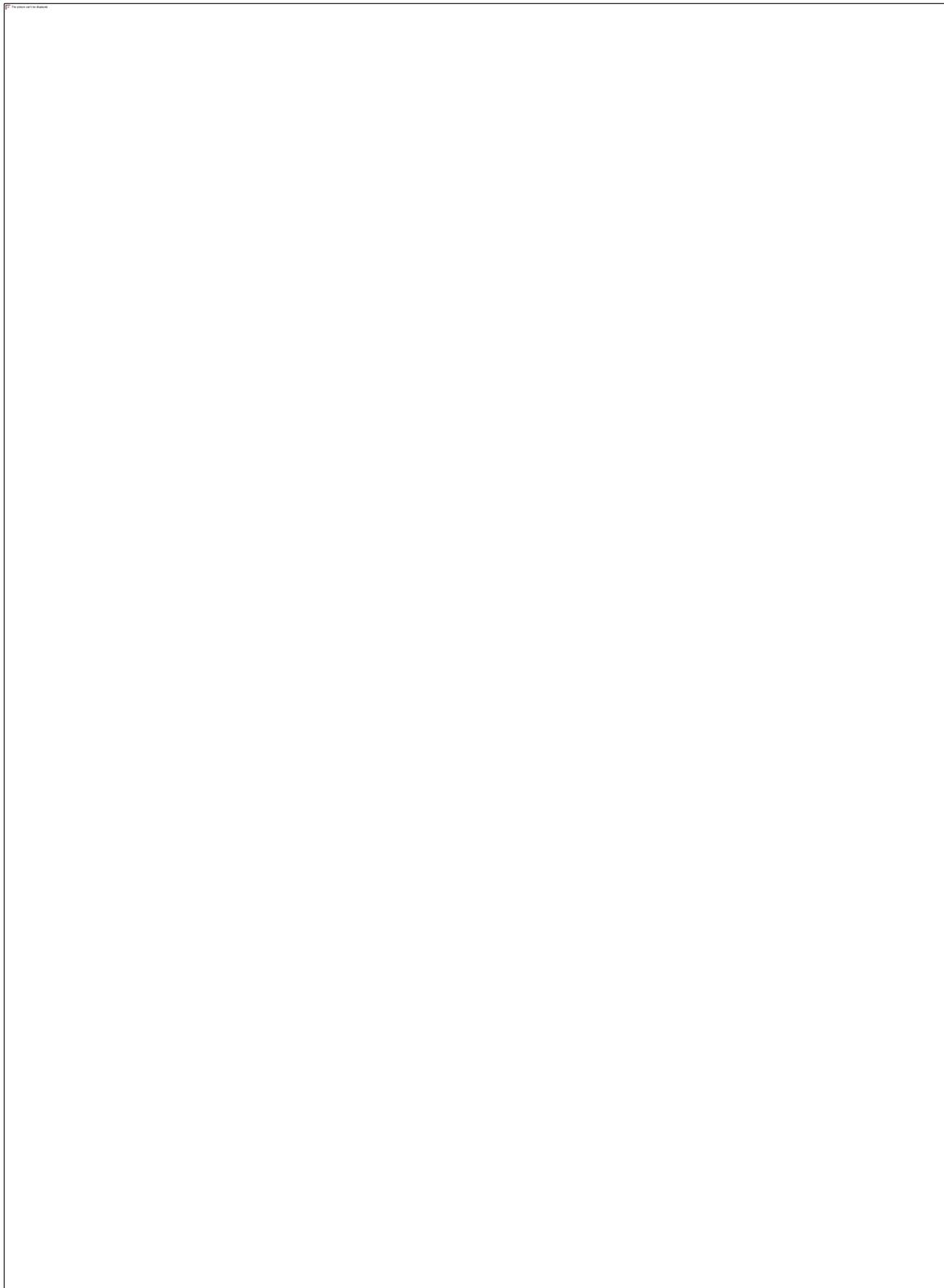
Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 14
Ўқув машғулотининг шакли Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Presentations Legal case The negotiation 2C Progress check Phrases with getTime and technology
Маъруза режаси Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 4. to introduce the model of the childhood story 5. to introduce into a topic and the types of writings	
Педагогик вазифалар: Objectives: 6. to get acquainted with the myth of multitasking 7. to explain the past narrative linkers 8. to give definitions to the words related to the topic 9. to explain how to write headlines 10. to enhance students vocabulary	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 11. to tell about the time management 12. to explain how to save time through multitasking and how other people waste their time 13. to discuss the relevant words used in multitasking text 14. to give definitions to the words 15. to evaluate their level of proficiency
Таълим усуллари Task types	Brain-storming, explanation, discussion, oral quiz
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole group work
Таълим воситалари Materials used:	New English File, Hot English
Таълим бериш шароити Equipment/ aids used:	Black-board, duster, chalk, posters, MP3-player, handouts, clusters
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

DETAILED PROCEDURE OF THE LESSON

Ишбосқичларивавақти Steps and duration	Фаолият Process	
	Таълим берувчи Teacher	Таълим олувчилар Students
1-босқич Part I (±15mins)	1.1 T greets Ss, establishes English speaking atmosphere, calls the register, checks Ss readiness for the lesson, declares the aim, objectives of the lesson and expected outcomes	1.1 Ss respond to the teacher, get ready for the lesson
	1.2 Home assignment analysis. Warm-up activity: T focuses on the title of the lesson and elicit from SS that it is the title of a song by Paul Simon (a version of which SS will listen to later in the lesson). 1.3 Then T attracts Ss attention to read the 10 top break-up lines from a website and get SS to decide in pairs which they think are the best / worst. Get feedback from the class.	1.2 Ss analyse the meaning of the quote. 1.3 Ss try to express their opinion about Will Roger's quote
2-босқич Part II (±55mins)	2.1 T focuses on the three stories and the title "Getting your own back", and elicit the meaning (taking / getting revenge on sb for sth). Read aloud the quote 'Hell hath no fury...y and elicit its meaning (There is no one more dangerous than a woman who has been rejected by a man.). Establish that all three stories involve a woman taking revenge on her ex-partner 2.2 T focuses on the gist reading task and the five questions. Sets a time limit for SS to read the three stories. Tell SS not to worry about the meaning of every word or try to guess the missing words, but just to find out exactly how the woman took revenge in each case and why. 2.3 Get feedback from SS about which act of revenge was the most interesting and focus on the task and give SS time to complete it. Get SS to compare their answers with a partner before checking answers. Where useful, elicit the	2.1 Ss answer the questions 2.2 SS A and B will have to tell their partner after they have read their respective articles (A looks at the first four points and B looks at the next five points) 2.3 Ss read the article for discussion

	meanings of some of the wrong options.	
	2.4 T focuses on the d- task and elicit from the class what the first number (50) refers to (50 Ways to leave your lover, a song by Paul Simon). Then get SS to continue in pairs, telling them to look back at the stories if they can't remember.	2.4 Ss work in group of four to find the words in the two articles that match the definitions.
3-босқич Part III (±10mins)	10. T analyses Ss work during the lesson and evaluates them giving points	10. Ss listen attentively and write down their points
	11. T gives home assignment: a) to study information from Grammar bank b) to do the exercises from New English File Vocabulary bank in written form	11. Ss do home assignment at home





Source:

1. **Clive Oxenden Christina Latham-Koenig**, New English File,
Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013

4. www.hotenglishmagazine.com
5. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com
9. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
10. www.oup.com/elt/englishfile/advanced
11. Hot English Skills booklet, Advanced (C1) 2012-2013
12. www.hotenglishmagazine.com
- 13.

LESSON PLAN 6

Teacher's name:

Course type: Developing/

Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 14
Ўқувмашғулотинингшакливатири Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Money matters Prepositional Verbs/Causative use of have
Маъруза режасиўқувмашғулотинингтузилиши Procedure/ Lesson outline	1.organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 14. to introduce the model of the childhood story 15. to introduce into a topic and the types of writings	
Педагогиквазифалар: Objectives: 16. to get acquainted with the myth of multitasking 17. to explain the past narrative linkers 18. to give definitions to the words related to the topic 19. to explain how to write headlines 20. to enhance students vocabulary	Ўқувфаолиятинингнатижалари Learning outcomes: By the end of the lesson the Ss will be able... 21. to tell about the time management 22. to explain how to save time through multitasking and how other people waste their time 23. to discuss the relevant words used in multitasking text 24. to give definitions to the words 25. to evaluate their level of proficiency
Таълим усуллари Task types	Brain-storming, explanation, discussion, oral quiz
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole group work
Таълим воситалари Materials used:	New English File, Hot English
Таълим бериш шароити Equipment/ aids used:	Black-board, duster, chalk, posters, MP3-player, handouts, clusters
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

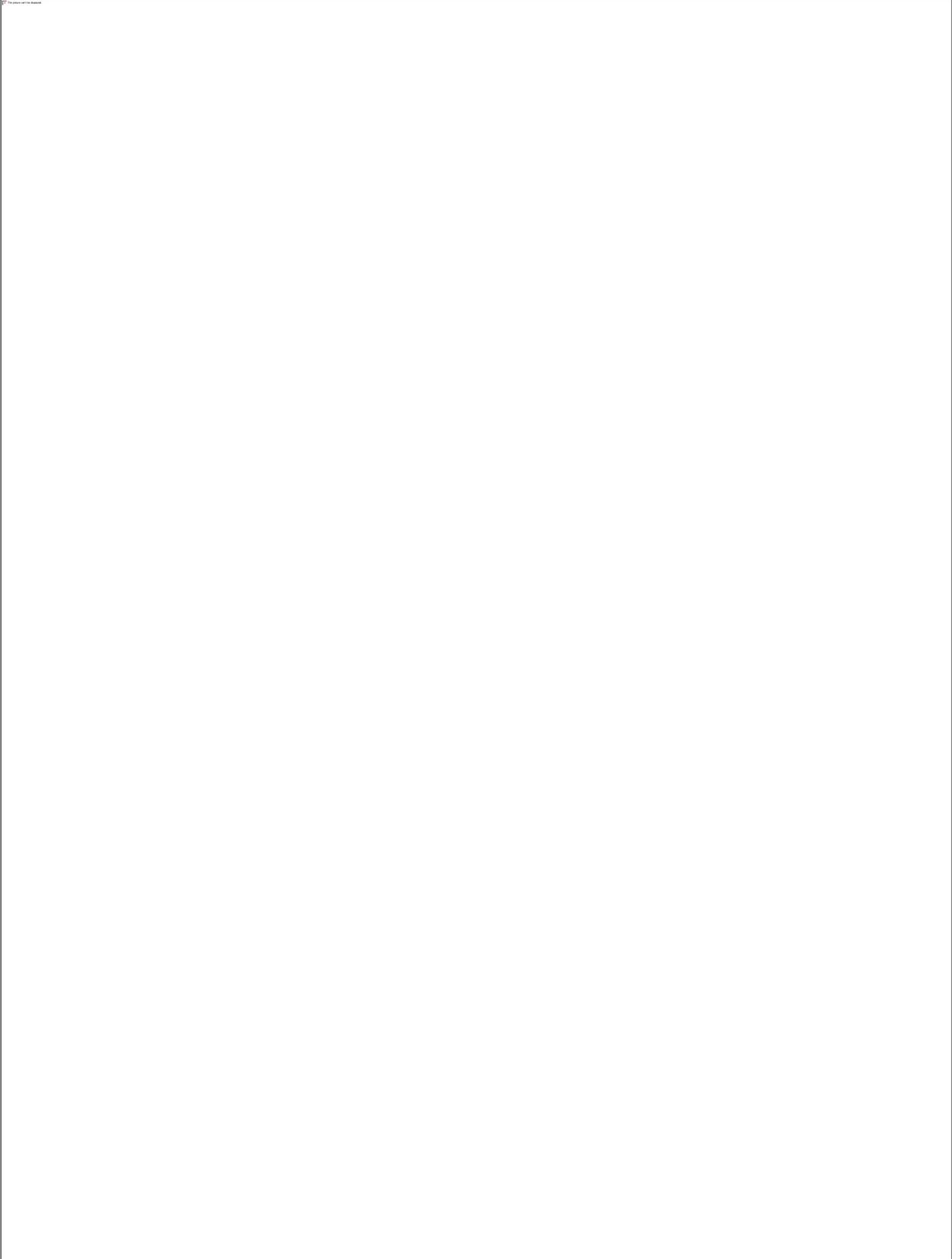
Ўқувмашғулотинингтехнологикхаритаси

DETAILED PROCEDURE OF THE LESSON

Ишбосқичларивавақти Steps and duration	Фаолият Process	
	Таълим берувчи Teacher	Таълим олувчилар Students
1-босқич Part I (±15mins)	1.1 T greets Ss, establishes English speaking atmosphere, calls the register, checks Ss readiness for the lesson, declares the aim, objectives of the lesson and expected outcomes	1.1 Ss respond to the teacher, get ready for the lesson
	1.2 Home assignment analysis. Warm-up activity: T writes the quote “Half our life is spent trying to find something to do with the time we have rushed through life trying to save” on the board (books closed) and the name of the author 1.3 T points out that Will Rogers (1879-1935) was an American cinema actor, comedian, and journalist, who in his day was a world famous figure and asks SS whether they identify with Will Rogers's opinion or disagree, and try to get a short discussion going about how people try to save time these days and whether they think this is a useful thing to do.	1.2 Ss analyse the meaning of the quote. 1.3 Ss try to express their opinion about Will Roger’s quote
2-босқич Part II (±55mins)	2.1 T focuses on the a- task at p.24 and quickly go through questions 1-4. Then set a time limit for Ss to discuss the questions. 2.2 T puts SS into pairs, A and B . Focus on the b-task , and the information and sets a time limit and monitor while Ss are reading and help with any words or phrases they cannot guess from the context When the time limit is up, SS take it in turns to tell their partner the main points of their article using the information in b to help them. 2.3 Finally, T gives Ss time to read the article they have not read in preparation for the next exercise.	2.1 Ss answer the questions 2.2 SS A and B will have to tell their partner after they have read their respective articles (A looks at the first four points and B looks at the next five points) 2.3 Ss read the article for discussion
	2.4 . T focuses on the d- task and gets Ss to work together to find the words in the two articles that match the definitions. When Ss have completed	2.4 Ss work in group of four to find the words in the two articles that match the definitions.

	<p>the task, check answers.</p> <p>1 Gadget 6 juggle 2 Frenzy 7 engrossed 3 Blizzard 8 cope 4 catch up with 9 clog 5 Peak 10 overcome</p>	
3-босқич Part III (±10mins)	10. T analyses Ss work during the lesson and evaluates them giving points	10. Ss listen attentively and write down their points
	11. T gives home assignment: a) to study information from Grammar bank b) to do the exercises from New English File Vocabulary bank in written form	11. Ss do home assignment at home







Source:

1. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

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7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 7

Teacher's name:

Course type: Developing/

Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 14
Ўқув машғулоти нинг шакли ватури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: UNIT 3.3A Breaking the silence. Speculation and deduction
Маъруза режаси ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 9. to introduce the structure of using prepositional verbs 10. to introduce into a topic and the types of writings	
Педагогик квазифалар: Objectives: 11. to get acquainted with the causative use of have 12. to explain the past narrative linkers 13. to give definitions to the words related to the topic 14. to explain how to write headlines 15. to enhance students vocabulary	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 16. to use the prepositional verbs in context 17. to discuss the relevant words related to the prepositional verbs 18. to give definitions to the words 19. to evaluate their level of proficiency
Таълим усуллари Task types	Brain-storming, explanation, discussion, oral quiz
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole group work

Таълим воситалари Materials used:	New English File, Hot English
Таълим бериш шароити Equipment/ aids used:	Black-board, duster, chalk, posters, MP3-player, handouts, clusters
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

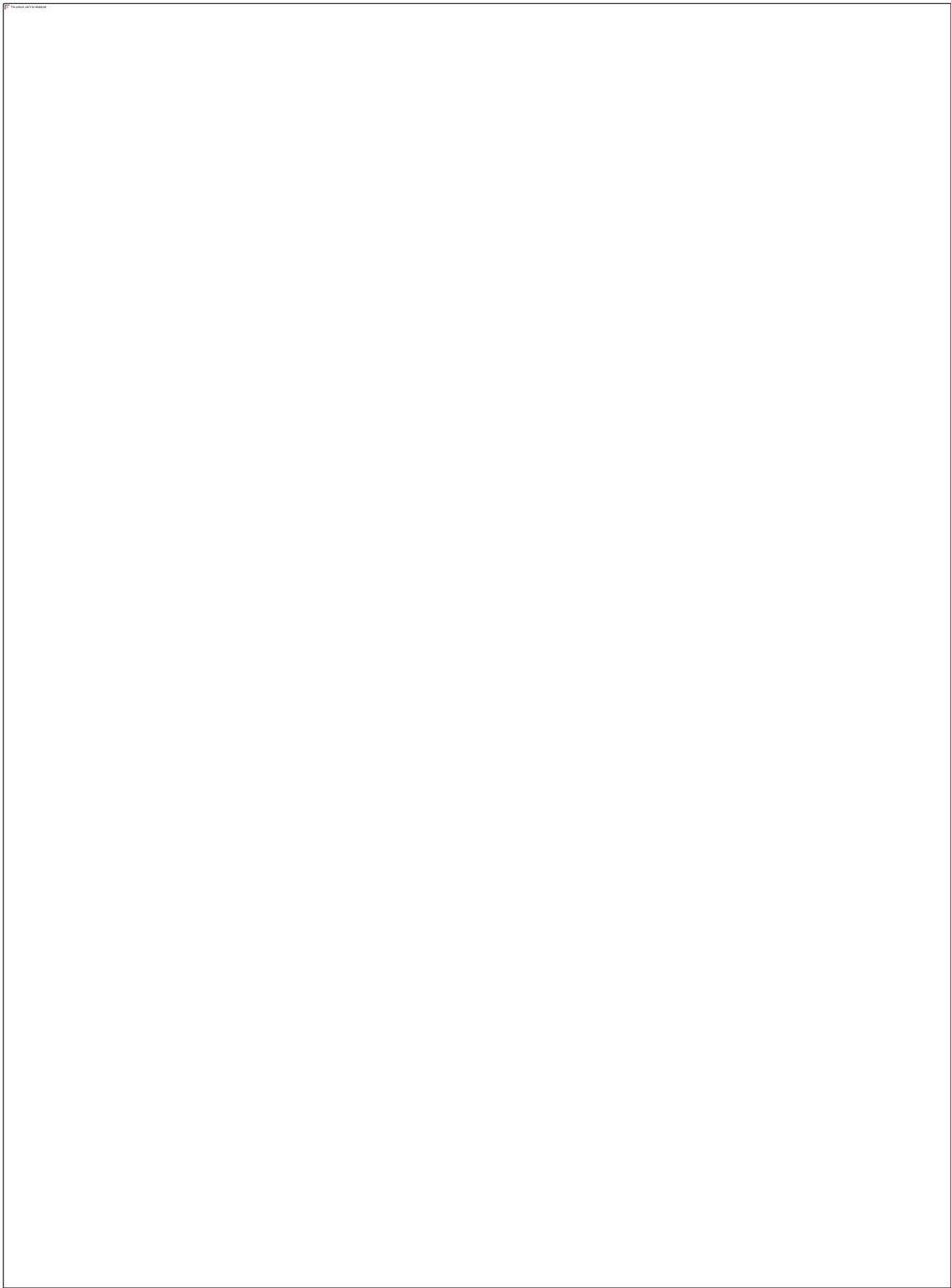
Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

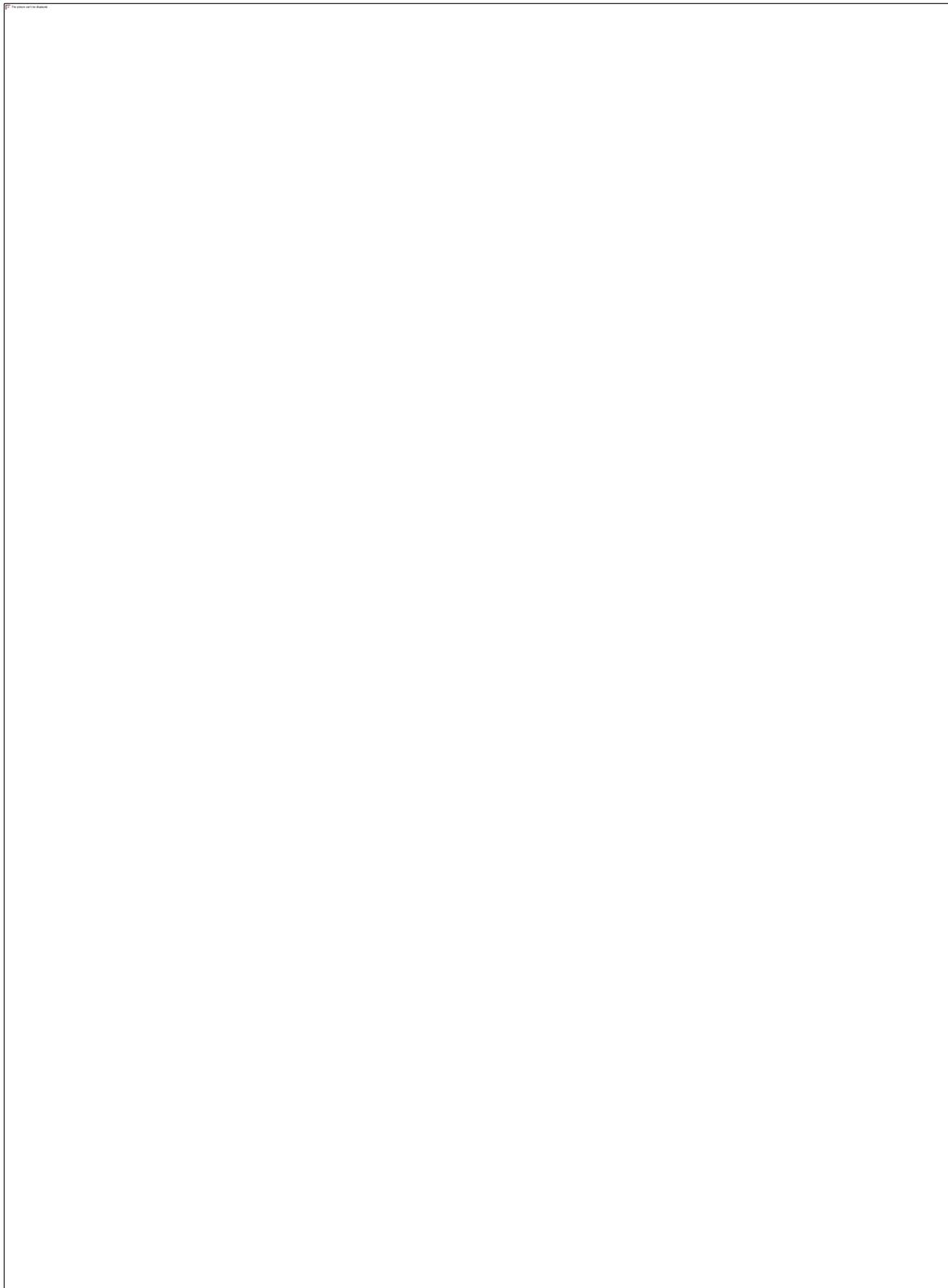
Иш босқичлари ва вақти Steps and duration	Фаолият Process	
	Таълим берувчи Teacher	Таълим олувчилар Students
1-босқич Part I (±15mins)	1.1 T greets Ss, establishes English speaking atmosphere, calls the register, checks Ss readiness for the lesson, declares the aim, objectives of the lesson and expected outcomes	1.1 Ss respond to the teacher, get ready for the lesson
	1.2 Home assignment analysis. Warm-up activity: T writes the quote “Half our life is spent trying to find something to do with the time we have rushed through life trying to save” on the board (books closed) and the name of the author 1.3 T points out that Will Rogers (1879-1935) was an American cinema actor, comedian, and journalist, who in his day was a world famous figure and asks SS whether they identify with Will Rogers's opinion or disagree, and try to get a short discussion going about how people try to save time these days and whether they think this is a useful thing to do.	1.2 Ss analyse the meaning of the quote. 1.3 Ss try to express their opinion about Will Roger’s quote
2-босқич Part II (±55mins)	2.1 T focuses on the a- task at p.24 and quickly go through questions 1-4. Then set a time limit for Ss to discuss the questions. 2.2 T puts SS into pairs, A and B . Focus on the b-task , and the information and sets a time limit and monitor while Ss are reading and help with any words or phrases they cannot guess from the context When the time limit is up, SS take it in turns to tell their partner the main points of their article using the	2.1 Ss answer the questions 2.2 SS A and B will have to tell their partner after they have read their respective articles (A looks at the first four points and B looks at the next five points) 2.3 Ss read the article for discussion

	<p>information in b to help them.</p> <p>2.3 Finally, T gives Ss time to read the article they have not read in preparation for the next exercise.</p>	
	<p>2.4 . T focuses on the d- task and gets Ss to work together to find the words in the two articles that match the definitions. When Ss have completed the task, check answers.</p>	<p>2.4 Ss work in group of four to find the words in the two articles that match the definitions.</p>
<p>3-босқич Part III (±10mins)</p>	<p>10. T analyses Ss work during the lesson and evaluates them giving points</p>	<p>10. Ss listen attentively and write down their points</p>
	<p>11. T gives home assignment: a) to study information from Grammar bank b) to do the exercises from New English File Vocabulary bank in written form</p>	<p>11. Ss do home assignment at home</p>









Source:

1. **Clive Oxenden Christina Latham-Koenig**, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

5. **Clive Oxenden Christina Latham-Koenig**, New English File,
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6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 8

Teacher's name:

Course type: Developing/ Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулотининг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: 3B Lost in translation. Describing books
Ўқув машғулотининг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 9. to introduce the vocabulary related to translation 10. to introduce into word building, adding prefixes to change the meaning of a word	
Педагогик вазифалар: Objectives: 11. to get acquainted with the words connected with translation 12. to explain types of different rules 13. to discuss translation difficulties 14. to give definitions to the words	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 15. to tell the words related to translation tricks 16. to explain the types of different methods 17. to discuss translating from one language into another 18. to give definitions to the words 19. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English

Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion) Written check

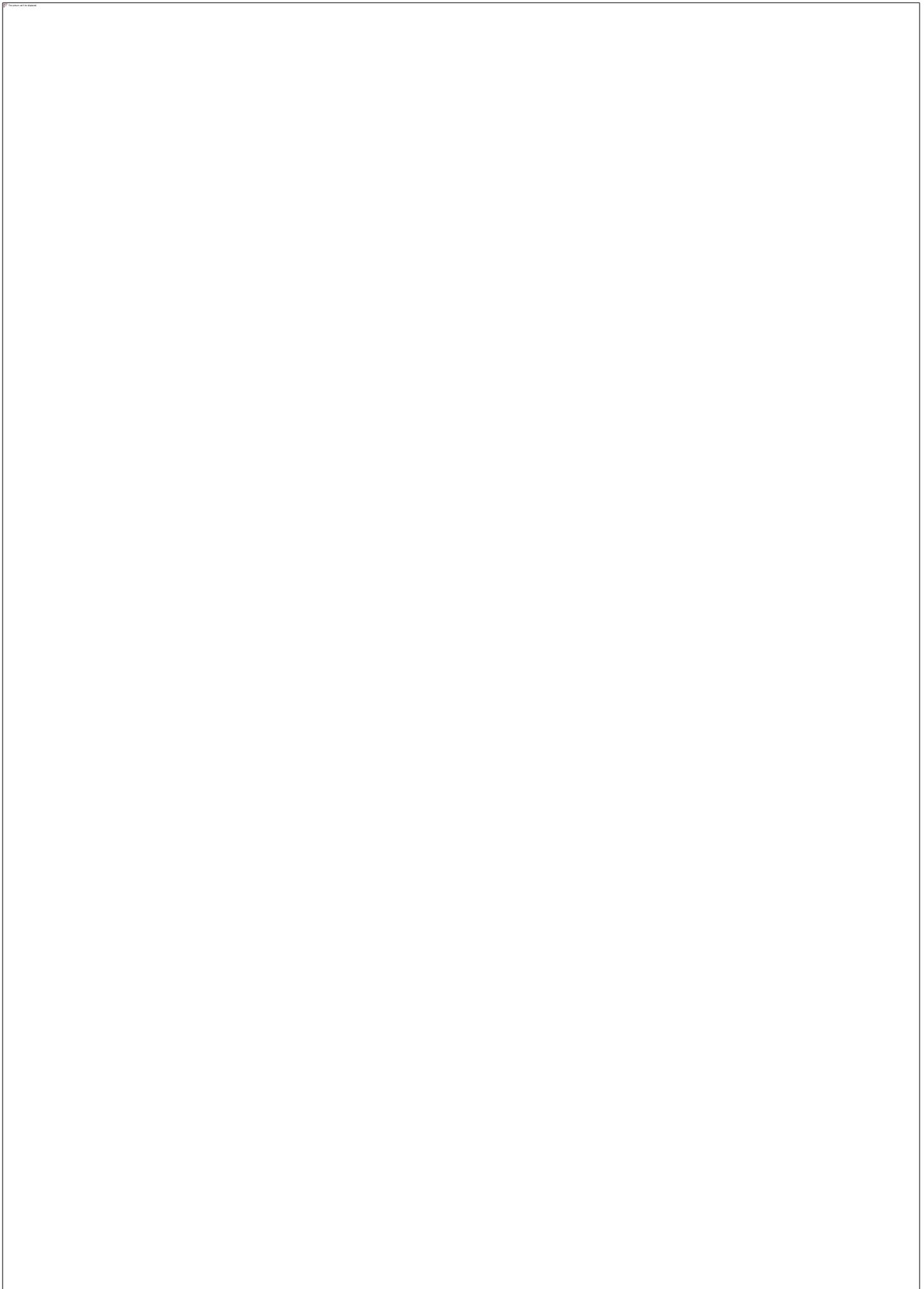
Ўқув машғулотининг технологик харитаси

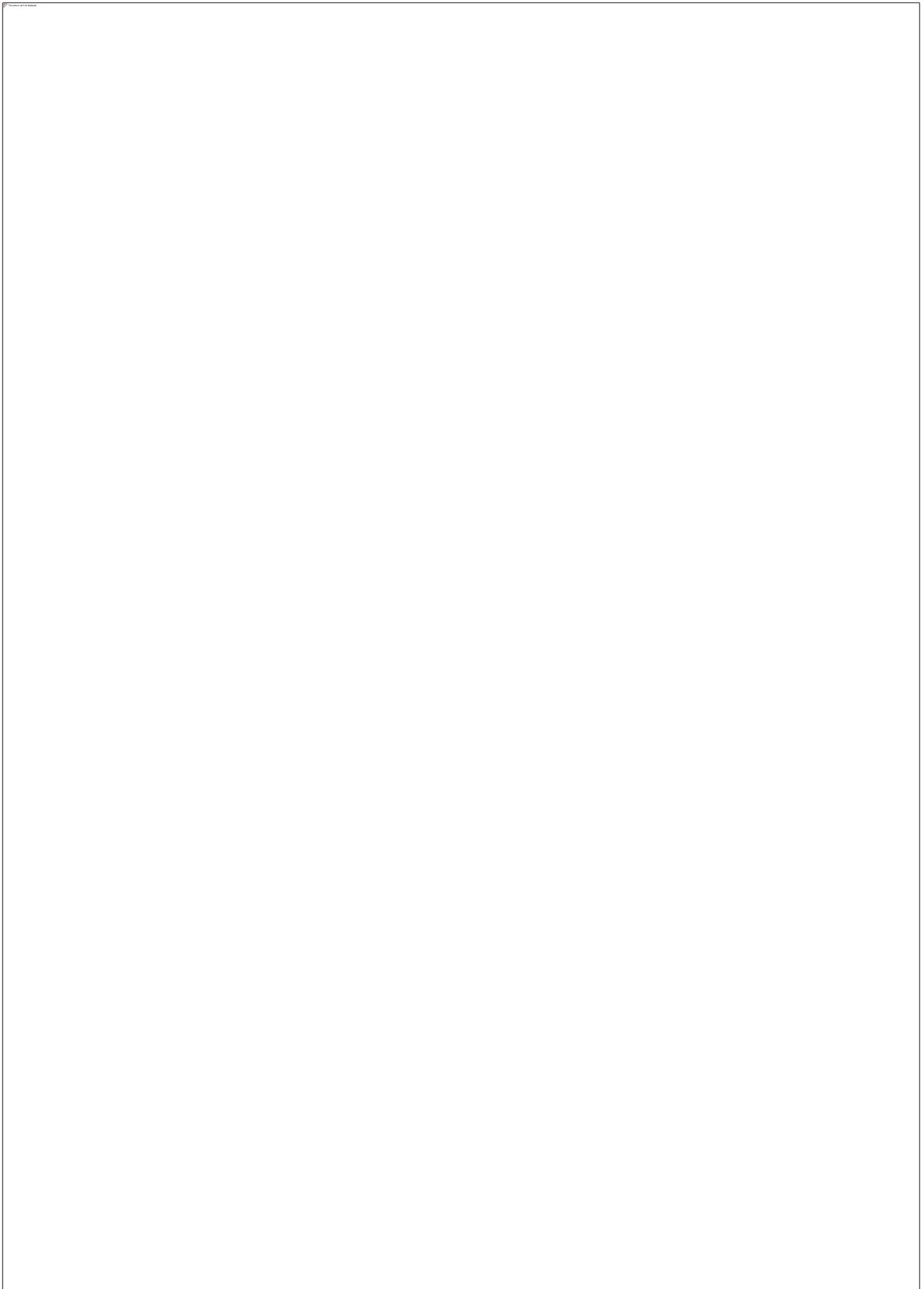
DETAILED PROCEDURE OF THE LESSON

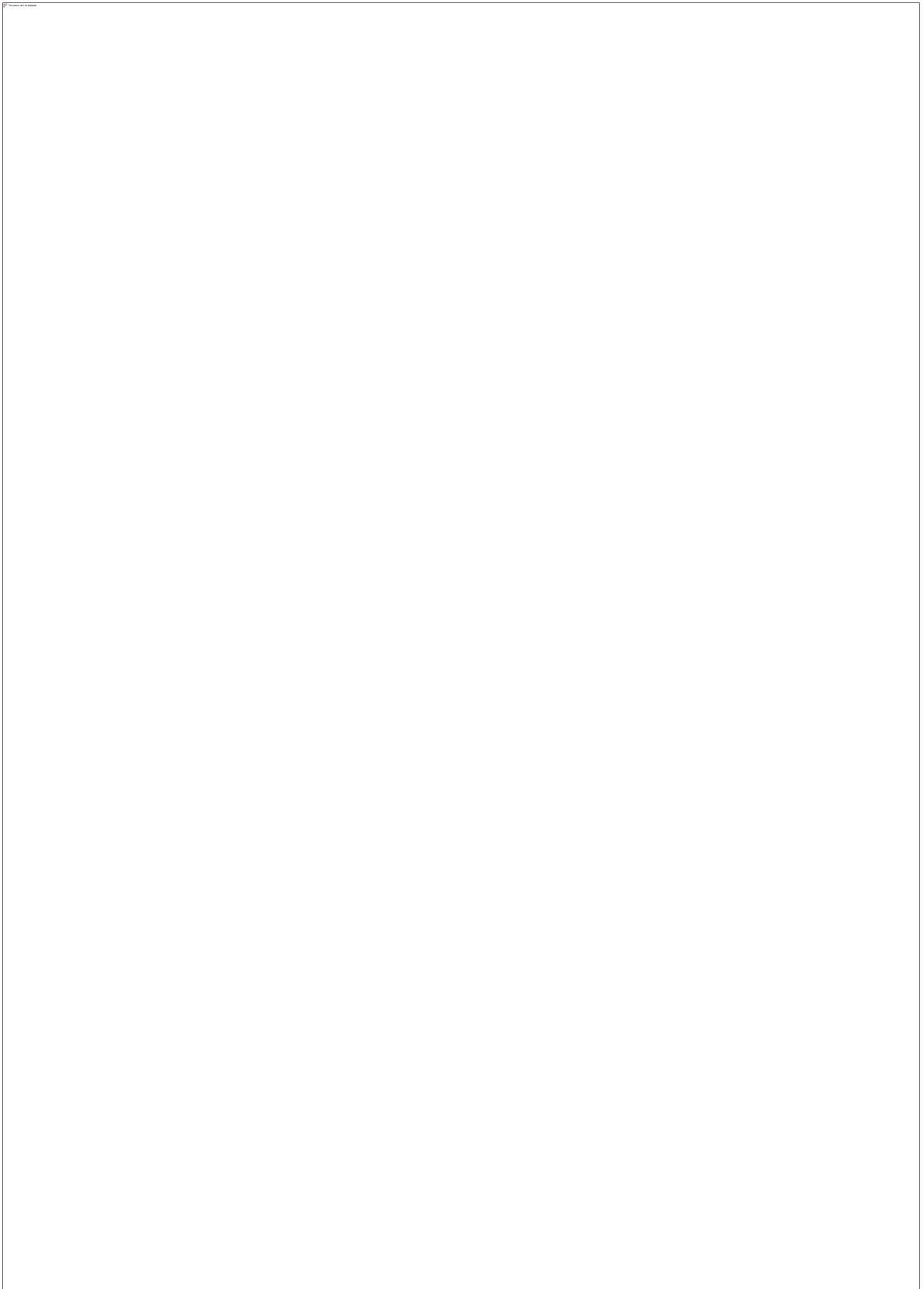
Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<ol style="list-style-type: none"> 1. T greets the students. Then she explains the policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people by brainstorming. 2. T writes the quote at the top of the board 'Nanny state' and ask SS if any of them know what the expression refers to, or if they can guess. T helps SS by asking what a nanny does (= take care of children, teach them how to behave). • Then give SS a few minutes to read the definition and, with a partner, to summarize what it means. 	<ol style="list-style-type: none"> 1. Students will listen to the teacher, give ideas and make notes about the subject. 2. SS discuss what they think it means. 3. SS are asked if they can think of any laws in their country which they would like to change or abolish.
2-босқич PART II (55 min-s)	<ol style="list-style-type: none"> 2.1. T focuses on the instructions and gets SS to discuss the title of the article and elicit from the class what they think it might be about. T focuses 	<ol style="list-style-type: none"> 2.1. Then SS open the discussion to the whole class. 2.2. SS should point out to

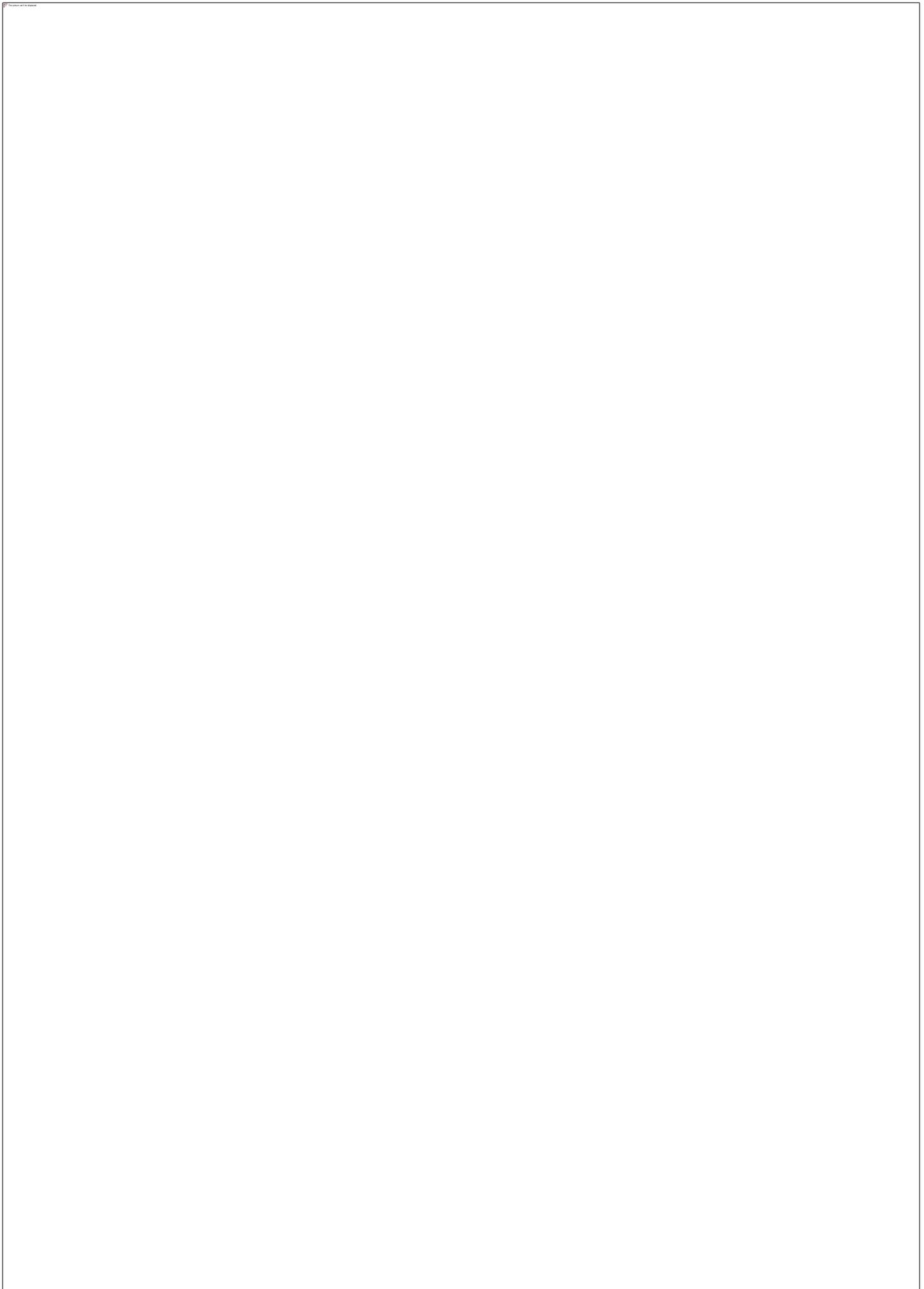
	<p>on the SS attention to the task and the laws.</p> <p>2.2. Teacher set a time limit for SS to read the article and find out if they guessed correctly. T highlights that they have to mark some of the statements DS (doesn't say) as there are things not mentioned in the article. T checks answers.</p> <p>2.3. T focuses SS to LEXIS IN CONTEXT. T points out that some of these phrasal verbs have more than one meaning so SS should focus on the meaning of the verb as it is used in the article. T checks answers.</p> <p>2.4. GRAMMAR. T focuses on the task and the pairs of sentences. Teacher gives SS time to discuss each pair with a partner. If necessary, reminds them of the meaning of 'a difference in register', i.e. in the level of formality or informality.</p>	<p>that this text is about policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people</p> <p>2.3. SS focus on the meaning of the verb as it is used in the article and do the exercise.</p> <p>2.4. SS focuses on the instructions and the gist task. There are areas where there are small differences in meaning and register, e.g. between <i>have to</i> and <i>have got to</i>, or between <i>should</i> and <i>had better</i>, <i>don't need to</i> and <i>needn't</i>, etc.</p>
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>1. T divides the class into teams with at least four SS in each team. Focus on the task and the quiz questions. Set a time limit.</p> <p>2. When the time limit is up, tell SS to go to Communicatio n QI quiz. A on p. 117, B on p. 119 to</p>	<p>3.1. SS do <i>QI quiz</i> and then check teir answers. Whole group discuss their answers together .</p>

	check their answers. Get feedback to find out which teams answered the most questions correctly, and which answers SS were surprised by.	
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Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 9

Teacher's name: _____ Course type: Developing/ Review

Course name: Integrated skills _____ Room: _____

Date: _____

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулотининг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: City delight. City descriptions Phrasal verbs, Particles REVIEW
Ўқув машғулотининг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 9. to introduce the vocabulary related to health and medicine. 10. to introduce into word building, adding prefixes to change the meaning of a word	
Педагогик вазифалар: Objectives: 11. to get acquainted with the words connected with health and medicine 12. to explain types of different rules 13. to discuss the world of medicine 14. to give definitions to the words	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 15. to tell the words related to health and medicine 16. to explain the types of different rules 17. to discuss the medicine 18. to give definitions to the words 19. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари	New English File, Hot English

Materials used	
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion) Written check

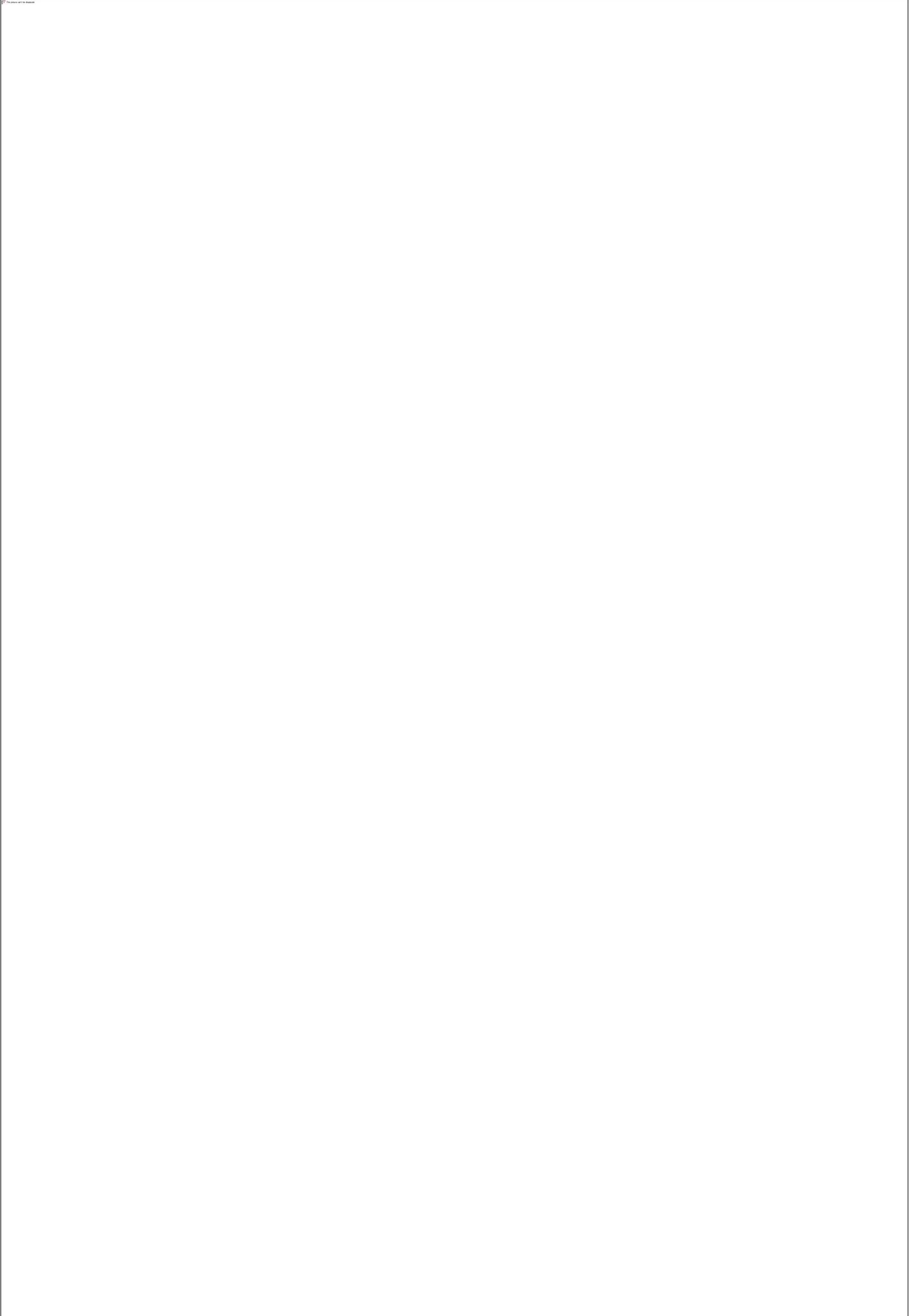
Ўқув машғулотининг технологик харитаси

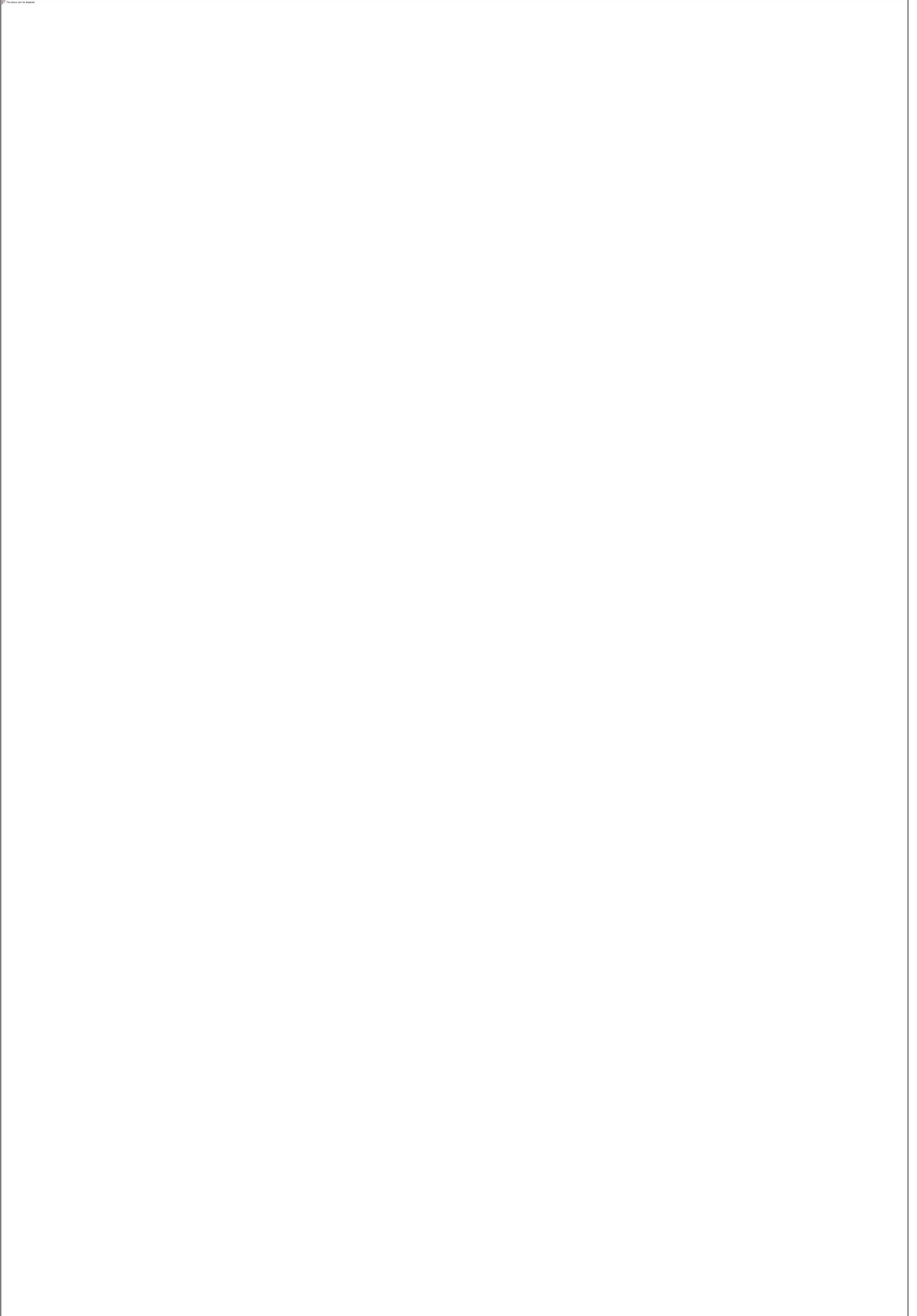
DETAILED PROCEDURE OF THE LESSON

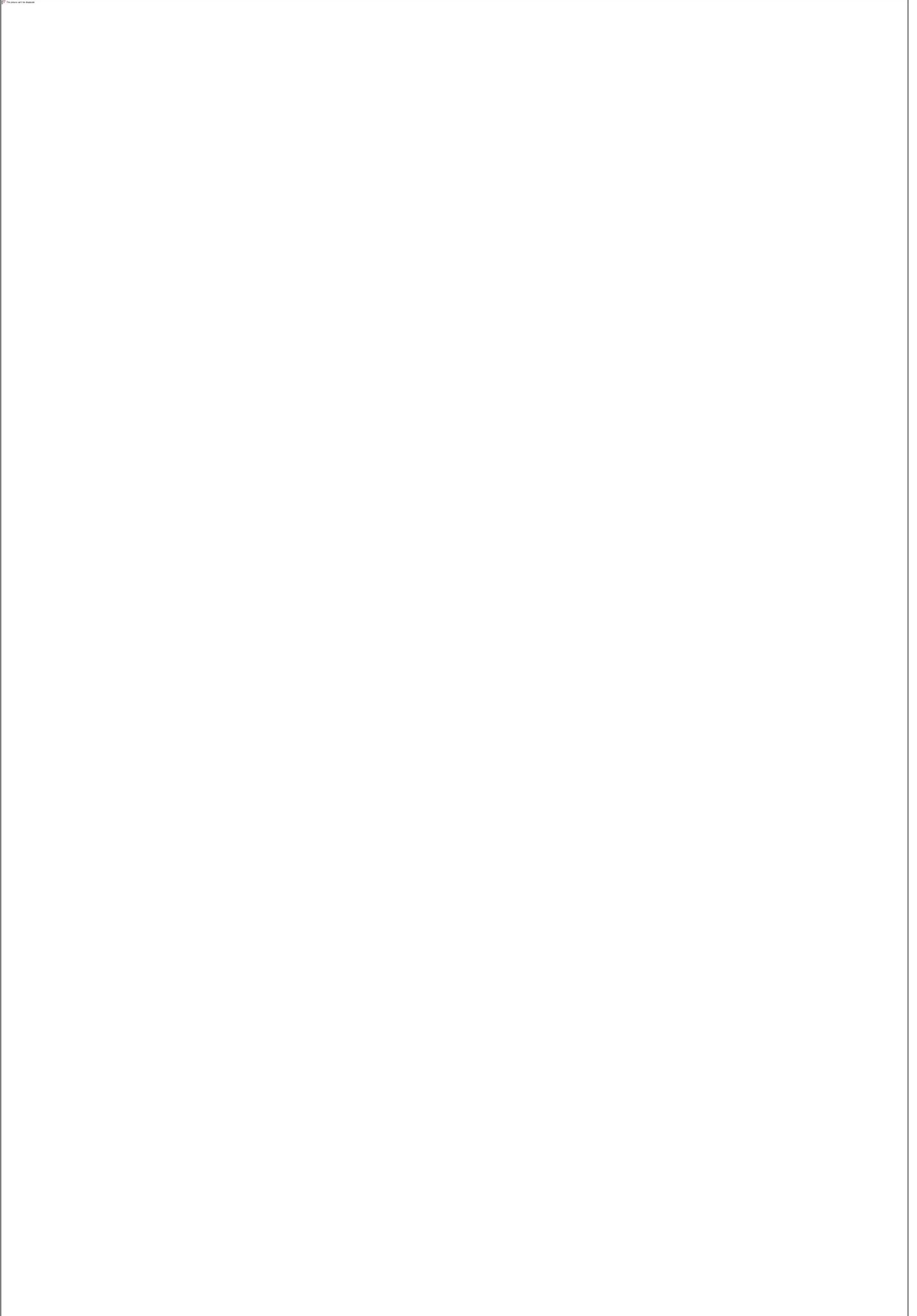
Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<p>20. T greets the students. Then she explains the policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people by brainstorming.</p> <p>21. T writes the quote at the top of the board 'Nanny state' and ask SS if any of them know what the expression refers to, or if they can guess. T helps SS by asking what a nanny does (= take care of children, teach them how to behave). • Then give SS a few minutes to read the definition and, with a partner, to summarize what it means.</p>	<p>22. Students will listen to the teacher, give ideas and make notes about the subject.</p> <p>23. SS discuss what they think it means.</p> <p>24. SS are asked if they can think of any laws in their country which they would like to change or abolish.</p>
2-босқич	2.1. T focuses on the instructions and gets SS to discuss the title of the article and elicit from the	2.1. Then SS open the discussion to the whole class.

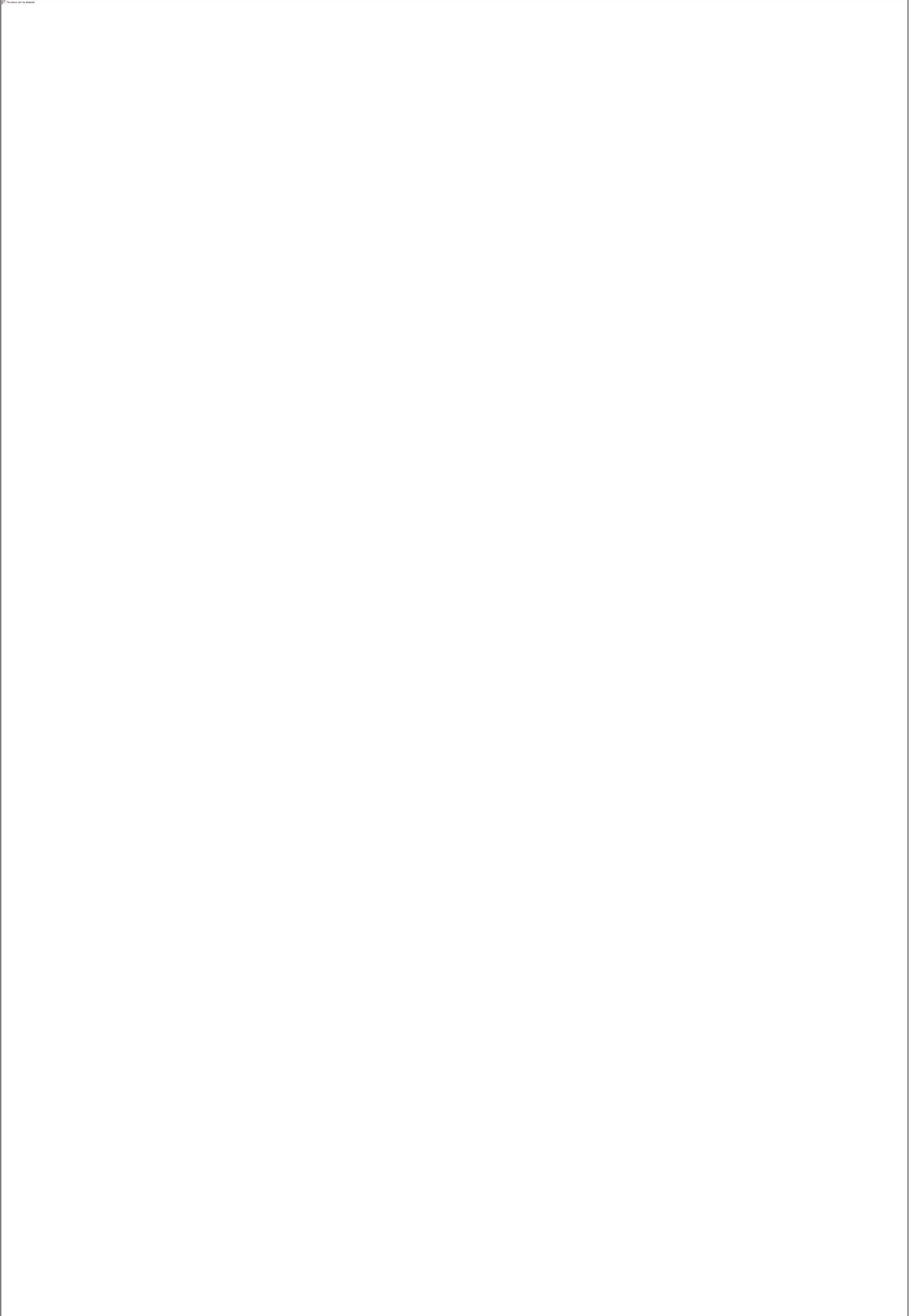
<p>PART II (55 min-s)</p>	<p>class what they think it might be about. T focuses on the SS attention to the task and the laws.</p> <p>2.2. Teacher set a time limit for SS to read the article and find out if they guessed correctly. T highlights that they have to mark some of the statements DS (doesn't say) as there are things not mentioned in the article. T checks answers.</p> <p>2.3. T focuses SS to LEXIS IN CONTEXT. T points out that some of these phrasal verbs have more than one meaning so SS should focus on the meaning of the verb as it is used in the article. T checks answers.</p> <p>2.4. GRAMMAR. T focuses on the task and the pairs of sentences. Teacher gives SS time to discuss each pair with a partner. If necessary, reminds them of the meaning of 'a difference in register', i.e. in the level of formality or informality.</p>	<p>2.2. SS should point out to that this text is about policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people</p> <p>2.3. SS focus on the meaning of the verb as it is used in the article and do the exercise.</p> <p>2.4. SS focuses on the instructions and the gist task. There are areas where there are small differences in meaning and register, e.g. between <i>have to</i> and <i>have got to</i>, or between <i>should</i> and <i>had better</i>, <i>don't need to</i> and <i>needn't</i>, etc.</p>
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>1. T divides the class into teams with at least four SS in each team. Focus on the task and the quiz questions. Set a time limit.</p> <p>2. When the time limit is up, tell SS to go to Communicatio</p>	<p>3.1. SS do <i>QI quiz</i> and then check teir answers. Whole group discuss their answers together .</p>

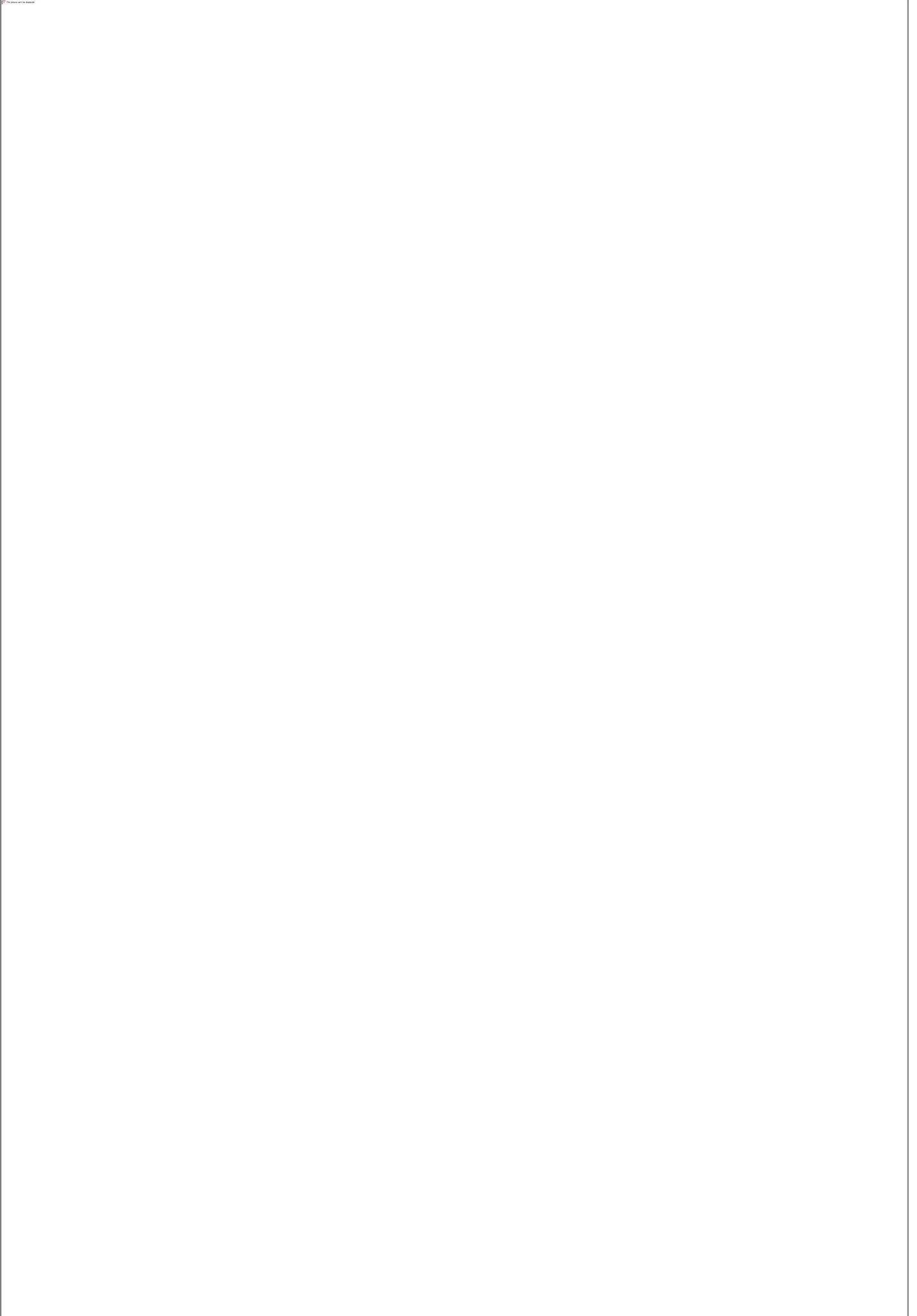
	<p>n <i>QI quiz</i>. A on p. 117, B on p. 119 to check their answers. Get feedback to find out which teams answered the most questions correctly, and which answers SS were surprised by.</p>	
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Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 10

Teacher's name: _____ Course type: Developing/ Review

Course name: Integrated skills _____ Room: _____

Date: _____

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулотининг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: UNIT 4 4A History goes to the movies 4B Help yourself. Discourse markers
Ўқув машғулотининг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 9. to introduce the words connected with films 10. to introduce into a topic and the world of movies	
Педагогик вазифалар: Objectives: 11. to get acquainted with the words connected with movies 12. to explain movie types 13. to discuss the world of cinematography 14. to give definitions to the words	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 15. to tell the words related to movies 16. to explain the movie types 17. to discuss the cinematography 18. to give definitions to the words 19. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English

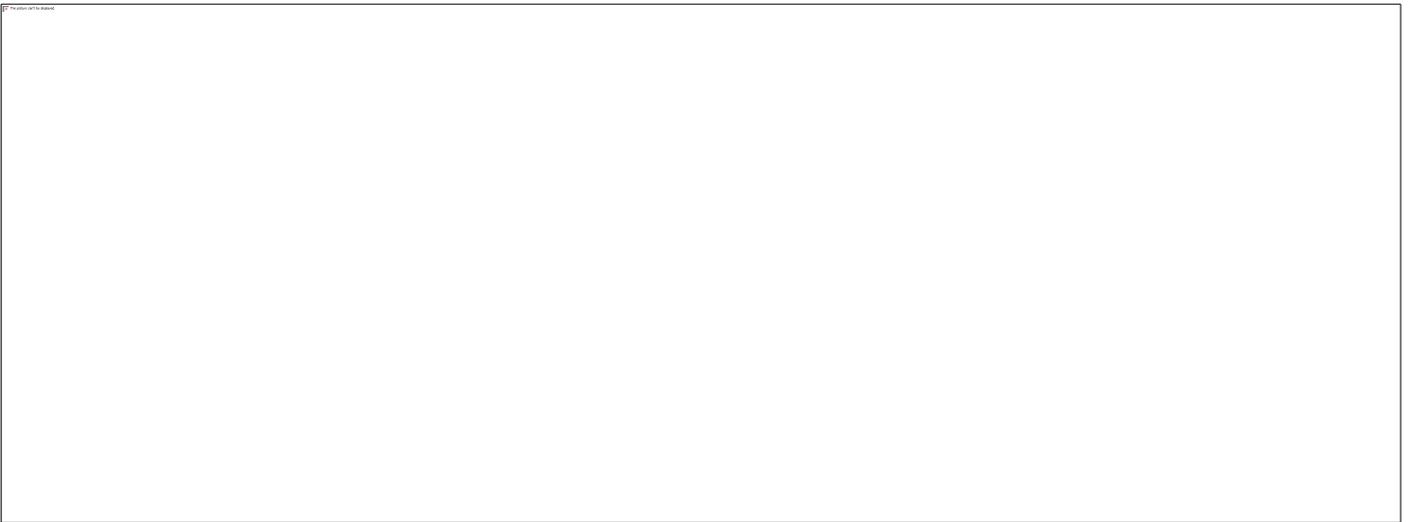
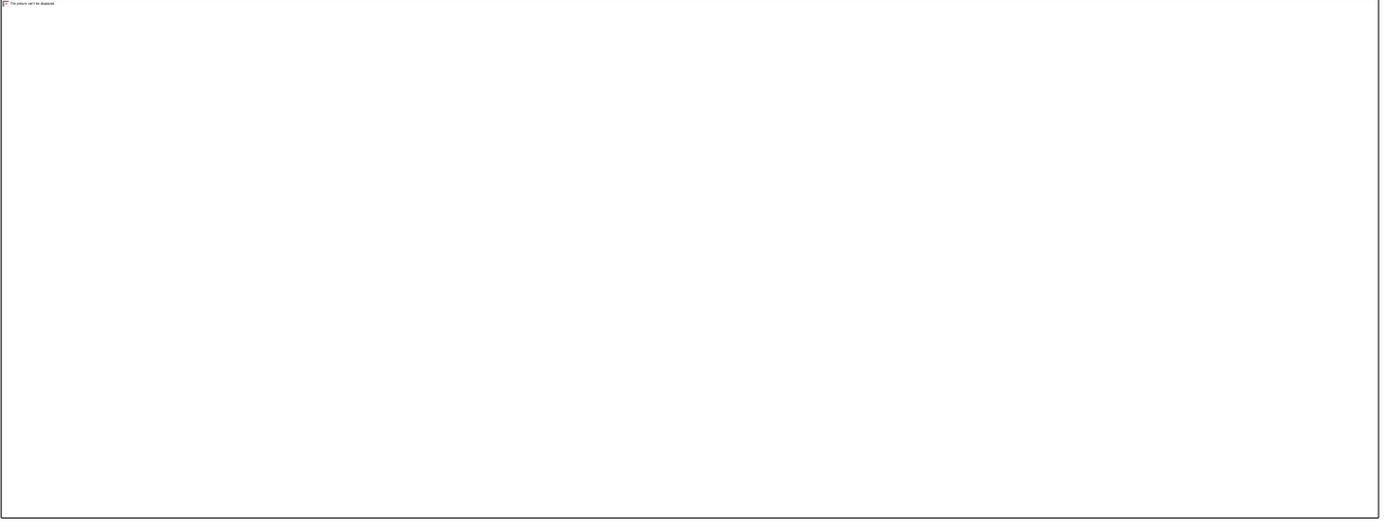
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion) Written check

Ўқув машғулотининг технологик харитаси

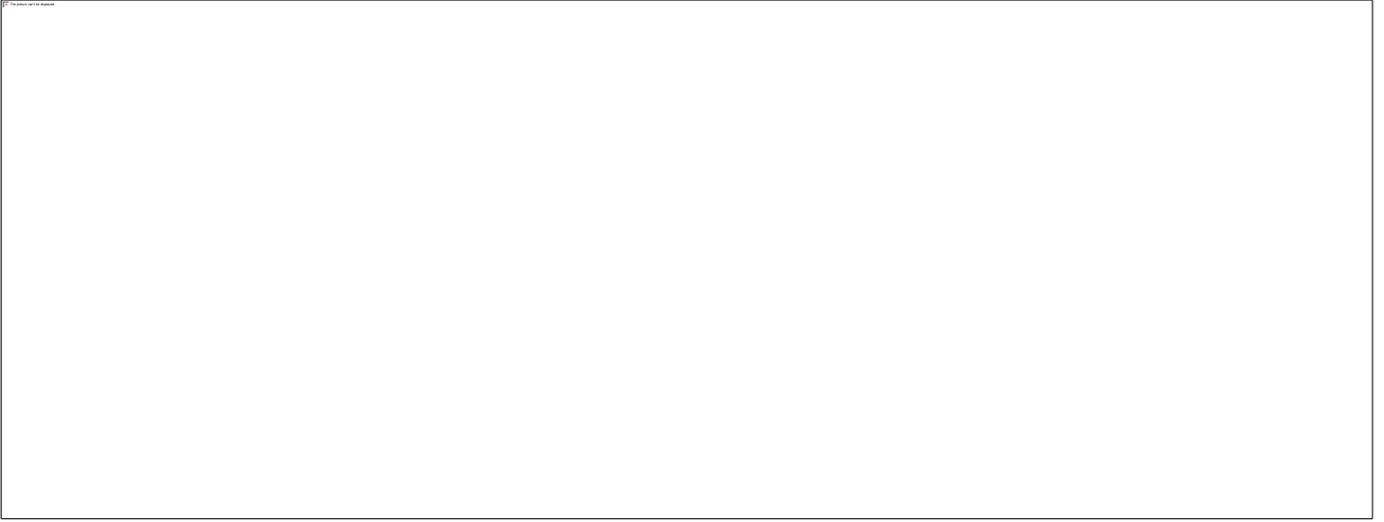
DETAILED PROCEDURE OF THE LESSON

Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<p>20. T greets the students. Then she explains the movie types by brainstorming</p> <p>21. T writes the quote at the top of p.52 on the board (books closed) and the name of the author or gets SS to open their books and read it.</p> <p>22. T elicits that the film Gone with the Wind, which is set in the American Civil War (1861-1865)</p>	<p>23. Students will listen to the teacher, give ideas and make notes about the subject.</p> <p>24. SS discuss what they think it means. SS are asked if they think films tend to glamorize war or not, and elicit examples.</p> <p>25. SS tell that it has a famous scene where the heroine, who no longer has any beautiful clothes, makes a dress out of a curtain.</p>
2-босқич PART II (55 min-s)	<p>2.1. T focuses on the instructions and gets SS to discuss the films with a partner. Finally, tell them that in general a film is considered historical when it is based on a real event, or is set in a historical</p>	<p>2.1. Then SS open the discussion to the whole class. focusing on the three photos of film scenes and SS tell if they have seen any of the films and remember the scenes;</p>

	<p>period, so by these criteria all the films given are historical,</p> <p>2.2. Teacher focuses on section 2 People and events and gets SS to do a and b individually or in pairs. Check answers and elicit / model the pronunciation of tricky words as necessary.</p> <p>2.3. T focuses ss to READING. T does this as an open-class question and elicits opinions.</p> <p>2.4. LISTENING & SPEAKING Teacher does this as an open-class question and elicit opinions from SS.</p>	<p>2.2. SS should point out to that this text is in American English</p> <p>2.3. SS focus on the question. Setting a time limit SS to read the text once. Get SS to compare with a partner and then check answers.</p> <p>2.4. SS focuses on the instructions and the gist task. SS say that Joseph Roquemore is the author of History Goes to the Movies. If SS come up with a lot of the things they think were inaccurate, T could write them on the board,</p>
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>3.1. T puts SS into small groups of three or four and focuses on the task. Then she gives SS time to choose what they want to role-play specific film. T monitors and helps with any words or phrases SS need.</p>	<p>3.1. SS take turns to role-play on the subject they made notes on. The student opening the roleplay acts out ,others guess whom is he playing. Then the rest of the group give their opinion and the roleplay ensues.</p>







Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
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10. www.oup.com/elt/englishfile/advanced
11. Hot English Skills booklet, Advanced (C1) 2012-2013
12. www.hotenglishmagazine.com

LESSON PLAN 11

Teacher's name:

Course type: Developing/ Review

Course name: Integrated skills

Room:

Date:

<p>Вакт: 2 соат.</p> <p>Length: 2 hours</p>	<p>Талабаларсони:</p> <p>Number of students: 12-16</p>
<p>Ўқувмашғулотинингшаклватури</p> <p>Type of the lesson</p> <p>Practical</p>	<p>Кириш маърузаси:</p> <p>Topic of the lesson: Work time: Idiomatic expression Asking for a little can go a long way Verb+object +infinitive or gerund</p>
<p>МаърузарежасиЎқувмашғулотинингтузилиши</p> <p>Procedure/ Lessonoutline</p>	<p>1.organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion</p>
<p>Ўқув машғулотининг мақсади:</p> <p>Lessonaims:</p> <p>13. to introduce the words connected with work time 14. to introduce into a topic and the world of idiomatic expressions</p>	
<p>Педагогиквазифалар:</p> <p>Objectives:</p> <p>15. to get acquainted with the words connected with work 16. to explain idiomatic expressions 17. to discuss the world of oneself 18. to give definitions to the words</p>	<p>Ўқувфаолиятинингнатижалари</p> <p>Learning outcomes:</p> <p>By the end of the lesson the Ss will be able...</p> <p>19. to tell the words related to work 20. to explain the idiomatic expressions 21. to discuss the world of work 22. to give definitions to the words 23. to evaluate their level of proficiency</p>
<p>Таълим усуллари</p> <p>Task types</p>	<p>ice-breaking, discussion, filling in the gaps</p>
<p>Таълим шакли</p>	<p>individual, pair work, small group work, team work, whole class</p>

Interaction patterns	
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулоти нинг технологияси

DETAILED PROCEDURE OF THE LESSON

Ишбосқичларива вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students then she explains the world of work by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T concentrates attention to the excuses analysis. 2.2. Teacher puts SS into pairs and focus on the task. First, he tells them to decide if they think the pictures of jobs and definitions match or not. 2.3. T checks the word collocations to be correctly done by ss placing them in groups A and B. 2.4. T focuses on the part of speech exercise.	2.1. SS try to read an act out the excuses for not going to work. 2.2. SS tell if they agree whether the definitions and phrasal verbs match with the pictures. 2.3. In pairs students circle the boxes with collocations. 2.4. SS should fill in the gaps connected with the parts of speech.
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task of role play the situation.	3.1. SS take turns to open the role play about the excuses for not going to the work. Then they will write down the task to be done at home.

Task

You're going to be interviewed about your job. If you don't have a job at present, or if you're studying or looking for one, simply invent a job. Look through the list of questions and think how you'd answer any of them. When you're ready, get together in pairs and interview one another.

Basic interview questions

1. What do you do?
2. What are your strengths / weaknesses?
3. What do you like/dislike about your job?
4. How and why did you get into this profession?
5. Where would you like to be in five years from now?
6. What attracted you to the company where you work?
7. What is your personal mission statement?
8. What are three positive things your boss would say about you?
9. What is your biggest regret and why?
10. What are the conditions like (stress, pace, physical comfort, travel, environment, relocation, hours, routine, etc.) where you work?
11. What does the future hold in store for people in your profession?
12. What mistakes have you made at work? What did you learn from them?
13. What was the last project you headed up, and what was its outcome?
14. What are you looking for in terms of career development?
15. How do you want to improve yourself over the next few years?
16. What goals do you have in mind with regards to your job?
17. What are some of your proudest achievements?

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
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12. www.hotenglishmagazine.com

LESSON PLAN 12

Teacher's name:

Course type: Developing/ Review

Course name: Integrated skills

Room:

Date:

<p>Вакт: 2 соат.</p> <p>Length: 2 hours</p>	<p>Талабаларсони:</p> <p>Number of students: 12-16</p>
<p>Ўқувмашфулотинингшаклватури</p> <p>Type of the lesson</p> <p>Practical</p>	<p>Кириш маърузаси:</p> <p>Topic of the lesson: 4C Can't live without it. Conditional sentences Phone language. The language of persuasion</p>
<p>МаърузарежасиЎқувмашфулотинингтузилиши</p> <p>Procedure/ Lesson outline</p>	<p>1.organizational moment</p> <p>2. warming-up activity</p> <p>3. the main part of the lesson</p> <p>4. conclusion</p>
<p>Ўқув машфулотининг мақсади:</p> <p>Lessonaims:</p> <p>13. to introduce the words connected with the things they can't live without</p> <p>14. to introduce into a topic and the world of technology</p>	
<p>Педагогиквазифалар:</p> <p>Objectives:</p> <p>15. to get acquainted with the words connected with phone language</p> <p>16. to discuss the world of oneself</p> <p>17. to give definitions to the words</p>	<p>Ўқувфаолиятинингнатижалари</p> <p>Learning outcomes:</p> <p>By the end of the lesson the Ss will be able...</p> <p>18. to tell the words related to phone language</p> <p>19. to explain the addiction types</p> <p>20. to give definitions to the words</p> <p>21. to evaluate their level of proficiency</p>
<p>Таълим усуллари</p> <p>Task types</p>	<p>ice-breaking, discussion, filling in the gaps</p>
<p>Таълим шакли</p> <p>Interaction patterns</p>	<p>individual, pair work, small group work, team work, whole class</p>

Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологиясига хараитаси

DETAILED PROCEDURE OF THE LESSON

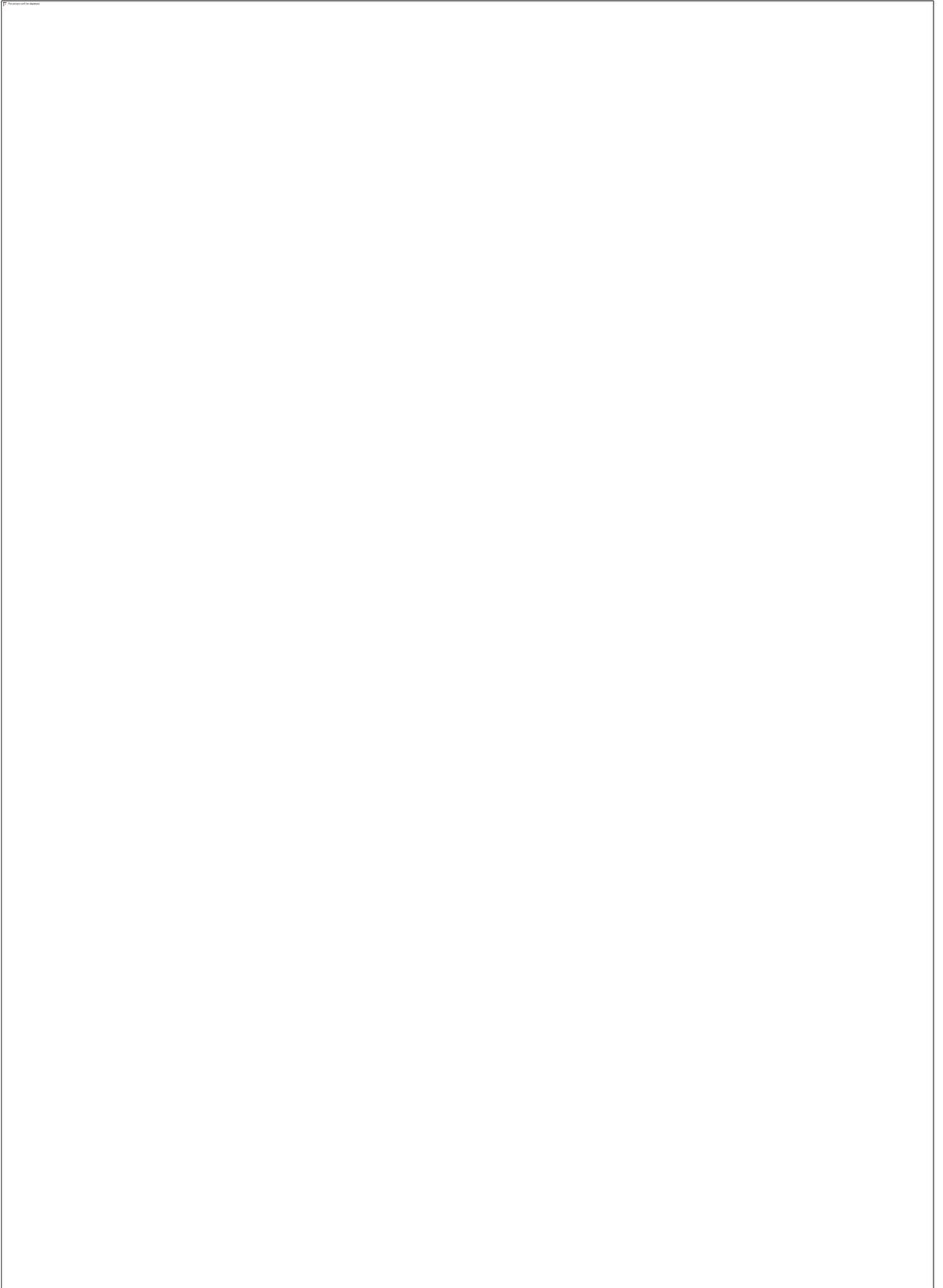
Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again as necessary.	2.1. SS try to answer the question. And do the phone quiz. 2.2. SS tell if they agree whether they addicted to the mobile phone or not. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of	3.1. SS take turns to discuss their addictive habits.

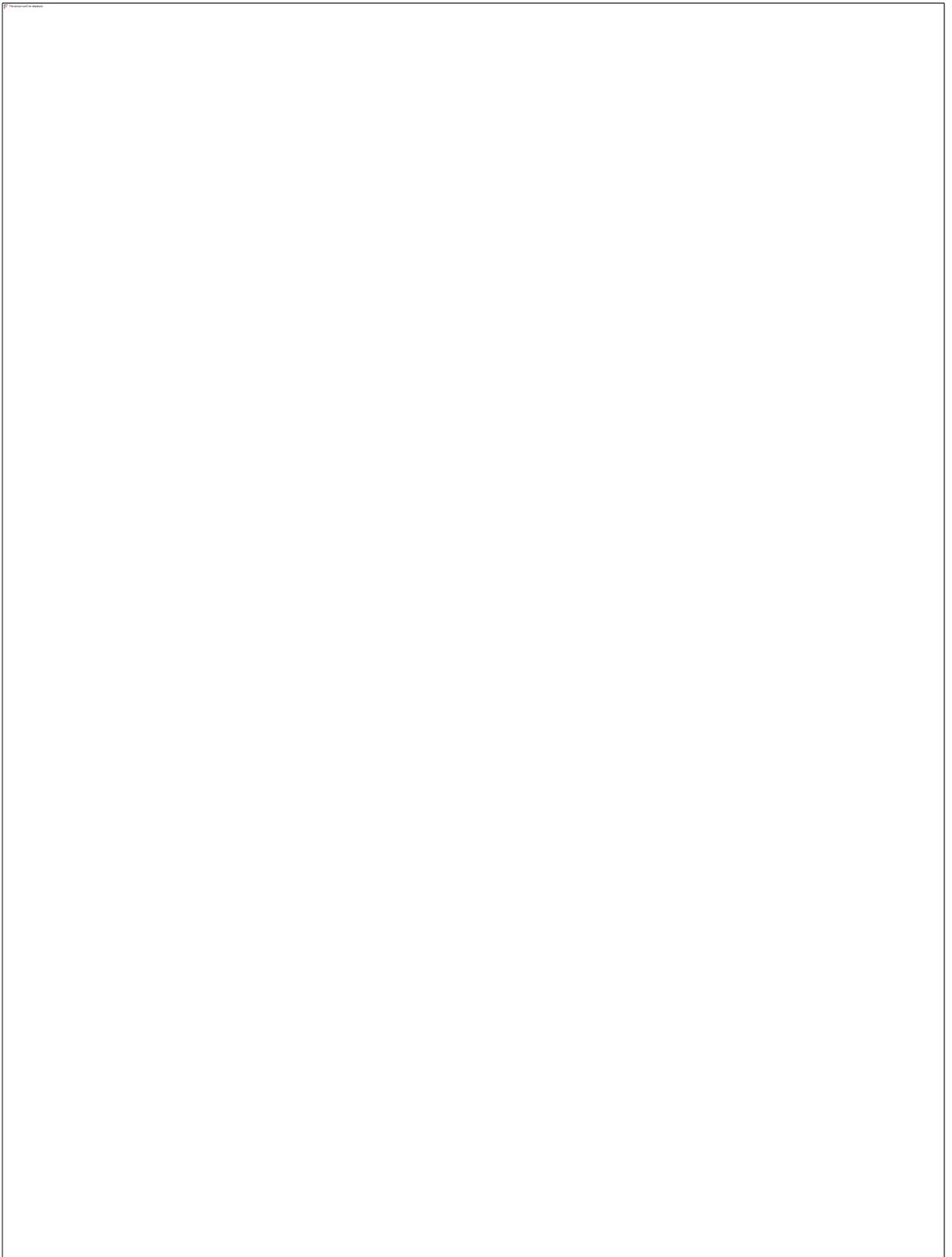
	addiction they have.	
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Empty rectangular box for notes or drawing.







Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
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9. www.hotenglishmagazine.com
10. www.oup.com/elt/englishfile/advanced
11. Hot English Skills booklet, Advanced (C1) 2012-2013
12. www.hotenglishmagazine.com

LESSON PLAN 13

Teacher's name: _____ Course type: Developing/ Review

Course name: Integrated skills _____ Room: _____

Date: _____

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулотининг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Unit 55A Word formation prefixes 5B Place and Movement
Ўқув машғулотининг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 13. to introduce the vocabulary related to health and medicine. 14. to introduce into word building, adding prefixes to change the meaning of a word	
Педагогик вазифалар: Objectives: 15. to get acquainted with the words connected with health and medicine 16. to explain types of different rules 17. to discuss the world of medicine 18. to give definitions to the words	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 19. to tell the words related to health and medicine 20. to explain the types of different rules 21. to discuss the medicine 22. to give definitions to the words 23. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли	individual, pair work, small group work, team

Interaction patterns	work, whole class
Таълим воситалари	New English File, Hot English
Materials used	
Таълим бериш шароити	board, OHP, tape-recorder, CD-player, posters, handouts
Equipment/ aids used	
Мониторинг ва баҳолаш	Oral check (participation in discussion)
Types of assessment	Written check

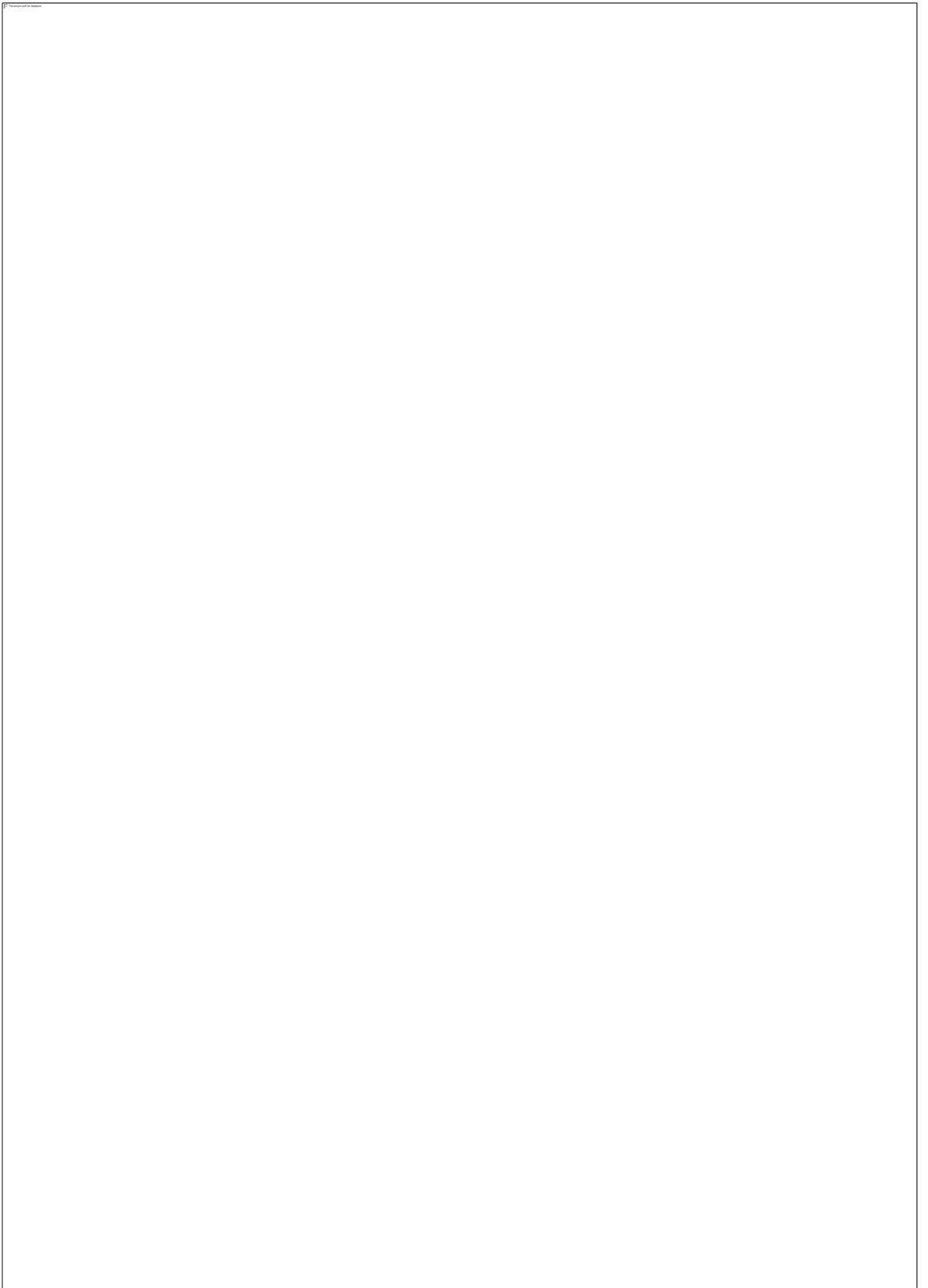
Ўқув машғулотининг технологик харитаси

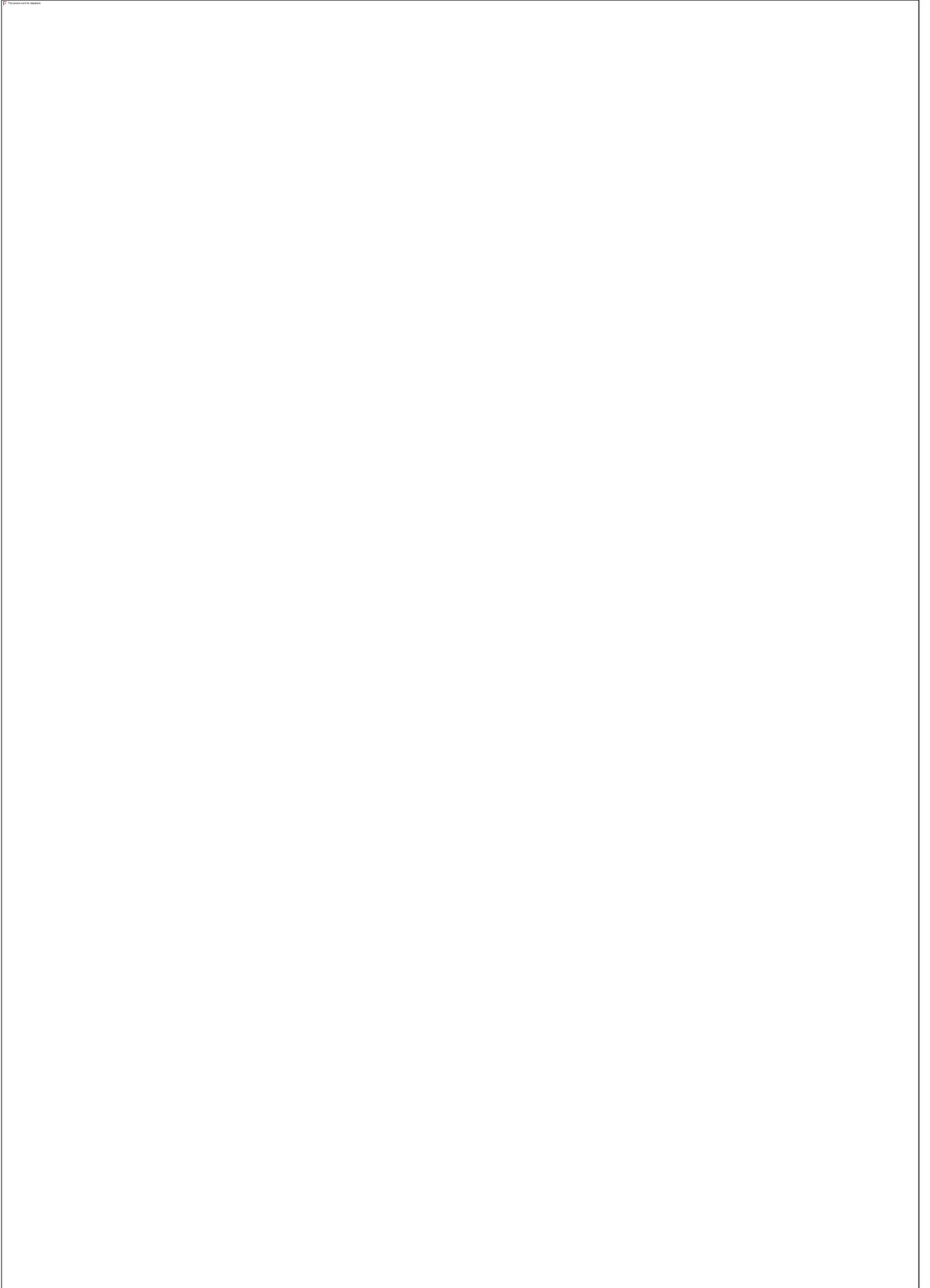
DETAILED PROCEDURE OF THE LESSON

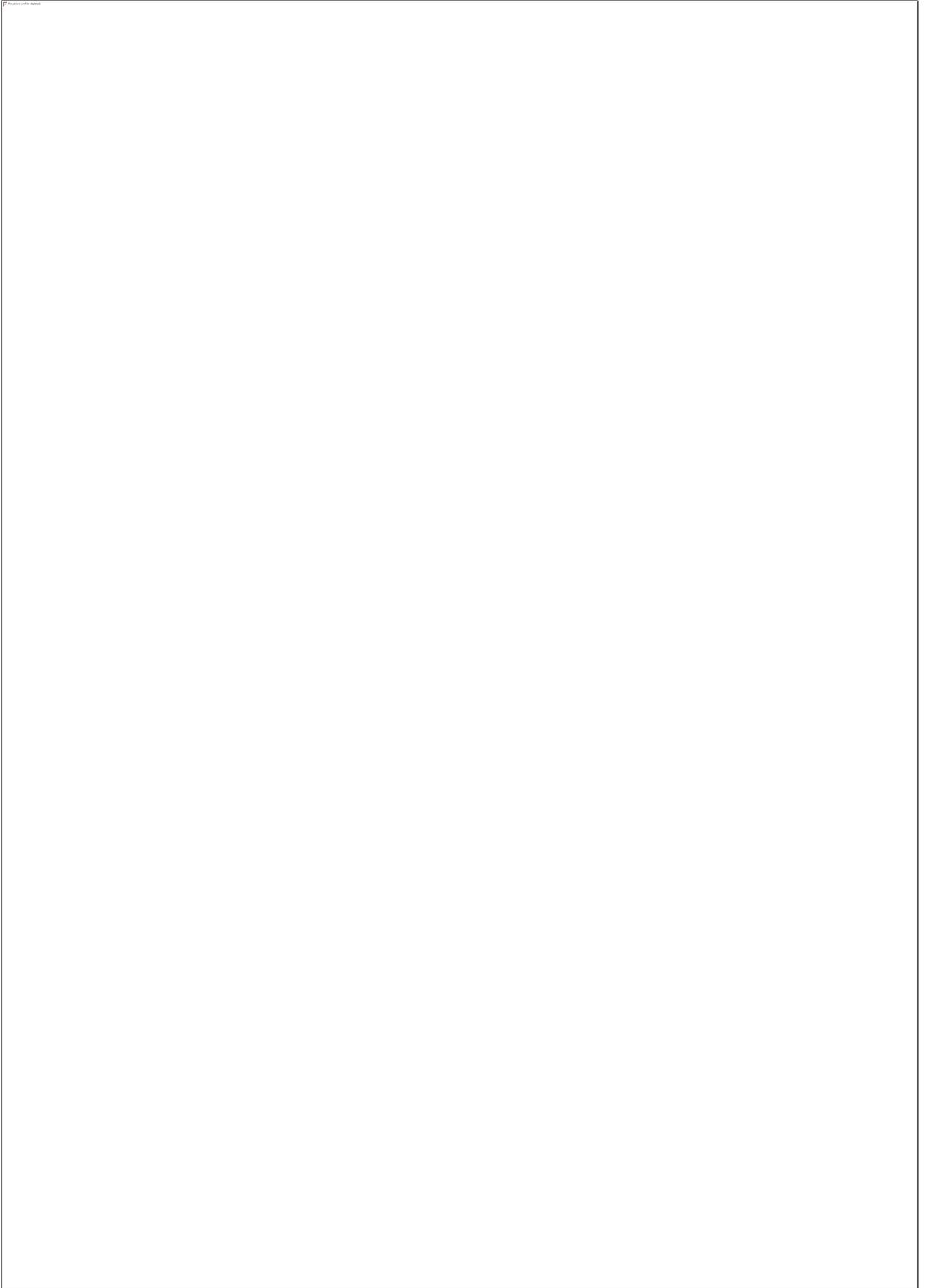
ИШБОСҚИЧЛАРИ ВА ВАҚТИ STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<p>24. T greets the students. Then she explains the policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people by brainstorming.</p> <p>25. T writes the quote at the top of the board 'Nanny state' and ask SS if any of them know what the expression refers to, or if they can guess. T helps SS by asking what a nanny does (= take care of children, teach them how to behave). • Then give SS a few minutes</p>	<p>26. Students will listen to the teacher, give ideas and make notes about the subject.</p> <p>27. SS discuss what they think it means.</p> <p>28. SS are asked if they can think of any laws in their country which they would like to change or abolish.</p>

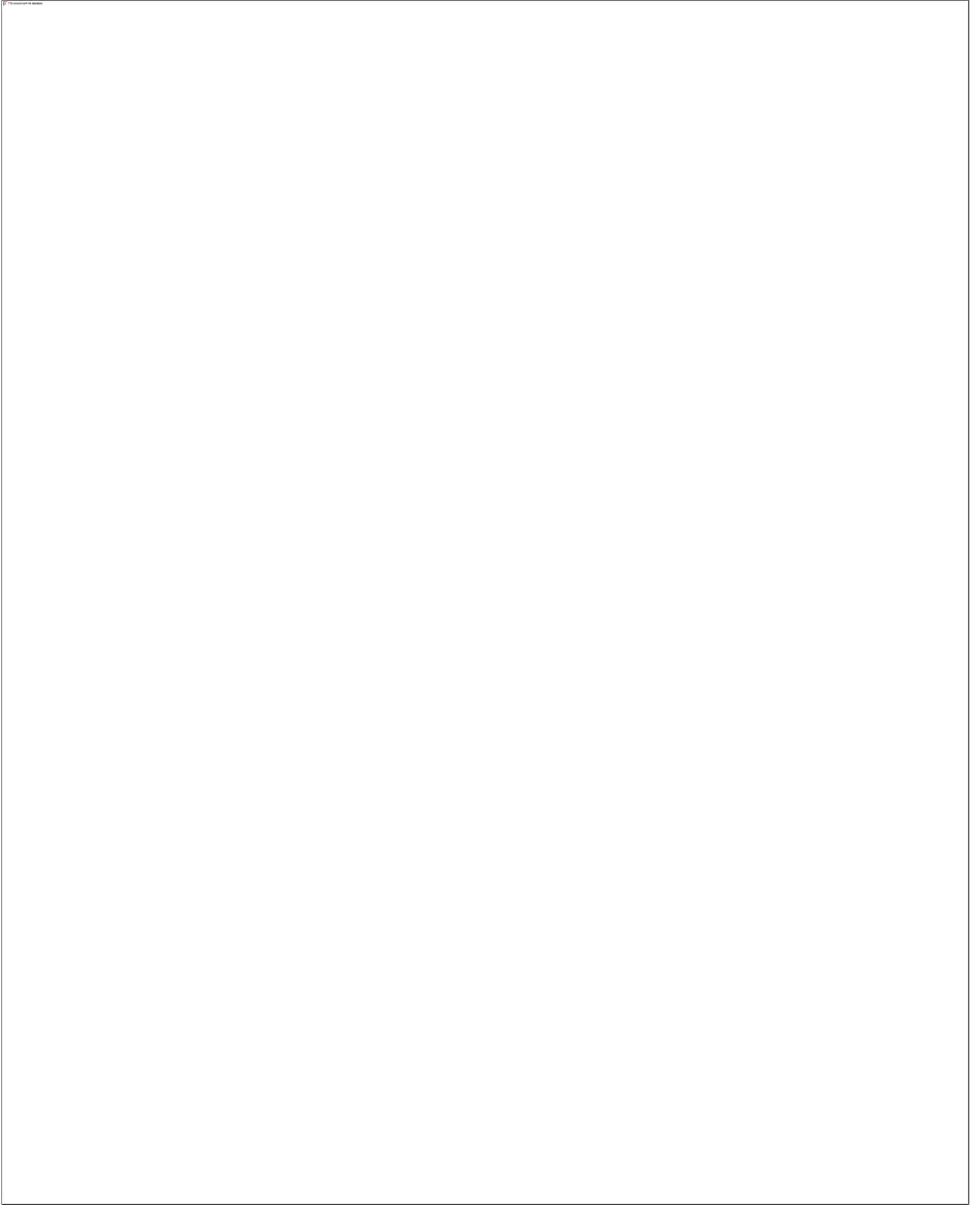
	<p>to read the definition and, with a partner, to summarize what it means.</p>	
<p>2-босқич</p> <p>PART II (55 min-s)</p>	<p>2.1. T focuses on the instructions and gets SS to discuss the title of the article and elicit from the class what they think it might be about. T focuses on the SS attention to the task and the laws.</p> <p>2.2. Teacher set a time limit for SS to read the article and find out if they guessed correctly. T highlights that they have to mark some of the statements DS (doesn't say) as there are things not mentioned in the article. T checks answers.</p> <p>2.3. T focuses SS to LEXIS IN CONTEXT. T points out that some of these phrasal verbs have more than one meaning so SS should focus on the meaning of the verb as it is used in the article. T checks answers.</p> <p>2.4. GRAMMAR. T focuses on the task and the pairs of sentences. Teacher gives SS time to discuss each pair with a partner. If necessary, reminds them of the meaning of 'a difference in register', i.e. in the level of formality or informality.</p>	<p>2.1. Then SS open the discussion to the whole class.</p> <p>2.2. SS should point out to that this text is about policies where the state is characterized as being excessive in its desire to protect or control particular aspects of society or groups of people</p> <p>2.3. SS focus on the meaning of the verb as it is used in the article and do the exercise.</p> <p>2.4. SS focuses on the instructions and the gist task. There are areas where there are small differences in meaning and register, e.g. between <i>have to</i> and <i>have got to</i>, or between <i>should</i> and <i>had better</i>, <i>don't need to</i> and <i>needn't</i>, etc.</p>

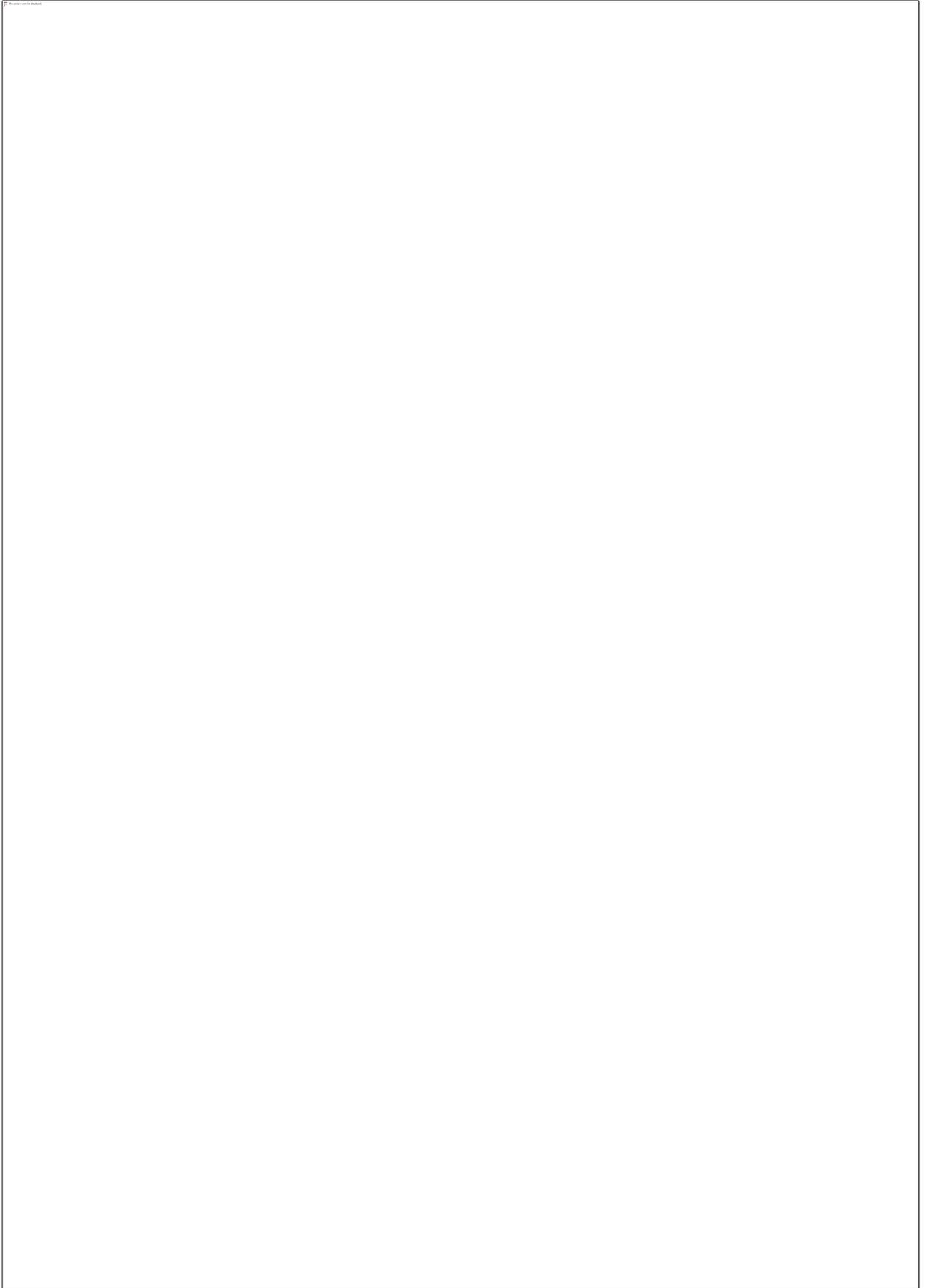
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<ol style="list-style-type: none"> 1. T divides the class into teams with at least four SS in each team. Focus on the task and the quiz questions. Set a time limit. 2. When the time limit is up, tell SS to go to Communication QI quiz. A on p. 117, B on p. 119 to check their answers. Get feedback to find out which teams answered the most questions correctly, and which answers SS were surprised by. 	<p>3.1. SS do <i>QI quiz</i> and then check their answers. Whole group discuss their answers together .</p>











Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 14

Teacher's name:

Course type: Developing/ Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти шакли Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Advert alert. Advertising Collocations. Telephone English II
Ўқув машғулоти шакли Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти мақсади: Lesson aims: 9. to introduce the advertising 10. to introduce into a topic and the world of advert	
Педагогик вазифалар: Objectives: 11. to get acquainted with the adverts 12. to discuss the world of advertising 13. to give definitions to the words	Ўқув фаолияти натижалари Learning outcomes: By the end of the lesson the Ss will be able... 14. to tell about adverts 15. to discuss the world of advertising 16. to give definitions to the words 17. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари	New English File, Hot English

Materials used	
Таълимберишшароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторингвабаҳолаш Types of assessment	Oral check (participation in discussion)

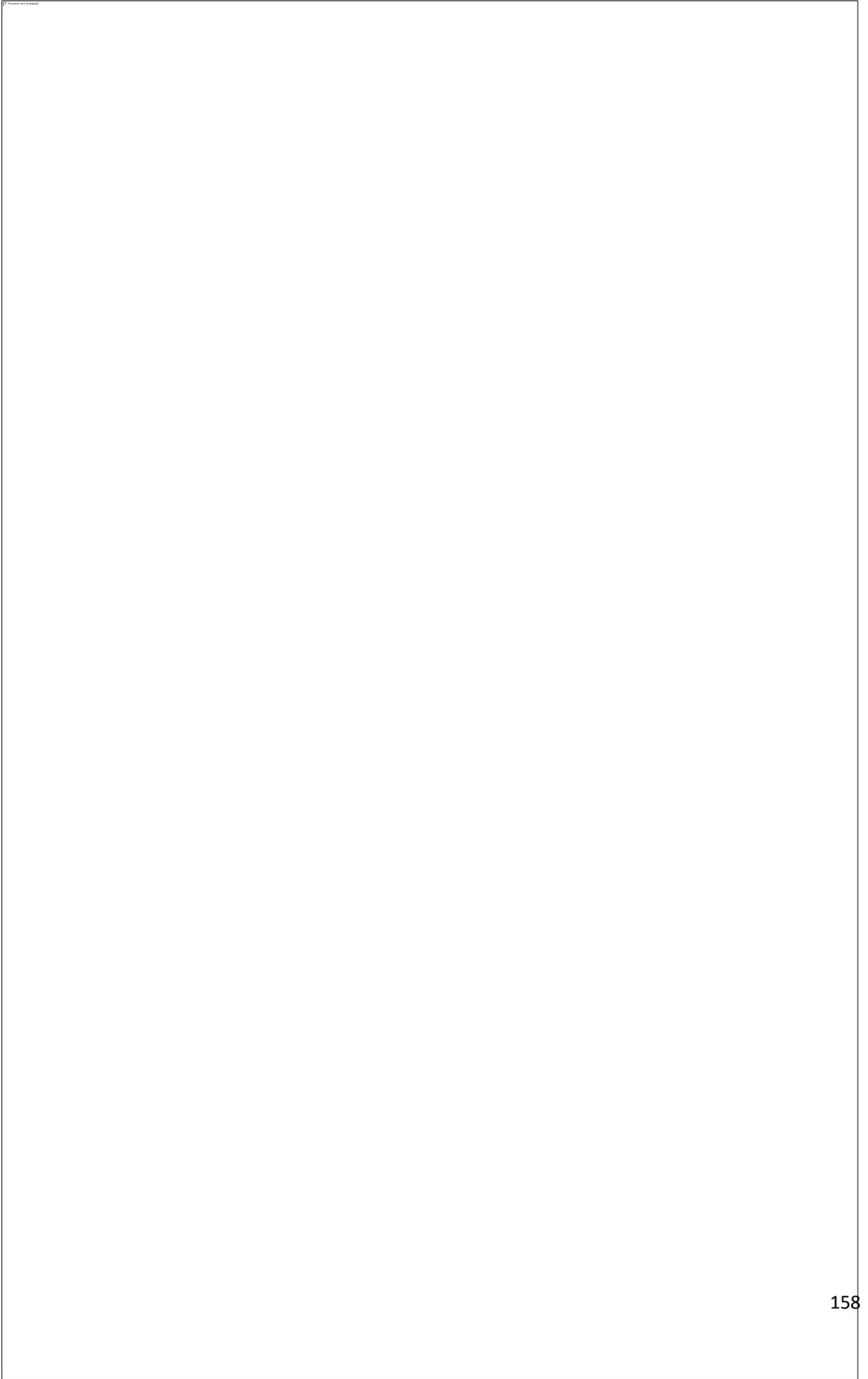
Ўқувмашғулотинингтехнологикхаритаси

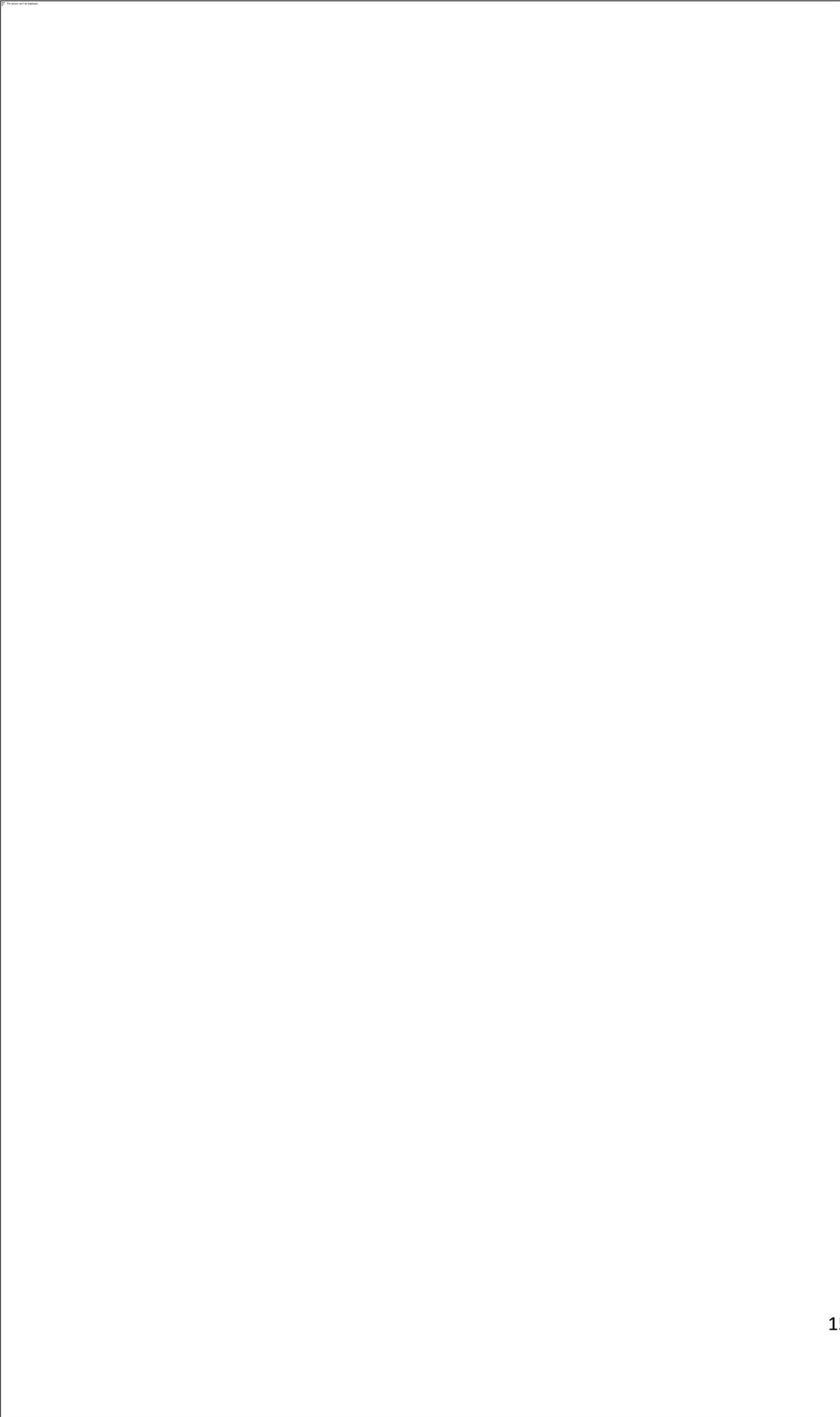
DETAILED PROCEDURE OF THE LESSON

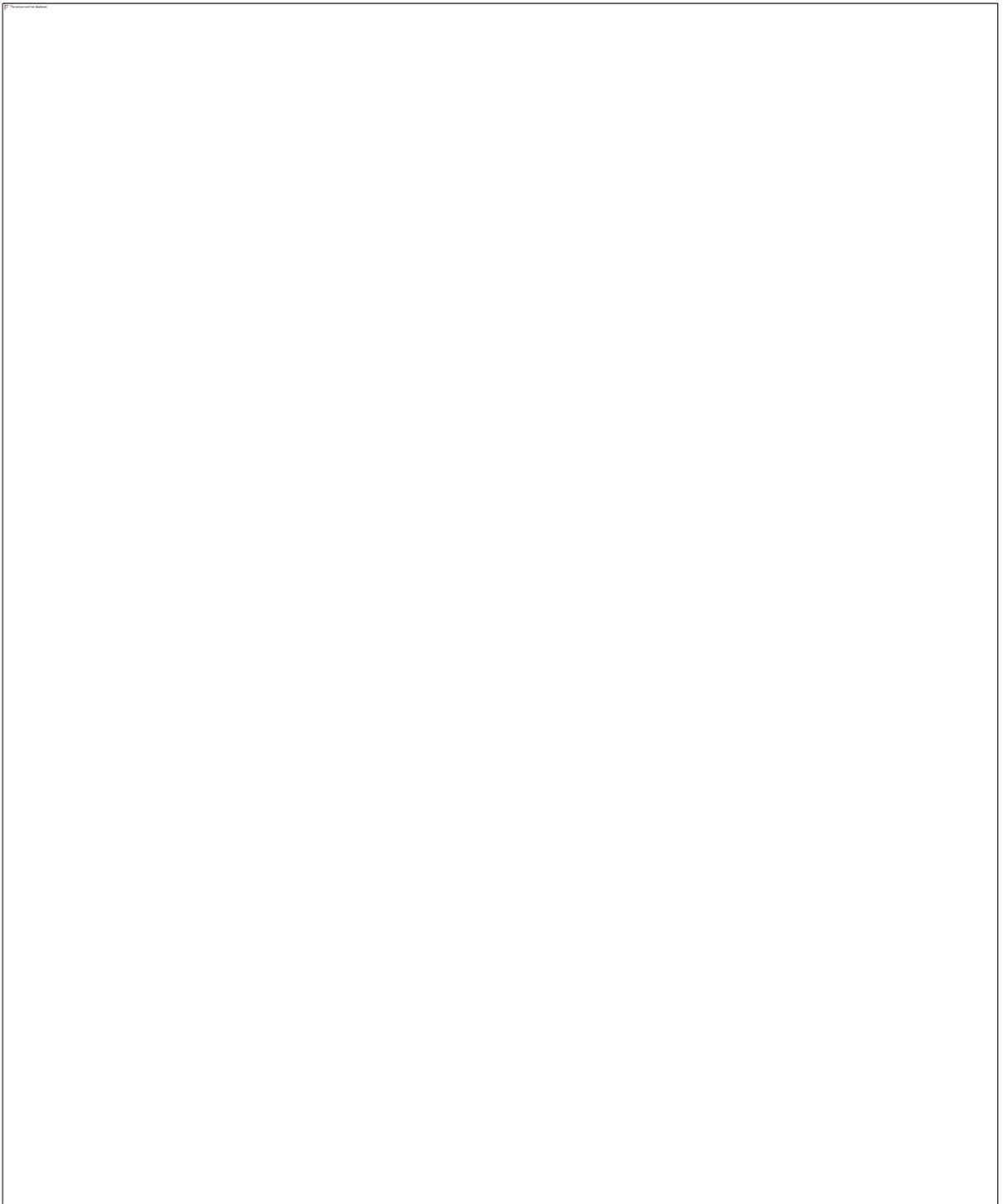
Ишбосқичларивақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<p>1. T greets the students and The topic of this lesson is advert alert. Advertising</p> <p>T focuses on the lesson title and elicit two possible meanings (serve yourself food or do something to improve yourself).</p> <p>1. Get SS to read the quote at the top of p. 56. Elicit / explain the meaning of kleptomaniac (= a person who cannot stop himself from stealing) and get SS to discuss what they think the quote means.</p> <p>2. Elicit / explain that it is a play on words, and that the first helps himself = serves himself (as when the host at a meal says Help yourself). The second (he cant help himself) is an idiom and means he can't do</p>	<p>1. SS begin by reading a review of a recent self-help book about how to persuade people to do things for you, and then they read and re-tell extracts from it and assess the usefulness of the tips. This leads to the grammar focus, which is on the common pattern of verb + object + infinitive or gerund. The pronunciation focus is on intonation in polite requests. In the second half of the lesson the focus widens and SS listen to a radio discussion about four more self-help books, and then go on to talk about self-help books or websites which they have used. The lesson ends</p>

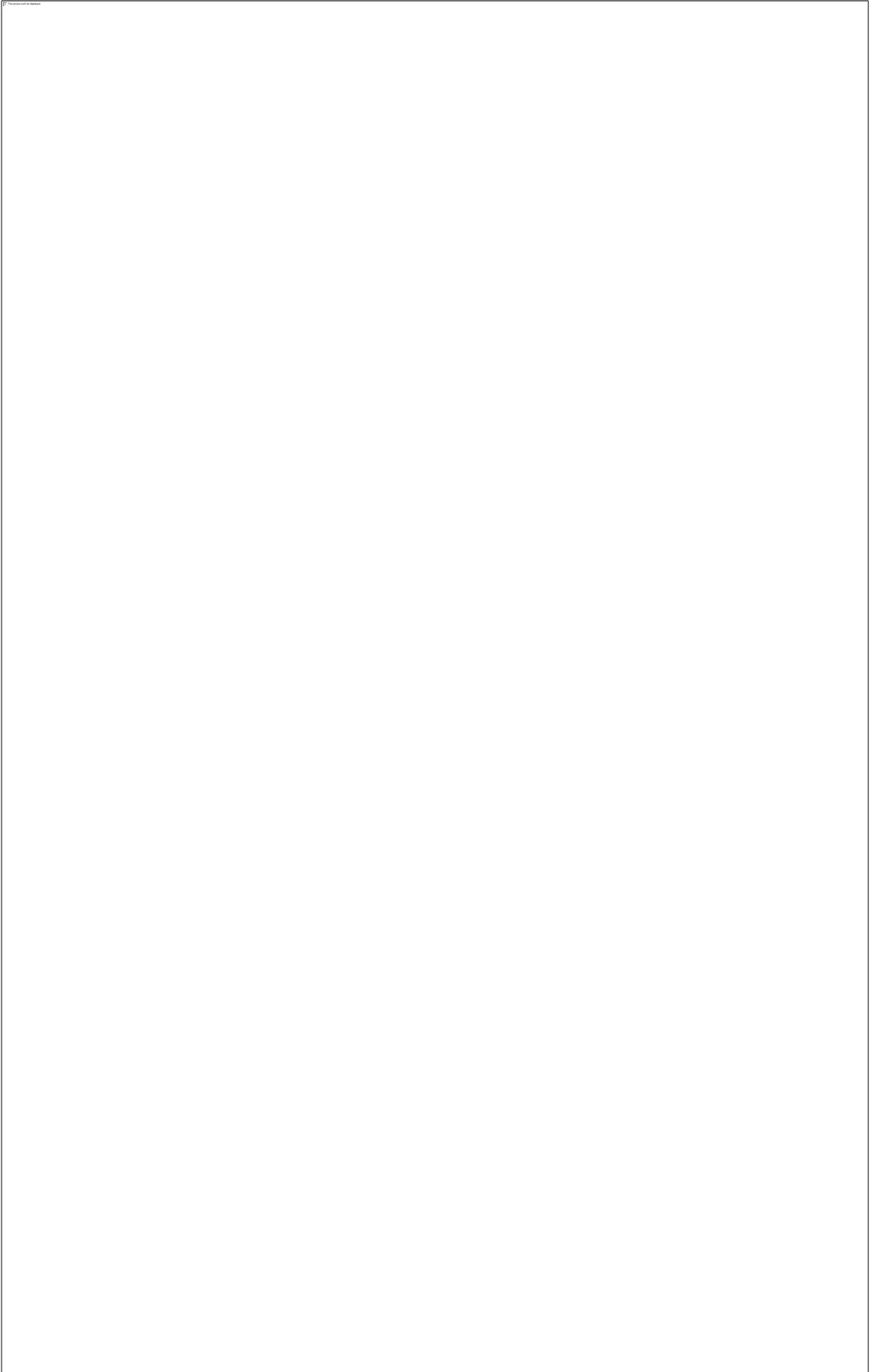
	<p>anything about it / stop himself doing it, as in I can't help worrying, etc.</p>	<p>with vocabulary, where SS extend, their knowledge of compound adjectives.</p>
<p>2-босқич</p> <p>PART II (55 min-s)</p>	<p>2.1. T Focus on the book cover and the title of the review (The persuaders).</p> <p>G verb + object + infinitive or gerund V compound adjectives P intonation in polite requests Now focus on the task and set a time limit for SS to read the review and answer the questions in pairs. Check answers.</p> <p>2.2. Teacher Focus on the instructions and play the CD once or twice if necessary. • Explain that one of the sentences always sounds 'more polite because of the intonation (the fall-rise). The other one sounds either too abrupt or unfriendly. Check answers.</p> <p>2.3. T 9 Focus on the gapped sentences and give SS a moment to read them, and see if they can remember any of the phrases.</p> <p>Play the CD once the whole way through. Then play it again pausing after each sentence for SS to write the missing words. Check answers.</p> <p>1. T Gets feedback from the class.</p>	<p>2.1. SS Ask why they think there is a carrot on the cover, and elicit / explain that the carrot or stick approach' is a commonly used expression for the two different ways of getting someone to do something, and comes from the idea of either dangling a carrot in front of a horse to make it move, or beating it with a stick. Thus the carrot' means persuading somebody by use of a bribe or promise, the 'stick' by using force or aggression</p> <p>2.2. SS pause after each pair and let SS discuss with a partner which they think is the most polite. Highlight that although all the speakers have used polite language in terms of the words used, it is the intonation which will most impact on the listener and affect their willingness to help.</p> <p>2.3. Elicit the different ways of making a polite request in English as used in exercise a. Focus on the</p>

		<p>task and give SS time to think of something they would like someone to do for them.</p> <p>1. Then get SS to mingle, and try to convince at least three other SS to help them. Elicit the two tips SS learnt from the self-help book (always give a reason / only asking for a little).</p> <p>2.4. SS tell that they should only agree to do things for other people if they are really convinced by their powers of persuasion (and intonation).</p>
<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>3.1. T Grammar</p> <p>verb + object + infinitive or gerund p. 167</p> <p>Communicative</p> <p>Do you think you could possibly...? p. 193 (instructions p. 180)</p>	<p>3.1. SS write down the hometask.</p>

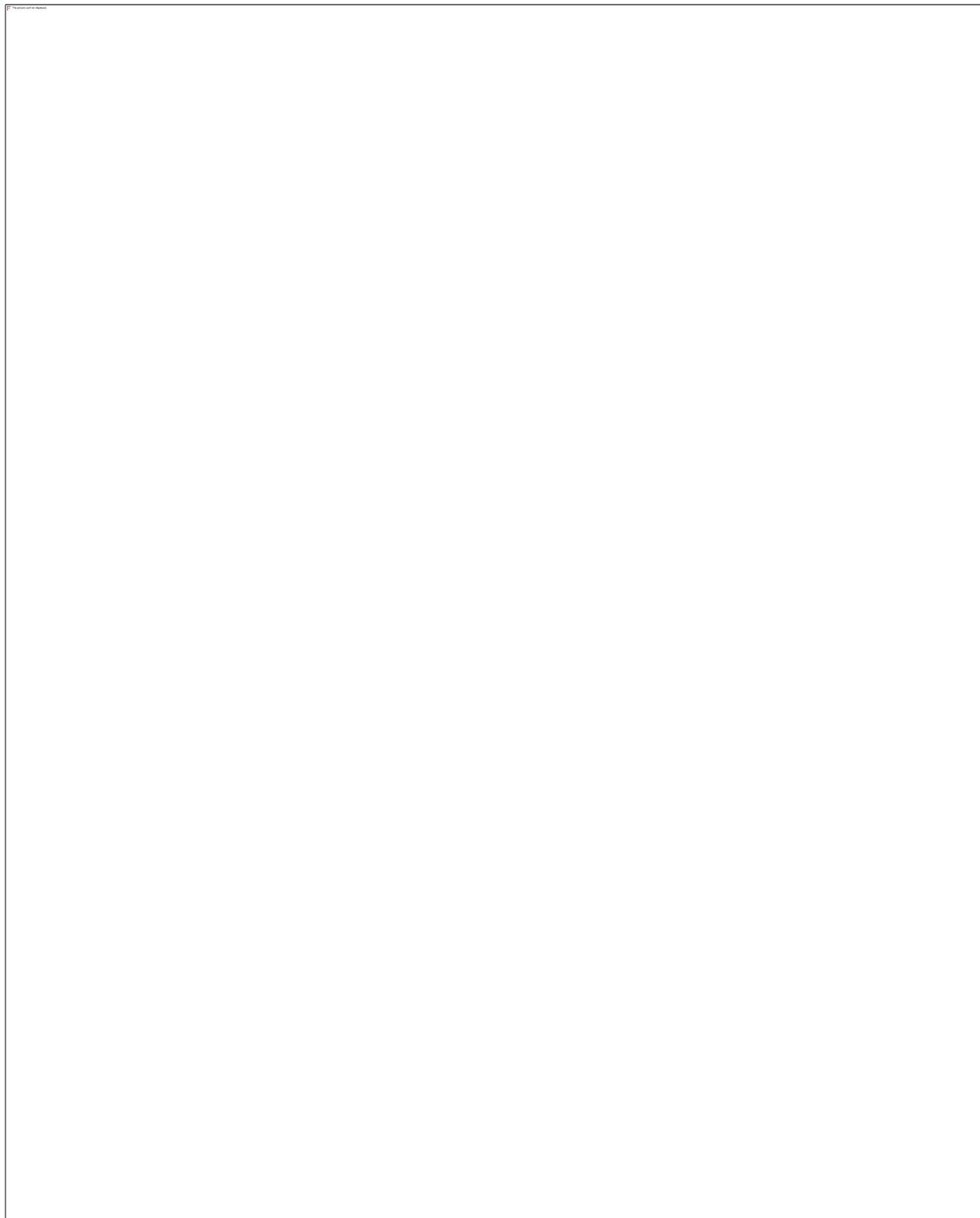












Source:

1. Clive Oxenden Christina Latham-Koenig, *New English File, Special edition, Advanced student's book*:Oxford University press

2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
www.hotenglishmagazine.com

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3. Hot English Skills booklet, Advanced (C1) 2012-2013
www.hotenglishmagazine.com

LESSON PLAN 15

Teacher's name:
Review

Course type: Developing/

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: 5C Trick or treatment PRESENTATION SKILLS Gerunds and Infinitives Art and artists. Revision. Progress test
Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 4. to introduce the vocabulary related to health and medicine.	
Педагогик вази фалар: Objectives: 5. to get acquainted with the words connected with health and medicine 6. to explain types of different rules 7. to discuss the world of medicine 8. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 9. to tell the words related to health and medicine 10. to explain the types of different rules 11. to discuss the medicine 12. to give definitions to the words 13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps

Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion) Written check

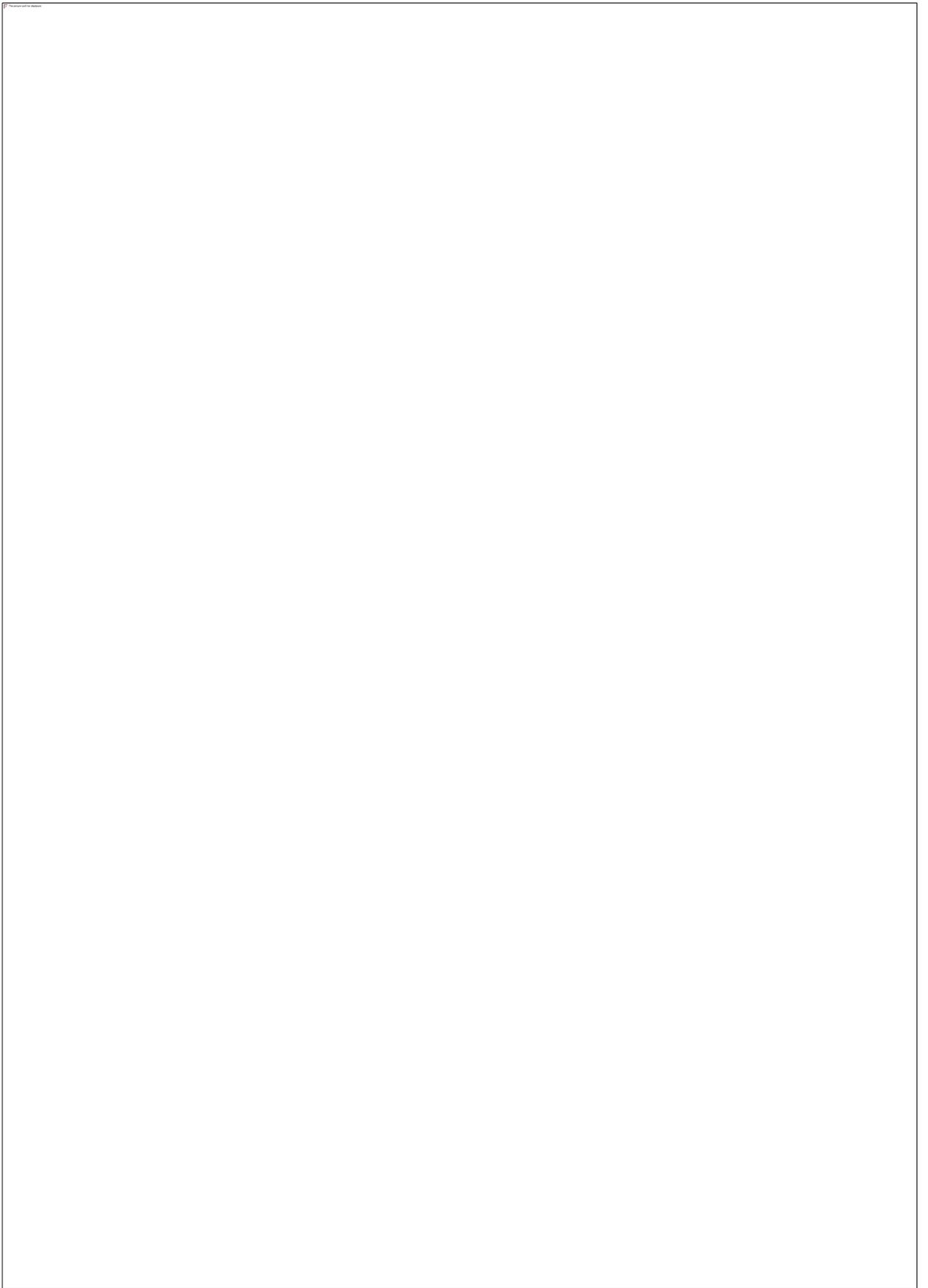
Ўқув машғулотининг технологик харитаси

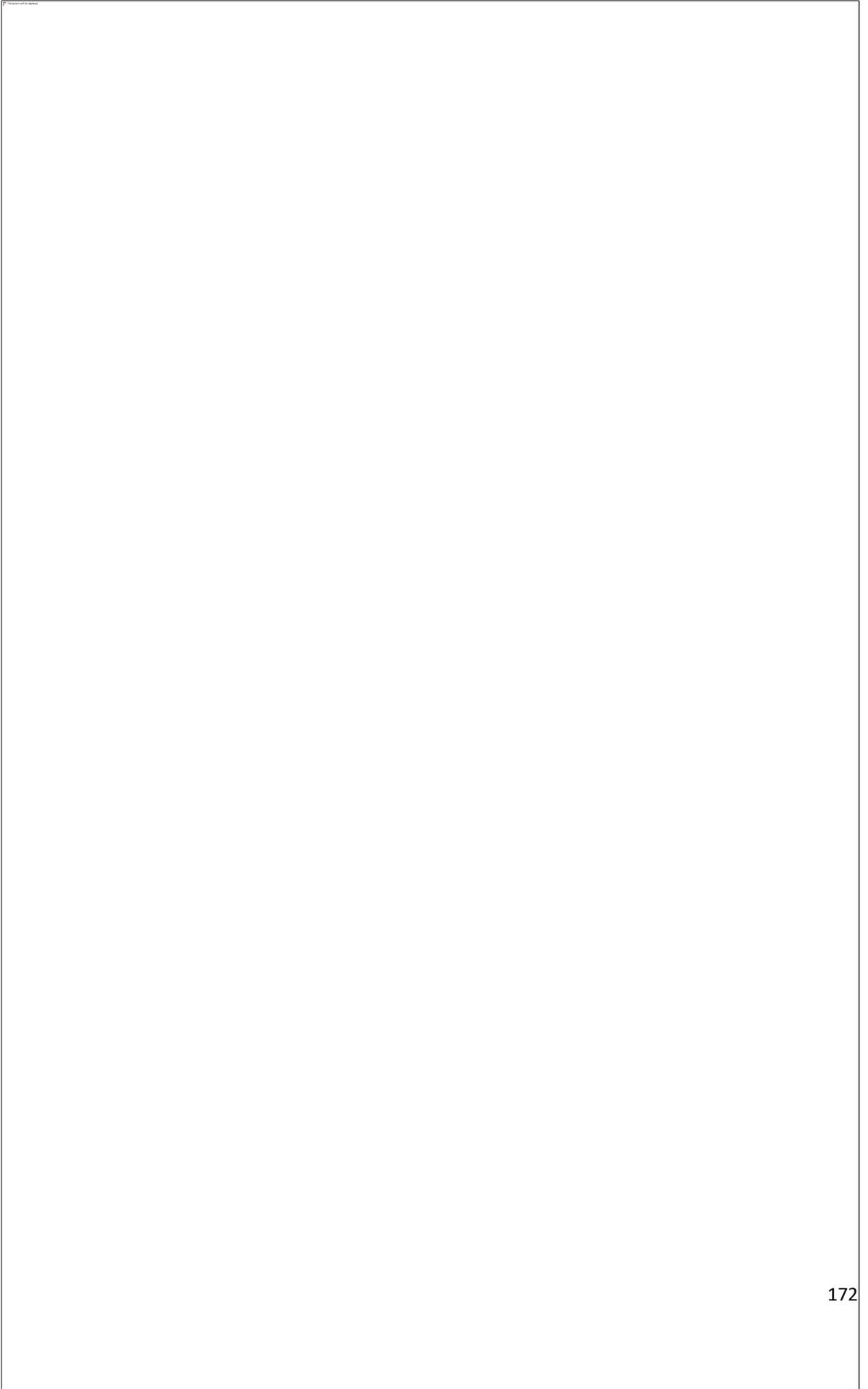
DETAILED PROCEDURE OF THE LESSON

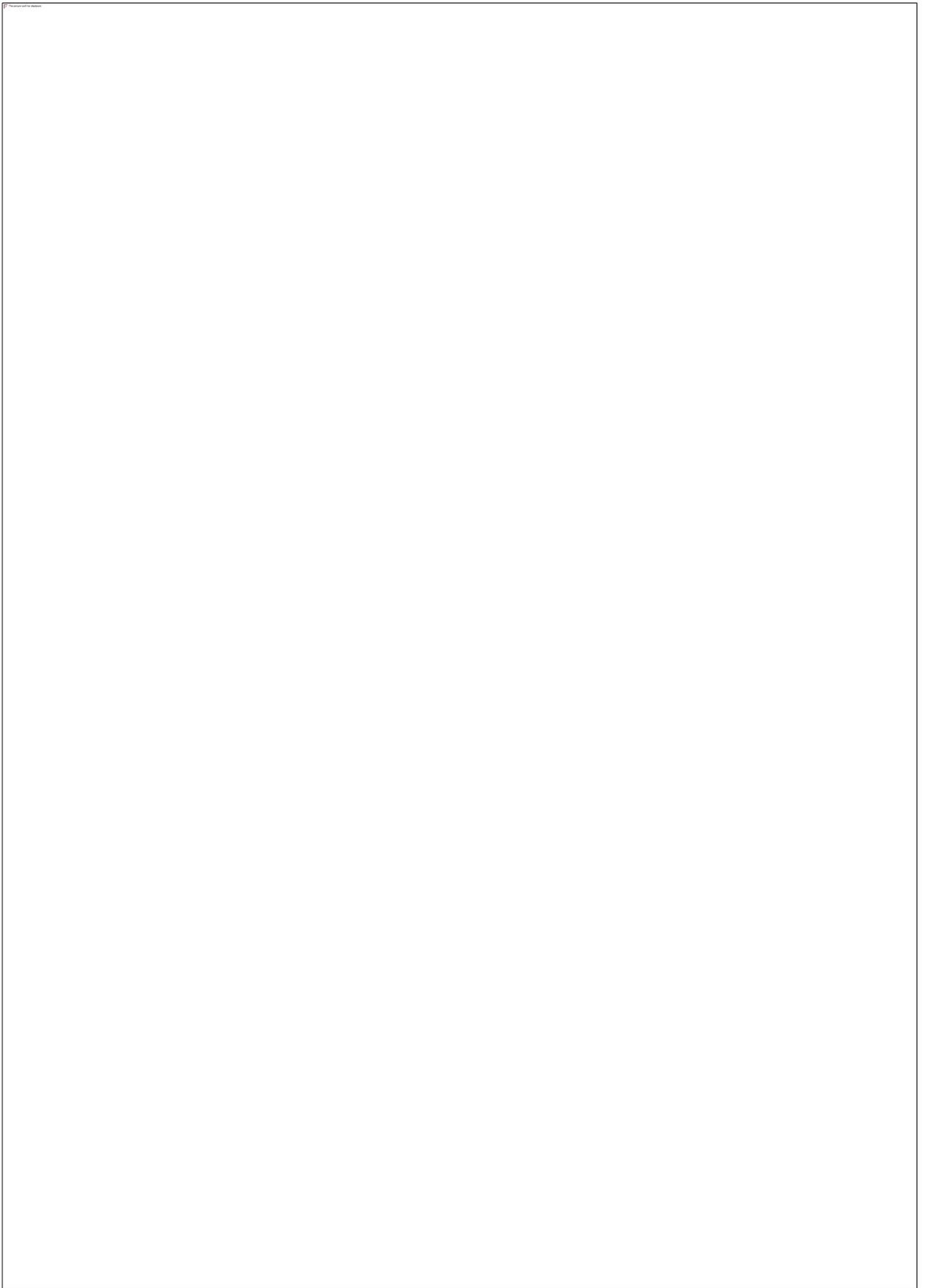
Иш босқичларива вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	<p>14. T greets the students. Then she Focuses on the quiz and set a time limit (e.g. five minutes) for SS to do it with a partner, or in groups of three. Check answers, eliciting the meaning of the words and correcting pronunciation where necessary.</p> <p>15. T Focuses on the picture and statements 1-6. Tells SS that the information comes from a book of the same name, Never Shower in a Thunderstorm. Puts SS into pairs or small groups and ask them to discuss each statement.</p>	<p>3. Students will listen to the teacher, give ideas and make notes about the subject and do the quiz.</p> <p>16. SS look to the pictures and in small groups discuss them.</p>

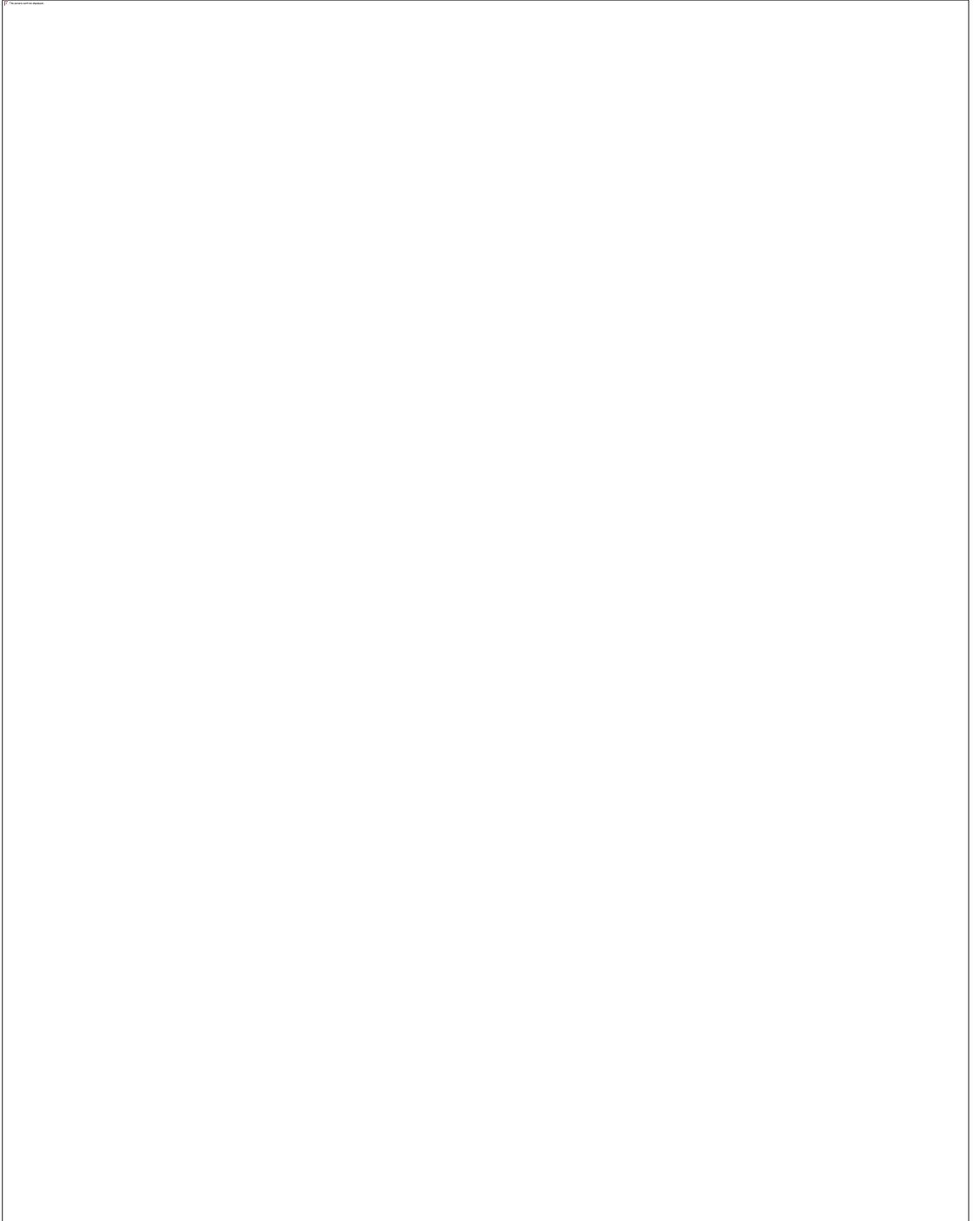
<p>2-босқич</p> <p>PART II (55 min-s)</p>	<p>2.1. LEXIS IN CONTEXT. T focuses on the gapped sentences and gives SS time to read them and see if they remember any of the missing words. Then play the CD, pausing after each sentence for SS to write the word. Checks answers and elicit / explain exactly what the words or phrases mean</p> <p>2.2. VOCABULARY, similes Teacher focuses on the information box and go through it with SS. Elicit the pronunciation of simile /'simali/ and then give SS time to complete the similes individually or with a partner</p> <p>2.3. T focuses SS to GRAMMAR gerunds and infinitives. T focuses on the task. Then plays the CD, pausing after each verb to give SS time to write it in the right column. Get SS to compare with a partner. T tells them they should have 24 verbs or expressions altogether. Play the CD again as necessary.</p> <p>2.4. GRAMMAR. T focuses on the task and the pairs of sentences. Teacher gives SS time to discuss each pair with a partner. Checks the answers.</p>	<p>2.1. SS focus on the task that teacher give, do the exercise. Check the answers together with teacher.</p> <p>2.2. SS follow teacher's instruction and do the exercise about simile individually or with partner.</p> <p>2.3. SS focus on the grammar exercise, following teacher's instructions. SS listen to the track and do the task. SS compare their answers with their partner.</p> <p>2.4. SS focuses on the instructions and the gist task.</p>
	<p>1. VOCABULARY AND PRONUNCIATION.</p>	<p>3. SS focus on the task</p>

<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>Teacher focuses on the words for alternative medicine and give SS, in pairs, a few minutes to say what they think they all are.</p> <p>2. T plays the CD once, pausing after each definition for SS to match it to the word. Gets SS to compare with a partner, and then plays the CD again if necessary</p>	<p>that teacher give.</p> <p>4. SS listen to the track and check their answers with their partners</p>
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Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press

2. www.oup.com/elt/englishfile/advanced
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4. www.hotenglishmagazine.com

USEFUL SKILLS

Presentations PART II

Introductions / visual data

📄 Presentation analysis

Read through the extract from the presentation. Then, answer the questions. What has happened to...

1. ...the total number of robberies compared to figures from last year?
2. ...the total number of murders?
3. ...the number of burglaries?

Crime figures

Hi. I'm Keria Saunders. First of all, I'd just like to thank you all for coming along. In today's talk, I'll be looking at the latest crime figures. I'll be happy to take any questions at the end.

As you can see in this first slide, robberies have fallen by 14% compared to figures from last year according to figures provided by the Office for National Statistics (ONS). These figures also show that nationally the number of vehicle thefts last year fell to its lowest level in almost 90 years.

Now, if you look at this slide, you'll see that the total number of murders is also down from 698 in 2009 to 550, which is the lowest figure since 1983. And as you can see, the total number of recorded crimes fell to 3,076,312, the first time the figure has fallen below four million since 1989.

Now, if you look at this chart, you'll see that the number of burglaries has fallen by 4% compared to last year to 501,053 offences, while street crime figures are also down by 7% to 417,224. And now, I'd like you to look at... [slides out]



📄 Language identification

Read through the presentation again and identify the following features: Language box...

1. ...introducing yourself
2. ...stating objectives
3. ...rules regarding asking questions
4. ...referring to visual data (find as many examples as you can)

Useful expressions

Introductions

- Hi, my name's [Sarah].
- I'm from [Nicol Management Systems].
- Welcome and thank you for coming.

Objectives

- Today, I'm going to be talking about...
- This afternoon, I'm going to be telling you all about...
- The topic for this morning will be X.

Requests

- If you have any questions, please keep them until the end.
- I'll take your questions at the end.
- Please feel free to ask any questions during the presentation.

Using slides

- I'd like you to look at...
- If you look at... you'll see...
- Let's have a look at...
- Let me show you...
- As you can see from this slide / diagram / chart / handout / page
- This diagram clearly shows X.
- This chart shows...

📄 Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include the following:

- a) ...introduce yourself
- b) ...state what the objective of the talk is.
- c) ...give some guidelines on asking questions during the presentation.
- d) ...refer to some visual data at least three times during the presentation.

Source:

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1 SPEAKING & LISTENING

- a How much medical vocabulary do you know?
Do the quiz with a partner.

Medical Quiz

1 When might you get ...?
a a bruise
b a blister
c a rash

4 What are the symptoms of...?
a a cold
b flu
c food poisoning
d a heart attack
e asthma

2 Why might you be given...?
a a plaster
b a bandage
c antibiotics
d stitches
e an X-ray
f a scan

5 What might happen to you if you...?
a had to stand for a long time in a hot crowded room
b drank too much champagne
c were stung on your hand by a wasp
d switched on a light with wet hands

3 When might you need to see...?
a your GP
b a specialist
c a surgeon

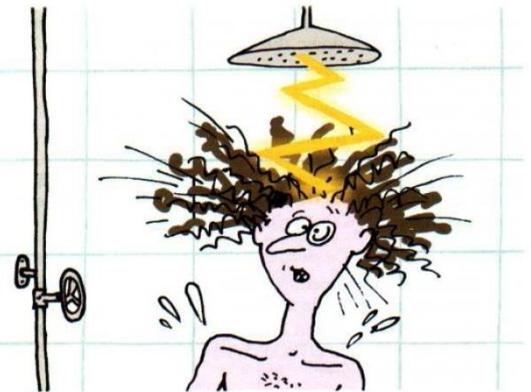
- b Look at some commonly-held beliefs related to health and medicine. With a partner, discuss each one and decide if you think it is true or a myth.

Never shower in a thunderstorm.

Surprising facts and misleading myths about our health and the world we live in...

Truth or myth?

- 1 Avoid eating late at night if you don't want to put on weight.
- 2 If you stay out in the cold and wind, you are more likely to catch a cold.
- 3 Never have a shower during a thunderstorm – you might get electrocuted.
- 4 Reading in dim light will ruin your eyesight.
- 5 Some people attract mosquitoes more than others.
- 6 Bottled water is safer than tap water.



- c **5.16** Now listen to a doctor talking about these beliefs. Were you right?
- d Listen again. Why is each belief true or a myth? Make notes and then compare with a partner.

LEXIS IN CONTEXT

- e **5.17** Complete the extracts from the listening with the missing word. Listen and check.
- 1 If you're w_____ your weight, what matters is what you eat, not when you eat it.
 - 2 Colds, we know, are caused by v_____, which you catch from an infected person...
 - 3 But recent research has found that being exposed to cold temperatures does, in fact, lower our body's d_____.
 - 4 As a matter of fact there is a medical condition called night-eating s_____, which affects 2% of the population.
 - 5 Reading in the dark or in bad light can cause a temporary s_____ on the eyes, but it rapidly goes away once you return to bright light.
 - 6 ...our body heat, and certain chemicals in our s_____.
- f Did any of this information surprise you? Will it affect the way you behave? Are there any other strongly-held beliefs about health and medicine in your country which you think are probably myths?

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
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LESSON PLAN 47

Teacher's name:

Course type: Developing/ Review

Course name: Integrated skills

Room:

Date:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Collocations. Telephone English II
Маъруза режаси ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic	
Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words

	13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологик харитаси
DETAILED PROCEDURE OF THE LESSON

Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type.

	<p>painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again as necessary.</p>	<p>2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.</p>
<p>3-босқич PART III (10 min-s)</p>	<p>3.1. T puts SS into small groups of three or four and focuses on the task.</p>	<p>3.1. SS take turns to discuss their addictive habits.</p>

54 Telephones

1 Basic vocabulary

What are these words in your language?

receiver	mobile phone	answerphone
fax	public telephone	phone card

To make an international call, you need:

The international code	00
The country code	(44)
The area code	(1273)
The person's number	(736344)

In English we usually say phone numbers like this:

0	= oh (zero is sometimes also used)
63	= six three (not sixty-three)
66	= double six
666	= six double six

When you ring an organisation on a touch-tone phone, you might hear a menu of options; you might, for example be asked to press the star key (*) or the hash key (#).

2 Making a call

Use these words in the conversations below:

call back	no-one	wrong (x 2)
ring	that	this
take a message	there	it's

- Hello.
> Hi. Is Liz?
Yes, who's that? I can hardly hear you.
> Debbie. I'm on my mobile.
- Hello.
> Hello. Is Martin, please?
I'm afraid he's out. Can I ?
> No, don't worry. I'll later.
- Hello.
> Hi. is David Peaty. Could I speak to Chris, please?
Oh, hello David. He's not in yet. Shall I ask him to you when he gets in?
- Could I speak to Donald, please?
> I think you must have the number.
There's of that name here.
- Hello, Peter Willis.
> Sorry, number.

3 Talking about phone calls

Complete the following dialogues with the correct form of the verbs below. Use each verb once only.

make	look it up	give	answer
dial	call	leave	get

- What time do you want me to pick you up this evening?
> I'm not sure. I'll you on my mobile just before the train gets in.
- Do you mind if I a phone call?
> No, of course not. The phone's in the hall.
- What time shall we meet?
> I'm not sure yet. I'll you a call later this evening.
- I'll phone later and give you Sally's new address.
> I probably won't be in, but you can a message.
- Do you know what Jim's number is?
> Yes, 01273 for Brighton and then his number's 736344.
- Do you know Sarah's number?
> No, I'm afraid I don't. Why don't you in the phone book?
- Shall I ring you later?
> Yes, but I may be out. Have you my mobile number?
- I'm in the bath. Can you that, please?

Notes

The verbs *phone*, *call*, and *ring* can all be used in these sentences:

I'll you later.

Why not me tomorrow?

I'll you back.

Instead of *answer*, you can also say, "Can you get the phone, please?"

If you do not have a telephone directory, you can ring Directory Enquiries to find out someone's number.

If you want to know the time, you can ring the Speaking Clock.

4 Problems on the phone

Complete the text with the correct form of these expressions:

be engaged	get cut off
hang up	get through
call straight back	get the wrong number

I've had a terrible morning! I've been trying to (1) to Mr Francis for the last hour and a half. First I (2) - an old lady answered the phone and started telling me about her cats! Then when I did dial the right number it (3) - he seems to spend most of his day on the phone. Finally, after about twenty attempts, his secretary answered the phone. She was just about to put me through, when we (4) - I don't know what happened. Anyway, I (5) and finally I got to speak to him. I was just about to tell him about the meeting when he suddenly told me that he had to speak to somebody urgently on another line. I couldn't believe it - he just (6) on me!

5 An answerphone message

Put the following answerphone message into the correct order:

- but if you'd like ...
- we'll get back ...
- as we can. Thank you. ...
- to the phone right now, ...
- I'm sorry ...
- to leave a message ...
- to you as soon ...
- after the tone, ...
- we can't come ...

Do you like answerphones? Do you leave a message or do you hang up straightaway?

6 Business calls

Complete the following dialogues with the words and phrases below:

put you through	line	hold
left a message	hold the line	speaking
bear with me	available	extension

- Hello. Could I speak to Paul Morgan, please?
>
Sorry, Paul. I didn't realise it was you.
- Good morning. Glaxo and Son Ltd.
> Judith Smart, please.
....., please. I'll
- Good morning, I'd like to speak to the manager, please.
> I'm afraid he isn't at the moment. Can anyone else help?
- Good morning, Briggs and Powers.
> 397, please.
Sorry, there's no answer. Who did you want to speak to?
> Andrew Brown. He for me earlier.
Just for a moment. I'll see if I can find him for you.
- Good morning. Import Export Trading.
> Sylvia Parsons, please.
I'm sorry, she's on another at the moment. Do you want to ?
> No thanks. It's OK, I'll call back later.

When you ring a company, the call is usually answered by someone on the switchboard who will put you through to the extension you need.

5

C

G gerunds and infinitives
 V health and medicine; similes
 P word stress

'The art of medicine consists in amusing the patient while nature cures the disease.'
Voltaire, French author and philosopher

Trick or treatment?

1 SPEAKING & LISTENING

- a How much medical vocabulary do you know? Do the quiz with a partner.

Medical Quiz

- When might you get...?
 - a bruise
 - a blister
 - a rash
- Why might you be given...?
 - a plaster
 - a bandage
 - antibiotics
 - stitches
 - an X-ray
 - a scan
- When might you need to see...?
 - your GP
 - a specialist
 - a surgeon
- What are the symptoms of...?
 - a cold
 - flu
 - food poisoning
 - a heart attack
 - asthma
- What might happen to you if you...?
 - had to stand for a long time in a hot crowded room
 - drank too much champagne
 - were stung on your hand by a wasp
 - switched on a light with wet hands

- b Look at some commonly-held beliefs related to health and medicine. With a partner, discuss each one and decide if you think it is true or a myth.

- c 5.16 Now listen to a doctor talking about these beliefs. Were you right?
- d Listen again. Why is each belief true or a myth? Make notes and then compare with a partner.

LEXIS IN CONTEXT

- e 5.17 Complete the extracts from the listening with the missing word. Listen and check.
- If you're w_____ your weight, what matters is what you eat, not when you eat it.
 - Colds, we know, are caused by v_____, which you catch from an infected person...
 - But recent research has found that being exposed to cold temperatures does, in fact, lower our body's d_____.
 - As a matter of fact there is a medical condition called 'night-eating s_____', which affects 2% of the population.
 - Reading in the dark or in bad light can cause a temporary s_____ on the eyes, but it rapidly goes away once you return to bright light.
 - ...our body heat, and certain chemicals in our s_____.
- f Did any of this information surprise you? Will it affect the way you behave? Are there any other strongly-held beliefs about health and medicine in your country which you think are probably myths?

Never shower in a thunderstorm.

Surprising facts and misleading myths about our health and the world we live in...

Truth or myth?

- Avoid eating late at night if you don't want to put on weight.
- If you stay out in the cold and wind, you are more likely to catch a cold.
- Never have a shower during a thunderstorm – you might get electrocuted.
- Reading in dim light will ruin your eyesight.
- Some people attract mosquitoes more than others.
- Bottled water is safer than tap water.



2 VOCABULARY similes

- a Read the information about similes. Then complete sentences 1–10 with a word from the list.

A simile is a fixed informal / colloquial expression of comparison using *as* or *like*. Similes add emphasis to an adjective, adverb, or verb, e.g. *I think Jane's a bit underweight for her age - she's as light as a feather.* (=very light).

bat dream fish
flash gold horse log
mule post sheet

- 1 My husband's **as stubborn as a** _____. He refuses to go to the doctor about his bad back.
- 2 She's **as white as a** _____. I think she's going to faint.
- 3 He **drinks like a** _____. He ought to cut down or he'll have problems with his liver.
- 4 He's **as deaf as a** _____. You'll have to speak up a bit.
- 5 She **sleeps like a** _____. I don't think she's ever had problems with insomnia.
- 6 Your mother's **as blind as a** _____. I think she ought to get her eyes tested.
- 7 She's been **as good as** _____. She took all her medicine without making any fuss.
- 8 My new medication **works like a** _____. I feel a hundred times better.
- 9 When I pressed the button the nurse came **as quick as a** _____, and immediately changed my drip, which was running out.
- 10 My son **eats like a** _____. I sometimes think he's got worms.



- b Try to think of three people or things you could describe with these similes. Compare with a partner.

3 GRAMMAR gerunds and infinitives

- a 5.18 Listen and write the verbs or phrases in the right box.

+ to + infinitive
+ gerund
+ infinitive without to

- b Use your instinct. Cross out the wrong form. Tick (✓) if both are possible.

- 1 I regret *not going* / *not having gone* to the doctor earlier.
- 2 I hate *telling* / *being told* that I've put on weight.
- 3 I would like *to have brought* / *to bring* you some flowers, but I didn't have time.
- 4 I was stupid *not to take* / *not to have taken* all the antibiotics.
- 5 Is there anywhere *to park* / *park* near the hospital?
- 6 I've got enough tablets *to last* / *for lasting* until the end of the month.
- 7 It's no use *worrying* / *to worry* until you know what's wrong with you.
- 8 She was the first woman *to become* / *becoming* a professor of cardiac surgery.

- c 5.15 Grammar Bank 5C. Read the rules and do the exercises.
- d 5.16 Communication Guess the sentence. A p.118 B p.120.

4 VOCABULARY & PRONUNCIATION

a Look at some words which describe types of alternative medicine. Do you know what any of them are, and what they're used for?

- homeopathy
- osteopathy
- aromatherapy
- herbal medicine
- chiropractic
- reflexology
- hypnotherapy
- acupuncture



b **5.19** Now listen to eight definitions and match them with the words.

c **5.20** Listen and check. Then underline the main stressed syllable.

d **5.21** Listen and underline the main stressed syllable in the following words. In which word families does the stress change?

an acupuncturist a chiropractor a homeopath homeopathic medicine
hypnosis a hypnotherapist an osteopath a reflexologist

5 LISTENING & SPEAKING

a What forms of alternative medicine are popular in your country? Why do you think some people are sceptical about them?

b **5.22** Listen to four people talking about their experience of alternative medicine. Complete the chart.

	What did they use?	What for?	Was it successful?
Speaker A			
Speaker B			
Speaker C			
Speaker D			

c Listen again. Write the number of the speaker.

Who...?

- 1 took more than the recommended dose
- 2 had a physical side effect
- 3 felt slightly better immediately after the treatment
- 4 had been unwell for some time before trying alternative medicine
- 5 has been using alternative medicine for a very long time
- 6 thought that the dose they had to take was very high
- 7 tried alternative medicine because of a previous bad experience
- 8 never gave their children conventional medicine

d Have you ever used any alternative medicine, or do you know anyone who has? Was your / their experience positive or negative?



6 READING & SPEAKING

a Read a review from *The Sunday Times* about a new book on alternative medicine and answer the questions with a partner.

- 1 Do the authors of the book believe that alternative medicine is a trick or a valid form of treatment?
- 2 Do they think there are any exceptions?
- 3 Does the reviewer agree?

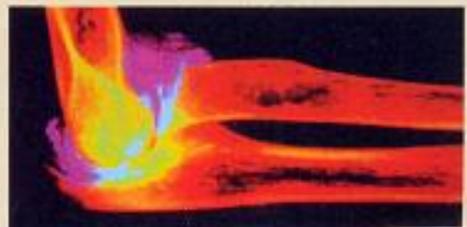
Trick or treatment? Alternative Medicine on Trial

'For 2,400 years,' wrote the historian of medicine, David Wootton, 'patients believed doctors were doing them good; for 2,300 years they were wrong.' Only in the past 100 years have treatments in mainstream medicine been consistently subject to clinical trial, to discover what works and what doesn't. Much medicine, though, still stands defiantly outside this mainstream. Can these alternative therapies really claim to be medically effective judged by today's standards, or are they no better than the blood-letting and snake oil of darker centuries?

Simon Singh, a science writer, and Edzard Ernst, a doctor, have set out to reveal the truth about 'the potions, lotions, pills, needles, pummelling, and energizing that lie beyond the realms of conventional medicine.' Their conclusions are damning. 'Most forms of alternative medicine,' say the authors, 'for most conditions remain either unproven or are demonstrably ineffective, and several alternative therapies put patients at risk of harm.'

One by one, they go through the most influential alternative therapies (acupuncture, homeopathy, chiropractic, and herbal medicines) and subject them to scientific scrutiny. In each case, they ask what the evidence is for saying that a given therapy 'works'. Acupuncture, homeopathy, and chiropractic all come out badly. Singh and Ernst build a compelling case that these therapies are at worst positively dangerous – chiropractic neck manipulation can result in injury or death – and at best, are more or less useless. For example, tests done in Germany have shown that 'real' acupuncture works no better in easing migraines than sham acupuncture, a random application of wrongly positioned needles, working as a placebo.

Singh and Ernst do not deny that placebos are powerful things. This being so, does it matter if homeopathy really 'works' in scientific terms? If it makes me feel better to rub arnica cream into a bruise, what harm is done? The authors argue that it does matter, for three reasons.





First, if, as the evidence indicates, homeopathy is merely a placebo, then the price tag is a rip-off. A second problem lies in the ethics of the doctor-patient relationship. In order to make the placebo effect work, doctors would have to suppress their knowledge that homeopathy was bogus. 'In fact, the best way to exploit the placebo effect is to lie excessively to make the pill seem extra-special, by using statements such as 'this remedy has been imported from Timbuktu, etc.'. Third, and most worrying, by putting his or her faith in homeopathy, a patient may fail to seek out more effective conventional treatment. In the case of a minor bruise, this doesn't matter. It's altogether more serious when it comes to asthma, say, or cancer.

Does this mean that all alternative therapies are to be dismissed? In the case of herbal medicines, Singh and Ernst admit that some are effective, but even here they argue that, once an alternative treatment passes proper tests, it is accepted into the mainstream and ceases to be alternative. The examples they give are St John's Wort for the treatment of mild depression and fish oils for preventing heart disease, as well as osteopathy (a gentler alternative to chiropractic). They would like to see all alternative medicines jump through the same expensive hoops as mainstream drugs. Until they have passed such tests, they should come with cautions ('Warning: this product is a placebo'), though of course any such warning would work against the placebo effect.

The authors admit that, in the 19th century, patients were sometimes better off with homeopathy (i.e. no treatment at all) than with the mainstream practices of 'blood-letting, vomiting, sweating, and blistering, which generally stressed an already weakened body', but point out that today's medicine is, of course, infinitely more effective in the treatment of disease. However, in my opinion, mainstream medicine is hopelessly primitive when it comes to preventing illness. The 'evidence-based' medicine that Singh and Ernst are so fond of does not look so great when we consider the profiteering of big pharmaceutical companies, which would rather sell us drugs to manage our illnesses than help us stay well. Alternative medicine flourishes in the space that conventional medicine, which, focusing on cure rather than prevention, neglects. Is it any wonder that some people – against all the evidence – prefer the warm lies of the alternative practitioners to the cold drugs of the men in white coats?

b Read the article again and choose the right answers.

- 'Mainstream medicine' (1.4) refers to...
 - medicine which is considered normal and used by most doctors.
 - all kinds of medicine, including alternative medicine.
 - medicine which has been given to patients for thousands of years.
- 'Damning' (1.16) means...
 - rather unclear.
 - extremely negative.
 - ambiguous.
- In paragraph 3, the German tests are cited to show that...
 - acupuncture is the least effective of the three therapies mentioned.
 - any benefits from acupuncture are due to the placebo effect.
 - some alternative therapies can be dangerous.
- What most concerns the authors about alternative medicine is that...
 - seriously ill patients may choose to use it and not get effective mainstream treatment.
 - it is ridiculously expensive considering that it does no real good.
 - doctors would have to be dishonest in order for the placebo effect to work.
- St John's Wort is given as an example of a medicine which...
 - doesn't really work.
 - has not passed proper tests.
 - should no longer be considered alternative.
- The reviewer believes that some people use alternative medicine because...
 - the practitioners pay them more attention than mainstream doctors.
 - it is cheaper than having to pay the high prices charged by big pharmaceutical companies.
 - they believe all the evidence about alternative medicine.

LEXIS IN CONTEXT

c Find the opposite of the **bold** word or expression in the text.

- alternative medicine** *conventional* or _____ medicine
- a **proven** theory an _____ theory
- effective** treatment _____ treatment
- a **useful** remedy a _____ remedy
- real** acupuncture _____ (or *bogus*) acupuncture
- a **bargain** a _____
- severe** depression _____ depression

d Do you agree with the following points made in the article?

- Alternative medicine only works because of the placebo effect.
- Mainstream medicine is far more effective in treating serious illnesses.
- Some alternative medicine can actually be harmful.
- All alternative medicines should be tested in the same way that conventional medicines are.
- Drug companies have no interest in preventing or eradicating illnesses, only in controlling them.
- Alternative medicine does more than mainstream medicine to prevent illness.

From The Sunday Times

blood-letting medical treatment used in the past in which some of a patient's blood was removed
pummel to keep hitting hard with your hand or fist
placebo a substance that has no physical effects, given to patients who do not need medicine but think that they do, or when testing new drugs
St John's Wort a plant with yellow flowers (*hypericum perforatum*) which has been used for centuries to treat mental disorders and nerve pain



Communication

1B What can you see? Students A + B

Look at the picture below. Write down on a piece of paper what you see. Allow yourself about 30 seconds for this.



p.8 and continue choosing your answers.

1B Who am I? Students A + B

a. For each section, find out which personality type you are.

- more a and b = planner
more c and d = spontaneous
- more a and b = facts
more c and d = ideas
- more a and b = head
more c and d = heart
- more a and b = introvert
more c and d = extrovert

b. With your four types, find out which of the categories below you fit into. Then read the description of your personality type.

c. Now find out what your partner's personality type is, and read the description.

BIG THINKER = Spontaneous + Ideas + Heart + Extrovert

How they see themselves: talkative, curious, logical, self-sufficient

What they are like: ingenious, bored by routine, can be rude, rebellious, critical of others

COUNSELLOR = Planner + Ideas + Heart + Introvert

How they see themselves: gentle, peaceful, cautious

What they are like: relaxed and creative, deeply private, can be difficult to get to know

GO-GETTER = Spontaneous + Facts + Head + Extrovert

How they see themselves: inventive, enthusiastic, determined, alert

What they are like: resourceful, tough-minded, may become frustrated by routines and constraints

IDEALIST = Spontaneous + Ideas + Heart + Introvert

How they see themselves: bright, forgiving, curious

What they are like: generally easy-going, flexible, can be stubborn, may refuse to compromise

INNOVATOR = Spontaneous + Ideas + Heart + Extrovert

How they see themselves: imaginative, sociable, sympathetic

What they are like: energetic, sensitive, creative, sometimes logical, rebellious, unbound

LEADER = Planner + Ideas + Head + Extrovert

How they see themselves: bright, independent, logical

What they are like: organized, good at solving large-scale problems, can be critical and aggressive

MASTERMIND = Planner + Ideas + Head + Introvert

How they see themselves: logical, thorough, bright

What they are like: efficient, independent, rarely change their mind, critical of those who don't understand them

MENTOR = Planner + Ideas + Heart + Extrovert

How they see themselves: intelligent, outgoing, sensitive

What they are like: articulate, warm, lively, extremely sensitive to people's needs, may become overbearing

NURTURER = Planner + Facts + Heart + Introvert

How they see themselves: gentle, considerate, mature

What they are like: quiet and caring, may have trouble making decisions that could hurt others, tend to avoid conflict, others may take advantage of them

PEACEMAKER = Spontaneous + Facts + Heart + Introvert

How they see themselves: steady, gentle, sympathetic

What they are like: sensitive to the feelings of others and the world around them, often animal lovers, can be self-critical, often difficult to get to know

PERFORMER = Spontaneous + Facts + Heart + Extrovert

How they see themselves: enthusiastic, sociable, sensitive

What they are like: fun-loving, outgoing, often good motivators, can be unreliable

PROVIDER = Planner + Facts + Heart + Extrovert

How they see themselves: sympathetic, easy-going, steady

What they are like: warm, caring, traditional, tend to avoid conflict, not afraid to express their beliefs

REALIST = Planner + Facts + Head + Introvert

How they see themselves: mature, stable, considerate

What they are like: loyal, straightforward with others, good at meeting deadlines, respect facts and rules, can be obsessed with schedules, critical of others, may not have faith in other people's abilities

RESOLVER = Spontaneous + Facts + Head + Introvert

How they see themselves: understanding, stable, easy-going

What they are like: independent, rational, good at finding solutions, natural risk-takers, they enjoy an adrenaline rush, often focus on short-term results, sometimes lose sight of the bigger picture

STRATEGIST = Spontaneous + Ideas + Head + Introvert

How they see themselves: bright, logical, individualistic

What they are like: quiet, easy-going, intellectually curious, logical, may forget practical issues, e.g. paying bills or buying groceries, may be critical or sarcastic, can be insensitive to the emotional needs of others

SUPERVISOR = Planner + Facts + Head + Extrovert

How they see themselves: stable, practical, sociable

What they are like: natural organizers and administrators, irritated when people don't follow procedures, other people find them bossy

3C Have you got 'affluenza'?

Students A + B

If you answered 'yes' to any of the questions, then you have the virus. The more 'yes' answers, the worse you have it.

4A Guess the sentence Student A

- a Look at sentences 1-6 and imagine what the missing phrase could be. Remember ☐ = positive verb and ☒ = negative verb.
- A lot of people say the book is better than the film, but actually I _____ ☐
 - He's supposed to be really mean. Apparently, he never _____ on her birthday ☐
 - It wasn't a particularly nice day for the garden party but at least _____ ☐
 - The sea was blue, the sun shone, and the picnic was marvellous. All in all, it _____ ☐
 - On the one hand, dogs are far better company than any other pets, but on the other hand you _____ at least twice a day ☐
 - Make sure your suitcase weighs less than 20 kilos, otherwise you _____ ☐
- b Read your sentences to B. Keep trying different possibilities until you get each sentence exactly right.
- c Listen to your partner's sentences. Tell them to keep guessing until they get it exactly the same as yours.
- I'm not sure you would enjoy the play and in any case it will be very difficult to get tickets.
 - Some of the teachers aren't very stimulating, but on the whole I think it's a good school.
 - Laura's husband only thinks of himself and he always gets his own way. In other words, he's totally selfish.
 - I have my own import-export company. Basically, I buy and sell fruit and vegetables.
 - I don't feel like going to Miranda's birthday party and besides, I haven't got anything to wear.
 - It's no big surprise that Leo didn't do very well in his exams. After all, he didn't study at all.

5A QI quiz Student A

- a Read the answers to questions 1-5 and remember the information.
- b Explain the answers to B in your own words. B will tell you the answers to 6-10.

1 What was Tutankhamun's curse?

There wasn't one. The story of the curse was made up by a journalist. When the British archaeologist Howard Carter discovered the tomb of King Tutankhamun in 1922, a journalist who was writing for the British newspaper the Daily Express reported that there was an inscription above the door of the tomb which said, 'They who enter this sacred tomb shall swiftly be visited by reaps of death'. In fact, there is no such inscription, but the story of the curse spread round the world and after this every time a member of the expedition died, people said it was because of the curse.

2 What do chameleons do and why?

We all learn at school that chameleons change colour as a form of camouflage, for example they change to grey so that they can hide in a rock, but in fact this is a total myth. Chameleons do change colour, but not to match the background. They change colour when they are frightened or after a fight and they sometimes change colour due to changes in light or temperature.

3 What man-made artefacts can be seen from the moon?

No points if you said the Great Wall of China! In fact no man-made structures can be seen from the moon – even continents are barely visible. You can see the Great Wall of China from space (which starts about 100 kilometres from the earth's surface), as well as seas, valleys, ridges, and even some buildings, but not from the Moon.

4 What do kilts and whisky have in common?

The answer is that neither of them is Scottish in origin! Kilts were invented by the Irish and whisky by the Chinese.

5 Which metal is the best conductor?

Many people think that the answer is copper, but actually this is the second-best conductor. The best conductor is silver, but copper is more commonly used in electrical equipment simply because it is much cheaper.

5A What a ridiculous idea! Student A

- a Read your sentences to B. He / She will respond with an exclamation.
- Did you know that you're not supposed to call a female actor an actress because it's considered sexist?
 - I was fined by a policeman yesterday for talking on my mobile when I was parked.
 - My parents were berated last night. They took all my mum's jewellery.
 - I thought we could go to the cinema and then have dinner at the new Italian place down the road.
 - Did you know my parents were both born on exactly the same day?
 - I really put my foot in it at the party. I called Tom's partner 'Anna', but in fact that's his ex-wife's name!
 - You won't believe it, but my sister's just won €200,000 in the lottery!
- b Respond to B's sentences with an exclamation beginning with either How...! or What (a)...! Make sure you use expressive intonation, and link the words where appropriate.

5C

gerunds and infinitives

complex gerunds and infinitives

- She likes **being told** how pretty she is.
I'm tired of **being lied to**. I want the truth.
It's very difficult **to get promoted** in this company.
My car needs **to be serviced**.
- He thanked **them for having helped** him.
Having studied one language before makes it easier to learn another.
How wonderful **to have finished** all our courses!
By the time I'm 30, I hope **to have started** a family.
- I would like **to have seen** your face when they told you you'd won the competition!
We would rather **have stayed** in a more central hotel, but they were all full.
- I'd like **to be lying** on the beach right now.
The sun seems **to be coughing** a lot – do you think that's OK?

- We use a **passive gerund (being done)** or a **passive infinitive (to be done)** to describe actions which are done to the subject.
- We use a **perfect gerund (having done)** or a **perfect infinitive (to have done)** if we want to emphasize that an action is completed or in the past.
- Often there is no difference between using a **simple gerund or infinitive** and a **perfect gerund or infinitive**, e.g.
He denied **smoking / having smoked** the money.
I saw **our fault / being very silly / not to lock / not to have locked** the car.
- We use the **perfect infinitive** after **would like, would love, would hate, would prefer, and would rather** to talk about an earlier action.
Compare:
I would like **to see** the Eiffel Tower (= when I go to Paris in the future).
I would like **to have seen** the Eiffel Tower (= I was in Paris, but I didn't see it).
- We use a **continuous infinitive (to be + verb + -ing)** to say that an action / event is in progress around the time we are talking about.

other uses of gerunds and infinitives

- It's no use **worrying**. There's nothing you can do.
Is there any point **(in) asking** him? He never has anything useful to say.
It's no good **talking to** my dad because he doesn't listen to me.
- We had an agreement **to share** the costs.
Our plan is **to leave on** Saturday.
- You can't visit the Louvre in a day – there's too much **to see**.
There wasn't enough snow **for us to ski**.
- Is there anything **to eat**? There's nowhere **to go** at night.
- I don't know **where to go** or **what to do**.
- He's the youngest player **ever to play** for England.

- We use the **gerund** after certain expressions with *it* or *there*, e.g. *It's no use, There's no point, It's not worth, etc.*
- We use the **infinitive** with *to*.
- after nouns formed from verbs which take the infinitive, e.g. *agree, plan, hope, etc.*
- after expressions with quantifiers, e.g. *enough, too much, a lot, plenty of, etc.*
- When we want to refer to the subject of the infinitive verb we use *for* + person or object pronoun before the infinitive. This can be used before any infinitive structure, e.g. after adjectives.
It's very difficult **for me to decide**.
- after *something, anything, etc.*
- after question words (except *why*).
- after superlatives and *first, second, last, etc.*, e.g. *Who was the first person **to walk on the moon?***

- Put the verbs in brackets in the correct form of the gerund or infinitive.

I hate **(being told / tell)** what to do. I prefer **to take** my own decisions.

- I was really stupid **(follow)** my mother's advice. She was totally wrong.
- I'd love **(be)** there when you told her you were leaving.
- If I had a serious illness, I would prefer **(tell)** the truth.
- It's no use **(run)**. The train will have left by now.
- Mark seems **(work)** too hard at the moment. He looks very tired.
- By the time I'm 50, I expect **(save)** enough to be able to just work part time.
- The man denied **(commit)** the crime.
- There will be plenty of time to have something **(eat)** at the airport.
- It's no good **(blame)** him because he didn't take his trouble with him.
- Who was the second man **(walk)** on the moon?
- There wasn't enough room for us **(sit)** down.

- Rewrite the sentences with the bold word.

Don't get angry. That won't help.

POINT

There's no point getting angry.

- We haven't got many eggs so we can't make an omelette.
ENOUGH
We make an omelette.
- I hate it when people wake me up from a siesta.
WOKEN
I from a siesta.
- Are you sorry you didn't have more children?
RIGHT
..... more children?
- It's amazing what she's managed to achieve considering she didn't finish school.
WITHOUT
It's amazing what she's managed to achieve
- I really wish I'd been able to go to your birthday party.
LOVE
I to your birthday party.
- The children look as if they're having a good time. don't you think?
SEEM
....., don't you think?
- We're not planning to redecorate the kitchen until we've finished the rest of the house.
PLAN
Our until we've finished the rest of the house.

USEFUL LANGUAGE

c Complete the missing words.

Some common expressions for generalizing

- 1 Generally **sp** _____, people think...
- 2 In **g** _____, people think...
- 3 The general **v** _____ is that certain improvements need to be made.
- 4 It is generally **co** _____ / **thought** ...
- 5 **Ov** _____, the majority of students think...

d Rewrite the following sentences.

Making suggestions

1 Please buy new computers

We suggest _____

2 You ought to improve the registration process.

It would be advisable _____

3 Why don't you make the classes smaller?

We propose _____

4 You really should change the opening hours.

I strongly recommend _____

5 It would be much better if classes lasted an hour.

It would be far preferable for classes _____

PLANNING WHAT TO WRITE

Brainstorm the content

- a Read the following task and all the relevant information. Then with a partner decide
 - 1 how many headings you will need and what they should be.
 - 2 how to express the relevant information in your own words.
 - 3 what suggestions for improvements could be made under each heading.

Your language school has just started four-week study trips to the UK. You have been asked by the principal of the school to get feedback from all the students who participated and write a report detailing what students were positive about, what problems they had, and making suggestions for improving future study trips.

You have made notes covering the views of the majority of participants:

People with families much happier than ones who stayed in the halls of residence, because they were able to speak to the families a bit.

School OK and classes good but almost everyone complained about the lunch (just a sandwich). Some thought six hours a day too much.

People not very keen on some weekend cultural programmes. Trips to London and Oxford great, Bath and Stratford boring.

On all trips too much sightseeing and not enough time for shopping!

- b Together, suggest improvements to the study trips beginning with a different expression each time.

TIPS for writing a report

- Look carefully at who the report is for and what they need to know. This will help you choose what information you have to include.
- In the introduction state what the aim of the report is.
- Decide what the subdivisions are going to be within the areas of the report and think of headings for them.
- For each paragraph state the situation (strengths and weaknesses) and then make a recommendation.
- If in an exam you are given information on which to base your report, try not to use exactly the same words.
- Try to use a variety of expressions for generalizing and making suggestions.
- Use an appropriate professional style, avoiding very informal expressions.

WRITING

You are going to write the report. It should be approximately 250 words.

DRAFT your report, using the headings and suggestions you worked on in the planning stage.

EDIT the report, deciding if there is any information that should be left out and making sure the report is the right length.

CHECK the report for mistakes in grammar, spelling, punctuation, and register.

Key success factors

- being clear and concise
- making sensible recommendations based on your observations

ANALYSING A MODEL TEXT

- a The owners of a language school are doing some research into student satisfaction, and have asked several students to interview all the students at the school and write a report. Read their report and then from memory tell a partner what the school's main strengths and weaknesses are in each area.
- b Without looking back at the model text, try to remember how some of the **highlighted** phrases below were expressed in a less informal way. Check back with the text for those you can't remember.
- 1 **What this report is for** is...
The _____ is...
 - 2 ...is to **find out how happy students are** with the classes and facilities.
...is to _____ with the classes and facilities.
 - 3 In general, students **thought the teachers were very good**.
In general, students _____.
 - 4 **About class sizes**, most students think that there should no more than twelve students in a class.
_____, most students think that there should no more than twelve students in a class.
 - 5 As for **how long the classes last**, they officially last an hour.
As for _____, they officially last an hour.
 - 6 We suggest **buying** more computers...
We suggest _____ more computers...
 - 7 **Most students** feel _____ feel...
 - 8 ...that if **you make the changes we suggest**, it will be an even better place to study.
...that if _____, it will be an even better place to study.



King James's Language School: A report

Introduction

The aim of this report is to assess student satisfaction with the classes and facilities at King James's Language School, and to make suggestions for improvements.

Testing and registration of new students

Most students were satisfied with the testing process for new students. However, they complained about the long queues at registration. We believe it would be preferable either to have more staff available to deal with registrations, or to give students a specific day and time to register.

The classes

In general students rated the teachers very highly. Their main criticisms were of class sizes and the length of classes. As regards class sizes, most students think there should be no more than 12 students in a class. As for the duration of classes, they officially last an hour, but in practice they are usually only 45 minutes because of latecomers. We propose that all students who arrive more than five minutes late should have to wait until the break for admittance.

The self-study centre

It is generally thought that the self-study centre, while useful, has two major drawbacks. There are not enough computers, and at peak times they are always occupied. Also the centre closes at 7 p.m., so students who come to the later classes cannot use the centre at all. We suggest purchasing more computers and extending the opening times until 9 p.m.

The cafeteria

The cafeteria was replaced last year by vending machines for drinks and snacks. Although it is true that people often had to wait to be served, most students vastly preferred the cafeteria and would like it to be re-opened.

Conclusion

Overall, the majority of students are extremely positive about the school, and feel that if the suggested changes are implemented, it will be an even better place to study.

THE INTERVIEW 

- a You are going to listen to an interview with Patricia Melvin, an American painter. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

in situ /ɪn 'si:tju:/ (from Latin) in the original or correct place
sketch /sketʃ/ make a simple picture that is drawn quickly and doesn't have many details
pose /pəʊz/ take a particular position in which sb stands, sits, etc. especially in order to be painted
canvas /'kænvəs/ a piece of strong heavy material used for painting on
the Hudson /'hʌdzn/ one of the rivers which flow through New York City



- b 5.23 Listen to part 1. Answer the questions with a partner.

- 1 What is it about New York that attracts and inspires creative people?
- 2 Why does she prefer working in situ to working from photos?
- 3 Why does working in situ mean she has to work fast?
- 4 Does she normally take a long time to finish a painting?
- 5 What does she say is the main difference between painting a cityscape and a landscape?
- 6 What is the advantage of painting in the countryside?
- 7 What problem does she have with painting portraits?

- c 5.24 Listen to part 2. Answer the questions with a partner.

What does she say about...?

- 1 the Hudson River; her parents
- 2 sunrise
- 3 the advantages of painting just before and during the spring
- 4 the places where she'd like to paint
- 5 what an artist has to sacrifice and why

- d 5.25 Listen and complete the phrases with two or three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS

- 1 I _____ a little in the studio sometimes or finish things.
- 2 ...as opposed to down a street, where it's so clear and easy, kind of, to _____.
- 3 I love it because I'm usually alone, _____ alone there, and I'm not distracted by passers-by.
- 4 And that's a real big sacrifice _____ your social life...
- 5 They contradict one another _____.

- e If you were an artist, what would you choose to paint and why?

IN THE STREET 

- a 5.26 You are going to hear four people talking about art. What three questions are they all asked? Which speaker(s) go to art galleries most / least often?



- b Listen again. Match the speakers to the statements.

- 1 They don't like paintings of people.
- 2 Their favourite paintings are based on photos.
- 3 They don't have a favourite style of painting.
- 4 They like paintings which show nature, and especially the sea.
- 5 They like their favourite paintings mainly because of the colour.

- c 5.27 Listen and complete the phrases with one to three words. What do you think they mean?

COMMON PHRASES

- 1 I have a Kandinsky that I'm _____.
- 2 ... you know, a photograph of Florence, _____, and he'll take out some buildings and invent some replacements...
- 3 A lot of my friends go _____ and I never seem to find the time.
- 4 ... sort of large blocks of _____ magenta and grey.

- d Answer the same questions with a partner.

44 Film and cinema

1 Basic vocabulary

Match these words with their definitions below:

star director scene critic review

1. somebody who reviews new films
2. a very famous actor or actress
3. what a critic writes about a new film
4. the person who tells the actors and actresses what to do
5. one small part of a film

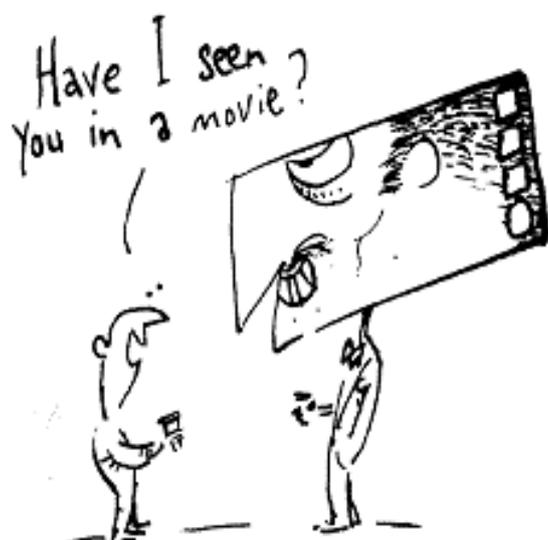
In Britain people go to the cinema. In the United States people go to the movies.

2 In the cinema

Put these words into the sentences below:

screen subtitles row trailers credits

1. Let's sit at the back. I don't like being too near the
2. I like to sit in the front
3. I find trying to read very annoying. I prefer dubbed films.
4. I like seeing all the for the new films that are coming out.
5. I usually stay at the end to read the because I like to know who some of the less important actors were.



3 Different kinds of film

Match the film titles with the short descriptions below:

- a. Die Hard
- b. The Bride of Dracula
- c. The Magnificent Seven
- d. The Sound of Music

1. Yul Brynner rides again in this *famous* western.
2. A *classic* horror film with Boris Karloff as the vampire.
3. Bruce Willis is the hero in this *predictable* action movie.
4. The popular but increasingly *dated* musical. Sing along with Julie Andrews.

Now do the same with these:

- e. Witness
- f. Spartacus
- g. Saving Private Ryan
- h. It Came from Outer Space
- i. Four Weddings and a Funeral
5. A *ridiculous* science-fiction film as aliens attack a peaceful community in California.
6. Hugh Grant and Andie MacDowell star in this *hilarious* romantic comedy.
7. An *epic* historical drama with Kirk Douglas as the slave leading the revolt against Rome.
8. Harrison Ford protects an innocent boy who has witnessed a murder in this *gripping* thriller.
9. Steven Spielberg's *action-packed* war film provides Tom Hanks with one of his best roles.

Now decide whether the words in *italics* are positive or negative. Use a dictionary to help you.

Positive

 Negative

4 Making a film

Choose the correct ending for each sentence:

1. *The Beach* was set
 2. *Schindler's List* was filmed in
 3. *Psycho* was directed by
 4. *Titanic* starred
 5. *Jurassic Park* was based on
- a. Leonardo DiCaprio and Kate Winslet.
 - b. a novel by Michael Crichton.
 - c. black and white.
 - d. in Thailand.
 - e. Alfred Hitchcock.

5 Talking about films

Delete the wrong word or expression in the following sentences:

1. *The Beach* was mainly filmed on location / on site in Thailand.
2. Jodie Foster won an Oscar for her performance / play in *Silence of the Lambs*.
3. Cat Woman was one of the characters / actresses in *Batman*.
4. Anthony Hopkins heads the cast / the players in this moving costume drama.
5. I got a bit confused. The plot / tale was too complicated for me.
6. I'll never forget the action / the scene where they drive over the cliff at the end of *Thelma and Louise*.
7. *The Age of Innocence* won an award for the best costumes / uniforms.
8. Most American films are translated / are dubbed when they're shown in Europe but some countries prefer to show them in English with subtitles.
9. Have you heard the soundtrack / the screenplay for *Trainspotting*? It's brilliant.
10. The special tricks / special effects in *Total Recall* are amazing!

6 It's won seven Oscars!

Match up the following verbs and nouns. ~~Then use~~ the expressions in the sentences below:

shoot	rave reviews
give	the scene
play	three Oscars
nominate	the role

1. Sean Connery of James Bond for many years.
2. The film has been for – best film, best actress and best original screenplay.
3. The director decided it would be better to in black and white.
4. I've heard it's a fantastic film. The critics have all it

7 Asking about a film

Match the questions and answers below:

1. Where's it on?
 2. Who's in it?
 3. What's it about?
 4. Who directed it?
 5. What's it like?
- a. Steven Spielberg
 - b. A theme park terrorised by dinosaurs.
 - c. It's brilliant! / It's terrible!
 - d. Sam Neill and Laura Dern.
 - e. At the Odeon.

Do you know which film is referred to here?

What's the best film you've seen recently?

What's the best film you've ever seen?

GRAMMAR

- a Put the verb in brackets in the right form.
- Do you think I ought _____ to Mario? (apologize)
 - Rick hates _____ that he doesn't dance very well. (tell)
 - I would love _____ the exhibition, but it finished the day before we arrived. (see)
 - Alex seems _____ a lot recently. Do you think he's studying enough? (go out)
 - Isn't there anywhere _____ here? (sit down)
 - You'd better _____ to the doctor about that cough. (go)
 - There's no point _____ him. He always has his mobile switched off when he's driving. (phone)
 - It's important for celebrities _____ at all the right parties. (see)
 - You're not supposed _____ your mobile at work but everyone does. (use)
 - You needn't _____ any food or drink to the barbecue. We've already got plenty. (bring)
- b Circle the right phrases. Tick if both are possible.
- I'm supposed to take / I have to take* the medicine every day.
 - I can hear / I am hearing* voices in the flat next door. I thought the neighbours were away.
 - It looks *as if / as though* there's going to be a storm tonight.
 - You should have listened / You should listen* to my advice, but it's too late now.
 - It is not allowed / is not permitted* to feed any of the animals.
 - You look / You seem* a bit down today. Is everything OK?
 - This coffee *tastes like / tastes of* tea. It's undrinkable!
 - You don't need to / You needn't be* especially tall to join the police force nowadays.
 - I needn't have taken / I didn't need to take* any summer clothes. In the end it was too cold to wear them.
 - It smells *as if / like* if someone has burnt the toast.

VOCABULARY

- a Circle the right word.
- We drove *under / below* the bridge and into the town centre.
 - It's only a tiny cut on your finger. Just put a *bandage / plaster* on it.
 - I was so tired I slept like a *bat / log* last night.
 - I've been walking all day and my new shoes have given me a *blister / bruise* on my toe.
 - The actor *scribbled / sketched* his autograph on the piece of paper.
 - My husband is as stubborn as a *horse / mule*.
 - If you've got a problem with your back, you should see a(n) *osteopath / homeopath*.
 - Shall we go for a walk *along / through* the river bank?
 - I only *glanced / gazed* at the woman but I would say she was Spanish or Italian.
 - He never hears the door bell. He's as deaf as a *wall / post*.
- b Write words for the definitions.
- _____ - _____ *noun* a painting or drawing that you do of yourself
 - _____ *verb* to open and shut your eyes quickly
 - _____ *noun* a piece of modern sculpture made using objects, sound, etc.
 - _____ *noun* a Chinese method of treating pain and illness using needles
 - _____ *verb* to shake because you are nervous, frightened, excited, etc.
 - _____ *noun* a kind of treatment which uses hypnosis to treat physical or emotional problems
 - _____ *verb* to draw lines or shapes, especially when you are bored or thinking about something else
- c Complete the sentences using the **bold** word and a prefix.
- The man didn't speak clearly and I totally _____ what he said. **UNDERSTAND**
 - I get very _____ when I feel that I'm not making any progress. **MOTIVATE**
 - Even though the Scottish soldiers were completely _____ by the English, they won the battle. **NUMBER**
 - The film isn't as good as everyone says it is. I think it is very _____. **RATE**
 - There was a huge _____ demonstration in the main square last night. **WAR**
 - Look, I think they have _____ us. The bill should be 80 euros, not 60. **CHARGE**
 - When I am travelling, I usually use _____ phone cards to make calls. **PAY**
 - The meeting has been postponed and will be _____ for a later date. **ARRANGE**
- d Complete the phrasal verbs.
- Put** that cigarette _____. Can't you see the 'No smoking signs'?
 - A car **pulled** _____ outside our house and a man got out.
 - The teacher **handed** _____ the exam papers to the students.
 - You should never **lean** _____ the window on a train. It's very dangerous.
 - The driver **wound** _____ his window and asked me the way to the town centre.
 - The government want to **bring** _____ a new law to reduce the speed limit.

1 Basic vocabulary

Translate the following words into your language:

- | | |
|--------------------------|-------------------------|
| 1. paperback | 5. characters |
| 2. novel | 6. chapter |
| 3. fiction | 7. poem |
| 4. non-fiction | 8. poetry |

2 Kinds of books

1. Put the following into the correct column below:

encyclopedia	atlas	classic
ghost story	textbook	detective story
novel	dictionary	autobiography
biography	thriller	science fiction
	fiction	non-fiction
.....
.....
.....
.....
.....
.....

2. In which of the non-fiction books would you:

- look up the meaning of a word?
- look up the height of Niagara Falls?
- find a detailed map of China?

3. Which of the following books would you buy in the situations below?

- a. a cookery book
- b. a travel guide
- c. a children's book
- d. an autobiography

- You don't like fiction. You prefer to read about the life stories of real people, written by the people themselves.
- You are 20 years old and are leaving home to share a flat with some friends. You've never cooked for yourself before.
- You don't know what to buy your seven-year-old nephew for his birthday.
- You are going trekking in Nepal. You've never been there before.

Most biographies and reference books are hardbacks but most novels are paperbacks.

3 Writers

Match the writers with what they write:

- | | |
|----------------|----------------------------------|
| 1. Authors | a. write poetry. |
| 2. Novelists | b. write about famous people. |
| 3. Poets | c. write any kind of book. |
| 4. Playwrights | d. write articles in newspapers. |
| 5. Journalists | e. write fiction. |
| 6. Biographers | f. write plays. |

4 Novels

Mark each sentence P – if it expresses a positive idea – or N for a negative idea. The phrases in green will help you decide.

- I've just finished a Stephen King novel. I couldn't put it down.
- I just couldn't relate to any of the characters.
- It's no masterpiece but it's very readable.
- The main characters don't really develop and some of the minor characters are very one-dimensional.
- The first few chapters were such heavy going that I gave up.
- It's such a moving story. I couldn't stop thinking about it.
- It's a very simple story but there's no real plot. Nobody seems to have a reason for doing what they do.

Novels are fictional stories invented by the writer although some are based on true stories.

A classic is a famous book which everyone agrees will last, for example, 'Pride and Prejudice' or 'The Three Musketeers'.

What kind of novels do you like?

5 Poetry

Use these words to complete the following:

poems poetry poet verses recite

When we did at school, we had to learn whole by heart and then them for the whole class. Philip Larkin was my favourite I remember the longest poem I had to learn had over 20 !

6 Painting

Use these words to complete the sentences below:

watercolours portrait landscapes
still life abstract oils

1. Probably the most famous in the world is the Mona Lisa in the Louvre.
2. Van Gogh was famous for his of the countryside around Arles in the south of France.
3. Picasso's early work was representational, but he soon developed an interest in art.
4. Many paintings contain a bowl of fruit and a bottle.
5. If you use, it is easier to correct a mistake than if you use

An artist can also be called a painter. A painter can also be the person who paints your house. So, all artists are painters, but not all painters are artists!

7 Putting on an exhibition

Use these words to complete the text below:

exhibition critics gallery
collectors paintings artist

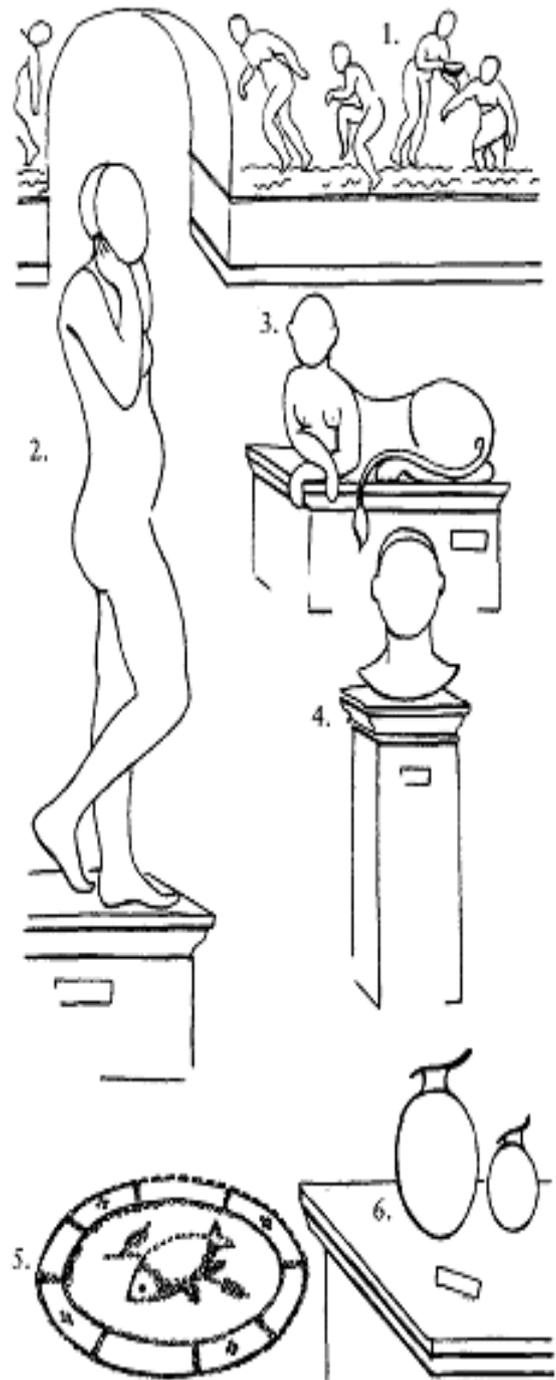
My sister's an (1) Her (2) are quite unusual but people seem to like them. Until recently she just exhibited her work in local bars and restaurants but last week a (3) in London contacted her to say they wanted to put on an (4) of her work. The art (5) from all the national newspapers will be there, so she's hoping she might get some publicity. There'll probably be quite a few private (6) there too, so she might make some money for a change!

Notice the difference between "It's a very interesting work" (one painting) and "I really like her work." (everything she does)

8 Other creative works

Match the following words with the pictures:

ceramics mosaic bust
statue mural sculpture



can, must, should, ought to, had better

- 1 I **couldn't** take any photos in the gallery, so I bought some postcards of the paintings. Passengers on the bus **mustn't** distract the driver. We **should** / **ought to** go home on the motorway – it's much quicker.
- 2 We **should have** / **ought to have** gone home on the motorway – it would have been quicker.
- 3 You'd **better** post the parcels today or they won't get there in time.

- 1 The most common modal verbs for talking about permission and obligation are *can*, *must*, *should*, and *ought to*.
- 2 We can use *should have* or *ought to have* + past participle to talk about past events which did not happen and which we regret.
- 3 *Had better* is stronger and more urgent than *should* / *ought to* and is often used to give strong advice or a warning. It normally refers to the immediate future.
- The negative is *had better not* NOT *hadn't better*.

have to / have got to

- 1 All passengers **will have to** fill in an immigration form on arrival. You **don't have to** tip here unless you think the service was especially good.
- 2 I've **got to** buy a birthday present for my brother.

- 1 We also use *have to* to express obligations. It can be used in any tense.
- 2 We can also use *have got to* to express obligation, but it is normally used for specific occasions rather than repeated or general obligations.

need

- 1 You **really need to** check in at least two hours before a flight leaves. I **don't need to** take a jacket. It's going to be hot today.
- 2 You **needn't** lock the car. Nobody will steal it in this village.
- 3 We **needn't have booked** / **didn't need to book** a table. The restaurant is empty.
- 4 We had plenty of petrol so we **didn't need to** stop, which saved time.

- 1 We use *need* / *don't need* + *to* + infinitive to say that something is necessary / unnecessary. You can use these forms for habitual, general, and specific necessity.
- 2 When we want to say that something is unnecessary on a specific occasion, we can also use *needn't* + infinitive without *to*.
- We use *don't need to* (NOT *needn't*) for habitual or general necessity, e.g. I *don't need to* wear glasses. My sight is still good. NOT I *needn't* wear glasses.
- 3 When something was not necessary, but you did it, we can use either *needn't have* + past participle or *didn't need to* + infinitive.
- 4 When something was not necessary, so you did not do it, you must use *didn't need to* NOT *didn't need have*. We had plenty of petrol so we *didn't need to* stop, which saved time.

be able to, be allowed to, be permitted to, be supposed to

- 1 From tomorrow, we **won't be able to** park in this street. You're **not allowed to** smoke in any public buildings in our country.
- 2 It is **not permitted to** take mobile phones into the exam room.
- 3 We are **supposed to** check in at 3.30. What's the time now? You **aren't supposed to** park here – it's a hospital entrance.

- 1 We often use *be able to* or *be allowed to* + infinitive to talk about what is possible or permitted instead of *can*, particularly when we want to use a form which *can* does not have.
- 2 *Be permitted to* + infinitive is used in formal situations, e.g. notices and announcements, to say what can / can't be done according to the law or to rules and regulations.

⚠ We do not use it followed by *be allowed to* NOT *it isn't allowed to take* mobile phones into the exam room.

- 3 We can also use *be supposed to* + infinitive to say what people should or shouldn't do, often because of rules. There is often a suggestion that the rules are not necessarily obeyed, e.g. Students are *not supposed to* have guests after 12.00, but *everyone does*.

- a Complete the second sentence so that it means the same as the first.

We **couldn't** go out at night when we were at boarding school.

We **weren't allowed to** go out at night when we were at boarding school.

- 1 Obviously you **mustn't** park here – but everyone does. You **aren't** _____ here.
- 2 Put that cigarette out. This is a **no-smoking** area. You'd _____ . This is a no-smoking area.
- 3 I regret losing my temper last night. I **shouldn't** _____ last night.
- 4 You **can't** take flash photographs in this museum. Flash photography is _____ in this museum.
- 5 Wearing a seat belt in the back seat of the car is compulsory. You _____ in the back seat of the car.
- 6 Swimming in the lake is strictly prohibited. You **aren't** _____ in the lake.
- 7 Wearing a tie is optional in this restaurant. You **don't** _____ in this restaurant.
- 8 The best thing to do would be to get specialist advice. You **really** _____ specialist advice.
- 9 I **must** finish the sales report by Friday. I've _____ by Friday.
- 10 You **don't have to** bring your car – we can go to mine. You _____ – we can go to mine.

- b Complete the sentences with these words.

If you don't finish your homework, you won't be able to watch TV.

- 1 You **don't** _____ to go into the art gallery. Entrance is free.
- 2 Smoking _____ anywhere on the aircraft. Anyone caught smoking will be severely punished.
- 3 You'd _____ late – you know what late is like about punctuality!
- 4 You _____ back before next month. I'm in no hurry for the money.
- 5 You _____ you didn't like the pasta. You know how sensitive he is about his cooking.
- 6 It was a difficult journey because we _____ trains three times.
- 7 A lot of people think that governments _____ more to protect young people's health.
- 8 You **aren't** _____ your mobile phone when you are driving.
- 9 We _____ swimmers after all – it's really weird!
- 10 Ann _____ a cat to the wedding or is it quite informal?

real and unreal

- 1 They **won't** get a table unless they've already booked.
Can I borrow your dictionary a moment if you're not using it?
If it stops raining, I'm going to walk into town.
- 2 How would you know if he **wasn't** telling the truth?
If we had a bit more time here, we **could** go on an all-day river trip.
- 3 I **would** have picked you up if I **had** known what time your flight arrived.
If I **had** been looking where I was going, I **would** have seen the hole in the road.

- 1 This kind of conditional sentence (Type 1) is used to talk about a possible present or future situation and its result.
You can use any present tense in the *if* clause and any forms of the future in the other clause.
- 2 Type 2 conditional sentences are used to talk about hypothetical or improbable situations in the present or future.
You can use the past tense (simple or continuous) in the *if* clause and *would* + infinitive (or *could* / *might*) in the other clause.
- 3 Type 3 conditional sentences are used to talk about a hypothetical situation in the past.
You can use the past perfect (simple or continuous) in the *if* clause and *would have* + infinitive (or *could* / *might have*) in the other clause.

mixed conditionals

I **wouldn't** be in this mess if I **had** listened to your advice.
Jane **would** have left Mike by now if she **didn't** still love him.

If we want to refer to the present and the past in the same sentence, we can mix tenses from two different types of conditional, e.g.
I **wouldn't** be in this mess (Type 2) ... if I **had** listened to your advice (Type 3).
Jane **would** have left Mike by now (Type 3) if she **didn't** still love him (Type 2).

alternatives to *if* in conditional sentences

- 1 I'll tell you what happened as long as / so long as you promise not to tell anyone else.
Provided / Providing (that) the bank lends us all the money we need, we're going to buy that flat we liked.
They agreed to lend us the car on condition (that) we returned it by the weekend.
- 2 I'm going to sell the car whether you agree with me or not.
- 3 Even if I get the job, I'm going to carry on living with my parents for a while.
- 4 Supposing you lost your job, what would you do?
- 5 Had I known that you were coming, I would have bought a bottle of wine.

a Right (✓) or wrong (X)? Correct the mistakes in the highlighted phrases.

- If you hadn't been here last night, I don't know what I would do. what I would have done
- 1 They wouldn't have made you Marketing Manager if they didn't think you were right for the job.
 - 2 The government would accept more refugees if the camp isn't so crowded.
 - 3 If you've done all your homework, you can go out this evening.
 - 4 We wouldn't be living in Singapore now if my company hadn't been taken over by a multinational.
 - 5 Hannah would be in the first team if she didn't get injured last month.
 - 6 If you've ever been to New York, you will know exactly what I'm talking about.
 - 7 They would get divorced ages ago if they didn't have young children.
 - 8 If the storm wasn't at night, more people would have died.
 - 9 If their flight hasn't been delayed, they will have arrived by now.

b Complete the sentences with one word. Don't use *if*.

- Supposing we raised the tax rates, how would we get home?
- 1 My father has agreed to lend me the money I pay it back by the end of the year.
 - 2 if I had played my best, I still wouldn't have beaten him.
 - 3 I'll tell you exactly what happened as as you promise not to tell anyone.
 - 4 the rebels not surrendered, there would have been a lot more casualties.
 - 5 The company will only employ me on that I sign a two-year contract.
 - 6 We've decided we're going to go ahead with the event we sell all the tickets or not.
 - 7 I'm convinced Amy won't get back with her boyfriend if he apologises.
 - 8 You can go to the party long as you are home by midnight at the latest.
 - 9 we do buy a dog, who's going to take it for walks?
 - 10 I'm going to make an appointment for you at the doctor's you like it or not.
 - 11 the plane not caught fire, there would have been more survivors.

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com
5. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
6. www.oup.com/elt/englishfile/advanced
7. Hot English Skills booklet, Advanced (C1) 2012-2013
8. www.hotenglishmagazine.com

LESSON PLAN 16

Teacher's name:
 Course name: Integrated skills
 Date:

Course type: Developing/ Review
 Room:

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Unit 6 6A A moving experience. Travel and Tourism
Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 9. to introduce the verbs and utensils related to preparing food. 10. to introduce into a topic	
Педагогик вазифалар: Objectives: 11. to get acquainted with the words connected with food 12. to discuss the favorite food of students 13. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 14. to tell the words related to food 15. to explain the addiction types 16. to give definitions to the words 17. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps

Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологик харитаси
DETAILED PROCEDURE OF THE LESSON

Иш босқичларива вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.

6 LISTENING & SPEAKING

A journey to remember

Famous people recount travel experiences they remember and sometimes would rather forget...

- a **84** You are going to listen to an edition of the radio programme *A journey to remember* where an orchestral conductor describes a journey he made by air taxi. Listen to part 1 and answer the questions.

- 1 Where was he going to / from, and why?
- 2 Why did he choose to use an air taxi?
- 3 What problem did he find when he got to the airport?
- 4 What problem did he notice when he got into the plane?
- 5 If you had been in that situation, what would you have done?

- b **85** Listen to part 2 and make notes about the problems that arose during the flight.

- c **86** Listen to part 3 and answer the questions.

- 1 What happened next? Did he make it in time for his rehearsal?
- 2 After that experience, would you have made the return journey with the same company?
- 3 What did he do? What happened on the way back?

LEXIS IN CONTEXT

- d Look at the **highlighted** expressions...

What do you think they mean? Can you remember how the sentences continued?

- 1 ...when I arrived at the airport, **my heart sunk** because...
- 2 ...I was still hoping to **make it in time** for...
- 3 Then **to my horror** I realized that...
- 4 **By this point** the co-pilot himself had realized that...
- 5 but **presumably** because of the pressure or the cold I don't know...
- 6 **To my relief** we landed...
- 7 Then **on the way back** the pilots were...
- 8 ...**nothing was going particularly wrong**, but I noticed that...

- e If you were asked to speak on the programme *A journey to remember*, which travel experience would you talk about? (It could be an exotic journey when you were travelling somewhere, or just something unexpected that happened on your way to work or school.) Work in groups of three or four and tell each other about your experience.



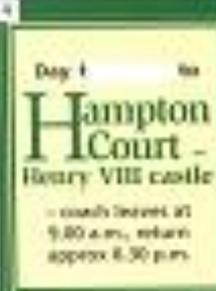
1 Nouns and noun phrases

- a Complete the missing words. What do you think they mean?

1  City **b**
— three days in
Prague
€157

2  Eight-day **a** holiday to
CHINA
including flights, meals (half-board) and transfers.

3  Flight to
Australia
with one night **b**
in Singapore (4-star hotel).

4  Day 1 **a** the
Hampton Court —
Henry VIII castle
— coach leaves at
9.00 a.m., returns
approx. 8.30 p.m.

5  **Hever Castle**
— guided 1
11.00 a.m. — 4.00 p.m.
Visits last approx
one hour.



6  Visit **Thingvellir National Park**.
located 91 kilometres west of
Reykjavik, this is one of Iceland's
most spectacular landscapes
and the **a** of the
ancient Icelandic parliament.

7  **FLY** **a** the new
b **c**
airline that offers cheap
flights to hundreds of
destinations.

8  Check 1 **a** **b** **c** **d** **e** **f** **g** **h** **i** **j** **k** **l** **m** **n** **o** **p** **q** **r** **s** **t** **u** **v** **w** **x** **y** **z** **aa** **ab** **ac** **ad** **ae** **af** **ag** **ah** **ai** **aj** **ak** **al** **am** **an** **ao** **ap** **aq** **ar** **as** **at** **au** **av** **aw** **ax** **ay** **az** **ba** **bb** **bc** **bd** **be** **bf** **bg** **bh** **bi** **bj** **bk** **bl** **bm** **bn** **bo** **bp** **bq** **br** **bs** **bt** **bu** **bv** **bw** **bx** **by** **bz** **ca** **cb** **cc** **cd** **ce** **cf** **cg** **ch** **ci** **cj** **ck** **cl** **cm** **cn** **co** **cp** **cq** **cr** **cs** **ct** **cu** **cv** **cw** **cx** **cy** **cz** **da** **db** **dc** **dd** **de** **df** **dg** **dh** **di** **dj** **dk** **dl** **dm** **dn** **do** **dp** **dq** **dr** **ds** **dt** **du** **dv** **dw** **dx** **dy** **dz** **ea** **eb** **ec** **ed** **ee** **ef** **eg** **eh** **ei** **ej** **ek** **el** **em** **en** **eo** 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**nv** **nw** **nx** **ny** **nz** **oa** **ob** **oc** **od** **oe** **of** **og** **oh** **oi** **oj** **ok** **ol** **om** **on** **oo** **op** **oq** **or** **os** **ot** **ou** **ov** **ow** **ox** **oy** **oz** **pa** **pb** **pc** **pd** **pe** **pf** **pg** **ph** **pi** **pj** **pk** **pl** **pm** **pn** **po** **pp** **pq** **pr** **ps** **pt** **pu** **pv** **pw** **px** **py** **pz** **qa** **qb** **qc** **qd** **qe** **qf** **qg** **qh** **qi** **qj** **qk** **ql** **qm** **qn** **qo** **qp** **qq** **qr** **qs** **qt** **qu** **qv** **qw** **qx** **qy** **qz** **ra** **rb** **rc** **rd** **re** **rf** **rg** **rh** **ri** **rj** **rk** **rl** **rm** **rn** **ro** **rp** **rq** **rr** **rs** **rt** **ru** **rv** **rw** **rx** **ry** **rz** **sa** **sb** **sc** **sd** **se** **sf** **sg** **sh** **si** **sj** **sk** **sl** **sm** **sn** **so** **sp** **sq** **sr** **ss** **st** **su** **sv** **sw** **sx** **sy** **sz** **ta** **tb** **tc** **td** **te** **tf** **tg** **th** **ti** **tj** **tk** **tl** **tm** **tn** **to** **tp** **tq** **tr** **ts** **tt** **tu** **tv** **tw** **tx** **ty** **tz** **ua** **ub** **uc** **ud** **ue** **uf** **ug** **uh** **ui** **uj** **uk** **ul** **um** **un** **uo** **up** **uq** **ur** **us** **ut** **uu** **uv** **uw** **ux** **uy** **uz** **va** **vb** **vc** **vd** **ve** **vf** **vg** **vh** **vi** **vj** **vk** **vl** **vm** **vn** **vo** **vp** **vq** **vr** **vs** **vt** **vu** **vv** **vw** **wx** **wy** **wz** **xa** **xb** **xc** **xd** **xe** **xf** **xg** **xh** **xi** **xj** **xk** **xl** **xm** **xn** **xo** **xp** **xq** **xr** **xs** **xt** **xu** **xv** **xw** **xx** **xy** **xz** **ya** **yb** **yc** **yd** **ye** **yf** **yg** **yh** **yi** **yj** **yk** **yl** **ym** **yn** **yo** **yp** **yq** **yr** **ys** **yt** **yu** **yv** **yw** **yx** **yy** **yz** **za** **zb** **zc** **zd** **ze** **zf** **zg** **zh** **zi** **zj** **zk** **zl** **zm** **zn** **zo** **zp** **zq** **zr** **zs** **zt** **zu** **zv** **zw** **zx** **zy** **zz**

- b Complete each definition with the correct word.

(i) an act of travelling from one place to another and usually back again: a **journey** — a **visit** — to **Prague, Toronto or Kiev** will be a **hour** — to the island. They had to **take** several — to bring all the equipment over.

(ii) an act of travelling from one place to another, especially when there are a long way apart: It was a long and **difficult** — across the mountains. They continued their — on foot. It broke out — (tripped) for a short time in Madrid.

(iii) the activity of going to different places for business or pleasure, especially over long distances. The itinerary includes: **mountain** and **foreign** — **Continental** **flighting** **online** — in the **area** of **business**, **air** / **and** / **space** — — **insurance** / — **discounts** / — **guide** / — **services**.

Oxford Learner's Thesaurus

2 Verb phrases

Match the verbs with their collocation.

cancel / cut short / go / go on / postpone / put off
set off / set out / take out

- _____ travel insurance
- _____ on a journey / early
- _____ a trip / a visit (= finish earlier than planned)
- _____ camping / backpacking / sightseeing
- _____ an outing / an excursion / a trip / holiday / a safari / a cruise
- _____ a trip / a visit (= reschedule it for a later time)
- _____ a trip / a flight / a visit (= decide not to go)

3 Adjectives and phrases to describe places

Match the adjectives and definitions.

breakaway / dull / lively / off the beaten track
overcrowded / overrated / picturesque / spick and span

- _____ with a better reputation than it really deserves
- _____ boring
- _____ designed to attract a lot of tourists
- _____ changed for the worse
- _____ full of life and energy
- _____ far away from other people, houses, etc.
- _____ with too many people or things in it
- _____ very impressive or surprising, spectacular
- _____ pretty, especially in a way which looks old-fashioned

Can you remember the words on this page? Test yourself or a partner.

🔄 p.85

The natural world

1 Animals, birds, and insects

a Match the words and pictures.



- wings
- a shell
- paws
- a beak
- horns
- a tail
- claws
- fur
- fins

b Can you name an animal or insect which can...?

- a bite _____
- b sting _____
- c scratch _____
- d lick _____
- e spit _____

2 Issues relating to animals

a Look at the **bold** words and phrases with a partner and say what they mean.

In your country are there...?

- 1 **any organisations which protect animals and their environment, or animal charities**
- 2 **animal activists, who make violent protests against the use of animals for entertainment, product testing or in medical research**
- 3 **national or regional celebrations, where animals are treated cruelly**
- 4 **national parks or conservation areas where animals live in the wild**
- 5 **endangered species**
- 6 **animals which are hunted for sport**
- 7 **animals which are being bred in captivity in order to reintroduce them into the wild**
- 8 **animals which are kept or transported in inhumane conditions, e.g. battery hens**

b Answer the questions. Give examples.

3 Animal idioms

a Read the sentences and try to guess the meaning of the **bold** idioms. Then match them to definitions A–O.

- 1 I did **all the donkey work** on this project, so I hope I'm going to get the credit for it.
- 2 I told him what I thought of him but it's **like water off a duck's back** for him.
- 3 He was **like a fish out of water** when he left the village and went to live in London.
- 4 You think you've passed the exam but **don't count your chickens** (before they hatch).
- 5 I decided to **take the bull by the horns** and went to see my boss.
- 6 When they divorced, Nicky's wife got **the lion's share** of everything they owned.
- 7 I think James was married before, but Fra not sure. He's a bit of a **dark horse**.
- 8 Fra **is in the doghouse** because I forgot our wedding anniversary.
- 9 He **made a mule pig of himself** at the dinner. He had second helpings of everything.
- 10 When my car **broke down** at the end of such an awful day it was just **the last straw** (that breaks the camel's back).
- 11 The company say they're not going to make anyone redundant with the restructuring, but I **smell a rat**.
- 12 If we have the meeting in London, we can go and visit my mother at the same time and **kill two birds with one stone**.
- 13 My boss can seem quite aggressive but in fact her bark is worse than her bite.
- 14 After playing so badly he walked off **with his tail between his legs**.
- 15 I wouldn't bring up the subject again if I were you. **Let sleeping dogs lie**.

- A face a difficult situation directly and with courage
- B the hard boring part
- C not mention something that happened in the past to avoid arguments or problems
- D criticism doesn't affect him
- E manage to achieve two things by doing one action
- F a person who doesn't tell others much about their life (but sometimes surprises them)
- G the largest or best part
- H not be too confident that something will be successful
- I eat and drink too much, be very greedy
- J the last in a series of bad events that makes you unable to accept the situation any longer
- K feeling ashamed, embarrassed, or unhappy because you have been defeated or punished
- L somebody (usually your partner) is annoyed with you about something
- M do worse words are worse than their actions
- N think that sb is wrong or that sb is trying to deceive you
- O feel uncomfortable or awkward in unfamiliar surroundings

b Do you have the same or similar idioms in your language?

Can you remember the words and phrases on this page?
Test yourself or a partner.

p.30

1 Basic vocabulary

Translate the words in green into your own language:

- It's about ten minutes from the town centre.
- I wish there was a bit more nightlife in this place.
- We live in a fairly quiet street near a park.
- We used to live on a very busy main road.
- My dad's moved to a house in the suburbs.
- I live on the outskirts of Paris.
- It's a quiet residential area.
- She lives in a nice part of town.
- I used to live in a really run-down area.
- There's a large factory which employs over 1000 people.

2 Around town

Match the words on the left with those on the right:

- | | |
|----------------|-------------|
| 1. city | a. precinct |
| 2. tower | b. bins |
| 3. pedestrian | c. lights |
| 4. litter | d. street |
| 5. bus / cycle | e. block |
| 6. traffic | f. centre |
| 7. main | g. lanes |

Now use the expressions in these sentences:

- I wish people wouldn't drop rubbish in the street. There are plenty of around town.
- It's much safer for cyclists to get about these days with everywhere.
- They're building a huge in the centre of town. It's going to house around a hundred families.
- You can't drive up that street any more. They've made it into a
- Go straight down this road and turn left at the first set of
- The traffic system in the is impossible. It's all one-way streets.
- The is where you'll find all the large department stores and banks.

3 Buildings and places

Put the following words into the appropriate columns below. If necessary, use a dictionary.

swimming pool	university
department store	theatre
shopping centre	museum
railway station	school
football stadium	art gallery
opera house	taxi rank
underground	college
leisure centre	mall
multi-storey car park	ice rink

culture	transport	education
.....
.....
.....
.....
.....
sports	shopping	
.....	
.....	
.....	
.....	

4 Amenities

The amenities of a town or city are places which provide a service or entertainment. Match the places on the left with the ideas on the right:

- | | |
|-----------------|-------------------------|
| 1. hospital | a. gambling |
| 2. cathedral | b. films |
| 3. cinema | c. work and business |
| 4. nightclub | d. borrowing books |
| 5. casino | e. classical music |
| 6. concert hall | f. religion |
| 7. job centre | g. healthcare |
| 8. office block | h. looking for work |
| 9. library | i. drinking and dancing |

Tick all the places you have in your town or city.
Has your town / city got a good nightlife?

5 Talking about city life

Complete the sentences with these words:

crowded traffic cosmopolitan
stressful graffiti rush hour

1. Trying to get a seat on the train during the is a nightmare! It's so
Driving is even more - the is awful between 5 and 7.
2. The walls in the town centre are covered in
3. There's a real mix of people in Brighton. It has a very feel to it.

Now do the same with these:

efficient suburbs property prices
commute convenient public transport

4. I love it here. Everything I want is only five minutes away. It's so
5. Everything's a bit more expensive here and are extremely high. A lot of people have no choice but to live out in the and in to work.
6. It's so easy to get around. is excellent - it's cheap and

Now choose the correct ending for each sentence:

7. People are always so busy. Everybody's
8. The roads are terrible. I'm always getting
9. The underground system is impossible. I'm always
10. London's so big. It took me ages to
 - a. getting lost.
 - b. find my way round.
 - c. stuck in traffic.
 - d. rushing about all the time.

6 Problems

Do you have the following problems where you live? Check any words you don't know in your dictionary.

- homelessness
- beggars
- traffic congestion
- sub-standard housing
- unsafe areas (no-go areas)
- prostitution (red-light districts)
- vandalism
- pollution
- a high crime rate
- high unemployment
- racial tension
- overcrowding

7 Vocabulary notes

Here are extra notes on vocabulary connected with town and cities. Use the following words to complete the notes:

estate high-rise street
crossing commuters road

1. A always has buildings on one or both sides.
2. A may or may not have buildings on either side.
3. A housing is a large number of flats or houses built close together at the same time. It is part of the town, but away from the centre.
4. Tower blocks are also called blocks or flats.
5. A pedestrian is a specified place on the road where people can cross. It is sometimes called a zebra
6. People who commute to work every day are called

1 Distance expressions

Here are 6 expressions. Write each one below the one of similar meaning:

It's in the middle of nowhere.

It's in the next street.

It's miles away.

It's 10 minutes by car.

It's just across the road.

It's not very far away.

1. It's directly opposite.
.....

2. It's quite near.
.....

3. It's miles from anywhere.
.....

4. It's just round the corner.
.....

5. It's a ten-minute drive.
.....

6. It's a long way away.
.....

Now put each of these phrases into the correct dialogue:

It's only five minutes' walk.

It's not far.

It's a long way away.

It's miles away.

It's just round the corner.

It's too far to walk.

7. Shall we get a taxi to the restaurant?

> No.

> No.

> No.

8. Shall we walk to the restaurant?

> No.

> No.

> No.

2 Expressions with prepositions

Use these prepositions in the green expressions:

in from

on by

to via

into

1. Are you flying to Paris?

> Well, we've thought about it. It's only an hour plane. Driving isn't really any cheaper and it's much longer. It's at least a hundred miles here the Tunnel, then it takes you over an hour by the time you queue. Then when you get to the other side, it's a good two-hour drive Paris.

2. How far is it to Gothenburg?

> Harwich it's a 36-hour ferry crossing.

3. How far away is your office?

> It's a fifteen-minute walk home, but the bus only takes five minutes.

4. How long is the flight to Tokyo?

> The direct BA flight only takes about 11 hours, but we went Bangkok and it took over 24 hours. Never again!

5. Have you any idea how far it is Salisbury?

> Well, if you go the coast road, it'll probably take you over 3 hours, but if you take the A27, then you can probably do it just under two hours.

6. I've got to change airports when I get to London. How far is Gatwick Heathrow?

> It depends which way you go. You could either take the tube Central London, then get the train from Victoria, or you could just get the airport bus direct Heathrow. It's only about 30 miles or so and the bus takes about an hour – possibly less.

You can ask either How far is it? or How far away is it? They mean the same. You can answer: It's 7 miles or It's 7 miles away.

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 17

Teacher's name:
 Course name: Integrated skills
 Date:

Course type: Developing/ Review
 Room:

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: 6B Pets and Pests. The natural world Let's complain. Complaining Prefixes and suffixes.
Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic	
Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words 13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps

Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.

- c Now read the article again and find answers to the questions below. Answer with D (the dog owner), F (the fish owner), C (the cat owner), R (the reptile owner), or B (the bird owner).

Who...?

- 1 feels that their pet creates a different atmosphere from the atmosphere at work
- 2 enjoys the same pastimes as their pet
- 3 thinks that having a pet has changed them
- 4 says that other people think that they and their pet have similar personalities
- 5 thinks that people unconsciously buy pets which are like them
- 6 thinks that pet personalities change according to the owners they have had
- 7 thinks that they and their pet have developed in the same way simultaneously
- 8 thinks that their pets are changing to become more like them
- 9 thinks that they now have gestures which they have picked up from their pets
- 10 sleeps in the same way as their pet

LEXIS IN CONTEXT

- d Find the following words in the text related to personality.

Introduction

- 1 _____ (adj.) similar to sb / sth
- 2 _____ (noun) a particular quality in your personality

The dog owner

- 3 _____ (adj.) bad-tempered
- 4 _____ (adj.) able to accept what other people do and think
- 5 _____ (adj.) concerned about unimportant details

The fish owner

- 6 _____ (adj.) calm

The cat owner

- 7 _____ (adj., Noun) clever

The reptile owner

- 8 _____ (noun) crazy people

The bird owner:

- 9 _____ (adj.) strange or unusual
- 10 _____ (noun) a person who tries to impress other people by showing how good he or she is at doing sth

- e Think of pets you have or have had, or people you know who have pets. Do you agree with the article that pets and their owners become more alike over time?

2 GRAMMAR ellipsis and substitution

- a Complete the sentences from the text with an auxiliary verb. What is their function in the sentences?

- 'He's becoming a bit more bad-tempered as I get older, and so _____ he.'
- 'I certainly enjoy my food as much as he _____.'
- 'Am I happier because of Garfield? I think I probably _____.'
- 'The bald bearded dragons calmly sitting and watching the telly when I _____.'
- 'It's not so much me who thinks that, but I think some of my friends _____.'

- b  p.152 Grammar Bank 6B. Read the rules and do the exercises.

3 PRONUNCIATION

weak and strong pronunciation of auxiliary verbs and to

- a  87 Read the dialogues and underline the auxiliaries or to when you think they are stressed. Listen and check. Then practise saying the dialogue.

- A Do you like dogs?
B No, I don't, but my husband does.
A So does mine. We have three Alsatians.

- A I went to Iceland last summer.
B Lucky you. I'd love to go there.
Did you see any whales?

- A No, I wanted to, but I got seasick, and you have to go on a boat.

- A Alle doesn't have any pets, does she?
B She does have a pet. She has a hamster.

- A Ugh. I don't like hamsters.
B Neither do I. They're too much like mice.



- b Answer the questions with a partner.

- 1 Are auxiliary verbs stressed (S) or unstressed (U) in the following?
 - in question tags
 - in short answers
 - in self-questions
 - in negative sentences
 - when they are used for emphasis
 - with so and neither
 - when they come as the last word in a sentence
- 2 What vowel sound do unstressed auxiliaries usually have?
- 3 How is to pronounced
 - a) when it's unstressed
 - b) when it's stressed?
- 4 What is to stressed?

- c  Communication Match the sentences A p.150 & p.120. Match the sentence halves.

4 VOCABULARY the natural world

- a Work with a partner. How many of the quiz questions can you answer?

Animals, birds, and insects

1 What do you call a young...?

- a dog _____
 b cat _____
 c horse _____
 d cow _____

2 Which creatures live in...?

- a a nest _____
 b a hive _____
 c a stable _____
 d a kennel _____
 e a tank _____
 f a cage _____



3 What animals make the following noises?

- a squeak _____
 b bark _____
 c neigh /neigh _____
 d miaow _____
 e roar _____
 f grunt _____

b p.166 Vocabulary Bank The natural world

- c Choose five circles. Tell your partner something about a person you know who...

hunts regularly
 has an unusual pet
 doesn't eat meat or fish because of their principles
 is allergic to bees or wasp stings
 has a dog which barks incessantly
 is often in the doghouse with their partner
 has been bitten by a snake
 is an animal activist
 is a member of an organization which protects the environment
 is a bit of a dark horse
 has been attacked by a wild animal
 can't eat shellfish
 doesn't believe in wearing fur
 breeds animals
 has a bark that is worse than their bite

5 LISTENING

- a What animals are considered pests in your country? Why?
- b Listen to two extracts from different news broadcasts, one about wolves and dogs, and one about foxes. What do the stories have in common?
- c Read summaries of the two stories. Can you remember any of the missing words? Listen again and complete the summaries with one or two words in each gap.



1 When Jean Luc Renaud was walking in the Alps, he met a man who was covered in ¹ _____.

The man had been attacked by a breed of dog called the ² _____ dog.

These dogs can weigh as much as ³ _____. They have been brought into the French Alps to defend ⁴ _____ from _____.

There are now about ⁵ _____ wolves in the Alps. The ⁶ _____ has spent money on helping farmers to protect the flocks with ⁷ _____ and ⁸ _____.

However, the dogs are now attacking ⁹ _____, some of whom have taken the shepherds to ¹⁰ _____. There are also reports that a number of dogs have been ¹¹ _____.

2 In London, the fox population is around ¹ _____.

The noise they make is stopping residents in areas like Hampstead from ² _____.

One Hampstead resident found a large fox in her garden, which seemed to be ³ _____.

She phoned Camden Council and asked for the ⁴ _____ department, but was put through to the ⁵ _____ department.

They told her to check whether the fox was ⁶ _____, and offered to give her ⁷ _____.

She refused, and said that she wanted the council to ⁸ _____ the fox.

The fox project then offered to send ⁹ _____ for the fox. At this point the fox left the garden.



- d Who do you sympathize with the most in each story? Are any species of wild animal being protected where you live? Do you think it is a good thing or is it creating problems?

6 SPEAKING

- a **638** Listen to some short extracts of people discussing the issues below and complete the phrases with an adverb.

Common adverb collocations

- 1 Now this is something I feel _____ about...
- 2 Well, I don't feel _____ about it either way.
- 3 I have to say I am _____ against zoos nowadays...
- 4 Oh no, I _____ disagree with you there...
- 5 Well, I couldn't disagree with you _____.
- 6 Well, I don't _____ agree with you...
- 7 Well, I'm _____ convinced that the animal does not want to be there...
- 8 Well, I'm _____ sure that kids could get the same amount of pleasure from seeing animals in the wild.

- b Work in groups of three or four. You are going to debate some of the issues below. Each choose a different issue, for which you will open a debate. Plan what you are going to say, making a few notes to help you.

Animal debates

People should not be allowed to keep very aggressive breeds of dog such as Rottweilers as pets.

In a civilized society there is no place for entertainment which involves cruelty to animals.

Animal activists are right when they object to animals being used in experiments.

Zoos nowadays serve no useful purpose and should be banned.

It is hypocritical for people who call themselves animal lovers to eat meat and fish.

People who live in flats should not be allowed to have pets which require exercise.

Hunting as a sport should be banned.

Animals bred for food should be kept in humane conditions.

- c Hold your debates. On which topic, as a group, do you most strongly
a) agree b) disagree? Try to incorporate language from a.



present and future forms

- 1 I'm seeing Sarah tomorrow. We're having lunch together.
- 2 I'm going to have my hair cut tomorrow.
She's going to get the last train home.
- 3 I'm meeting Cathy this evening. I'm going to tell her that it's all over.
- 4 I'll be going to the supermarket later - do you want anything?
Will we be having dinner at the usual time? I'm going to see a film and it starts at 8.30.
- 5 The train leaves in five minutes. Our classes start next Tuesday.

- 1 The present continuous is the most common way to talk about arrangements. i.e. fixed plans for the future, when the time and place have been decided.
- 2 be going to is the most common way to express future plans and intentions, and to imply that a decision has been made.
- 3 In most cases you can use either going to or the present continuous, but there is a subtle change of emphasis. The present continuous emphasises that a time and place to do something has been decided; going to emphasises the intention. Compare:
I'm meeting Cathy. (= We've arranged to meet.)
I'm going to visit Cathy. (= It's my intention, but arrangements may or may not have been made.)
We do not use the present continuous when it is clear that something is just an intention, not something that has been arranged. NOT I'm taking her that it's all over.
- 4 The future continuous can also be used instead of the present continuous to refer to future arrangements.
- We sometimes use it to emphasise that we are talking about something that will happen anyway rather than something we have arranged. Compare:
I'm seeing Sarah tomorrow. (= I have arranged it.)
I'll be seeing Sarah at the party tomorrow. (= It will happen anyway, but I didn't arrange it.)
- It is often used to make polite enquiries about arrangements, e.g. Will you be waiting for me at the airport?
- 5 We can also use the present simple to talk about future events which are part of a timetable or a regular schedule.

other ways of expressing future arrangements

- 1 My sister is due to arrive at 7.30. Can you meet her at the station?
- 2 My sister is about to have a baby, so I need to keep my mobile switched on.
It is believed that the character is on the point of resigning.
- 3 It has been announced that the Prime Minister is to visit Malaysia next month.

- 1 be due to + infinitive can be used to say that something is arranged or expected.
- We also use due on its own to mean 'expected' e.g. The next train is due in five minutes.
- 2 We can use be about to + infinitive to say that something is going to happen very soon.
- We can also use be on the point of + gerund with a similar meaning, but this is slightly more formal and implies something is more imminent.
- 3 We can use be + to + infinitive in a formal style to talk about official plans and arrangements.

a Circle the right form. Tick if both are possible.

- I see **(I'm seeing)** some friends after class tonight.
- 1 The train is going to leave soon / is about to leave.
 - 2 They will see me between 5.00 and 6.00 as I'll be leaving / I'll have a message.
 - 3 A What are you going to do this evening?
B I'm not sure. I'm probably going to watch / watching the match.
 - 4 What are you going to pay me / paying me back the money I lent you?
 - 5 My dad is retiring / will be retiring at the end of this year.
 - 6 My flight is due to arrive / arrives at 8.08.
 - 7 You'll really recognise me. I'll be wearing / I wear a white suit.
 - 8 The King is to open / is going to open the new gallery on Saturday.
 - 9 I'll be seeing / I'm going to see John at work tomorrow. I can give him your message then.

b Look at the sentences you have ticked. Is there any difference in meaning or register between the two forms?

c Rewrite the sentences with the bold word.

I'm meeting Myrian tonight.

GOING

I'm going to meet Myrian tonight.

- 1 We're going to go out in a minute. Could you ring me back later?
ABOUT

_____. Could you ring me back later?

- 2 Our head of department is going to be promoted in the next few months.

DUE

_____ in the next few months.

- 3 Are you going to the canteen at lunchtime? If so, could you get me a sandwich?

WILL

_____ If so, could you get me a sandwich?

- 4 The ministers are about to sign a new agreement.

POINT

_____ a new agreement.

- 5 James will be at the meeting so I'll see him there.

MEETING

_____ at the meeting.

ellipsis leaving out subjects and auxiliaries

- 1 He got up and (he) had a shower.
She came to the meeting but (she) didn't say anything.
We should phone him or (we should) send him an email.
We usually have dinner at 19.00, and then (we) watch TV.
- 2 They locked the door and windows before they left.
We'll have a look at the photos after we finish dinner.
He's stressed because he has too much work.
She was horrified when she saw the mess he had left.
I met Sam while I was working in Italy.

- 1 After and, but, and or we often leave out a repeated subject or a repeated subject and auxiliary verb, especially when the clauses are short.
- After that we can also leave out a repeated subject pronoun.
- 2 You cannot leave out the subject pronoun after before, after, because, when, and while.

ellipsis leaving out verb phrases or adjectives

- 1 Laura has never been to the States, but her sister has.
Gary thinks he's right, but he isn't.
I didn't like the film, but Mike did.
They said I would love the film, but I don't think I would.
- 2 I thought I would be able to come tonight, but in fact I can't.
I know you've never learned to drive, but I really think you should have.
A You must see his latest film!
B I already have.
- 3 I haven't been to Egypt, but I'd love to.
The students cheered in the streets, even though I told them not to.

- 1 We often leave out a repeated verb phrase or adjective, and just repeat the auxiliary or modal verb, or the verb *be*, e.g. Laura has never been to the States but her sister has been there. Gary thinks he's right, but he isn't right.
- If the verb we don't want to repeat is the present or past simple, we substitute the verb with *do / does / did*.
- 2 We can use a different auxiliary or modal verb from that used in the first part of the sentence.
- 3 We can also leave out a repeated verb phrase after the infinitive with *to*. This is called a reduced infinitive, e.g. I haven't been to Egypt, but I'd love to go.

substitution so and so

- 1 I'll have finished the work by Friday, or at least I hope so.
A Will you be working on Saturday?
B I suppose so, unless we get everything done tomorrow.
Mark loves an Irish, and his sister even more so.
- 2 A Do you think it'll rain tonight?
B I hope not.
A She's not very likely to pass, is she?
B No, I'm afraid not.
The children may be back, but I don't think so.
I know she liked the present, even though she didn't say so.

- 1 We often use *so* instead of repeating a whole (3) clause after verbs of thinking, knowing, believing, expecting, guessing, hoping, imagining, promising, supposing, thinking and also after *be afraid*, *appear*, *seem* and *say*.
- 2 With negative clauses we use (3) *so* + *not* (e.g. I hope not) with *be afraid*, *know*, *guess*, *hope*, *promise*, and *suppose*.
- We normally use (3) *so* (e.g. I don't think so) with *believe*, *expect*, *imagine*, and *think*.

- 4 Cross out the words / phrases which could be left out.
They look happy, but they aren't really happy.
1 Everyone else loved the hotel we stayed in, but I didn't like it.
2 Nobody expects us to win, but you never know, we might win.
3 I didn't take the job in the end, but now I think that I should have taken it.
4 I got into the car and I turned the radio on.
5 A Would you like to come for dinner tomorrow night?
B I'd love to come to dinner, but I'm afraid I can't come.
6 We don't go to the theatre very often now but we used to go before we had children.
7 I won't be able to go to the exhibition, but my wife will be able to go.
8 We met in 2009 and then we got married in 2010.

- b Complete the sentences with a modal or an auxiliary verb in the right form.

I'd like to help you this week, but I can't.

- 1 I'm not vegetarian, but my wife _____.
- 2 I would love to fly a plane, but I know that I never _____.
- 3 Nobody believes me when I say that I'm going to resign, but I _____.
- 4 We thought that Karen would get the job, but she _____.
- 5 In the end they didn't cancel, even though they had promised that they _____.
- 6 If you haven't seen the film yet, you _____.
It's absolutely fantastic!
- 7 If I could help you, I would, but I'm afraid I _____.
- 8 I don't speak French, but my friend _____.

- c Write the responses using the right form of the verb in brackets and a reduced infinitive or adding *so* or *not*.

A Would you like to come round for dinner tomorrow?
B I'd love to. (love)

- 1 A The weather forecast said it would snow in the weekend.
B I _____ I was planning to do some gardening. (hope)
- 2 A Do you smoke?
B I _____, but I gave up last month. (use)
- 3 A If you think she's coming down with flu, you shouldn't send her to school tomorrow.
B I _____. She might infect the other children. (suppose)
- 4 A Have you spoken to Martin yet?
B No, but I _____ after the meeting. (try)
- 5 A Do you think we should leave early to miss the traffic?
B I _____, though I'm really enjoying myself. (guess)
- 6 A Why are you going to do a parachute jump?
B I don't know. I _____ (always / want)

Writing 9

The following expressions are useful in helping you be more precise.

By this I (don't) mean ...	In other words, ...	To be more precise, ...
In fact, ...	That is to say, ...	Here I'm (not) referring to ...
That is not to say that ...		

- 8 Use one of the expressions above to add another sentence to the following arguments.
- 1 In my opinion, extended families are more successful than nuclear families.
 - 2 It is often said that young people are more tolerant than older people.
 - 3 I am convinced that choice is important in the school curriculum.
 - 4 Job commitment is not always the key to success.
- 9 Discuss with your class the structure and content of some of your sentences.
- 10 Read this opening paragraph to a **Task 2** essay on whether examinations are useful or not. Underline and explain the different ways that the writer expresses his views.

I would argue that examinations have a positive influence on learning and by this I mean that they lead to a better understanding of the subject. This is essential in areas such as medicine. While I admit that they can create a lot of pressure for students and can cause stress, I am convinced that these problems can be largely avoided, if the approach to examinations is handled well by teachers and students. Overall, students are motivated by examinations and this motivation can only benefit them.

IELTS Writing test practice

Task 2

- 11  Take 40 minutes to write an essay of at least 250 words on the following task. Use some of the phrases and structures that you have practised in this unit to express your views.

Disruptive school students have a negative influence on others. Students who are noisy and disobedient should be grouped together and taught separately.

Do you agree or disagree?

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

- 12 Work with a partner. Together, read the model answer in the key and then, using the text in *italics* to help you, discuss some of the expressions the writer uses to present arguments.

Using linking words and expressions

There are many ways in which you can link your main and supporting arguments. It is important to try to vary the words and structures you use. Here are some useful expressions.

For example / For instance ...	In fact / Indeed ...
Of course ...	If this is/were the case ...
Firstly / For one thing ...	Naturally / Understandably ...
A good example of this is ...	In my experience ...

3 Link the following arguments using an appropriate expression from the box above. Use a different expression in each gap.

1 It is impossible to predict what type of holidays people will be taking in 100 years' time. It is possible, **a** _____, that space travel will be a realistic option in the future. **b** _____, it would completely transform our traditional view of a holiday.

2 I would argue that supermarkets are a good thing. **a** _____ in some countries they can offer so many products that it's hardly necessary to shop anywhere else. **b** _____ there are sometimes instances of local opposition, but this is usually short-lived.

3 Statistics show that the worst drivers in the world are young men. _____, if you look closely at any car that is going too fast, overtaking in the wrong place or driving too close to the car in front, there will be a young man in the driver's seat.

4 I strongly approve of the preservation of historic buildings. **a** _____, they are a part of our heritage and secondly, they are often very beautiful. Too many have already been destroyed. **b** _____ my home town, where whole streets of lovely houses were knocked down in order to build high-rise flats.

■ You can also use simple reference words to link ideas together.

4 Fill in the gaps in paragraphs 1–5, below, *either* with a reference word from the box only *or* with one of the reference words and one of the nouns in brackets. There are more reference words than you need.

e.g. this these those others such one another who which where

1 Generally speaking, air travel has come down in price over the past five years. **a** _____ has been the result of airlines offering a 'no-frills' service, **b** _____ passengers pay for refreshments. (*reduction*)

2 Just under 40% of people in the UK and 50% of Americans say that work is the most important part of their lives. **a** _____ increase further when you include retired people looking back on their working lives. **b** _____ may be changing, however. (*figures, attitudes*)

- 3 When a group of schoolchildren was interviewed, the majority said they preferred their teachers to be humorous but also kind. However,
a are not as highly rated by the teachers themselves.
b suggested that commitment to their subject was more important. (*qualities*)
- 4 The cost of petrol has risen steeply in the last few years. **a** is due to a combination of things, such as shortages of oil and higher government taxes. Unfortunately, it looks unlikely that **b** will be reversed. (*rise, trend*)
- 5 People's views vary on the subject of recycling waste. **a** who live near recycling centres usually support it, while **b** who have to travel long distances to recycle their rubbish often just don't bother.
- 5 Read paragraphs 1–5 in exercise 4 again and underline any other words or expressions that help to link the ideas.
- 6 Read the following extract from an essay. Underline any *reference words* which help link ideas together. Use a different colour to underline any other linkers in the text.

There is always controversy over whether it is important to spend large sums of money on medical research or whether more of this money should be directed towards treating patients. Obviously some medical research is essential. Without it, we would have no vaccinations against diseases such as polio, no drugs such as antibiotics and no treatments like x-rays and radiotherapy. Nevertheless, the field of medical research is very competitive and this has financial disadvantages. Take, for example, the current research being conducted on the HIV virus. In this field it is arguable that money is being wasted in that scientists throughout the world are working independently towards the same ultimate goal, to find a cure for AIDS, and with the same hope of becoming famous in the process. Surely it would be more productive and less costly if these scientists joined forces and an international research team was set up with joint international funding.

Building complex sentences

You cannot produce complex sentences without linking your ideas.

- 7 Work with a partner. Together, read the sets of sentences 1–4 and see if you can link each set together into one complex sentence, as in the example. The result will probably be shorter than the set of sentences together. There are several possible ways to do this in each case.

Example

The World Cup is the largest sporting event in the world.

The World Cup is played every four years.

The event is hosted by a different country each time.

The event generates huge amounts of money.

The World Cup, which is held in a different country every four years, is the largest sporting event in the world and generates huge amounts of money.

- 1 Mobile phones used to be very expensive.
 Only wealthy people had mobile phones.
 Today mobile phones are extremely common.

Test tip

It is important to show that you can write complex sentences and link your ideas.

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.comClive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
5. www.oup.com/elt/englishfile/advanced
6. Hot English Skills booklet, Advanced (C1) 2012-2013
7. www.hotenglishmagazine.com

LESSON PLAN 18

Teacher's name:
Course name: Integrated skills
Date:

Course type: Developing/ Review
Room:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулотининг шакли Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: 6C The promised land? Words that are often confused Encounters with animals Synonyms and antonyms
Маъруза режаси Ўқув машғулотининг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулотининг мақсади: Lesson aims: 8. to introduce the verbs and utensils related to preparing food. 9. to introduce into a topic	
Педагогик вазифалар: Objectives: 10. to get acquainted with the words connected with food 11. to discuss the favorite food of students 12. to give definitions to the words	Ўқув фаолиятининг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 13. to tell the words related to food 14. to explain the addiction types 15. to give definitions to the words 16. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли	individual, pair work, small group work, team work, whole

Interaction patterns	class
Таълим воситалари	New English File, Hot English
Materials used	
Таълим бериш шароити	board, OHP, tape-recorder, CD-player, posters, handouts
Equipment/ aids used	
Мониторинг ва баҳолаш	Oral check (participation in discussion)
Types of assessment	

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

ИШ БОСҚИЧЛАРИ ВА ВАҚТИ	Фаолият	
	AND STEPS	PROCESS
DURATION	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.

The promised land?

1 LISTENING & SPEAKING

- a Can you think of some reasons why people decide to go and live in another country, or in another city in their country? Can you imagine doing it yourself?
- b Talk to a partner. What do you think are the pros and cons of...?
- living in a country which is not your own
 - living in a city in your country which is not your own
- c **6.11** **6.12** You are going to listen to two people who emigrated to another country. Make brief notes in the chart.
- d Compare the information in the chart. Who do you think feels most positive about their adopted country?

	Renata, from Poland, who lives in Spain	Andrew from the UK, who lives in Italy
1 Why did they go there in the first place?		
2 How long have they been living there?		
3 What is the positive side of living there?		
4 What is the downside?		
5 What do they miss most about their home country?		
6 Do they think they'll ever go back to their country? Why (not)?		

LEXIS IN CONTEXT

- e Look at some expressions that Renata and Andrew used. In what context did they use them? What do you think they mean?

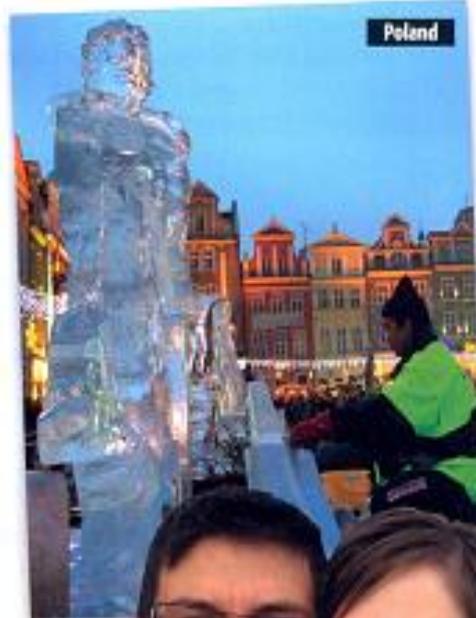
Renata

- 1 It was a bit of a fluke, really.
- 2 ...the paperwork, which would have been very complicated.
- 3 ...But bit by bit we managed to find jobs and somewhere to live.
- 4 Of course - loads of things!

Andrew

- 5 I'm still living the dream...
- 6 ...too politically biased...
- 7 ...Italy still hasn't gone too far down that road.

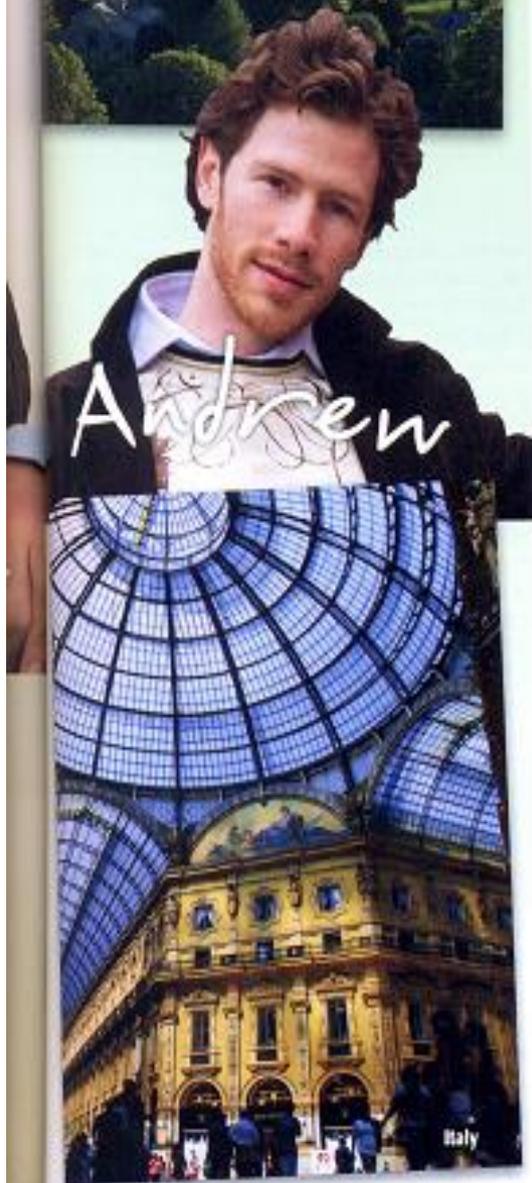
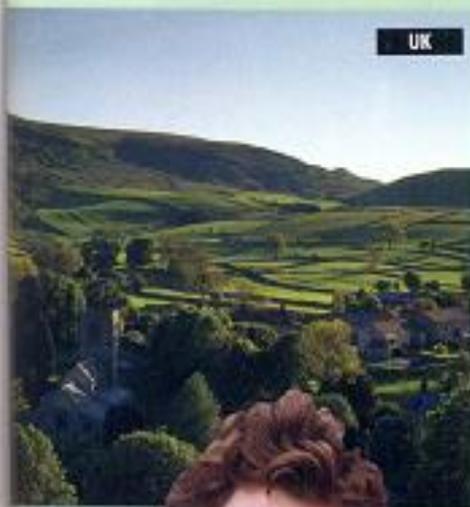
- f Talk to a partner.
- 1 Do you have any friends who have emigrated to another country or who are foreigners who have come to live in your county? Where have they gone to or come from?
 - 2 How do you think they would answer the questions that Renata and Andrew answer in d?



Poland



Spain



2 GRAMMAR adding emphasis (2): cleft sentences

- a Sentences 1–4 below convey ideas which the speakers expressed, but they phrased them in a slightly different way. Can you remember what they actually said?
- In fact, my husband first came up with the idea of moving here.
'In fact, it _____.'
 - If you're prepared to work hard you can get what you want, and that's what I like best.
'What _____.'
 - I first came here because I'd always wanted to go and live abroad...
'The reason _____.'
 - The countryside and the BBC are the things I miss most about the UK.
'The _____.'
- b **6.15** Listen and check. Now look at the pairs of sentences. What's the difference between them?
- c **p.153 Grammar Bank 6C.** Read the rules and do the exercises.

3 PRONUNCIATION & SPEAKING intonation in cleft sentences

Cleft sentences beginning with *What...* or *The person / place, etc.* typically have a fall-rising tone at the end of the *what...* clause.

What I hate about my job is having to get up early.

The reason why I went to France was because I wanted to learn the language.

Cleft sentences beginning with *It...* typically have a falling tone in the clause beginning with *It*.

It was her mother who really broke up our marriage.

It's the commuting that I find so tiring.

- a **6.14** Read the information in the box and listen to each example sentence twice.
- b **6.15** Listen and repeat the sentences below, copying the intonation patterns.
- What I don't understand is why she didn't call me.
 - The thing that impresses me most about Jack is his enthusiasm.
 - The reason why I left early was because I had an important meeting.
 - The place where I would most like to live is Ireland.
 - It was the neighbours that made our lives so difficult.
 - It was then that I realized I'd left my keys behind.
- c Complete the sentences in your own words. Then use them to start conversations with your partner.
- What I would find most difficult about living abroad is...
- What I love about the summer is...
- What I least like about this town is...
- The person I most admire in my family is...
- The place where I would most like to live is...
- The reason why I decided to come to this school was...
- What I love about...
- What I hate about...
- The reason why I...

4 READING & SPEAKING

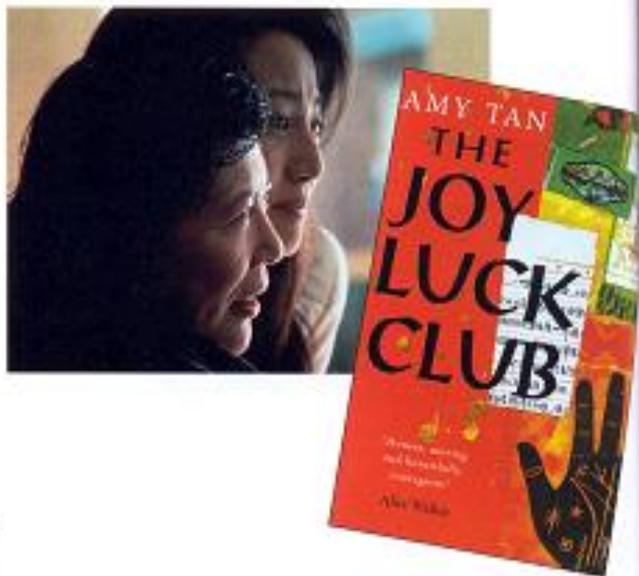
- a You are going to read an extract from *The Joy Luck Club*, a best-selling book by Amy Tan about first and second generation immigrants, which has also been made into a film. Before you read, answer the questions below with a partner.
- 1 Do you know any second generation immigrants to your country?
What country did their parents originally come from? Do the parents in the family still keep up their language and culture? What about the children?
 - 2 Do you think some children of immigrants might have a conflict of identity? Why (not)?
- b Now read an extract from the book. To what extent do you think Waverly has an identity crisis? What does her mother feel about it?

The Joy Luck Club is the story of four Chinese mothers and their first generation Chinese-American daughters; two generations of women struggling to come to terms with their cultural identity. Here Lindo Jong, one of the mothers, talks about her daughter, Waverly.

LINDO JONG

Double Face

- 1 My daughter wanted to go to China for her second honeymoon, but now she is afraid.
'What if I blend in so well they think I'm one of them?' Waverly asked me. 'What if they don't let me come back to the United States?'
- 2 'When you go to China, I told her, 'you don't even need to open your mouth. They already know you are an outsider.'
'What are you talking about?' she asked. My daughter likes to speak back. She likes to question what I say.
- 3 'Ali-ya', I said. 'Even if you put on their clothes, even if you take off your makeup and hide your fancy jewelry, they know. They know just watching you walk, the way you carry your face. They know you do not belong!'
- 4 My daughter did not look pleased when I told her this.
- 5 that she didn't look Chinese. She had a sour American look on her face. Oh, maybe ten years ago, she would have clapped her hands – hurray! – as if this were good news. But now she wants to be Chinese, it is so fashionable. And I know it is too late. All those years I tried to teach her!
- 6 She followed my Chinese ways only until she learned how to walk out the door by herself and go to school. So now the only Chinese words she can say are *sh-sh*, *hooche*, *ch-fer* and *guan deng shureiyuan*. How can she talk to people in China with those words only? Pee-pee, choo-choo train,



- 7 eat, close light, sleep. How can she think she can blend in? Only her skin and her hair are Chinese. Inside – she is all American-made.

It's my fault she is this way. I wanted my children to have the best combination: American circumstances and Chinese character. How could I know these two things do not mix?

- 8 I taught her how American circumstances work. If you are born poor here, it's no lasting shame. You are first in line for a scholarship. If the roof crashes on your head, no need to cry over this bad luck. You can sue anybody, make the landlord fix it. You do not have to sit like a Buddha under a tree letting pigeons drop their dirty business on your head. You can buy an umbrella. Or go inside a Catholic church. In America, nobody says you have to keep the circumstances somebody else gives you.

She learned these things, but I couldn't teach her about Chinese character. How to obey parents and listen to your mother's mind. How not to show your own thoughts, to put your feelings behind your face, so you can take advantage of hidden opportunities. Why easy things are not worth pursuing. How to know your own worth and polish it, never flashing it around like a cheap ring. Why Chinese thinking is best.

- 9 No, this kind of thinking didn't stick to her. She was too busy chewing gum, blowing bubbles bigger than her cheeks. Only that kind of thinking stuck.

'Finish your coffee,' I told her yesterday. 'Don't throw your blessings away.'

- 10 'Don't be so old-fashioned, Ma,' she told me, finishing her coffee down the sink. 'I'm my own person.'

And I think, How can she be her own person? When did I give her up?

- c Read the extract again. Then with a partner choose a, b, or c.
- Lindo thinks her daughter will not be mistaken for a native-born Chinese mainly because of the way she _____.
 - speaks
 - looks
 - moves
 - dresses
 - Lindo's daughter _____.
 - wishes she had learned to speak Chinese
 - never behaved like a Chinese person
 - has forgotten all the Chinese she ever knew
 - became less Chinese as she grew older
 - What Lindo most likes about the American way of life is that _____.
 - you don't have to accept your fate
 - education is free for everybody
 - you can choose your religion
 - other people always help you
 - Which of these is not an aspect of Chinese character, according to Lindo?
 - hiding your real feelings
 - doing what your parents tell you to do
 - showing off
 - being aware of your strengths
 - Lindo gives the example of the chewing gum to show that _____.
 - her daughter was stupid as a child
 - American habits were very easily acquired by her daughter
 - the American way of life is inferior to the Chinese
 - young people don't pay attention to adults

LEXIS IN CONTEXT

- d Look at the following verbs in the text and guess their meaning.
- blend in (L25)
 - sue (L35)
 - obey (L42)
 - pursue (L46)
 - polish (L47)
 - flash around (L47)
 - stick to (L49)
- e Whose problems do you identify with most, the mother's or the daughter's? Why?

5 VOCABULARY words that are often confused

- a The words *foreigner*, *outsider*, and *stranger* are often confused. What is the difference in meaning?
- b Look at some more words which are often confused. For each pair, complete the sentences with the right word. (You may need to change the form.)
- suit / suit / suite / suit**
 - The hotel upgraded us and gave us a _____ instead of a double room.
 - You should definitely wear a _____ to the interview – you'll make a better impression.
 - beside / besides**
 - Don't let's go out tonight. I'm tired, and _____ there's a programme I want to watch on TV.
 - They live in that new block of flats _____ the school.
 - lay / lie**
 - Please _____ down and relax. This will only take a minute.
 - If you _____ her on the sofa gently, I'm sure she won't wake up.
 - actually / currently**
 - The inflation rate is _____ 2%.
 - I thought I wouldn't enjoy the film, but _____ it was very funny.
 - announce / advertise**
 - It is rumoured that the Royal Family will _____ the prince's engagement this weekend.
 - The company are planning to _____ their new product both on TV and on billboards.
 - affect / effect**
 - How does the crisis _____ you?
 - What are the main _____ of the crisis?
 - ashamed / embarrassed**
 - As soon as the man from the garage arrived, the car started! I was so _____.
 - When the manager of the shop told my father I had stolen some sweets, I felt so _____.
 - deny / refuse**
 - The accused does not _____ being in the house, but he insists that he did not touch anything.
 - The man _____ to put out his cigarette.
 - compromise / commitment**
 - I know we will never agree about what to do, but we should try to reach a _____.
 - The company's _____ to providing quality at a reasonable price has been vital to its success.
 - economic / economical**
 - I think we should buy the Toyota. It's nicer looking, and it's much more _____ on petrol.
 - I don't agree with this government's _____ policy.
- c Complete the sentences with words from b. Then with a partner say if you think they are more true of men or women, or equally true of both.
- They let personal problems _____ them at work.
 - They feel _____ when they have to talk about feelings.
 - They are afraid of making a long-term _____ in a relationship.
 - They tend to buy things because they are _____ on TV.
 - They often say they can do something well when _____ they can't.
 - They _____ to admit they are wrong in an argument.

THE INTERVIEW

- a You are going to listen to an interview with Peter Jinman, a vet in Herefordshire. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

zoologist /zə'ɒlədʒɪst/ *noun* a scientist who studies animals and their behaviour
surgery /'sɜ:dʒəri/ *noun* the place where a doctor or a vet treats their patients
cameloids /'kæmələɪds/ *noun* the group of animals that includes camels and llamas
cattle /'kætl/ *noun* cows and bulls that are kept as farm animals
sow /saʊ/ *noun* a female pig
piglet /'pɪɡlət/ *noun* a baby pig
vivarium /'vɪvəriəm/ *noun* a container for keeping wild animals in, e.g. reptiles



ferret

guinea pig



llama

collie

- b **6.16** Listen to part 1. Answer the questions with a partner.
- Why did he decide not to become a zoologist and to become a vet?
 - What particular advantage does he see in treating farm animals rather than pets?
 - Why are cameloids difficult animals to treat?
 - Why does he mention 'the dreaded cardboard box'?
 - What evidence does he give that collies are intelligent?
 - In what way are the good and bad sides of his job opposites?
- c **6.17** Listen to part 2. Answer the questions with a partner.
- What does he say about...?
- using animals to test cosmetics
 - dangerous dogs
 - assessing the danger of the animals he treats
 - his son's pet
 - the particular challenge of being a vet in the Internet age



- d **6.18** Listen and complete the phrases with two or three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS

- It's surprising what people _____ in the surgery.
 - But I _____ that when somebody brought a tarantula spider in one day...
 - I suppose the worst is always having to _____ an animal _____ put it to sleep.
 - And the principle of leaving children with dogs is one that should not on any occasion occur, _____ good anybody believes a particular dog is.
 - So you're constantly having to be kept _____ by reading, attending lectures...
 - 'We think our dog has got _____'.
- e How attractive does he make his job sound? To what extent do you think his job has influenced his lifestyle, and his opinions on animal testing and dangerous dogs?

IN THE STREET

- a **6.19** You are going to hear three people talking about animals. What two questions are they all asked?



Priti

Sheila

Jerry

- b Listen again. Who...?
- had close contact with an animal despite being very afraid of it
 - doesn't react as badly as he / she used to when faced with a creature they are afraid of
 - was in a vehicle at the time of the frightening experience
 - almost behaved in completely the wrong way when faced with a dangerous animal
 - is afraid of a creature because of a medical condition
 - missed out on a meal because an animal ate it

- c **6.20** Listen and complete the phrases with two or three words. What do you think they mean?

COMMON PHRASES

- ...when we _____ a tiger in the middle of the path coming up towards us...
 - So he said, 'I'll just _____ and get my battery for the camera,'...
 - ... and _____ he _____.
 - So _____ in the restaurant said, 'Just be careful, don't get too close.'
 - So there was _____, but it was quite frightening.
- d Answer the questions from a with a partner.

91 Domestic and farm animals

1 Pets

Match the words with the pictures:

dog
rabbit

cat
goldfish

guinea pig
canary

mouse
tortoise

1.



2.



3.



4.



5.



6.



7.



8.



Some people keep more exotic pets like parrots, snakes, scorpions or lizards.

2 Talking about pets

Match the pets with the sentences below. The words in green will help you.

horse
cat

dog
tropical fish

parrot

- I don't like it when I have to take him for a walk in the rain – and I hate it when he jumps all over the sofa with his muddy paws.
- She starts purring as soon as anybody strokes her.
- I keep him in a stable at the farm in the village. I've got to feed him early every morning.
- I have to feed them twice a day and change the water in the tank every two weeks.
- He's got a cage in the kitchen but sometimes I let him out to sit on my shoulder. He can say a few words.

Do you keep any pets? Did you have a pet when you were a child?

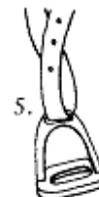
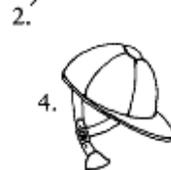
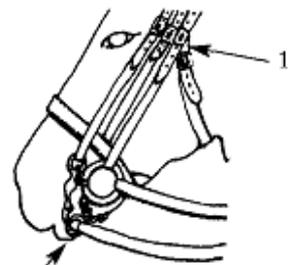
3 Riding a horse

Match the words with the pictures:

saddle
bit

stirrups
whip

harness
riding hat



If you ride a horse, which of these verbs is fastest?

trot gallop canter

4 Farm animals

Match the words with the pictures:

horse	pony	donkey
cow	pig	sheep
goat	duck	hen
goose	cockerel	bull



5 The young of farm animals

Match the animals on the left with their young on the right:

1. hen	a. calf
2. pig	b. duckling
3. sheep	c. foal
4. horse	d. kid
5. cow	e. chicken
6. duck	f. lamb
7. goat	g. piglet

Note that the plural of calf is calves.

6 Farming verbs

Use the correct form of these verbs in the sentences below:

slaughter breed graze milk

- Farmers have to get up early to the cows.
- If you go for a drive in the country, you'll see sheep and cows in the fields.
- The bulls used in bullfights are specially.
- It makes me sad to think that these lovely little lambs will soon be

7 Animals and their meat

Match up the animals and their meat. One of the animals has more than one name for its meat.

1. cow	a. venison
2. hen	b. lamb
3. pig	c. veal
4. calf	d. pork
5. deer	e. ham
6. sheep	f. chicken
	g. bacon
	h. beef

Deer are being farmed more and more and venison is becoming more common in shops.

92 Talking about animals

1 What do you know about animals?

Answer these questions:

- Which one of these is not a wild animal?
lion / elephant / goat / rhinoceros
- Which one of these is not a domestic animal?
cow / fox / sheep / pig
- Which one of these isn't usually kept as a pet?
dog / cat / rabbit / camel
- Which one of these is not carnivorous?
lion / bear / panda / crocodile
- Which one of these is not a predator?
tiger / gorilla / leopard / eagle
- Which one of these is not an endangered species?
penguin / dolphin / whale / panda

2 What animals do

Match the animals with the verbs and expressions:

- | | |
|------------|------------------------------------|
| 1. Birds | a. hunt in a pack, howl at night. |
| 2. Dogs | b. make honey, buzz, sting. |
| 3. Cats | c. roar. |
| 4. Spiders | d. hiss, slither along the ground. |
| 5. Wolves | e. bark, wag their tails. |
| 6. Bears | f. build nests, lay eggs. |
| 7. Lions | g. make webs to catch flies. |
| 8. Bees | h. hibernate during the winter. |
| 9. Snakes | i. purr, scratch. |

Now use the correct form of some of the verbs above in the following sentences:

- My dog his tail when he's happy. He's a good guard dog. He always when somebody comes to the door.
- I got by a bee last week. It was really painful.
- I looked down and there was a huge snake towards me!
- That cat can be quite vicious sometimes. She me when I tried to pick her up just now.
- Some birds have their nests in the trees outside my bedroom window. They make a terrible noise.

3 Parts of animals

Match the words with the numbers in the pictures:

- | | | |
|-------|--------|---------|
| wing | beak | feather |
| tail | antler | paw |
| claw | hoof | shell |
| trunk | fin | horn |



4 Groups of animals

Match the words on the left with the animals on the right to make animal groups:

- | | |
|----------------|-------------------|
| 1. a herd of | a. fish |
| 2. a pack of | b. whales |
| 3. a swarm of | c. wolves |
| 4. a shoal of | d. birds or sheep |
| 5. a flock of | e. cattle |
| 6. a school of | f. bees |

5 Animal proverbs and idioms

Match the following common sayings with their meanings:

1. You can't teach an old dog new tricks.
2. You can lead a horse to water but you can't make it drink.
3. Don't count your chickens (before they hatch).
4. The early bird catches the worm.
 - a. *It may not happen. Don't be too sure.*
 - b. *An old person will never change the way he or she does things.*
 - c. *You can't force somebody to do something they don't want to do.*
 - d. *The person who gets there first will get what they want.*

Use these words to complete the idioms below:

frog bull rat fish cat

5. Why do you think they haven't paid us yet? I'm a bit suspicious. I smell a !
6. It was my first time at the opera and I felt like a out of water.
7. I'm planning a surprise party for Kathy. You can invite whoever you like but make sure nobody lets the out of the bag.
8. I've got a bad cold and I've got a terrible in my throat so I'll stay at home today, I think. Sorry.
9. I've been having a few problems with my neighbour's dog coming in the garden. I'm just going to have to take the by the horns and go round and speak to her.

Do you have similar sayings in your own language?

Some words for animal noises are used idiomatically for people: He howled in pain. "Get out", he barked. She roared with laughter. "I hate you", she hissed.

6 Animal rights

Complete the text below with these words:

endangered	cruelty	habitats
extinct	skins	the wild
cosmetics	zoos	experiments

As an animal lover, I get very upset when I hear stories about (1) to animals. I am totally against using animals in laboratory (2) – especially if it's just to test (3)

I am also strongly against keeping animals in captivity. Animals should be in (4) where they belong, not in (5) or circuses.

Why is it that (6) species and beautiful animals, like leopards, are hunted for their (7) when synthetic alternatives are now available? And as we continue to cut down the rainforests, we're destroying animals' natural (8) and more and more of them are becoming rare. The giant panda, for example, is almost (9) If we're not careful, there won't be any animals left for our grandchildren to see!

Are you an animal lover? What do you think about animals being kept in zoos?

52 Newspapers

1 Kinds of newspaper

Match the newspapers with the definitions:

- | | |
|-------------------|---------------|
| 1. national paper | 4. broadsheet |
| 2. local paper | 5. tabloid |
| 3. daily paper | |

- a paper that you can buy every morning
- a paper that's sold throughout the country
- a paper produced in one town
- a serious paper that reports world events
- a paper containing sensational stories about the private lives of rich and famous people

Tabloid and broadsheet refer to the size of the newspaper – tabloids are smaller than broadsheets. However, when we talk about tabloids and broadsheets, we are really talking about the content.

The Press means newspapers and journalists: "The Press seems to have turned against the Government recently."

2 Parts of the paper

If you were reading a newspaper in English, which part of the paper would you look in if you wanted to find out about the following?

- the football results
.....
- what has been happening in the Middle East
.....
- a big fire in York
.....
- what readers think
.....
- the paper's opinion about something in the news
.....
- a new job
.....
- what is on at the theatre tonight
.....
- where to invest your money
.....
- the life of a famous actor who has just died
.....
- the temperature in Tenerife
.....
- finding a new partner
.....
- what a newly published book is like
.....

3 People working for newspapers

Match the beginnings of the sentences with the endings below:

- | | |
|--------------------|-------------------|
| 1. A reporter | 4. A columnist |
| 2. The editor | 5. The proprietor |
| 3. A correspondent | |

- decides what goes in a newspaper or magazine.
- finds interesting news stories and writes about them.
- owns the newspaper.
- writes a regular column in a newspaper or magazine.
- sends reports from a particular part of the world or about a particular subject.

A journalist is anybody who writes or reports news either for a newspaper or television.

NEWS AND FEATURES

- | | |
|-------|-------------------------|
| 2-4 | Home news |
| 5-6 | Foreign news |
| 24-25 | Business and money news |
| 26-30 | Sports news |

REGULAR FEATURES

- | | |
|-------|--------------------------------|
| 7-10 | Health, Fashion, food |
| 11-12 | Reviews |
| 13 | Editorial and readers' letters |
| 14-15 | Obituaries |
| 16-22 | Classified |
| 23 | Personal |
| 31 | TV and entertainment guide |
| 32 | Weather forecast |

4 Talking about newspapers

Use these words to complete the sentences below:

front page headlines privacy
 circulations supplement article

1. Did you see that really interesting about India in the paper last Sunday?
2. Have you watched the news today?
 Somebody broke into the Queen's bedroom.
 > No, but I'm sure it'll be on the of all tomorrow's papers. I can see the already!
3. The tabloids are full of absolute rubbish.
 > I know. I'm amazed they have such big
4. I feel sorry for these film stars. Reporters seem to follow them everywhere.
 > No, they don't get much, do they?
5. I love the Sunday papers. There are so many sections and usually a colour too.

5 Headline words

Certain words are used frequently in headlines. Match the six words in green with their definitions. Then use them to complete the headlines.

- | | | | |
|----------|---------------------|------------|--------------------------------|
| 1. hits | a. supports | 4. tragedy | d. a situation full of fear |
| 2. quits | b. has a bad effect | 5. scare | e. an argument or disagreement |
| 3. backs | c. leaves a job | 6. row | f. a very sad situation |

DIRECTOR
 Philip Bosman has resigned from his £150,000 job at Presco Ltd after the company announced a loss of £2 million in its annual report.

PLANE
 A pilot and his two passengers were killed yesterday when the plane they were flying in crashed as it was landing.

FESTIVAL
 There were angry scenes at a meeting last night between organisers of a music festival and local residents who do not want it to take place.

PRIME MINISTER
PLAN
 The Prime Minister has given his support to a plan which aims to reduce the number of young smokers.

STRIKE
TRAVELLERS
 Thousands of travellers spent the night at Heathrow Airport after cabin crew and ground staff went on strike over working conditions.

BOMB
 Police were called to a department store in Oxford Street after a caller claimed to have planted a bomb.

6 Verbs in newspaper reports

Use these common newspaper verbs below:

described announced demanded
 claimed appealed

1. Pensioner Sam Macdonald how his attackers laughed as they stole his money.
2. Police in Brighton have for witnesses after a man was attacked in the town centre late last night.
3. Angry friends and relatives have an inquiry after a man died in police custody yesterday.
4. 500 new jobs will be created in the Health Service, the Government yesterday.
5. Nobody has responsibility for the bomb which exploded in central London yesterday.

3 Talking about programmes

Use these words in the sentences below:

series interview programme episode
serial guests repeats highlights

1. What are you doing later?
> I'm staying in tonight. There's a on that I really want to watch.
2. Is there anything worth watching on the telly tonight?
> No, it's all again. Why can't they make some new programmes for a change?
3. So, why do you want to watch this programme so much?
> They're going to do an with Brad Pitt about his new film.
4. I really don't like chat shows very much.
> No, nor do I. The only come on to sell their latest film or their new book.
5. Is the Chelsea match on live tonight?
> No, they're just showing the later in the evening.
6. I really miss 'Friends' now that it's not on. I used to watch it every week.
> Well, you don't need to worry. There's a new starting next month.
7. Have you seen they've made Oliver Twist into a TV ?
> Yes, it's on every Sunday for the next twelve weeks – the first is this Sunday.

A series has the same characters, but a different story in each episode. A serial is one long story divided into several episodes.

Telly is an informal word for television, used in spoken English.

4 Talking about television

Complete the dialogues using these words:

contestants adverts presenter
channel viewers live

1. I want to record the MTV awards tonight. Could you set the video for me before we go out?
> Yes, of course. Which is it on?
2. Did you see that film on TV last night? It was so violent.
> Yes, apparently thousands of phoned in to complain.
3. Do you think the match will be on TV later?
> Yes, of course. It's being shown on BBC1.
4. How many more times are they going to interrupt this film?
> You're right. That's the fourth lot of already.
5. Did you see that new music show on TV last night? It was good, wasn't it?
> Yes, it was OK but I didn't like the very much. They should've got someone younger.
6. Have you seen that new game show on Friday night? It's really funny.
> Is that the one where they push the into a swimming pool if they give the wrong answers?

Broadcast is a more formal verb than show – "The Olympics are broadcast live by satellite all over the world." It can also be used as a noun: a news / live / outside broadcast.

1. b. remote means faraway, or **distant**
2. b. to detest means to feel intense or violent dislike, or to **hate**
3. c. gracious means to be **pleasant** or considerate in social interactions
4. a. to predict means to declare in advance or to **foretell**
5. d. kin means people with common ancestors, or **relatives**
6. c. pensive means moodily or dreamily **thoughtful**
7. a. to banish means to drive out from home or country, or to **exile**
8. c. a fraud is someone who is not what he or she pretends to be, or an **imposter**
9. b. saccharine means overly **sweet**
10. d. to drag is to **pull**, or to cause movement in a direction with applied force
11. b. jovial means good humored or **merry**
12. a. to be indifferent is to be marked by impartiality or to be **neutral**
13. b. to simulate is to assume the outward appearance of, or to **imitate**
14. c. charisma is magnetic **charm** or appeal
15. a. to apportion is to **divide** and share out
16. a. generic means having the characteristic of a whole group, or **general**

- 17. d.** a qualm is a feeling of uneasiness about a moral issue, or a **scruple**
- 18. d.** wary means to be attentive especially to danger, or to be **cautious**
- 19. c.** to distort means to twist out of a normal state, or to **deform**
- 20. d.** sumptuous means excessively costly, rich, or **luxurious**
- 21. a.** one meaning of reel is to move round and round, or to **whirl**
- 22. b.** inscrutable means not easily interpreted or understood, or **mysterious**
- 23. c.** to appall is to overcome with shock, or to **dismay**
- 24. a.** upright can mean either **honorable** or vertical; horizontal and supine are both antonyms of upright
- 25. c.** a reverie means the state of being lost in thought, or a **daydream**
- 26. c.** loot means goods seized in war, or **spoils**
- 27. a.** loquacious means excessively **talkative**, or garrulous
- 28. c.** a chimera is a fabrication of the mind, or an **illusion**
- 29. a.** temerity means unreasonable contempt for danger or recklessness, or **audacity**
- 30. b.** to educe means to develop something potential or latent; to **elicit** means to draw out something hidden or latent
- 31. a.** a nabob is a person of great wealth or importance, or a **bigwig**
- 32. b.** to pall can mean to deprive of pleasure in something by **satiating**

- 36.** withdraw
a. reduce
b. need
c. advance
d. want
- 37.** secret
a. friendly
b. covert
c. hidden
d. overt
- 38.** heartfelt
a. loving
b. insincere
c. unhealthy
d. humorous
- 39.** impartial
a. hostile
b. biased
c. dislike
d. worried
- 40.** luminous
a. clear
b. dim
c. brittle
d. clever
- 41.** awe
a. borrow
b. shallow
c. low
d. contempt

GRAMMAR

- a Cross out the pronoun where possible.
- I was talking on the phone while I was cooking the dinner.
 - She saw him at the party but she didn't speak to him.
 - After lunch, I either have a nap or I go for a short walk.
 - Julian left school and then he immediately went to university.
 - You can watch TV after you finish your homework.
 - My wife is very stressed because she's working too hard.
 - I always try clothes on before I buy them.
- b Complete the sentences with one word.
- I'll be _____ in the office this afternoon so you can call me there.
 - Both sides are on the _____ of signing a ceasefire agreement.
 - What happened _____ that we got completely lost.
 - I've never been to Patagonia, but my sister _____.
 - A Will you be able to come?
B I don't think _____. We'll probably be away.
 - She hasn't gone back to work yet, but she hopes _____ next month.
 - I would like to move to the country, but my wife doesn't want _____.
 - I haven't told Karen yet what happened, but I think that I _____.
 - A Do you think Miriam will be promoted?
B I hope _____. She deserves it.
 - A Did you manage to get tickets?
B I'm afraid _____. They were sold out.
- c Rewrite the sentences using the **bold** word.
- I didn't bring any sunscreen because the weather forecast said rain. **REASON**
The _____ because the weather forecast said rain.
 - The meeting should begin in half an hour. **DUE**
The meeting _____ in half an hour.
 - I spoke to the head of customer service. **PERSON**
_____ the head of customer service.
 - The train is going to leave any minute now. You'd better get on it. **ABOUT**
The train is _____. You'd better get on it.
 - I don't like the way my boss always blames other people. **WHAT**
_____ he always blames other people.
 - I'll have a white suit on so you'll easily recognize me at the airport. **WEARING**
I _____ so you'll easily recognize me at the airport.
 - I only said that I thought she was making a big mistake. **ALL**
_____ I thought she was making a big mistake.
 - A boy from my school was chosen to carry the Olympic torch. **IT**
_____ was chosen to carry the Olympic torch.

VOCABULARY

- a Circle the right word.
- The airline *refused* / *denied* to give me my money back.
 - The cat scratched me with his *paws* / *claws*.
 - It was a very exhausting *travel* / *trip* to Buenos Aires.
 - I love just *laying* / *lying* on the sofa and doing nothing.
 - A wasp *stung* / *bit* me while I was gardening.
 - Michael looked a bit *embarrassed* / *ashamed* when he was awarded the prize for best student of the year.
 - It's a very quiet place completely off the beaten *road* / *track*.
 - We're going to have to *put off* / *away* our holiday until next month.
 - Our company has been bought by a multinational but it won't *affect* / *effect* my job.
 - It will be cheaper if we fly with a *low-cost* / *low-price* airline.
- b Complete the words.
- A tortoise has a very hard sh _____.
 - From our hotel we had an *absolutely br* _____ - _____ view of the mountains.
 - The tiger is an endangered *sp* _____ in many countries.
 - We're going on a *p* _____ holiday to Thailand with everything included.
 - We only realized there were sharks around when we saw their *f* _____ sticking out of the water.
 - If we want to miss the traffic, we'll have to set *o* _____ early in the morning.
 - Long-*h* _____ flights are much more tiring than short ones.
 - Animal *ac* _____ are trying to get a worldwide ban on experiments involving animals.
 - The guide told us that the nearby field was the *s* _____ of a famous battle.
- c Correct the animal idioms.
- You need to *take the bull by the legs* and ask your boss to give you a rise.
 - I *made a real dog of myself* last night. I ate far too much.
 - Don't worry about my dad. His tail is *far worse than his bite*.
 - We don't know anything about Jake's private life. He's *a bit of a white horse*.
 - The interview for the job went really well but I don't want to *count my ducks*.
 - Let's order the new curtains when we buy the bed. That way we can *kill two birds with one bullet*.

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 19

Teacher's name:
Course name: Integrated skills
Date:

Course type: Developing/ Review
Room:

<p>Вақт: 2 соат. Length: 2 hours</p>	<p>Талабаларсони: Number of students: 12-16</p>
<p>Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical</p>	<p>Кириш маърузаси: Topic of the lesson: Unit 7 7A Preparing food Travel time. Phrasal verbs Linking words, Presentations III</p>
<p>Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline</p>	<p>1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion</p>
<p>Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic</p>	
<p>Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words</p>	<p>Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words 13. to evaluate their level of proficiency</p>
<p>Таълим усуллари Task types</p>	<p>ice-breaking, discussion, filling in the gaps</p>

Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students. Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.



G nouns: compound and possessive forms
V preparing food
P -ed adjective endings and linking

'There is one thing more exasperating than a wife who can cook and won't, and that's a wife who can't cook and will.'
Robert Frost, US poet

A recipe for disaster

1 VOCABULARY preparing food

- a Imagine you are in a restaurant, and are given the English menu below. Study it for a couple of minutes, and choose what to have. Compare with a partner.

Ben's Brasserie

starters

cobb salad £4.95
grilled chicken, avocado, blue cheese, and rocket with raspberry vinaigrette

steamed mussels £6.95
with coconut and chilli

grilled sardines £5.50
with parsley, lemon, and garlic

main courses

thai chicken curry £14.95
stir-fried chicken, Thai spices, peppers, onions, cashew nuts, and coconut cream with jasmine rice or egg noodles

pork sausages £12.95
with garlic mashed potatoes and onion gravy

herb crusted lamb chops £13.50
with potatoes, steamed French beans, and gravy

smoked haddock £12.95
with mashed potatoes, poached egg, and Hollandaise sauce

baked aubergines £13.95
stuffed with basmati rice, pecorino cheese, and pistachios

desserts

plum and almond tart £5.95
with amaretto custard

apple and blackberry pie £6.50
with vanilla ice cream

please note that the menu is subject to change
a discretionary service charge of 10% will be added to your bill

- b Complete the chart with words from the menu. Try to find at least three for each column.

Ways of preparing food	Vegetables	Fruit	Sauces and dressings	Fish and seafood

- c What fruits, vegetables, and fish / seafood are really popular in your region / country? Do you know how to say them in English?

- d p.167 Vocabulary Bank *Preparing food*.

2 PRONUNCIATION

-ed adjective endings and linking

- a Write the words in the chart according to how the -ed ending is pronounced.

baked	boiled	chopped	grated	grilled	mashed
melted	minced	peeled	scrambled	sliced	steamed
stir-fried	stuffed	toasted	whipped		

-ed = /t/	-ed = /d/	-ed = /ɪd/

- b 71 Listen and check.
- c 72 Practise saying the phrases below, linking the two words together. Listen and check. Why are the words linked?
- | | | |
|----------------|-------------------|--------------------|
| baked apples | scrambled eggs | stuffed aubergines |
| boiled eggs | sliced onions | toasted almonds |
| peeled oranges | steamed asparagus | |
- d 73 How do you think you say these phrases? Listen and check.
- chopped tomatoes stir-fried tofu grilled tuna
- e What adjectives can you put in front of these items to describe the way they are cooked, for example *fried eggs*?
- eggs meat chicken vegetables

3 LISTENING

a 74 Listen to three people describing cooking disasters and complete the information in the chart.

	Who were they cooking for?	What ingredients do they mention?	What went wrong?	What happened in the end?
Speaker 1				
Speaker 2				
Speaker 3				

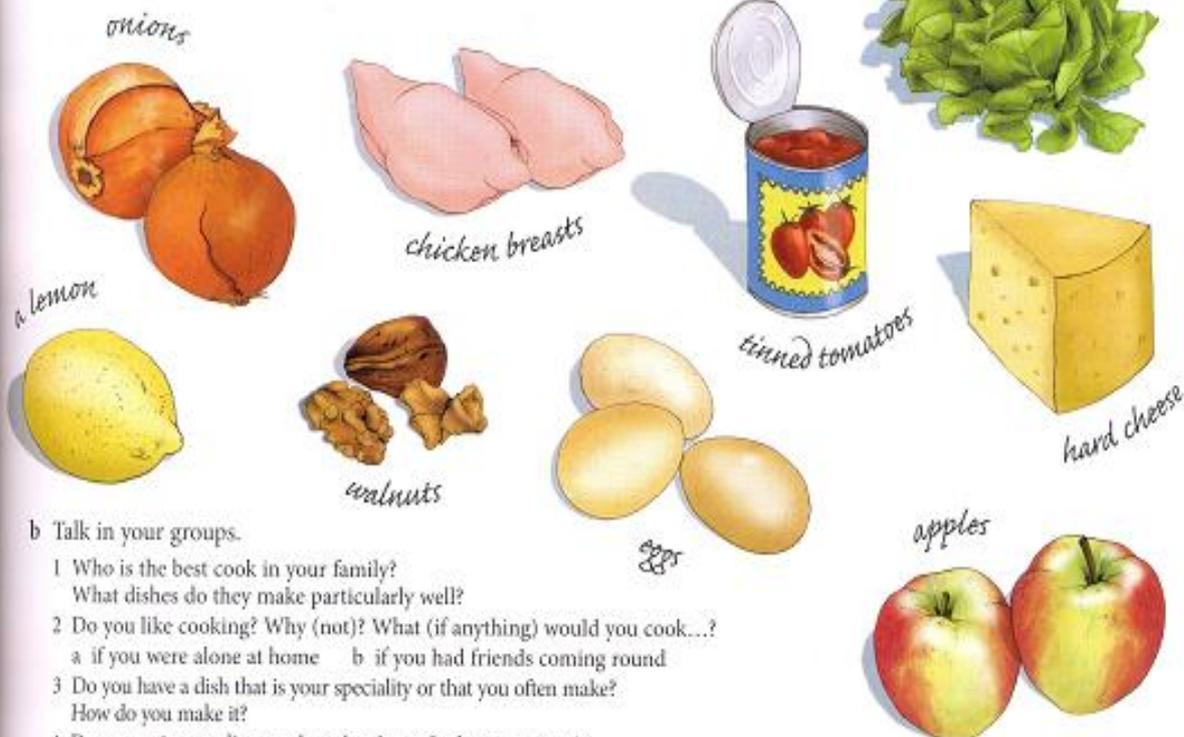
LEXIS IN CONTEXT

b 75 Listen to some extracts from the listening. What do you think the missing words are? How do you think they are spelt and what do you think they mean?

- 1 ...and Jeff, the friend who'd come, took one _____ of the spaghetti bolognese before either of us did...
 - 2 ...so that the top of the meat was completely _____ and underneath it was completely _____.
 - 3 You're supposed to _____ the garlic on the bread.
 - 4 And I put the tomato sauce on and handed it to my family and they all _____ it out. It was _____.
- c Have you ever had a cooking disaster, or experienced somebody else's? What was the dish being made? What went wrong?

4 SPEAKING

a Work in groups of three. Imagine you have friends coming round in the evening, and there is nowhere near where you can eat out or get a takeaway. All you have in the house (apart from oil, salt, flour, sugar, etc.) are the ingredients below. Decide what you're going to serve and how you're going to cook it.



b Talk in your groups.

- 1 Who is the best cook in your family?
What dishes do they make particularly well?
- 2 Do you like cooking? Why (not)? What (if anything) would you cook...?
a if you were alone at home b if you had friends coming round
- 3 Do you have a dish that is your speciality or that you often make?
How do you make it?
- 4 Do you enjoy reading cookery books to find new recipes?

Preparing food

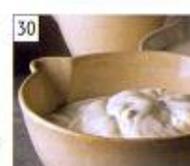
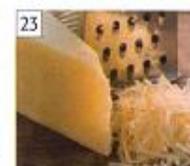
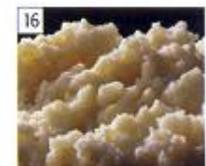
VOCABULARY BANK

Match the words and the pictures.

- heat (sth in the microwave)
- beat (eggs)
- stir (a sauce)
- mix (the ingredients)
- drain (the pasta)
- pour
- simmer
- a saucepan /'sɔ:spən/
- a frying pan
- a chopping board
- a baking tray
- an oven



- baked figs
- poached eggs
- melted chocolate
- steamed mussels
- mashed potatoes
- roast lamb
- stuffed peppers
- scrambled eggs
- grated cheese
- chopped onions
- peeled prawns / shrimps
- whipped cream
- sliced bread
- toasted sandwich
- minced beef
- pork ribs
- turkey breast
- shellfish
- herbs
- spices



Can you remember the words and phrases on this page? Test yourself or a partner.

➔ p.100

1 Verbs with *time*

Complete the sentences with the right verb from the list.

give have kill make up for run out of save spare take (x2) take up waste

- I _____ a lot of time playing solitaire on my computer instead of studying.
- If you go on the motorway, you'll _____ time – it's much quicker than going on the country roads.
- I had three hours to wait for my flight, so I sat there doing *sudoku* puzzles to _____ time.
- There's no hurry so _____ your time.
- When my mother was young she never had the chance to travel. Now she has retired she wants to _____ lost time and she has booked a round-the-world tour.
- The novel is 700 pages long and I'm a slow reader. It's going to _____ me a long time to finish it.
- I'd better go home now. If I'm late again, my dad will _____ me a hard time.
- I would like to go camping with my friends this weekend but my exams are next week so I can't _____ the time.
- My children _____ all my time – I never seem to get to read a book or watch a film!
- New York's such a fantastic city! You're going to _____ the time of your life there.
- Don't let's spend too long at the museum or we'll _____ time. We have to get the train back at 10.30 and there are lots of other things I want to see.

2 Prepositional phrases with *time*

Complete the prepositions column with a preposition from the list.

at (x2) before by for from in (x2) off on to

- I'm really punctual, so I hate it when other people aren't time.
- I've never heard of that singer. He must have been my time.
- the time we got to our hotel, it was nearly midnight.
- I'm very excited. I'm going to New Zealand four days' time.
- I missed the birth of my first child. I was on a plane the time.
- He's been working too hard recently. He needs some time .
- If we don't take a taxi, we won't get to the airport time the flight.
- I don't eat out very often, but I do get a takeaway time time.
- He suffers from back pain and it makes him a bit irritable times.

Prepositions



3 Expressions with *time*

Match sentences 1–10 with A–J.

- | | |
|--|--|
| 1 The referee's looking at his watch. | <input type="checkbox"/> A But in the end I got to the airport with time to spare . |
| 2 He hardly spoke to me at lunch. | <input type="checkbox"/> B He spent the whole time talking on his mobile. |
| 3 I'm really looking forward to my holidays. | <input type="checkbox"/> C Time's up . The exam is over. |
| 4 I'm sorry, I can't help you this week. | <input type="checkbox"/> D I'm a bit short of time (<i>inf pushed for time</i>). |
| 5 I can't afford a new computer. | <input type="checkbox"/> E I've got time on my hands since I retired. |
| 6 She's sure to find a job in the end. | <input type="checkbox"/> F I'll have to carry on with this one for the time being . |
| 7 I think I need to take up a hobby. | <input type="checkbox"/> G It's only a question of time . |
| 8 Stop writing, please. | <input type="checkbox"/> H It must have been taken a long time ago . |
| 9 I really thought I was going to be late. | <input type="checkbox"/> I There isn't much time left . |
| 10 You look very young in that photo. | <input type="checkbox"/> J This time next week I'll be lying on the beach. |

Can you remember the expressions on this page? Test yourself or a partner.

p.27

Study Link MultiROM www.oup.com/elt/englishfile/advanced

1 Expressions with get

a Complete the sentences with an expression from the list.

get a shock get hold of get into trouble get out of the way get rid of
get the chance get the impression get the joke get to know get your own back on

- I _____ you're a bit annoyed with me. Have I done something wrong?
- You'll _____ when you see him. He looks at least ten years older.
- Since we stopped working together we hardly ever _____ to see each other.
- I didn't laugh because I didn't _____.
- When you _____ him, I think you'll really like him.
- I need to speak to Sarah urgently, but I just can't _____ her.
- I want to _____ that awful painting, but I can't because it was a wedding present from my mother-in-law.
- I'm going to _____ my brother for telling my parents I got back late. Next time he asks to borrow my bike, I won't lend it to him.
- He's going to _____ with his wife if she finds out that he's been emailing his ex-girlfriend.
- I tried to walk past him but he wouldn't _____. He just stood there, blocking the path.

b With a partner, say what you think the expressions mean.

2 Idioms with get

a Match the sentence halves.

- | | |
|--|--|
| 1 Get real! | <input type="checkbox"/> A It's just too difficult for me. |
| 2 Get a life! | <input type="checkbox"/> B Is he in his eighties now? |
| 3 I'm not getting anywhere with this crossword. | <input type="checkbox"/> C They seem to have exactly the same tastes and interests. |
| 4 She really gets on my nerves . | <input type="checkbox"/> D Her exam is in two weeks and she hasn't even started studying. |
| 5 She really needs to get her act together . | <input type="checkbox"/> E I thought the party was at their house, but it isn't – it's at Mike and Jane's. |
| 6 They get on like a house on fire . | <input type="checkbox"/> F Everything about her irritates me, her voice, her smile – everything! |
| 7 When we spoke on the phone I got the wrong end of the stick . | <input type="checkbox"/> G He just does whatever she tells him to. |
| 8 You grandfather must be getting on a bit, isn't he? | <input type="checkbox"/> H I keep dropping hints about his awful cooking but he takes no notice. |
| 9 My boyfriend just never gets the message . | <input type="checkbox"/> I There's no way you can afford that car! |
| 10 She always gets her own way . | <input type="checkbox"/> J You're 35 and you're still living with your parents! |

b With a partner, say what you think the idioms mean.

3 Phrasal verbs with get

Match the phrasal verbs to their meaning.

- | | |
|--|--|
| 1 Shall we try to get together for dinner next weekend? | <input type="checkbox"/> A recover from |
| 2 I hope my brother gets over his break-up soon. He's very depressed. | <input type="checkbox"/> B start a career or profession |
| 3 I can't help you now. I need to get on with the cooking. | <input type="checkbox"/> C move from place to place |
| 4 I've tried to talk about it, but I just can't get through to him. | <input type="checkbox"/> D make someone understand |
| 5 How did you get into journalism? | <input type="checkbox"/> E manage with what you have |
| 6 The best way to get around the city is by taxi – they're very cheap here. | <input type="checkbox"/> F fail to make enough progress |
| 7 She's cheated in exams several times but she always gets away with it. | <input type="checkbox"/> G depress |
| 8 My wife is out of work so we'll just have to get by on less money. | <input type="checkbox"/> H write or speak to sb again later |
| 9 I've got a bit behind with my work – I may have to do some at the weekend. | <input type="checkbox"/> I avoid a responsibility or obligation |
| 10 This terrible weather is really getting me down . | <input type="checkbox"/> J meet socially |
| 11 I want to get out of going to Ann's party. Can you think of a good excuse? | <input type="checkbox"/> K continue doing |
| 12 Thanks for your email. I'll get back to you as soon as possible. | <input type="checkbox"/> L do something wrong without getting caught or punished |

Can you remember the expressions on this page? Test yourself or a partner.

p.29



'Well, I've managed to get rid of the annoying double vision effect on your TV.'

4 GRAMMAR *so and such*

- a Complete the sentences with *so*, *so much*, *such*, or *such a / an*.
- 1 Sport is _____ big business nowadays that winning has become a matter of life or death.
 - 2 Professional footballers are _____ well paid that most of them can live off their earnings when they stop playing.
 - 3 It was _____ close match that it wasn't decided until the last minute.
 - 4 He was _____ disappointed to have come second! He'd been _____ sure that he was going to win.
 - 5 There's _____ sports news on TV that you'd think it was more important than anything else.
 - 6 That commentator talks in _____ excited way that you can't understand a word he says.
- b  p.155 Grammar Bank 7B. Read the rules and do the exercises.



5 PRONUNCIATION homographs

- a Read the information box about homographs.

Homographs are words which are spelled the same but have different meanings and which can be pronounced differently, e.g.
bow /baʊ/ = move your head or the top half of your body forwards and downwards, as a sign of respect or to say goodbye
bow /bɔʊ/ = 1 a weapon used for shooting arrows 2 a hair decoration made of ribbon
There are not very many words like this, but the common ones are sometimes mispronounced, and learning the correct pronunciation will avoid misunderstandings.

- b Look at the sentences which contain homographs. Match them with pronunciation **a** or **b**.

close a /kləʊz/ or b /klaʊz/?

- 1 It was a really **close** finish, and they had to use a video replay to see who won the race.
- 2 What time does the ticket office **close**? We need to get our tickets for the match on Saturday.

row a /rəʊ/ or b /raʊ/?

- 3 The coach had a **row** with one of his players, and threw a boot at him.
- 4 We were sitting in the front **row** so we could almost touch the players.
- 5 People who **row** tend to have very well-developed biceps.

minute a /'mɪnɪt/ or b /mɪn'ju:t/?

- 6 He was disqualified because they found a **minute** quantity of a banned substance in his blood sample.
- 7 He scored a goal just one **minute** before the referee blew the final whistle.

tear a /tɛə/ or b /tɪə/?

- 8 If you **tear** a muscle or a ligament, you may not be able to train for six months.
- 9 As she listened to the national anthem play, a **tear** rolled down her cheek.

content a /'kɒntent/ or b /'kɒntɛnt/?

- 10 Football players never seem **content** with their contracts. They're always trying to negotiate better conditions.
- 11 The **content** of the programme was a two-hour analysis of the match.

wound a /wʊnd/ or b /waʊnd/?

- 12 He **wound** the tape tightly round his ankle to prevent a sprain.
- 13 You could see his head **wound** bleeding as he was taken off the pitch.

use a /ju:z/ or b /ju:z/?

- 14 If you **use** a high-tech swimsuit, you will be able to swim much faster.
- 15 It's no **use** complaining; the umpire's decision is final.

- c  7.7 Listen and check. Practise saying the sentences.

6 7.8 SONG Eye of the Tiger

ellipsis: leaving out subjects and auxiliaries

- 1 He got up **and (he) had** a shower.
She came to the meeting **but (she) didn't say** anything.
We should phone him **or (we should) send** him an email.
We usually have dinner at 10.00, and **then (we) watch** TV.
- 2 They locked the door and windows **before they left**.
We'll have a look at the photos **after we finish** dinner.
He's stressed **because he has** too much work.
She was horrified **when she saw** the mess he had left.
I met Sam **while I was working** in Italy.

- 1 After *and*, *but*, and *or* we often leave out a repeated subject or a repeated subject and auxiliary verb, especially when the clauses are short.
- After *then* we can also leave out a repeated subject pronoun.
- 2 You cannot leave out the subject pronoun after *before*, *after*, *because*, *when*, and *while*.

ellipsis: leaving out verb phrases or adjectives

- 1 Laura has never been to the States, but her sister **has**.
Gary thinks he's right, but he **isn't**.
I didn't like the film, but Mike **did**.
They said I would love the film, but I don't think I **would**.
- 2 I thought I **would be able to** come tonight, but in fact I **can't**.
I know you've never **learned to** drive, but I really think you **should have**.
A You **must** see his latest film!
B I already **have**.
- 3 I haven't been to Egypt, but I'd **love to**.
The students cheated in the exam, even though I **told them not to**.

- 1 We often leave out a repeated verb phrase or adjective, and just repeat the auxiliary or modal verb, or the verb *be*, e.g. *Laura has never been to the States but her sister has been there; Gary thinks he's right, but he isn't right*.
- If the verb we don't want to repeat is the present or past simple, we substitute the verb with *do / does / did*.
- 2 We can use a different auxiliary or modal verb from that used in the first part of the sentence.
- 3 We can also leave out a repeated verb phrase after the infinitive with *to*. This is called a reduced infinitive, e.g. *I haven't been to Egypt, but I'd love to (go)*.

substitution: so and not

- 1 I'll have finished the work by Friday, or at least I **hope so**.
A Will you be working on Saturday?
B I **suppose so**, unless we get everything done tomorrow.
Mark loves animals, and his sister **even more so**.
- 2 A Do you think it'll rain tonight?
B I **hope not**.
A She's not very likely to pass, is she?
B No, I'm **afraid not**.
The children may be back, but I **don't think so**.
I know she liked the present, even though she **didn't say so**.

- 1 We often use *so* instead of repeating a whole \oplus clause after verbs of thinking (*assume*, *believe*, *expect*, *guess*, *hope*, *imagine*, *presume*, *suppose*, *think*) and also after *be afraid*, *appear / seem* and *say*.
- 2 With negative clauses we use \oplus verb + *not* (e.g. *I hope not*) with *be afraid*, *assume*, *guess*, *hope*, *presume*, and *suspect*.
- We normally use \ominus verb + *so* (e.g. *I don't think so*) with *believe*, *expect*, *imagine*, and *think*.

- a Cross out the words / phrases which could be left out.
They look happy, but they aren't really happy.
1 Everyone else loved the hotel we stayed in, but I didn't like it.
2 Nobody expects us to win, but you never know, we might win.
3 I didn't take the job in the end, but now I think that I should have taken it.
4 I got into the car and I turned the radio on.
5 A Would you like to come for dinner tomorrow night?
B I'd love to come to dinner, but I'm afraid I can't come.
6 We don't go to the theatre very often now but we used to go before we had children.
7 I won't be able to go to the exhibition, but my wife will be able to go.
8 We met in 2009 and then we got married in 2010.

- b Complete the sentences with a modal or an auxiliary verb in the right form.
I'd like to help you this week, but I *can't*.
1 I'm not vegetarian, but my wife _____.
2 I would love to fly a plane, but I know that I never _____.
3 Nobody believes me when I say that I'm going to resign, but I _____.
4 We thought that Karen would get the job, but she _____.
5 In the end they didn't come, even though they had promised that they _____.
6 If you haven't seen the film yet, you _____.
It's absolutely fantastic!
7 If I could help you, I would, but I'm afraid I _____.
8 I don't speak French, but my friend _____.

- c Write the responses using the right form of the verb in brackets and a reduced infinitive or adding *so* or *not*.
A Would you like to come round for dinner tomorrow?
B *I'd love to.* (love)
1 A The weather forecast said it would snow at the weekend.
B I _____. I was planning to do some gardening. (hope)
2 A Do you smoke?
B I _____, but I gave up last month. (use)
3 A If you think she's coming down with flu, you shouldn't send her to school tomorrow.
B I _____. She might infect the other children. (suppose)
4 A Have you spoken to Martin yet?
B No, but I _____ after the meeting. (try)
5 A Do you think we should leave early to miss the traffic?
B I _____, though I'm really enjoying myself. (guess)
6 A Why are you going to do a parachute jump?
B I don't know. I _____. (always / want)

When we want to focus attention on or emphasize one part of a sentence, we can do this by adding certain words or phrases to the beginning of the sentence. This is sometimes called a 'cleft sentence'.

More emphatic sentence

1 beginning with *What* or *All*

I need a coffee.	What I need is a coffee.
I don't like the weather here.	What I don't like here is the weather.
I just want to travel.	All I want is to travel.
I only touched it!	All I did was touch it.

2 beginning with *What happens is...* / *What happened was...*

You do a test and then you have an interview.	What happens is (that) you do a test and then you have an interview.
We left our passports at home.	What happened was (that) we left our passports at home.

3 beginning with *The person who...*, *The place where...*, *The first / last time...*, *The reason why...*, etc.

I spoke to the manager.	The person (who / that) I spoke to was the manager.
We stayed in a five-star hotel.	The place where we stayed was a five-star hotel.
I last saw him on Saturday.	The last time I saw him was on Saturday.
I bought it because it was cheap.	The reason (why / that) I bought it was that / because it was cheap.

4 beginning with *It*

A boy in my class won the prize.	It was a boy in my class who won the prize.
We had the meeting last Friday.	It was last Friday when we had the meeting.
They charged us extra for the wine.	It was the wine (that) they charged us extra for.

- We can make some kinds of sentences more emphatic by beginning with *What* (= the thing) or *All* (= the only thing) + clause + *be*, and then the part of the sentence we want to emphasize.
- To emphasize an event or sequence of events, we can begin with *What happens is (that)...* / *What happened was (that)...*
- We can also make part of a sentence more emphatic by beginning with an expression like *The person who...*, *The place where...*, *The first / last time that...*, *The reason why...*, etc. + clause + *be*, with the emphasized part of the sentence at the end.
- We can also use *It is / was* + the emphasized part of the sentence + a relative clause.

⚠ If the emphasized part is a pronoun, we normally use the object pronoun after *It is / was*, e.g. *It was me who paid the bill.* NOT *It was I who paid the bill.*

a Complete the sentences with one word.

- The *last* time I saw my brother was at his 40th birthday party.
- _____ was my father who told me not to marry him.
 - _____ I hate about Sundays is knowing you have to work the next day.
 - The _____ why I want you to come early is so that we can have some time on our own before the others arrive.
 - After you've sent in your CV, what _____ next is that you get called for an interview.
 - It's not my fault you can't find them! _____ I did was tidy up your desk a bit.
 - The _____ where we're going to have lunch is a sort of artist's café near the theatre.
 - _____ happened was that I lost the piece of paper with my flight details on it.
 - It was _____ who told Angela about the party. I'm terribly sorry. I didn't know you hadn't invited her.

b Rewrite the sentences with the **bold** word.

- I only need a small piece of paper.
ALL
All I need is a small piece of paper.
- She left her husband because he cheated on her.
REASON
_____ he cheated on her.
 - We stopped in an absolutely beautiful place for lunch.
PLACE
_____ was absolutely beautiful.
 - We got stuck in an enormous traffic jam.
HAPPENED
_____ we got stuck in an enormous traffic jam.
 - They didn't apologize for arriving late, which really annoyed me.
WHAT
_____ they didn't apologize for arriving late.
 - A girl from my town won the silver medal.
IT
_____ won the silver medal.
 - I only said that I didn't like her dress.
ALL
_____ that I didn't like her dress.
 - I like my Aunt Emily best of all my relatives.
PERSON
_____ is my Aunt Emily.
 - You pick up your tickets at the box office.
HAPPENS
_____ you pick up your tickets at the box office.
 - Right now you need to sit down and put your feet up.
WHAT
_____ to sit down and put your feet up.
 - I first met Serena at a conference in Berlin.
TIME
_____ at a conference in Berlin.

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: A I liked the play.

B So _____ I.

A do B was C did

- 1 The thief admitted _____ the money.
A to steal B stealing C steal
- 2 This time tomorrow, I _____ lying on a tropical beach.
A 've been B 'll be C am
- 3 It's very dusty here right now because the office next door _____ redecorated.
A being B is C is being
- 4 I didn't _____ like spicy food, but now I eat it every day.
A use to B used to C use
- 5 I speak Spanish, but my parents _____.
A do B doesn't C don't
- 6 You went to Iceland last year, _____ you?
A didn't B weren't C aren't
- 7 I can't _____ used to my new schedule. It's so confusing.
A be B get C do
- 8 You don't look well. You'd _____ go to the doctor's.
A should B must C better
- 9 You shouldn't _____ that email when you were angry. It really hurt his feelings.
A send B sent C have sent
- 10 He has a _____ car, which he drives much too fast.
A big red German B German red big
C red German big
- 11 We bought _____ for our flat.
A new furniture B new furnitures
C furnitures new
- 12 The boat sailed across _____ Pacific Ocean.
A (-) B the C a
- 13 I read English newspapers _____ forget my English.
A so as not to B to not C so as not
- 14 Do you know what time _____?
A starts the party B the party starts
C does start the party
- 15 Take my phone with you in case you _____ to call.
A needs B 've need C need
- 16 The kids promised not _____ about the surprise party.
A tell B to tell C telling
- 17 I arrived at school half an hour late and class _____.
A was started B had started C started
- 18 I'll tell you as soon as I _____ to my father.
A 've talked B would have talked
C talked
- 19 We _____ the bedroom painted at the moment.
A 're doing B have C 're having
- 20 You can't _____ left your phone at the hotel. We used it to call a taxi.
A haven't B have C had
- 21 The woman with _____ I worked in Barcelona now lives in London.
A whom B who C which
- 22 It was _____ a rainy day we decided to go to the cinema.
A very B so C such
- 23 _____ the plane departed late, we arrived in Hawaii on time.
A In spite B Although C Despite
- 24 _____ are famous for being friendly.
A The Thais B Thai C The Thai people
- 25 _____ of us went to Paris. We all stayed at home.
A Some B None C Neither

Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 20

Teacher's name:
 Course name: Integrated skills
 Date:

Course type: Developing/ Review
 Room:

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ватури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: 7C The funniest joke in the world? Cooking round the world. Linking words. Opinion adverbs.
Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic	
Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words 13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли Interaction patterns	individual, pair work, small group work, team work, whole class

Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулоти нинг технологияси

DETAILED PROCEDURE OF THE LESSON

Иш босқичлари ва вақти STEPS AND DURATION	Фаолият PROCESS	
	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again as necessary.	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

<p>3-босқич</p> <p>PART III (10 min-s)</p>	<p>3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.</p>	<p>3.1. SS take turns to discuss their addictive habits.</p>
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The funniest joke in the world?

1 LISTENING

- a 79 Listen and read the five jokes. Then score them 1-5 (1 = not funny at all, 5 = very funny). Compare with a partner.

Is one of these jokes 'the funniest joke in the world'?

A worldwide Internet survey devised by psychologist, Professor Richard Wiseman, set out to find a joke which was universally thought to be funny. 40,000 jokes were sent in to a website from all over the world and two million people from 70 countries scored the jokes from 1-5. Which joke was the winner?

- Did you hear about the man who was so proud when he completed a jigsaw in half an hour? It said 'five to six years' on the box.
- What kind of murderer has fibre? A cereal killer.
- Sherlock Holmes and Doctor Watson went camping. They pitched their tent under the stars and went to sleep. Some time in the middle of the night, Holmes woke Watson and said: 'Watson, look up at the sky and tell me what you see.'
Watson said: 'I can see millions and millions of stars.'
Holmes said: 'And what do you deduce from that, Watson?'
Watson replied: 'Well, if there are millions of stars, and even if a few of those stars have planets, then it's quite likely there are some planets like ours out there. And if there are planets like earth out there, there might also be life.'
And Holmes said: 'Watson, you idiot, it means that someone has stolen our tent.'
- A man goes to a hospital for a check-up. After weeks of tests the doctor tells the man he has some good news and some bad news. 'What's the bad news?' asks the man. 'You have a rare and incurable disease,' says the doctor. 'And what's the good news?' asks the man. And the doctor says: 'We're going to name it after you.'
- Two hunters are out in the woods when one of them collapses. He doesn't seem to be breathing and his eyes are glazed. The other guy takes out his phone and calls the emergency services. He gasps 'I think my friend is dead! What can I do?' The operator says, 'Calm down. I can help. First, let's make sure he's dead.' There is silence, and then a shot is heard. Back on the phone, the guy says 'OK. Now what?'



b 7.10 You are going to listen to a journalist talking about the research. Listen to part 1 and answer the questions.

- 1 What does the journalist say that the funniest jokes have in common?
- 2 Why do we enjoy hearing jokes about people in authority?
- 3 Who do the English, the Mexicans, and the French tell jokes about? Why?
- 4 What was Sigmund Freud's theory about humour?
- 5 What kind of jokes do old people find especially funny?
- 6 What is a pun? Which joke is an example of a pun?
- 7 What differences were found between men and women's sense of humour?
- 8 Do different nationalities enjoy the same kind of jokes? Give examples.

c 7.11 Listen to part 2 and answer the questions.

- 1 Which joke (1–5) was voted the funniest?
- 2 Who submitted it? Why does he sometimes tell it?
- 3 Does Professor Wiseman believe it is the 'funniest joke in the world'? Why (not)?

2 VOCABULARY & SPEAKING humour

a Look at the questions and with a partner, check that you know what the **bold** words or phrases mean.

Your country

- Do people in your country **make fun of** another nationality in jokes? Which?
- Who is probably the most popular **comedian** in your country nowadays? What is the most popular **comedy series** on TV? Do you personally like them?
- Oscar Wilde was famous for being **witty**. Is there a public figure in your country who is considered witty?
- Do newspapers in your country have **political cartoons**? Do you have a favourite **cartoonist**? Why do you find him / her **amusing**?
- Do you think that people in your country are good at **laughing at themselves**, or do they tend to **take themselves quite seriously**?

You

- Are you good at **telling jokes**?
- Would you ever **laugh at** a joke even if you didn't get it?
- Which of these kinds of humour do you tend to find funny, **black humour**, **surreal humour**, **puns** and **wordplay**, **slapstick**, or **irony**?
- Can you think of a book or a film that was so **hilarious** that it made you **laugh out loud**?
- Have you ever **burst out laughing** at an embarrassing moment?
- How important is it for you that your friends or colleagues have a **good sense of humour**?

b Ask and answer the questions with a partner.

3 PRONUNCIATION augh and ough

a How are *ough* and *ough* pronounced in irregular past tenses, e.g. *brought*, *caught*, and *taught*?

The combination *ough* and *ough* can be pronounced in several different ways. You need to learn the pronunciation of the common words which have these letters, and to check the pronunciation of new words in the dictionary.

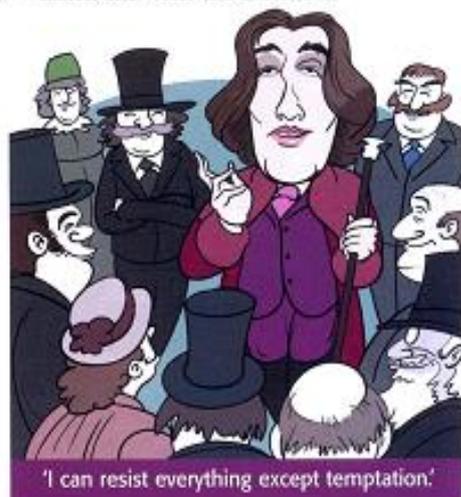
b Look at the definitions and phonetics for other common words with *ough* or *ough*. Write the words.

- 1 *laugh* /lɑ:t/ verb to make the sounds that show that you think something is funny
- 2 _____ /t'naɪ/ adj. sufficient
- 3 _____ /draɪt/ noun a flow of cool air in a room
- 4 _____ /draʊt/ noun a long period of time when there is little or no rain
- 5 _____ /θru:/ prep. from one end or side of sth to the other
- 6 _____ /ɔ:'ðəʊ/ conj. despite the fact that
- 7 _____ /raɪ/ adj. 1 not smooth; 2 not exact; 3 violent
- 8 _____ /ʌl/ adj. 1 difficult; 2 strict / firm; 3 strong
- 9 _____ /'dʌʊnəl/ noun a small cake made of fried dough, usually in the shape of a ring, and filled with jam
- 10 _____ /kɒf/ noun, verb to force out air suddenly and noisily through your throat, for example when you have a cold
- 11 _____ /plɑʊ/ noun, verb a piece of farming equipment pulled by a tractor used for digging and turning over soil
- 12 _____ /'θɜːrə/ adj. with great attention to detail

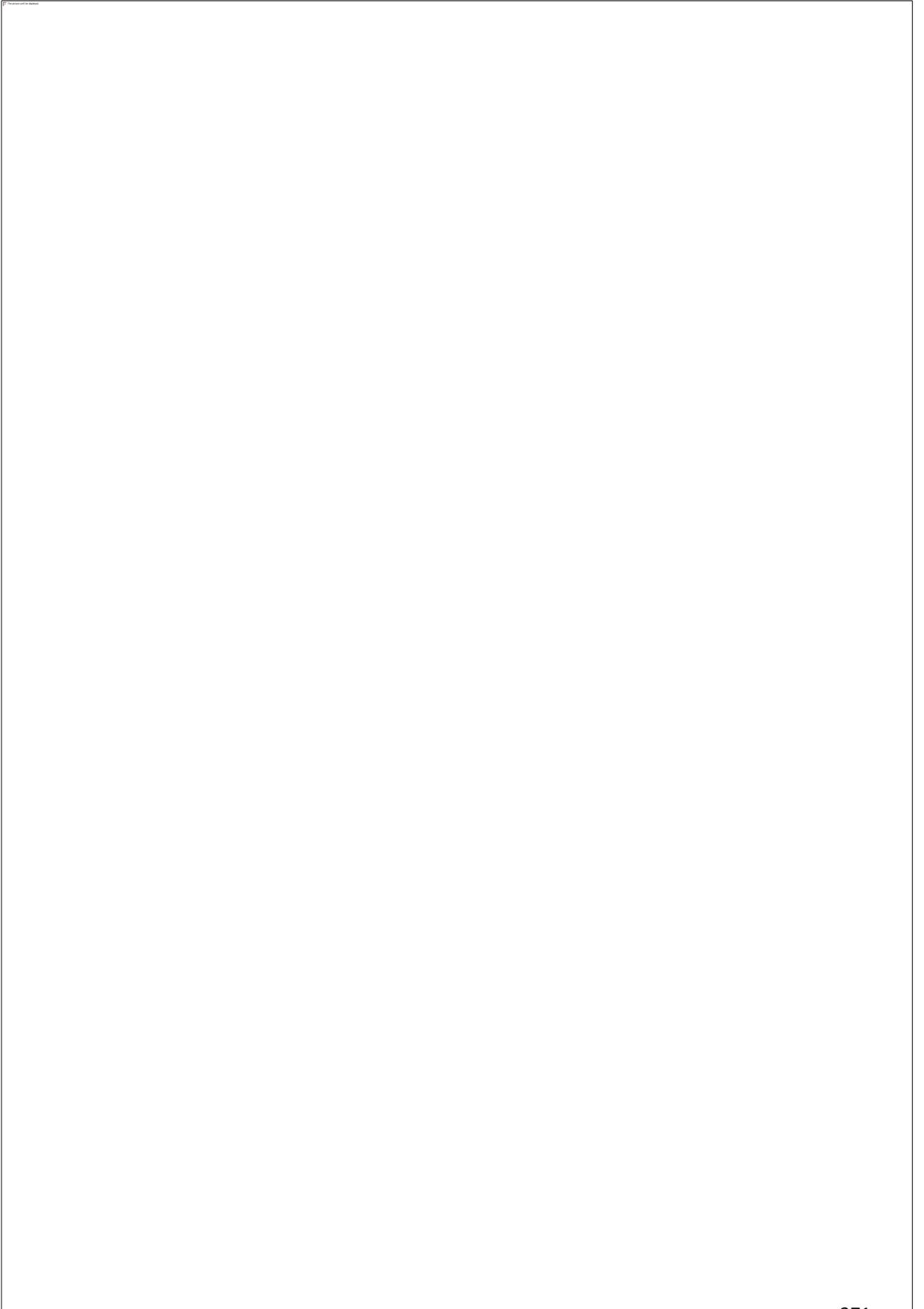
c 7.12 Look at the phonetics again. How do you pronounce the words? Listen and check.

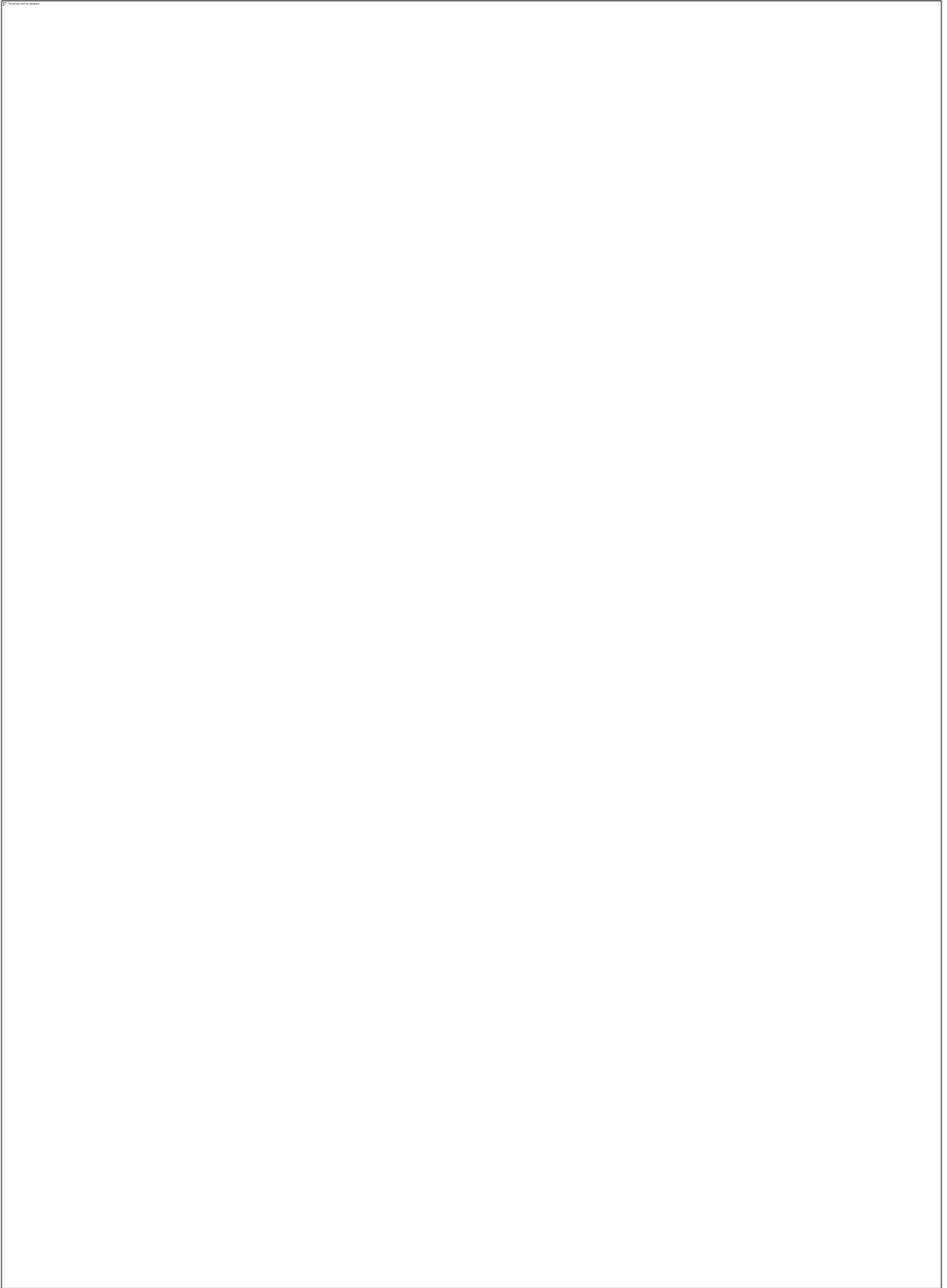
d Test your partner's pronunciation using the definition in a.

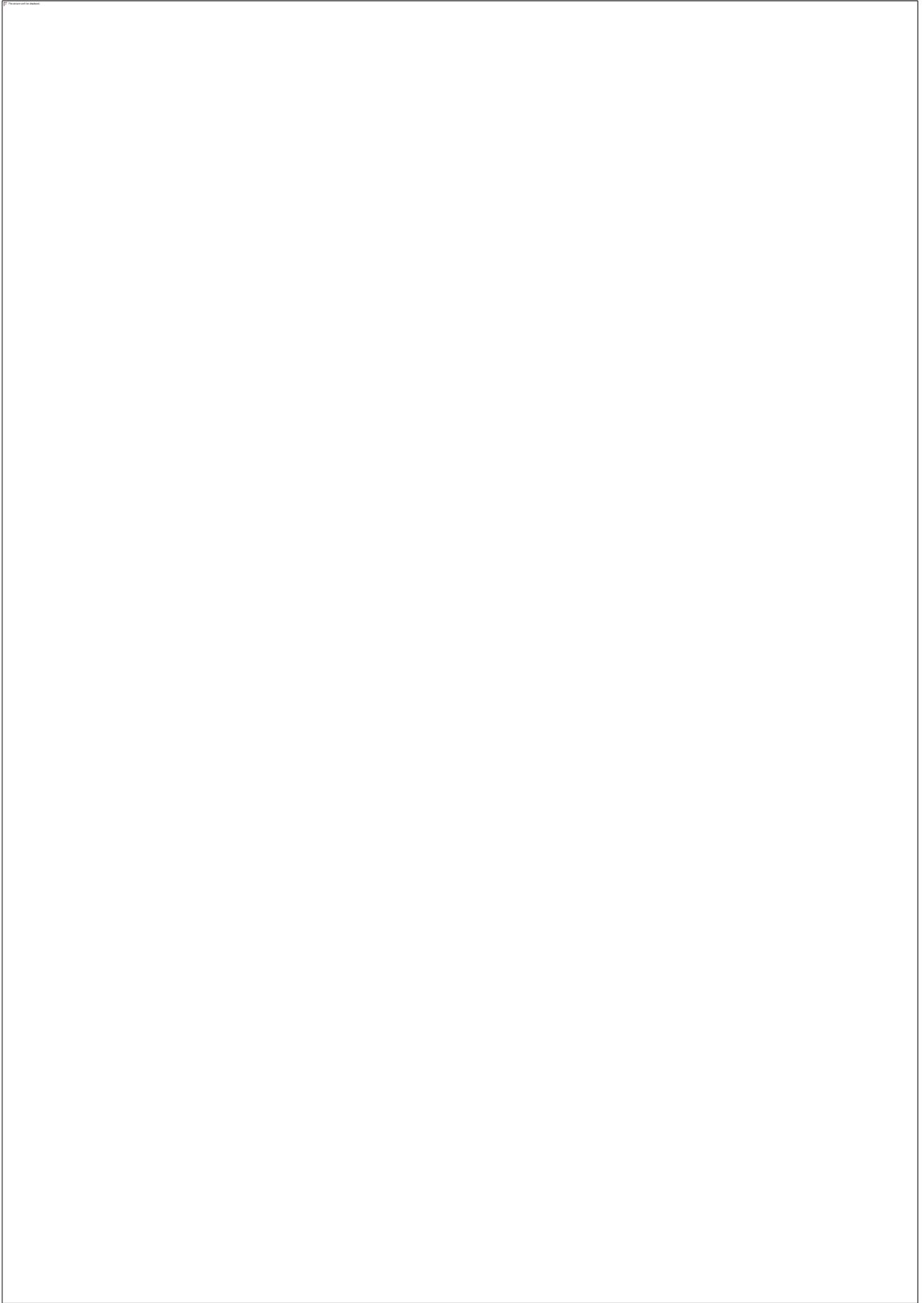
e 7.13 Listen and write the sentences.

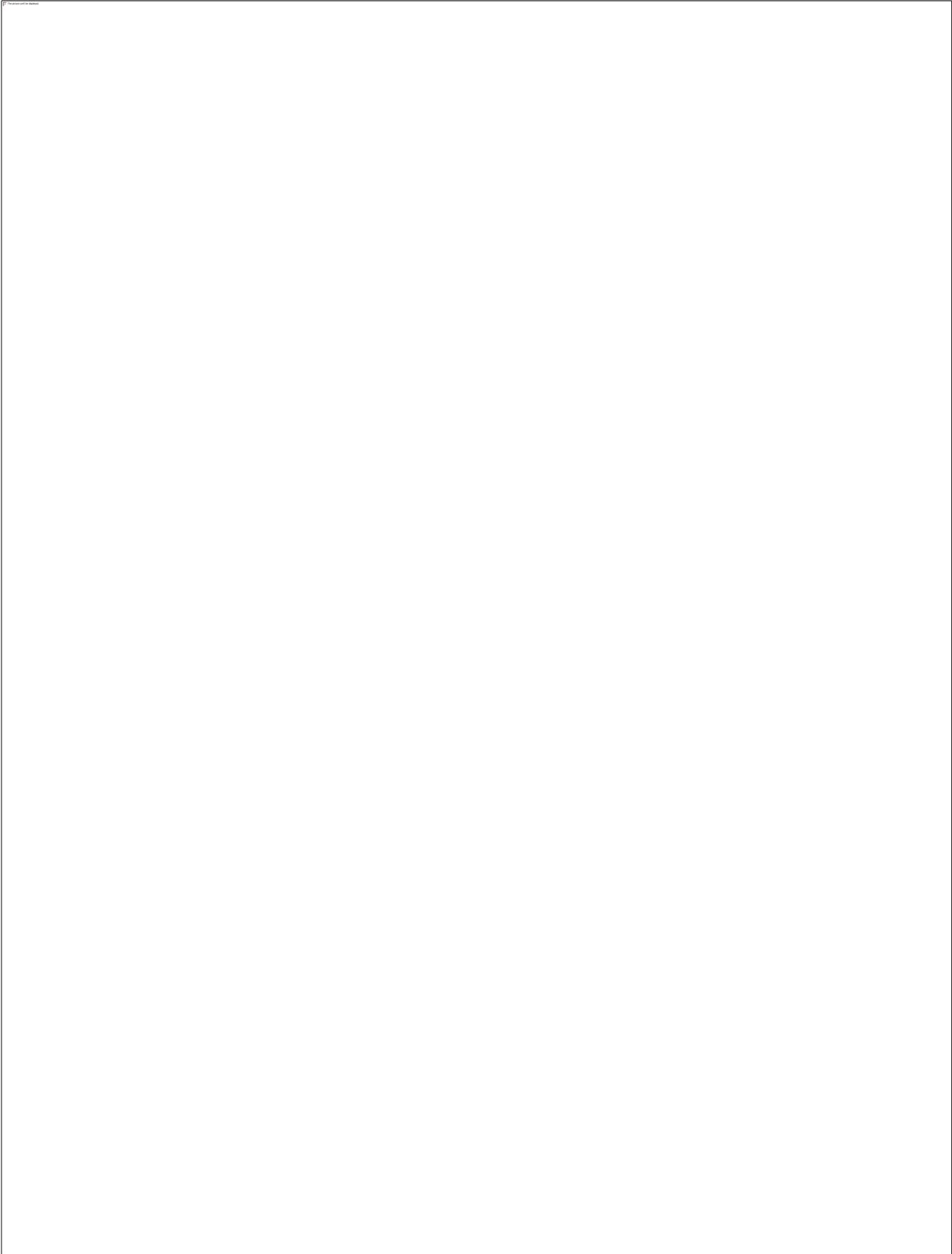


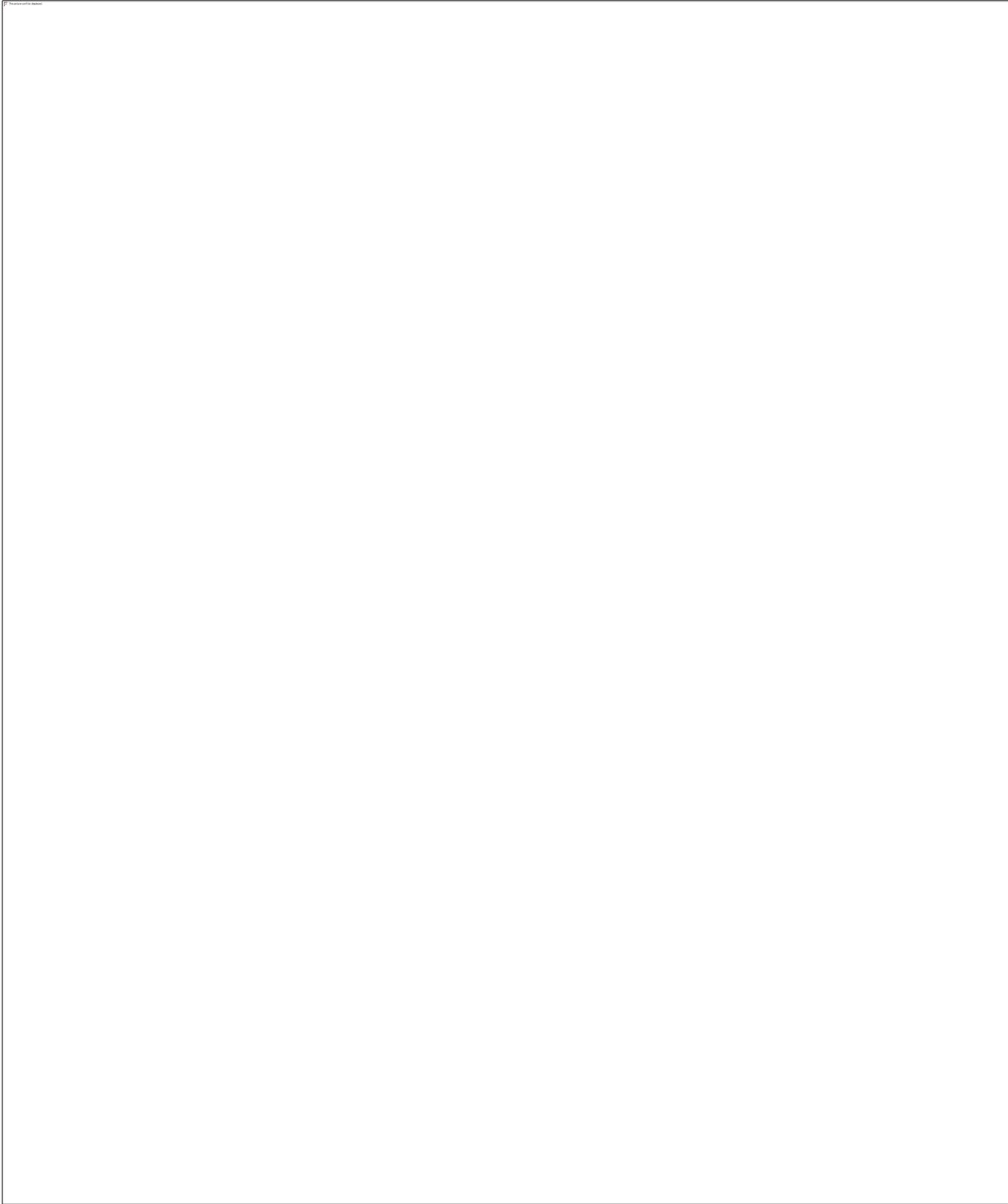
Oscar Wilde











Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press

2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 21

Teacher's name:
 Course name: Integrated skills
 Date:

Course type: Developing/ Review
 Room:

Вақт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Telephone English III Advanced file test Progress test Prepositions of time, place movement
Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic	
Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words 13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли	individual, pair work, small group work, team work, whole

Interaction patterns	class
Таълим воситалари	New English File, Hot English
Materials used	
Таълим бериш шароити	board, OHP, tape-recorder, CD-player, posters, handouts
Equipment/ aids used	
Мониторинг ва баҳолаш	Oral check (participation in discussion)
Types of assessment	

Ўқув машғулоти нинг технологияси ва хараитаси

DETAILED PROCEDURE OF THE LESSON

ИШ БОСҚИЧЛАРИ ВА ВАҚТИ	Фаолият	
	AND STEPS	PROCESS
DURATION	Таълим берувчи TEACHER	Таълим олувчилар STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording again	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.

Page 1 of 1

Page 1 of 1

Figure 10-10

Figure 10-11

Figure 10-12

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Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

LESSON PLAN 22

Teacher's name:
Course name: Integrated skills
Date:

Course type: Developing/ Review
Room:

Вакт: 2 соат. Length: 2 hours	Талабаларсони: Number of students: 12-16
Ўқув машғулоти нинг шакли ва тури Type of the lesson Practical	Кириш маърузаси: Topic of the lesson: Communication. Raising awareness Prepositional phrases. Meeting IV Success. Power and success
Маъруза режаси Ўқув машғулоти нинг тузилиши Procedure/ Lesson outline	1. organizational moment 2. warming-up activity 3. the main part of the lesson 4. conclusion
Ўқув машғулоти нинг мақсади: Lesson aims: 5. to introduce the verbs and utensils related to preparing food. 6. to introduce into a topic	
Педагогик вазифалар: Objectives: 7. to get acquainted with the words connected with food 8. to discuss the favorite food of students 9. to give definitions to the words	Ўқув фаолияти нинг натижалари Learning outcomes: By the end of the lesson the Ss will be able... 10. to tell the words related to food 11. to explain the addiction types 12. to give definitions to the words 13. to evaluate their level of proficiency
Таълим усуллари Task types	ice-breaking, discussion, filling in the gaps
Таълим шакли	individual, pair work, small

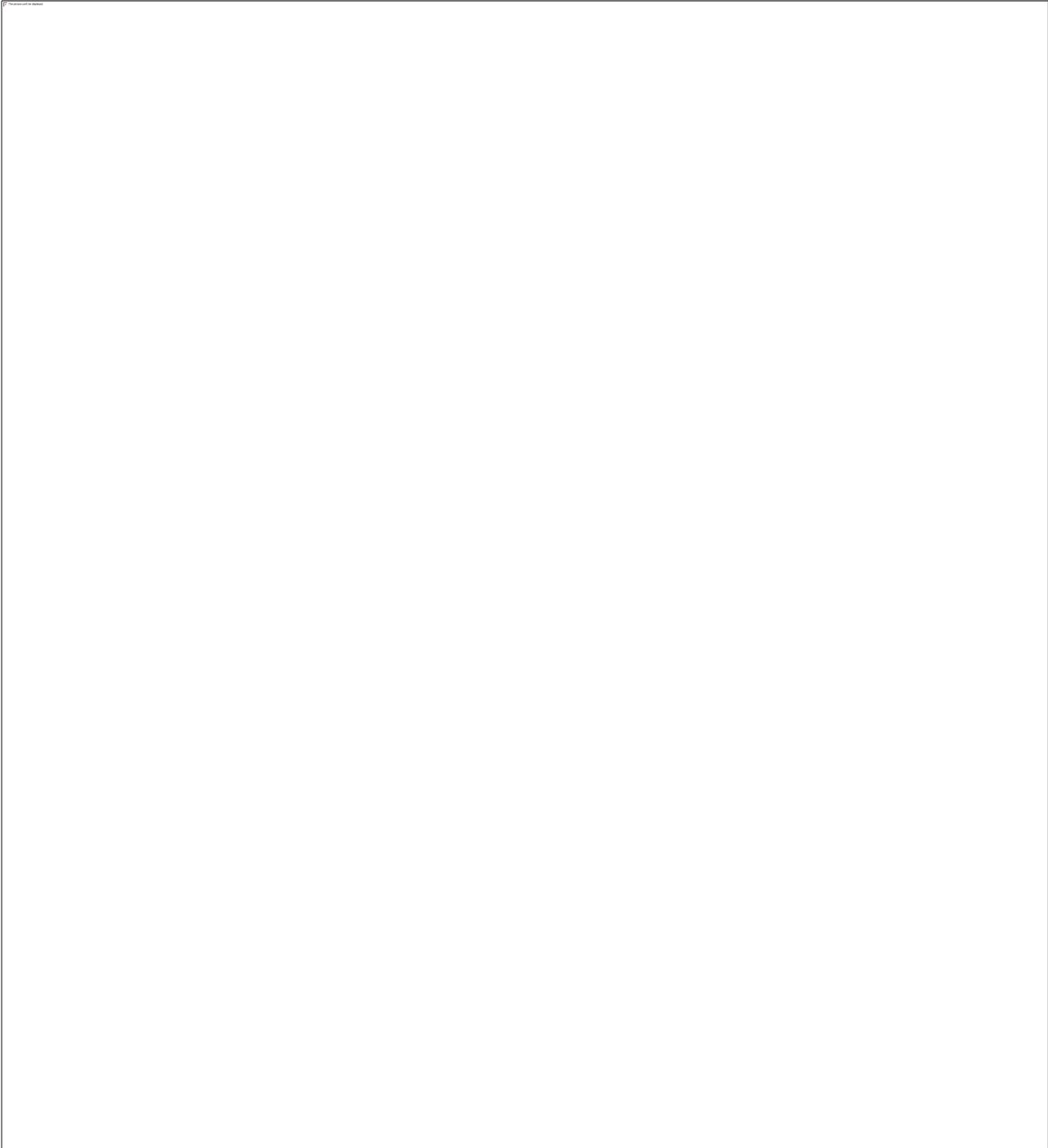
Interaction patterns	group work, team work, whole class
Таълим воситалари Materials used	New English File, Hot English
Таълим бериш шароити Equipment/ aids used	board, OHP, tape-recorder, CD-player, posters, handouts
Мониторинг ва баҳолаш Types of assessment	Oral check (participation in discussion)

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

Ишбосқичларива вақти STEPS DURATION	AND PROCESS	
	TEACHER	STUDENTS
1-босқич PART I (15 min-s)	1. T greets the students Then she explains the addiction types by brainstorming	1. Students will listen to the teacher, give ideas and make notes about the subject.
2-босқич PART II (55 min-s)	2.1. T writes the addiction types and asks what kind of addiction they have. 2.2. Teacher puts SS into pairs and focus on the task of types of addiction. 2.3. T puts the CD and attracts ss attention on the task what the woman is addicted to. 2.4. T focuses on the painting and the task. Plays the CD once all the way through for SS to answer the questions. Get ss to check their answers in pairs and play the recording	2.1. SS try to answer the question. And focus on the instructions and give SS time to read the menu and make their choices. 2.2. SS try to cover words and look at the pictures and say what each one is. 2.3. In pairs students discuss the listening and try to find out her addictive type. 2.4. SS should imagine that they are in with the people on the CD. They should try to guess the types of addiction of each people.

	again as necessary.	
3-босқич PART III (10 min-s)	3.1. T puts SS into small groups of three or four and focuses on the task. They should discuss the types of addiction they have.	3.1. SS take turns to discuss their addictive habits.



USEFUL SKILLS

Presentations PART IV

Contrasting & comparing data

1b Presentation analysis

Read through the extract from the presentation and answer the questions.

1. When did the figures for tourism peak?
2. Which country accounts for 55% of spending?
3. Why do most people visit the UK?

Tourism figures

[fades in]

And now I'd like to look at the latest tourism figures based on information from the Office for National Statistics International Passenger Survey. As you can see from this slide, the number of visits peaked in 2007 at 32.8 million, which has been followed by a decline since then. There was a small increase in 2011, but the overall trend is down, and the average spend per visitor is a lot less than previous years, plus there are fewer stays in hotels.

When it comes to spending, the top ten markets account for 55% of all spending, with the USA worth almost twice as much as the next most valuable market, Germany. Interestingly, four out of the five markets which have grown most in value are markets in close proximity to the UK, namely Germany, France, Spain and Norway.

1b Language identification

Read through the extract again and find language for...

1. ...making comparisons (find at least three examples).
2. ...summarising the presentation.
3. ...ending the presentation.
4. ...thanking the guests.

Useful expressions

Making comparisons

- Compared to figures from last year, those for this year were much higher.
- Prices have decreased by more than a third compared to...
- These countries account for the largest share (29%) of...
- Some of the biggest spenders were...
- These trips often involved a longer than average length of stay.
- This represents a far higher figure than...
- The majority of the tourists visiting here came from...
- Overall, house prices in the city are 55% lower than...
- The percentage has more than doubled since 1990.

Concluding

- So, in conclusion...
- Finally...
- To conclude...
- So, to conclude my presentation, I'd like to...
- On a final note, I'd just like to say...

UNIT 16 Natural Beauty

Objectives

Vocabulary: In the wild

Language structures: Fronting & Compound nouns

Useful skills: Telephone English IV

Healthy living reflection

Tick the activities you've done (or do). Circle any that you'd like to have a go at.

- Hiking
- Camping
- Cycling
- Jogging
- Rock climbing
- Zip wiring
- Abseiling
- Rafting
- Canoeing / kayaking
- Mountain biking
- Other?

How often do you...

- ...work out at the gym?
- ...do any exercise?
- ...eat healthy food?
- ...take vitamin supplements?
- ...sleep for eight hours at night?
- ...do something physically active?
- ...have some quiet time for yourself?
- ...walk during the day?
- ...spend time outside during the week?

Think about it!

How healthy do you think you are? What do you do in general to stay fit and healthy? Are you careful about what you eat? In what ways? What would you do more of if you had more time?



Vocabulary: In the wild

1 Photo matching

Match the comments (1 to 5) to the photos (a-e).

- The view was breathtaking.
- We walked along a tree-lined path.
- The fields were brightly-lit because there was a full moon.
- We went deep-sea diving.
- They went on a twenty-kilometre hike.



2 Adjective matching

Match words from the two boxes to form any six compound adjectives. You can use any words more than once.

breath- mind- out-of-this- well- tree- deep- ice-
one- partly- wild- three- grey- long- brightly-
mouth- light- best- white-

blowing protected world lined preserved taking
washed blue cold hour mile submerged
looking lit watering famous coloured green

For example: *brehtaking*

Now, add a noun to each compound adjective to form an expression. Choose from the nouns below if you wish.

animal trip journey trail mountain
sunset view scene scenery

For example: *a breathtaking view*

3 Blog analysis

Read the blog. Then, answer the questions. Afterwards, see how many compound adjectives you can find. What do they mean?

Diary of a Traveller

Home About Us Services Products Support Contact

Italy » » Umbria
Umbria (posted 4th September)
I spent last summer in the Italian region of Umbria – about 200 kilometres north of Rome. It's a fascinating area with tobacco plantations, picturesque hill towns (such as Spello and Gubbio) and the most spectacular Italian scenery. Umbria has rolling hills, tree-lined

streams and light green valleys, with terraced vineyards, fruit-filled orchards and miles of olive groves. It is the only region where truffles are found in abundance, and where mouth-watering figs grow on trees.



Umbria is also home to Lake Trasimeno, the largest in central Italy, which was once the scene of a major battle between the Carthaginians under Hannibal and the Romans. In the spring, brightly-coloured wildflowers transform the breathtaking Umbrian countryside into a rainbow of colour. The morning is the most incredible time, when the hills are cloaked in a silver-blue haze, giving them a soft, soothing and almost mystical quality.

On the tops of the surrounding hills, there are walled cities towering above the countryside. These fortified medieval hill towns are one of the most distinguishing features of the region. Rich in art, history and architecture, many are relatively untouched by tourism and you can walk around with the locals – unlike Rome, where you are surrounded by hordes of tourists. Perugia, the capital, is one of Italy's best-preserved towns. It sits on top of a tall hill that's so steep they've installed an escalator to help you get to the top!

- How does the writer describe Umbria?
- What expression is used to describe the Umbrian countryside in spring?
- What do you think the "silver-blue haze" is?
- How does the writer describe the way the hills appear in the morning?
- How are towns such as Perugia different to Rome?

Your turn!
Write a short paragraph about an area of natural beauty in your country. Include compound adjectives where possible.

Think about it! Nature
What's the most beautiful place you've ever been to? Why was it so special? What can be done to protect areas of natural beauty? What's your favourite season? Why? What are some of the most beautiful places to visit in your country? Why are they so special?

4 Quotes analysis

Read the quotes. What do you think of them? Which ones do you agree with?

- "Man's heart away from nature becomes hard."
Standing Bear
- "To sit in the shade on a fine day and look upon verdure is the most perfect refreshment."
Jane Austen
- "One touch of nature makes the whole world kin."
William Shakespeare [*kin* means *close* in this case]
- "Climb up on some hill at sunrise. Everybody needs perspective once in a while, and you'll find it there."
Robb Sagendorph
- "Art gallery? Who needs it? Look up at the swirling silver-lined clouds in the magnificent blue sky or at the silently blazing stars at midnight."
Grey Livingston
- "An early-morning walk is a blessing for the whole day."
Henry David Thoreau

Language Structures:

Fronting & Compound nouns

Fronting

We can increase the amount of information we add to a sentence by placing some of this at the start of the sentence. For example:

- a) **Set in the rolling hills of Umbria**, the town of Perugia is one of the most beautiful in the region.
- b) **Located just 90 kilometres off the coast**, the tiny island has more than 40 species of birds.

We can start the sentence with a variety of different phrases: adjectival, prepositional, gerundial as well as time phrases.

Adjectival phrases

- a) **Famous** for its exquisite cuisine, this area of France is well worth a visit.
- b) **Popular** with both tourists and locals, this restaurant is a must for any traveller to the region.

Prepositional phrases

- a) **With** just 10% of the trees remaining, the forests on the island are now being preserved.
- b) **At** 600 metres above sea level, the island is covered in a lush green vegetation.

Gerundial phrases

- a) **Lying** 40 kilometres out to sea, the island sees little in the way of...
- b) **Not realising** that this was the wrong train, I jumped on without checking.

Time phrases

- a) **No sooner had she left** than the alarm went off.
- b) **The moment he'd finished the report**, he sent it off.
- c) **After attending the conference**, she left for the meeting.

1 Sentence completion

Complete the sentences with the words from below.

compared sitting set with famous

- 1. _____ more than 50 dishes to choose from, this restaurant is top of my list.
- 2. _____ on top of a magnificent hill, the villa has spectacular views of the countryside.
- 3. _____ for its parks and nature reserves, this area is now one of the most popular tourist attractions in the country.
- 4. _____ amid the imposing mountains of the Himalayas, this tiny village is the first stage of the journey.
- 5. _____ to other villages in the region, this one is at the top of a steep hill.

2 Word choice

Complete the sentences with the correct words.

- 1. **Hoping / In hope** to get to the airport on time, she

left the house in a rush.

- 2. **On / At** finishing the first part of the project, there was still a lot of work left to do.
- 3. **Have / Having** passed the test, she thought she'd treat herself to something nice.
- 4. **She'll / She'd** hardly put the phone down when it rang again.
- 5. **Being / Having** uploaded the photographs, they sent the e-mail around.
- 6. No sooner **had / do** they finished the job than another one came in.

3 Website analysis

Read over the website. Then, write the name of a place next to each description. Afterwards, see if you can identify any examples of fronting.

World Travel.com

Home About Us Services Products Support Contact

Areas of natural beauty >>> Top five >>>

Sage Mountain National Park (British Virgin Islands)
Set among the British Virgin Islands group, Tortola (the largest of the islands) is home to the Sage Mountain National Park. This 92-acre reserve includes the 600-metre Mount Sage and a forest with five- to seven-metre tall fern trees, bulletwood trees, West Indian and broadleaf mahogany trees and white cedars.

Everglades National Park (USA)
With more than 15 threatened and protected species within its park boundaries, the Everglades National Park is the largest subtropical wilderness in the United States. It is also the third largest national park in the lower 48 states after Death Valley National Park and Yellowstone National Park.

Redwood Forest (USA)
Located along the Pacific Ocean coast of northern California, the Redwood National and State Parks contain 45% of all remaining Coastal Redwood old-growth forests. The trees in the forests are one of the biggest tree species on Earth.

Carbet Falls (Guadeloupe)

Set amid the tropical rainforests on the lower slopes of the volcano La Soufrière, the Carbet Falls is truly spectacular. The falls, which are on the Carbet River in Guadeloupe, an overseas department of France, are one of the most popular visitor sites in the country.



1. It can be found along the Pacific Ocean coast.
2. It's set in a 92-acre reserve.
3. It's one of the most popular visitor sites in the country.
4. It's the largest subtropical wilderness in the US.

Compound nouns

Compound nouns are formed by two nouns, with the first noun acting as a type of adjective. For example: *address book, science fiction, car mechanic, crisp packet, trouser pocket.*

Some compound nouns can be written as two words: *bank account, blood donor.*

Others have a hyphen: *pen-name, baby-sitter.*

And some have evolved over time to form one word: *toothbrush, tablecloth, bedroom, haircut...*

However, there are no clear rules on this, and some words may even have two types of spelling (*letter box / letter-box*), or may change over the years and go from being two separate words to having a hyphen.



1 Compound noun creation

Create six compound nouns by combining words from Box A and Box B. You can use any word more than once.

Box A

water, rain, earth, sea, pine, mountain, sun, beach, vine, cattle, farm, nature, lakeside, hiking

Box B

hotel, fall, trail, light, land, quake, trip, hut, yard, bow, land, shore, shed, tree, reserve

2 Brochure completion

Complete the brochure with the words from below.

- transfers equipment terrace base package
biking walks holidays park

Alpine Adventure

Multi-adventure holidays in the Alps.



Rafting! Hiking! Cycling! Come and enjoy an adventure holiday in the Alps this summer! Kids. Teens. Families. We cater for all groups.

Sommier du Lac is spectacular in the summer, with its warm sunshine, fresh mountain air and stunning scenery. And it's the perfect setting for a fantastic summer activity holiday. We have two (1) _____ holidays available:

1 Summer Adrenaline Package

Fun-filled, action-packed short breaks created for active adults aged 18-80! Includes resort (2) _____ half-board accommodation and activities. Available June-September.

2 Family Mountain Holidays

Enjoy fun sporting activities with your family, go on peaceful mountain (3) _____ around the lakes or relax on the sun (4) _____ or in the outdoor hot tub. 7 nights FULL-BOARD accommodation £199 per person throughout the entire summer – including school (5) _____!

All our holidays include...

Mountain (6) _____ – you can rent bikes from us!

White water rafting – trip includes all equipment and transport to the river rafting (7) _____.

Glacier skiing – includes lift pass, ski (8) _____ and a packed lunch.

Plus... swimming, golf, archery, volley ball, tennis and skating (in our purpose-built skate (9) _____).

Contact us **NOW** for a holiday of a lifetime. The first 100 to call get a 10% discount!

Your turn!

Write an ad for an adventure trip. Include compound nouns where possible.

UNIT 16 Natural Beauty SPEAKING TASK

Area promotion

Activity type: presentation

Task

You're going to give a presentation on an area of natural beauty from your country. Use the prompts below to help you prepare your presentation. When you're ready, give your presentation and then answer any questions. Afterwards, listen to your colleague's presentation and ask questions.

- Where to visit
- When to go
- What to do
- Where to stay
- Getting there
- Things to see
- Things to watch out for
- Things to take
- Temperature and weather
- Animals and wildlife
- Travel tips



Promoting an area

- It's an area of outstanding beauty which has...
- Some of the cleanest beaches in the world can be found in...
- X is renowned for its... and its...
- With crystal-clear waters and some of the best diving in the world, this island is...
- Recently voted the best place to enjoy a family holiday, this place...
- With miles of pristine coastline to choose from, you can't go wrong with...
- Being so close to the main capital, this area has all the advantages of...

Questioning something

- What would you say the five most important things to do there are?
- Is there anything that you need to watch out for? Any hidden dangers?
- What sort of clothes would you need to take if you went in... ?
- What would your top five travel tips be for visiting this area?
- What sort of weather can you expect at this time of the year?
- Are there any archaeological sites worth visiting in the region?
- Which season of the year would you recommend for visiting this area?

Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Evaluation test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening activity aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

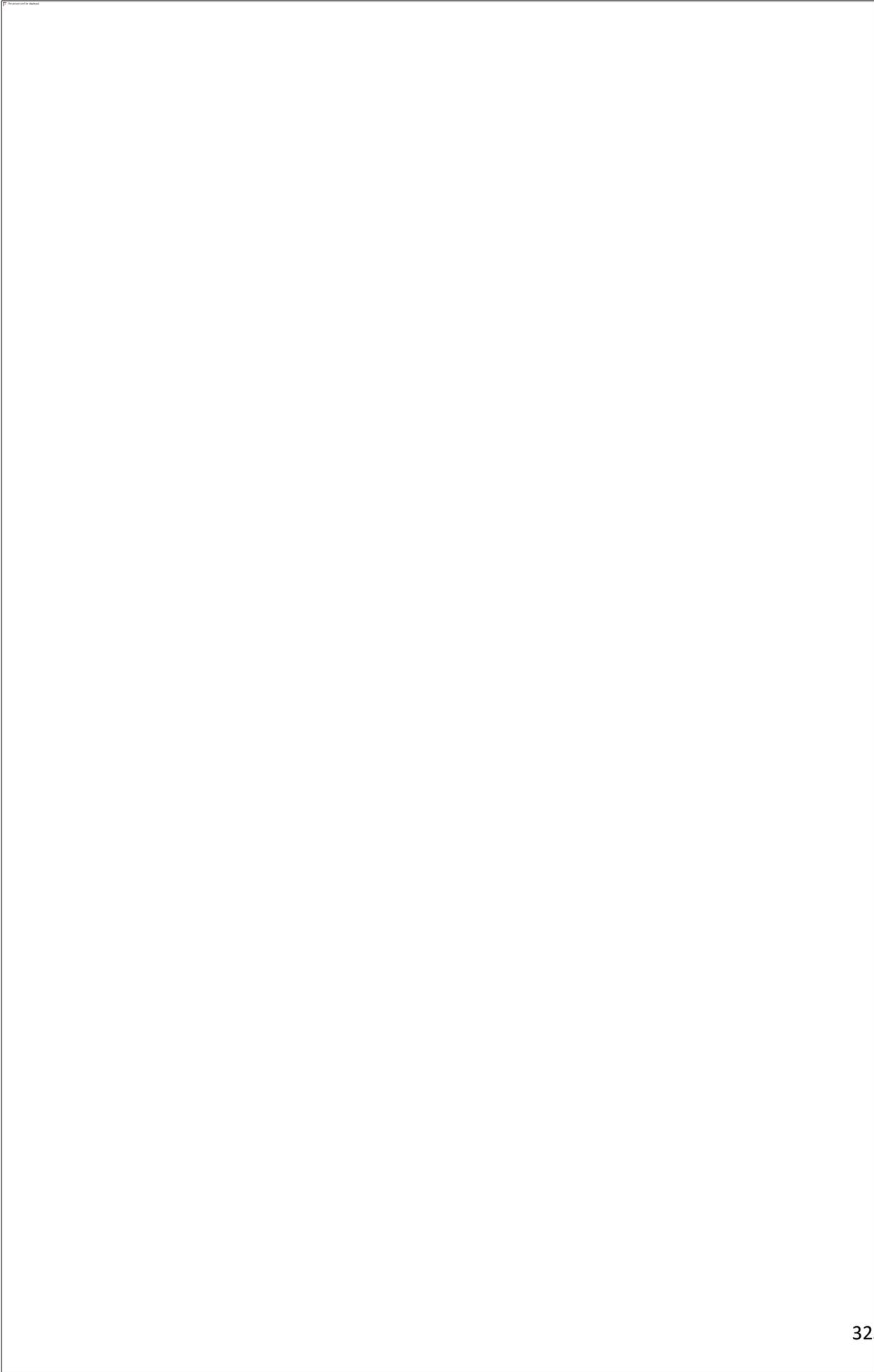
The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

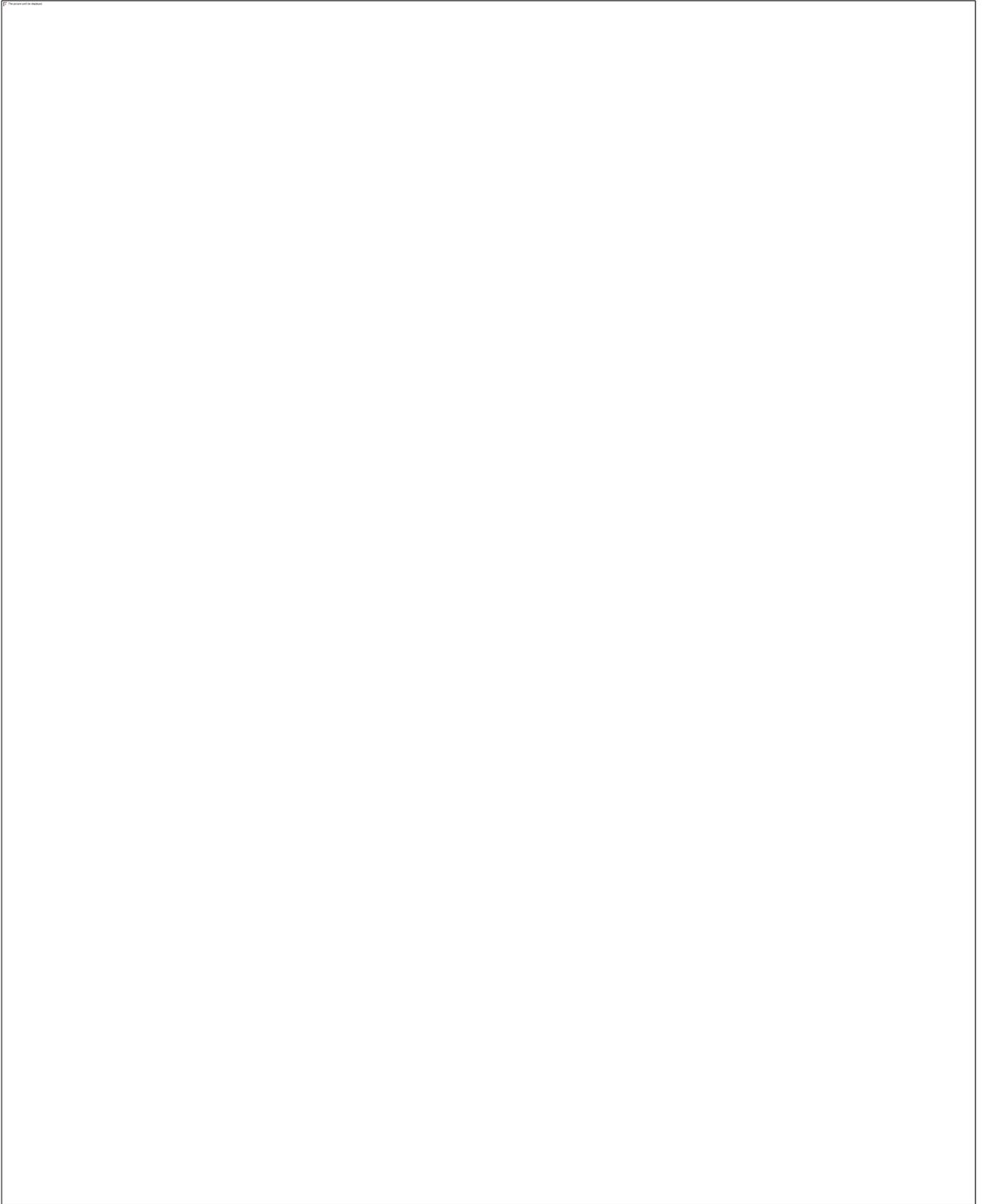
Good luck!

Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. I was just trying to give him a bit of **construc**_____ criticism, but he took it all the wrong way. (Prefixes & suffixes)
2. They were smoking in the carriage even though it was a _____-**smoking** compartment. (Prefixes & suffixes)
3. The situation is pretty desperate, but we're determined to turn it _____. (Phrasal verbs)
4. You made _____ that story, didn't you? There's no way that it could be true. (Phrasal verbs)
5. _____ does it come with a lifetime guarantee, but it's also fully compatible with all existing systems. (Linking words)
6. _____ you start helping us now, we're never going to have this ready in time. (Linking words)
7. It must _____ (be) Bob who told them about it. (Perfect Modal Verbs)
8. If she'd opened the door, she _____ (see) it on the table – it was right there in front of her. (The Third Conditional)
9. _____ a bid to raise awareness for the cause, they staged a protest meeting outside the main hall. (Prepositional phrases)
10. Police have confirmed reports that an escaped lion is on _____. (Prepositional phrases)
11. Not fully _____ the implications of his decision, he went ahead with it anyway. (Fronting)
12. _____ just six minutes to go before her train was due to leave, she rushed out of the house. (Fronting)





Source:

1. Clive Oxenden Christina Latham-Koenig, New English File, Special edition, Advanced student's book:Oxford University press
2. www.oup.com/elt/englishfile/advanced
3. Hot English Skills booklet, Advanced (C1) 2012-2013
4. www.hotenglishmagazine.com

FIRST MIDTERM FOR THE 4th YEAR STUDENTS

I LISTENING

Section 1

Complete the form below using no more than two words and/or a number for each answer.

Ascot Child Care Centre Enrolment form

Personal details

Family name:.....Cullen.....

Child's first name: (1).....

Age: (2).....

Birthday: (3).....

Other children in the family: a brother aged (4).....

Address: (5)....., Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6).....

Development

1. Has difficulty (7)..... during the day
2. Is able to (8) herself

Child-care arrangements

Days required : (9) and

Pick up time: (10).....

Section 2

Complete the notes using no more than one word and/or a number for each answer.

Things to do in the holidays

1. Main problem—children do not have a traditional (11).....

Some ideas

2. Give children jobs, for example cleaning the (12).....
3. At home, ask children to help in the (13).....
4. Get children to make (14).....ahead of time.
5. Get children involved in community work such as visiting the (15).....
6. Involve older children in long term (16)in your community.
7. You may get some ideas from the (17).....
8. The local (18) is often the best place to find ideas.

Things to remember

1. Make sure children stay (19).....

Children up to the age of (20).....need to be supervised by an adult.

II READING COMPREHENSION

Read the article and tick (✓) A, B, or C.

CREATING YOUR OWN JOB SATISFACTION

A lot of people think that job satisfaction is only for other people. They look with envy on people who love their jobs and who don't think of them as work. The idea of earning a living from something you really like doing only applies to a few very lucky people, they think. But this isn't so. It's not only people in the so-called 'glamour professions', for example, who can get genuine job satisfaction. You don't have to be in the arts or a sports person to get enjoyment from what you do for a living. Even if you're in a boring job, it's quite possible to get some satisfaction from it.

The key to this is your attitude. You may think it's unlikely that you can derive much satisfaction from a dull job that doesn't require much thought and that involves a lot of routine procedures. But if you approach it with the right attitude, and put some effort in, you may be surprised at how enjoyable you can make it. Of course, if you just sit there telling yourself how boring your job is, you'll never get anything out of it. But if you set out to find ways of making it enjoyable, there's a good chance you'll manage to.

One thing you can do is to set yourself challenges. Think about what you can do for yourself to make your work a little bit more interesting. If you've got a repetitive job, set yourself some targets to meet and try to beat your previous records. Or use your initiative in other ways. Think about ways you could develop your career into more interesting areas – see how you could improve your skills by doing a course, for example, or look into new skills you could get that would stand you in good stead for the future.

For some people, it's not boredom that's the problem, it's the fact that their jobs involve a significant amount of unpleasantness. But if you keep telling yourself your job is horrible and there's nothing you can do about it, you'll get stuck in a rut and you'll never get out of it. Focus on developing a positive attitude and try to keep any negative thoughts about your job out of your mind. Keep a sense of perspective – if something's gone wrong on a particular day, decide whether it really matters or not. If it isn't actually all that important, don't dwell on it, let it go. Learn from it, and take an upbeat view of what's happened – you'll know how to avoid the problem in future, or what to do about it if it happens again.

Of course, you may reach the point where you feel totally trapped in a job. If this mindset starts to overwhelm you, check out the options you may have in the place where you work. Map out a plan for improving your situation there. Are there other roles in the organization you could apply for? Could you ask to be given different tasks? Could you get a different kind of assignment or go to another department where your skills are required? Finding out there are other options will give you a sense of control over your own working life. Even if you have no job satisfaction right now, you'll feel better if you know that there is a realistic prospect of work that gives you a degree of it.

Expectations are another key ingredient in job satisfaction. Take a long hard look at what you really are capable of. Sometimes it's important to accept that you couldn't really do the much more interesting or high-powered job you aspire to. Try to be aware of your own strengths and weaknesses. Focus on the things you really are good at, rather than on things that, if you're really honest with yourself, you couldn't actually do. Make the most of your situation and feel good about what you can do, rather than feeling bad about what you can't do.

Work is a very important part of most people's lives and it's important to get at least some satisfaction from it. If you really dislike your time at work, the rest of your life is affected too, and you can easily get a negative outlook on life in general. It's in your own hands to avoid this. Even if you can't get the job of your dreams, you can take steps to create your own job satisfaction.

1 The writer's aim in the first paragraph is to _____.

A distinguish between different kinds of work B correct a false belief

C define the term 'job satisfaction'

2 In the second paragraph, the writer _____.

A warns readers against a certain attitude B advises readers not to have unrealistic ideas about work
C suggests to readers that most jobs are dull

3 In the third paragraph, the writer emphasizes _____.

A how easy it can be to progress in a career

B a particular route to job satisfaction

C the need for people to motivate themselves

4 The writer uses the phrase 'stuck in a rut' to refer to _____.

A a situation that won't improve B the bad behaviour of others

C the danger of being too sensitive

5 What is the writer's advice if something goes wrong?

A Pretend that it didn't happen. B Use the experience to your advantage.

C Don't think about it until later.

6 The writer says that people who feel 'trapped' in a job should consider _____.

A discussing their unhappiness with managers

B moving to a different company or organization

C changing the kind of work they do

7 The writer says that you will feel better about your working life if you _____.

A think that some job satisfaction is possible in the future

B choose a particular career option for the future

C stop aiming for job satisfaction for a while

8 What does the writer say about expectations of work?

A Too many people have unrealistic ones.

B They should be based on real ability. C They may change as time passes.

9 In the final paragraph, the writer says that _____.

A lack of job satisfaction has serious consequences for people

B a negative attitude to life leads to a negative attitude to work

C there is more to life than job satisfaction

10 Which of the following best sums up the writer's view in the text as a whole?

A Some people find it easier to get job satisfaction than others.

B Everyone can get a certain amount of job satisfaction.

C Job satisfaction is the most important issue in the workplace today.

III Language structure

A. Grammar

Choose the correct answer

1. Dorothy felt rather tired. _____, she went to bed early.
a) So that b) Therefore c) Although d) However
2. Pronunciation of a new language is difficult at first. _____, it becomes easier in time.
a) As a result b) So c) However d) In case
3. When the person goes to live in a foreign place, it may take ____ a while to pick up the language.
a) them b) his c) its d) him
4. She might have concealed from ____ but not from ____ .
a) other / herself b) each other / her
c) one another/her d) others / herself
5. “Do you think the teacher will give us a pop quiz today?”
“He _____, but I don’t really think so”.
a) will b) might c) would d) should
6. I got the mechanic _____ my car yesterday.
a) repair b) to have repaired c) repaired d) to repair
7. Helium _____ to be the major constituent of the stars.
a) is believed b) is believed that c) believes d) that it is believed
8. He is thought _____ a chief proponent of the communicative approach.
a) that he is b) to be c) being d) as being
9. Years ago, there _____ a cave on the skirts of this hill.
a) were b) used to be c) would d) was used to
10. Peter sometimes _____ his parents’ car before they give him any pocket money.
A) has to clean B) have a clean
C) has been cleaned D) has to use

B. Vocabulary competence

Choose the correct answer

1. I don’t enjoy my job because the work is _____.
a) rewarding b) monotonous c) motivating d) interesting
2. I hate getting told _____ in front of people. It’s so embarrassing.
a) on b) in c) off d) down
3. I need to speak to Feruza urgently, but I just can’t _____ her.
a) get to know her b) get my back on c) get rid of her d) get hold of her
4. We receive a lot of _____ in this company –we are offered several courses each year.
a) skills b) qualification c) training d) bonus

5 Bobur is a _____ relative. He's my father's second cousin.

- a) distant b) far c) close d) near

Complete the idioms.

6 I know you don't want my mother to come and stay, but you'll have to grit your _____ and put up with it.

7 I'm afraid you got the wrong end of the _____. We don't want to buy the house, we want to sell it.

8 My sister-in-law wears the _____ in that marriage.

9 It never once crossed my _____ that she might be unhappy.

10 My brothers are always falling out. In fact, they are not on speaking _____ at the moment.

_Variant 2

I LISTENING

Section 1

Complete the form below using no more than two words and/or a number for each answer.

Ascot Child Care Centre Enrolment form

Personal details

Family name:.....*Cullen*.....

Child's first name: (1).....

Age: (2).....

Birthday: (3).....

Other children in the family: a brother aged (4).....

Address: (5)....., Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6).....

Development

2. Has difficulty (7)..... during the day

3. Is able to (8) herself

Child-care arrangements

Days required : (9) and

Pick up time: (10).....

Section 2

Complete the notes using no more than one word and/or a number for each answer.

Things to do in the holidays

4. Main problem—children do not have a traditional (11).....

Some ideas

5. Give children jobs, for example cleaning the (12).....

6. At home, ask children to help in the (13).....

7. Get children to make (14).....ahead of time.

8. Get children involved in community work such as visiting the (15).....

9. Involve older children in long term (16)in your community.

10. You may get some ideas from the (17).....

11. The local (18) is often the best place to find ideas.

Things to remember

12. Make sure children stay (19).....

Children up to the age of (20).....need to be supervised by an adult.

II READING COMPREHENSION

Read the article and tick (✓) A, B, or C.

A STUDY OF MULTITASKING

Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the Web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – ‘multitasking’ – has gone from being invented to being commonly used in everyday life in a remarkably short time. A recent study has looked at whether multitasking is purely beneficial or has its downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call ‘executive control’ processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain’s executive control gives the appropriate resources to the different aspects of tasks, such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain’s executive control consists of two separate stages. They called the first stage ‘goal shifting’, meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named ‘rule activation’, meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. The second stage, rule activation, takes a significant amount of time, and this delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the time that would be taken if each task was completed separately.

This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a mobile phone while driving, multitasking could mean that they are not in full control of their vehicle during the short period when they are switching to using the phone. The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while multitasking could assist with recruitment, training and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

1 What does the writer suggest about the word ‘multitasking’?

A It has changed in meaning since it was invented.

B It is not always used appropriately.

C Its increased use reflects a change in everyday life.

2 The aim of the research was to _____.

A compare the advantages and disadvantages of multitasking

B discover why multitasking is regarded a wholly good thing

C find out if there are any negative effects of multitasking

3 The researchers use the term 'executive control' to describe how the brain _____.

A controls some actions more than others

B organizes how different tasks are carried out

C distinguishes between easier and harder tasks

4 What do we learn about the experiment?

A The researchers knew that some of the subjects had done similar tasks before.
subjects did the same tasks.

B Not all of the

C The subjects started with simple tasks and move on to more complicated ones.

5 Which of the following happened during the experiment?

A Sometimes little time was lost moving from one task to another.

B Some subjects always found it hard to move from one task to another.

C Complex tasks presented more problems than unfamiliar tasks.

6 One of the two stages of the brain's executive control _____.

A leads to a major disadvantage of multitasking

B takes longer for some people than for others

C has no connection with multitasking

7 One of the implications of the research is that _____.

A some people are not suited to multitasking

B multitasking always results in less efficiency

C a common attitude to multitasking is wrong

8 The researchers believe that their research might _____.

A encourage people not to do multitasking in some situations

B affect the way that people approach multitasking

C result in technology replacing people for certain tasks

9 In the final paragraph, the writer says that multitasking is something that _____.

A is likely to increase in the future

B people in authority have paid too little attention to

C is relevant in many areas of life

10 What is the main topic of the text?

A The growth of multitasking

B How complicated the brain's processes for multitasking are

C The relationship between multitasking and efficiency

III Language structure

A. Grammar

Choose the correct answer

1 The workers' wages weren't high enough; _____, they decided to go on strike.

a) yet b) as a result c) nevertheless d) in spite

2 He has learnt French. _____, he can speak English.

a) Also b) Despite the fact that c) But d) Since

3 He will sit in the room to keep ___ warm.

a) him b) themselves c) itself d) himself

4 I don't like the hat of ___ at all. ___ doesn't suit ___.

a) yourself / it / you b) hers / it / you
c) yours / it / you d) theirs / he / them

5 Don't throw away the rest of the meat.

a) we might have wanted it for dinner b) we might want it for dinner
c) he can want it for dinner d) they could have wanted it lunch

6 How did you get your lawyer _____ care of the problem so quickly.

a) take b) taking c) taken d) to take

7 The damage _____ at 2 billion dollars.

a) estimates b) which is estimated c) estimated d) is estimated

8 He has never been known _____ a lie.
a) tell b) telling c) to tell d) being told

9 I know he hasn't got many friends now but ____ he ____ have many friends?
A) did / use to B) would / -
C) used to D) did / used to

10 Lynne : What are you going to do this afternoon?

Patty : Well, I _____ Madame Tussaud's. We _____ a lot about it from friends, so we thought we'd go there.

A) have to see / have heard B) have never seen / have heard
C) have / have a chat D) hasn't seen / have to know

B. Vocabulary competence

Choose the correct answer

1 The _____ family is made up of the mother, father, and children.
a) extended b) nuclear c) close d) big

2 Leo is a great boss because he is good at _____ people and making them want to work hard.
a) urging b) demanding c) training d) motivating

3 _____ turnover is high because the pay is too low.
a) salary b) staff c) working d) contracts

4 The get ____ like a house on fire.
a) out b) up c) about d) on

5) It is a great hotel and _____ are very friendly.
a) perks b) staff c) training d) employee

Complete the idioms

6 Don't worry about what other people think. You need to know your own _____.

7 My sister is the black _____ of the family.

8 My father doesn't see _____ to _____ with my brother about politics.

9 He was too nosy my recent conversation with the manager, so I told him to mind his _____.

10 He's got a terrible temper. In fact, it must _____ in the family, because his dad is just the same.

Variant 3

I LISTENING

Section 1

Complete the form below using no more than two words and/or a number for each answer.

Ascot Child Care Centre Enrolment form

Personal details

Family name:.....Cullen.....

Child's first name: (1).....

Age: (2).....

Birthday: (3).....

Other children in the family: a brother aged (4).....

Address: (5)....., Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6).....

Development

13. Has difficulty (7)..... during the day

14. Is able to (8) herself

Child-care arrangements

Days required : (9) and

Pick up time: (10).....

Section 2

Complete the notes using no more than one word and/or a number for each answer.

Things to do in the holidays

15. Main problem—children do not have a traditional (11).....

Some ideas

16. Give children jobs, for example cleaning the (12).....

17. At home, ask children to help in the (13).....

18. Get children to make (14).....ahead of time.

19. Get children involved in community work such as visiting the (15).....

20. Involve older children in long term (16)in your community.

21. You may get some ideas from the (17).....

22. The local (18) is often the best place to find ideas.

Things to remember

23. Make sure children stay (19).....

Children up to the age of (20).....need to be supervised by an adult.

II READING COMPREHENSION

Read the article and tick (✓) A, B, or C.

LOST IN TRANSLATION?

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoilt by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the

translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. this; readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation that captures exactly what is in the original work, and often poorly paid. Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

1 What do we learn about the translator mentioned in the first paragraph?

A He sent an article about a certain novelist to an important magazine.

B His opinion of a certain novelist was shared by an important magazine.

C He had worked with a certain novelist on translations of his novels.

2 When the translator looked closely at the article, _____.

A he did not mind the fact that his name did not appear

B he was annoyed that some of the information was false

C he felt that his own efforts had not been rewarded

3 The writer says that the example of the article illustrates _____.

A something that literary translators should realize

B a general attitude towards literary translators

C a point often made by literary translators

4 The writer says that readers of translated novels _____.

A would prefer to be reading the original work

B assume that the translation is not as good as the original work

C are sometimes unaware that it is a translation

5 The writer says that different translations of the same novel are likely to vary in _____.

A quality B interpretation C difficulty

6 The writer's point about variations in translations is that _____.

- A the styles of some novelists are harder to translate than others
- B the reader's experience is dictated by what a particular translator does
- C a translator's main concern is not always clarity for the reader

7 When talking about the global age, the writer emphasizes _____.

- A the variety of fiction now available to readers
- B the importance of fiction in comparison with other forms of literature
- C the number of readers who may read a particular work of fiction

8 The writer uses the phrase 'working heroically' in the last paragraph in order to _____.

- A describe how enjoyable translation work can be
- B make a joke about translators C express sympathy with translators

9 What is the main topic of the article?

- A Changing attitudes to translators B The importance of translators
- C What translators are trying to do

10 Which of the following does the writer express in the article as a whole?

- A Understanding of why translators do not receive recognition
- B Annoyance at the attitude of some readers
- C Doubts about the whole idea of reading translated novels

III Language structure

a. Vocabulary competence

Choose the correct answer

1 When the person goes to live in a foreign foreign place, it may take ___ a while to pick up the language.

- a) them b) his c) its d) him

2. Malike felt rather tired. _____, she went to bed early.

- a) So that b) Therefore c) Although d) However

3 She might have concealed from ___ but not from ___ .

- a) other / herself b) each other / her
c) one another d) others / herself

4 There ___ another rise in the price of petrol soon.

- A) could be B) must be C) should D) may have been

5 Tim completed the race in 4 minutes 32.5 seconds, the slowest time for several years. _____, it was enough to win him the gold medal.

- a) Since b) Nevertheless c) Consequently d) Also

6) What is the best way to get a stubborn child _____ all of his dinner?

- a) eat b) to eat c) eaten d) in order to eat

7) My friends _____ to hear that I had passed all my exams.

- a) astonished b) who were astonished c) were astonished d) being astonished

8) Anvar ___ go out much but this days he goes out very often.

- A) used to B) didn't used to
C) wouldn't D) was

9) Lynne : What are you going to do this afternoon?

Patty : Well, I _____ Madame Tussaud's. We _____ a lot about it from _____ friends, so we thought we'd go there.

- A) have to see / have heard B) have never seen / have heard
C) have / have a chat D) hasn't seen / have to know

10) The price of this car seems to be reasonable. _____, it is small for our family.

- a) However b) Also c) Even though d) Owing to

B. Vocabulary competence

Choose the correct answer

1 _____ turnover is high because the pay is too low.

- a) salary b) staff c) working d) contracts

2 We receive a lot of _____ in this company –we are offered several courses each year.

- a) skills b) qualification c) training d) bonus

3 It is a great hotel and _____ are very friendly.

- a) perks b) staff c) training d) employee

4) I hate getting told _____ in front of people. It's so embarrassing.

- a) on b) in c) off d) down

5) My husband is a university lecturer and he has a very easy _____ - he only has eight classes a week.

- a) post b) timetable c) hours d) bonus

Complete the idioms

6 I know I'm right and even if everyone in the company disagrees I'm going to stick to my _____.

7 My sister-in-law wears the _____ in that marriage.

8 He was too nosy my recent conversation with the manager, so I told him to mind his _____.

9 My aunt and I are not on speaking _____

10 He is your brother! How can you say that about your own _____ and _____

Variant 4

I LISTENING

Section 1

Complete the form below using no more than two words and/or a number for each answer.

Ascot Child Care Centre Enrolment form

Personal details

Family name:.....Cullen.....

Child's first name: (1).....

Age: (2).....

Birthday: (3).....

Other children in the family: a brother aged (4).....

Address: (5)....., Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6).....

Development

24. Has difficulty (7)..... during the day

25. Is able to (8)..... herself

Child-care arrangements

Days required : (9)..... and

Pick up time: (10).....

Section 2

Complete the notes using no more than one word and/or a number for each answer.

Things to do in the holidays

26. Main problem—children do not have a traditional (11).....

Some ideas

27. Give children jobs, for example cleaning the (12).....

28. At home, ask children to help in the (13).....

29. Get children to make (14).....ahead of time.

30. Get children involved in community work such as visiting the (15).....

31. Involve older children in long term (16).....in your community.

32. You may get some ideas from the (17).....

33. The local (18)..... is often the best place to find ideas.

Things to remember

34. Make sure children stay (19).....

Children up to the age of (20).....need to be supervised by an adult.

II READING COMPREHENSION

1 Read the article and tick (✓) A, B, or C.

WHO WANTS TO BE RICH?

It's very common for people to say 'Money doesn't bring you happiness'. They point to the very public problems of wealthy people and the evident misery some of them have. Money, the theory goes, makes

them superficial and selfish, their lives often fall apart, and they miss out on the simple pleasures of life. Money is their top priority and because of this, they've got it all wrong.

B Attitudes to the rich are also characterized by hatred. Typical images of wealthy people are that they are greedy, cruel people who've got what they've got by exploiting or abusing other people. The rich are often seen as bad characters whose pursuit of wealth has led them to treat good people with brutal force and whose behaviour has been either morally questionable or completely corrupt. They can't have got that rich by honourable methods, the thinking goes, they must have done something truly inexcusable.

C Connected with this is a common belief that some of the rich, especially the young ones, don't deserve their wealth. Some of them are spoilt brats, benefiting from the wealth of their parents and living empty lives of laziness and luxury, with nothing between their ears. Their lives have been all reward and no effort. And then there are the people in sport and the arts whose immense earnings are well-publicized. Surely, people say, no one can be worth such sums. It's outrageous that these people get such high incomes for doing what they do.

D Even when people aren't actually rich by most conventional definitions of the word, their lifestyles attract criticism from others. There is among many people a dislike of what they regard as a materialistic attitude to life. When they see people with big houses, luxury cars, and a mass of the top-of-the-range gadgets, they dismiss them as empty, foolish people with the wrong priorities in life. How can they afford these things? Have they got heavily in debt to fund this lifestyle? If so, how silly they are. Of course, some of this feeling can be attributed to envy. Most people have no direct contact with the truly rich, seeing them only via the media, but materialistic people are all around. The truly rich are considered to belong almost to another species, but the materialistic ones might well be in your neighbourhood.

E So there's a fairly common belief that money is 'a bad thing', or at any rate, having lots of it. But I think that in this envy and dislike of the rich, people are missing the point. Money's a big factor in just about everyone's life. It's often the only reason they get up and go to work. If you haven't got it, life is very difficult. You need to get it for food, clothes and shelter, for yourself and maybe others. It's the main reason why most people work – not for pleasure but to provide the necessities of life. What they are effectively doing is exchanging their time for money.

F And this brings us to the key point about wealth. It buys freedom, it buys time. If you're rich, you don't have to exchange your time for money, you don't have to give so much time to an employer or dedicate all that time to the business of earning a living. You can use your time in any way you please, in ways that bring you some fulfilment. If you're wealthy, you don't have to be materialistic, nor do you have to be superficial and selfish. These are not iron rules. Disliking the rich because of what you read or learn about some of them in the media results from only a partial view of what having wealth means. Getting annoyed with materialistic people is based on a narrow view of what money brings. Some people squander wealth, some people don't deserve it, some people want it for reasons you might take a dim view of. But the fact is, wealth provides opportunities for the kind of life you would like to have.

G So don't knock it. Instead, think of ways you might be able to attain it. Focus on the goal of getting yourself into a position where you're no longer trading your time for money. Take control of your own time by becoming independently wealthy. You might say that's easier said than done. Well, you might be right, but have you tried yet?

1 What is the writer's point in section **A**?

A People take too much interest in the lives of the wealthy.

B There is evidence to support a common belief about money.

C Being wealthy changes people.

2 The writer says in section **B** that a common view of the wealthy is that they _____.

- A have acquired wealth dishonestly
- B have been exceptionally lucky
- C enjoy feeling superior to others

3 A criticism of rich people mentioned in section **C** is that _____.

- A they should keep quiet about the amount of money they have
- B the financial rewards in their fields are too great
- C they don't appreciate the money that they receive

4 In section **D**, the writer says that many people think that materialistic people _____.

- A don't care what other people think of them
- B aren't as rich as they might appear to be
- C don't really enjoy their lifestyles

5 In section **D**, the writer suggests that most people _____.

- A are materialistic to some extent
- B have the wrong impression of the truly rich
- C don't envy the truly rich

6 The writer's main point in section **E** is that _____.

- A money is important to everyone, not just the rich
- B the rich give people the wrong ideas about money
- C most people would like to have a lot of money

7 In section **F**, the writer suggests that wealthy people _____.

- A sometimes dislike other wealthy people
- B often sympathize with people who have little money
- C are able to avoid something that most people do

8 The writer says in section **F** that common attitudes to rich people _____.

- A fail to take into account a key advantage of wealth
- B are based on a false picture of what wealthy people are like
- C place too much emphasis on one particular group of people

9 The writer's intention in section G is to _____.

- A emphasize that everybody can become wealthy
- B encourage readers to change their lives
- C regret the importance of wealth

10 What is the writer's purpose in the article as a whole?

- A To analyse the advantages and disadvantages of wealth
- B To defend wealthy people against criticism
- C To argue against a common belief about money

III Language structure

a. Vocabulary competence

Choose the correct answer

1. Bobur felt rather tired. _____, she went to bed early.

- a) So that
- b) Therefore
- c) Although
- d) However

2 When a student goes to live in a foreign place, it may take ___ a while to pick up the language.

- a) them
- b) his
- c) its
- d) him

3 Zamira might have concealed from ___ but not from ___ .

- a) other / herself
- b) each other / her
- c) one another
- d) others / herself

4 The time available for discussion was very limited. _____, it was possible to produce interesting arguments.

- a) As a result
- b) Consequently
- c) Nevertheless
- d) Even though

5 Flight 341 has been delayed _____ adverse weather condition.

- a) in order to
- b) owing to
- c) in order not to
- d) despite

6 I have started drinking coffee recently. I never _____ like it before.

- A) would
- B) didn't use to
- C) have been
- D) used to

7 I'll phone you tomorrow. I _____ your office number.

- A) has known
- B) I haven't written
- C) have to
- D) have

8 We'll have a highly sophisticated computer system _____ in our computer center.

- a) install
- b) installed
- c) to install
- d) be installed

9 How did you get your Dad _____ you this car?

- a) bought
- b) to buy
- c) to get bought
- d) to be bought

10 He has never been known _____ a lie.

- a) tell b) telling c) to tell d) being told

B. Vocabulary competence

Choose the correct answer

1 _____ turnover is high because the pay is too low.

- a) salary b) staff c) working d) contracts

2 We receive a lot of _____ in this company –we are offered several courses each year.

- a) skills b) qualification c) training d) bonus

3 I need to speak to Feruza urgently, but I just can't _____ her.

- a) get to know b) get my back on c) get rid of d) get hold of

4 The _____ family is made up of the mother, father, and children.

- a) extended b) nuclear c) close d) big

5 They get _____ like a house on fire.

- a) out b) up c) about d) on

Complete the idioms

6 It never once crossed my _____ that she might be unhappy.

7 My father doesn't see _____ to _____ with my brother about politics.

8 I was in two _____ whether or not to come this morning.

9 Most families have a _____ in the cupboard.

10 When we spoke on the phone I got the wrong end of the _____.

Second Midterm for the 4th year students

Variant 1

I LISTENING

Listen to five people talking about various laws banning certain things. Match the speakers (1–5) to what they say about the law or ban (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A It is impossible to enforce it.

B It should not have been introduced.

- C Many people are not aware of it.
- D It has caused confusion.
- E It has had an unforeseen result.
- F It has had the desired effect.
- G It doesn't cover everything it should cover.
- H People frequently ignore it.

2 Listen to a talk about celebrity chefs who have appeared on TV in Britain. Complete the sentences using no more than three words.

CELEBRITY CHEFS IN BRITAIN

The phrase 'Delia effect' refers to something that happens in ¹_____.

British people ate but did not cook ²_____ and _____ dishes until the 1980s.

Jamie Oliver has encouraged people to eat meals that are both ³_____ and _____.

Anton Mosimann's attempt to get British people to replace salt with ⁴_____ failed.

The most influential chefs have been the ones whose recipes appeal to ⁵_____ people.

II READING COMPREHENSION

You are going to read a magazine article in which a father describes his relationship with his son. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Gary and Me

I believe everyone's given a chance in life. My son, Gary, was given his chance with cooking, and my chance was to run a restaurant. When I heard about the opportunity, I rushed over to look at the place. It was in a really bad state. It was perfect for what I had in mind.

Coming into this business made me recall my childhood. I can remember my mother going out to work in a factory and me being so upset because I was left alone. With that in mind, I thought, "We want time for family life." My wife dedicated herself to looking after the children and did all my accounts, while I ran the business. We lived over the restaurant in those days, and we always put a lot of emphasis on having meals together. It's paid dividends with our children, Gary and Joe. They're both very confident. Also, from a very early age they would come down and talk to our regular customers. It's given both of them a great start in life.

Gary was quite a lively child when he was really small. We had a corner bath, and when he was about seven he thought he'd jump into it like a swimming pool, and he knocked himself out. When he was older he had to work for pocket money. He started off doing odd jobs and by the age of about ten he was in the kitchen every weekend, so he always had loads of money at school. He had discipline. He used to be up

even before me in the morning. If you run a family business, it is for the family, and it was nice to see him helping out.

Gary wasn't very academic, but he shone so much in the kitchen. By the age of 15 he was as good as any of the men working there, and sometimes he was even left in charge. He would produce over a hundred meals, and from then I knew he'd go into catering because he had that flair. So when he came to me and said, 'Dad, I've got to do work experience as part of my course at school, 'I sent him to a friend of mine who's got a restaurant.

Gary recently took up playing the drums and now he has his own band. Goodness knows what will happen to the cooking if the music takes off. My advice to Gary would be: if you start chasing two hares, you end up catching neither, so chase the hare you know you're going to catch. He understood when I said to him: 'Gary, if you're going to get anywhere in life, you've got to do it by the age of 30. If you haven't done it by then, it's too late.'

Gary went to catering college at the age of 17, and on his first day he and the other new students-they're normally complete beginners-were given what's supposed to be a morning's work. But within an hour Gary had chopped all his vegetables, sliced all his meats. He'd prepared everything. That's my son for you! In the end, he was helping other people out.

None of us can believe how successful Gary's TV cookery series has become. I'm extremely proud of him. I have always tried to tell him that if you want something, you've got to work jolly hard for it, because no one gives you anything. He's seen the opportunity he's been given and grabbed hold of it with both hands. You know, you talk to your children as they grow up, and if they only take in ten per cent of what you've told them, you have got to be happy with that. The things Gary says, the things he does, I think, well, he must have listened sometimes.

1 How did the writer react to his own big chance?

- A Heworried about the problems.
- B He saw what could be done
- C He thought the family would suffer.
- D He wondered if he should take it.

2 How did the writer's childhood influence his own family life?

- A He realized that the pattern was repeating itself.
- B He encouraged his children to talk to him.
- C He made sure there was plenty of personal contact.
- D He asked his wife to stay at home.

3What does the writer mean by 'paid dividends' in line 16?

- A brought financial reward
- B produced benefits
- C was worth the suffering

D allowed money to be saved

4 As a young boy, Gary

- A showed how determined he could be.
- B was always in trouble.
- C was motivated by money.
- D demonstrated a variety of talents.

5What is Gary's father's attitude to Gary playing in a band?

- A pleased that he has a hobby he enjoys
- B interested in how he can introduce music into the restaurant
- C concerned that music may interfere with his career
- D doubtful whether he will have time to improve his technique

6What does 'done it' refer to in line 52?

- A chosen a profession
- B achieved success
- C caught a hare

D lived your life

7According to his father, what was typical about Gary's behavior on his first day at college?

A He helped other people.

B He impressed those in charge.

C He tried to make his father proud.

D He performed the task efficiently.

8How does his father regard Gary's upbringing?

A encouragement has caused Gary's success.

B The family influence on Gary was too strong.

C Gary has forgotten important lessons.

D Gary has learnt some essential things.

III Language structure

A. Grammar

Choose the correct answer

1. We must make sure we're home by midnight. _____, my parents won't let us go out tomorrow night.
a) As a matter of fact b) Otherwise c) After all
2. Don't let yourself _____ by your failure.
a) to be discouraged b) being discouraged c) be discouraged
- 3 He didn't go to a doctor, but if he _____, the cut on his hand wouldn't have gotten infected.
a) had b) has had c) did
4. - Do you think the teacher will give us a pop quiz today?
- He _____, but I don't really think so.
a) will b) might c) should
5. Would you consider _____ that sports car?
a) buying b) to buy c) about buying
6. We can go skiing together because _____ next week.
a) I won't work b) I'm not working c) I'm not going to work
7. An elephant can lift _____ a ton with its tusks.
a) so much that b) as much as c) as many
8. Television is _____ popular form of entertainment that many children spend more time watching TV than studying their lessons.
a) such b) so c) such a
9. I write English _____ he does.
a) better than b) as good as c) as well
10. We think the house will sell quickly. _____, we want to be sure it looks as good as possible when people come to see it.
a) As a result b) Nevertheless c) Since

B. Vocabulary competence

Complete the words.

1. Our holiday was quite **d**_____ last year – nothing interesting happened.
- 2 I'll be at home this evening, so call me on the **l**_____, not on my mobile.
- 3 It was a fierce battle and **c**_____ were heavy on both sides.
- 4 I've been walking all day and my new shoes have given me a **b**_____.
- 5 He never hears the doorbell. He is as deaf as a **p**_____.

- 6 A tortoise has a very hard **sh**_____.
- 7 From our hotel we had an absolutely **br**_____ view of the mountains.
- 8 The tiger is an endangered **sp**_____ in many countries.
- 9 My husband is as stubborn as a **m**_____.
- 10 During the civil war thousands of **r**_____ fled and lived in camps in neighboring countries.

Variant 2

I LISTENING

Listen to five people talking about various laws banning certain things. Match the speakers (1–5) to what they say about the law or ban (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A It is impossible to enforce it.
- B It should not have been introduced.
- C Many people are not aware of it.
- D It has caused confusion.
- E It has had an unforeseen result.
- F It has had the desired effect.
- G It doesn't cover everything it should cover.
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2 Listen to a talk about celebrity chefs who have appeared on TV in Britain. Complete the sentences using no more than three words.

CELEBRITY CHEFS IN BRITAIN

The phrase 'Delia effect' refers to something that happens in ¹_____.

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Jamie Oliver has encouraged people to eat meals that are both ³_____ and _____.

Anton Mosimann's attempt to get British people to replace salt with ⁴ _____ failed.

The most influential chefs have been the ones whose recipes appeal to ⁵ _____ people.

II READING COMPREHENSION

You are going to read a magazine article about an artist who paints flowers. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

An eye for detail

Artist Susan Shepherd is best known for her flower paintings, and the large garden that surrounds her house is the source of many of her subjects. It is full of her favourite flowers, most especially varieties of tulips and poppies. Some of the plants are unruly and seed themselves all over the garden. There is a harmony of colour, shape and structure in the two long flower borders that line the paved path which crosses the garden from east to west. Much of this is due to the previous owners who were keen gardeners, and who plants that appealed to Susan. She also inherited the gardener, Danny. 'In fact, it was really his garden,' she says. 'We got on very well. At first he would say, "Oh, it's not worth it" to some of the things I wanted to put in, but when I said I wanted to paint them he recognized what I had in mind.'

Susan prefers to focus on detailed studies of individual plants rather than on the garden as a whole, though she will occasionally paint a group of plants where they are. More usually, she picks them and then takes them up to her studio. 'I don't set the whole thing up at once,' she says. 'I take one flower out and paint it, which might take a few days, and then I bring in another one and build up the painting that way. Sometimes it takes a couple of years to finish.'

Her busiest time of year is spring and early summer, when the tulips are out, followed by the poppies. 'They all come out together, and you're so busy,' she says. But the gradual decaying process is also part of the fascination for her. With tulips, for example, you bring them in and put them in water, then leave them for perhaps a day and they each form themselves into different shapes. They open out and are fantastic. When you first put them in a vase, you think they are boring, but they change all the time with twists and turns.'

Susan has always been interested in plants: 'I did botany at school and used to collect wild flowers from all around the countryside,' she says. 'I wasn't particularly interested in gardening then; in fact, I didn't like garden flowers, I thought they looked like the ones made of silk or plastic that were sold in some florists' shops - to me, the only real ones were wild. I was intrigued by the way they managed to flower in really awkward places, like cracks in rocks or on cliff tops.' Nowadays, the garden owes much to plants that originated in far-off lands, though they seem as much at home in her garden as they did in China or the Himalayas. She has a come-what-may attitude to the garden, rather like an affectionate aunt who is quite happy for children to run about undisciplined as long as they don't do any serious damage.

With two forthcoming exhibitions to prepare for, and a ready supply of subject material at her back door, finding time to work in the garden has been difficult recently. She now employs an extra gardener but, despite the need to paint, she knows that, to maintain her connection with her subject matter, 'you have to get your hands dirty'.

1 In the first paragraph, the writer describes Susan's garden as

A having caused problems for the previous owners.

B having a path lined with flowers.

C needing a lot of work to keep it looking attractive.

D being only partly finished.

2 What does 'this' in line 12 refer to?

- A the position of the path
- B the number of wild plants
- C the position of the garden
- D the harmony of the planting

3 What does Susan say about Danny?

- A He felt she was interfering in his work.
- B He immediately understood her feelings.
- C He was recommended by the previous owners.
- D He was slow to see the point of some of her ideas.

4 What is Susan's approach to painting?

- A She will wait until a flower is ready to be picked before painting it
- B She likes to do research on a plant before she paints it.
- C She spends all day painting an individual flower.
- D She creates her paintings in several stages

5 Susan thinks that tulips

A are more colourful and better shaped than other flowers.

B are not easy to paint because they change so quickly.

C look best some time after they have been cut

D should be kept in the house for as long as possible.

6 Why did Susan enjoy studying wild flowers at school?

A She found the way they adapted to their surroundings fascinating.

B She used the lessons as a good excuse to get out of school.

C She was attracted by their different colours and shapes.

D She wanted to learn how to make copies of them in material.

7 How does the writer describe Susan's attitude to her garden?

A she thinks children should be allowed to enjoy it.

B She prefers planting flowers from overseas.

C She likes a certain amount of disorder.

D She dislikes criticism of her planting methods.

8 What point is Susan making in the final paragraph?

A It's essential to find the time to paint even if there is gardening to be done.

B It's important not to leave the gardening entirely to other people.

C It's good to have expert help when you grow plants.

D It's hard to do exhibitions if there are not enough plants ready in the garden.

III Language structure

A. Grammar

Choose the correct answer

1. Agriculture will have to undergo a drastic change to meet the needs of the new situation. _____, the country will starve.
a) Otherwise b) As a matter of fact c) So
2. The teacher caught the student _____ his friend during the exam.
a) helping b) having helped c) to help
3. You can borrow the money _____ you pay it back within a month.
a) unless b) providing c) in case
4. Ali's bicycle cost twice _____ Bobur's.
a) more than b) more as c) as much as
5. I don't have a pen, but if I _____, I would lend it to you.
a) would b) did c) do
6. You _____ any noise in the class but you did.
a) oughtn't to have made b) should not make c) should have made
7. In every ten kilometers he stopped his car _____ the roaring engine.
a) controlling b) control c) to control
8. Go straight on and then _____ the high building on your left.
a) you'll find b) you're finding c) you're going to find
9. The fog is so thick, you won't see anything. It is no good using a car in _____ nasty weather.
a) such a b) such c) so
10. I hate _____ that I have put on weight.
a) to tell b) telling c) being told

B. Vocabulary competence

Complete the words.

1. We are going on a **p**_____ holiday to Thailand with everything included.
2. We only realized there were sharks around when we saw their **f**_____ sticking out of the water.
3. She wasn't answering her mobile so I left a message on her **v**_____.
4. We can call directory **e**_____ and get the number of restaurant.
5. She sleeps like a **l**_____. I don't she has ever had problems with insomnia.
- 6 The cat scratches me with his **c**_____.

- 7 You had better throw those trousers away. They are completely **w**_____ out.
- 8 If we want to miss the traffic, we'll have to set **o**_____ early in the morning.
- 9 Could you **w**_____ down your window and ask than man for directions, please?
- 10 In my science class, girls **o**_____ boys by two to one

Variant 3

I LISTENING

Listen to five people talking about various laws banning certain things. Match the speakers (1–5) to what they say about the law or ban (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A It is impossible to enforce it.
- B It should not have been introduced.
- C Many people are not aware of it.
- D It has caused confusion.
- E It has had an unforeseen result.
- F It has had the desired effect.
- G It doesn't cover everything it should cover.
- H People frequently ignore it.

2 Listen to a talk about celebrity chefs who have appeared on TV in Britain. Complete the sentences using no more than three words.

CELEBRITY CHEFS IN BRITAIN

The phrase 'Delia effect' refers to something that happens in ¹_____.

British people ate but did not cook ²_____ and _____ dishes until the 1980s.

Jamie Oliver has encouraged people to eat meals that are both ³ _____ and _____.

Anton Mosimann's attempt to get British people to replace salt with ⁴ _____ failed.

The most influential chefs have been the ones whose recipes appeal to ⁵ _____ people.

II READING COMPREHENSION

You are going to read an article about a method for finding your way called 'natural navigation'. For questions 1-8, choose the answer (A,B,C or D) which you think fits best according to the text.

Natural navigation

Max Davidson learns how to find his way using only stars, sun, trees, and wind

'Take the Circle, District or Piccadilly Line to South Kensington, then walk up Exhibition Road. It will take you between 10 and 15 minutes. The Royal Geographical Society is on the junction between Exhibition Road and Kensington Gore'. The instructions are so idiot-proof that at 9 am precisely all seven of us are in our places, like expectant schoolchildren.

A man in a check suit, with a neatly trimmed beard, enters and introduces himself. 'Tristan Gooley. Welcome.' He flashes a shy smile. 'Just to put this all into context, I think I can safely say that you are the only people in the world studying this particular topic today'. It is quite an intro. There are a few oohs and ahs from the audience. Tristan Gooley, navigator extraordinary, has his audience in the palm of his hand. We are here because we are curious about how you get from A to B. And if you are curious about how to get from A to B, who better to ask than Tristan Gooley? He is the only man alive who has both flown and sailed solo across the Atlantic. You can't argue with that sort of CV.

'Natural navigation', his new baby, is exactly what that phrase suggests: route-finding that depends on interpreting natural signs-the sun, the stars, the direction of the wind, the alignment of the trees-rather than using maps, compasses or the ubiquitous satnav. 'Of course, 99.9 per cent of the time, you will have other ways of finding wherever it is you want to get to. But if you don't ... 'Gooley pauses theatrically, 'there is a lot to be said for understanding the science of navigation and direction-finding. If people become too dependent on technology, they can lose connection with nature, which is a pity'.

The natural navigator's best friend, inevitably, is the sun. We all know that it rises in the east, sets in the west and, at its zenith, is due south. But if it is, three in the afternoon and you are lost in the desert, how do you get your bearings? The answer, says Gooley, is to find a stick. By noting the different places where its shadow falls over a short period of time, you will quickly locate the east-west axis. 'The sun influences things even if you can't see it,' he explains. You might not be in the desert, but walking along a forest track in Britain. One side of the track is darker in colour than the other. 'Ah-ha!' thinks the natural navigator. 'It is darker because it is damper, which means it is getting less sun, because it is shaded by the trees, which means that south is that way'. You can now stride confidently southwards-or in whichever direction you wish to head-without fiddling with a map.

As the day wears on, the detective work forces us to look at the world in new and unexpected ways. Just when we think are getting the hang of it. Gooley sets us a particularly difficult task. A photograph of a house comes up on the screen. An orange sun is peeping over the horizon behind the house. There is a tree in the foreground. 'Just study the picture for a few minutes,' Gooley says, 'and tell me in which direction the photographer is pointing the camera.' Tricky. Very tricky. Is the sun rising or setting? Is the tree growing straight up or leaning to the right? Is that a star twinkling over the chimney; Are we in the northern or southern hemisphere? 'South-east,' I say firmly, having analysed the data in minute detail. "Not quite." "Am I close?" Not really. The answer is north-west'. Ah well. Only 180 degrees out.

Still, if I am bottom of the class, I have caught the natural navigation bug. What a fascinating science, both mysterious and universal. It is hardly what you would call a practical skill: there are too many man-made aids to navigation at our disposal. But it connects us, thrillingly, to the world around us- and to those long-dead ancestors who circled the globe with nothing but stars to guide them. It reminds us what it means to be human.

1. **What is the writer's main point in the first paragraph?**

- A. that the Royal Geographical Society was easy for all of them to find
- B. that the route to the Royal Geographical Society might sound complicated
- C. that all of them wanted to arrive at the Royal Geographical Society on time
- D. that they did not need instructions to find the Royal Geographical Society

2. **What does the writer say about Tristan Gooley in the second paragraph?**

- A. He was different from what he had expected.
- B. He began in an impressive way.
- C. He had always wanted to meet him.
- D. He seldom gave talks to the public.

3. **What does Tristan Gooley say about 'natural navigation'?**

- A. It can be more accurate than using technology.
- B. It is quite a complicated skill to master.
- C. It should only be used in emergency situations.
- D. It is not required most of the time.

4. **According to Gooley, the use of a stick which he explains.**

- A. only works in the desert.
- B. involves more than one piece of information.
- C. works best at particular times of the day
- D. may surprise some people.

5. **The example of walking along a forest track illustrates**

- A. the fact that the sun may not be important to finding your way.

B. the difference between the desert and other locations.

C. the advantage of learning natural navigation.

D. the relationship between natural navigation and other skills.

6. **What does "it" in the phrase "getting the hang of it" (line 58) refer to?**

- A. something unexpected
- B. the day
- C. a particular problem
- D. natural navigation

7. **What does the writer say about the task involving a photograph?**

- A. It was not as simple as it first appeared.
- B. He needed more information in order to do it successfully.
- C. He became more confused the longer he spent on it.
- D. He was not surprised to hear that his answer was wrong.

8. **The writer's attitude towards natural navigation is that**

- A. it would take a long time to be good at it
- B. it is a valuable skill in the modern world.
- C. it is only likely to appeal to a certain kind of person.
- D. it is exciting but not very useful.

III Language structure

A. Grammar

Choose the correct answer.

1. Naomi seems depressed. _____, I think she still hasn't got over the break-up of her marriage.

- a) Basically b) Incidentally c) At least

2. We have interviewed all three candidates and _____ we think that Feruza is the most suitable person for the post.

- a) in conclusion b) all in all c) by the way

3 I'd like _____ at about 6.00, if that's possible.

- a) that they come b) them coming c) them to come

4 I'll pay for the classes _____ you promise not to miss any.

- a) supposing b) unless c) providing

5 Unless I am late I _____ dinner with my parents.

- a) have b) am having c) had

6) Ali's bicycle cost twice _____ Bobur's.

- a) more than b) more as c) as much as

7) In every ten kilometers he stopped his car _____ the roaring engine.

- a) controlling b) control c) to control

8) My parents are _____ good gardeners.

- a) such b) so c) such a

9) -"Lola, we need some bread".

- "OK, _____ after this film is over."

- a) I'm buying some b) I'll buy some c) I'm going to buy

10) Don't let yourself _____ by your failure.

- a) to be discouraged b) being discouraged c) be discouraged

B. Vocabulary competence. Complete the words.

1. I'm getting a bit short-s_____. I think I need glasses.

2. After as_____ of three months, the city finally surrendered to the enemy.

3. She is white as as_____. I think she is going to faint.

4. If you have a problem at work, you've got to take the **b**_____ by the horns and sort it out before it gets worse.

5. I'm afraid I **u**_____ the cost of the holiday and didn't bring enough money.

6. Some animals can be bred in **c**_____, for example in zoos.

7. A tortoise has a very hard **sh**_____.
8. During the civil war thousands of **r**_____ fled and lived in camps in neighboring countries.
9. We are going on a **p**_____ holiday to Thailand with everything included.
10. We can call directory **e**_____ and get the number of restaurant.

Variant 4

I LISTENING

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Speaker 3

Speaker 4

Speaker 5

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Jamie Oliver has encouraged people to eat meals that are both ³ _____ and _____.

Anton Mosimann's attempt to get British people to replace salt with ⁴ _____ failed.

The most influential chefs have been the ones whose recipes appeal to ⁵ _____ people.

II READING COMPREHENSION

You are going to read an extract from a novel. For questions 1-8, choose the answer (A,B,C or D) which you think fits best according to the text.

Miss Rita Cohen, a tiny, pale-skinned girl who looked half the age of Seymour's daughter, Marie, but claimed to be some six years older, came to his factory one day. She was dressed in overalls and ugly big shoes, and a bush of wiry hair framed her pretty face. She was so tiny, so young that he could barely believe that she was at the University of Pennsylvania, doing research into the leather industry in New Jersey for her Master's degree.

Three or four times a year someone either phoned Seymour or wrote to him to ask permission to see his factory, and occasionally he would assist a student by answering questions over the phone or, if the student struck him as especially serious, by offering a brief tour.

Rita Cohen was nearly as small, he thought, as the children from Marie's third-year class, who'd been brought the 50 kilometres from their rural schoolhouse one day, all those years ago, so that Marie's daddy could show them how he made gloves, show them especially Marie's favourite spot, the laying-off table, where, at the end of the process, the men shaped and pressed each and every glove by pulling it carefully down over steam-heated brass hands. The hands were dangerously hot and they were shiny and they stuck straight up from the table in a row, thin-looking, like hands that had been flattened. As a little girl, Marie was captivated by their strangeness and called them the 'pancake hands'.

He heard Rita asking, 'How many pieces come in a shipment?' 'How many? Between twenty and twenty-five thousand.' She continued taking notes as she asked, 'They come direct to your shipping department?'

He liked finding that she was interested in every last detail. 'They come to the tannery. The tannery is a contractor. We buy the material and they make it into the right kind of leather for us to work with. My grandfather and father worked in the tannery right here in town. So did I, for six months, when I started working in the business. Ever been inside a tannery?' 'Not yet.' 'Well, you've got to go to a tannery if you're going to write about leather. I'll set that up for you if you'd like. They're primitive places. The technology has improved things, but what you'll see isn't that different from what you'd have seen hundreds of years ago. Awful work. It's said to be the oldest industry of which remains have been found anywhere. Six-thousand-year-old relics of tanning found somewhere – Turkey, I believe. The first clothing was just skins that were tanned by smoking them. I told you it was an interesting subject once you get into it. My father is the leather scholar; he's the one you should be talking to. Start my father off about gloves and he'll talk for two days. That's typical, by the way: glovemen love the trade and everything about it. Tell me, have you ever seen anything being manufactured, Miss Cohen?' 'I can't say I have.' 'Never seen anything made?' 'Saw my mother make a cake when I was a child.'

He laughed. She had made him laugh. An innocent with spirit, eager to learn. His daughter was easily 30 cm taller than Rita Cohen, fair where she was dark, but otherwise Rita Cohen had begun to remind him of Marie. The good-natured intelligence that would just wait out of her and into the house when

she came home from school, full of what she'd learned in class. How she remembered everything. Everything nearly taken down in her notebook and memorized overnight.

'I'll tell you what we're going to do. We're going to bring you right through the whole process. Come on. We're going to make you a pair of gloves and you're going to watch them being made from start to finish. What size do you wear?'

1 What was Seymour's first impression of Rita Cohen?

- A She reminded him of his daughter.
- B She was rather unattractive
- C She did not look like a research student
- D She hadn't given much thought to her appearance

2 Seymour would show student round his factory if

- A He thought they were genuinely interested.
- B they telephoned for permission
- C they wrote him an interesting letter.
- D their questions were hard to answer by phone

3 What did Seymour's daughter like most about visiting the factory?

- A watching her father make gloves
- B helping to shape the gloves
- C making gloves for her schoolfriends
- D seeing the brass hands

4 The word "shiny" in line 13 describes

- A look of the hands
- B the size of the hands
- C the feel of the hands
- D the temperature of the hands

5 What does "that" in line 23 refer to?

- A the tannery business
- B a visit to tannery
- C writing about leather

D working with leather

6 Seymour says that most tanneries today

- A have been running for over a hundred years
- B are located in very old buildings
- C are dependent on older workers
- D still use traditional methods

7 what does Seymour admire about his father?

- A his educational background
- B his knowledge of history
- C his enthusiasm for nosiness
- D his skill as a glovemaker

8 When she was a schoolgirl, Marie

- A made her parents laugh
- B was intelligent but lazy
- C easily forgot what she had learned
- D was hard-working and keen

III Language structure

A. Grammar

Choose the correct answer

1. I am too tired to go out tonight. _____, I'm rather short of money this month.
a) That's to say b) Besides c) On the other hand
- 2 It poured with rain all week and the hotel was awful. _____, our holiday was a complete disaster.
a) In other words b) As I was saying c) Anyway
- 3.If we hadn't had to work late tonight, _____ the match right now.
a) I'd be watching b) Id have watched c) I'll watch
- 4.You can't stop people _____ big cars unless you raise the tax on them
a) buy b) to buy c) buying
- 5.- Do you think the teacher will give us a pop quiz today?
- He _____, but I don't really think so.
a) will b) might c) should
6. An elephant can lift _____ a ton with its tusks.
a) so much that b) as much as c) as many
- 7.Go straight on and then _____ the high building on your left.
a) you'll find b) you're finding c) you're going to find
8. You _____ any noise in the class but you did.
a) oughtn't to have made b) should not make c) should have made
9. I'll pay for the classes _____ you promise not to miss any.
a) supposing b) unless c) providing
10. My parents are _____ good gardeners.
a) such b) so c) such a

B. Vocabulary competence

Complete the words.

1. When the general saw that his soldiers were totally outnumbered, he gave the order to **r**_____.
2. The English troops used their bows to fire thousands of **a** _____ into the air.
3. A car p_____ up next to me and the driver waved.
4. I've been walking all day and my new shoes have given me a **b**_____.
5. She wasn't answering her mobile so I left a message on her **v**_____.
6. After as _____ of three months, the city finally surrendered to the enemy.
7. My new medication works like a **d**_____. I feel a hundred times better.
8. She has been as good as **g**_____. She took all her medicine without making any fuss.

9. The tiger is an endangered **sp**_____ in many countries.

10. If we want to miss the traffic, we'll have to set **o**_____ early in the morning.