

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

**TOSHKENT MOLIYA INSTITUTI**



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

Bilim sohasi:	100 000	– Gumanitar
	200 000	– Ijtimoiy soha, iqtisod va huquq
Ta‘lim sohasi:	110 000	– Pedagogika
	230 000	– Iqtisod
Ta‘lim yo‘nalishi:	5111 000	- Kasb ta‘limi (5230600 - Moliya)
	5111 000	- Kasb ta‘limi (5230700 - Bank ishi)
	5111 000	- Kasb ta‘limi (5230900 - Buxgalteriya hisobi va audit)
	5230200	- Menejment (xizmatlar sohasi)
	5230300	- Kichik biznes va xususiy tadbirkorlikni tashkil qilish
	5230600	– Moliya
	5230700	– Bank ishi
	5230800	– Soliqlar va soliqqa tortish
	5230900	– Buxgalteriya hisobi va audit (tarmoqlar bo‘yicha)
	5231200	– Sug‘urta ishi
	5231300	– Pensiya ishi
	5231500	– Baholash ishi
	5232000	– Davlat byudjeti va g‘azna ijrosi
5232100	– Korporativ moliya	

**Toshkent-2017**

Oliy va o'rta maxsus ta'lim vazirligining 2013 yil 28 avgustdagi 319-sonli buyrug'i bilan tasdiqlangan o'quv dasturi asosida ishlab chiqilgan

**Tuzuvchilar:**

- Mansurova N. - TMI, "Chet tillari" kafedrasida o'qituvchisi  
Yo'ldosheva U. - TMI, "Chet tillari" kafedrasida, o'qituvchisi  
Erdanova S. - TMI, "Chet tillari" kafedrasida, o'qituvchisi

**Taqrizchilar:**

- F. Norboyeva - O'zDJTI, "Tillar" kafedrasida mudiri, .P.f.n. dots  
S. Akobirova - TMI, "Chet tillari" kafedrasida, p.f.n. dots

Fanning O'quv Uslubiy Majmuasi kafedrasining 2017 yil "30" iyuldagi "30"-sonli yig'ilishi muhokamasidan o'tkazilgan va fakultet Kengashida ko'rib chiqish uchun tavsiya etilgan.

**Kafedra mudiri**



**I.T. Xaydarov**

Fanning O'quv Uslubiy Majmuasi Sug'urta fakultetining Kengashi muhokamasidan o'tkazilgan va fakultet Kengashida ko'rib chiqish uchun tavsiya etilgan. (2017 yil "19" avgustdagi "1"-sonli qaror)

**Fakultet dekani**



**O. Yuldashev**

**Kelishildi:**

**O'quv-uslubiy bo'lim boshlig'i**



**U. Yakubov**

**O'quv ishlari bo'yicha prorektor**



**I. Qo'ziyev**

Fanning O'quv Uslubiy Majmuasi institut o'quv-uslubiy Kengashining 2017 yil "21" avgustdagi "1"-sonli yig'ilishida ko'rib chiqilgan va tasdiqlash uchun tavsiya qilingan.

Fanning O'quv Uslubiy Majmuasi institut Kengashining 2017 yil "28" avgustdagi "1"-sonli majlisi bayoni bilan ma'qullangan.





## MUNDARIJA

MUNDARIJA .....	4
Amaliy mashg'ulotlar bo'yicha o'quv materiallari.....	6
Lesson Plan 1 Uzbekistan.....	6
Lesson Plan: 2 Ubiquity of English.....	7
Lesson Plan: 3Breaking the Ice .....	9
Lesson Plan 4 Stereotypes and generalizations .....	10
Lesson Plan: 5Financial management .....	12
Lesson Plan 6Decision making .....	16
Lesson Plan: 7 Meeting style.....	18
Lesson Plan: 8 Telephoning .....	20
Lesson Plan: 9 Non verbal communication.....	21
Lesson Plan 10 On-line etiquette.....	22
Lesson Plan 11 Presentation.....	24
Lesson Plan 12 Writing a resume .....	27
Lesson Plan 13Interviews.....	29
Lesson Plan: 14Cultural mistakes .....	31
Lesson Plan : 15Self-evaluation .....	32
Lesson Plan 16 Latest achievements .....	34
Lesson Plan 17Communicate .....	35
Lesson Plan 18 Healthy diet .....	37
Lesson Plan 19 City attractions .....	39
Lesson Plan 20 Ways of learning .....	41
Lesson plan 21 Discovering the past.....	42
Lesson Plan 22 What is Job satisfaction.....	44
Lesson Plan 23Selling dreams .....	46
Lesson plan 24 Time to waste? .....	47
Lesson plan 25 Climate change.....	48
Lesson Plan 26 A PLACE TO WORK OR LIVE IN.....	49
Lesson Plan 27Animal life .....	50
Lesson Plan 28Sport.....	51
Lesson Plan 29 Making decisions .....	53
Lesson Plan30 Importance of colour.....	54
Lesson Plan 31 Social interaction.....	56
Lesson Plan 32 Books, writing and signs.....	58

Lesson Plan 33 Body clock .....	59
Lesson Plan:34 The tourist boom .....	60
Lesson Plan 35 Method of Transportation .....	61
Lesson Plan36 Moving abroad .....	62
ILOVALAR.....	64
O'quv dasturi.....	64
Ishchi o'quv dasturi.....	81
MUSTAQIL TA'LIM .....	96
GLOSSARIY.....	136
TARQATMA. MATERIAL.....	148
TESTS .....	323
O'QUV ELEKTRON MAJMUANING ELEKTRON VARIANTI .....	316

## Amaliy mashg'ulotlar bo'yicha o'quv materiallari

### Lesson Plan 1 Uzbekistan

Course Title: English

Time: 80 minutes

Topic: 25<sup>th</sup> anniversary of Independence of Uzbekistan

Number of students: 10 -12

Level: Intermediate

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

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

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

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>• to introduction of the course</li> <li>• to build interest in the course</li> </ul>	T introduces the course and explains the requirements, evaluation	10 min		
<b>Task 2 Speaking</b>	<ul style="list-style-type: none"> <li>• to develop students' speaking skills</li> <li>• activate Ss' background knowledge</li> <li>• to stimulate critical thinking</li> </ul>	<p style="text-align: center;"><b>Breaking the Ice</b></p> <ul style="list-style-type: none"> <li>• T introduces herself /himself encourages Ss to introduce themselves</li> <li>• Ss tell about themselves, their family, interests, etc.</li> </ul>	15 min	Individual	
<b>Task 3 Pre Activity</b>	<ul style="list-style-type: none"> <li>• to interest, consider carefully in the topic of the lesson</li> <li>• to stimulate critical thinking</li> </ul>	<p style="text-align: center;"><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>• T asks Ss to brainstorm on the topic Uzbekistan and encourages them to fill in the blanks</li> </ul>	5- min	Group work	Handout 1,

<b>While activity</b>	to expand and practice vocabulary to develop student's communicative skills that require an exchange of information	<b>Giving headlines and speaking</b> T asks Ss to give headlines to each slide and talk	20-min	Pair work	Presentation
<b>Task 4</b>	to expand and practice vocabulary on the topic to improve their listening, writing skills to develop critical thinking	<b>Giving definitions</b> T divides the class into groups, tells Ss to find or give to the terms <b>Fill in the blanks of the script "Welcome to Uzbekistan"</b> T asks Ss to fill in the blanks of the text while watching the video	10 min	Group work	Handout 2
<b>Assessment</b>	to improve their listening, writing skills to develop students' skills in using internet	Teacher assesses the Ss according to their participation during the lesson	3 min	Individual	Internet resources
<b>Homework</b>		T asks Ss to make presentation on the theme "Uzbekistan" read and translate information about the Economy of Uzbekistan	2 min	Individual	Internet resources

## Lesson Plan: 2 Ubiquity of English

---

<b>Course Title:</b>	English	<b>Time:</b>	80 minutes
<b>Topic:</b>	Ubiquity of English	<b>Number of students:</b>	12
<b>Level:</b>	Intermediate		
<b>Materials:</b>	"Scale Up" Student's book B2 Course1 Philip Kerr "Straightforward" Pre-intermediate, Student's book, Macmillan K. K. Richardson, M. Kavanagh, and J. Sydes with Paul Emmerson "The Business" Pre-intermediate, Macmillan, 2009 Paul Emmerson, "Essential Business Vocabulary Builder" Pre-intermediate to intermediate, Macmillan, 2011		



<b>Task 4</b>	developing reading skills such as skimming, scanning	T divides the class into groups, tells Ss to read the text once more, and to give the title to each paragraph	5 min	Group work	Scale upB2 Student's book Course1
<b>Post Activity title paragraph</b>	to stimulate critical thinking				
<b>matching synonyms</b>	to develop student's communicative skills that require an exchange of information to expand vocabulary	T tells students to match the words used in the text	2- min		
<b>Paraphrase</b>		T tells Ss to paraphrase the sentences.	5 min	Pair work	
<b>Writing</b>	to stimulate critical thinking to expand vocabulary	T. asks Ss Mind maps Provide students with handout and they complete the mind map according to the text on previous page.	5 min	Pair work	
<b>fill in the table</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar	T asks Ss give equivalents of the word combinations in their native language and use them in own sentences	5 min	individual	
<b>Homework Essay</b>	to develop critical thinking	T tells students to fill in the table in Handout 4 of their own, and then they'll discuss it.		Individual	
	to develop critical thinking to develop students' skills in using internet	At the end of the lesson T asks Ss to write essay on the theme: "Global English" at home.			

### Lesson Plan: 3 Breaking the Ice

Course title: Integrated Skills

Level: Intermediate

Materials: "Get ready for business" Andrew Vaughan and Dorothy E Zemach. Macmillan

Topic: Breaking the Ice

Aims:

- Practice introducing themselves and others, adding personal information
- Learn strategies for making small talk
- Get to know their group mates through preparing and leading the class in an ice-breaking activity.

Time: 80 min

Number of students: 12

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
----------	-----------	-----------	----------	---------------------	-----------

			<b>n</b>	<b>n</b>	
<b>Task 1 Warm up</b>	To introduce students vocabulary and expressions, developing reading skill	Give students the time to read the passages silently. Alternatively, call on students to read the passages aloud. Ask for volunteers to give sentences to summarize	15 min	Whole class	“Get ready for business” Andrew Vaughan and Dorothy E Zemach. Macmillan
<b>Task 2</b>	To develop student’s communicative skills and writing skill. To stimulate critical thinking	Put students into groups of three or four. Ask for volunteers to read discussion questions and asking for volunteers to share their ideas, where and how do you meet new people in your culture? Write your own additional “if” questions to add.	15 min	Group work	www.pinterest.com
<b>Task3</b>	To activate students knowledge To develop student’s listening skills	<b>T.Ex1.</b> Read the instructions aloud. Have Students discuss the picture. <b>T.Ex2.1.02</b> They must listen and check the answer to the question, listen again and complete the speech. <b>T.Ex3.1.03</b> play the audio and have students check their guesses <b>T.Ex4.1.04.</b> play the audio once or twice as needed. They must use symbols and to show how comfortable the people are discussing the topics. <b>T.Ex5.1.05</b> Then play the audio and answer the questions.	25m in	Individual work	“Get ready for business” Andrew Vaughan and Dorothy E Zemach. Macmillan
<b>Task 4</b>	To develop listening and speaking skills	<b>Task 1.</b> Teacher show them video, students will match the words they use and complete the dialogue. <b>Task 2.</b> fill in the details below with the information from the box. <b>Task3.</b> complete the questions. <b>Task4.</b> Fill in Simon’s details	20 min	Group work	New Headway video Elementary
<b>Homework</b>	To learn working with a partner	Students will make formal and informal introductions and give them questions “Would you rather...? And to write a paragraph about yourself.	5 min	Individual work	

## Lesson Plan 4 Stereotypes and generalizations

Course Title: Integrated Skills

Time: 80

minutes

Topic: Decision making

Number of students: 12-14

Level: Intermediate

Materials: Andrew Vaughan and Doroty E Zemach, “Get ready for Business”, Macmillan, 2016

K.K.Richardson, M. Kavanagh, J.Sydes with Paul Emmerson “The business” pre-intermediate, Macmillan, 2009

Paul Emmerson, “Essential Business Grammar Builder” pre-intermediate, Macmillan, 2009

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

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

carry out communicative tasks that require an exchange of information

develop their control of grammar and conversational language through activities

<b>ACTIVITY:</b>	<b>OBJECTIVE:</b>	<b>PROCEDURE;</b>	<b>DURATION:</b>	<b>MODE OF INTERACTION:</b>	<b>MATERIALS AND AIDS:</b>
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>• to introduce the theme STEREOTYPES;</li> <li>• to build interest in the topic of the lesson and activate Ss’ background knowledge</li> <li>• to stimulate critical thinking</li> </ul>	<p>T asks Ss which words and word combinations are used</p> <p>Ss give and elicit feedback on Stereotypes creativity and compromise, did everyone contribute equally,</p>	10 min	Whole class	
<b>Task 2 Pre Activity 15-minute debate</b>	<p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student’s communicative skills</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to develop student’s communicative skills that require an exchange of information</p>	<ul style="list-style-type: none"> <li>• T divides the class into groups A &amp; B, give 2 two texts to read</li> </ul> <p>Ss discuss the two texts with the class, paying attention to difficult or important get sth straight, a misunderstanding, rigidly, appropriate, to tolerate sth).</p>	15-min  5-min	Group work  Pair work	Text 1, Text 2
<b>Task 3 While activity fill in the blanks</b>	<p>to activate students knowledge on this topic</p> <p>developing reading skills such as skimming, scanning</p>	<p>T asks Ss to complete the questions by putting the verbs in the best form. When you discuss the answers together, focus on the patterns (e.g. use</p>	5min	Individual	Handout 1

<b>matching exercise</b>	<p>to stimulate critical thinking</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to develop students' speaking skills</p>	<p>present continuous to ask about current projects)</p> <p>Ss work in pairs to match the questions with the answers</p> <p>T check with the class, draw attention to the verb forms, which generally match the verb forms used in the questions</p>	<p>5 min</p>	<p>Individual</p>	<p>Handout 2</p>
<p><b>Task 4 Post Activity title paragraph</b></p> <p><b>Paraphrase</b></p> <p><b>Write questions</b></p> <p><b>Matching exercise</b></p> <p><b>Home work</b></p>	<p>to stimulate critical thinking</p> <p>to develop student's communicative skills that require an exchange of information</p> <p>to expand vocabulary and practice economic terms</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student's communicative skills</p> <p>to develop their grammar</p> <p>to expand vocabulary and practice</p> <p>to stimulate interpretation</p> <p>to develop students' speaking skills</p>	<p>Ss discuss the phrases in pairs and then share their ideas with the class.</p> <p>T check students have understood by reading one of the definitions below to elicit the correct phrase. Students could also test each other in this way in pairs.</p> <p>T asks Students work in pairs to match the steps to the descriptions. When you check with the class, elicit some other useful phrases for each step. Students discuss the questions in small groups and then feed back to the class.</p> <p>Do listening tasks and write feedback</p>	<p>10 min</p> <p>10-min</p> <p>10 min</p> <p>10 min</p>	<p>Group work</p> <p>Pair work</p> <p>Pair work</p> <p>Whole class</p>	<p>Handout 3</p> <p>Handout 4</p> <p>Handout 5</p> <p>Handout 6</p>

**Lesson Plan: 5**

**Financial management**

Course Title:

English

Time: 80 minutes

Topic:

Financial management

Number of students: 10-12

Level: Intermediate

Materials: scale –up *Boqiyeva G. and other*

Headway Oxford University Press, Great Clarendon Street, Oxford OX2 6DP

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

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

<b>ACTIVITY:</b>	<b>OBJECTIVE:</b>	<b>PROCEDURE;</b>	<b>DURATION:</b>	<b>MODE OF INTERACTION:</b>	<b>MATERIALS AND AIDS:</b>
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>• to introduce the theme of business cycles;</li> <li>• to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>• to stimulate critical thinking</li> </ul>	<p>Lead in students allowing them some time to fulfill the task in the starter.</p> <p>Students should relate the photos to each other by completing the statement.</p> <p>Ss give other examples of words describing</p>	5 min	Whole class	Handout 1, scale –up <b>Boqiyeva Gulandom, Rashidova Feruza, Xodjiyeva Ra'noxon, Sama tova Barnoxon,</b>
<b>Task 2 Pre Activity 10-minute Listening</b>	<p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student's communicative skills</p> <p>to stimulate critical thinking</p>	<p>Encourage students to work in pairs and ask them to read the words in the box and select two of them. Let them explain the importance of their choice mentioning their role in life to their partner.</p> <p><b>2.</b> Ask students to review the key words in Ex.1 and guess what the upcoming listening material is going to sound</p>	<p>15- min</p> <p>5- min</p>	<p>Group work</p> <p>Pair work</p>	<p>scale –up <b>Boqiyeva Gulandom, Rashidova Feruza, Xodjiyeva Ra'noxon, Sama tova Barnoxon,</b></p> <p>Handout 2, scale –up <b>Boqiyeva Gulandom, Rashidova Feruza, Xodjiyeva Ra'noxon, Sama tova Barnoxon,</b></p>
<b>Pair work</b>					

	<p>to expand vocabulary and practice economic terms</p> <p>to develop student's communicative skills that require an exchange of information</p>	<p>about.</p> <p>3. Give students some time to look through the questions a-g. Ask them to listen to the tape and tick the questions in a-g</p> <p>Pairwork. Let students discuss the questions. Students' bright ideas are to be presented to the whole class.</p>			
<p><b>Task 3</b></p> <p><b>While activity</b></p> <p><b>Reading exercises</b></p>	<p>to activate students knowledge on this topic</p> <p>developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to develop students' speaking skills</p>	<p>Ask students to look at the title of the text and guess what the text is going to be about. Answers may vary.</p> <p>Give students some time to read the text</p> <p>Read the words and select two of them.</p> <p>Explain the importance of your choice to your partner stating the role of them</p> <p>T tells students to read the sentences given in the handout,</p> <p>Read the quotes and fill in with the appropriate articles.</p>	<p>25 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual</p>	<p>Handout 3, Free work sheet materials.int ernet resources</p> <p><b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP</p>
<p><b>Task 4</b></p> <p><b>Post Acti</b></p>	<p>developing reading skills such as skimming,</p>	<p>T divides the class into groups, tells Ss to read the text once more, and to give</p>	<p>5 min</p>	<p>Group work</p>	<p>, <b>Headway</b> Oxford University</p>

<b>Activity title paragraph</b>	scanning to stimulate critical thinking to develop student's	the title to the text T tells students to match the words used in the text	5- min		Press, Great Clarendon Street, Oxford OX2 6DP
<b>Matching the verbs</b>	communicative skills that require an exchange of information to expand vocabulary and practice	T tells Ss to put the verbs	5 min	Pair work	, <b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP
<b>Discuss questions</b>	economic terms to stimulate critical thinking	T. asks Ss to write five questions concerning the business cycles and answer these questions in turn	7 min	Pair work	<b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP
<b>translation exercise</b>	to expand vocabulary and practice economic terms to interest, consider carefully in the topic of the lesson	T asks Ss give equivalents of the word combinations in their native language and use them in own sentences	3 min	Whole class	<b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP
<b>Homework Retell the text</b>	to develop student's communicative skills to develop their grammar to expand vocabulary and practice to stimulate interpretation to develop students' speaking skills	T tells students answer to questions, and then they'll discuss it. Students translate the sentences  Students should prepare their own speech .		Individual	<b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP

	to develop critical thinking to develop students' skills in using internet				<b>Headway</b> Oxford University Press, Great Clarendon Street, Oxford OX2 6DP
--	--	--	--	--	---

## Lesson Plan 6 Decision making

Course Title: Integrated Skills Time: 80 minutes

Topic: Meetings and discussions Number of students: 12-14

Level: Intermediate

Materials: Andrew Vaughan and Doroty E Zemach, "Get ready for Business", Macmillan, 2016

K.K.Richardson, M. Kavanagh, J.Sydes with Paul Emmerson "The business" pre-intermediate, Macmillan, 2009

Paul Emmerson, "Essential Business Grammar Builder" pre-intermediate, Macmillan, 2009

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

To discuss the importance and drawbacks of small talk at meetings;

To teach some useful phrases for small talk;

To teach some useful phrases for starting a meeting;

To provide practice and feedback of the situation of starting a meeting.

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

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

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>to introduce the theme of meetings and discussions;</li> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> </ul>	<p>T asks Ss which words and word combinations are used during meetings and discussions</p> <p>Ss give and elicit feedback on the effectiveness of the meeting itself, e.g. how well did the chair</p>	10 min	Whole class	

		manage to control the meeting or encourage creativity and compromise, did everyone contribute equally, or was the meeting dominated by the most confident speakers			
<b>Task 2 Pre Activity 15- minute debate</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of information	<ul style="list-style-type: none"> <li>T divides the class into groups A &amp; B, give 2 two texts to read</li> <li>Ss discuss the two texts with the class, paying attention to difficult or important vocabulary (e.g. an attendee, to tick away, to appreciate sth, an excuse, to turn up, to fail to do sth, to stick to sth, to hijack sth, (ir)relevant, to take over sth, concrete, to implement a decision, vital, to trust sb, to persuade sb to do sth, an interruption, a queue, a watercooler, systematic, to flourish, to get sth straight, a misunderstanding, rigidly, appropriate, to tolerate sth).</li> </ul>	15- min  5- min	Group work  Pair work	Text 1, Text 2
<b>Task 3 While activity fill in the blanks  matchi ng exercis e</b>	to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking  to stimulate critical thinking to expand vocabulary and practice economic terms to develop students' speaking skills	T asks Ss to complete the questions by putting the verbs in the best form. When you discuss the answers together, focus on the patterns (e.g. use present continuous to ask about current projects) Ss work in pairs to match the questions with the answers T check with the class, draw attention to the verb forms, which generally match the	5min  5 min	Individual  Individual	Handout 1  Handout 2

		verb forms used in the questions			
<b>Task 4 Post Activity title paragraph</b>	to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms	Ss discuss the phrases in pairs and then share their ideas with the class. Note that some of the phrases are not especially difficult to understand, but it is still worth drawing attention to them as they are useful to use.	10 min	Group work	Handout 3 Handout 4 Handout 5
<b>Paraphrase</b>		T check students have understood by reading one of the definitions below to elicit the correct phrase. Students could also test each other in this way in pairs.	10 min	Pair work	Handout 6
<b>Write questions</b>	to stimulate critical thinking to expand vocabulary and practice economic terms			Pair work	
<b>Matching exercise</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar	T asks Students work in pairs to match the steps to the descriptions. When you check with the class, elicit some other useful phrases for each step. Students discuss the questions in small groups and then feed back to the class.	10 min	Whole class	
<b>Home work</b>	to expand vocabulary and practice to stimulate interpretation to develop students' speaking skills	Watch the video and write feedback for the video			

### Lesson Plan: 7 Meeting style

Objective:

-to develop students' language (reading, speaking, listening) and professional skills

Level: Intermediate

Topic: That's a great idea ( Meeting style)

Group: 1<sup>st</sup> year students

Materials: handouts, presentation, board, notebook, projector

*Warm-up activity: to get acquainted with students and create friendly atmosphere (5 min).*

Procedure of the lesson

Pre- reading task: Time: 15 minutes Materials: performance review

Objectives: - to involve students to the lesson

- to check students' background knowledge.

- to improve speaking skills through specific questions.

*Activity 1.* Before you begin this lesson, have students keep their books closed. Tell students that in this unit that they are going to focus on job skills and performance. Ask the class to brainstorm a list of qualities of a good employee, and write students' ideas on the board, for example being organized, responsible, hardworking, working well with others, etc. Have students open their books to page 76. Read the instructions aloud, and give students time to read the performance review form. Go over any unfamiliar vocabulary.

While reading task: Time: 30 minutes Materials: students book, audio.

Objectives: - to take new information and enrich vocabulary

-to develop listening skills

*Activity 2.* Look at the form what is it used for? Who will see the form? Point out any qualities written on the board that match the ones on the form. Ask students to note any information included in the form that they didn't suggest above. Explain or elicit an explanation for Performance review. Elicit responses from several students. Clarify the purpose of the form, if necessary.

*Activity 3, handout 1.* Before you play the audio, put students with a partner and have them try to predict the missing words on the performance review form. Read the instructions aloud. Play the audio once, and have students check the ratings on the performance review form. Then have students compare answers with a partner. Play the audio again, and have students complete the supervisor's complete.

Post-reading activity: Time: 20 minutes Materials: High context – low context culture illustration

Objective: - to improve listening and speaking skills

- to make think and concentrate

*Activity 4.* Answer these questions. Discuss your answers in a group.

What does the illustration show? Talk about some differences between a high-context and low-context culture.

Do you think your culture is more high context or more low context? Why?

Think of some other cultures you know – are high or low context?

*Activity 5, Handout 2.* Listen to two people talking about giving feedback. Check what kind of culture you think they come from. Listen again and take notes on a separate sheet of paper. With a partner, explain why you chose high or low context.

Homework

Objective: To improve speaking and writing skills.

Activity 6,

*Teacher summaries the lesson and gives instructions for homework (10 min).*

## Lesson Plan: 8 Telephoning

Topic:

Level: Pre-Intermediate

Materials: Get ready for business and internet materials, handouts

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

Time: 80 min

Course title: English

Activity	Objective	Procedure	Durati on	Mode of interact ion	Material s
Warm up	To share information about given topic	T. asks Ss: discussion <i>How often do you make telephone calls?</i> <i>2. Who do you spend most time talking to on the telephone?</i> <i>3. When do you think you'll next make a telephone call?</i> <i>4. Do you sometimes prefer to send a text message instead of telephoning?</i> Ss give their own answers.	15mi n	Whole class discussion	Handout 1
Activity 1	To raise Ss about telephone conversation and gather information about the topic	T. distributes Ss Handout 2 and asks to study the pictures. On the way teacher explains the new vocabulary. Ss give their own information about the telephoning	15mi n	Individually	Handout 2
Activity 2	To explain Ss the meaning of telephoning and develop reading skills such as skimming, scanning	T. ask Ss to read the information about telephoning and complete the sentences given in handout 3	15 min	Individually	Handout 3
Activity 3	To enlarge topic related lexis and develop students' speaking skills	T. gives Ss the list of new words in handout 4 and Ss fill in exercise with phrasal words about telephoning conversation.	15 min	Pair work	Scale Up Unit 16 p.50

Activity 4	To listen cd 5 1.27	Ss listen to the recording and do the task in handout 5 in written form and check them with other Ss' answers.	15min	Individually	Listening cd Handout 5
Homework		Then teacher writes the names of telephoning on the blackboard Ss should find additional information about telephone .	5 min		

### Lesson Plan: 9 Non verbal communication

Course Title: ENGLISH

Time: 80 minutes

Topic: Non verbal communication

Number of students: 10-15

Level: Pre Intermediate

Materials: Andrew Vaughan and Dorothy E Zamac, "GET READY FOR BUSINESS", intermediate, Macmillan, 2015. Handouts, Cards,

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

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

carry out communicative tasks that require an exchange of information

teach how non verbal communication skills overall communications

improve student's skills and to compare non verbal communication with other culture

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>to introduce the theme of Non verbal communication</li> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> </ul>	T explains Ss about new topic and gives questions: 1. What is the difference between verbal and non verbal communication? 2. What is body language? 3. What do you understand by the word "gestures"? 4. What gestures do you know?	5 min	Whole class	Andrew Vaughan and Dorothy E Zamac, "GET READY FOR BUSINESS", intermediate, Macmillan, 2015(handou
Task 1 Listening task	to develop student's listening and speaking skills	What are mimics? T asks Ss listen to the sentences and match them to	5min	Individual work	

		the suitable gestures			t 1)
<b>Task 2 Reading task</b>	to interest, consider carefully in the topic of the lesson to develop student's reading skills	• T asks Ss to read the text and answer to the questions about non verbal communication and try to give definitions to the unknown words	15-min	Group work	Andrew Vaughan and Dorothy E Zamac, "GET READY FOR BUSINESS", intermediate, Macmillan, 2015(handout 2)
<b>Mini quiz</b>	to stimulate critical thinking developing reading skills such as skimming, scanning	T. tells Ss to answer mini quiz and continue ex 3 and 4	5 min	Partner work	Andrew Vaughan and Dorothy E Zamac, "GET READY FOR BUSINESS", intermediate, Macmillan, 2015(handout 3)
<b>Discussion</b>	to develop speaking skills, to develop student's communicative skills that require an exchange of information  to develop communicative skills	T asks students to discuss questions	5 min	Whole group	
<b>Task 3 Matching task</b>	to activate students knowledge on this topic	T. tells Ss to match the words with pictures	5 min	individual	Handout 4
<b>Task 4 Writing task</b>	to develop writing skills to stimulate critical thinking	T tells students to describe how they feel in this situations	5 min	Group work	Handout 5
<b>Task 5</b>	developing reading skills such as skimming, scanning to expand vocabulary and practice economic terms	T tells students to read the text and be ready to discuss	10 min	Partner work	Handout 6
<b>Evaluation Hometask</b>		T evaluates ss and gives hometask. T asks to read the text about "Body language" and do the all exercises.	5min		Handout 7

## Lesson Plan 10 On-line etiquette

Course Title: English

Topic: On-line etiquette

Level: Pre-Intermediate

Materials: Scale up and internet materials, handouts

Aim: To extend students communicative competence and conversational language through activities and get information about On-line etiquette

Time: 80 minutes

<b>ACTIVITY:</b>	<b>OBJECTIVE:</b>	<b>PROCEDURE;</b>	<b>DURATION:</b>	<b>MODE OF INTERACTION:</b>	<b>MATERIALS AND AIDS:</b>
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> </ul>	<p>T. asks Ss to explain "etiquette" and give examples of good manners. Have ss explain why good manners are important.</p> <p>T. distributes Ss Handout 1 and Ask Ss to sort out expressions in the box into 2 columns. Introduce the term "Netiquette" and ask ss to explain what it probably means . Look at H2(Hint sheet) and discuss Quiz1,2</p> <p>Distribute H3 and summarize rules in cyberspace</p>	<p>5 min</p> <p>10 min</p> <p>5 min</p>	<p>Whole class</p> <p>Individually</p>	<p>Handout 1</p> <p>Handout 2</p> <p>Handout 3</p>
<b>Task 2 Pre Activity 10-minute Matching definitions</b>	<ul style="list-style-type: none"> <li>to expand vocabulary and practice economic terms</li> <li>to develop student's communicative skills that require an exchange of information</li> </ul>	<p>T. distributes Ss Handout 4 and asks to match the words and phrases with their definitions. On the way teacher explains the new vocabulary.</p>	<p>10- min</p>	<p>Group work</p> <p>Pair work</p>	<p>Handout 4</p>

<b>Task 3</b> <b>While activity fill in the blanks</b> <b>Listening</b>	to activate students knowledge on this topic	T gives some seconds to review the form and asks Ss fill in the forms while listening to the tape	20 min	Pair work	Handout 5
	to stimulate critical thinking		20 min		
	to expand vocabulary to develop ss" listening and speaking skills	T tells students to look through the sentences given in the handout4, tell ss to listen to the tape again and fill in the gaps		Individual	

### **Lesson Plan 11 Presentation**

Course Title: Integrated Skills

Time: 80 minutes

Topic: Presentations

Number of students: 10 -12

Level: Intermediate

Materials: Andrew Vaughan and Doroty E Zemach, "Get ready for Business", Macmillan, 2016

K. K. Richardson, M. Kavanagh, and J. Sydes with Paul Emmerson "The Business" Pre-intermediate, Macmillan, 2009

Paul Emmerson, "Business English" Pre-intermediate to intermediate, Macmillan, 2007

Paul Emmerson, "Essential Business Grammar Builder" Pre-intermediate to intermediate, Macmillan, 2009

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

- expand the range of topics they can discuss and comprehend in English
- listen the tape and how use intonation and pauses in presentation
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities
- organize and show good presentations to convey information

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
Task 1 Warm-up	<ul style="list-style-type: none"> <li>to introduce the theme of presentation ;</li> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> <li>to report information in interesting way</li> <li>giving a presentation</li> </ul>	T asks Ss which of words <i>Bang/opening/relax / message / bridge/recap</i> is most important and the least important Ss give other examples of words describing	5 min	Whole class	Handout 1, Andrew Vaughan and Doroty E Zemach, "Get ready for Business", Macmillan, 2016
Task 2 Pre Activity 10-minute debate	<p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student's communicative skills</p> <p>to stimulate critical thinking</p>	<ul style="list-style-type: none"> <li>T divides the class into groups A &amp; B, chooses pro &amp; cons, announces the title "How students need to show successful persentation", gives 5-min for preparation &amp; they'll debate for 10 min ,</li> </ul>	15- min	Group work	Handout 2, K. K. Richardson, M. Kavanagh, and J. Sydes with Paul Emmerson "The Business" Pre-intermediate, Macmillan , 2009
Matching definitions	<p>to expand vocabulary and practice economic terms</p> <p>to develop student's communicative skills that require an exchange of information</p>	<ul style="list-style-type: none"> <li>Match appropriate definitions to the given terms</li> </ul>	5- min	Pair work	Paul Emmerson
Task 3	to activate	T asks Ss fill in the			Andrew

<p>While activity fill in the blanks</p> <p>listening exercises and answer to the question</p>	<p>students knowledge on this topic</p> <p>developing reading skills such as skimming, scanning to stimulate critical thinking</p> <p>to stimulate listening skills to expand vocabulary and practice terminology to develop students' critical thinking</p>	<p>blanks of the text while listening to the tape</p> <p>T divides the class into groups, tells Ss explain the meaning of the words &amp; phrases, they'll discuss</p> <p>T tells students listen the tape and write the answers which given in the handout, correct the sentences according to the text</p>	<p>25 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual</p>	<p>Vaughan and Doroty E Zemach," Get ready for Business", Macmillan, 2016</p> <p>Paul Emmerson, "Business English" Pre-intermediate to intermediate, Macmillan, 2007</p>
<p>Task 4</p> <p>Post Activity title paragraph</p> <p>matching synonyms</p> <p>Paraphrase</p>	<p>developing reading skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice key words for presentation</p>	<p>T divides the class into groups, tells Ss to read the text about presentation once more, and to give the plan to each paragraph</p> <p>T tells students to match the words used in a presentation</p> <p>T tells Ss to use other key words to presentation .</p>	<p>5 min</p> <p>2- min</p> <p>5 min</p> <p>5 min</p>	<p>Group work</p> <p>Pair work</p>	<p>Andrew Vaughan and Doroty E Zemach," Get ready for Business", Macmillan, 2016</p>

Write questions	to stimulate critical thinking to expand vocabulary and practice economic terms	T. asks Ss to write five questions concerning the successful presentation and answer these questions in turn	3 min	Pair work	
translation exercise	to interest, consider carefully in the topic of the lesson		5 min	Whole class	
fill in the table	to develop student's communicative skills	T asks Ss give equivalents of the word combinations in their native language and use them in own sentences		Individual	Andrew Vaughan and Doroty E Zemach," Get ready for Business", Macmillan, 2016
Homework Essay	to develop their grammar			Individual	
	to expand vocabulary and practice to stimulate interpretation to develop students' speaking skills	T tells students to fill in the table in Handout 4 of their own, and then they'll discuss it.			Handout 2, K. K. Richardson, M. Kavanagh, and J. Sydes with Paul Emmerson "The Business" Pre-intermediate, Macmillan, 2009
	to develop critical thinking to develop students' skills in using internet	At the end of the lesson T asks Ss to prepare successful presentation on the free theme at home using key words and phrases.			

### Lesson Plan 12 Writing a resume

Course Title: Integrated Skills

Time:

80

minutes

Topic: Writing a resume  
 Level: Intermediate

Number of students: 12-14

Materials:

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

To discuss the importance and drawbacks of writing a resume;

To teach some useful phrases which used in writing resume;

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

carry out communicative tasks that require an exchange of information

develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>Students will read the article with a focus on improving comprehension and learning new vocabulary.</li> <li>At the end of the lesson students will express their knowledge on what is inappropriate information for a resume.</li> <li>They will do this through through discussions, writing, and simulations</li> </ul>	Ask students to read the title of the post and of the article Then, have them examine the photos <b>Tasks</b> students to <b>create a list of words and ideas</b> that they think might be related to this article	15 min	Whole class	Handout 1,
<b>Task 2 Pre Activity</b>  <b>True false</b>  <b>Grammar</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking  to expand vocabulary and practice terms to develop student's communicative skills that require an exchange of information  To develop students	Students are to infer the meanings of the words in bold taken from the article They may use a dictionary or thesaurus for assistance. Have the students write sentences using each word. <b>T</b> asks students write (T) if a statement is false they write (F) and provide the correct answer from the article. <b>T</b> asks students are to identify the sentence from each group that contains the grammatical error and make the correction  Here is a list of words	15- min  10- min  10-min	Group work  Pair work  Individual	andout 2,  andout 3  andout 4



- discuss advice for preparing and participating in a job interviews

ACTIVITY :	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:
Task 1 Warm-up	<ul style="list-style-type: none"> <li>• to introduce the theme of interviews ;</li> <li>• to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>• to stimulate critical thinking</li> <li>• to report information in interesting way</li> <li>• giving a presentation</li> </ul>	<p>T asks Ss what profession's name are given in presentation and requires to give the definition to them.</p> <p>T. asks Ss about jobs, specifically what kind of job they have or hope to have</p>	5 min	Whole class
Task 2 Pre Activity 10-minute debate	<ul style="list-style-type: none"> <li>• to interest, consider carefully in the topic of the lesson</li> <li>• to develop student's communicative skills</li> <li>• to stimulate critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• T checks students background knowledge of the topic of job interviews, ask for volunteers to guess some of the questions.</li> </ul>	10- min	Group work
Matching definitions	<ul style="list-style-type: none"> <li>• to expand vocabulary and practice in job definition</li> <li>• to develop student's communicative skills that require an exchange of information</li> </ul>	<ul style="list-style-type: none"> <li>• Match appropriate definitions to the given terms</li> </ul>	5- min	Pair work
Task 3 While activity fill in the blanks	<ul style="list-style-type: none"> <li>• to activate students knowledge on this topic</li> <li>• developing reading skills such as skimming, scanning</li> <li>• to stimulate critical thinking</li> <li>• to stimulate listening skills</li> </ul>	<p>T asks Ss fill in the gaps of the exercise with multi-part verbs</p> <p>T asks Ss match the words with their definitions before they watch animated interview</p>	25 min	Group work
listening exercises and answer to the question	<ul style="list-style-type: none"> <li>• to expand vocabulary and practice terminology</li> <li>• to develop students' critical thinking</li> </ul>	<p>T tells students watch the interview and decide if Greg was hired or not.</p> <p>T asks Ss to decide what questions may be asked in the interview</p>	5 min	Individual
			10 min	Group work
			5 min	
Task 4 Post Activity title paragraph	<ul style="list-style-type: none"> <li>• developing reading skills such as skimming, scanning</li> <li>• to stimulate critical thinking</li> <li>• to develop student's</li> </ul>	<p>T divides the class into groups, tells Ss to read the text about presentation once more, and to give the plan to each paragraph</p>	5 min	Group work

matching synonyms	communicative skills that require an exchange of information	T tells students to match the words used in a presentation	2- min	
Paraphrase	to expand vocabulary and practice key words for presentation		5 min	Pair work
Write questions	to stimulate critical thinking to expand vocabulary and practice economic terms	T tells Ss to use other key words to presentation .	5 min	Pair work
translation exercise	to interest, consider carefully in the topic of the lesson	T. asks Ss to write five questions concerning the successful presentation and answer these questions in turn	3 min	Whole class
fill in the table	to develop student's communicative skills to develop their grammar	T asks Ss give equivalents of the word combinations in their native language and use them in own sentences	5 min	Individual
Homework Essay	to expand vocabulary and practice to stimulate interpretation to develop students' speaking skills to develop critical thinking to develop critical thinking to develop students' skills in using internet	T tells students to fill in the table in Handout 4 of their own, and then they'll discuss it.  At the end of the lesson T asks Ss to prepare successful presentation on the free theme at home using key words and phrases.		Individual

### Lesson Plan: 14 Cultural mistakes

Level: Pre-Intermediate

Materials: Get ready for business and internet materials, handouts

Aims: To extend students communicative competence and conversational language through activities and get information about Cultural mistakes.

Time: 80 min

Course title: English

Number of Ss: 13.

Activity	Objective	Procedure	Durati on	Mode of interact ion	Material s
----------	-----------	-----------	--------------	-------------------------------	---------------

Warm up	To share information about given topic	T. asks Ss: <b>what comes to your mind when you hear the word combination “Cultural mistakes”</b>  <b>What cultural mistakes in your country do you know</b> Ss give their own answers.	10 min	Whole class discussion	Handout 1
Activity 1	To raise Ss awareness about the topic	T. distributes Ss Handout 2 and asks to study the pictures. On the way teacher explains the new vocabulary. Ss give their own information about the pictures	15min	Individually	Handout 2 internet material
Activity 2	To explain Ss the meaning of different cultural mistakes and develop reading skills such as skimming, scanning	T. ask Ss to read the information about <b>“Cultural mistakes “</b> given in handout 3 and share them with their partner.	15 min	Individually	Handout 3 Get ready for business Unit 11
Activity 3	To enlarge topic related lexis and develop students’ speaking skills	T. gives Ss handout 4 <b>“Choosing a wedding gift”</b> and Ss do the task	10 min	Pair work	Get ready for business Unit 11
Activity 4	To improve listening and speaking skills	Ss listen to the recording and do the task in handout 5 in written form and check them with other Ss’ answers.	15min	Individually	Get ready for business Handout 5
Homework		Search internet and find out at least 6-8 cultural mistakes of your own country and compare them with English speaking countries .	5 min		

### Lesson Plan : 15 Self-evaluation

Objective:

-to develop students’ language (reading, speaking, listening) and professional skills

Level: Pre-Intermediate

Topic: Self-evaluation

Group: 1<sup>st</sup> year students

Materials: handouts, presentation, board, notebook, projector

*Warm-up activity: to get acquainted with students and create friendly atmosphere (5 min).*

Procedure of the lesson

Pre- reading task: Time: 15 minutes Materials: performance review

Objectives: - to involve students to the lesson

- to check students' background knowledge.

- to improve speaking skills through specific **questions**.

**Activity1.** Before you begin this lesson, have students keep their books closed. Tell students that in this unit that they are going to focus on job skills and performance. Ask the class to brainstorm a list of qualities of a good employee, and write students' ideas on the board, for example being organized, responsible, hardworking, working well with others, etc. Have students open their books to page 76. Read the instructions aloud, and give students time to read the performance review form. Go over any unfamiliar vocabulary.

While reading task: Time: 30 minutes Materials: students book, audio.

Objectives: - to take new information and enrich vocabulary

-to develop listening skills

**Activity 2.** Look at the form what is it used for? Who will see the form? Point out any qualities written on the board that match the ones on the form. Ask students to note any information included in the form that they didn't suggest above. Explain or elicit an explanation for Performance review. Elicit responses from several students. Clarify the purpose of the form, if necessary.

**Activity 3, handout 1.** Before you play the audio, put students with a partner and have them try to predict the missing words on the performance review form. Read the instructions aloud. Play the audio once, and have students check the ratings on the performance review form. Then have students compare answers with a partner. Play the audio again, and have students complete the supervisor's complete.

Post-reading activity: Time: 20 minutes Materials: High context – low context culture illustration

Objective: - to improve listening and speaking skills

- to make think and concentrate

**Activity 4.** Answer these questions. Discuss your answers in a group.

What does the illustration show? Talk about some differences between a high-context and low-context culture.

Do you think your culture is more high context or more low context? Why?

Think of some other cultures you know – are high or low context?

**Activity 5, Handout 2.** Listen to two people talking about giving feedback. Check what kind of culture you think they come from. Listen again and take notes on a separate sheet of paper. With a partner, explain why you chose high or low context.

Homework

Objective: To improve speaking and writing skills.

**Activity 6, Handout 3.** Teacher summaries the lesson and gives instructions for homework (10 min).

Think back on your work. How would you evaluate yourself? What have you done well? What do you need to improve? Use the following form to evaluate your performance.

	<i>outstanding</i>	<i>above expectations</i>	<i>meet expectations</i>	<i>needs improvement</i>
Language skills (listening, speaking, reading, writing)				
Business skills (presenting, meetings, telephoning, e-mail)				
Interpersonal skills (works positively and effectively with				

others)				
Other (please specify)				
Areas for improvement (please specify)				

## Lesson Plan 16 Latest achievements

**Course Title:** English **Time:** 80 minutes  
**Topic:** Latest achievements **Number of students:** 10-15  
**Level:** B2  
**Materials:** Scale Up: student's book Course 1: darslik / Boqiyeva Gulandom, Rashidova Feruza

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

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

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>• to introduce the theme of latest achievements;</li> <li>• to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>• to stimulate critical thinking</li> </ul>	<p>T asks Ss which of words <i>latest achievements/ growth / pile/implement/immense/foster/ultimately</i> is most important and the least important</p> <p>Ss give other examples of words describing</p>	5 min	Whole class	Vocabulary according to the topic
<b>Task 2 Pre Activity 10-minute debate</b>	<p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student's communicative skills</p> <p>to stimulate critical thinking</p>	<ul style="list-style-type: none"> <li>• T divides the class into groups A &amp; B, chooses pro &amp; cons, announces the title "What if a computer hadn't been invented?", gives 5-min for preparation &amp; they'll debate for 10 min ,</li> <li>• Match appropriate definitions to the given terms</li> </ul>	15-min	Group work	Scale Up Vocabulary
<b>Matching definitions</b>	<p>to expand vocabulary and practice economic terms</p> <p>to develop student's communicative skills that require an exchange of information</p>		5- min	Pair work	Handout 1
<b>Task 3 While activity fill in the blanks</b>	<p>to activate students knowledge on this topic</p> <p>developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p>	<p>T asks Ss read the sentences Put the sentences in the correct order. Answer the following questions.</p>	25 min	Group work	Tape(T15) Handout 2
<b>Grammar exercises</b>	<p>to stimulate critical thinking</p> <p>to expand vocabulary to revise conditionals</p>	<p>Give students handout with the sentences and they will change the sentences into conditionals .</p>	5 min	Individual	Handout 3
<b>Reading exercise</b>	<p>developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p>	<p>T divides the class into groups, tells Ss to read the text once more, and to give the title to each paragraph</p>	5 min	Group work	Scale Up Course1 Lesson15 Eurika

<b>Writing exercise</b>	to develop student's communicative skills that require an exchange of information	to tell Ss to think of a research in their field and write a piece of a writing work using tips  At the end off the lesson T asks Ss to write essay on the theme: "Discoveries" at home.	15 min	Individual work	Handout4
	to expand vocabulary and practice economic terms, to expend writing skills.  Homework.		5 min		

### Lesson Plan 17 Communicate

Topic: Communicate

Level: Intermediate

Materials: Objectives and internet materials, handouts

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

Time: 80 min

Course title: Integrated skills.

Number of Ss: 12.

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss: <b>Brainstorm</b> 1. Ss discuss different methods of communication 2. T. shows the picture and asks students to describe types of communications with their own words as an example  Ss give their own answers.		Whole class discussion	Handout 1
Activity 1	To explain Ss the meaning of telephoning and develop reading skills such as skimming, scanning	T. ask Ss to read the text and translate it and take information about communications from the the text given in handout 2 and do ex 2-5	15min	Individually	Handout 2
Activity 2	To raise Ss about the role of	T. distributes Ss Handout 3 into 2 groups: students	15min	Pair work	Handout 3

	English and foreign languages and gather information about the topic	discuss given topic together			
Activity 3	To enlarge topic related lexis and develop students' speaking skills	T. gives Ss the list of new words in handout 3 and Ss do Yes NO and not given task	10 min	Individually	Handout 4
Activity 4	To listen cd	Ss listen to the recording and do the task in handout 4 in written form and check them with other Ss' answers.	20 min	Individually	Listening cd TRACK 1 01
Homework		Then teacher asks students to find out information and prepare a presentation on the theme types of communication .	5 min		

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss about how to keep fit and healthy T asks: What are the staple foods of each diet? -What are the differences and similarities of each diet? -Are there some food which are better for you than others? -tell foods which contain mainly protein  Ss give their own answers.	10 min	Whole class discussion	
Activity 1	To raise Ss awareness	T. distributes Ss Handout 2 and asks to study the	15min	Individually	Handout 1

	about the topic	pictures. On the way teacher explains the new vocabulary and give the definition. Ss give their own information about the pictures		ually	
Activity 2	Develop students listening skills	T. ask Ss to listen to the tape and fill in the gaps	15 min	Individually	Handout 2
Activity 3	To improve students' vocabulary	T. gives Ss handout 3 and asks students to work on the vocabulary	10 min	Pair work	Handout 3
Activity 4	To improve listening and speaking skills	T. explains ss what is speaking part 1 and how to use usefull language in their speech.	15min	Individually	Handout 4
Homework	Fill the missing words into the crossword.	Search internet and find out health problems of your own country .	5 min		

### Lesson Plan 18 Healthy diet

Level: Intermediate

Materials: Objectives and internet materials, handouts

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

Time: 80 min

Course title: English

Number of Ss: 13.

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	<ul style="list-style-type: none"> <li>to introduce the theme "Writing email"</li> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> </ul>	Focus student's attention on the photographs and elicit the given question. Ask students to share their own answers associating their life evidence with photos.	10 min	Whole class	Handout 1, internet resourses British Council B2 Student's book

					Course 1
<p><b>Task 2 Pre Activity 10-minute debate</b></p> <p><b>Matching definitions</b></p>	<p>Give information about business email writing etiquette and practice to interest, consider carefully in the topic of the lesson</p> <p>to develop student's communicative skills to stimulate critical thinking</p> <p>to expand vocabulary to develop student's communicative skills that require an exchange of information</p>	<ul style="list-style-type: none"> <li>• T divides the class into groups A &amp; B, ask question for discussion; part of exercise involves writing and responding to email trying to apply the rules</li> <li>• Students need to write the email in points gives 10-min for preparation.</li> </ul>	<p>15-min</p> <p>5-min</p>	<p>Group work</p> <p>Pair work</p>	<p>Philip Kerr "Straightforward" Pre-intermediate Student's Book Macmillan</p> <p>Philip Kerr "Straightforward" Pre-intermediate Student's Book Macmillan</p>
<p><b>Task 3 While activity fill in the blanks</b></p> <p><b>true or false exercise</b></p>	<p>to activate students knowledge on this topic developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary to develop students' speaking skills</p>	<p>T divides the class into groups, tells Ss explain the meaning of the words &amp; phrases, they'll discuss</p> <p>T tells students to read the sentences given in the handout, tell if sentences are true or false and correct the false sentences according to the text</p>	<p>25 min</p> <p>5 min</p>	<p>Group work</p> <p>Individual</p>	<p>internet resources British Council internet resources British Council</p>
<p><b>Task 4 Post Activity title paragraph</b></p> <p><b>Paraphrase</b></p> <p><b>Writing</b></p>	<p>developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p> <p>to develop student's communicative skills that require an exchange of information</p> <p>to expand vocabulary</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary</p> <p>to interest, consider carefully in the topic of the</p>	<p>T divides the class into groups, tells Ss to read the text once more, and to give the title to each paragraph</p> <p>T tells students to match the words used in the text</p> <p>T tells Ss to paraphrase the sentences.</p> <p>Provide students with handout and they complete the mind map according to the text on previous page.</p> <p>T asks Ss give equivalents</p>	<p>5 min</p> <p>2- min</p> <p>5 min</p> <p>5 min</p>	<p>Group work</p> <p>Pair work</p> <p>Pair work</p>	<p>internet resources British Council</p>

<b>fill in the table</b>	lesson to develop student's communicative skills to develop their grammar to develop critical thinking	of the word combinations in their native language and use them in own sentences	5 min	individual	
<b>Homework Essay</b>	to develop critical thinking to develop students' skills in using internet	T tells students to fill in the table in Handout 4 of their own, and then they'll discuss it.  At the end of the lesson T asks Ss to write essay on the theme: "Business email writing" at home.		Individual	

### Lesson Plan 19 City attractions

Course Title: ENGLISH

Time: 80 minutes

Topic: City attractions

Level: Intermediate

Materials: Objectives and internet materials, handouts

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

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

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION :	MATERIALS AND AIDS:
<b>Task 1 Warm-up</b>	to introduce the theme City attractions to build interest in the	T gives questions from handout 1 about what are the city	10 min	Whole class	Handout 1,
<b>Vocabulary</b>	topic of the lesson and activate Ss' background knowledge	attractions and discusses the theme T. asks Ss look at the pictures and answer to the questions.	15 min	Whole class	Handout 2
<b>Reading task</b>	to stimulate critical thinking developing reading skills such as skimming, scanning	T . asks Ss to do ex 1 quickly and read the text about "First space tourist grins down on planet earth"		Group work	
<b>True false task</b>	to stimulate critical thinking	T asks Ss to do true false task according to the task		Individual work	

<p><b>Task 2</b> <b>Pre</b> <b>Activit</b> <b>y</b> <b>Guessi</b> <b>ng</b> <b>meani</b> <b>ng</b></p> <p><b>Matchi</b> <b>ng task</b></p>	<p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student’s communicative skills</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to develop student’s communicative skills that require an exchange of information</p>	<ul style="list-style-type: none"> <li>• T asks Ss to guess the definitions of the words from the context</li> <li>• T . asks Ss to match the examples with the rules</li> </ul>	<p>10- min</p> <p>5- min</p>	<p>Group work</p> <p>Pair work</p>	<p>Handout3,</p>
<p><b>Task 3</b> <b>While</b> <b>activit</b> <b>y</b> <b>fill in</b> <b>the</b> <b>blanks</b></p>	<p>to activate students knowledge on this topic</p> <p>developing reading skills such as skimming, scanning</p> <p>to stimulate critical thinking</p> <p>to stimulate critical thinking</p> <p>to expand vocabulary and practice economic terms</p> <p>to develop students’ grammar skills</p>	<p>T asks Ss fill in the blanks of the texts with the suitable article</p> <p>T tells students to read the sentences given in the handout</p>	<p>5 min</p>	<p>Group work</p>	<p>Handout 4</p>
<p><b>Task 4</b> <b>Post</b> <b>Activit</b> <b>ies</b> <b>Listeni</b> <b>ng task</b> <b>Discus</b> <b>sion</b></p> <p><b>Readin</b> <b>g task</b></p> <p><b>Matchi</b> <b>ng task</b></p> <p><b>Readin</b> <b>g task</b></p>	<p>developing skills such as skimming, scanning</p> <p>to stimulate critical thinking</p> <p>to develop student’s communicative skills that require an exchange of information</p> <p>to expand vocabulary and practice economic terms</p> <p>to stimulate critical thinking</p> <p>to interest, consider carefully in the topic of the lesson</p> <p>to develop student’s communicative skills</p>	<p>T asks Ss listen to the type and do the ex. 1, 2, 3 one by one</p> <p><i>T. asks Ss to make a discussion about the "Negative effects of tourism"</i></p> <p>T. asks Ss to tread the text “Guidelines for ecotourists” and answer the questions</p> <ul style="list-style-type: none"> <li>• [T. asks Ss to match the words with its definitions(ex 4)</li> </ul> <p>T. asks Ss to read the summary and complete the text with words in the box(ex.5)</p> <p>[T. asks Ss to answer the</p>	<p>10min</p> <p>10 min</p> <p>10 min</p> <p>5 min</p>	<p>Individual</p> <p>Group work</p> <p>Pair work</p> <p>Whole class</p>	<p>Handout 5</p>

<b>Speaking task</b>	to develop their grammar	question in ex 2		Pair work	
<b>Listening task</b>	to develop Ss speaking skills	T. asks Ss listen to telephone conversation and fill in the information (ex 3)			
<b>Homework</b>	to develop listening skills	T. evaluates Ss and gives homework ex. 1, 2, 3, 4		Individual work	

## Lesson Plan 20 Ways of learning

Course Title: ENGLISH

Time: 80 minutes

Topic: Ways of learning

Number of students:10-12

Level: Intermediate

Materials: Objectives IELTS Michael Black , Wendy Sharp,

Free work sheets from teaching technology

Aim: To extend students communicative competence by developing their ability to: expand the range of topics they can discuss and comprehend in English

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

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

<b>activity fill in the blanks</b>  <b>exercises – ing or infinitive</b>	topic developing reading skills such as skimming, scanning to stimulate critical thinking to stimulate critical thinking to expand vocabulary and practice economic terms to develop students' grammar skills	texts T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss  T tells students to read the sentences given in the handout	23 min  15 min	Group work  Individual	IELTS Michael Black , Wendy Sharp
	developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar	T divides the class into groups, tells Ss to read the text once more, and retell shortly  T tells students to match the words used in the text  T tells Ss to paraphrase the sentences.  T. asks Ss to write their opinions about learning style	7min  5 min  3min	Group work  Pair work  Whole class	Handout 4 Objectives IELTS Michael Black , Wendy Sharp

## Lesson plan 21 Discovering the past

Course title: Reading, Writing

Level: Intermediate

Topic

Aims: To understand the given topic and to learn the usage of new words.

Time: 80 min

<b>ACTIVITY :</b>	<b>OBJECTIVE:</b>	<b>ROCEDURE;</b>	<b>DURATION:</b>	<b>MODE OF INTERACTION:</b>	<b>MATERIALS AND AIDS:</b>
<b>Task 1 Warm-up Abbreviations, vocabulary</b>	<ul style="list-style-type: none"> <li>to introduce the theme all in the mind</li> <li>to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>to stimulate critical thinking</li> </ul>	T gives handout 1 asks students to answer the questions and describe each picture	10 min	Whole class	Handout 1, Objectives IELTS Michael Black , Wendy Sharp



## Lesson Plan 22

## What is Job satisfaction

**Course Title:** Integrated Skills

**Time:** 80 minutes

**Topic:** Job satisfaction

**Number of students:** 10 -12

**Level:** Intermediate

Materials Objectives IELTS Michael Black , Wendy Sharp

Andrew Vaughan and Doroty E Zemach, 'Get ready for Business', Macmillan, 2016

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

- expand the range of topics they can discuss and comprehend in English
- listen the tape and learn how to write notes while listening
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities
- to give the students further practice in predicting answer types

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

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

--	--	--	--	--	--

### Lesson Plan 23 Selling dreams

Topic: Selling dreams

Number of students: 10 -12

Level: Intermediate

Materials: Objective IELTS Michael Black , Wendy Sharp Cambridge university press

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

- expand the range of topics they can discuss and comprehend in English
- listen the tape and how use intonation and pauses in presentation
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities
- organize and show good presentations to convey information

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To share information about given topic	T. asks Ss: what comes to your mind when you hear the word "Selling dreams " Ss give their own answers .T explains the new presentation about given topic	15 min	Whole class discussion	Presentation Internet
Activity 1	To explain Ss the meaning of "Selling dreams " and develop reading skills such as skimming, scanning	T. asks Ss to look at their handout and answer the questions	15min	Pair work	Handout 1 Objective IELTS Michael Black , Wendy Sharp"
Activity 2	To improve ssreading skill	T tells ss to read the text and answer the questions	15 min	Pair work	Handout 2 Handout 1 Objective IELTS

					Michael Black , Wendy Sharp”
Activity 3	To improve listening and speaking skills	Ss listen to the recording and do the task in handout 3 in written form and check them with other Ss’ answers.	15min	Individually	Handout3 Objective IELTS Michael Black , Wendy Sharp””
Activity4	To learn by heart collocations	T explains differences between collocation and idioms Ss do exercises with collocations	15 min	Individually	Michael McCarthy Felicity O’Dell “English collocations in use”

### Lesson plan 24 Time to waste?

Course title: Reading, Grammar, Listening, Speaking, Vocabulary.

Level: Intermediate

Topic: Time to waste?

Aims: To understand the given topic and to learn the usage of new words.

Time: 80 min

Developed by: S. Erdanova

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
<b>Warm up</b>	To get acquainted with a new topic	Teacher gives Questions re of the text asks to discuss the questions in groups <b>Handout1</b>	5 min	Pair work	Cambridge @IELTSbooks Objective Michael Black Wendy Sharp
<b>Task 1</b>	To improve ss' reading skill	Students read the text ex 2 on pg.52 and do ex-s pg.52 <b>Handout 2</b>	20 min	Group work	
<b>Task 2</b>	To teach or	<b>Handout 3.</b> the	20 min	Individu	

	revise the rules of expressing the future tense.	analyze of ex3-4 p53-54 <b>Handout 4.</b> "Future tense PPT " <b>Handout 5.</b> Ex4-5-6 pp55-56		al work	
<b>Task 3</b>	To teach or revise.	<b>Handout 6,</b> Ss do ex-s and answer the questions	30 min	Group work	
<b>Homework</b>		Revision exercises Getting ready for discussion questions <b>Handout 7</b>	5 min	Individual work	None

### Lesson plan 25 Climate change

Course title: Reading, Grammar, Vocabulary

Level: Intermediate

Topic: Climate change

Aims: To understand the given topic and to learn the usage of new words.

Time: 80 min

Developed by: S. Erdanova

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
<b>Warm up</b>	To get acquainted with a new topic	Teacher gives information about "Global warming" and do the quiz on this topic <b>Handout1</b>	10 min	Pair work	Cambridge @IELTSbooks Objective Michael Black Wendy Sharp
<b>Task 1</b>	To improve ss' reading skill	Students read the text on pg-61 and do ex-s 2-3 pg.60 <b>Handout 2</b> <b>Handout 3.</b> analyze of ex4	30 min	Group work	
<b>Task 2</b>	To teach or revise the rules of expressing the future tense.	<b>Handout 4.</b> "Countable and uncountable nouns PPT" Teacher explains the slide <b>Handout 5.</b> Ex 3-4 pg62	10 min	Individual work	

<b>Task 3</b>	To teach or revise the rules of prefixes	<b>Handout 6, Speaking part 3</b> pg63 Ss do ex5 and answer the questions <b>Handout 7</b> Listening ex-6 pg-63 Ss T. informs about topic and complete table	25 min	Group work	
<b>Homework</b>		Revision exercises Getting ready for discussion questions <b>Handout 9</b>	5 min	Individual work	None

### Lesson Plan 26 A PLACE TO WORK OR LIVE IN

Level: Intermediate

Materials: Cambridge @IELTSbooks Objective Michael Black Wendy Sharp

Aims: To extend students communicative competence and conversational language through activities

Time: 80 min

Course title: English

Number of Ss: 12-13.

Activities : Brainstorming, Matching visuals with text, Multiple choice, Identification of beliefs or arguments

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
Warm up	To develop Ss ability to relate pictures to text To share information about given topic	Speaking part. T. asks Ss to look at the pictures and identify types of accommodation and T. introduce active vocabulary	10 min	Whole class discussion	Handout 1

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

## Lesson Plan 27 Animal life

Time: 80 minutes

Topic:Animal life

Number of students: 10 -12

Level: Intermediate

Materials: Cambridge @IELTSbooks Objective Michael Black Wendy Sharp

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

- expand the range of topics they can discuss and comprehend in English
- listen the tape and how use intonation and pauses in presentation
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities
- organize and show good presentations to convey information

Activity	Objective	Procedure	Duration	Mode of interaction	Materials
	To check home tasks	Teacher asks questions of the text and introduces with active vocabulary asks to discuss the questions in groups <b>Handout 1</b>	10 min	Whole class discussion	Cambridge @IELTS Objective Michael Black Wendy Sharp
Activity 1	To explain Ss IELTS preparation and develop speaking skills	Ss read multiple-choice questions ex-4 work in pairs .Read about “Advantages of co-operations” (250 words) and find correct answer ex-7 pg-73 <b>Handout 2</b>	15 min	Pair work	
Activity 2	To improve grammar	T explains Article and Ss do exercise .	20 min	Individually	
Activity 3	To watch video for improving listening , speaking skills and critical thinking	To discuss this video with whole class.	30 min	Whole class	Internet
Homework		<b>Test folder 6</b> pg-76-77	5 min		Internet source

### Lesson Plan 28 Sport

Course Title: Sport: just for fun?

**Time:** 80 minutes

**Topic:** Sport

**Number of students:** 12-14

**Level:** Intermediate

**Materials:** Cambridge @IELTSbooks Objective Michael Black Wendy Sharp

Handouts, materials from internet sites

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

- to discuss the importance and drawbacks of insurance;
- to teach some useful phrases for insurance;
- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

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

		T asks to complete the blanks using the correct form of the words	min	work	Handout 4
<b>Task 6 Post Activity</b>	to stimulate critical thinking to develop student's communicative skills to stimulate interpretation to develop students' speaking skills to develop writing skills	T asks Ss about the Types of Sport asks to do an exercise in which Ss match definitions with words T asks to put into correct chronological order the events	20 min	Whole class	Handout 5, 6
<b>Homework</b>	to develop writing skills to stimulate critical thinking	to write a <b>short essay on the theme:</b> "My favourite sport".			

## Lesson Plan 29 Making decisions

**Course Title:** Integrated Skills

**Time:** 80 minutes

**Topic:** Choices

**Number of students:** 12-14

**Level:** Intermediate

**Materials:** Handouts, materials from internet sites

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

- to discuss the importance and drawbacks ;
- to teach some useful phrases;
- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:	MATERIALS AND AIDS:
<b>Task 1 Warm-up Group discussion</b>	<ul style="list-style-type: none"> <li>• to introduce the theme choices</li> <li>• to build interest in the topic of the lesson and activate Ss' background knowledge</li> <li>• to stimulate critical thinking</li> </ul>	T shows some pictures to Ss Ss will guess what the theme is about and give their opinion associate with the word 'choice' Ss decide most important and least important topics or words.	10 min	Whole class	
<b>Task 2</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking	T asks Ss to skim the article and to get a general idea and to find suitable headings to each paragraph of the text	15 min	Group work	Handout 1

<b>Task 3 activities</b>	to expand vocabulary and practice related terms to develop student's communicative skills that require an exchange of information	Ss work in pairs to match the words with the answers T checks the students answers • T gives handout and Ss do the activities ex-3,4 pg-87	15 min	Individual work	Handout 2
<b>Task 4 While activity Matching task</b>	to stimulate critical thinking to expand vocabulary and practice terms to develop students' speaking skills	T asks Ss to listen four short extracts where people talk about choices find suitable answers to each line of the ex, pg-88 T checks the students answers	15m in	Individual	Handout3
<b>Task 5</b>	•to check students ability in grammar	T asks to complete the table using the correct form of the words Ss work in pairs to match the words with the answers ex-3,4,5 pg-88	10 min	Pair work	Handout 4
<b>Task 6 Post Activity</b>	to stimulate critical thinking to develop student's communicative skills to stimulate interpretation to develop students' speaking skills to develop writing skills	T asks Ss to make up collocations asks to do use suitable collocations in given sentences	20 min	Whole class	Handout 5, 6
<b>Homework</b>	to develop writing skills to stimulate critical thinking	to write <b>an essay on the theme:</b> "Decision making".			

### Lesson Plan30 Importance of colour

**Course Title:** Integrated Skills  
**Time:** 80 minutes  
**Topic:** Importance of colour  
**Number of students:** 12-14  
**Level:** Intermediate  
**Materials:** Handouts, materials from internet sites

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

- to discuss the importance and drawbacks ;
- to teach some useful phrases for ;
- expand the range of topics they can discuss and comprehend in English
- carry out communicative tasks that require an exchange of information
- develop their control of grammar and conversational language through activities

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

### Lesson Plan 31 **Social interaction**

**Course Title:** ENGLISH

**Time:**80 minutes

**Topic:** Social interaction

**Number of students:**10-12

**Level:** Intermediate

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

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

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

## Lesson Plan 32 **Books, writing and signs**

**Course Title:** ENGLISH

**Time:** 80 minutes

**Topic:** Books, writing and signs

**Number of students:** 10-12

**Level:** Intermediate

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

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

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

<b>Homework</b>	to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson to develop student's communicative skills to develop their grammar	T tells Ss to paraphrase the sentences.	2 min	Whole class
-----------------	---	---	-------	-------------

### Lesson Plan 33 **Body clock**

**Course Title:** ENGLISH

**Time:**80 minutes

**Topic:** Body clock

**Number of students:**10-12

**Level:** Intermediate

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

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

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

<b>Task 4 Post Activities</b>	developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson	T divides the class into groups, tells Ss to read the text once more, and retell shortly  T tells students to match the words used in the text	15min  8 min	Group work  Pair work
<b>Homework</b>	to develop student's communicative skills to develop their grammar	T tells Ss to paraphrase the sentences.	2 min	Whole class

### Lesson Plan: 34 The tourist boom

Done by: U.Yuldasheva

**Course Title:** ENGLISH

**Time:** 80 minutes

**Topic:** The tourist boom

**Number of students:** 10-12

**Level:** Intermediate

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

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

ACTIVITY:	OBJECTIVE:	PROCEDURE;	DURATION:	MODE OF INTERACTION:
<b>Task 1 Warm-up vocabulary</b>	to introduce the theme all in the mind to build interest in the topic of the lesson and activate Ss' background knowledge to stimulate critical thinking	T gives vocabulary about brain and mind words Ss give other examples of words describe	10min	Whole class
<b>Task 2 Pre Activity 10-minute debate</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking  to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of information	• T divides the class into groups in small groups discuss the questions Complete appropriate definitions to the given texts	15- min  5- min	Group work  Pair work
<b>Task 3 While activity Discussion in a small group Find the answers</b>	to activate students knowledge on this topic developing reading skills such as skimming, scanning to stimulate critical thinking to stimulate critical thinking to develop students' grammar skills	T divides the class into groups, tells Ss explain the meaning of the words & phrases, they'll discuss  T tells students to read the sentences given in the	10 min	Group work

<b>exercises</b> <b>Listening</b>		handout	15 min	Individual
<b>Task 4</b> <b>Post</b> <b>Activities</b>  <b>grammar</b>	developing skills such as skimming, scanning to stimulate critical thinking to develop student's communicative skills that require an exchange of information to expand vocabulary and practice economic terms to stimulate critical thinking to interest, consider carefully in the topic of the lesson	T divides the class into groups, tells Ss to read the text once more, and retell shortly  T tells students to match the words used in the text	15min  8 min	Group work  Pair work
<b>Homework</b>	to develop student's communicative skills to develop their grammar	T tells Ss to paraphrase the sentences.	2 min	Whole class

### Lesson Plan 35 Method of Transportation

**Course Title:** ENGLISH

**Time:**80 minutes

**Topic:** Transportation

**Number of students:**10-12

**Level:** Intermediate

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

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

<b>ACTIVITY</b> :	<b>OBJECTIVE:</b>	<b>PROCEDURE;</b>	<b>DURA TION:</b>	<b>MODE OF INTERAC TION:</b>
<b>Task 1</b> <b>Warm-up</b> <b>Abbreviations,vocabulary</b>	to introduce the theme all in the mind to build interest in the topic of the lesson and activate Ss' background knowledge to stimulate critical thinking	T gives vocabulary about brain and mind words Ss give other examples of words describe	10min	Whole class
<b>Task 2 Pre</b> <b>Activity</b> <b>10-minute</b> <b>debate</b>	to interest, consider carefully in the topic of the lesson to develop student's communicative skills to stimulate critical thinking  to expand vocabulary and practice economic terms to develop student's communicative skills that require an exchange of	• T divides the class into groups in small groups discuss the questions Complete appropriate definitions to the given texts	15- min  5- min	Group work  Pair work

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

### Lesson Plan36 Moving abroad

**Course Title:** ENGLISH

**Time:**80 minutes

**Topic:** moving abroad

**Number of students:**10-12

**Level:** Intermediate

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

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

Рўйхатга олинди:

№ BD-1.12

2013 йил 28 август

Олий ва ўрта махсус таълим  
вазирлигининг 2013 йил  
28 августдаги 319-сонли буйруғи  
билан тасдиқланган



**ЧЕТ ТИЛИ**

**ФАНИНИНГ**

**ЎҚУВ ДАСТУРИ**

**Барча таълим йўналишлари учун**

**ТОШКЕНТ – 2013**

Фаннинг ўқув дастури Олий ва ўрта махсус, каб-хунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

**Тузувчилар:**

- Ахмедова Л.Т. – ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси профессори, п.ф.д.;
- Жалолов Ж.Ж. – Низомий номидаги ТДПУ профессори, п.ф.н.;
- Нормуратова В.И. – ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси доценти, п.ф.н.;
- Набиева К.Н. – ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси доценти, п.ф.н.

**Такризчилар:**

- Тўрабекова Д.К. – ЎзМУ, Хорижий филология факультети доценти, ф.ф.н.;
- Зияева С.А. – ЎзДЖТУ “Факультетлараро герман филологияси” кафедраси доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)

### К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига кўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик тахсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

“Чет тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Чет тили” фанини икки босқичга бўлинган ҳолда ўқитишни назарда тутди:

- **умумий босқич** (умумий чет тили ўрганилади).
- **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Ҳар бир курс учун ажратилган ўқув соатлари тенг, яъни 50%дан тақсимланади. Курслар бир-биридан мавзуси, лексик тизими, ўқув матнлари, нутқ фаолиятлари хусусияти ва мавқеига қараб малакаларни ривожлантириш бўйича фарқлансада, ўқув жараёни учун умумий бўлган грамматик мавзулар, ўхшаш синтактик ҳодисалар, нутқ кўникма ва малакаларини эгаллашда ўзаро узвий боғлиқ ва узлуксиз ҳолда ўргатилади. Чет тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Чет тили махсус мақсадлар учун”** тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

**Коммуникатив фаолиятга йўналтирилган ёндашув** - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шаклларини қўллаш; талабаларда янги тил малакалари, социо-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

**Шахсга йўналтирилган ёндашув** - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шаклларига асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

**Интегратив ёндашув** – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутати.

**Таълимда компетентлик ёндашув** - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

### **Фаннинг мақсад ва вазифалари**

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, социолингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

**Компетенция** – коммуникация (мулоқот) иштирокчилари томонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифодалайди.

**Чет тили коммуникатив компетенцияси** – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлақати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

**Лингвистик компетенция** ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллай билишни назарда тутати.

**Ижтимоий-лингвистик компетенция** сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

**Ижтимоий-маданий компетенция** аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимлари ва бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

**Ижтимоий компетенция** - *ижтимоий-лингвистик* ва *социо-маданий компетенцияларни ўз ичига олади*. У ҳозирги кўп маданиятли дунёда таълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.

**Прагматик компетенция** қуйидагилардан иборат:

**Дискурсив компетенция** (*дискурс – оғзаки ёки ёзма нутқ матни*) матнни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

**Стратегик (компенсатор) компетенция** чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятда тушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва хоказолар орқали мураккаб вазиятлардан уддабуронлик билан чиқиб кета олиш қобилиятини назарда тутлади.

**Ўқув - билиш компетенцияси** таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантикий, методологик ва умумтаълим вазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик тамойилларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

### **Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар**

“Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра

битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

### **Лингвистик компетенция:**

#### **Тинглаб тушуниш**

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукамал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

#### **Гапириш**

##### **Диалог**

- бизнесдаги ҳамкори билан музокара олиб бориш;
- аниқ масалалар бўйича ахборот олиш;
- узоқ муддатли музокараларда тил соҳибби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- вазиятга қараб саволлар бериш ва жавоб қайтариш.

##### **Монолог**

- алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- алоҳида мавзу бўйича оғзаки маъруза тузиш;
- мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

##### **Ўқиш**

- таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- мураккаб бўлган маълумотларни идрок этиш;
- махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;
- касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;

- керак ёки ноқераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

### **Ёзув.**

- махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;
- эссе ва маърузаларни ёза олиш;
- аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- битирув малакавий ишларни зарур бўлганда ёза олиш.

### **Тил компетенцияси**

#### **Лексик компетенция**

- касбий лексика ва терминларни ишлата олиш;
- коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- интернационал сўзларни тушуниш ва қўллай олиш.

#### **Грамматик компетенция**

- мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- боғловчи сўзларни тўғри қўллаш;
- мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

### **Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги**

Чет тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

#### **Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни**

Чет тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

#### **Фанни ўқитишда замонавий ахборот ва педагогик технологиялар**

“Чет тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- билимдонлар баҳси;
- мавқеингизни эгалланг – шиорлар асосидаги баҳс;

- таълимнинг фаол услублари: “Кейс-услуги” (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

### **Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:**

- **дельфи услуги** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;

- **қора қути услуги** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;

- **кундаликлар услуги** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;

- **“Тўғридан-тўғри жамоавий ақлий ҳужум”** (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;

- **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;

- **сенектика услуги** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;

- **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантиқий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрешка”, “карама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

## **АСОСИЙ ҚИСМ**

### **Нутқ мавзулари:**

**Кундалиқ мавзу** (ўзи ҳақида, оиласи ҳақида, бўш вақтни ўтказиши ва ҳоказо).

**Ижтимоий мавзу** (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат).

**Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

**Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

**Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

### **Умумий босқич**

#### **Нутқ компетенцияси**

Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

**Тинглаб тушуниш:**

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

**Гапириш:**

**Диалог нутқ**

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

**Монолог нутқ**

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

**Ўқиш**

- ✓ танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- ✓ хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- ✓ махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- ✓ махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

**Ёзма нутқ**

- ✓ турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва ҳоказо) ёзиш;
- ✓ эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

**Касбга йўналтирилган босқич**

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

### **Тинглаб тушуниш:**

- ✓ касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- ✓ кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

### **Гапириш:**

#### **Диалогик нутқ**

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

#### **Монологик нутқ:**

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

### **Ўқиш:**

#### **Танишув ўқиш**

- ✓ матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- ✓ матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

#### **Синчиклаб (ўрганиб) ўқиш**

- ✓ матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.

#### **Ўқиш тезлиги, ҳажми:**

- ✓ луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.

- ✓ матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

### **Кўз югуртириб ўқиш:**

- матн мазмуни хусусиятларини аниқлаш;
- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавҳа қўйиш.

### **Ёзма нутқ**

#### **Ёзма нутқ бўйича:**

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

#### **Лингвистик компетенция**

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолик, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

Курс	Умумтаълимий минимум		Касбий лексика	Жами
	Актив*	Пассив**	Актив	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

\* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

\* Пассив лексикага актив лексика ҳам киради.

### **Грамматик компетенция ИНГЛИЗ ТИЛИ**

#### **Актив грамматик минимум**

- дарак, сўроқ, инкор содда гапларнинг қўлланилиши;
- буйруқ майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши.

#### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши.

### **НЕМИС ТИЛИ**

#### **Актив грамматик минимум**

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

#### **Пассив грамматик минимум**

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

### **ФРАНЦУЗ ТИЛИ**

#### **Актив грамматик минимум**

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

#### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ясаилиши.

### **ИСПАН ТИЛИ**

#### **Актив грамматик минимум**

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг ишлатилиши.

- аниқ, ноаниқ артиклизисиз ҳолатларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши.

### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

Умумтаълим ва касбга йўналтирилган босқичларда социолингвистик (ижтимоий-маданий, ижтимоий) ва прагматик (дискурсив, стратегик, ўқув-англаш) компетенцияларни эгаллаш назарда тутилади.

### **Социолингвистик компетенция:**

☑ тил материалларини касбий нутқ учун ҳар босқич талабларидан ва вазиятдан келиб чиққан ҳолда танлаш ва фойдалана олиш.

### **Ижтимоий - маданий компетенция:**

☑ касбга оид муқобилсиз лексикани (сўровномалардан фойдаланган ҳолда) билиш ва тушуниш, асбоб-ускуна ва жиҳозлар номларини англлатувчи лексикани билиш;

☑ нутқ коммуникатив тартиб ва қоидаларига риоя қилган ҳолда касбий мулоқот юрита олиш.

### **Ижтимоий компетенция:**

☑ ўз касбий маҳоратини, малакасини ошириш, касбдошлар ва коллектив билан ишлаш, уларга нисбатан толерантлик туйғуларига эга бўлиш, бошқалар тили ва маданиятини ҳурмат қилиш, ҳамкорлар билан ишончли алоқада бўлиш.

### **Дискурсив компетенция:**

☑ турли жанрда мутахассислик бўйича аутентик дискурслар - китоб, мақола, ҳужжат, қонун- қоидалардан таълимнинг ушбу босқичига асосланган ҳолда касбий коммуникатив вазиятлар доирасига мос хусусиятларини ажрата олиш.

### **Стратегик компетенция:**

☑ нутқни мантиқан тўғри кетма-кетликда ҳамда ишонарли қилиб вазифаларни тўғри қўйган ҳолда тузиш, таълимнинг ушбу босқичига хос нутқ мазмунига асосланган ҳолда касбий-коммуникатив вазиятларга мос тушадиган мақсадларга эришиш.

### **Ўқув-билиш компетенцияси:**

☑ дарсда, уйда, кутубхонада мустақил ишлай олиш, турли маълумот ва ахборотни аутентик-ихтисослашган манбалардан олиш учун замонавий таълим технологияларини қўллай олиш билан касбий фаолиятни ташкил қилиш.

### **Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш**

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:  
тинглаб тушуниш - 25% ;

гапириш - 25%;  
ўқиш – 30%;  
ёзув – 20% .

### **Талабалар билимини назорат қилиш**

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

### **Якуний назорат мазмуни**

#### **1. Тинглаб тушуниш бўйича:**

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

#### **2. Гапириш бўйича:**

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

#### **3. Ўқиш бўйича:**

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

#### **4. Ёзув бўйича:**

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

### **Лаборатория ишларини ташкил этиш бўйича кўрсатмалар**

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

### **Курс ишини ташкил этиш бўйича услубий кўрсатмалар**

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

### **Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни баргараф қилиш йўлларини топа олиш.

### **Тавсия этилаётган мустақил ишларнинг мазмуни**

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, баҳс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета

мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

### **Дастурнинг инфор­мацион – методик таъминоти**

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғул­отларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

### **Фойдаланиладиган адабиётлар рўйхати**

#### **Асосий адабиётлар**

1. Абдали­на Е.Н. Учебник английского языка для студентов неязыковых вузов. Т. 1996
2. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И. Инглиз тили амалий курсидан ўқув-услубий мажмуа // Нофилологик йўналишда инглиз тилини ҳорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи ҳорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Basic User, Breakthrough A1) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
3. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев. Инглиз тили амалий курсидан ўқув-услубий мажмуа // Нофилологик йўналишда инглиз тилини ҳорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи ҳорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Basic User, Waystrage A2) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
4. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев. Инглиз тили амалий курсидан ўқув-услубий мажмуа // Нофилологик йўналишда инглиз тилини ҳорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи ҳорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Independent User, Threshold B1) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
5. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев. Инглиз тили амалий курсидан ўқув-услубий мажмуа // Нофилологик йўналишда инглиз тилини ҳорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи ҳорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Independent User, Vantage B2) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
6. Ишмухамедов Р. Инновацион технологиялар ёрдамида таълим самарадорлигини ошириш йўллари. Т. 2005

7. Мухитдинова Г.Ш. Техника Олий Уқув юртлари учун // Инглиз тили дарслиги. Т.: Узбекистон. 1997
8. Саттаров Т.К. Английский для студентов-юристов (1 часть). Т.:ТГЮИ. 2005
9. Саттаров Т.К., Хисматуллина Н.Х., Нормуратова В.И. Английский для студентов-юристов (2 часть). Т.:ТГЮИ. 2006
11. Ибрагимов Р.С. Француз тили, ўқув кулланма. Т.: Фан ва технология. 2010
12. Усманова Г., Мансурова Г., Ишанкулова Н. Deutsch-Учебник немецкого языка. Т.: Фан. 2013

### **Қўшимча адабиётлар**

1. Агзамова З.И. Турдиева С.Х. Физика факультети бакалавриат талабалари учун инглиз тилидан матнлар тўплами. НУУЗ. Т. 2007
2. Алламов О.А. Грамматика английского языка. НУУЗ. Т. 2006
3. Артикова Ю.А. Механика-математика факультети бакалавриат талабалари учун инглиз тилидан матнлар тўплами НУУЗ. Т. 2006
4. Артикова Ю.А., Сабинова Г.П., Джумабаева Ж.Ш. Англо-русско-узбекский словарь для математиков. НУУЗ. Т. 2004
5. Артикова Ю.А., Сабинова Г.П. Инглиз тили грамматикаси. НУУЗ, Т. 2005
6. Артикова Ю.А. Numerals and mathematical symbols. НУУЗ. Т. 2013
7. Кербалаева Б.Д. Англо-русско-узбекский словарь. НУУЗ. Т. 2005
8. Саттарова З.Б. Методическая разработка по английскому языку на тему «Экология». НУУЗ. Т. 2003
9. Юсупова З.Ш. Сборник английских текстов для неязыковых факультетов. НУУЗ. Т. 2003
10. Аликулов Т. Ўзбекча-французча луғат. Т. 1984
11. Аликулова Д.А. Кимё соҳаси бўйича французча-русча-ўзбекча ўқув луғати. Т. 2001.
12. Мусаев С.С., Маматов А.А., Умаров А. Guide parole-française-ouzbek-russe. Т. 1994.
13. Ширинова Р.Х. Les curiosites de Paris. Т. 2009.
14. Ширинова Р.Х. Le français du droit. Т. 2008.
15. Х.Аловитдинова., Д. Раджабова ва б. English for esl and esp learners. Т.2012

### **Интернет сайтлари**

<http://iteslj.org/>

<http://iteslj.org/Techniques/Yang-Writing.html>

<http://iteslj.org/Techniques/Ross-ListeningComprehension.html>

<http://www.teachingenglish.org.uk/think/articles/listening>

[http://www.usc.edu/dept/education/CMMR/CMMR\\_BTSA\\_home.html#Resources\\_BeginningTeachers](http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers)

<http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>

<http://www.inspiringteachers.com/>

<http://teachnet.org/npi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html>

[www.examenglish.com](http://www.examenglish.com)

<http://www.education.gouv.fr/>

<http://www.educnet.education.fr/>

<http://www.educationprioritaire.education.fr/>

<http://www.educasource.education.fr/> ( Base des ressources en ligne )

<http://www.elodil.com/historique.html> (Eveil aux langues)

<http://www.edufle.net>

<http://www.franparler.info/accueil>

<http://www.franparler.info/accueil>

<http://www.leplaisirdapprendre.com>

[http://www.enseigner.tv\(Enseigner avec TV5\)](http://www.enseigner.tv(Enseigner avec TV5))

✓ O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS  
TALIM VAZIRLIGI

TOSHKENT MOLLYA INSTITUTI

"Tasdiqlandi"  
O'quv ishlari bo'yicha prorektor  
*I. Qo'ziyev*  
2017 yil "\_\_\_" \_\_\_\_\_

**XORIJY TIL  
(INGLIZ TILI)  
FANINING I KURS UCHUN  
ISHCHI O'QUV DASTURI**

Bilim sohasi:	130 000 - Gumanitar 230 000 - Ijtimoiy adab, iqtisod va huquq
Ta'lim sohasi:	110 000 - Pedagogika 230 000 - Iqtisod
Ta'lim yo'natishi:	5111 000 - Kash ta'limi (5231800 - Moliya) 5111 000 - Kash ta'limi (5231700 - Bank ishi) 5111 000 - Kash ta'limi (5231900 - Buxgalteriya hisobi va auditi) 5230200 - Menajment (qizmatlar sohasi) 5230300 - Kichik biznes va xususiy tadbirkorlikni tashkil qilish 5230600 - Moliya 5231700 - Bank ishi 5231800 - Soliqdar va soliqqa tortish 5231900 - Buxgalteriya hisobi va auditi (turmoqjar bo'yicha) 5231200 - Supturra ishi 5231300 - Fenasva ishi 5231500 - Baholash ishi 5232000 - Davlat byudjeti va g'azna ishi 5232100 - Korporativ moliya

Umumiy o'quv soati: **104**  
Shu jumladan:  
Amaliy mashg'ulotlar: 76 soat (I semestr - 36 soat, II semestr - 40 soat)  
Mustaqil ta'lim soati: 28 soat (I semestr - 14 soat, II semestr - 14 soat)

TOSHKENT - 2017

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2013 yil "28" avgustdagi 319-sonli buyrug'i bilan tasdiqlangan "Cheh tili" fan dasturi asosida tayyorlangan.

Fan dasturi Toshkent muhojirlik instituti Kengashining 2017 yil "\_\_\_" dagi "\_\_\_" -sonli bayoni bilan tasdiqlangan.

Tayayvchilar: Munsurov N. - TMI, "Cheh tili" kafedrasida o'qituvchi  
Ye'ldosheva U. - TMI, "Cheh tili" kafedrasida o'qituvchisi  
Erdarova S. - TMI, "Cheh tili" kafedrasida o'qituvchisi

Taqdimchilar: E. Nojiyeva - O'ZMII, "Til" kafedrasida o'qituvchi, p. fa.  
S. Akshirva - TMI, "Cheh tili" kafedrasida o'qituvchi, f. fa.

Sug'orta fakulteti dekani  
2017 yil "\_\_\_" \_\_\_\_\_



Cheh tili  
kafedrasida mudiri  
2017 yil "\_\_\_" \_\_\_\_\_

 I.T. Xaydarov

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS  
TA'LIM VAZIRLIGI

TOSHKENT MOLIYA INSTITUTI

“Tasdiqlandi”  
O'quv ishlari bo'yicha prorektor  
\_\_\_\_\_ I. Qo'ziyev  
2017 yil “ \_\_\_\_\_ ” \_\_\_\_\_

XORIJIY TIL  
(INGLIZ TILI)  
FANINING 1 KURS UCHUN  
ISHCHI O'QUV DASTURI

Bilim sohasi:	100 000 –	Gumanitar
	200 000 –	Ijtimoiy soha, iqtisod va huquq
Ta'lim sohasi:	110 000 –	Pedagogika
	230 000 –	Iqtisod
Ta'lim yo'nalishi:	5111 000 -	Kasb ta'limi (5230600 - Moliya)
	5111 000 -	Kasb ta'limi (5230700 - Bank ishi)
	5111 000 -	Kasb ta'limi (5230900 - Buxgalteriya hisobi va audit)
	5230200 -	Menejment (xizmatlar sohasi)
	5230300 -	Kichik biznes va xususiy tadbirkorlikni tashkil qilish
	5230600 –	Moliya
	5230700 –	Bank ishi
	5230800 –	Soliqlar va soliqqa tortish
	5230900 –	Buxgalteriya hisobi va audit (tarmoqlar bo'yicha)
	5231200 –	Sug'urta ishi
	5231300 –	Pensiya ishi
	5231500 –	Baholash ishi
	5232000 –	Davlat byudjeti va g'azna ijrosi
	5232100 –	Korporativ moliya

Umumiy o'quv soati: 103

Shu jumladan:

Amaliy mashg'ulotlar: 76 soat (I semestr -36 soat, II semester – 40 soat)

Mustaqil ta'lim soati: 27 soat (I semestr -13 soat, II semester – 14 soat)

TOSHKENT – 2017

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2013 yil "28"-avgustdagi 319-sonli buyrug'i bilan tasdiqlangan "Chet tillari" fani dasturi asosida tayyorlangan.

Fan dasturi Toshkent moliya institute Kengashining 2017 yil "\_\_\_"  
\_\_\_\_\_dagi "\_\_\_"-sonli bayoni bilan tasdiqlangan.

**Tuzuvchilar:** Mansurova N. - TMI, "Chet tillari" kafedrası o'qituvchisi  
Yo'ldosheva U. - TMI, "Chet tillari" kafedrası, o'qituvchisi  
Erdanova S. - TMI, "Chet tillari" kafedrası, o'qituvchisi

**Taqrizchilar:** F.Norboyeva - O'ZDJTI, "Tillar" kafedrası, p.f.n., dots  
S. Akobirova -TMI, "Chet tillari" kafedrası, p.f.n., dots

**Sug'urta fakulteti dekani**  
2017 yil "\_\_\_" \_\_\_\_\_ **O. Yuldashev**

**Chet tillari**

**kafedrası mudiri**

2017 yil "\_\_\_" \_\_\_\_\_ **I.T. Xaydarov**

## 1.O'quv fani o'qitilishi bo'yicha uslubiy ko'rsatmalar

Fan dasturi O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli, O'zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi "Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar" to'g'risidagi 124-sonli qarorlari, hamda Yevropa Kengashining "Chet tilini egallash umumiyevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umumiy evropa etilgan xalqaro me'yorlari (CEFR-Common European Framework of Reference) va O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining o'quv dasturiga muvofiq ishlab chiqildi.

Vazirlar Mahkamasining "Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar" ga ko'ra Oliy ta'lim muassasalarining ixtisosligi chet tili bo'lmagan fakultetlari bakalavriat bosqichi bitiruvchilar to'rt yillik taxsillari nihoyasida o'rgangan chet tili bo'yicha B2 darajani, ya'ni chet tilini o'rganishning mustaqil muloqot darajasini egallashlari uchun tayyorlandi.

Chet tilini o'qitishning asosiy **maqsadi** o'rganuvchilarning ko'p madaniyatli dunyoda kundalik, ilmiy va kasbga oid sohalarda faoliyat olib borishi uchun talabalarda kommunikativ kompetensiyasini shakllantirishdan iborat. Chet tili kommunikativ kompetensiyasi – o'rganilayotgan chet tili bo'yicha egallangan bilim, ko'nikma va malakalarni muloqot jarayonida qo'llash qobiliyatidir.

"Chet tili" fanining **vazifalari** talabalarda nutqiy faoliyat turlari (tinglab tushunish, gapirish, o'qish va yozuv) bo'yicha talabalarining ko'nikma va malakalarini shakllantirish va rivojlantirish;

- talabalarining lingvistik, ijtimoiy – siyosiy dunyo qarashlarini kengaytirish, hamda ularning iqtisodiyot, iqtisodiy tizimlar, iqtisodiy ko'rsatkichlar, moliya va moliyaning sohalari, biznes bo'yicha talabalarining bilimlarini rivojlantirish;

- talabalarda kasbiy va umumiy etikaga oid ko'nikma va malakalarini rivojlantirishga hissa qo'shish;

- talabalarining nutqiy faoliyatini, psixik funksiyasini va ulardagi xarakter qirralarini shakllantirish;

- talabalarni chet tili ustida mustaqil ishlashga o'rgatishni shakllantirish.

Fan bo'yicha talabalarining bilim, ko'nikma va malakalariga quyidagi talablar qo'yiladi. Talaba:

Integrallashgan til ko'nikmalari, og'zaki nutq amaliyoti (tinglash va gapirish), yozma nutq amaliyoti, kommunikativ grammatika, kommunikativ leksika (so'z boyligini oshirish), diskurs (matn) tahlili, o'rganilayotgan ingliz tili xalqaro muloqot tili sifatida, mustaqil ta'lim ko'nikmalari, sohaning dolzarb muammolari, kasbiy etika, madaniyatlararo muloqot kompetensiyasini rivojlantirish, biznesdagi yozma muloqot yuritish, o'rganilayotgan ixtisoslik tarixi, yo'nalishlari, sohaning buyuk namoyondalari to'g'risida **tasavvurga ega bo'lishi**;

Tili o`rganilayotgan mamlakatlar iqtisodiyot, iqtisodiy tizimlar, iqtisodiy ko`rsatkichlar, moliya va moliyaning sohalari, biznes haqida **bilimlarga ega bo`lishi** kerak.

### **Lingvistik kompetentsiya:**

#### **Tinglab tushunish**

- uzoq davom etgan suhbat va murakkab dalillar keltirilgan matnni tushunish va idrok etish;
- maruza, suhbat, mukammal yo`riqnomalar, akademik va kasbiy prezentatsiyalar, savol-javoblar asosiy mazmunini tushuna olish;
- reklama, elon va malumotnomalarni tushunish;
- murakkab autentik nutqni tanish va notanish kontekstda tushuna olish;
- til sohiblari suhbatlari va bahs- munozaralarini tushuna olish;
- radio va internet materiallari, intervyularni (suhbat) to`liq darajada tushuna olish.

#### **Gapirish**

#### **Dialog**

- biznesdagi hamkori bilan muzokara olib borish;
- aniq masalalar bo`yicha axborot olish;
- uzoq muddatli muzokaralarda til sohibi bilan qatnashish, ularni qo`llab-quvvatlash, kerak bo`lsa muzokaralarni boshqarish;
- kundalik mavzularda bahs-munozara, muzokaralarda faol qatnashish;
- ixtisoslik (kasb) bo`yicha intervyu, suhbatlarda qatnashish;
- fikrni aniqlashtirish, qaytadan tuzish va bahs- munozara rivojiga o`z hissasini qo`shish;
- muzokaralar olib borish jarayonida muammolarni echimini ustalik bilan hal etish;
- vaziyatga qarab savollar berish va javob qaytarish.

#### **Monolog**

- alohida mavzu bo`yicha qilingan prezentatsiyalar o`tkazish;
- ixtisosligi bo`yicha asbob-uskunalarini aniq va ravshan tasvirlash;
- alohida mavzu bo`yicha og`zaki maruza tuzish;
- maqola, maruza, bahs-munozaralarni aniq va ravshan qilib umumlashtirish;
- aniq tizimga asoslangan holda qo`shimcha, etarli bo`lgan holda va tanish mavzu bo`yicha o`z fikrini ifoda qila olish.

#### **O`qish**

- tanish va notanish mavzu bo`yicha tuzilgan matnlardan asosiy / kerakli bo`lgan axborotni, shaxsiy va mutaxassislik bo`yicha korrespondentsiyalarni (xat-xabarlarni) tushunish;
- diagramma, sxema, chizmalarni qisqacha tarifini tushunish;
- murakkab bo`lgan malumotlarni idrok etish;
- maxsus, murakkab bo`lgan yozma yo`riqnoma va qo`llanmalarni tushunish;
- kasbga oid maqola va maruzalardan kerakli axborotni ajratib olish;
- kerak yoki nokerakligini aniqlash maqsadida matnni u yoki bu qismini sinchiklab o`qish, konferentsiya dasturlarini o`qib tushunish.

#### **Yozuv.**

- maxsus malumotlarni (til yuzasidan bo'lgan xatlarni, malumotlarni, elektron xatlarni) yoza olish;
- esse va maruzalarni yoza olish;
- aniq mantiqqa ega bo'lgan ilmiy maqolalar va ilmiy tadqiqot ishlarni yoza olish;
- yozma takliflar, hisobot va rezyumelar tuza olish;
- bitiruv malakaviy ishlarni zarur bo'lganda yoza olish.

### **Til kompetentsiyasi**

#### **Leksik kompetentsiya**

- kasbiy leksika va terminlarni ishlata olish;
- kommunikativ vaziyatlarda mavzuga oid bo'lgan leksikani ishlata olish;
- internatsional so'zlarni tushunish va qo'llay olish.

#### **Grammatik kompetentsiya**

- murakkab grammatik va sintaktik qurilmalarni kommunikativ vaziyatlarda qo'llay olish;
- bog'lovchi so'zlarni to'g'ri qo'llash;
- mutaxassislikka oid matnlarni uning mazmunini tushunish maqsadida matnni tahlil qilish **ko'nikmalariga ega bo'lishi** kerak.

## **2.Ma'ruza mashg'ulotlari**

“Amaliy Ingliz tili” fanidan ma'ruza mashg'ulotlari o'quv reja boyicha yoq.

## **3. “Ingliz tili” fanidan o'tiladigan mavzular**

**va ular bo'yicha mashg'ulotlarga ajratilgan yuklama hajmining taqsimoti:**

1-jadval

<b>T/r</b>	<b>Fan mavzularining nomi</b>	<b>Dars mashg'ulotlari hajmi</b>
<b>1- semestr</b>		
1.	Independence of Uzbekistan	2
2.	Ubiquity of English	2
3.	Breaking the ice	2
4.	Stereotypes and generalizations	2
5.	Financial Management	2
6.	Decision Making	2
7.	Meeting Styles	2
8.	Telephoning	2
9.	Non-verbal communication	2
10.	Online etiquette	2
11.	Presentations	2
12.	Writing resume	2
13.	Interviews	2

14.	Cultural mistakes	2
15.	Self-evaluation	2
16.	Latest achievements/ World Awards	2
17.	Communicate	2
18.	A healthy diet	2
	<b>1-semestr bo'yicha:</b>	<b>36</b>
<b>2-semestr</b>		
19	City attraction	4
20	Ways of learning	2
21	Discovering the past	2
22	What is job satisfaction	2
23	Selling dreams	2
24	Time to waste	2
25	Climate change	2
26	A place to work or live in	2
27	Animal life	2
28	Sport	2
29	Making decisions	2
30	Importance of color	2
31	Social interaction	2
32	Books, writing sign	2
33	The body clock	2
34	The tourist boom	4
35	Methods of transportation	2
36	Moving abroad	2
	<b>2-semestr bo'yicha:</b>	<b>40</b>
	<b>Jami:</b>	<b>76</b>

#### 4. Mustaqil ta'lim

2-jadval

	Mustaqil ta'lim mavzulari	Dars soatlari hajmi
<b>1 - semestr</b>		
1.	Economy of Uzbekistan	1
2.	Formal and informal language	1
3.	Orientation for foreign students	1
4.	Getting down to business	1
5.	Types of meetings	1
6.	Formal and informal Telephoning	1
7.	Gestures, body language	1
8.	Types of emails	1

9.	Types of presentations	1
10.	Characteristics of Resume	1
11.	Interviews in the application process	1
12.	Cross-cultural behavoiur	1
13.	Appraisals	1
	<b>1-semester bo'yicha:</b>	<b>13</b>
	<b>2 - semestr</b>	
14.	Types of mind map	1
15.	Emails in business	1
16.	Henry Ford	1
17.	Imaginative writing	1
18.	Awards in the sphere of business	1
19.	Top ten universities	1
20.	Environmental problems	1
21.	Guidelines for ecotourists	1
22.	Making Research	1
23.	Extensive reading	1
24.	Essay: Future plans	1
25.	tourism	1
26.	Avoiding repetition	1
27.	Latest invented gadgets	1
	<b>2-semestr bo'yicha:</b>	<b>14</b>
	<b>Jami</b>	<b>27</b>

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

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2009 yil 11 iyundagi 204-sonli buyrug'i bilan tasdiqlangan hamda O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2010 yil 25 avgustdagi 333-son buyrug'i bilan o'zgartirish va qo'shimchalar kiritilgan "Oliy ta'lim muassasalarida talabalar bilimni nazorat qilish va baholashning reyting tizimi to'g'risidagi Nizom"da ko'rsatilganidek, talabalar bilimni nazorat qilish va reyting tizimi orqali baholash quyidagi turlar orqali amalga oshiriladi:

- Joriy nazorat (JN);
- Yakuniy nazorat (YaN).

"Ingliz tili" fani bo'yicha talabaning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi. Ushbu 100 ball nazorat turlari bo'yicha quyidagicha taqsimlanadi:

- Joriy nazorat 1 - 35 ball;
- Joriy nazorat 2- 35 ball;
- Yakuniy nazorat – 30 ball.

Joriy nazorat bo'yicha amaliy mashg'ulotlar uchun ajratilgan har bir mavzu bo'yicha talabaning adabiyotlardan olgan konspekti, bilimi, mustaqil ijodiy fikr-mulohazalari, amaliy jadval va topshiriqlarni echishi, mustaqil ishi natijalari va

amaliy ko‘nikmalarini aniqlab borish nazarda tutiladi va u amaliy mashg‘ulotlarda amalga oshiriladi.

Joriy nazoratlarda saralash ballidan kam ball to‘plangan va uzrli sabablarga ko‘ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat turigacha, so‘nggi joriy(JN)lar uchun yakuniy nazoratgacha bo‘lgan muddat beriladi.

Yakuniy nazorat semestr yakunida o‘tkazilib, yakuniy nazoratda talabaning bilim, ko‘nikma va malakalari ishchi o‘quv dasturidan kelib chiqqan holda fanning umumiy mazmuni doirasida baholanadi. Yakuniy nazorat og‘zaki so‘rash, amaliy topshiriqlarni mustaqil echish, suhbat, yozma ish yoki test o‘tkazish usulida amalga oshiriladi.

Fan bo‘yicha joriy nazoratlarga ajratilgan umumiy balining 55 foizi, ya’ni 39 ball saralash balli hisoblanib, ushbu balldan kam ball to‘plagan talaba yakuniy nazoratga kiritilmaydi. Joriy nazorat (JN) bo‘yicha 55 va undan yuqori balni to‘plagan talaba fanni o‘zlashtirgan deb hisoblanadi va ushbu fan bo‘yicha yakuniy nazoratga kirmasligiga yo‘l qo‘yiladi.

Talabaning semestrda joriy nazorat(JN) bo‘yicha to‘plagan ballari ushbu nazorat turlari umumiy balining 55 foizidan kam bo‘lsa yoki semestr yakunida joriy va yakuniy nazorat turlari bo‘yicha to‘plagan ballari yig‘indisi 55 baldan kam bo‘lsa, u akademik qarzdor deb hisoblanadi.

Akademik qarzdor talabalarga semestr tugaganidan keyin qayta o‘zlashtirish uchun bir oy muddat beriladi. Shu muddat davomida fanni o‘zlashtirna olmagan talaba, fakultet dekani tavsiyasiga ko‘ra belgilangan tartibda rektorning buyrug‘i bilan talabalar safidan chetlashtiriladi.

Reyting nazorati jadvallari, nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal ball, shuningdek joriy va oraliq nazoratlarning saralash ballari haqidagi ma’lumotlar fan bo‘yicha birinchi mashg‘ulotda talabalarga e’lon qilinadi.

### 1 semestr

Reyting nazorati turlari	Semestr haftalari																			Attestatsiya	Ballar	Saralash ballari
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	20				
JN	0-3.9																				0-70	39
$\sum$ (JN+JN)	0-70																					
YaN																				0-30	0-30	0

<b>Jami</b>	<b>0-70</b>	<b>0-30</b>	<b>0-100</b>	<b>55</b>

*\*Izoh: Semestr haftalari soni ta'lim yo'nalishi(mutaxassislik)ning o'quv rejasi va o'quv jarayoni grafigiga muvofiq belgilanadi va farqlanishi mumkin.*

## 2 semestr

Reyting nazorati turlari	Semestr haftalari																			Attestatsiya	Ballar	Saralash ballari
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	20				
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
<b>JN</b>	<b>0-3.5</b>									<b>0-3.5</b>										<b>0-35</b>	<b>39</b>	
$\sum$ (JN+JN)	<b>0-70</b>																				<b>0-70</b>	
<b>YaN</b>																				<b>0-30</b>	<b>0-30</b>	<b>0</b>
<b>Jami</b>	<b>0-70</b>																			<b>0-30</b>	<b>0-100</b>	<b>55</b>

### JN bo'yicha baholash mezonlari

JN talabani fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat seminar mashg'ulotlarida og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkaziladi. Joriy nazorat fanning amaliy darslariga ajratilgan maksimal ball (70)ni o'qitiladigan juftliklar soniga bo'lgan holda shakllantirilib, har darsda guruh jurnali va elektron jurnalida aks ettiriladi.

JNda amaliy mashg'ulotlar bo'yicha jadvalda keltirilgan semestr haftalari kesimida har bir mashg'ulotda jadvalda keltirilgan har bir mashg'ulotda talabani o'zlashtirishiga mos ravishdagi mezon asosida 0-3,9 jami 0-70 ballgacha jamlanishi belgilangan. JN bo'yicha 0-3,9 ballik tizimdagi mezonlar semestr boshida talabalar e'tiboriga etkaziladi.

ON bo'yicha baholash mezonlari

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

JN va ON bo'yicha reyting ballarini umumlashtirish mezonlari

Mazkur fan bo'yicha  $\sum(JN+ON)$  0-70 gacha bo'lgan reyting ballarini quyidagi mezonlarga muvofiq umumlashtirilishi belgilangan:

<b>Baholash mezonlari</b>	<b>Reyting ballari</b>		$\sum$ (JN+ON )
	<b>JN</b>	<b>ON</b>	
Chet tili fani mashg'ulotlari mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Amaliy mashg'ulotlarda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	61-70	-	61-70
Fan mashg'ulotlari mavzulari bo'yicha to'la bilimga ega. Mashg'ulotlarda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	50-60	-	50-60
Fan mashg'ulotlari mavzulari bo'yicha koniqtarli bilimga ega. Amaliy mashg'ulotda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	39-49	-	39-49
Fan mashg'ulotlari mavzulari bo'yicha koniqtarsiz bilimga ega. Amaliy mashg'ulotda «Chet tili» faoliyati bilan bog'liq masalalar yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-38	-	0-38

YaNni baholash mezonlari

YaN og'zaki, "Yozma ish" yoki "Test sinovi" shaklida 30(0-30) ballgacha belgilangan mezonlar asosida, majmual (Yozma ish + test sinovi) shaklida 30(6/24) ballik tizim asosida o'tkaziladi.

<b>YaN bo'yicha baholash mezonlari</b>	<b>YaN</b>
«Chet tili» fani mashg'ulotlari jami mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Chet tili fani mavzulari bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira	26-30

oladi, aytib beradi, tasavvurga ega.	
Fan mashg'ulotlari jami mavzulari bo'yicha to'la bilimga ega. Chet tilida mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	21-25
Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarli bilimga ega. Chet tili fani mavzular mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	17-20
Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarsiz bilimga ega. Chet tili fani mavzular yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-16

Talabalarning fanni o'zlashtirish ko'rsatkichlarini aniqlash mezonlari

Talabalarning fan bo'yicha bilim saviyasi, ko'nikma va malakalarini nazorat qilish 0-100 ballik reyting tizimi asosida quyidagi mezonlarga muvofiq amalga oshiriladi:

<b>Talabaniing fanni o'zlashtirishini nazorat qilish mezonlari</b>	<b>Ballar</b>
Chet tili fani mashg'ulotlari jami mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Amaliy mashg'ulotlarda «Chet tili» fani mavzulari bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	86-100
Fan mashg'ulotlari jami mavzulari bo'yicha to'la bilimga ega. Mashg'ulotlarda «Chet tili» fani mavzulari bo'yicha mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	71-85
Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarli bilimga ega. Amaliy mashg'ulotda «Chet tili» fani mavzular bo'yicha mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega .	55-70
Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarsiz bilimga ega. Amaliy mashg'ulotda «Chet tili» fani mavzulari yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-54

#### **6. Асосий ва кўшимча ўқув адабиётлар ҳамда ахборот манбаалари**

##### **Asosiy adabiyotlar:**

1. “Ўзбекистон Республикасини янада ривожлантириш бўйича ҳаракатлар стратегияси тўғрисида”ги Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги ПФ-4947-сонли Фармони.
2. Мирзиёев Ш.М. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қураимиз. – Тошкент: “Ўзбекистон” НМИУ, 2017. – 488 б.

3. Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қоидаси бўлиши керак. – Тошкент: “Ўзбекистон” НМИУ, 2017. – 104 б.
4. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. – Тошкент: “Ўзбекистон” НМИУ, 2017. – 56 б.
5. Мирзиёев Ш.М. Қонун устуворлиги ва инсон манфаатларини таъминлаш – юрт тараққиёти ва халқ фаровонлигининг гарови. – Тошкент: “Ўзбекистон” НМИУ, 2017. – 48 б.
6. « Get ready to Business » -Macmillan – 2015, 135
7. « IELTS Objectives» - R.Roberts, J. Gakonda, A. Preshous , Macmillan – 2014, 144
8. « Scale up 1 » Student’s Book , Boqiyeva G., Rashidova F. - Tashkent – 2015, 103
9. « Intelligent Business» Pre- Intermediate - Longman – 2009, 176
10. «In Company» Pre-Intermediate, Mark Powell – 2011, 145
11. « Profile » - Pre-Intermediate, Jon Naunton - Oxford- 2008, 98
12. « Intermediate Language Practice » - Michael Vince – 2007, 236

**Qo’shimcha adabiyotlar:**

13. « Angliyskiy bez grammaticheskix oshibok » - Dyanonov O.V. – 2012, 224
14. Oxford English Grammar Course- MichaelSwan; CatherineWalter-2011, 348
15. Basics of Business English M.M.Nabiyeva ,D.Y.Nigmatova , D.Y.Yuldasheva, 2012, 224
- 17« English Grammar in Use 4 edition » - Murphy R. – 2012, 391
- 18 «English for Business Studies» Ian Mackenzie, 208
- 19 « Gateway B2 » - Frances Treloar -2012, 96
- 20.« Oxford Practice Grammar » - George Yule – 2009, 280
- 21.« English Grammar » - Betty SchramperAzar – 2011, 320
- 22.« Laser B2- Anne Nebel, Rob Nicholas -2012, 213
- 23.« Straightforward » - Philip Kerr, Ceri Jones – 2012, 160
- 24« Real life».-Sarah Cunningham -2012 , 110
- 25.«Business Vocabulary», B. Mascull. 2010, 100
- 26.English for Academic Research: Writing Exercises-Adrian Wallwork-2013, 190
- 27.« English Thesaurus » - Webster’s Reference Library – 2009, 1664
- 28.«Idioms and Phrasal Verbs»- RuthGairns,StuartRedman– 2011, 192
- 29.“English for economists”- D.A.Abidova, R.Karimova -Tashkent 2006, 101

**Internet saytlari:**

O’zbekiston Respublikasi Prezidentining Matbuot markazi sayti: [www.press-service.uz](http://www.press-service.uz)

1. The Internet TESL Journal <http://iteslj.org/>
2. <http://iteslj.org/Techniques/Yang-Writing.html>
3. <http://iteslj.org/Techniques/Ross-ListeningComprehension.html>
4. The United Kingdom's international organisation for cultural relations and educational opportunities and BBC <http://www.teachingenglish.org.uk/think/articles/listening>
5. University of Southern California. [http://www.usc.edu/dept/education/CMMR/CMMR\\_BTSA\\_home.html#Resources\\_BeginningTeachers](http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers)
6. Teacher Mentors Free Resources for Educators and Business Coaches <http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>
7. Free Resources for Educators, Teachers, Mentors <http://teachnet.org/nmpi/research/prep/Cooper/http://www.alt>
8. [teachercert.org/Mentoring.html](http://teachercert.org/Mentoring.html)
9. Exam English Ltd. [www.examenglish.com](http://www.examenglish.com)
10. [www.cambridgeenglish.org](http://www.cambridgeenglish.org)
11. Massachusetts Institute of Technology [www.web.mit.edu](http://www.web.mit.edu)
12. Free, ready-to-use EFL / ESL lesson plans on the latest breaking news -in 7 levels. <http://www.breakingnewsenglish.com/>
13. Free Resources for Educators, Teachers, Mentors <http://www.businessenglishsite.com/>
14. AQA Education. [www.usingenglish.com](http://www.usingenglish.com)
15. Free Resources for Educators, Teachers, Mentors [www.businessenglishsite.com](http://www.businessenglishsite.com)

## MUSTAQIL TA'LIM

### Unit 1

The [Government of Uzbekistan](#) pursued an objective to create socially oriented market economy.

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

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

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

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

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

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

## Unit 2

### Making introductions

#### 1 1.05 Listen and answer the questions. Then practice the conversations in groups of three.

- Which conversation is more formal? How do you know?
- What phrases can you use to introduce someone to someone else? Underline them in the conversations.
- The person making the introductions offers some information about the people being introduced. Circle those sentences.

##### Conversation 1

**Jasmine:** Amy, do you know David?

**Amy:** No, we haven't met.

**Jasmine:** Oh, OK. Amy, this is David. He's an exchange student. He's studying Chinese in Singapore. David, Amy's just started working at Seatec with me.

**Amy:** Nice to meet you, David. Where are you from originally?

**David:** Nice to meet you, Amy. I'm from New Zealand. Do you know Auckland?

**Amy:** I've never been to New Zealand, but I've heard it's beautiful.

**Jasmine:** David is really into Chinese pop music.

**Amy:** Oh, really? Me, too! Who's your favorite singer?



##### Conversation 2

**Tom Hayes:** Amy, I'd like you to meet Michael Kuan. He's our sales and marketing manager for Asia. Michael, this is Amy Lee, our new management trainee.

**Michael:** Nice to meet you, Amy.

**Amy:** A pleasure. I'm sorry, what was your name again?

**Michael:** Michael Kuan. Please call me Michael.

**Amy:** It's nice to meet you, Michael.

**Tom Hayes:** Michael is working on a new marketing campaign for Asia. He's also in charge of our tennis club.

**Amy:** Really? I love tennis.

**Michael:** Do you? Well, we would love you to join ...



## SECTION TWO

(up to David: *No!*)

### The introductions

1 Watch > section two and fill in the details below with the information from the box.

Name: David, Helen, Jane, Matt, Simon
Home town: Birmingham, Brighton, London, Manchester, Newcastle
Job: drama teacher, lawyer, journalist, marketing assistant, runs computer games shop



Name: .....  
 Home town: .....  
 Job: .....

2 Who said what to whom?

Watch > again and write D/M (David to Matt), H/S (Helen to Simon) and J/S (Jane to Simon).

- Come in and meet the others.
- Let me give you a hand.
- Have a seat.
- I hate being late for films.

3 Complete the questions. Then watch > again and check.

Helen: ..... or .....?

Simon: Oh, yes. Coffee please.

Helen: So, ....., Simon?

Simon: Newcastle.

Simon: .....?

Helen: I'm a marketing assistant for MacDougals.

Helen: .....?

Simon: I'm a journalist.

6 Episode 1

# Business task: An orientation for foreign students

## Scenario

A group of international students is coming to stay in your country for one month. Your task is to plan a two-day orientation for the students.

- On the first morning, you should give them information about your country / culture that will help them during their stay (e.g. food, culture, people, history).
- For the first afternoon and for the second day, you should plan activities or trips to introduce them to your country / culture.



Jerome      Anna      Fabio      Halima      Nicole      Peter

## Task 1

Divide into two groups, A and B. Read the information about the students in the Business task files.

Group A page 85    Group B page 94

## Task 2

Stay in Groups A and B and divide into small groups. Talk about some ideas for the orientation: what information will you give the students? What will you do? Where will you take them?

## Task 3

Make new small groups with members from Groups A and B. Share your ideas and information with other group members. Then make a plan for the orientation.

Day one	Day two

## Follow-up

Present your plan to other groups. Which plans do you like?

## Unit 4

Handout– Meetings (1): Getting down to business

Reading: Text 1

Let's stop wasting time and get on with it!

Did you know you can download a clock from the internet to calculate the cost of your meetings? All you need to do is type in the number of attendees at the meeting and their average hourly wage, and start the clock. As the seconds tick away and you see how much those seconds are costing your company, you'll start to appreciate what a terrible waste of time – and money – most meetings are.

So what can you do? Firstly, make sure everyone arrives on time. No excuses. If five people at a meeting are sitting around waiting for a sixth person to turn up, just think how much money you are throwing away.

Secondly, get most of the work done before the meeting. That means sending round detailed agendas, with clear instructions for all participants telling them what they need to do to prepare for the meeting. Again, accept no excuses if someone fails to prepare properly. That means the meeting itself can focus on problem-solving and decision-making rather than wasting time explaining the problem that needs to be solved or the decision that needs to be made.

Thirdly, stick to the agenda. Don't let anyone hijack the meeting by chatting about something irrelevant. If they want to talk about those things, let them call their own meeting. Don't let them take over yours.

Fourthly, set a time limit and stick to it. There's nothing worse than a meeting that goes round and round in circles with no decisions ever being finalised. A time limit can be a great way to focus everyone's minds on the purpose of the meeting and the need to achieve something concrete ... and then to go back to work and start implementing the decisions.

Of course small talk has its place, but that place is not a meeting.

#### **Reading: Text 2**

##### **Small talk is the cement that holds businesses together**

Did you know that 50% of business communication is actually small talk? Small

talk is a vital part of working with other people: finding out what they're doing, what they're having problems with, and what they think they should be doing differently. Perhaps even more importantly, it's about getting to know your colleagues and business partners as people, not just as business machines.

Business is very largely based on trusting people, helping and being helped by people and persuading people to do things. How can you achieve any of those things if you don't spend time getting to know each other?

When is this relationship-building supposed to happen? Outside of working hours? No, that's not right if we accept that relationship building is real work. When we're sitting at our computers or in our offices? No, that's when we might need to avoid interruptions and stay focused. So when, then? A lot of the best small talk happens accidentally: the classic situations are the queue for the photocopier, the coffee machine or the water cooler. But a much more systematic

and effective way to build good relationships between people from different departments is to allow small talk to flourish in meetings.

Let's get a few things straight about meetings: the whole point of bringing people together for meetings is to generate discussion, to resolve misunderstandings, and to find solutions to problems that people couldn't find if they were working alone. If everything is carefully planned in advance, and the chair of the meeting sticks rigidly to the agenda, none of those things can take place. Of course, there's a time when it's appropriate for one person to talk and everyone else to listen and learn, but that's a presentation, not a meeting.

If you're serious about making your meetings more effective, you need to give the participants plenty of time to ask questions, take the conversation in new directions, say things which may or may not be relevant, and above all, get to know each other. Of course, you need to make sure things don't get out of control, but that means finding a sensible balance between small talk and getting down to business.

A company which does not tolerate small talk may get things done more quickly, but that doesn't mean it'll do things the best way, making full use of the skills and ideas of its employees ... and it may well find that it loses its best employees and its customers just as quickly.

#### **Small talk phrases**

**Handout 1. Complete these small talk questions by choosing the best form for each verb in brackets.**

Asking about current projects:

1. What \_\_\_ you \_\_\_ on at the moment?
2. How \_\_\_ it \_\_\_ (go) with your new assistant?
3. \_\_\_ you \_\_\_ (make) any progress with your big project?

Asking about recent events:

4. How \_\_\_ your presentation \_\_\_ (go) last week?
5. How \_\_\_ (be) your business trip? When \_\_\_ you \_\_\_ (get) back?

Asking about news:

6. What's new?
7. \_\_\_ you \_\_\_ (hear) back from that potential big customer yet?
8. What \_\_\_ you \_\_\_ (be) up to in your department?

Asking about plans and predictions

9. When do you think they \_\_\_ finally \_\_\_ (sign) the contract?
10. \_\_\_ you \_\_\_ (go) to the conference this weekend?

**Handout 2. Now match the questions (1–10) above with the answers (a–j) below.**

- a. A little, but it's very slow. We're still tied up with the financing side of things, so it doesn't feel like we're getting anywhere.
- b. Absolutely! I'm giving a presentation! I'm really nervous about it, actually.
- c. Ah, nothing, really. Nothing ever changes! Busy as usual.

- d. It was useful, but really exhausting. I just got back on Tuesday, so I'm still trying to get back on top of my inbox. But I'm glad I went. I made a few potentially useful contacts.
- e. Next week, hopefully, but they're still not happy with our service charges, so it might still all fall through.
- f. Not bad, actually. He's on a steep learning curve, but he's trying hard, and he's got a lot of potential.
- g. Really well. We had a good turn-out, and some people said nice things about it. Whether anyone actually buys the product as a result is another question!
- h. We're about to start working on the new marketing plan. It's not due to be launched for another two months, but it takes a really long time to get ready.
- i. We've been really busy preparing for next week's quality inspection. We're nearly ready, but there are still a few big jobs to finish.
- j. Yes, they emailed us this morning with an order for 500 units, so it looks like it's all going ahead. Very exciting.

## Unit 5

### Getting the meeting started

**Handout 3.** Look at this introduction to a meeting. What does the chairwoman mean by the phrases in bold?

1. Right ... I think we should start now. Robert, Alice ... could you ...? Robert ...? Thanks.
2. OK, so, is everybody here? Who are we waiting for? Hmmm ... well, I think we'll have to **make a start without them**. We've got **a lot to get through** this afternoon.
3. Right, well, as you know, the purpose of today's meeting is to **see where we are** with the marketing plan, and to **work out what we still need to do** before the launch, which is now just six weeks away.
4. By the end of the meeting, we need to have a list of firm action points for the next month. Hopefully we'll then need only one more meeting next month to **tie up any remaining loose ends**.
5. Did everyone get a copy of the agenda I **sent round**? OK, good.
6. As I say, we've got a lot to get through, so please let's **stick to the agenda**. I've **set aside** two hours for this meeting, and we really can't afford to **run over**. Ideally, we can **cover everything** in an hour and a half. Does that sound reasonable?
7. Ah, Helena, come and take a seat. We started without you.
8. So perhaps we can **get the ball rolling** by **going through the list of action points** from the last meeting.
9. Borys, you were going to **look into** the costs of the various options that **came up** last time. Could you tell us what you **found out**?

**Handout 4.** Now match the nine steps in the meeting introduction (1–9) to the descriptions (a–i). Can you think of other phrases for the nine steps?

- a. Stating the desired outcome.

- b. Introducing the first point on the agenda.
- c. Getting people's attention, interrupting small talk
- d. Handing over to the first speaker.
- e. Dealing with non-attendees.
- f. Dealing with a late arrival.
- g. Explaining time limits and procedures.
- h. Stating the purpose
- i. Checking people have seen the agenda.

**Handout 5. Discuss these questions with a partner.**

1. What body language do you think the chairwoman used to interrupt the small talk? Why didn't she finish her request?
2. Why do you think the chairwoman decided not to criticise people for being late? Do you agree with her decision?
3. The chairwoman referred to action points for the next month and a meeting next month. What's the difference between *the next month* and *next month*?
4. Why didn't the chairwoman go through the agenda step-by-step? Do you agree with her decision?
5. Why did the chairwoman set both a maximum time limit and an ideal time limit?
6. What verb form did the chairwoman use to refer to an action point from the last meeting?
7. Do you think the chairwoman's language was too idiomatic at times?

**Handout 6. Without looking back at the chairwoman's introduction, match the**

**beginnings and endings to make useful phrases for getting a meeting started.**

- |            |                                    |
|------------|------------------------------------|
| 1 to make  | a. aside X hours for sth           |
| 2 to have  | b. the ball rolling by doing sth   |
| 3 to see   | c. everything in X hours           |
| 4 to tie   | d. into sth                        |
| 5 to send  | e. a lot to get through            |
| 6 to stick | f. over                            |
| 7 to set   | g. round a copy of the agenda      |
| 8 to run   | h. a start without sb              |
| 9 to cover | i. sth out                         |
| 10 to get  | j. through a list of action points |
| 11 to go   | k. to the agenda                   |
| 12 to look | l. up (at the last meeting)        |
| 13 to come | m. up any remaining loose ends     |
| 14 to find | n. where we are with sth           |

**Handout 7. Using the list of nine steps from task 3 above and the useful phrases**

**from 4 above, take turns to practise starting your own meeting. You could use one of the topics below or your own ideas.**

- A new Health and Safety Procedure

- How to deal with our recent Public Relations crisis
- Finding new sources of income for our business

## Unit 6

**50.1** Look at A and B opposite and change these conversations so that they are correct and more polite.

**1**

A: I want to speak to Mrs Lee.  
 B: That's me but I'm busy.  
 A: Sven Nyman talking. I want to talk about your order.  
 B: Call me back later.

**2**

A: Are you James Cassidy?  
 B: No. Who are you?  
 A: Annelise Schmidt. Is James Cassidy there and, if he is, can I speak to him?  
 B: He can't speak to you. He's in a meeting. Give me a message.  
 A: He has to call me as soon as possible.

**50.2** Spell the following as you would spell them on the phone. Use the table below to help you. The first one has been done for you.

Alpha	Bravo	Charlie	Delta	Echo	Foxtrot
Golf	Hotel	India	Juliet	Kilo	Lima
Mike	November	Oscar	Papa	Quebec	Romeo
Sierra	Tango	Uniform	Victor	Whisky	X-ray
Yankee	Zulu				

**1** Maeght: M for Mike, A for Alpha, E for Echo, G for Golf, H for Hotel, T for Tango.

**2**

• Valladolid

**3**



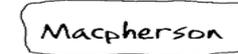
**4**

 <http://www.britishcouncil.org/courses>

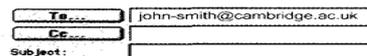
**5**



**6**



**7**



**50.3** Match the responses (1–8) with the questions (a–h) in D opposite.

- 1 No, actually it's 46.
- 2 It's Valladolid with a V at the beginning, V for Victor.
- 3 No, it's Schmidt with a T at the end, T for Tommy.
- 4 Two. T-I-double-M-E-R-M-A-N.
- 5 No, 642 246.
- 6 Springer Verlag in Hamburg.
- 7 Krieslovski. K-R-I-E-S-L-O-V-S-K-I.
- 8 No, it's with two Ns in the middle.

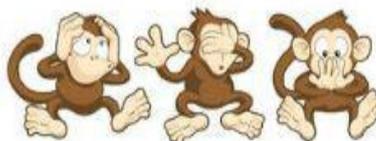
# BODY LANGUAGE

Everybody wants to make a good impression when they meet someone for the first time, but did you know that 80 % of the impression you give comes not from the words you say but from your body language? Following these tips will help you to feel more confident and able to create a positive impact when meeting strangers.

1 \* Make eye contact, but don't stare. Too much eye contact may seem aggressive or suggest romantic interest. Not enough eye contact, on the other hand, might make you seem unconfident or uninterested. Something in the middle will indicate that you are interested and relaxed. If you are in a group of several people, shift your eye contact between the people you are with since this will show respect for everybody in the group.

2 \* Smile, but not too much. A smile can make you look more warm, friendly and confident even when you're feeling nervous.

Smile when you are introduced to someone, but



don't keep a smile on your face permanently or

you'll seem insincere. If smiling feels unnatural to you, just relax your facial muscles, but it will also help you to feel it. Laugh when someone makes a joke, but avoid laughing at your own jokes, otherwise you'll seem nervous.

3 \* Use your hands more confidently. Instead of fidgeting with your hands, use them to add emphasis to what you are saying. Exaggerated hand movements, however, might make you seem nervous or uncontrolled.

Remember that improving your body language will not only increase your attractiveness, but it will also make you feel more positive. However, it needs to be taken one step at a time. Attempting to change all your habits at once might feel overwhelming.

## Answer the questions about the text

1.- If you are with several people, why is it a good idea to make eye contact with everyone? .....

2.- What can you do if smiling seems false to you?

.....

# Body Language

When we communicate with others, we express our thoughts and feelings not only through the words we choose, but also through our tone of voice, facial expression and body language. In fact, many communications experts believe that far more information is communicated non-verbally (without words) than verbally (with words). "Body language" is an important part of non-verbal communication.

;) Thank You ;)



Body language includes many different aspects of our every day physical behaviour: the way we greet one another; how we stand, how we sit or walk; the way we position our arms and legs or use our hands and eyes are some of the most basic.

To learn another language is more than just learning words and grammar, it involves learning about another culture, too. We learn much of our own culture's body language before we learn to speak, from the time we are children, usually without even being aware of it. And that body language varies from culture to culture, so it's something to which second language learners should pay attention.

So, how attuned are you to other people's body language? Try this little experiment. Turn the volume on the television right down while you watch people interact on the screen. You may find it is more difficult to understand what's happening between people from unfamiliar cultures.

Sometimes, cultural differences in appropriate body language can cause discomfort or misunderstandings too. For example, there are definite cultural differences in how much distance should be kept between two people who are speaking together. If you are used to people keeping their distance, you will feel very uncomfortable, and probably move away repeatedly, if someone keeps trying to stand closer to you at a party! We call this the "personal comfort zone".



Another common example of misunderstanding is the use of a smile. In some Asian cultures, a smile can show embarrassment or apology. However, smiling back at a teacher who is unhappy with you, or a stranger whose foot you accidentally stepped upon is probably not a good idea in most English speaking cultures! Also, you should not assume that nodding your head means "yes" or that shaking your head means "no" or vice versa. Yes, you can even get that wrong, with potentially disastrous consequences.



Even speakers of the same language, such as British, American, or Australian people, may not use the same body language and must adapt if they wish to communicate successfully. British people are said to be more reserved and formal, in general, and this is reflected in their body language. Americans are considered more open and outgoing, while Australians are seen as casual and relaxed.

It's worth learning, understanding any underlying cultural or regional attitudes can help you learn how to understand and use body language to improve your communicative abilities.

Just as you should not allow a fear of making language mistakes prevent you from speaking, you should not be overly afraid of using inappropriate body language in an unfamiliar culture. Most people will understand that people from different cultures may not always use body language in the same ways. All the same, it's definitely advisable to learn as much as possible about the body language of a new culture, and to use careful observation to avoid making any mistakes.

<http://www.english-magazine.org/english-reading/>

iSLCollective.com Smiles & Hugs

1- Identify, in the text, four different ways we can communicate.

2- What do the underlined words refer to in the text?

- a) it b) who c) whose  
d) they e) their

3- Say whether the following sentences are TRUE or FALSE. Quote from the text to justify your choice.

- a) When we learn a new language we should only care about the grammar and vocabulary.  
b) Body language is the same all over the world.  
c) Sometimes it's difficult to understand the body language from people from a different culture.  
d) Smiling doesn't mean the same thing in different countries.  
e) When you nod your head, people understand you agree with them.  
f) Speaking the same language doesn't mean using the same body language.

4- Find the synonyms of the following words in the text.

- changes b) shame c) terrible  
d) get better e) permit

5- Complete the sentences with the right question tag.

- 5.1- A smile can show embarrassment, \_\_\_?  
5.2- Shaking our head means "no", \_\_\_?  
5.3- I'm very reserved, \_\_\_?  
5.4- Let's learn how to use our body language, \_\_\_?  
5.5- You didn't learn how to communicate well, \_\_\_?  
5.6- People will understand my body language, \_\_\_?  
5.7- Speak louder, \_\_\_?  
5.8- He crossed his arms, \_\_\_?

6- Complete the sentences with the following words.

humble selfish  
insensitive coward  
outgoing cheerful

- a) Michael is very \_\_\_\_. He always wants things just for himself.  
b) You are such a \_\_\_\_! This is just a spider.  
c) She was very \_\_\_\_ with his problem.  
d) I'm a shy person, not an \_\_\_\_ one.  
e) He is so \_\_\_\_. He never mentions how rich he is.  
f) Kate is a very \_\_\_\_ person. She is always in a good mood.

## Unit 8

### 1 1.38 Amy is talking to the IT department at her company. Listen and write the missing words. Then practice the dialogue with a partner.

**Jeff:** Hi, this is Jeff Wang, in IT. Um, you left a message that said you're having trouble with your email?

**Amy:** Yes, that's right. I can \_\_\_\_\_ messages, but I can't \_\_\_\_\_ any!

**Jeff:** I see. And how do you know that?

**Amy:** Well, two people told me that they sent me emails, but I didn't get them. Also, my \_\_\_\_\_ was empty this morning, and that never happens!

**Jeff:** OK, well, let me take a look at your account ... What's your \_\_\_\_\_ ?

**Amy:** amylee02 – that's one word, A-M-Y-L-E-E, and then the numbers 0 and 2.

**Jeff:** And I have to ask you for your \_\_\_\_\_. You can \_\_\_\_\_ it later.

**Amy:** It's Daisy, D-A-I-S-Y. She's my dog.

**Jeff:** OK. Uh, you know, that's not really a very good choice. It's better to use something that isn't a real word or name. Just for safety.

**Amy:** You're right, I know. I'll change it today, I promise!

**Jeff:** OK, I see the problem. Your \_\_\_\_\_ is full. You're going to need to \_\_\_\_\_ some old messages to free up some space. You, uh, you have a lot of really big \_\_\_\_\_. Do you need all of them?

**Amy:** Oh, some of those are old. I don't need them anymore.

**Jeff:** OK, well, throw away as much as you can, and that should solve your problem.

**Amy:** And what about the messages that were sent to me? Are they gone?

**Jeff:** Oh, no, they're still on the \_\_\_\_\_. As soon as there's space, they'll show up. But just call me again if you have any problems.

### 2 Discuss these questions with a small group.

- How often do you use email? How many different email accounts do you have?
- What do you like most about using email? What do you like least?
- Have you ever had any problems with an email account? If so, describe the problem and how you resolved it.

**2 Now read what these people, who work for the same company in different countries, say about email. Did you guess correctly?**



01 July,  
13:00 pm

**Kenta Takahashi,**  
Japan

Start date: Feb 2008  
Posts: 23

Of course email is **convenient**, and I **appreciate** that. But it causes me a lot of **stress**, too. I get a lot of emails from our offices in the U.S. Some of them are important, but some of them are just **announcements** that aren't interesting to me or **relevant** to my job. I even get notices of social events at the American factories. I don't have to answer the **unimportant** emails, but I do have to read them first to **decide** if they are important or not. Once I got an email that had nothing to do with work at all – it was just some **crazy** story. I didn't know what I was supposed to do with that. Did the person who sent it expect some kind of response?

It seems to me that our American workers send very long emails. It takes me some time to read them, and even longer to write a good reply. And they expect an answer so quickly! I think if something is important, they should use the phone. These days, it's not so expensive and it's also more **personal**.



01 October,  
16:30 pm

**Alex Zimmerman,**  
the U.S.

Start date: Sept 2007  
Posts: 87

Because of the time **differences** between the U.S. and Japan, I usually email instead of calling. I guess it works OK. Sometimes, though, I send an email and don't get any **response** for several days. Then I don't know if my message didn't get through, or if the other person was just busy, or what the problem is. I've also noticed that when I send an email with several questions, I sometimes get an answer to only some of the questions. Our staff in Japan has pretty good English skills, so I don't know what the problem is. But it means I have to send some of my questions again, and that **wastes** time.

I think Americans are less formal with email than Japanese, at least at work. We sometimes send jokes or photos by email, but I rarely receive anything like that from the Japan office. I know we send things that aren't really **related** to work, but I like that – it makes my job less **stressful**.

## Unit 9

### Speaking practice

Give a short presentation. Follow these instructions:

1 Decide on a topic. Here are three suggestions:

- You are the Director of Tourism for a city or region in your country. Give a presentation about why people should come to visit.
- Choose an object that you have with you, or that is in the room. Give a sales presentation about why it is the best of its kind and why everyone should have one.
- Choose a topic that is similar to real-life presentations that you make.

2 Plan your presentation. **Make a few very short notes on the main points.** However, do not write a full script. You

want to look at the audience, not at a piece of paper.

3 Look back briefly at the mind map and the exercises to review some phrases.

4 Give your presentation. Remember to ask for questions at the end.

(If you are working in class, your teacher will set a time limit. If you are working alone, use a colleague / friend / domestic animal as your audience.)

# Viewpoints: Résumés

**1 Scan the text about résumés in France. Write T for true and F for false next to each sentence.**

- a It's common to include a photo with your résumé. \_\_\_\_\_
- b It's OK to list sports that you play. \_\_\_\_\_
- c Résumés are usually handwritten. \_\_\_\_\_

**2 Now read about résumés in France.**

## Sabine Belanger

First of all, the word "résumé" is **confusing**, because in French, that word means "summary." When Americans talk about a résumé, they mean what we call a CV, or *curriculum vitae*. Résumés in France are not all **formatted** the same way, but they do include similar information – your name, of course, and also your age, your **marital status**, how many children you have, and how old they are. We also attach a photo to the résumé.

Then we describe previous job experience and education, though we only give the highest degree that we earned. We also list any special skills or training. It's important to be really honest about your **abilities**, though! I've heard that Americans sometimes **exaggerate** a little on their résumés, and that's OK in America, but it wouldn't be a good idea in France. Your résumé shouldn't be longer than two pages, so it's important to **select** the most important things.

The final section is for interests. It's actually an important section because it's your chance to show your **personality** a little, to stand out from other **applicants**. You have to be careful, though – if you list only individual sports, for example, the company might think that you are not a good team player. I know Americans don't usually list interests at all, but I spent the most time on this section of my résumé, even though it was only four lines long! Interviewers will ask you about this section, so again, it's important to be **accurate**.

Years ago, résumés were handwritten, but these days they're all done on computer. However, the cover letter that you send with the résumé is still handwritten. French people believe that you can tell a lot about a person from his or her handwriting.

Think about advantages and disadvantages to providing the following on a resume? Support your opinions with reasons and examples.

- a a photograph
- b your college grades
- c your date of birth
- d whether you are single or married
- e your gender
- f your handwriting
- g your hobbies and interests
- h a complete listing of every job you've had, including part-time work

# a look back at the life of Steve Jobs

Video: <http://www.msnbc.msn.com/id/21134540/vp/44794794#44794794> or <http://www.youtube.com/watch?v=iKuUrbiyINw>

Apple Inc. announced tonight that company co-founder and former Chief Executive Steve Jobs has died at the age of 56. Here is a look back at his career.

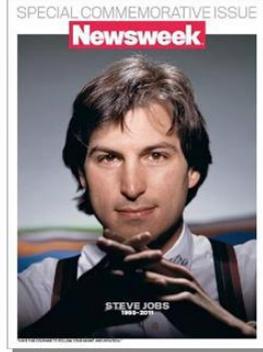
He was the father of the iPhone, the iPod and the Apple Mac computers turning \_\_\_\_\_ **gadgets** into objects of desire. "I think if you do something and it turns out pretty good, then you should go do something else wonderful." As he was fond of saying, "Wait, there's more!" "Today Apple is going to \_\_\_\_\_ the phone." And people did wait in long lines for the first iPhones in 2007. Then three years later they **lined up** for the iPad changing the way people consume media. "Design plus function \_\_\_\_\_ the right life style and that's what he felt."

In 1976 Jobs co-founded Apple Computer and within a few years was worth one hundred million dollars. In 1984 he was showing off his new \_\_\_\_\_ and joy, the Macintosh. "And this has turned out insanely great." As critics **hailed** the Mac, Jobs was on the losing end of a \_\_\_\_\_ struggle at his company and left Apple a year later. He went into computer animation **acquiring** Pixar Studios and striking failure with a \_\_\_\_\_ of hit movies starting with Toy Story "To infinity and beyond!" Jobs came back to Apple in 1996 and began reinventing the Mac dressing it up in a variety of colours. "They look so good you kinda wanna lick them."

Concerns about the health of Steve Jobs began in 2004 when he underwent \_\_\_\_\_ for pancreatic cancer. A year later he spoke about that during a **commencement** at Stanford University. "This was the closest I've been to facing death and I hope it's the closest I get for a few more decades." An \_\_\_\_\_ private man with a quick temper **kept reporters at bay** saying his health was nobody's business. But Jobs was losing weight, something **revealed** in these photos taken in 2007 and 2008. In April 2009 he underwent a liver \_\_\_\_\_. Five months later back on the job at Apple he expressed his **gratitude**. "I now have the liver of a mid-twenties person who died in a car crash and was generous enough to donate his organs. And I wouldn't be here without such \_\_\_\_\_." On August 24<sup>th</sup> of this year he **stepped down** as Apple's CEO.

Back in 2005 he offered this bit of advice to the Stanford University **grads** "Your time is \_\_\_\_\_ so don't waste it living someone else's life. Don't let the noise of others' opinions drown out your inner voice." Steve Jobs, a man whose own inner voice led him to create some of the most visionary products of the internet \_\_\_\_\_. Jobs leaves behind a wife and four children.

iSLCollective.com  
George Lewis, NBC News, Los Angeles



**Exercise 1.** Fill in the gaps in the text using the following words.

- era
- generosity
- intensely
- limited
- power
- transplant
- electronic
- pride
- reinvent
- string
- equals
- surgery



<http://areti-aroundtheworldinenglish.blogspot.com/>

## Unit 12

**47.1** In which country from A opposite might you hear these things?

- 1 How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.
- 2 Do come out with us this evening! I know some great bars. How's your singing?
- 3 What are you doing this weekend? You could come to our summer cottage. You'll meet my family and we can take the boat out.
- 4 Let's get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

**47.2** Look at B opposite. Tick (✓) the things this visitor to Busyville does right, and put a cross (✗) by her mistakes.

I phoned my contact in her office at 7.30 pm. (1...) I suggested a working breakfast the next morning. (2...) She wasn't keen, so I suggested lunch. (3...) We arranged to meet at her office at 12.30. I arrived at 12.45 (4...) and we went to a restaurant, where we had a very good discussion. That evening I wanted to check something, so I found her name in the phone book and phoned her at home. (5...) She was less friendly than at lunchtime. I said I would be back in Busyville in mid-August (6...). Not a good time, she said, so I suggested September. (7...)

**47.3** Which points in C opposite are referred to in this story?

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 pm on Saturday.

She is the first to arrive, at exactly 3 o'clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands. (1...) Some bring wine or flowers, which the host does not open and puts to one side. Others bring nothing. (2...)

In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides. (3...) Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can. (4...) Some people look directly at the person they are talking to. Others look away more. (5...) Some touch the arm of the other person whenever they are speaking to them. (6...) She notices that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward. (7...)

Later, somebody makes a joke but nobody laughs. Everyone goes quiet. (8...) People start saying goodbye and leaving.

## Unit 13

### LISTENING: Short conversations and talks

 2.38 Listen. Then answer the questions.

- 1 What is the man asking about?  
(A) The woman's education  
(B) The woman's hopes for the future  
(C) The woman's qualifications  
(D) The woman's travel plans
- 2 What does the woman want to do?  
(A) Continue doing the same job  
(B) Get some additional training  
(C) Stop traveling so much  
(D) Work on some different projects
- 3 What is the man going to do?  
(A) Give her a salary raise  
(B) Compliment her strengths  
(C) Recommend her to another person  
(D) Arrange for further training
- 4 What is the purpose of the man's talk?  
(A) To explain a difference between two cultures  
(B) To describe a trip he has taken  
(C) To explain a difficulty he had while traveling  
(D) To explain which culture he likes best
- 5 What does the man say about cafés in Morocco?  
(A) They are very high quality.  
(B) They are difficult to work in.  
(C) They are places for social meetings.  
(D) They are not very common.
- 6 What does the man think about Arab culture?  
(A) It isn't very different from American culture.  
(B) He hasn't had enough experience with it.  
(C) It is difficult to understand.  
(D) He likes its emphasis on friendship.

### READING: Passage completion

Read the passage. Choose the best word to complete each sentence.

To: Adam Meier  
From: Hannah Kalman  
Date: August 1  
Subject: Performance evaluation

Dear Adam,

First, let me say it's been a pleasure having you here as our \_\_\_\_\_ this summer.

- 7 (A) intern  
(B) internal  
(C) interned  
(D) internship

You were a great help in the office, and everyone here will miss you when you go back to college. As you can see from the enclosed form, I rated you above \_\_\_\_\_ in almost every area. I know you

- 8 (A) examples  
(B) excellence  
(C) expectations  
(D) existence

struggled at first with organization, but you listened

to everyone's \_\_\_\_\_ and I think you improved a

- 9 (A) skills  
(B) goals  
(C) performance  
(D) feedback

lot. We were also all impressed with how well you

\_\_\_\_\_ deadlines. In short, you did a great job

- 10 (A) try  
(B) meet  
(C) go to  
(D) work

here, and we would be pleased if you would consider applying here for an entry-level job after you graduate. Please stay in touch.

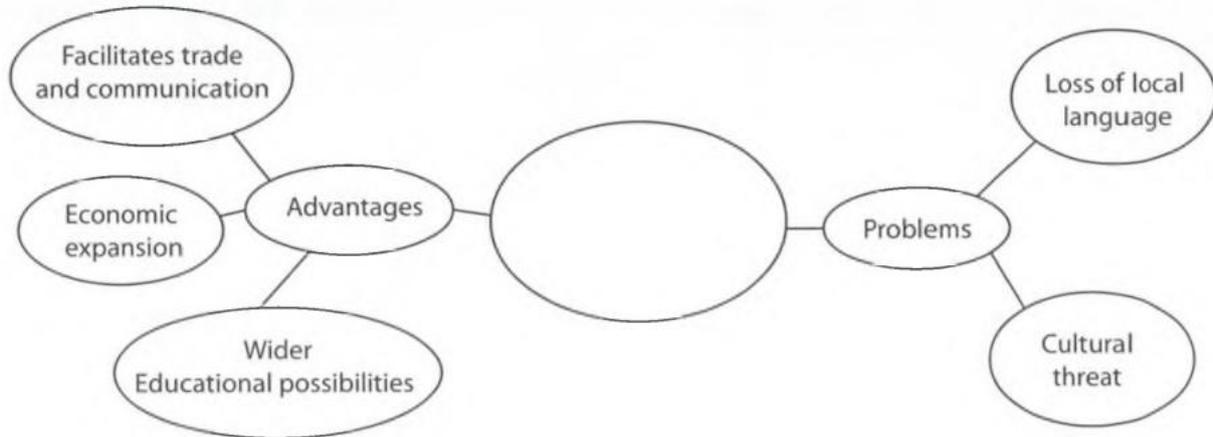
Best wishes,

Hannah Kalman

## Unit 14

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

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



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

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

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

What consequences this can lead to?

Due to globalization, a single international language is inevitable. \_\_\_\_\_

---

---

---

---

---

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

---

---

---

---

---

## Unit 15

12 Put the parts of email in the proper order.

1 d, 2 \_\_, 3 \_\_, 4 \_\_, 5 \_\_, 6 \_\_, 7 \_\_, 8 \_\_,

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

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

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

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

## Unit 16

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

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

# Financial Management

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

a) \_\_\_\_\_

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



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

b) \_\_\_\_\_

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

c) \_\_\_\_\_

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

d) \_\_\_\_\_

## Unit 17

**10** Tick the words and phrases which can somehow be connected with creative or imaginative writing.

No	Words and phrases	
1	Thoughts and ideas	
2	To make a survey	
3	To give true to life information	
4	An imagination	
5	To have a picture in one's mind	
6	To be based on scientific articles	
7	Unreal stories	
8	To think about future	

**12** Think of a research in your field and write a piece of a writing work using tips.

The global problem in my field is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ;

To ponder over this issue deeply one can state the following \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ;

To solve this question one should work out special techniques as \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ;

Besides, the following measures must be taken in order to \_\_\_\_\_

At the end, these processes will bring the results as \_\_\_\_\_

## Unit 18

Being awarded with "Oltin qalam" ("The Golden Pencil") was one of the most unforgettable experiences of my life. I had the opportunity to meet many candidates of the competition from all over the country. I started working at the local newspaper office where I ultimately became extremely involved. It has only been 7 years since I began working as a newspaper reporter and since my involvement, I have developed a strong fervour and energy for the objectives promoted by the "Oltin qalam" organization. I feel honoured and blessed that I was chosen as a semi-finalist of the contest. I experienced so much and participated in new and exciting activities that have changed my life. I had the privilege to compete in the "Oltin qalam" competition after becoming a winner. Through competition I had the chance to encounter many talented youth from across the country and got a chance to experience life and culture from their perspective. I couldn't win in the final competition, but I did get a chance to see a clump of celebrities! Being a participant of that competition not only

opened my eyes to the obstacles that we, as youth, have to overcome, but it demonstrated the obstacles that we have in front of us. Also, I was privileged to meet and hear many accomplished professionals, famous journalists speak about different issues and help boost our motivation.

One of the memorable quotations which motivated me was Bo Jackson's. His powerful and motivational quotation that "Set your goals high, and don't stop till you get there" still linger in my soul and will motivate me for a long time. Winning that award was so encouraging and uplifting because it not only assured me that my hard work was paying off, but it assured me that my work was in alignment with organization.

Overall, my week in Tashkent was marvellous. I know that the work does not stop here, nor does the load lighten. I understand the significance of hard work and tenacity demonstrated by those who have come before me. It is my duty to take my experience to the newspaper and use it to motivate myself.

# Unit 19

## Reading

1 Skim the following text to find out answers to these questions.

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

🗣️ about 350 words



### N'Kisi knows what he's talking about

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

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

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

2 Scan the text again and answer the following questions.

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

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

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

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

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

## Unit 20



## Reading

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

🕒 about 580 words

### FAST FOOD – behind the image

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

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

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

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

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

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

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

Write

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

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

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

Reading

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

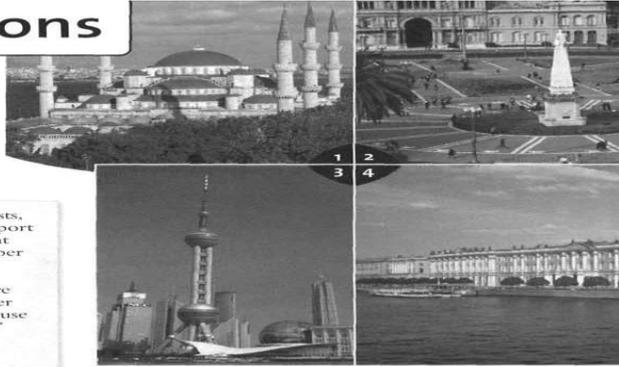
about 430 words

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

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

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

**D** This ancient, historic city is over 2,600 years old. It was first called Byzantium and then Constantinople before adopting its present name. It's on both sides of a narrow stretch of water separating the two continents of Europe and Asia. There's plenty to interest and amuse tourists, so they need never get bored! Topkapi, the magnificent palace, used to have over 50,000 people living and working in its grounds, and even had its own zoo. Another impressive building is the Grand Bazaar, the largest indoor market in the country, with more than 5,000 shops and restaurants. It used to be the commercial centre of the city and is usually crowded with both tourists and local people.



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

City A

EXAMPLE: There is a great deal of activity in this city's centre.

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

City B

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

City C

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

City D

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

## Unit 22

### Reading

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

🕒 about 300 words

#### Southmoor College – Policies and Procedures

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

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

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

Write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

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

## What is job satisfaction?

## Reading

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

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

2 about 600 words

Meet Bernard Shapiro. He is a friendly 64-year-old and the Principal of McGill University, in Canada. He's an extremely tidy person and listens to opera. Before he accepted his current job, he worked as a statistician. Many of the same things could be said of Harold Shapiro, Bernard's identical twin. He's also a former statistics expert and an opera lover with a taste for order in the workplace. And he is President of Princeton University in the USA. Both seem a little taken aback by the way their lives have followed a similar pattern. "It never occurred to me – or, I believe, to my twin – to deliberately plan similar careers," Bernard says. Easily the strangest thing about Principal and President Shapiro, though, is how far from unusual they actually are. For they are just one of many pairs of twins to feature in a major new work by Professor Nancy Segal that provides the most important evidence so far that career choice, working style and job satisfaction can be significantly influenced by our genes. The implications reach far beyond identical twins. The headline finding in her study is that at least 30% of the factors that make an individual choose their career path could be genetic. "I'm not saying that there is a single gene for being a carpenter or a gene for being an artist," Segal says, "but our studies do suggest that the choice of any job reflects many characteristics that are genetically based, from physical size to personality." Her evidence is clear enough. It is based on studies of career parallels between identical twins – including, importantly, many who have been brought up separately – and twins who are non-identical, or fraternal. Identicals, who usually share 100% of genes, showed a far greater degree of similarity in their working lives than fraternal, who typically share an average of 50%. "We're not in the occupations we have by accident," she says. "I'm a teacher and researcher, and I could probably have been a clinical psychologist. But I couldn't have been an investment banker or plumber."



The Douglas family

Career dynasties are nothing new – there are the tycoon Murdochs, film star Douglases and political Churchills, all well-known examples of a phenomenon that occurs in any walk of life. But the idea that there might be more to such coincidences than parental pressure and a ready-made set of contacts just waiting to be networked has some important implications. Not least among them is the possibility that parents intent on forcing their child towards a specific career may have less influence than they believe. However, Professor Val Dusek is sceptical. "One of the problems with this research is that when identical twins are raised together, because of their striking physical similarities, they can be treated by their parents in very particular ways. And as for all the stories of coincidences – well, one can often find some quality between any two people that appears strangely similar." A much less controversial but arguably more significant finding from Segal's research is the idea that job satisfaction may also be in the genes. Furthermore, Segal's results suggest that job satisfaction seems to play a much greater role than expected. Employers take note: changing the lighting or the seating arrangements, providing free coffee or even increasing salaries may not contribute to their employees' happiness as much as giving them meaningful and personally satisfying goals. So, whatever it is that motivates an actor to endure the poverty of lengthy "resting" periods in return for the occasional bit of acting, or a lecturer to tolerate poor pay in order to pursue his or her academic passion, may be buried deep in their ancestry.

# Selling dreams?

## Reading

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

🕒 about 430 words

**A**

**Nathan's Famous International Hot-Dog Eating Contest**

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

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

**C**

**Drive a steam engine!**

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

**B**

**fröjel viking re-enactment society**

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

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

**D**

*The Wedding Fair*

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

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

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



## Grammar

## Talking about the future

**G** ❖ STUDENT'S BOOK page 140

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

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

Dear Sarah

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

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

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

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

Love  
Jenny

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

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

Dear Friend

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

Dear Helen

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

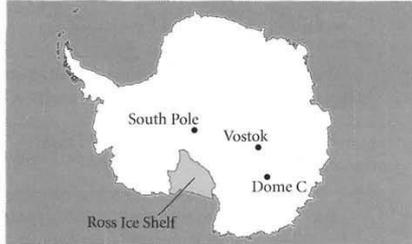
There is much controversy nowadays about whether the radio **6 will continue** to exist or not. Some people claim that the radio **7 will use** for a very long time. Those who disagree argue that TV and the Internet create a lot of problems. Some people spend all their spare time watching TV or playing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

Reading

1 Scan the text for the following information.

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

🗣 about 500 words



## Drilling ice cores in Antarctica

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

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

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

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



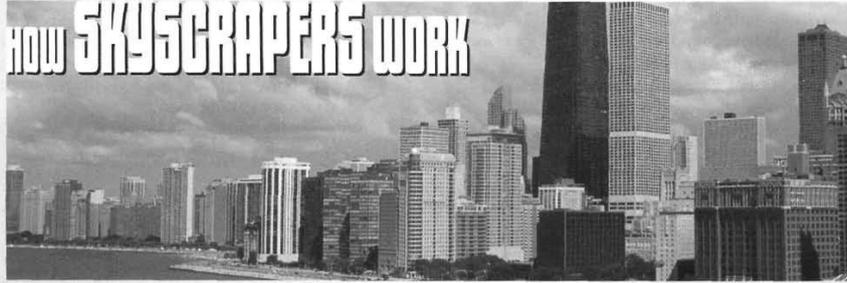
At Dome C, the deepest and oldest ice core yet drilled in the Antarctic suggests that the world's climate is heading for a period of abnormal weather conditions brought about by man-made greenhouse gases.

Chemical analysis of the ice within the core has revealed details of eight ice ages that have affected the Earth during the past 740,000 years. Scientists say that the present climate most closely resembles the warm 'interglacial' period about 470,000 years ago, but with the difference that this time temperatures are set to go upwards as a result of global warming. Scientists from EPICA report that without the extra carbon dioxide being pumped into the atmosphere, it appears that our present climate would remain stable well into the future.

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

## Reading

🕒 about 550 words

**A**

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

**B**

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

**C**

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

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

**D**

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

**E**

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

**F**

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

## Grammar

## Articles

## G ... STUDENT'S BOOK page 141

- 1 Read the passage below quickly. As you read it, decide which of these sentences best sums up what it is about.
- A Some animals are more intelligent than some human beings.  
 B Research into animal behaviour is making us reassess our ways of measuring human intelligence.  
 C Some animals are able to learn from human beings.  
 D We are increasing our understanding of animal intelligence.
- 2 Read the passage again, and write *a, an, the* or nothing in each space.

## Intelligent animals

It used to be thought that only 1 ..... human beings were able to use 2 ..... tools. In recent years, however, 3 ..... research has shown that some animals have developed 4 ..... same ability.

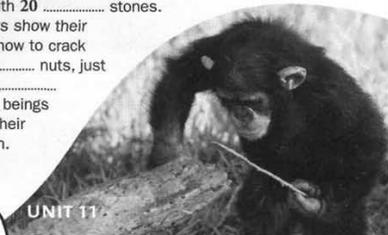
5 ..... chimpanzees appear to be among the most intelligent animals, and 6 ..... study of some living in 7 ..... certain region of West Africa found that they use 8 ..... crude stone tools to crack open 9 ..... nuts when they are hungry. Even more surprisingly, perhaps, they teach 10 ..... skill to their young. The chimps that were studied show precise control over the force needed to break open 11 ..... nuts. They use enough pressure to crack them open, but not so much that they break into 12 ..... very small pieces that cannot be eaten.

13 ..... chimps select 14 ..... heavy stones and carry them to where the nut trees grow, which is 15 ..... sophisticated behaviour for 16 ..... animal of any species. They collect their nuts, put them on 17 ..... flat, horizontal piece of 18 ..... wood and hit 19 ..... nuts with 20 ..... stones.

Mothers show their young how to crack 21 ..... nuts, just as 22 ..... human beings teach their children.

24

UNIT 11



- 3 The *Cambridge Learner Corpus* shows that IELTS candidates make a large number of errors with articles. These sentences, written by IELTS candidates, contain errors with the article. Those in **bold** are the wrong article or are used when there shouldn't be one. The spaces show where an article is missing. Correct the errors.

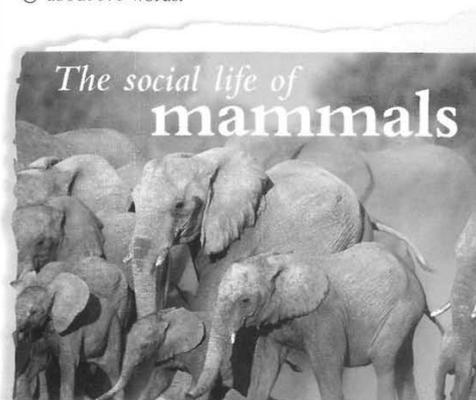
- 1 I expect you to send **a** people to repair the power supply.  
 2 I hope you are in **a** good health.  
 3 Today you may buy the latest car in the market, but in ..... few weeks' time it will be outdated.  
 4 Some people believe that traditional skills are disappearing due to ..... development of technology.  
 5 There is a big demand for **a** fast food.  
 6 I do a lot of hobbies in my spare time. Generally I listen to **the** music.  
 7 The experience gained from working when they are young will help these children to find ..... good job much faster.  
 8 I wouldn't say that everywhere is ..... same.  
 9 These two charts show **the** information about the sale of cars last year.  
 10 Unfortunately, we had **a** bad service when we went to your restaurant for dinner.

## Reading

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

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

🕒 about 375 words.



# Sport: just for fun?

## Reading

🕒 about 450 words

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

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

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

🕒 about 125 words.

### There's more to winning than just physical ability

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

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

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

### A Critical View of Sports Psychology Consultants

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

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

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

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

- A Sports psychology is useful, but too many consultants are bad at their job.
  - B The media give a false image of the value of sports psychology.
  - C Sports psychology can never be of value to athletes.
  - D Few sportspeople realise how sports psychology could help them.
- 4 Scan the article again and answer this question.
- What is the writer's job?
- A sports psychology consultant
  - B athlete
  - C journalist

## Grammar

### Conditionals

**G** STUDENT'S BOOK page 141

1 Make conditional sentences from these situations.

- 1 I can't decide. You have to help me.  
I can't decide unless .....
- 2 Eating cheese makes me fat, so I don't eat it.  
If I don't eat cheese, .....
- 3 I didn't go to Spain. I didn't learn Spanish.  
If I had gone to Spain, .....
- 4 I'm unhappy. I have to make a lot of choices.  
I wouldn't be unhappy if .....
- 5 I want to go to a good university. I will get a good job.  
As long as I go to a good university, .....
- 6 I spend too much in restaurants. I need to learn to cook.  
If I learnt to cook, .....
- 7 I went to a party last night. I woke up late this morning.  
If I hadn't been to a party last night, .....
- 8 Nick can have the job, but he needs to learn to drive first.  
Nick can have the job as long as .....
- 9 Susanna isn't here. She could help us.  
If Susanna were here, .....
- 10 I was unhappy. I married the wrong man.  
I wouldn't have been unhappy if .....



## Vocabulary

2 The following are important nouns which are often used in academic writing. Complete the sentences below using one of the words from the box.

analysis	evidence	factor	paper
process	research	source	theory

- 1 Your ..... of the situation is correct.
  - 2 His ..... on 'Choice' was widely publicised.
  - 3 The ..... of applying to college can be complicated.
  - 4 One ..... in his promotion was his excellent research.
  - 5 Can you put a tick to indicate that you've read the research ..... ?
  - 6 There is no ..... of original ideas in this work.
  - 7 The ..... of evolution was put forward by Darwin.
  - 8 In your bibliography, you must quote every ..... that you use.
- 3 Form nouns from the words below. All the nouns occur in the passage in 13.1 of the Student's Book.
- 1 satisfy .....
  - 2 grow .....
  - 3 able .....
  - 4 politics .....
  - 5 opt .....
  - 6 tend .....
  - 7 decide .....
  - 8 expect .....
  - 9 economise .....
  - 10 differ .....
  - 11 govern .....
  - 12 recommend .....

## The importance of colour

## Reading

- 1 Look at the words in the box. Put them in pairs with similar meanings.

EXAMPLE: *a colour* – *a pigment*

- 2 Read the text below. Time yourself as you read.

🕒 about 700 words

clear   ~~a colour~~   a consideration   to create  
to extract   genuine   an issue   to make   real  
~~a pigment~~   to take out   transparent

## Colour in art

### A

There are no 'real' colours in nature – only the various wavelengths that make up light, which are absorbed and reflected by all the objects around us. The reflected wavelengths enter the eye, which, in turn, sends signals to the brain: only then do we 'see' the impact of all these wavelengths on the eye. This white light contains the colours of the rainbow, which can be seen when the rays are separated by a glass prism. Each colour has its own wavelength: violet has the shortest, and red the longest.

- 10 When these colours are combined with nature's pigments – the chlorophyll in grass, for instance – millions of shades can be created. Painters have reproduced these using the powdered colours of natural or artificial pigments which are themselves only the colour of the light they reflect.

### B

- 15 However, before we can adequately explore what colour means to the artist, we must ask what we mean by the word 'colour'. This may seem straightforward enough, but is my 'red' the same as your 'red'? Linguistic considerations are often central to an interpretation of the historical use of colour in art. The Japanese *auo* can mean 'green', 'blue' or 'dark', depending on the context; Vietnamese also declines to distinguish green from blue. The indigenous Australians, the Aborigines, only have two colour terms – white and black – even though they use other colours in their paintings. English uses 11 colour words – black, white, red, orange, yellow, green, blue, purple, pink, grey and brown – and thousands of other 'borrowed' names – apricot, avocado, gold, peach and so on.

### C

- 30 Before the 19th century, when artists were deciding which colour paint to use, they generally had to use 'natural products', which is to say organic substances derived from animals and plants. The earliest cave paintings were made using red from iron oxides, black from charcoal and white from chalk and ground bones. Later, Tyrian purple, the imperial colour of ancient Rome,

was extracted from a particular shellfish – just under half a kilo of royal purple dye required the crushing of four million molluscs. Cochineal red, discovered by the Aztecs, was made using the female cochineal beetle.

### D

Interestingly, however, the blue pigment known as Egyptian frit or Egyptian blue, which has been identified in artefacts dating from around 2500 BC, is not a naturally occurring product. It was made by the ancient Egyptians who needed to first of all mix different compounds together and then heat them. This resulted in the oldest synthetic pigment, a Bronze Age blue. This use of nature's materials reveals ancient Egypt as a civilisation with a genuine command of chemistry.

### E

The cost and quality of the colours used were factors to be born in mind by both artist and patron when a painting was commissioned. The dramatic red, made from a substance called cinnabar, used to paint wall panels in Pompeii, Italy, around 60 BC, was mined in Spain and was so expensive that a law was passed setting a ceiling price. Another colour, ultramarine blue, was extracted from the lapis lazuli stone, which had to be quarried and shipped from Afghanistan. The expense of this meant that, in western art, ultramarine blue was reserved for paintings of very special or important people.

### F

A new technique in the early 15th century expanded the range of colours that could be portrayed with oil paint. In this technique, the powdered pigment is mixed with a slow-drying oil – such as linseed or walnut – which absorbs oxygen from the air, forming a transparent skin that locks the colour in. This meant that oil paint could be built up in layers and so only three or four pigments could be used to create over 20 different shades of, say, red. In the 19th century, the invention of collapsible tin paint-tubes to replace pigs' bladders made paint much more portable.

### G

So, where will artists get their colour inspiration from next? Perhaps more metallic or fluorescent colours will be used, or perhaps artists will use liquid crystals that change colour with temperature or that offer an iridescent rainbow all at once. One thing is certain: technology will always open new doors for artists.

## How English family life has evolved since the eighteenth century

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

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

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

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

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

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

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

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

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

Classify the following situations as being said to occur

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

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

(The relevant part of the passage is underlined.)

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

Unit 32

Write about the following topic:

***With the increase in use of the Internet, books will soon become unnecessary.***

***To what extent do you agree or disagree with this statement?***

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

You should write at least 250 words.

Unit 33

## Writing extra

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

Write about the following topic:

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

To what extent do you agree with this view?

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

Write at least 250 words.

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

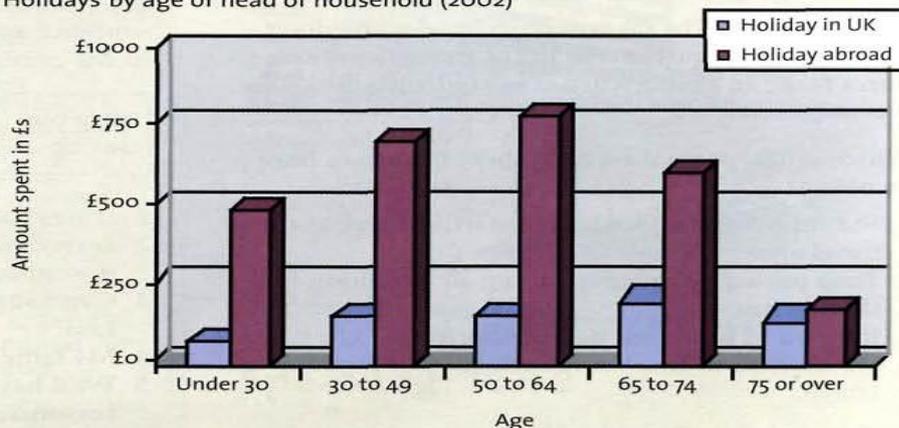
## Unit 34

### Writing extra

#### Academic Task 1

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

Holidays by age of head of household (2002)



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

## New tunnels under city centre

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

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

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

## Quiz

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



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

## GLOSSARY

### Unit 1

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

### Unit 2

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

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

### Unit 3

ACTIVIST	- Someone who gets involved in activities that are meant to achieve political or social change;	Activist, faol	активист
AGEISM	Prejudice and/or discrimination against people because of their real or perceived age.	discriminasiya	Дискриминация пожилых
DISABILITY	A mental or physical condition that restricts an individual's ability to engage in one or more major life activities	qobiliyatsizlik	Неспособность
DIVERSITY	Means different or varied. The population of the United States is made up of people from different places and from diverse racial and cultural groups	Rang-baranglilik	Разнообразие

### Unit 4

Absent <i>adj</i>	not present	Yo'q, kelmagan	отсутствующий
Accomplish <i>verb</i>	succeed in doing	Bajarmoq	Выполнять, совершать
Address <i>verb</i>	deal with; speak on	Murojat	Обращение, выступление
Agenda <i>noun</i>	close a meeting	Kun tartibi	Повестка дня
presentation	list of objectives to cover in a meeting	taqdimot	презентация
discuss	Annual (yearly) General Meeting	Muhokama	обсуждать
vote	a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience	Ovoz berish, saylash	голосование
equal	talk about (something) with a person or people	teng	Равные
	the choice expressed collectively by a body of electors or by a specified group		
	being the same in quantity, size, degree, or value		

### Unit 5

Allocate <i>verb</i>	assign roles/tasks to certain people	Ajratma, ajratma miqdori	Предназначать, назначат
AOB <i>noun(abbr.)</i>	Any Other Business (unspecified item on agenda) item on agenda	Boshqa ishlar	Любые другие вопросы
Apologies <i>noun</i>	apologies for absence who are absent;	Uzr, kechirim	извинение
Face-to-face	(of two people) close together and facing each other	Yuzma-yuz	Лицо к лицу
board of directors <i>noun</i>	group of elected members of an organization/company who meet to make decisions	Direktorlar kengashi	Совет директоров
brochure	a small magazine or book that contains pictures and information about sth or advertises sth	Broshyura	брошюра

administrative	adjective relating to the running of a business, organization, etc. administrative problems	Ma'muriy	административный
order	a request to make, supply or send goods	Buyruq, tartib	Порядок.
compromising	adjective (of information or a situation) revealing an embarrassing or incriminating secret about someone	Murosaga kelish,	Соглашение сторон
consensus	a general agreement	Kelishuv, murososa, rozilik	Согласие,

#### Unit 6

call back; call sb back	to telephone sb again or to telephone sb who telephoned you earlier	Qayta chaquruv	Звать обратно. Брать назад
Caller	a person who is making a telephone call	Qo'ng'roq qiluvchi	Звонящий по телефону
receiver	a person who gets or accepts something that has been sent or given to them	Qabul qiluvchi	получатель
message	a written or spoken piece of information, etc. that you send to sb or leave for sb when you cannot speak to them yourself	xabar, darak	сообщение
voicemail	a centralized electronic system which can store messages from telephone callers	Ovozli xabar	автоответчик
teleconference	a conference with participants in different locations linked by telecommunication devices	teleconferensiya	телеконференция
instant message	a message sent via the Internet that appears on the recipient's screen as soon as it is transmitted	To'g'ridan to'g'ri abar	Немедленный ответ
helpline	a telephone service that provides advice and information about particular problems	Ma'lumotlar byurosi	сравоник
phone in	to make a telephone call to the place where you work	Ish joyiga qo'ng'iroq qilish	Звонить кому либо по телефону
ring off	to put down the telephone because you have finished speaking	Subati telefonda tugatish	Вешать трубку

#### Unit 7

Acquaintance	When you make someone's acquaintance, you meet them for the first time and get to know them a little	Tanish bo'lish	знакомство
body language	the conscious and unconscious movements and postures by which attitudes and feelings are communicated	Tana a'zolari arakatli orqali aloqa qilish	Язык жестов
apologize	express regret for something that one has done wrong	Uzur so'rash	извиняться
rude	offensively impolite or bad-mannered	Qo'pol	Грубый,
expressive	effectively conveying thought or feeling	Ifodali, ta'sirli	Выразительный, выражающий
handshake	an act of shaking a person's hand with one's own as a greeting	Qo'l siqish	Рукопожатие, пожимать руку
bow	bend the head or upper part of the body as a sign of respect, greeting, or shame	Bosh egish	Гнуть, гибать.
touch	come into or be in contact with	Tegish	Трогать, притрагивать
shrug	raise (one's shoulders) slightly and momentarily to express doubt,	Elkani qisish	Пожимание плечами, дергать

	ignorance, or indifference		
gesture	a movement of part of the body, especially a hand or the head, to express an idea or meaning	xarakat	Жесть
nod	lower and raise one's head slightly and briefly, especially in greeting, assent, or understanding, or to give someone a signal	Bosh qimirlatmoq	Кивок, дремота, кивать головой.

#### Unit 8

attach	add or fasten (a related document) to another, or to an email	Mahkalamoq,	Наступление
copy	a single specimen of a particular book, record, or other publication or issue the	Ko'payirmoq	Экземпляр, копия
forward	send (a letter or email) on to a further destination	Oldinda, olg'a	Передние, предовой
reply	write back in answer to someone	Javob bermoq	Ответ
informal	having a relaxed, friendly, or unofficial style, manner, or nature	Norasmiy	Неофициальный
incomplete	not having all the necessary or appropriate parts	Hala, to'liq bo'lmagan.	Неполный
closing	final part of smth	oxir	Закрытие
request	an act of asking politely or formally for something	So'ramoq, talab qilmoq.	Просба, запро
parenthesis	a pair of round brackets () used to mark off a parenthetical word or phrase	qavs	скобка

#### Unit 9

introduction	the act of making one person formally known to another	Tanishtiruv. kirish	введение
slide design	process and art of planning and making detailed drawings of slide.	Slaid loyihasi	Дизайн
feedback	If you get feedback on your work or progress, someone tells you how well or badly you are doing, and how you could improve	Fikr mulohaza	Ответная реакция
eye contact	the state in which two people are aware of looking directly into one another's eyes	Ko'z orqali aloqa	Зрительный контакт
delivery	the manner or style of giving a speech	Etazb berish	поставка
conclusion	the end of presentation	Xulosa	заклюение
visual aid	a picture, video, etc. used in teaching or giving talks to help people to learn or understand smth	Ko'rgamali quollar	Наглядная пособия
bar chart	a diagram which uses bands of different heights and equal widths to show different amounts, so that they can be compared easily	Ustunli diagramma	гистограмма
line chart /graph	a type of graph which displays data by means of a series of points connected by a line	Grafika	График кривой

#### Unit 10

Resume / CV - curriculum vitae	a written record of your education and employment that you send when you are applying for a job	Resume	Резюме
applicant	a person who applies for sth, especially a job, shares, etc	Ariza beruvchi	заявления
handwriting	a person's particular style of writing	Qo'lyozma	почерк
skill	a particular ability	Qobiliyat, mahorat	Мастерство, навык
fluent	able to speak or write a particular foreign language easily and accurately	Ravon	владеющий речью
experience	the knowledge or skill acquired by a period of practical experience of something, especially that gained in a particular profession	Malaka	Опыт работы

select	to choose sb/sth from a group of people or things, usually according to a system	Ajratib olmoq	Отбръть, выбрать
employment	the action of giving work to someone	Ish biln ta'minlash	Работа, занятность
application form	a document with spaces for writing in personal information, used for making a formal request for sth	Ariza shakli	Форма заявление

### Unit 11

attach	add or fasten (a related document) to another, or to an email	Mahkalamoq,	Наступление
copy	a single specimen of a particular book, record, or other publication or issue the	Ko'payirmoq	Экземпляр, копия
forward	send (a letter or email) on to a further destination	Oldinda, olg'a	Передние, предовой
reply	write back in answer to someone	Javob bermoq	Ответ
formal	of or denoting a style of writing or public speaking characterized by more elaborate grammatical structures and more conservative and technical vocabulary	Rasmiy	Формальный,
informal	having a relaxed, friendly, or unofficial style, manner, or nature	Norasmiy	Неофициальный
incomplete	not having all the necessary or appropriate parts	Hala, to'liq bo'lmagan.	Неполный
closing	final part of smth	oxir	Закрытие
request	an act of asking politely or formally for something	So'ramoq, talab qilmoq.	Просба, запро
parenthesis	a pair of round brackets () used to mark off a parenthetical word or phrase	Qavs	скобка

### Unit 12

compliment	a polite expression of praise or admiration	maqto'v	Кмплимент
appropriate	suitable or proper in the circumstances	Mos. To'qri	Соответствующийб подходящий
company or corporate culture	organization of production process in company	Kompaniya	Компания
long-hours culture	The long-hours culture is the way in which some workers feel that they are expected to work much longer hours than they are paid to do	Keragidan ko'p ishlash	Долгие часы труда
accessible	easily understood or appreciated	Erishib bo'ladigan	Дотупные
distance	the condition of being far off; remoteness	Oraliq, masofa	Расстояниеб дистанция
corporate hospitality	Corporate hospitality is the entertainment that a company offers to its most valued clients, for example by inviting them to sporting events and providing them with food and drink	Qo'shimha servislari	Корпративный
contact	the state of physical touching	Aloqa	контакт

### Unit 13

supervisor	supervisor is a person who supervises activities or people, especially workers or students.	nazoratchi	супервизор
performance	the action or process of performing a task or function	ijro	испольнение
quality	the standard of something as measured against other things of a similar kind; the degree of excellence of something	sifat	Качество. сорт
quantity	the amount or number of a material or abstract thing not usually estimated by spatial measurement	miqdor	количество
interpersonal skills	one of the essential requirements to the salespeople	Shahsiy qobiliyat	коммуникабельность
organizational skills	Organizational abilities and methods relate to the way that work, activities,	Tashkiliy qobiliyat	организационный

	or events are planned and arranged.		
planning	the process of deciding in detail how to do something before you actually start to do it	rejalashtirish	Программа действие
future goals	the object of a person's ambition or effort; an aim or desired result	Kelajak rejalar	Будущее планы
values	principles or standards of behaviour; one's judgement of what is important in life	qimmat	ценность
attitude	a settled way of thinking or feeling about something	Fikr mulohaza	Позиция.отношения
time management	the practice or skill of organizing your working time in the most efficient way	Vaqt taqsimoti	Разрабатывать план

#### Unit 14

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

#### Unit 15

loyalty	a strong feeling of support or allegiance	vafodorlik	верность
chain	a group of hotels, restaurants, or shops owned by the same company	zanjir	цепочка
to guess	estimate or conclude (something) without sufficient information to be sure of being correct	baholash	догадка
inappropriate	- not suitable or proper in the circumstances	Mos kelmaydigan	неуместный
database	a structured set of data held in a computer, especially one that is accessible in various ways	Malumotlar ombori	База данных
bullying	- use superior strength or influence to intimidate (someone), typically to force them to do something	qorqitish	стращать
addiction	the fact or condition of being addicted to a particular substance or activity	Mukkasidan ketish	склонность
a bug	a concealed miniature microphone, used for secret eavesdropping or recording	diktofon	диктофон
overuse	use too much	Haddan tashqari	чрезмерно

attitude	a settled way of thinking or feeling about something	munosabat	отношение
----------	--	-----------	-----------

#### Unit 16

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

#### Unit 17

speculation	the forming of a theory or conjecture without firm evidence	taxmin	размышление
pile	a heap of things laid or lying one on top of another	aloqa	связка
outbreak -	a sudden occurrence of something unwelcome, such as war or disease	ibtido	взрыв
utensil	a tool, container, or other article, especially for household use	jihoz	инструмент
nurture	help or encourage the development of	ozuqa	питание
contemplation	the state of being considered or planned	kuzatish	предположение
Immense	extremely large or great, especially in scale or degree	ulkan	огромный
breakthrough	an important development or achievement	kashfiyot	прорыв

#### Unit 18

to wander	travel aimlessly through or over (an area)	Idrokni yoqotish	странствие
fervor	intense and passionate feeling	gayratli	горячность
to bless	express or feel gratitude to; thank	Baxt tilamoq	благословлять
obstacle	a thing that blocks one's way or prevents or hinders progress	qarshilik	препятствие
to boost	help or encourage (something) to increase or improve	quvvatlash	поддержка
linger	stay in a place longer than necessary because of a reluctance to leave	Uzoq turib qolmoq	задерживаться
uplifting	morally or spiritually elevating; inspiring happiness or hope	Dalda berish	поумнение
to assure	tell someone something positively to dispel any doubts	Kafolat bermoq, mustahkam	заверять
alignment	arrangement in a straight line or in correct relative positions	kelishuv	договор

#### Unit 19

axes	a fixed line against which the positions of points are measured, especially points on a graph	korsatkich	указательный
line graph -	a type of graph which displays data by means of a series of points connected by a line	chiziqli grafik	реберный график
bar chart	a diagram which uses bands of different heights and equal widths to show different amounts, so that they can be compared easily	gistogramma	гистограмма
eliminate	completely remove or get rid of (something)	tugatmoq	завершить

adjustment	the process of adapting or becoming used to a new situation	almashtirish	обменять
reputation	the beliefs or opinions that are generally held about someone or something	obro	репутация
immodest	lacking humility or decorousness	beadab	нескромный

#### Unit 20

commute	travel some distance between one's home and place of work on a regular basis	uydan ishgacha uzoq yo'l yurmoq	заменять, менять
decade	a period of ten years, especially one that begins with a year ending in 0, for example 1980 to 1989.	o'n yillik	группа из десяти, десяток
congestion	If there is congestion in a place, the place is extremely crowded and blocked with traffic or people.	o'ta zichlik	перегруженность, перенасиленность
crumble	break or fall apart into small fragments, especially as part of a process of deterioration	maydalamoq, parchalamoq	крошить, осыпаться
subsidize	support (an organization or activity) financially	pul bilan ta'minlamoq	субсидировать
fraction	a numerical quantity that is not a whole number (e.g. 1/2, 0.5)	qism, bo'lak, parcha	дробь, небольшая часть, частица
ratio	the quantitative relation between two amounts showing the number of times one value contains or is contained within the other	nisbat, proporsiya	пропорция, отношение, коэффициент

#### Unit 21

blast off	When a space rocket blasts off, it leaves the ground at the start of its journey	uchmoq	взлетать, порыв, струя, взрыв
dock	join with a space station or another spacecraft in space	kemani dokga kirgizmoq	ставить судно в док, стыковаться
ascend	rise or move up through the air	ko'tarilmoq, o'sib bormoq	подниматься
orbit	move in a circle	samoviy jismlarning harakat yo'li, orbita	орбита, глазница, виток
deter	discourage (someone) from doing something by instilling doubt or fear of the consequences	biror ishdan qaytmoq	удерживать, отпугивать
annals	a record of the events of one year	solnoma, yilnoma	летопись, анналы
sustain	strengthen or support physically or mentally	hayot bilan ta'minlamoq, saqlamoq, ta'minlamoq	поддерживать, терпеть, нести
grueling	extremely tiring and demanding	sermashaqqat, holdan toydiruvchi	тяжёлый, изнурительный

#### Unit 22

manual	a book giving instructions or	qo'l bilan bajariladigan	ручной
--------	-------------------------------	--------------------------	--------

	information		
counselor	a person trained to give guidance on personal or psychological problems	maslahatchi, konsultant	консультант
interpersonal	relating to relationships or communication between people	shaxslar aro	межличный
intrapersonal	taking place or existing within the mind	interpersonal, shaxsga oid	глубоко личный, интраперсональный
visual	relating to seeing or sight	ko'rishga oid	зрительный
spatial	spatial is used to describe things relating to areas.	makonga, joyga, fazoga oid	пространственный
bodily	material or actual as opposed to spiritual or incorporeal	jismoniy, moddiy	телесный, физический
abstract	existing in thought or as an idea but not having a physical or concrete existence	mavhum, abstrakt	абстрактный, отвлечённый
correspond	have a close similarity; match or agree almost exactly	mos bo'lmoq, to'g'ri kelmoq	соответствовать, соотноситься

#### Unit 23

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

#### Unit 24

imprisonment	the state of being imprisoned; captivity	Ozodlikdan mahrum qilish	Заключение,
terrorism	- the unofficial or unauthorized use of violence and intimidation in the pursuit of political aims	Terrorism	Тероризм

mugging	an act of attacking and robbing someone in a public place	Odamlarni tunamoq	хулиганство
burglary -	illegal entry of a building with intent to commit a crime, especially theft	qulfbuzarlik	Кража
fraud	wrongful or criminal deception intended to result in financial or personal gain	Muttahamlik	Мошенничество
vandalism	action involving deliberate destruction of or damage to public or private property	Buzg'unchilik	варварство
fine -	a sum of money exacted as a penalty by a court of law or other authority	Jarima	Штраф
caution	care taken to avoid danger or mistakes	ehtiyotkorlik	Предостережение

#### Unit-25

passage	a short part of a book, <a href="#">poem</a> , <a href="#">speech</a> , piece of <a href="#">music</a> etc	parcha, matn	отрывок, текст
bound	to do something- to feel that you ought to do something, because it is morally right or your <a href="#">duty</a> to do it	aniq tayin	определенный, обязательный
disappoint	somebody's hopes/expectations/plans to <a href="#">prevent</a> something from happening that someone <a href="#">hoped</a> for or <a href="#">expected</a>	ko'nglini qoldirmoq, xafsalasini pir qilmoq	разочаровывать
hilarious	extremely <a href="#">funny</a>	xushchaqchaq, nihoyatda qiziq, juda kulgili	веселый, уморительный
rural	1 happening in or <a href="#">relating</a> to the <a href="#">countryside</a> , not the city urban a rural setting rural bus routes at <a href="#">country</a>	qishloqqa hos	сельский, деревенский
ambition	strong <a href="#">desire</a> to <a href="#">achieve</a> something	orzu, istak, tilak, intilish, umid	амбиция, честолюбие 2) стремление
satirist	someone who writes <a href="#">satire</a>	хажв килиш, кулги килиш	сатирист
astonishing	so <a href="#">surprising</a> that it is difficult to believe amazing an astonishing decision their astonishing success	hayratda qoldiradigan	изумительный, удивительный, поразительный
supernova	a very large <a href="#">exploding star</a>	eng yorqin(yangi) yulduz	сверхновая звезда
fascinating	extremely <a href="#">interesting</a> a fascinating book	jalb qiladigan, qiziqtirib quyadigan	очаровательный, захватывающий(рассказ)
sell out	phrasal verb1 if a <a href="#">shop sells</a> out of something, it has no more of that <a href="#">particular</a> thing left to sell be/have sold out	sotib yubormoq,	распродавать
convince	1 to make someone feel <a href="#">certain</a> that something is true convince somebody (that) convince somebody of something 2 to <a href="#">persuade</a> someone to do something	ishontirmoq, asosli(g'alabaga nisbatan qullaniladigan) mutloq	убеждать, уверять
reflection	1 [countable] an <a href="#">image</a> that you can see in a <a href="#">mirror</a> , <a href="#">glass</a> , or water 2 [countable, uncountable] <a href="#">careful</a> thought, or an idea	ifodasi, mahsuli, aks, chuqur uylash, mulohaza yuritish	отражение, раздумья, размышление

	or <u>opinion based</u> on this		
humble	1 not considering yourself or your ideas to be as important as other people's proud humble man 2 having a low social <u>class</u> or position	kamtar,tavozeli, past tabaqadagi, muhim bulmagan, (v) kamtarlik qilmoq yoki qildirmoq	скромный
spare	1 spare key/battery/clothes etc 2 [usually before noun] not being used or not needed at the <u>present</u> time	ortiqcha, ishlatilmayotgan, saqlamoq, ehtiyot qilmoq, tinch quymoq	свободный, лишний, запасной
outsourcing	when a <u>company</u> uses <u>workers</u> from <u>outside</u> the company to do a <u>job</u> the outsourcing of the marketing to a specialist firm	bavosita (chetdan) resurslarni jalb qilish	привлечение сторонних ресурсов

#### Unit-26

global warming	a <u>general</u> increase in world <u>temperatures</u> caused by increased amounts of <u>carbon dioxide</u> around the <u>Earth</u>	global isish	глобальное потепление
due to	preposition because of something	natijasida sababli	вследствие
undertake	1 to <u>accept</u> that you are <u>responsible</u> for a piece of work, and start to do it undertake a task/a project/research/a study etc	bo'yniga olmoq, amalga oshirmoq	брать на себя, обязываться
melt	if something <u>solid melts</u> or if <u>heat</u> melts it, it becomes liquid	eritmoq, yumshatmoq	растопливать, плавить
threat	a <u>statement</u> in which you tell someone that you will cause them <u>harm</u> or <u>trouble</u> if they do not do what you want	tahdid, havf-hatar	угроза, опасность
cap	a <u>type</u> of <u>flat hat</u> that has a <u>curved</u> part <u>sticking</u> out at the <u>front</u>	ortiq bo'lmoq, oshibketmoq	кепка, шапка, фурашка
occurrence	something that happens occur frequent/rare/common occurrence	voqea, hodisa, holat	случай, происшествие, явление

#### Unit-27

basement	a room or area in a building that is under the <u>level</u> of the ground	podval, yerto'la	подвал, цокольный этаж
spacious house	a <u>spacious</u> house, room etc is large and has <u>plenty</u> of <u>space</u> to move around in cramped a spacious living area	keng uy	просторный дом
dilapidated	a dilapidated building, <u>vehicle</u> etc is old and in very bad condition	yarim haroba, eskirgan	разваливающийся
a terraced house	a house which is part of a <u>row</u> of houses that are <u>joined</u> together row house <i>American English</i>	o'xshash uylar qatori	ряд однотипных домов вдоль улицы
a bungalow	British English a house that is all on ground level	bir qavatli uy	бунгало, одноэтажная дача
a detached house	1 not <u>reacting</u> to or becoming involved in something in an <u>emotional</u> way 2 especially British English a <u>detached</u> house or <u>garage</u> is	alohida uy, bo'lak uy	отдельный дом (здание)

	not <a href="#">joined</a> to another building		
--	--	--	--

### Unit-28

nuclear family	a family <a href="#">unit</a> that <a href="#">consists</a> only of a <a href="#">husband</a> , <a href="#">wife</a> , and children	kichkina oila	ядерная семья
to rear	the rear the back part of an <a href="#">object</a> , <a href="#">vehicle</a> , or building, or a <a href="#">position</a> at the back of an object or area front at/to the rear (of something) a garden at the rear of the house	katta qilmoq, boqmoq, o'stirmoq	задний поднимать воздвигать
Upbringing	the way that your parents care for you and <a href="#">teach</a> you to <a href="#">behave</a> when you are growing up	tarbiya, ta'lim	воспитание
Species	a group of <a href="#">animals</a> or <a href="#">plants</a> whose members are <a href="#">similar</a> and can <a href="#">breed</a> together to <a href="#">produce</a> young animals or plants	tur, nav, xil	разновидность
Mate	someone you work with, do an activity with, or <a href="#">share</a> something with class/team/work etc	sherik, o'rtoq, juft (qushlar va hayvonlarga nisbatan) juftlashmoq	пара, спариваться
herring	a long <a href="#">thin silver sea fish</a> that can be eaten	seld balig'i	сельдь; селедка
gull	a large <a href="#">common</a> black and white <a href="#">sea bird</a> that lives <a href="#">near</a> the sea	seagull chayka, baliqchi qush	чайка
wasp	a <a href="#">thin</a> black and <a href="#">yellow flying insect</a> that can <a href="#">sting</a> you	qovoqari	оса
Intruders	1 someone who illegally <a href="#">enters</a> a <a href="#">building</a> or area, usually in order to <a href="#">steal</a> something 2 someone who is in a place where they are not wanted	ruhsatsiz, taklifsiz kirmoq; hira odam	грабитель навязчивый человек
hive	a small <a href="#">box</a> where <a href="#">bees</a> are kept, or the bees that live in this box	asal ari yashigi (uyasi) arixona	улей; сажать в улей
Insect	a small <a href="#">creature</a> such as a <a href="#">fly</a> or <a href="#">ant</a> , that has six <a href="#">legs</a> , and <a href="#">sometimes wings</a>	hashorot	насекомое
Invertebrates	a living <a href="#">creature</a> that does not have a <a href="#">backbone</a>	umurtqasiz	беспозвоночный

### Unit-29

bungee jumping	a <a href="#">sport</a> in which you <a href="#">jump</a> off something very high with a long <a href="#">length</a> of special rope	uzunlikga sakrash	прыжки с тарзанки
Zorbing	the activity of <a href="#">rolling</a> down a <a href="#">hill</a> inside a very large <a href="#">plastic ball</a>	zorbing	зорбинг
Amateur	1 someone who does an activity just for <a href="#">pleasure</a> , not as their job professional a gifted amateur 2 <i>informal</i> someone who you think is not very <a href="#">skilled</a> at something	havaskor; ko'ngil ochish uchun qilingan	любитель
Referee	1 someone who makes <a href="#">sure</a> that the <a href="#">rules</a> of a <a href="#">sport</a> such as <a href="#">football</a> , <a href="#">basketball</a> , or <a href="#">boxing</a> , are <a href="#">followed</a> 2 British English someone who <a href="#">provides information</a> about you when you are trying to get a job .3 someone who is <a href="#">asked</a> to <a href="#">settle</a> a <a href="#">disagreement</a>	xakam	судья
runner-up	the person or team that comes second in a race or <a href="#">competition</a>	ikkinchi o'rin sohibi	занявший второе места
Spectator	someone who is <a href="#">watching</a> an <a href="#">event</a> or <a href="#">game</a> audience 1 a <a href="#">sport</a> that people go and <a href="#">watch</a> 2 something that you watch rather than take part in – usually used humorously.	tomoshabin	зритель
wrestling	a <a href="#">sport</a> in which two people <a href="#">fight</a> by holding each other and trying to	kurash sport	борьба

	make each other fall to the <u>ground</u>	turi	
white-water rafting	the <u>activity</u> of riding in an <u>inner tube</u> (=large <u>rubber tube</u> filled with air, like those <u>inside</u> a <u>tyre</u> ) along a fast-flowing <u>river</u> that runs under the ground through <u>caves</u> (black water rafting-рафтинг)	tez oqar daryoda kanoeda suzish	рафтинг для белой воды
Triathlon	a sports <u>competition</u> in which <u>competitors</u> run, <u>swim</u> , and <u>cycle</u> long <u>distances</u>	uch kurash (sportning uch turi buyicha musoboqa)	троеборье

### Unit-30

Ensure	to make <u>certain</u> that something will happen properly make sure facilities to ensure the safety of cyclists ensure	ta'minlamoq, kafolatlamoq	обеспечивать
easy-'going	not easily <u>upset</u> , <u>annoyed</u> , or <u>worried</u>	beparvo, beg'am	с легким характером
delight with	a feeling of great <u>pleasure</u> and <u>satisfaction</u>	zavq shavq xursandchilik	восхищаться
Paradox	a situation that seems <u>strange</u> because it involves two ideas or qualities that are very different 2 [countable] a <u>statement</u> that seems <u>impossible</u> because it contains two <u>opposing</u> ideas that are both true	sog'lom aqlga zid fikr, mantiqqa mos kelmaydigan	парадокс
instead	1 used to say what is done, when you have just said that a particular thing is not done	o'rniga	вместо
soap powder	a <u>powder</u> that is made from <u>soap</u> and other <u>chemicals</u> , used for <u>washing</u> clothes	kir yuvish kukuni poroshok	стиральный порошок
await	1 to <u>wait</u> for something Several men are awaiting trial for robbery. 2 if a situation, event etc <u>awaits</u> you, it is going to happen in the <u>future</u>	kutmoq, shay turmoq	ожидать; ждать
indecisive	1 <u>unable</u> to make clear <u>decisions</u> or <u>choices</u> 2 not having a clear result	taraddudda qolgan, ikkilangan	нерешительный, неоканчательный

### Unit31

Hospitable	guestfriendly	mehmondost	гостеприимный
pour	a stream	toshmoq	литься
inhabitant	a person who lives in a place	yashovchi	житель
regret-	to feel sorry	afsus	сожаление
.occasion	opportunity	qulay fursat	случай
nod	head up and down	bosh iringish	кивок
residence	a diplomatic representative	resident	резидент
essential	important	muhim	главное

### Unit 32

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

### Unit32

### Unit33

.grumpy	unhappy, angry	janjalkash	сердитый
lark	jolly	quvnoq, hazil	веселье
owl	crazy	ahmoq	глупец
circadian rhythm	rhythm	sutkalik ritm	суточное

alertness	attentively	ziyrak	бдительность
recuperate	inspire	sogaymoq	восстановить сил
ulcer	injure	yara	язва, морально
hence	period	buzib korsatish	искажать
grouchy	dissatisfied	shundan beri	следовательно
.distort	break	norozi	недовольный

#### Unit34

Possess	ownership	egalik	владеть
destination	place or point aimed at	belgilangan	место назначения
resort	a place where people go for recreation	himoya	обращение
long haul	long term	uzoq muddat	Длинный период
short haul	short period	qisqa muddat	Короткий период
Cut down	to reduce	qisqartirish	сокращать
storey	afloor .level of smth	qavat .daraja	уровен
look forward	to expect or wait for	intizorlik bilan	ожидать
tolerate-	to allow	ruhsat bermoq	разрешение
courier-	a person delivers messages	a person delivers messages	курьер

#### Unit35

FLOAT	water or liquid	suyuqlikda qalqish	плавучая масса
COLLISION	instance of colliding	toqnashuv	столкновение
.DISRUPTION	interruption	buzish,yemirilish	крушение
DISTURBANCE	mental imbalance	besaranjomlik	беспорядок
LEVITATION	raising of smth	kotarmoq	взлет
BEAM	piece of tember	nur	луч
PILLAR	large post	tayanch	стойка
PETITION-	-request	iltimos	прошение
.COMPULSORY	require	talab	обязательный
INHERITANCE	title to an estate upon death	merosxor	наследник

#### Unit36

interpersonal skills	one of the essential requirements to the salespeople	Shahsiy qobiliyat	коммуникабельность
organizational skills	Organizational abilities and methods relate to the way that work, activities, or events are planned and arranged.	Tashkiliy qobiliyat	организационный
planning	the process of deciding in detail how to do something before you actually start to do it	rejalashtirish	Программа действие
future goals	the object of a person's ambition or effort; an aim or desired result	Kelajak rejalar	Будущее планы
values	principles or standards of behaviour; one's judgement of what is important in life	qimmat	ценность
attitude	a settled way of thinking or feeling about something	Fikr mulohaza	Позиция.отношения
time management	the practice or skill of organizing your working time in the most efficient way	Vaqt taqsimoti	Разрабатывать план

# TARQATMA MATERIALLAR

## Unit 1

### Handout 1



### Handout 2

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

### Handout 3

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

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

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

Teacher's Notes, handout 2

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

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

### Teacher's Notes, handout 3

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

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

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

## Unit 2



## Viewpoints: Breaking the ice

1 Read what these people say about meeting new people. Which person do you think is most similar to you?

Travis Johnson, U.S.



Americans are known for being **outgoing**, but actually, I'm pretty **shy**. I don't like to go to parties or be in **situations** where I don't know a lot of people. I never know what to say when I meet new people! It's easier if we're doing some kind of activity, like playing a sport or studying in the same class. Then I have some topics that I can talk about. But I still prefer to have someone else **make the first move**. Actually, it's easier for me to meet people **online**.

Teresa Tavares, Brazil



I think it's very easy to meet new people in Brazil. Generally we are very friendly and outgoing. A new woman just started in my office last week. The first day, we all introduced ourselves to her and **kissed** her on the **cheek** – that's how we say hello to each other every day. We all helped her **fit in** – someone gave her a ride home from work, and someone else took her shopping that afternoon to look for some **furniture** for her apartment.

Yumiko Kondo, Japan



In Japan, it's **rare** to meet new people on your own. Usually we are **introduced** to someone by a friend, family member, or classmate. When I started at my job, the people who joined at the same time spent about a month getting to know each other, when we all took basic business training. As well as training, we played games, did some activities together, and had a party. Then we could work together more easily because we were friends.

2 Discuss these questions with a small group.

- a Imagine you are at a party where you don't know a lot of people. What would you do? First, rank the following in order from 1 (*I would definitely do this*) to 5 (*I would never do this*). Then compare and discuss your ratings with the other students.
- \_\_\_\_\_ A Stand alone and hope someone talks to me.
  - \_\_\_\_\_ B Only talk to people I already know.
  - \_\_\_\_\_ C Ask a friend to introduce me to someone.
  - \_\_\_\_\_ D Introduce myself or try to start a conversation with someone who looks interesting.
  - \_\_\_\_\_ E Walk into the room and kiss everyone on both cheeks.
- b Where and how do you meet new people in your culture? In which situations are you most comfortable meeting people?

5  1.03 What do you think Amy will say? Check (✓) your guesses. Then listen to see if you are correct.

- a  She will talk about her new job.
- b  She will ask the other company members about themselves.
- c  She will talk about her background.
- d  She will talk about her personal interests.

1 Look at the topics in exercise 2 below. How comfortable are you discussing these topics with someone you don't know well? Enter information for yourself in the column marked "Me." Look at the key:

- ★ I am very comfortable with the topic.
- ✓ I am somewhat comfortable.
- ✗ I am not comfortable.

Then compare and discuss your answers with a partner or small group.

2  1.04 Now listen to these conversations between North Americans. Use ★, ✓, and ✗ to show how comfortable the people are discussing the topics. Compare your answers with a partner or group.



a	Topic	Me	Woman	Man
	Nationality		★	★
	Your college name and your major			
b	Height and weight			
	Age			
c	Single or married			
	Information about family members			
	Where you were born			
d	Job			
	Salary			
e	Opinions on a current political situation			
	Religious beliefs			
	Hobbies and interests			

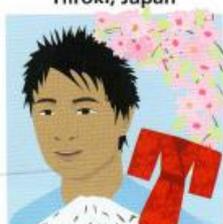
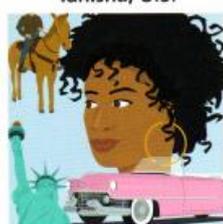
## Viewpoints: Stereotypes and generalizations

1 Look at these adjectives. Which countries or cultures do you think they could describe?

*high-tech    hard-working    efficient    formal*  
*punctual    relaxed    friendly    traditional*  
*polite    quiet    outgoing    creative*

2 Compare your answers with other classmates. Are your answers similar or different? What are the reasons for your answers?

3  1.11 Listen to these people talking about stereotypes. As you listen, make notes in the chart. Compare your information with a partner.

	Hiroki, Japan	Markus, Germany	Tanisha, U.S.
a			
a			
b			
c			

4 Discuss these questions with a small group:

- What ideas do you think people from other countries have about your culture? Do you think their ideas are correct?
- Is your culture changing? Are there any differences between your parents' or grandparents' culture and your own?
- How would you describe your culture to a visitor from another country?

## Unit 4



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

Written by Alex Case for UsingEnglish.com © 2010

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

## Unit 5

### Handout 1

Look at the following phrases. Four of them are the rules of successful brainstorming and six of them are important criticisms. With a partner, discuss which phrases are rules and which are criticisms, and what each phrase might mean.

Then read the text. Write one phrase in each gap.

- blocking**
- combine and improve ideas**
- evaluation apprehension**
- focus on quantity**
- free rider problem**
- illusion of group productivity**
- personal contribution**
- social matching effect**
- welcome unusual ideas**
- withhold criticism**

Finally, without looking back at the text, try to remember as much as you can about each phrase above. Discuss your ideas with a partner.

### The problem with brainstorming

Brainstorming is one of the most popular techniques used in meetings to generate ideas for solving a specific problem. Alex Osborn, the inventor of the term 'Brainstorming', established four rules.

- Firstly, it's important to \_\_\_\_\_ (1). Write everything down, the more ideas, the better.
- Secondly, participants need to \_\_\_\_\_ (2). Never criticise another person's idea during the brainstorming session, as it will prevent people from being creative. There's plenty of time for criticism in the evaluation stage later.
- Thirdly, we should \_\_\_\_\_ (3). Try to challenge your assumptions and ask 'what if ...?' questions.
- Finally, try to \_\_\_\_\_ (4). This is the real power of brainstorming: person A's crazy idea, which would never work in practice, may get person B thinking about a similar idea which might just work. Even better, person A's crazy idea and person C's crazy idea can be combined,

taking the best parts of each. So instead of saying ‘no’ or ‘yes, but ...’ we need to train ourselves to say ‘yes, and ...’.

A successful brainstorming session can be really useful, but is it always as effective as it could be? Researchers have identified many possible problems, all of which suggest that it is far from perfect.

First of all, there’s the \_\_\_\_\_(5). This comes from the idea of travelling by bus without a ticket. Why should I bother to buy a ticket when the bus is going anyway? From a selfish point of view, it’s in my interest to ride for free and let others pay for their tickets. The same goes for a brainstorming meeting: why I should I make the effort to be creative when all the benefits, and the praise for good ideas, go to the group? From a selfish point of view, it’s in my interest to let everyone else do all the work. Even if people don’t think in such simple terms, it can be demotivating to keep generating ideas when you know you will not be praised or rewarded personally for them, especially if you don’t have especially a strong sense of being part of a team.

Handout 2

**Read these extracts from a meeting about making the workplace more family friendly.**

**How many action points are there? Do the participants answer all of these key questions for each action point?**

### **The Five Key Questions for Action Points**

- What exactly does the action point involve?
- Who is responsible for performing the action point?
- Who will monitor that person’s progress?
- What is the deadline?
- What will happen on that deadline? (How will it be checked and followed up?)

Lara: OK, so we’ve done really

4  1.20 Listen to these people responding to suggestions. Mark their responses as strong or weak. Pay attention to the intonation.

- a strong  weak       c strong  weak   
 b strong  weak       d strong  weak

5 Practice with a partner. Make and respond to the suggestions in exercise 2 on page 25 (you can change the response). Pay attention to your intonation.

6 Work in groups of three. Make some suggestions for these questions. Use the language in exercise 3 on page 25 to respond to the suggestions. Begin like this:

A: *Where should we eat dinner?*

B: *Well, we could ...*

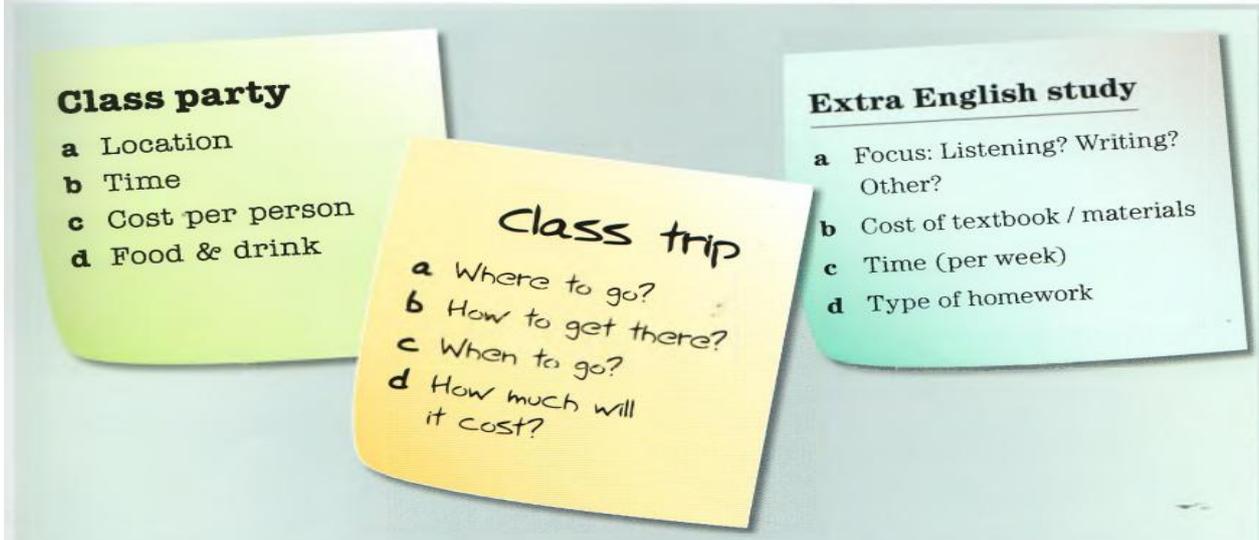
- a Where should we eat dinner?      d How can we improve our English?  
 b Which movie should we go and see?      e What kind of music should we  
 c What should we do this weekend?      listen to?

**moving through a meeting**

### What can I say ....?

... to focus the discussion?	... to start a meeting?	... to change the topic?	... to ask for opinions?	... if the discussion is too slow or takes too much time?
	1 Shall we take a short break?	5 What do you think (Amy)?	9 We have to discuss ...	13 I think that's everything. Thank you.
... to take a break?	2 Does everyone agree?	6 OK. To sum up, (we agreed ...)	10 We need to decide ...	14 Is everybody here?
	3 We haven't heard from (Peter) yet.	7 Let's move on to ...	11 Let's get started.	15 We are running out of time here.
... to end a meeting?	4 Let's focus on ...	8 Can we come back to this later?	12 We're short of time.	16 Let me summarize (today's meeting).
				... to ask if people agree?

3 Work in small groups. Use these topics to practice language for meetings. Take turns being the leader of the meeting.



1 What's the question?

Look at these answers. Write down the questions. Then ask and answer the questions with a partner.

- Q: \_\_\_\_\_? A: John Hansen.  
 Q: \_\_\_\_\_? A: Hawaii.  
 Q: \_\_\_\_\_? A: I'm a sales clerk.  
 Q: \_\_\_\_\_? A: I like surfing and playing guitar.



2 Who are they?

1.23 Listen to the conversation and complete the information.



Lizzy \_\_\_\_\_ U.S.  
**Research assistant**  
**Scuba-diving**



\_\_\_\_\_ **Swain**  
**Bath, England**  
 \_\_\_\_\_  
 (history)  
 Rock climbing,  
 \_\_\_\_\_

3 What's wrong?

There are some mistakes in Emil's self-introduction. Circle and correct the errors. Check your answers with a partner.

Hi everyone, I'm Emil! I graduated <sup>from</sup> in UCLA last year. I'm Hungary originally, but I live in California when I was a student. I like swimming and play music. I'm excited working here and getting to know everyone.

4 Mixed-up

Put the sentences into the correct order to make a conversation among three people. Then practice reading the conversation in groups of three.

- Well, I was born in Italy, but I moved to America when I was young.
- Oh, OK. Phil, this is Sofia – she's studying Japanese with me. Sofia, this is Phil.
- Hi, Phil. Do you know Sofia?
- Nice to meet you, too. I'm from England originally. How about you?
- Nice to meet you, Phil. Where are you from?
- No, we haven't met.

5 Odd one out

Circle the number of the phrase that is the odd one out. Explain why to a partner.

- |  |  |   |
|--|--|---|
| <p><b>a</b></p> <p>1 This morning I'm going to talk about ...</p> <p>2 Today I want to talk to you about ...</p> <p>3 In conclusion. I've talked</p> | <p><b>b</b></p> <p>1 OK, let's get started.</p> <p>2 That's all. Thank you for listening.</p> <p>3 I'm Trudi from R&amp;D.</p> | <p><b>c</b></p> <p>1 There are two parts to my presentation.</p> <p>2 I think that's everything.</p> <p>3 Finally I'll talk about ...</p> |
|--|--|---|

## Unit 6

### Handout 1 reading

Complete the sentences

When someone calls you, the phone makes a sound – we say the phone is .....

If you're available, you ..... the telephone or ..... the telephone, in order to talk to the person.

If there's nobody to answer the phone, then the caller will have to leave a message on an .....  
..... or ..... Later, you can .... or .....

When you want to make a phone call, you start by ..... . Let's imagine that you call your friend, but she's already on the phone with someone else. You'll hear a ..... – a beeping sound that tells you the other person is currently using the phone.

Sometimes, when you call a company, they put you ... .. This is when you wait for your call to be answered – usually while listening to music.

Finally, when you're finished with the conversation, you .....

Now you know the basic telephone vocabulary. In the next part of the lesson, you're going to hear some conversations to learn some useful English phrases for talking on the phone.

#### HANDOUT 2

##### PUT THE PHRASAL WORDS

Helen: Midtown Computer Solutions, Helen speaking. How can I help you?

Ryan: Hello, this is Ryan Bardos. May I speak with Natalie Jones, please?

Helen: One moment please – I'll .....you .....

Helen: Mr. Bardos? I'm sorry, Natalie's in a meeting at the moment. Would you like to leave a message?

Ryan: Yes, could you ask her to ..... me ..... as soon as possible? It's pretty urgent.

Helen: Of course. Does she have your number?

Ryan: She has my office number, but let me also ..... you my cell – it's 472-555-8901.

Helen: Let me read that ..... to you – 472-555-8901.

Ryan: That's right.

Helen: And could you ..... your last name for me?

Ryan: B as in Boston – A – R – D as in dog – O – S as in September

Helen: Okay, Mr. Bardos. I'll give her the message.

Ryan: Thanks a lot. Bye.

# Business task: Teleconference guidelines

## Scenario

Your company has offices in Europe, Asia, and America. You have been asked to prepare a list of guidelines to improve communication in teleconferences.

## Task 1

The company has collected comments from the head office (America) and from overseas staff (Europe, Asia). Divide into three groups, A, B, and C. Each group should read the Business task file for one area.

Group A (Head Office)	page 96	Group B (Asia)	page 104	Group C (Europe)	page 109
-----------------------	---------	----------------	----------	------------------	----------

## Task 2

In your groups, summarize the main points from your Business file. Then make a list of suggestions to help improve communication for your area.

## Unit 7

### Handout 1

**B:** Sure. Go ...

**Non-verbal communication**  
Understanding gestures

**1** 1.36 Listen to the sentences and match them to the gestures. Number them as you hear them. Then listen again and write the sentences below the gestures.

		
a <input type="checkbox"/>	b <input checked="" type="checkbox"/> Taxi! Taxi!	c <input type="checkbox"/>
		
d <input type="checkbox"/>	e <input type="checkbox"/>	f <input type="checkbox"/>

# Viewpoints: Non-verbal communication

1 Read what these people say about non-verbal communication. Which behaviors are common in your country? Which do you use?

## Wei Zheng, China

Respect is important in China, and we show this through body language. It's polite to **bow** to someone who is older or more important than you. A student will bow to a professor, for example. These days, businessmen shake hands when they meet. We don't stand too close to each other during conversations, but in cities, strangers might **bump** into each other **accidentally** or even push a bit in lines – that's not considered **rude**, and someone won't **apologize** when that happens. That surprises some Western visitors. Sometimes they're also surprised to see young women holding hands in public – that just means they're friends. Men and women do not hold hands or **touch** each other **in public**, though.



## Luc Fournier, France

People think Italians use a lot of body language and gestures, but I think French people are very **expressive** too. We stand close together when we're talking – not as close as the Italians, but closer than the English or Americans, for example. We kiss when we meet friends and family, and we shake hands with business **acquaintances** – not just the first time we meet, but every time we see one another. It's a quicker handshake than the American one, and not too strong. One of our famous gestures is to **shrug** the shoulders. Sometimes we stick out the lower lip at the same time. It means several things – *I don't know, it's not my fault, It can't be helped*. It's a very useful gesture!



**2 Take a culture quiz! Work with a partner. Circle the country where this non-verbal behavior is common. Check your answers with your instructor.**

a Friends greet each other with a kiss on each cheek.*	Vietnam	France	Australia
b Men hold hands while walking down the street.	Egypt	Germany	Canada
c It's considered rude to touch someone's head.	the U.S.	Thailand	Italy
d Americans stand closer together than people from ____.	Saudi Arabia	Norway	Kenya
e Raising your eyebrows means "no."	Turkey	New Zealand	Mexico

**3 Work with a small group. Are any of the behaviors in exercise 2 common in your country? Are there any that would make you feel uncomfortable?**

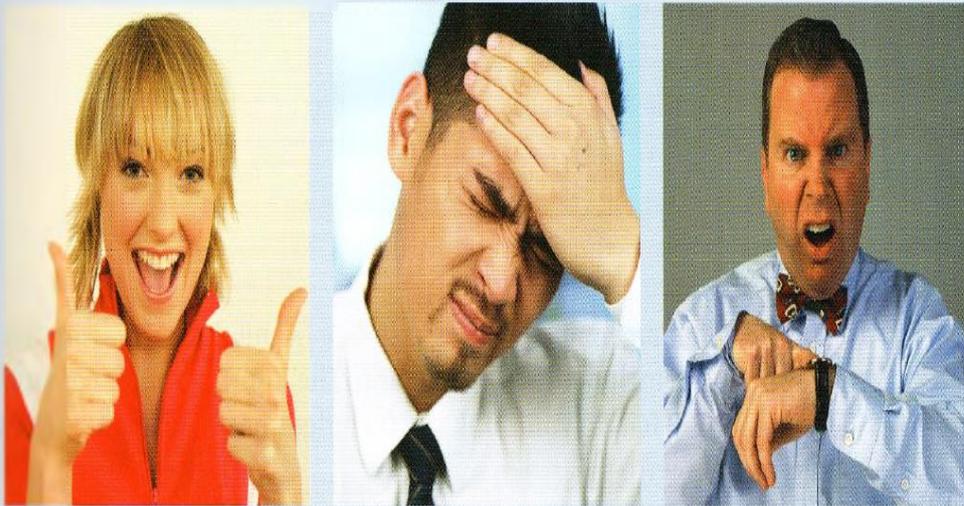
**4 What gestures in your country have these meanings? Do you know how North Americans show these things?**

- |              |                 |              |
|--------------|-----------------|--------------|
| a good       | d Go away.      | g I'm angry. |
| b bad        | e money         | h I'm happy. |
| c Come here. | f I don't know. | i Good job!  |

## Follow-up

Discuss these questions with the whole class.

- Did you learn any information that surprised you?
- Which gestures and body language customs were the same in two or more of the countries? Which had different meanings?
- Which gestures ...
  - ... are the same as ones from your country?
  - ... have a different meaning in your country?
- What advice would you give someone from other countries about body language and gestures in your country?



## Body language tips

### Activity 1 – Body language vocabulary

Match the pictures and the words. Some of the pictures are very similar. You will see more examples when you watch the film.

an open bodily posture

gesturing

inhibit your hands

a closed bodily posture

fidgiting

be facially expressive

a fixed grin

fake or masking smile



### HOW I FEEL WORKSHEET

Name \_\_\_\_\_

**Describe how you feel when..**

1. You've been called into the principal's office.

\_\_\_\_\_

\_\_\_\_\_

2. Someone says something nice to you.



\_\_\_\_\_

\_\_\_\_\_

4. You've had a fight with your best friend.

\_\_\_\_\_

\_\_\_\_\_

5. You got a great mark in your spelling test.



\_\_\_\_\_

\_\_\_\_\_

6. Your footy team lost a game.

\_\_\_\_\_

\_\_\_\_\_

7. Your best friend moved away.



\_\_\_\_\_

\_\_\_\_\_

7. You forgo: about the spelling test and didn't learn your words..

\_\_\_\_\_

\_\_\_\_\_



## Unit 8

### Handout 1

Always open your email with a greeting, such as **“Dear Lillian”**. If your relationship with the reader is formal, use their family name (eg. **“Dear Mrs. Price”**). If the relationship is more casual, you can simply say, **“Hi Kelly”**. If you don't know the name of the person you are writing to, use: **“To whom it may concern”** or **“Dear Sir/Madam”**.

Thank the recipient

If you are replying to a client's inquiry, you should begin with a line of thanks.

For example, if someone has a question about your company, you can say,

**“Thank you for contacting ABC Company”**. If someone has replied to one of your emails, be sure to say, **“Thank you for your prompt reply”** or **“Thanks for getting back to me”**. Thanking the reader puts him or her at ease, and it will make you appear more polite.

State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, **“I am writing to enquire about ...”** or **“I am writing in reference to**

Make your purpose clear early on in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You'll also need to pay careful attention to grammar, spelling and punctuation so that you present a professional image of yourself and your company.

3. Add your closing remarks

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with **“Thank you for your patience and cooperation”** or **“Thank you for your consideration”** and then follow up with, **“If you have any questions or concerns, don't hesitate to let me know”** and **“I look forward to hearing from you”**.

4. End with a closing

The last step is to include an appropriate closing with your name. **“Best regards”**, **“Sincerely”**, and **“Thank you”** are all professional. Avoid closings such as **“Best wishes”** or **“Cheers”** unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!



Attachments: 

Dear Tom,

It's good to be back in the \_\_\_\_\_. My flight back was **OK**, and my jet lag's **not too bad**.

I had a very **productive** trip to Seattle. I met with the **design team** and a committee from Sales and Marketing. \_\_\_\_\_ please find reports from both meetings.

By the way, Lisa Gomez asked some questions about the **Asia conference** that I couldn't answer. I'll \_\_\_\_\_ her email to you and \_\_\_\_\_ Michael.

I'll see you at the status \_\_\_\_\_ tomorrow at 11:00, and will talk to everybody then.

Best,

Amy



### Teacher's notes

#### DOS

- Use an informative subject line, which says what the email is about.
- Write the most important information first.
- Use numbers and bullet points to make the message clearer.
- Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.)
- Write short sentences.
- Use paragraphs to keep the email clear and easy to understand

#### DON'TS

- Write 'hello' as your subject line.
- Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.
- Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)
- Use capital letters to write whole words as in emails, this is considered shouting.
- Use different fonts in the email (the recipient's computer may not be compatible)
- Use Italics (the reason may be misunderstood, due to cultural differences).
- Use exclamation marks.
- Use abbreviations like coz and uni, as the recipient may not understand them.
- Use acronyms like BTW for the same reason.
- Use smileys. They may be misunderstood and come across as unprofessional.

## Unit 9

**14.2 Match the phrases from exercise 14.1 to their uses below.**

- |  |   |
|--|---|
| 1 Getting attention <input type="checkbox"/> | 6 Purpose <input type="checkbox"/>      |
| 2 Name <input type="checkbox"/>              | 7 Structure <input type="checkbox"/>    |
| 3 Position <input type="checkbox"/>          | 8 Timing <input type="checkbox"/>       |
| 4 Greeting <input type="checkbox"/>          | 9 Questions <input type="checkbox"/>    |
| 5 Audience / Place <input type="checkbox"/>  | 10 First point <input type="checkbox"/> |

**14.3 Speaking practice. Exercise 14.1 gives some phrases for opening a presentation and exercise 14.2 gives the correct order. Make your own script:**

- Write the phrases again, in order. Writing will help you to memorize the language.
- Use your own name, organization, etc.
- Substitute any other words or phrases to personalize the introduction for you.

**When you finish, read it aloud several times. As you speak, think about where and how often to pause, and also which syllables have a strong beat.**

Handout 1

Handout 2

**14.7 Each pair of words can be used in one sentence. Write them in the correct spaces.**

<i>as / see</i>	<i>come / later</i>	<i>digress / little</i>
<i>finish / summarize</i>	<i>getting / to</i>	<i>going / moment</i>
<i>let / attention</i>	<i>moving / talk</i>	<i>pleased / answer</i>
<i>right / far</i>	<del><i>start / looking</i></del>	<i>turn / question</i>

- 1 Okay, let's start by looking at an overview of our new product line.
- 2 I'll \_\_\_\_\_ back to this \_\_\_\_\_
- 3 \_\_\_\_\_ , that's all I want to say about the overview. Any questions so \_\_\_\_\_ ?
- 4 So, \_\_\_\_\_ on, I'd like to \_\_\_\_\_ about the key benefits of each model.
- 5 \_\_\_\_\_ back for a \_\_\_\_\_ to what I said earlier.
- 6 If I can just \_\_\_\_\_ for a moment, I'd like to say a \_\_\_\_\_ about the background to this decision.
- 7 So, \_\_\_\_\_ back \_\_\_\_\_ my original point, you can see that this really is a big improvement on the old model.
- 8 Finally, I'd like to \_\_\_\_\_ to the \_\_\_\_\_ of price.
- 9 \_\_\_\_\_ you can \_\_\_\_\_ from the table in this next slide, our prices are still very competitive.
- 10 So, just before I \_\_\_\_\_ , let me \_\_\_\_\_ the main points again.
- 11 Right, \_\_\_\_\_ 's stop there. Thank you very much for your \_\_\_\_\_
- 12 And now, if you have any questions, I'll be \_\_\_\_\_ to \_\_\_\_\_ them.

**14.4 Match the more formal phrases in exercise 14.1 with the more informal phrases below.**

- 1 Okay, let's get started.  a
- 2 I'm Nancy Holmes.
- 3 And I'm in charge of product development.
- 4 Thanks for coming.
- 5 It's nice to see so many familiar faces, and I hope you all found somewhere to park!
- 6 I'm here today to tell you about our new product line.
- 7 I'm going to cover three areas: first, the different models in the range, then key benefits, and finally price.
- 8 I'll speak for about forty minutes.
- 9 If you have a question, please feel free to interrupt.
- 10 Okay, let's take a look at this first slide.

**14.5 Speaking practice. Read aloud the version in exercise 14.4. It is already in the correct order. Again, use your own name.**

**14.6 Speaking practice. You are going to use the structure in exercise 14.2 to practise a more spontaneous opening. Follow the instructions.**

- 1 Cover all the exercises on this page except exercise 14.2.
- 2 Give the opening to a presentation:
  - Use the headings in 14.2 as a guide while you speak. (Don't worry if you change the sequence a little.)
  - Invent any details that you want – it is not a memory exercise.
  - Practise several times in a low voice, and then speak with a strong, clear 'presentation' voice.

**14.9 Match the beginning with the end of each phrase. They are used for dealing with questions.**

- |                         |   |
|-------------------------|---|
| 1 I'm glad              | complex issue.                              |
| 2 Leave me your         | one last question.                          |
| 3 Could you be          | you asked that.                             |
| 4 Well, it's a very     | contact details and I'll<br>send it to you. |
| 5 We have time for      | a little more specific?                     |
| 6 Let me check          | own views?                                  |
| 7 What are your         | the top of my head.                         |
| 8 I don't know that off | that I understand.                          |

**14.10 Match the phrases from exercise 14.9 with their uses below.**

- |                                  |                                     |                          |
|----------------------------------|-------------------------------------|--------------------------|
| a) Reply to a good question      | <input checked="" type="checkbox"/> |                          |
| b) Clarification needed          | <input type="checkbox"/>            | <input type="checkbox"/> |
| c) Reply to a difficult question | <input type="checkbox"/>            | <input type="checkbox"/> |
| d) You lack information          | <input type="checkbox"/>            | <input type="checkbox"/> |
| e) Control the timing            | <input type="checkbox"/>            |                          |

**Unit 10**

**What NOT to Put on Your Resume!**

For anyone searching for a job here are some wise (and timeless) tips for information that should “never” be placed on your resume.



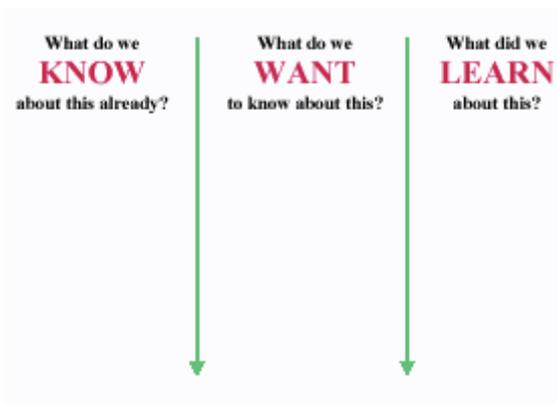
Analyzing headings

and photos

Directions: Ask students to read the title of the post and of the article. Then, have them examine the photos. Based on these sources, ask students **to create a list of words and ideas** that they think might be related to this article. Then have them use the words in sentences to be shared with the class.

### KWL Chart

**The K-W-L chart is used to** activate students' background knowledge of a topic in order to enhance their comprehension skills. The K-W-L stands for: what I Know, what I Want to learn, and what I did Learn. Find out if students know what is inappropriate material for a resume. What things would they like to find out about in this area? Have students use this [Advanced Organizer from MSU](#) for assistance.



## II. While Reading Tasks

### Word Inference

Directions: Students are to infer the meanings of the words in bold taken from the article. They may use a dictionary or thesaurus for assistance. Have the students write sentences using each word.

...your résumé objective shouldn't say, "to make **dough**."

...while they probably caught the attention of their potential employer, chances are they didn't **land** the job.

...and while they probably caught the attention of their **potential** employer...

These **blunders** did, however, earn them a spot on...managers' most memorable résumé missteps.

These job seekers are probably trying to be clever and stand out, but it often **backfires**...

For instance, one applicant wrote about her family being in the **mob**...

...some applicants include **outlandish** or inappropriate content to stand out from the crowd of candidates.

With technology, it is so easy to just click and send a résumé out, but if you take the time **tailor** it, it will get more time for review...

...you should only include **relevant** and appropriate information.

When asked what would make them **automatically** dismiss a candidate from consideration...

## Reading Comprehension

### True / False

Directions: The following statements were taken from the article. If a statement is true, students write (T) if a statement is false they write (F) and provide the correct answer from the article.

It's ok to use the phrase "to make dough." on your resume.

The more colorful the pink rabbits are the more attention you'll receive.

These job seekers are probably trying to be clever and stand out, and it very often works for them.

Modifying your résumé for each position to showcase your achievements and professionalism is a good idea.

You want to use as much color and sparkles as you can to attract attention on your resume.

It's not always bad to be creative...But you want to be creative in a smart way.

Hiring managers have a big pile of résumés to review, and they are always looking for a reason to put you in the 'no' pile."

The first reason managers gave for automatically dismissing a candidate from consideration, were résumés with typos...

The bottom line is that your interview is often where you make your first impression on a hiring manager.

Referring to yourself as a “genius” on your resume is a clever idea.

## **Grammar Focus**

### Structure and Usage

Directions: The following groups of sentences are from the article (some may be abbreviated versions). One sentence in each group contains a grammatical error. Students are to identify the sentence (1, 2, or 3 ) from each group that contains the grammatical error and make the correction.

#### **I.**

- a. *With technology, is so easy to just click and send a résumé.*
- b. *If you take the time to tailor it, it will get more time for review.*
- c. *A customized résumé resonates well with hiring managers.*

#### **II.**

- a. *Demonstrate why you are the best candidate for the job.*
- b. *But be sure to do so with clean, clear content and easy-to-read formatting.*
- c. *And they should only include relevant and appropriate information.*

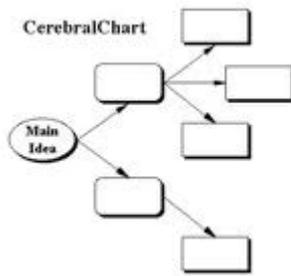
#### **III.**

- a. *It's not always bad to be creative.*
- b. *But you want to be in creative in a smart way.*
- c. *The best way to do that is by tailoring your résumé to show who you are and what you can bring to the table.*

## **III. Post Reading Tasks**

### **Reading Comprehension Check**

Directions: Have students use this advanced organizer from Write Design to assist them with discussing or writing about the main idea and points from the article.



### Discussion/Writing Tasks

Directions: Place students in groups and have them answer the following questions. After, have the groups share their thoughts as a class. To reinforce the ideas, students can write an essay on one of the topics.

From all of the errors made on resumes, which would you say was the worse? Provide reasons for your answer.

In your opinion were some of these things people write on their resumes unimportant? In other words should potential employers overlook them? (e.g., “pink bunnies” on the resume page).

Can you and your group think of any other errors not mentioned?

The article states, “*Haefner suggests modifying your résumé for each position to showcase your achievements and professionalism, and to demonstrate why you are the best candidate for the job.*” How would you explain this in your own words?

What were the most significant ideas of this article?

### **IV. Listening Activity**

Video Clip: *5 Mistakes to Avoid for Job Interviews.*

#### **• Pre-listening**

#### Listening for New Vocabulary or New Terms

Directions: Here is a list of words from the video. Have students find the meanings before they listen to the video. As students listen, they are to check off the words and phrases as they hear them in the video.

*attitude, ethic, enthusiasm, analytical, rambling, prior, sabotage.*



5 mistakes to avoid for job interviews (1).mp4

#### **• While Listening Tasks**

#### Sentence Fill-ins

Directions: Students listen for the correct word or phrase to complete the sentences taken from the video. They are to choose the words **from the word list**.

1. According to Lori Blake from the USC Career Center the top 5 skills employers are looking for are\_\_\_.

*a- having a great attitude, a strong work ethic, great communication skills, enthusiasm and analytical skills.*

*b. reading, writing, speaking, listening, and grammar skills.*

*c. playing an instrument, acting, dancing, singing, and doing comedy routines.*

2. The first mistake people make is\_\_\_

*a- having a weak handshake.*

*b. chewing gum.*

*c. talking too much and rambling.*

3. Candidates should never\_\_\_

*a. talk over the interviewer.*

*b. talk under the interviewer.*

*c. talk with the interviewer.*

4. The second biggest mistake is\_\_\_.

*a- dressing inappropriately.*

*b. not knowing enough information about the company.*

*c. arriving late.*

5. You should learn as a much as you can about the company\_\_\_.

*a. prior to the interview.*

*b. after the interview.*

*c. during the interview.*

6. The third mistake candidates often make is\_\_\_.

*a- talking too much.*

*b. arriving late to the interview.*

*c. not knowing enough about the company.*

7. The best reason to give the interviewer for being late is\_\_\_

*a. the traffic was really bad.*

*b. my dog was sick.*

*c. none. Don't be late.*

8. The fourth mistake is \_\_\_\_.

*a. talking about money too soon.*

*b. dressing casual.*

*c. talking too much.*

9. The fifth mistake is \_\_\_\_

*a. dressing formally.*

*b. dressing too casually.*

*c. dressing for a party.*

10. Being prepared for an interview will make you feel \_\_\_\_

*a. cool, calm, and confident.*

*b. crazy, hectic, insane.*

*c. lazy, sleepy, tired.*

### • Post-Listening Tasks

#### Questions for Discussion

Directions: Place students in groups and have them discuss the following questions.

1. After listening to this video have you learned any new information? If yes, describe what you have learned.. If no, describe your original opinion of job interviews.

2. Did you agree with everything the speaker said? Discuss which comments you agreed with and which ones you tended not to agree with. Explain why.

3. With your group members, make up questions that you would like to ask the speakers in the video.

### **Group Activity**

#### Simulation (Role-Play)

Directions: In groups have students create roles for the following:

(1) a potential job candidate makes several errors during the interview

(2) an employer who interviews the candidate, and things he/she might say in response to these errors.

## Unit 11

### Conversation at a job interview

Write the words in the correct order to make sentences or questions someone could ask you in a job interview.

a. nice/ Good afternoon,/ to/ you./ meet/

Good afternoon, nice to meet you.

b. in touch./ Thank you/ We'll be/ for coming today.

---

c. got/ any questions?/ Have you

---

d. your/ tell us/ you/ previous work experience, /Can/ about/ please.

---

e. in a team?/ you/ Do / work well

---

f. start?/ could/ When / you

---

g. this job?/ you want/ Why/ do

---

h. a few questions./ would/ to ask/ We/ you/ like

i. have you got/ help you/ What skills/ that/ in this job?/ would

---

j. £10.50 per hour/ Sundays. / and work / Wednesdays to / You'll get

### Job Interview

Please choose a job you would like to be interviewed for:

Secretary    Waiter    Teacher    Sports Coach    ShopAssistant    TV Presenter  
Computer Programmer    Writer    Electrician    Hair Dresser    Accountant    Builder  
Doctor    Comedian    Nanny    Lawyer    Police    Translator    Other \_\_\_\_\_

Your interview will be with the company president and will include the following questions  
Please write practice answers:

1. Why do you want this job?
2. Why do you think you are the perfect person for this job?
3. What kind of experience do you have?
4. What are your good qualities?
5. What could you improve on?
6. Are there any questions you would like to ask? (For example: How much will I be paid?)
7. Where will I work? Will there be opportunities for promotion or a raise?)

Handout 2 look at the pictures and discuss them

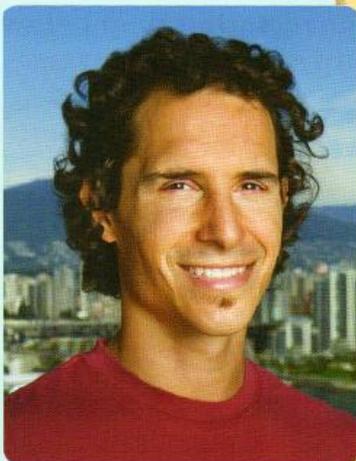


Read information about the cultural mistakes and do the task below.

**Now read about people's experiences traveling to other countries. Were your predictions correct?**

### Ian Douglas, New Zealand

When I visited Thailand last summer, I made a mistake when I was visiting someone's house. There were some beautiful **baskets** on the floor, and I wanted to point to one so I could ask about it. I pointed to it with my foot. I could tell that my host was very **uncomfortable**, but I didn't know why. I thought maybe **compliments** were not **appropriate**, or that he didn't think I was sincere. Several weeks later I learned that in Thailand, it's rude to point to something with your foot. I wish my host had told me at the time. I could have apologized, and I wouldn't have done it again. I guess I should have read some books about Thailand before I went, but it's hard to learn everything that way. Now I wonder how many other mistakes I made that I never found out about!



### Emily Olsen, U.S.

When I was in college, I spent a **semester** studying in Germany. I did a **homestay** with a German family. It was OK, I guess, though I never really felt at home with the family. I don't know why. I think I was a little **afraid** of them, maybe because I don't speak German very well. Anyway, after a few weeks, the wife came to me and told me that I was doing something wrong. She said that in Germany, the custom is to close the door whenever you leave a room in a house. I had been leaving my bedroom door open when I went to class. I felt really **embarrassed** and uncomfortable when she talked to me. I don't think leaving a door open is very important. I mean, if I don't care if the door is open, why should she care? I wish she hadn't said anything.



### Work with a group. Discuss the questions.

- In general, do you think people should tell foreign visitors when they are making a mistake? Why or why not?
- What are some reasons that a host might not tell a visitor about a mistake?
- What are some mistakes a foreigner could make in your country that you would point out or that you would *not* point out?
- What are some ways a foreign visitor can learn about local customs?

You are choosing a gift for the wedding of some acquaintances from another culture. You will evaluate some possible gifts and then choose one to offer.

### Task 1

Divide into two groups, A and B. Read the instructions for your group in the Business task files.

Group A page 92    Group B page 102

### Task 2

Now meet with members from the other group. Share your opinions on each of the gifts you considered. Then say which one you chose to give. Have conversations like the ones below.

A: We thought a gift of \_\_\_\_\_ was not appropriate because \_\_\_\_\_.

B: Yes, that's right. People from \_\_\_\_\_ believe \_\_\_\_\_. / Actually, that would be OK.

A: We thought a gift of \_\_\_\_\_ was appropriate because \_\_\_\_\_.

B: Oh, good choice! / Not exactly. You see, people from (...) believe that \_\_\_\_\_.

A: Finally, we decided to give \_\_\_\_\_.

B: Oh, good choice! I'm sure the couple will appreciate it. / Actually, that wouldn't be a good idea. The thing is, people from (...) believe that \_\_\_\_\_. Why don't you choose something else?



### Follow-up

Discuss these questions with the whole class or a small group.

- Did any information that you learned surprise you?
- Which of the gifts you heard about would be appropriate wedding gifts in your country? Which would not be appropriate?
- What are some other common wedding gifts in your country?

## Unit 13

### Handout 1

Student's name:

Date and time:

# A PROFESSIONAL LAWYER

STRONG POINTS	WEAK POINTS	OPPORTUNITIES	THREATS

## Unit 14



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

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

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

4 Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.




---

---

---

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

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

  
**Working language**

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

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

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

Arabic words as *admiral*, *algorithm* or *aubergine*.

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

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

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

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

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

## Unit 15

### Handout 1

1 Sort out expressions in the box into two columns.



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

Real life behaviour

On-line behaviour

a. \_\_\_\_\_

b. \_\_\_\_\_

## 1. What is Netiquette?

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



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

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



06

### Netiquette Tips

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

**1 Ask Before you Post**

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

**2 Pay Attention to Format**

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

**3 Be polite and respectful of others**

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

**4 Be a Champion, not a Chump**

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

## Handout 4

2 Match the words and phrases with their definitions.

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

Scale 110

## Handout 5

3 (T4) Look through the following forms. Listen to the tape and fill in the forms.

### Speaker 1

Name \_\_\_\_\_, Age \_\_\_\_\_,  
 Occupation \_\_\_\_\_,  
 Started using Internet \_\_\_\_\_, Speaker used  
 Internet for \_\_\_\_\_,  
 Problems \_\_\_\_\_,  
 Speaker's attitude \_\_\_\_\_

### Speaker 2

Name \_\_\_\_\_, Age \_\_\_\_\_,  
 Occupation \_\_\_\_\_,  
 Started using Internet \_\_\_\_\_,  
 Speaker used Internet for \_\_\_\_\_,  
 Problems \_\_\_\_\_,  
 Speaker's attitude \_\_\_\_\_

## Handout 6



06

## Netiquette Tips

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

### 1 Ask Before you Post

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

### 2 Pay Attention to Format

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

### 3 Be polite and respectful of others

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

### 4 Be a Champion, not a Chump

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

## Unit 16

### Handout 1

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

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

### Handout 2

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

- Create a budget and stick to it!
- Put your roommate in your financial planning. If you can, contact your roommate before the semester starts and decide how you'll divide expenses.

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

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

**Handout 4 Work in pairs. Discuss the following questions.**

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

**Handout 5**

**Read the quotes and fill in with the appropriate articles.**

1. "Financial Management is \_\_\_\_\_ Operational Activity of \_\_\_\_\_ business that is responsible for

obtaining and effectively utilizing \_\_\_\_\_ funds necessary for efficient operation."  
— by Joseph Massie

2. "Financial Management is \_\_\_\_\_ area of financial decision making, harmonizing individual motives

and enterprise goals." — by Weston and Brigham

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

by J.F. Bradley

4. "Financial management is \_\_\_\_ application of \_\_\_\_ planning and control function to \_\_\_\_ finance

function." — by Archer & Ambrosio

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

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

6. "Business finance can be broadly defined as \_ activity concerned with planning, raising,

controlling and administering of funds and in \_\_\_\_ business." — by H.G Gathman & H.E

Dougall

## **Handout 6**

**Read the text and choose the best title.**

1. Division of Human Resources Planning

2. Collaboration of employer and employee.

3. Human Resources Planning is Key to Your Business what is human resources (HR)? It includes workforce planning, employee development plans, building basic employee benefits and salary programs, training and development, hiring and firing of employees, and more. HR planning is a key activity for business; as it is very likely that your business cannot operate without people. Even a business with the owner as the only employee of the business needs human resources - planning and managing one employee (yourself) is just simpler (or perhaps harder). Human resources management is an important staff function for business; because of that, the HR plan needs to be part of the overall business plan. Building

an employee development plan for each employee is part of the HR responsibility. What are the employee's strengths and weaknesses? What training is necessary to improve skills? What specific skills does the employee have? Can those skills be used in other areas of the business (cross-training is important in small businesses)? Developing a development plan needs to include input from the individuals responsible for HR in your organization, along with the employee and the supervisor or manager. Typically, HR also conducts salary and benefit surveys and builds basic employee benefits and salaries programs. Also it

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

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

Example We must have a party soon.

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

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

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

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

## Unit 17



1 Put the words below in the relevant line so they make a synonym group.

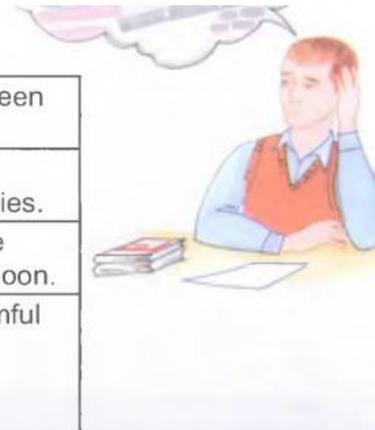
speculation	-----	-----	
to have craving for	-----	-----	thought; contemplation; encourage;
pile	-----	-----	outbreak; achievement; eventually;
implement	-----	-----	finally; theory; want; desire; demand;
immense	-----	-----	heap; mass; stack; tool; instrument;
foster	-----	-----	utensil; vast; huge; enormous; nurture
breakthrough	-----	-----	
ultimately	-----	-----	

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

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

5 Match the beginnings of the sentences and their endings.

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

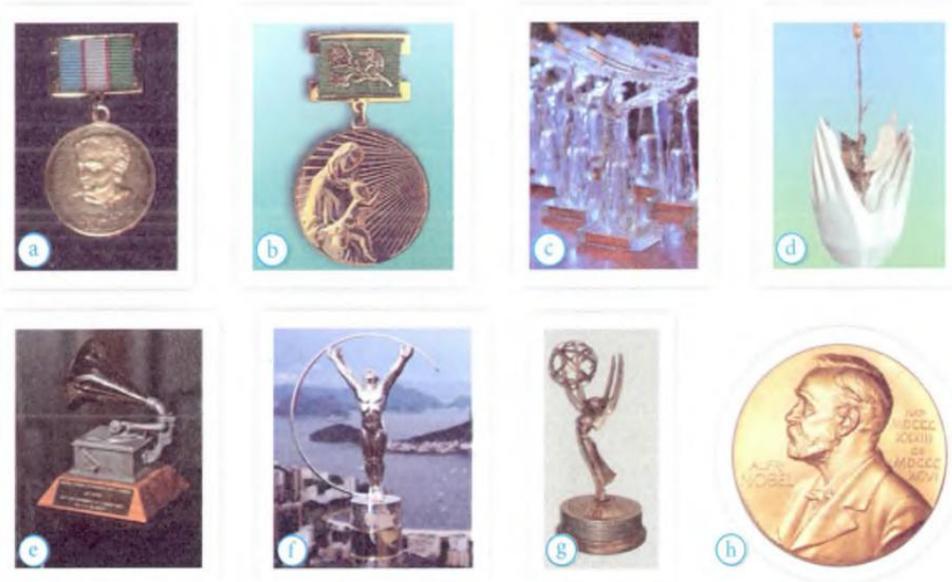


## Eureka

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

### Unit 18

#### Handout 2 look at the pictures and discuss them



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

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

## The World Music Awards



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

### The Legend Award



The LEGEND AWARD was created to honour top recording artists who have made outstanding contributions to the Music Industry. Past recipients include Whitney Houston, Michael Jackson, Mariah Carey, Beyoncé, Jennifer Lopez, Prince, Janet Jackson, Celine Dion, and others. Two Music Industry Executives and Producers were given this Award for their outstanding contribution to the Industry. The late Whitney Houston presented it to Clive Davis, the founder of Arista and J Records, at the 2004 WMAs in Las Vegas and Mariah Carey received it on behalf of L.A. Reid, Co-Founder of Laface Records, at the 2008 WMAs in Monte-Carlo.

#### The Diamond Award



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

#### Handout 5

## Listen to the tape and do the tasks

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

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

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

- Hello, is this Alice Munro?
- How did you feel receiving ‘Congratulation’ call from the press?
- Where did you hear the news?
- What was your first reaction?
- Have you ever changed your style of writing?
- For those who don’t take up writing, would you recommend to start w riting9
- For those who don’t write, would you recommend a starting doing that?

**Task 3.** Listen to the tape again. Make notes of Alice Munro’s answers to the questions. You may refer to Task 2 . Share it with your partner.

*eg.: Question 1* \_\_\_\_\_

## Unit 19

### HANDOUT 1



a



c



e

1 The pictures communicate

- put them in order
- say what they show

EXAMPLE: A

# Whistling in La Gomera

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

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

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

- 2 Read the text opposite and say where you would read it. This kind of reading is called 'skimming' in order to get a general idea. Don't worry too much about details. ⌚ about 500 words
- 3 Read the text again and find the information. This is called 'scanning'. Use the text to search for specific information.
  - 1 the year schoolchildren started learning Silbo Gomero
  - 2 the countries where Silbo Gomero is used
  - 3 where Silbo Gomero is used most

#### 4 Scan the text to do the following task.

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

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

Example:

0 Silbo Gomero was only used face to face.

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

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

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

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

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

# Test folder 1

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

(Academic Reading and General Training Reading Modules only)

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

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

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

### Advice

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

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

# The Functions of Language

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

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

### Emotional expression

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

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

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

# Listening

## Test spot

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

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

<b>Example:</b>	<b>Answer:</b>
Name of shop:	Computer Solutions

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

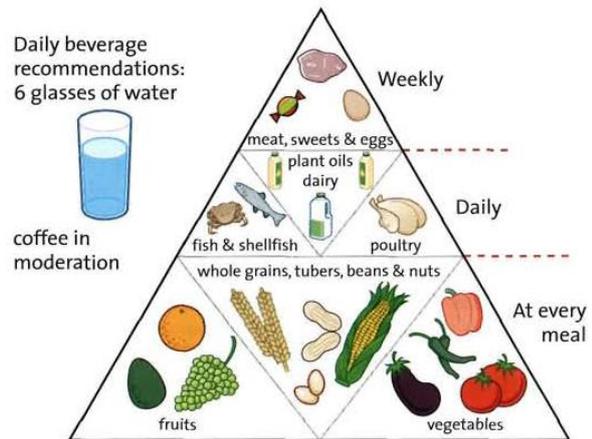
Now, listen to the conversation between a student and someone who sells computers and complete the notes. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

## UNIT 20

THE TRADITIONAL HEALTHY ASIAN DIET PYRAMID



THE TRADITIONAL HEALTHY LATIN AMERICAN DIET PYRAMID



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

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

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

## Speaking Part 1

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

### Useful language

#### Likes, dislikes, preferences

I love bananas.

I really like ice cream.

My favourite is ...

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

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

I hate tomatoes.

I prefer rice to potatoes.

I'd rather drink tea than coffee.

I think chocolate is nicer than anything else.

I'm good at ...

I can only cook ...

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

## Vocabulary Adjectives describing food

5 Match the food to the appropriate adjective.

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

### UNIT 21

#### Speaking Part 1

1 Discuss these questions with a partner.

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

- 1 Which city would you like to visit, and why?
- 2 What would you enjoy doing during the day?
- 3 How would you spend your evenings there?
- 4 Where would you prefer to stay, and why?
- 5 Think about your last holiday. What do you remember most?

A **EDINBURGH CASTLE** is well known throughout the world. It used to be the home of Scotland's kings and queens and it has some impressive buildings from the 15th and 16th centuries. It stands on Castle Rock, a massive volcanic rock in the heart of the city, with a magnificent view of the surrounding countryside and of the Firth of Forth, an inlet of the sea. There have been settlements on Castle Rock for nearly 3,000 years because of its good position. The Military Tattoo, a floodlit spectacle of military drum and bagpipe music, takes place at Edinburgh Castle every August, as part of the Edinburgh Festival.



B **OUR DYNAMIC EARTH** is the most exciting attraction to have opened in Edinburgh in recent times. Inside a striking, purpose-built tented structure, there is plenty of interactive entertainment on offer for both children and adults alike. Our Dynamic Earth explores the extremes of our planet Earth. Travel back in time to witness the Big Bang, feel the earth shaken by an erupting volcano, fly over glaciers, feel the chill of polar ice, and get caught in a tropical rainstorm. It's pre-historic, volcanic, antarctic, dynamic, fantastic! Out of this world ... but about this planet!



C In the 19th century, people travelling by train between Edinburgh and places north of the Firth of Forth had to change to a ferry to cross the water, then transfer to another train. This was very time-consuming. The solution was to construct the **FORTH RAILWAY BRIDGE** a few kilometres west of Edinburgh. It was opened in 1890, and has been in continuous use ever since.



D Situated under one end of the Forth Bridge, **DEEP SEA WORLD** brings you face to face with the creatures of the deep. From 112 metres of underwater tunnels you can enjoy a spectacular view of the piranhas and other tropical fish in the aquarium surrounding you. Or you can go scuba diving among the sharks. You must be at least 16 and in reasonably good health for this, because swimming with sharks can be pretty terrifying! Teachers – contact Deep Sea World about how we can help the children in your class to improve their scientific skills.



## Listening

- 2  You are going to hear a conversation that is similar to those in Part 1 of the Listening Module. In this task you need to listen for specific information in order to complete the notes.

You will hear Jerry, an Englishman, asking an Australian friend, Robin, for advice about his trip to Sydney.

First read the notes and discuss what kind of information you need to listen for.

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Information from Robin about Sydney

**Example:**

**Answer:**

Temperature:

will probably be about .....25..... degrees

Pylon Lookout:

access from the **1** .....

go up to the **2** ..... for a view of the harbour

Opera House:

tours last about **3** .....

tickets sold in the **4** ..... at the Opera House

The Rocks:

the **5** ..... district of Sydney

has popular **6** ..... and .....

The Dragon Festival:

more than **7** ..... competitors

first event includes **8** ..... and .....

## vocabulary Adjectives

3 Here are some adjectives that are often used in guide books.

beautiful	crowded	famous
fascinating	massive	
spectacular	striking	
terrifying	thrilling	

Choose the word from the box that is closest in meaning to the words in *italics* in the sentences below. There is one extra word which you will not need.

- 1 Edinburgh Castle stands on a *very big* rock in the centre of the city.
- 2 The Military Tattoo can be a *very exciting* experience.
- 3 The Sydney Opera House is very *unusual in appearance*.
- 4 The Dragon Festival is a *magnificent* event that attracts thousands of spectators.
- 5 Sydney Harbour Bridge is *well known* around the world.
- 6 Sydney is a *very attractive* city.
- 7 There are some *very interesting* museums to visit in Sydney.
- 8 Sharks can be *frightening* if you get too close to them.

# Test folder 2

## Matching

(Academic Reading, General Training Reading and Listening Modules)

You may be asked to match questions with options from a box in all three modules. In the General Training Reading Module *only*, you may need to match questions with parts of the passage.

In the Listening Module, the questions follow the order of the passage. In the Reading Modules they don't.

Sometimes there are more options than questions, and you must choose a different option each time.

Sometimes there are more questions than options, and you will see the instruction **NB You may use any letter more than once.**

## Listening

- 1  You might find a task like this in Section 2 of the Listening Module. In the test the listening passage would be longer than this.

What is the focus of each day's activity?

Choose your answers from the box and write the letters **A–J** next to questions 1–5.

- 1 Monday .....
- 2 Tuesday .....
- 3 Wednesday .....
- 4 Thursday .....
- 5 Friday .....

- A art
- B shipping
- C famous people
- D former amusements
- E geography of the city
- F old homes
- G the range of museums
- H transportation
- I visiting local people
- J wildlife

## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks. Then read the instructions and the task carefully. It may help to underline the key words.

*Matching questions with options in a box*

- Read the first option in the box and then find the part of the passage that mentions it. Read what is written about it. Look through the questions. If you find one that matches what is in the passage, write your answer. If nothing matches, it may be one that you don't need to use, so go on to the next option.
- You might find it helpful to underline the part of the text that contains the answer.
- Remember that the words in the questions or in the box may be paraphrases of words in the passage.

*Matching questions with parts of the reading passage (GT only)*

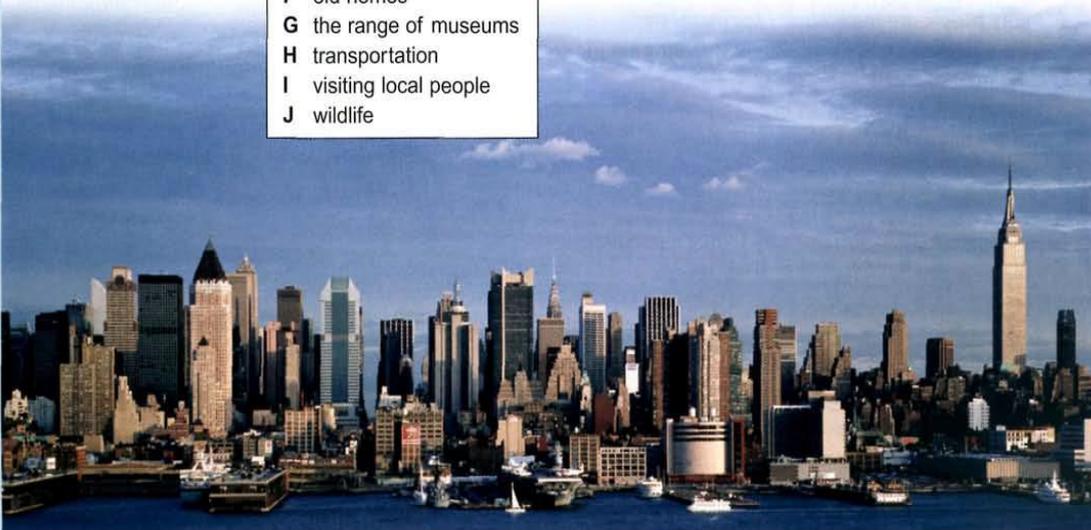
- Read each part of the passage in turn, and see which of the questions match it before going on to the next part of the passage.

### Listening Module

- Read the task before you listen.
- If you miss an answer, stop thinking about it when you hear the speaker going on to talk about the next question, or you'll miss that one.

### All modules

- Check that all your answers are different, unless you read the instruction 'NB You may use any letter more than once'.
- Always give an answer – you won't lose any marks if it's wrong.



## Speaking Part 3

1 In small groups, discuss these questions.

- Do you think it is better to have one-to-one lessons or to study in a class?
- What are the advantages or disadvantages of one-to-one lessons?

  Read questions 1–4, then listen to the next part of the recording and answer them.

### Questions 1–4

Choose the correct letter, **A**, **B** or **C**.

- 1 Morag started having lessons at home because
  - A** she was unhappy at school.
  - B** she was not learning much at school.
  - C** she lived a long way from the nearest school.
- 2 What does she dislike about learning at home?
  - A** Her mother always knows what she is doing.
  - B** She has to study for most of the day.
  - C** She is unable to spend time with friends.
- 3 She thinks that working on projects
  - A** takes too much time.
  - B** helps her to understand the subject.
  - C** teaches her how to use the Internet effectively.
- 4 What does she find most difficult about working on projects?
  - A** writing reports
  - B** finding information
  - C** planning the project

 Now read questions 5 and 6. Here you have to choose more than one of the options. Listen, and as Morag mentions each of the options, find it in the list and put a tick (✓) if it is a right answer, and a cross (X) if it is wrong.

### Questions 5 and 6

- 5 Which **THREE** subjects does Morag enjoy studying?
 

<b>A</b> history	<b>D</b> biology
<b>B</b> geography	<b>E</b> economics
<b>C</b> English	<b>F</b> foreign languages
- 6 Which **TWO** careers is Morag interested in?
 

<b>A</b> sport	<b>D</b> teaching
<b>B</b> cinema	<b>E</b> medicine
<b>C</b> music	

## Reading

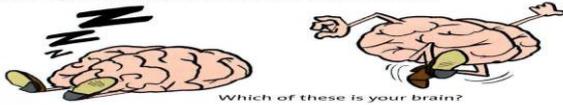
- 4 What advice would be useful for someone who wants to read more effectively? In small groups, discuss which of these pieces of advice you would give.
- 1 First decide why you're reading the text.
  - 2 Always read a text in full.
  - 3 Read the title to find out what the text is about.
  - 4 Ask other people questions about the subject.
  - 5 Look for the main information in the last sentence of each paragraph.
  - 6 Copy the most important parts of the text.
- 5 The following advice was given by a university, to help students to read books and academic papers more effectively. Read it, and decide which of the above six pieces of advice it includes. Put a tick (✓) beside the advice in exercise 4 if it's included, and a cross (X) if it isn't.
- ⊗ about 250 words

### READING FOR COMPREHENSION

As a student you'll need to read a great many articles, books and texts on the Internet, so make sure you can do it effectively. Before you start reading, decide what your purpose is. Then you should choose the most suitable reading method. For instance, if you need to find something specific, such as information about a particular person or topic, scan the text until you find the person's name or a mention of the topic, then read just the relevant section. Scanning is the most rapid form of reading.

10 If you need to find out the main theme and ideas of the text, you'll need to read more of it. First spend two or three minutes looking at the title, subheadings, introduction and summary, if there is one. Write down the questions that you want answers to, for example, *Why did such-and-such happen?* or *What was the result of such-and-such an event?* Then read the first sentence of each paragraph; if it's relevant, read the rest of the paragraph. Otherwise go on to the next. Also use the writer's linking phrases as a guide, words like *the first point, however, to sum up*, and so on.

15 Above all, interact with what you're reading. Work out how it relates to what you already know. Make sure you can follow the writer's thought processes. Make notes about the topic, using your own words rather than copying what you have read. Reading effectively means using your brain – simply moving your eyes across the words is a waste of time!



Which of these is your brain?

## Vocabulary

6 These words and phrases paraphrase words in the passage which are more suitable for academic writing. Find the words in the passage. They appear in the same order.

- 1 understanding
  - 2 the reason for doing something
  - 3 a way of doing something
  - 4 particular
  - 5 connected with what you are interested in
  - 6 the name of a book, article, etc.
  - 7 is connected
- 7 Complete each sentence with a word from exercise 6.
- 1 There is more than one ..... of reading, and the best one depends on what you intend to gain from that book or article.
  - 2 The ..... usually indicates what a book is about.
  - 3 If you need ..... information, it may help to scan the text for it.
  - 4 The ..... of reading a textbook is usually to get information.
  - 5 ..... , particularly when reading in a foreign language, requires mental effort by the reader.
- 8 In small groups, discuss what's important for effective learning at school or college, for example:
- the number of students
  - the ability of the teachers
  - activities during lessons
  - equipment and facilities
  - whether all the students have a similar knowledge of the subject.

## Writing folder 2

### Academic Writing Task 1: Handling data 1 – line graphs

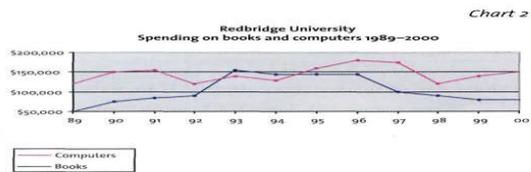
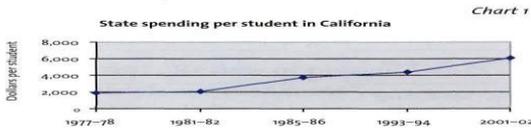
In Task 1 of the Academic Writing Module you may be given one or more line graphs and asked to explain what they show. You should spend 20 minutes on this task and you should write at least 150 words.

#### Advice

- You will need to compare the information as well as describe it. For language of comparison/similarities/differences see Unit 2.2.
- It is important not to offer your opinion on the graph or to try to give reasons for the figures mentioned.

1 A line graph is a way to summarise how two pieces of information are related. Look at chart 1. Which sentence, a or b, is a better summary of the chart?

- a The graph shows how much money was spent on students in California from the end of the 70s to the beginning of the 21st century.
- b The graph shows how many dollars were spent on each student's education in the state of California in selected years between 1977 and 2002.



2 Look at chart 2. Use appropriate vocabulary from the Useful language box on the opposite page to complete the following sentences:

#### Noun + adjective

EXAMPLE: There was a ..... *sharp rise* ..... in the amount spent on books in 1993, compared with the previous year.

- 1 There was a ..... in the amount spent on computers between 1992 and 1994.
- 2 There was a ..... in spending on computers from 1998.
- 3 There was a ..... in spending on computers in 1992 and then again in 1998.
- 4 There was a ..... in spending on books from 1997.

#### Verb + adverb/adjective/noun

EXAMPLE: Spending on computers ..... *fluctuated slightly* ..... between 1992 and 1994.

- 5 Spending on books ..... from 1992 to 1993.
- 6 Spending on books ..... in 1993.
- 7 Spending on books ..... from 1994 to 1996.
- 8 Spending on computers ..... in 1996.
- 9 Spending on computers ..... in 1998.
- 10 Spending on computers ..... in 1999 and 2000.

## UNIT 24

1 Match places 1-4 with photographs A-D and then say which type of structure each is.

- 1 The Great Wall, China
- 2 The Moai, Easter Island
- 3 The Parthenon, Greece
- 4 The Pyramids, Egypt

- a temple
- a system of defence
- tombs or burial chambers
- sculptures

2 Read the article and answer the following questions. Don't worry about the spaces in the article for now.

1 Where is Easter Island?

2 Who built the Moai and why were they built?

3 Words a–e are taken from the article. Match them with their meanings, 1–5, then decide where they fit in the article.

a clan            1 an area or type of work or study

b sites            2 no longer active

c remains        3 places that are being dug up to find information

d field            4 ruins, what's left behind

e extinct        5 a family group or tribe

🕒 about 700 words

## The Moai of Easter Island

Easter Island was named by a Dutchman, Jacob Roggeveen, who arrived there on Easter Day, 6 April 1722, but its native name is Rapa Nui, sometimes translated as 'centre of the Earth'. Nearly 4,025 km from the coast of Chile and 4,185 km from Tahiti, this island is a triangular volcanic rock of just 17 square kilometres, and is one of the most isolated places on Earth. The top of the highest of its three volcanoes, which are now (1) ....., is 511m above sea level. Currently, the island has 3,000 inhabitants and a single town, Hanga Roa. Easter Island or Rapa Nui is now a nature reserve and is governed by Chile. The island is particularly known for the large statues or sculptures, called Moai, which are found there.

In 1989, the Chilean government invited Giuseppe Orifici, an Italian archaeologist, to visit the island. Impressed by the wealth of archaeological (2) ....., Orifici arranged to begin digging the following year. He co-ordinated a team of experts, each a specialist in their own (3) ....., who visited the island for several weeks over the next ten years. These specialists ranged from archaeologists and anthropologists to botanists and sculpture experts.

Scientists once believed that the Rapa Nui people had originally come from South America around the 7th century.

However, a few surviving traditions, as well as the shapes of some of the sculptures, show that the people are from Polynesia and probably arrived on the island in the 5th century. Recent research on bones and teeth strongly supports this theory. While anthropologists Dr Andrea Drusini and Professor Daris Swindler were carrying out research on teeth from various (4) ..... on the island, they found that something known as a 'genetic bottleneck' had occurred. On a small island, where people never marry outside their own (5) ....., inbreeding is inevitable, and as a result, the gene pool for each group is narrow. A particular feature, such as large or missing teeth, then shows up within family members with much more regularity than would otherwise be expected and this enabled the scientists to prove where the people had originally come from.

Bones were found mostly in burial chambers beneath the Moai. It is thought that the social and economic power of a clan chief was measured by the size and number of Moai he had, so there was fierce competition between clan chiefs to build the biggest and best. Usually, each chief had between one and 15 Moai on his family's tomb, all of which were between 3m and 8m tall. More were constantly being built – in total, nearly 12,000 are thought to have been made, using rock from the Rano Raraku volcano. The largest of the Moai found by Orifici's team was 33m tall and weighed nearly 300 tonnes. Sometimes the sculptures were engraved – one has carvings of a boat – while others have large or small ears, depending on the clan that built them.

**Test spot**

Each section of the Reading Module has a text (or, in sections 1 and 2 of GT, texts) followed by a set of questions. There will be a variety of question types on each text – for example, multiple choice, sentence completion or a matching task. You will need to go back to the beginning of the text each time you begin a new section of questions.

**4 Questions 1–6**

Do the following statements agree with the information in the article? Write

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

- Ornific organised the experts who came to Easter Island.
- Experts believe the Rapa Nui people came from South America.
- Burial chambers varied from clan to clan.
- Each of the Moai took many months to construct.
- No Moai were made after the sixteenth century.
- The Rapa Nui people were hungry because they refused to eat fish.

**Question 7**

Choose **TWO** letters A–E.

In which **TWO** centuries did a number of new people come to Easter Island?  
**A** 5th **B** 7th **C** 16th **D** 17th **E** 18th

Most have a pukao – a kind of hat made of red volcanic rock. Completed Moai were arranged to face in towards the island, and played an important part in the religion of the island. Islanders worshipped them as ancestors who had become gods. The building of Moai and the religion associated with it lasted until the 16th century. A number of factors led to its collapse and the near collapse of the Rapa Nui people, including population growth and the destruction of the forest. But it seems that the main reason was that the religion had simply got too big for the island. More and more people were building ever larger Moai and they weren't spending enough time growing food or fishing. The fish close to the shore were hunted to extinction and increasing numbers of trees were destroyed to use as rollers to transport the Moai. When there were no more trees, the land lost its fertility, people starved and there was no wood to build boats to escape. Luckily, a new, less demanding, religion grew up during the 17th century, which saved the islanders and enabled limited resources to be shared out more fairly. Europeans arrived in the 18th century and destroyed much of what remained by introducing foreign diseases and importing a few species which destroyed the native plants and animals. It was also at this time that the key to the Rapa Nui written language was lost. The history of Rapa Nui and its people should be a warning to us all in the 21st century – to take care of our natural resources before it is too late.

**Questions 8–10**

Complete the notes below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the reading passage for each answer.

- The Moai sculptures  
**8** were made from rock taken from the .....  
**9** could be as high as .....  
**10** were moved about the island on wooden .....

**Vocabulary**

**Collocations related to research**

- 5 Which verb in each group (1–4) doesn't collocate with the noun on the right?
- |                                |                    |
|--------------------------------|--------------------|
| 1 to get, to do, to perform,   | an experiment      |
| to carry out                   |                    |
| 2 to make, to find,            | a discovery        |
| to lead to                     |                    |
| 3 to draw, to arrive at,       | a conclusion       |
| to do, to reach                |                    |
| 4 to get, to make, to analyse, | results/statistics |
| to evaluate                    |                    |

**Speaking Part 3**

- 6 Look at this question and responses a–c below. Which response would gain more marks? Why?  
 Can history teach us anything or is it a waste of time?
- No, it's a waste of time.
  - I consider that society could learn a great deal from the study of history because history has a habit of repeating itself.
  - Well, history is very interesting. My favourite historical person is Captain Cook because he discovered many places.
- With a partner, ask and answer the following questions. Remember to expand your answers.
- Do you think history is taught well?
  - What could be done to make students want to study history?
  - Do you think students should have more choice in which area of history they study? What would you choose?

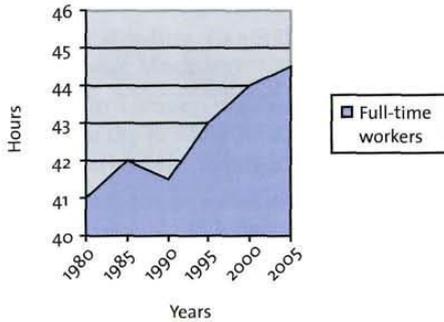
**Useful language**

**Suggesting and giving answers**

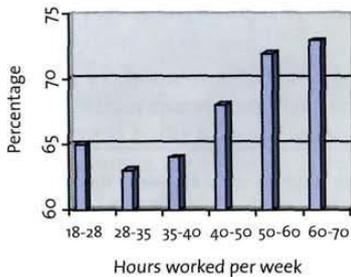
Let me give you an example.  
 A case in point is ...  
 Let me explain why I think that.  
 For one thing, they could ... and for another, ...  
 Personally, I think that ... / I would choose ...

**UNIT 24**

**1 Average hours worked per week in UK**



**2 UK employees inspired by their bosses**



For example: 65% of people who work 18–28 hours per week feel inspired by their boss.



**Questions 3–5**

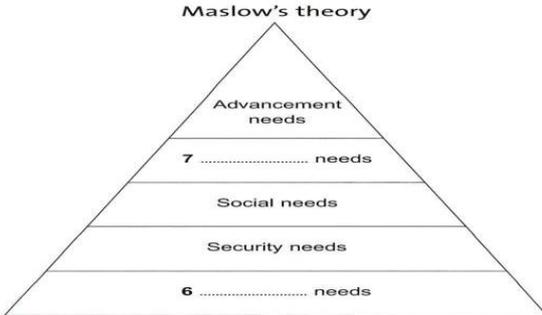
Complete the sentences below.

Taylor wrote his theory in the 3 ..... century.  
 Taylor's theory was that people only worked for 4 .....  
 Later research concluded that some people preferred to work 5 .....

**Questions 6 and 7**

Complete the diagram below.

Look carefully at the diagram and check you understand where to write your first answer.



**Questions 8 and 9**

Complete the table below.

Look at the table and notice that in this section you need to listen for percentages.

Source of job satisfaction	% of employees
Inspirational leader	72%
Type of work	8 .....
Good pay	50%
Flexible working hours	9 .....

**Question 10**

Choose the correct letter, A–D.

What does the speaker say about workers in the UK?

- A They want to have a good lifestyle.
- B Socialising at work is not a priority for them.
- C They want to earn a lot of money.
- D Having a job title is a priority for them.

**Vocabulary**

**Collocations with money**

4 Complete the sentences with a verb from the box in the right form.

change	give	invest	leave	lend
make	pay	save	spend	waste

- 1 Don't ..... your money on buying a cheap office desk – it won't last very long.
  - 2 My grandmother ..... me £10,000 when she died.
  - 3 Claudia ..... all her money on presents for the family.
  - 4 Don't ..... your money at the airport – they don't give a very good rate.
  - 5 Every month I ..... a certain percentage of my salary into my pension scheme.
  - 6 Can you ..... me £20 until the weekend?
  - 7 The woman ..... £10 to the man playing the guitar in the market square.
  - 8 If you ..... your money in stocks and shares, you might lose it.
  - 9 Jon ..... over £100 by buying his books second hand.
  - 10 Steve Rogers ..... his money selling insurance.
- 5 How do you handle money? Ask and answer these questions with a partner.
- 1 Do you spend more than you have?
  - 2 What's the best way to make money?
  - 3 Would you ever buy anything second hand?
  - 4 Would you lend or borrow money?
  - 5 What do you think about investing on the stock exchange?



WHAT IS JOB SATISFACTION? 41

Dear Sir,

I am writing to apply for the 1 ..... of Sales Manager advertised on 3rd March in *The Times* newspaper. I have worked for the past two years as a junior 2 ..... in an electronics company in the Marketing 3 ..... . I feel now is the right time to apply for a higher position as I believe I have gained the necessary 4 .....

I am a 5 ..... engineer (see the enclosed 6 ..... ) and believe I have excellent management 7 ..... . My 8 ..... at present is £25,000 a year.

I realise that the 9 ..... date for applications was last Friday, but I hope that you will still be willing to consider my application. I am available for 10 ..... at any time. I look forward to hearing from you in the near future.

Yours faithfully,

*Jason Stephenson*

# 6

## What is job satisfaction?

### Reading

- 1 Read the text below about how people may choose their career and say where this text is taken from.
- A a scientific conference journal
  - B a newspaper article about a new book
  - C a textbook on motivation at work
- 2 about 600 words

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

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

4 'It never occurred to me — or, I believe, to my twin — to deliberately plan similar careers,' Bernard says.

5 Easily the strangest thing about Principal and President Shapiro, though, is how far from unusual they actually are. For they are just one of many pairs of twins to feature in a major new work by Professor Nancy Segal that provides the most important evidence so far that career choice, working style and job satisfaction can be significantly influenced by our genes. The implications reach far beyond identical twins. The headline finding in her study is that at least 30% of the factors that make an individual choose their career path could be genetic.

6 'I'm not saying that there is a single gene for being a carpenter or a gene for being an artist,' Segal says, 'but our studies do suggest that the choice of any job reflects many characteristics that are genetically based, from physical size to personality.'

7 Her evidence is clear enough. It is based on studies of career parallels between identical twins — including, importantly, many who have been brought up separately — and twins who are non-identical, or fraternal.

8 Identicals, who usually share 100% of genes, showed a far greater degree of similarity in their working lives than fraternal, who typically share an average of 50%.

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



The Douglas family

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

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

11 A much less controversial but arguably more significant finding from Segal's research is the idea that job satisfaction may also be in the genes. Furthermore, Segal's results suggest that job satisfaction seems to play a much greater role than expected. Employers take note: changing the lighting or the seating arrangements, providing free coffee or even increasing salaries may not contribute to their employees' happiness as much as giving them meaningful and personally satisfying goals.

12 So, whatever it is that motivates an actor to endure the poverty of lengthy 'resting' periods in return for the occasional bit of acting, or a lecturer to tolerate poor pay in order to pursue his or her academic passion, may be buried deep in their ancestry.

## UNIT 25

1 With a partner, read this question and answer.

**Question:** Do you ever advertise products or companies, for example by recommending them to friends?

**Answer:** Yes, I sometimes do.

That answer doesn't show how good your English is. Here are some answers that have been expanded. By each of the beginnings (1–3), write the letters of the expansions (a–e) that can follow it.

- 1 Yes, I sometimes do. ....  
2 No, I don't. ....  
3 I've never thought about it. ....
- a **For instance**, I told my friends about my mobile phone, because I thought it was very smart.  
b **I suppose** I do, because carrying a plastic bag with a company's name on it is a form of advertising.  
c **The reason is** that one of my friends does it all the time, and it gets very boring.  
d **I'm not sure** if I would want to, but perhaps it's hard to avoid.  
e **Maybe** I'll stop doing it, because I don't want to provide free advertising for companies.

Now answer these questions, using some of the phrases in bold above to develop your answer.

- Do you ever advise people not to buy certain products?
- Does advertising affect what you buy?
- Does advertising make you want things you can't afford to buy?

2 Whenever you read, try to work out the main point of each paragraph. The newspaper article on page 47 is about using members of the public to pass on advertisements on their computers. Read each of the first three paragraphs in turn, and answer questions 1 and 2. There is an example to help you.

**Questions 1 and 2**

Choose the correct letter, **A**, **B** or **C**.

*Example:*

What is the first paragraph about?

- A** the type of people who make films  
**B** what happens in the writer's film  
**C** how films are used in marketing

The answer is **B**. The paragraph describes a sequence of events (= *what happens*), and the last sentence, "*Cut!*" *shouts the director*, suggests that it's about a particular film, not films in general.

- 1 What is the second paragraph about?  
**A** deciding what a film should be about  
**B** choosing where to shoot a film  
**C** the reason for making a film
- 2 What is the third paragraph about?  
**A** how viral marketing started  
**B** the writer's concerns about viral marketing  
**C** a company that advises on viral marketing

 You are going to hear a radio interview with Gary Phillips, the head of an advertising agency. Listen to the first part of the interview.

**Questions 1–6**

Complete the sentences below.

Write **NO MORE THAN ONE WORD** for each answer.

Early advertising provided only .....

In the late nineteenth century, manufacturers advertised because they needed to increase the ..... for their goods.

Companies were able to make a large ..... by selling luxury goods.

Increased ..... meant that companies risked going out of business if they didn't advertise.

Persuasive advertising tries to involve people's .....

Persuasive advertising stresses the ..... of buying particular products.

 In the second part of the interview, Gary uses each of the products below (7–11) as an example of a different advertising technique. First make sure you understand the words in the box, using an English–English dictionary if necessary.

**UNIT 27**



- 1 Do you think people should spend their free time actively (for example, dancing or painting) or passively (for example, watching a film or listening to music)? Why? How do you spend your free time?

## Reading

- 2 Read the extract from the programme of events at an arts centre.

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the reading passage for each answer.

🕒 about 350 words

### Test spot

First read the headings of the columns. Think about what word class would fit the heading and notes (if there are any). All the answers are words from the passage, but they may not be in the same order as in the questions. Make sure you write no more than the maximum number of words and copy them exactly as they are written in the passage. This type of task is similar to note completion. → TF 3

name	type of event	main theme	notes
Jake Duff	EXAMPLE: 0 <i>comedy</i>	1 .....	has been called 2 .....
Nick Robertson	3 .....	supernovas	a 4 ..... will be on sale
'Kate and Joe'	5 .....	6 .....	opportunity to talk to the 7 .....
Sharon Williams	8 .....	seeing 9 .....	subjects are often reflected in 10 .....

## This week at the Prospect Arts Centre

### Monday and Tuesday at 7:30: Jake Duff

If you want to see a Shakespearean tragedy, you're bound to be disappointed, but if it's comedy you want, look no further. Jake's hilarious look at rural life will make you laugh till you cry. Recently picked by

- 10 Ten-Street Magazine as best newcomer, Jake says he'd love to be named their 'Top Satirist'. To judge by his present form, he's sure to achieve this ambition very soon.



### Wednesday at 7:30: Nick Robertson

- 15 Nick is a very popular regular at the Prospect, and if you attended last year's talk you'll remember his astonishing slides and clear explanation of how the solar system functions. This year Nick is turning his attention to supernovas, and it promises to be an equally fascinating evening. His latest booklet, 'What is a galaxy?', will be available after the talk, and if you'd like to buy a copy, Nick will be happy to sign it for you.

## Grammar Talking about the future

3 Match each sentence (1–8) with the right meaning (a–e).

- 1 The Arts Centre is holding a sculpture exhibition soon.
- 2 The play begins at 7.30 p.m.
- 3 The actors are going to meet the audience after the performance.
- 4 The Arts Centre's falling income means it is going to make a loss this year.
- 5 Children will love the comedy show taking place next Saturday morning.
- 6 Because there's a special offer, I think I'll go to both this week's shows.
- 7 I expect Nick will give another talk next year.
- 8 Jake Duff's show is going to be a sell-out, judging by ticket sales so far.

- a a prediction
- b a decision made at this moment
- c something already arranged or decided
- d a future result of a present situation
- e a timetable

Beside each meaning a–e above, write the tenses that can be used for it. You will need to use two of them twice, and one of the meanings has two answers.

Tenses: *will be going to* present simple  
present continuous

### Thursday to Saturday at 8.00: 'Kate and Joe'

The latest by Canadian playwright Geraldine Scott, 'Kate and Joe' is a moving exploration of growing up. Set in the industrial town where Scott lives, the play will have three performances here at the Prospect, before its extended run in Toronto. On Thursday the actors will be happy to stay and answer questions after the performance. This event is likely to prove very popular, so please book as soon as possible.

### All this week: Sharon Williams

Sharon is well known for her fresh insight. In this new photographic exhibition, she moves away from her usual theme of people's emotional states. Through her use of polished metal, we see multiple reflections of everyday objects, apparently floating in air and transformed into abstract shapes. When this exhibition ends, Sharon is starting work on a major commission for the city council.



4 Look at sentences 1–10, in which the writer says how likely a future event is. Decide whether each sentence is closest in meaning to a, b or c.

- a I think it's likely to happen.
  - b I'm not sure if it will happen.
  - c I think it's unlikely to happen.
- 1 If you want to see a Shakespearean tragedy, you're bound to be disappointed.
  - 2 There are so many comedians these days that there's little chance of winning any of the top awards.
  - 3 This year Nick is turning his attention to supernovas, and it promises to be a fascinating evening.
  - 4 I'm convinced I'll enjoy watching live comedy.
  - 5 Having a wide range of events at the Arts Centre may attract more people.
  - 6 I doubt whether many people would want to go on stage with Jake.
  - 7 There's a chance that the Arts Centre will have to close if it can't increase its ticket sales.
  - 8 There'll probably be a queue to get in to Jake's performance.
  - 9 I have no doubt that Sharon Williams's photographs will leave a lasting impression.
  - 10 Maybe holding an exhibition by local artists will attract people.

**G** ... page 140

## Speaking Part 1

5 With a partner, predict what each of these events will be like.

EXAMPLE: You've been invited to listen to an orchestra of very young children.  
*I doubt whether I'll enjoy it. On the other hand, there's a chance that they'll be better than I expect.*

- 1 You've been invited to a performance by your favourite singer or actor.
- 2 You've been asked to sing in front of a large audience.
- 3 You've been invited to a film that you have already seen and don't like.
- 4 You've been asked to take part in a sport that you've never played before.

Use these phrases to start your sentences.

I doubt whether ...	I'm sure ...
I may ...	There's a chance ...
Maybe ...	I'm convinced ...

TIME TO WASTE?

53





- 1 How much do you know about global warming? Do this quiz with a partner.

1 What has been the average global temperature change over the last 100 years?

- A +0.6 °C    B +1 °C    C +3 °C

2 By how much has the sea level risen in the last 100 years?

- A 0-5 cm    B 5-10 cm    C 10-20 cm

3 Which of the following is NOT an effect of global warming?

- A a growth in population  
B increased risk of flooding  
C a change to animal habitats

4 When will we be experiencing the effects of global warming?

- A not for another 50 to 100 years  
B we may be experiencing them already  
C never

## Reading

- 2 Read through the article opposite quickly to find out which of the following people does NOT think global warming is a big problem.

Jonathan Overpeck                  Jay Malcolm  
Ronald Stouffer                      Marianne Douglas

- 3 Look at headings 1-5 below. Which is the best heading for each paragraph A-E?

- 1 The effect of global warming on plant and animal life  
2 Uncertainty among experts about the effects of global warming  
3 Global warming: the position now and predictions for the future  
4 The countries affected by a rise in sea level due to global warming  
5 The debate about the causes of global warming

### Test spot

There are two types of summary task in the Reading Modules. In one you need to find the answers in the text (and your answers must be actual words from the text). In the other you are given a box of answers to choose from. The summary may be on the whole text or just a section of it, and the answers may or may not be in text order but usually are.

Read the summary through first before trying to complete it. Don't try to complete the summary without reading the relevant parts of the text again carefully. Think carefully about the type of word that is missing – noun, verb, adjective, etc. ... TF 5

- 4 As you complete this summary, remember that your answers must be words taken from the article.

Complete the summary below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

The 1 ..... temperature of the Earth has risen over the last hundred years. One effect is a reduction in the 2 ..... in tropical oceans. An increase in carbon dioxide reduces the amount of 3 ..... escaping from the atmosphere. As a result, animals are moving to different 4 .....

In the USA, research has been undertaken into the effect on sea levels if an 5 ..... melted. This would destroy many heavily 6 ..... places, especially in the worst-case scenario of a rise of 7 ..... metres. The conclusion reached is that there is a need for people to reduce their use of 8 ..... and change to different 9 .....

# A disaster in the making

## A

Most scientists agree that global warming presents the greatest threat to the environment. There is little doubt that the Earth is getting warmer. In the last century the average temperature rose about 0.6 degrees C around the world. From the melting of the ice cap on Mt Kilimanjaro, Africa's tallest peak, to the loss of coral reefs as oceans become warmer, the effects of global warming are often clear. Many experts warn that global warming will cause sea levels to rise dramatically. In the past 100 years the oceans have risen 10 to 20 cms – but that's nothing compared to what would happen if, for example, Greenland's massive ice sheet were to melt. 'The consequences would be catastrophic,' says Jonathan Overpeck, Director of the Institute for the Study of Planet Earth at the University of Arizona. 'Even with a small sea level rise, we're going to destroy a number of nations and cultures that have existed for thousands of years.' Overpeck and his colleagues have used computer models to create a series of maps that show the places most at risk of flooding.



## B

Just as the evidence is clear that temperatures have risen in the last century, it's also well established that carbon dioxide in the Earth's atmosphere has increased about 30 percent, allowing the atmosphere to trap too much heat. However, the exact link, if any, between the increase in carbon dioxide emissions and the higher temperatures is still being disputed. Most scientists believe that humans, by burning fossil fuels such as coal and petroleum, are largely to blame for the increase in carbon dioxide. But some scientists also point to natural causes, such as volcanic activity. 'Many uncertainties surround global warming,' says Ronald Stouffer at the US National Oceanic and Atmospheric Administration's Geophysical Fluid Dynamics Laboratory. 'How much of it would still occur if humans were not changing the climate in any way?'

## C

The current rate of warming is faster than ever before, however, which suggests it probably is not a natural occurrence. And a large number of scientists believe the rise in temperatures will, in fact, speed up. The UN Group on Climate Change reported in 2001 that the average temperature is likely to increase by between 1.4 and 5.8 degrees C by the year 2100. The climate change is likely to impact on ecosystems, agriculture and the spread of disease. 'Global warming is a serious threat to animal and plant life,' says Jay Malcolm, a forestry professor at the University of Toronto. 'As climates warm, more southerly species will begin appearing further north ... species will find themselves in habitats where they don't belong. For example glaciers and sea ice in both the northern and southern hemispheres are already melting at a rapid pace, placing animals like polar bears at risk.'

## D

A recent study suggested that Greenland's ice sheet will begin to melt if the temperature there rises by three degrees C. That is something many scientists think is likely to happen in another hundred years. The complete melting of the Greenland ice cap would raise sea levels by seven metres. Even a partial melting would cause a one-metre rise. Such a rise would have a devastating impact on low-lying islands, such as the Maldives, which would be entirely submerged. Densely populated areas like the Nile Delta and parts of Bangladesh would become uninhabitable, affecting hundreds of millions of people. A one-metre sea-level rise would flood the eastern seaboard of the USA.

## E

Other scientists emphasise that such doomsday scenarios may be hundreds of years in the future. 'You can't say with any certainty that sea-level rises are going to have a huge impact on society,' says Stouffer. 'Who knows what the planet will look like 5000 years from now?' Most climate scientists, however, agree that global warming is a threat that has gone unchecked for too long. 'Is society aware of the seriousness of climate warming? I don't think so,' says Marianne Douglas, professor of geology at the University of Toronto. 'Otherwise we'd all be leading our lives differently. We'd see a society that used alternative sources of energy, with less dependency on fossil fuels.'

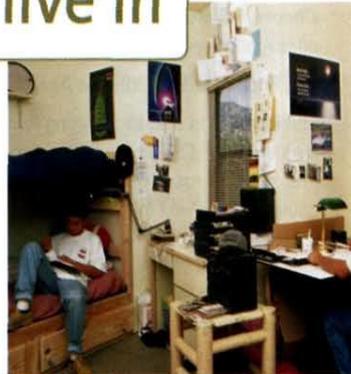
# 10.1

## A place to work or live in

### Speaking Part 1

1 With a partner, take it in turns to ask and answer the following questions. Remember to give a full answer – use *because* and *for example*.

- What type of accommodation are you living in at the moment?
- What's it like?
- What would your ideal room be like?
- What qualities would you look for in a flatmate?



### Useful language

#### Accommodation

- a hall of residence / a college room
- a rented flat/apartment
- a hostel
- a family house / a home stay
- a shared house

- I like/love living with my/a family.
- I don't mind staying in a hostel
- What I would most like is ...
- I'd like (to share with) someone who ...
- I dislike/hate/can't stand sharing with anyone.
- I can't afford to pay more.
- I want to move soon.
- On the other hand ...



### Listening

2 You are going to hear a student asking about accommodation at a university. Read through the questions and try to decide what kind of information you need to listen for.

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Ridgeway House      \$230 or \$270 a week: including 1 .....

Time taken to campus on foot: 2 .....

Not open: in 3 .....

International House      Cost of private room: 4 \$.....

Situated on ground floor: 5 .....

Address:      6 ..... Place.

Possible to take part in 7 ..... all year round.

Computer lab:      in 8 ..... of the building.

Main rule:      9 ..... in the building.

Application fee:      10 \$.....

Would you like to live in this college accommodation? Why, or why not?

**Pronunciation Polite intonation**

3 It is important to create a good impression by sounding polite during the Speaking Module. Listen to the beginning of the conversation from exercise 2 again and then repeat these words or phrases. Try to use the same intonation.

- 1 Can I help you?      4 Do sit down.
- 2 Yes, please.        5 Thank you.
- 3 I don't, I'm afraid.    6 Certainly.

Remember: phrases like *I'm afraid*, or *I'm sorry* soften a negative response.

4 Listen to eight short exchanges and decide if the second person sounds friendly or unfriendly. Write F (friendly) or U (unfriendly).

- 1                      4                      7
- 2                      5                      8
- 3                      6

**Vocabulary**

**Phrasal verbs and collocations with house and home**

5 Rewrite the sentences using phrases from the box and making any other necessary changes. Use an English-English dictionary to help you.

to pull down a building /	
to pull a building down	a spacious house
to put someone up	a dilapidated house
to rent out a flat/house	a terraced house
to extend a house	a bungalow
to leave home	a detached house
to move house	a semi-detached house

- 1 My house is connected to another house.
- 2 Josh lived in eight different houses when he was a child.
- 3 Don't worry about finding a hotel – I can give you a bed for the night.
- 4 After they had children, they decided to add more rooms onto their house.
- 5 Tania's mother was very upset when Tania moved out of the family home.
- 6 The council are demolishing the old cinema.
- 7 Dr Thomas is very happy to allow students to have the flat for a reasonable amount.
- 8 I live in a house which only has one floor.
- 9 My aunt's house has a lot of space but it isn't in a very good state.
- 10 I have lived in houses which were part of a row and in houses standing alone.

**Writing extra**

**General Training Task 1**

6 Complete the letter using words from the box below. There are some extra words which you won't need.

agree also attention because conclusion  
hear hearing however is know limit  
make meet next past receive run  
since stop when where would

Dear Professor Simpson,  
  
I have been living in International House now for the **1** ..... six months and feel very much at home as it is very comfortable and reasonably priced. **2** ....., I would like to draw your **3** ..... to the following problems.

First of all, the computer room in the basement has been closed for the last two weeks **4** ..... of a shortage of technical staff. **5** ..... it not be possible to pay computer-science students to **6** ..... the hall's computer room on a rota basis?

Secondly, noise levels from student parties have increased recently. I think it would be a good idea to **7** ..... parties to Friday or Saturday nights and from 8.00 to 12.30 in term time. I am sure you will **8** ..... that it is very hard to study **9** ..... someone is having an all-night party in the middle of the week!

I look forward to **10** ..... from you in the near future.

Yours sincerely,

7 Answer the following Task 1 question.

Write the following letter.

**You are due to move into a rented apartment next month but you will not be able to because you have some problems.**

**Write a letter to the landlord. In your letter**

- explain your situation
- describe your problems
- tell him/her when you think you can move in.

You should write at least 150 words.



robins



gulls



spider



worker bees

- 1 What similarities and differences are there between the lives of animals and of human beings?

## Reading

- 2 Match each definition (1–7) with a noun or verb from the box (a–i). There may be more than one answer.

- 1 a group of people living together, or a person living alone
- 2 a couple and their children
- 3 parents, children, grandparents, uncles, aunts, etc., whether or not they live together
- 4 something done alone
- 5 something done in a group
- 6 to care for young animals or children until they are able to care for themselves
- 7 the way in which someone is treated and educated when they are young, especially by their parents

- |   |                     |
|---|---------------------|
| a | to bring up         |
| b | a communal activity |
| c | an extended family  |
| d | a household         |
| e | a nuclear family    |
| f | to raise            |
| g | to rear             |
| h | a solitary activity |
| i | upbringing          |

- 3 Most species of animals have a preferred way of living. This book extract introduces different patterns. Note that 'animal' is used to include birds, fish, insects and invertebrates. Skim the first section, and decide what the main topic of each paragraph (A–E) is. The passage is similar to those in the Academic Reading Module.

🗣 about 250 words

## Social organisation among animals

### Varieties of social organisation

A The palolo – a worm which lives on rocks in the sea – is one of very few animals which never have contact with other members of the same species. Others, such as spiders, are normally solitary, meeting only to mate (that is, to reproduce).

B Some species form social links only for the period while they are rearing their young. Among birds, European robins raise their chicks in a pair, away from other members of their species, while herring gulls form larger groups (*colonies*) consisting of many pairs living close together, each pair raising their chicks independently.

C Many species of fish and birds form large groups, called *schools* and *flocks*, respectively, and swim or fly together. Hens attack each other, and eventually establish a hierarchy based on their individual strength. Those at the top of the 'pecking order' get to eat before the others.

D Finally, some animals spend most or all of their lives in social groups in which individuals co-operate. Lions, for instance, usually live in a relatively permanent group, called a *pride*, where some activities, such as hunting, are social, and others, like sleeping, are solitary.

E Bees, wasps and ants live in stable, co-operative groups in which every activity is communal and organised. Worker bees (which are all female) have several jobs in succession, depending on their age. They begin with cleaning duties, and later become soldiers to defend the hive against intruders. Finally they fly out of the hive to collect food. There is a highly complex social organisation.

- 4 Now answer these multiple-choice questions about the extract you have just read.

### Test spot

Remember to read each question carefully, find the relevant part of the text, consider *all* the options, and choose only one answer to each question. ... TF 6

Choose the correct letter, **A**, **B** or **C**.

- Which of these animals spends most, but not all, of its life alone?  
**A** palalo  
**B** herring gull  
**C** spider
  - European robins and herring gulls are different with regard to  
**A** how many birds help to bring up each chick.  
**B** the social organisation in which pairs bring up their young.  
**C** how long they spend together.
  - What point is made about hens?  
**A** The best fighters eat different kinds of food from weaker hens.  
**B** They live in larger groups than most other species of birds.  
**C** Their social structure gives certain individuals advantages over others.
  - What is said about the life of lions?  
**A** They live in a group and do some activities together.  
**B** They live separately and come together for some activities.  
**C** They live in a group and do all activities together.
  - What point is made about worker bees?  
**A** They carry out different tasks as they get older.  
**B** They live in a social structure unlike that of any other animals.  
**C** They could not survive alone.
- 5 What do you think are the advantages and disadvantages for animals of living in groups?  
Consider
- bringing up the young
  - finding food
  - protection against other animals
  - conflict

- 6 Now read the next section of the extract.

🕒 about 250 words

### Advantages of social co-operation



frogs

Social co-operation can provide a number of benefits. Groups of male frogs sing to attract females, and large groups generally attract more females per male than smaller groups, making it easier for the males to find a mate.

- 5 The young can be reared more safely in social groups. Birds in a colony tend to lay their eggs at around the same time, so all the chicks emerge from the egg almost simultaneously. As an individual predator (an animal that kills and eats other animals) can only consume a
- 10 finite number of eggs or chicks, each individual is less likely to be eaten. Groups of adult elephants surround all their young, giving each one much greater protection than its parents alone could provide.

Groups are also more effective in bringing up the

15 young. In some species of apes and monkeys, female 'aunties' help to look after the young which are not their own, while learning how to raise their own young in the future. Lion cubs drink the milk not only of their mother but also of other lionesses in the group, and

20 the range of antibodies that different females provide increases their resistance to disease.

A group that spreads out in search of food is likely to be more successful than an animal searching alone. When one has found food, others may simply join it, but some

25 species have developed a highly complex form of communication. When a honeybee finds some food it returns to its hive and performs a complex dance to indicate the location of the food to others.

- 7 Which **FIVE** of these advantages of social co-operation are mentioned in the above passage?

- A** Females can choose a mate more easily.
- B** More eggs can be laid.
- C** Eggs are more likely to survive.
- D** There are more adults available to protect the young.
- E** Individuals can develop skills for later use.
- F** The young are likely to be healthier.
- G** Individuals can eat food which others have found.
- H** The group is more likely to live close to a source of food.

# 12.1

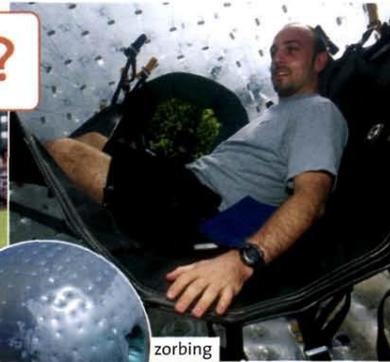
## Sport: just for fun?



bungee jumping



football



zorbing



table tennis

### Speaking Part 1

- Do you enjoy playing or watching any sports? Why, or why not? Which sports are popular in your country, either to play or to watch? In your opinion, why are they popular?

### Vocabulary Sport

- Complete each sentence with a word from the box. Some nouns may need to be made plural.

- The world's biggest sports ..... is the Olympics.
- There is always great excitement when a world ..... is broken.
- A ..... sport is one which people go to watch.
- ..... sports are ones that are dangerous and very exciting.
- A number of individual ..... take part in a race. The person who comes first is the winner, and the one who comes second is the .....
- In most sports, each individual or ..... wins by getting the highest .....
- A result when there is no winner is called a 'draw' or '.....'.
- Some tennis tournaments are open to both professionals and .....

One of the words hasn't been used. Write a definition of it.

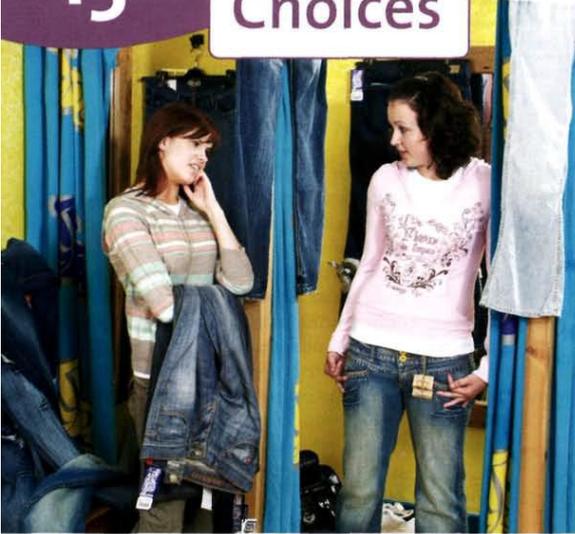
- Complete this table with words related to the ones given.

verb	noun (person)	noun (activity)	adjective
		athletics	
		competition	
to score		, scoring	
		, winning	winning

amateur	competitor
event	extreme record
referee	runner-up score
spectator	team tie

- Informally, *do* is often used with all sorts of sports and activities, but which of the verbs *do*, *play* and *go* is most often used with each of these sports?

- ..... basketball
- ..... skiing
- ..... football
- ..... the long jump
- ..... wrestling
- ..... bungee jumping
- ..... aerobics
- ..... white-water rafting
- ..... snowboarding
- ..... golf



1 Are these statements true for you? With a partner, answer *Yes* or *No* to each of them.

- 1 When I have to make a choice, I try to imagine what all the other possibilities are.
- 2 I spend hours shopping for clothes, trying to get something that looks perfect.
- 3 When watching TV or listening to the radio, I constantly click on to other channels so I don't miss anything.
- 4 I find writing very difficult in my own language because it's hard to get the wording just right.
- 5 I never settle for second best.

More than three *Yes* answers = You are probably a *maximiser*. *Maximisers* tend to be perfectionists.

More than three *No* answers = You are probably a *satisficer*. *Satisficers* are happy to make a quick decision and not worry about it afterwards.

Read the passage opposite to find out more.

## Reading

2 Take about two minutes to skim the article to get a general idea of what it is about.

🕒 about 600 words

### A

Bary Schwartz did not expect to feel inspired on a clothes-shopping trip. 'I avoid buying jeans; I wear one pair until it falls apart,' says Schwartz, an American psychology professor. 'The last time I had bought a pair there had been just one style. But recently I was asked if I wanted this fit or that fit, or this colour or that. I intended to be out shopping for five minutes but it took an hour, and I began to feel more and more dissatisfied.' This trip made him think: did more choice always mean greater satisfaction? 'I'd always believed that choice was good, and more choice was better. My experience got me thinking: how many others felt like me?'

### B

The result was a widely discussed study that challenged the idea that more is always better. Drawing on the psychology of economics, which looks at how people choose what to buy, Schwartz designed a questionnaire to show the differences between what he termed 'maximisers' and 'satisficers'. Broadly speaking, maximisers are keen to make the best possible choices, and often spend time researching to ensure that their purchases cannot be bettered. Satisficers are the easy-going people, delighted with items that are simply acceptable.

### C

Schwartz puts forward the view, which contrasts with what politicians and salesmen would have people believe, that the unstoppable growth in choice is in danger of ruining lives. 'I'm not saying no choice is good. But the average person makes at least 200 decisions every day, and I don't think there's room for any more.' His study may help to explain the peculiar paradox of the wealthy West – psychologists and economists are puzzled by the fact that people have not become happier as they have become richer. In fact, the ability to demand whatever is wanted whenever it is wanted has instead led to rising expectations.

### D

The search for perfection can be found in every area of life from buying soap powder to selecting a career. Certain decisions may automatically close off other choices, and some people are then upset by the thought of what else might have been. Schwartz says, 'If you make a decision and it's disappointing, don't worry about it, it may actually have been a good decision, just not as good as you had hoped.'

**E**  
One fact that governments need to think about is that people seem more inclined to buy something if there are fewer, not more, choices. If that's true for jeans, then it is probably true for cars, schools and pension funds. 'If there are few options, the world doesn't expect you to make the perfect decision. But when there are thousands it's hard not to think there's a perfect one out there, and that you'll find it if you look hard enough.'

**F**  
If you think that Internet shopping will help, think again: 'You want to buy something and you look at three websites. How long will it take to look at one more? Two minutes? It's only a click. Before you know it you've spent three hours trying to decide which £10 item to buy. It's crazy. You've used another evening that you could have spent with your friends.'

**G**  
Schwartz, who describes himself as a natural satisficer, says that trying to stop our tendency to be maximisers will make us happier. 'The most important recommendation I can give is to lower personal expectations,' he says. 'But no one wants to hear this because they all believe that perfection awaits the wise decision maker. Life isn't necessarily like that.'

### 3 Questions 1–7

The reading passage has seven paragraphs labelled A–G. Which paragraph contains the following information (1–7)?

**NB** You may use any letter more than once.

*Example:*

Look at question 1. The type of information and the topic of the information which you have to find has been underlined.

The answer is **A**. See the underlined words, where the writer talks about his shopping trip to buy a pair of jeans. Note that in this type of task the questions are not in the same order as the relevant information in the passage.

- 1 an account of a personal experience
- 2 why some advice may be rejected
- 3 a finding that confuses experts
- 4 the emotional effect of the result of making a choice
- 5 information about how Schwartz's research was undertaken
- 6 how a lack of choice affects decision making
- 7 a definition of two types of personality

### Questions 8 and 9

Choose the correct letter, **A, B, C** or **D**.

- 8** Which phrase best describes Barry Schwartz's reaction to buying jeans?
- A** annoyance at having spent more money than he intended to
  - B** delight at being able to find exactly what he was looking for
  - C** acceptance of the amount of time he needed to spend shopping
  - D** irritation at the end of his shopping trip
- 9** A suitable title for this article would be
- A** When to make that decision
  - B** Too much choice
  - C** Decision making for the indecisive
  - D** A psychologist's choice

## Vocabulary Collocations with adverbs

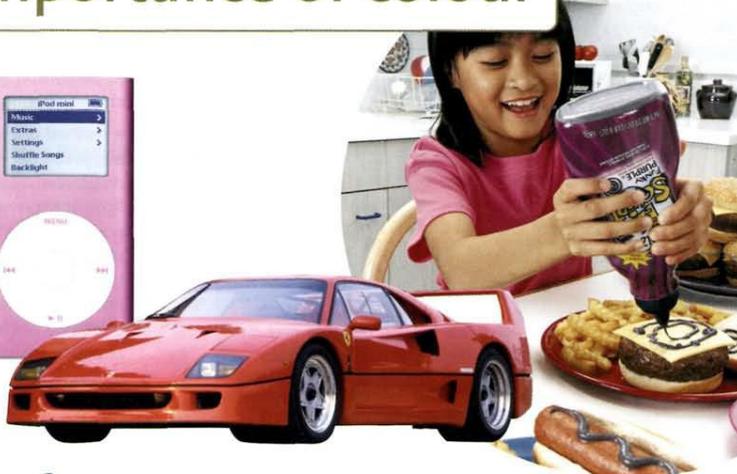
**4** Adverbs are frequently used in academic writing; for example, a widely discussed study.

Complete each sentence with an adverb from the box.

anxiously	firmly	hardly	highly
hugely	justly	totally	widely

- 1 The psychologist was ..... thought of by his students.
- 2 The government ..... believes that choice has an important role to play in people's lives.
- 3 The shopping trip was ..... successful – I bought three pairs of jeans.
- 4 Piet was ..... waiting to hear if he had got a place at university.
- 5 They were ..... wrong in their assumptions.
- 6 These trainers are ..... available in the USA.
- 7 The class were ..... proud of the questionnaires they had written.
- 8 I ..... recognised Tim when he came into the room – he had changed so much.

# The importance of colour



1 What do you think about the colours used for the iPod Mini, car and ketchup above?

## Listening

### Test spot

It is important to listen for what is relevant to the questions. You don't need to understand everything.

2 You are going to hear a man talking about how the colour of a consumer item affects how popular it is with the public. Read each set of questions and try to guess what the answers might be before you listen.

### Questions 1–4

Which colour is the most popular for items 1–4?

- A black
- B blue
- C green
- D grey
- E red
- F silver
- G white

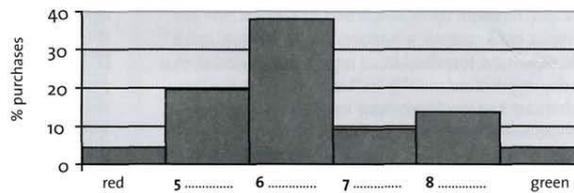
Write the letter A–G next to each item.

- 1 business suits
- 2 offices
- 3 national flags
- 4 the iPod Mini

### Questions 5–8

Write the name of the colour in the right place on the key to the chart below.

Global colour trend data – Cars 2004

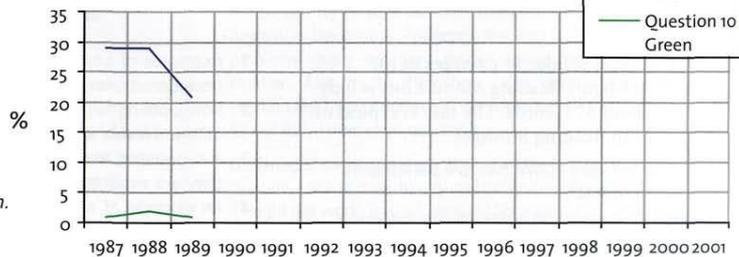


### Questions 9 and 10

Complete the lines on the graph.

You won't have to draw in the IELTS Listening Module, but this exercise will help you to listen for detailed information.

Percentage of vehicles sold 1987–2001



**Writing extra**

3 The verbs in the box are used to describe changes. Put them in the right column of the table below. ...→ WF 2

to be consistent	to make progress
to be steady	to pick up
to decline	to plummet
to fall	to remain constant
to grow	to remain unchanged
to improve	to rise
to level off	to weaken

to go down	to remain stable	to go up

4 Look at the graph you completed for Questions 9 and 10 in exercise 2. Work with a partner and use the vocabulary above to describe the graph. Then, write a paragraph for the blue and green vehicle data.

**Pronunciation Linking words**

English links words together smoothly so a final consonant of a word can sound like the first consonant of the next word, particularly if the next word starts with a vowel. This means that it can be hard to tell the difference between, for example, *I scream* and *ice cream*.

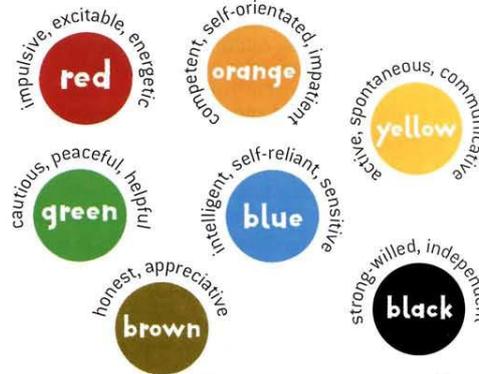
5 First listen to the examples. Then listen to the rest of the recording and notice how the words are generally linked together. Then, read it through to your partner.

EXAMPLES: black\_ orange, red\_ apple, green\_ egg

Although blue can be quite a popular colour generally, it is the least attractive colour when it comes to food because of the way we have learnt to look at blue-, black- or purple-coloured foods. Psychologically, these foods resemble food spoilt by bacteria or food which is poisonous. However, one food giant is aiming to boost ketchup sales by introducing blue ketchup. The flavour remains unchanged and the price is a little higher than for the red ketchup, but it is popular with children.

**Speaking Part 3**

6 What colour do you normally wear? Look at the chart below and see what personality type you are. Use an English-English dictionary to check you understand the adjectives describing personality.



7 With a partner, discuss the following questions. Make sure you give reasons and expand your answers.

- 1 Do you think you can tell what someone's personality type is by the colour they normally wear?
- 2 In your country, do any colours have a particular significance? What colour do people wear at weddings or funerals, for instance?
- 3 What do you think is the role of colour in our lives?
- 4 How important is colour in advertising?

**Useful language**

I haven't thought about it before, but it seems to me ...  
 ... plays an important part/role in ...  
 On the whole ...  
 As a rule ...  
 For the most part ...  
 Generally ...

# Speaking *Parts 1 and 3*

## 1 In small groups, discuss these questions.

- Do you like meeting new people?
- Do you like meeting people from other countries?
- How do you make guests feel welcome?
- What usually happens when people in your country invite guests to their home?

## *Different forms of hospitality*

As a British woman social anthropologist, I once spent a year in Moldova, in eastern Europe, studying everyday life in the country. I stayed with a Moldovan family, to see from the inside how people managed their lives. I had a wonderful time, and made many new friends. What I observed is of course based on my own experience, at a particular place and time.

I often found it surprisingly difficult to see life there through the eyes of a Moldovan. This was because the people I met were extremely hospitable and I was treated as an honoured guest at all times. As my hosts, they wanted me to enjoy myself, and not to get involved in shopping, cooking, or other domestic chores. Most mornings I was encouraged to go out to explore the city, or carry out my research, and I returned later to find that my elderly landlady and her sister had travelled across the city on buses to the central market to bring back heavy loads of potatoes, a whole lamb, or other large quantities of produce.

I was often invited to people's homes, and was always offered food on entering. Most of the adults I met enjoyed inviting friends, family, neighbours, colleagues and even

strangers into their homes, where they treated them to food, drink, and a lively, hospitable atmosphere. Hosts hurried to serve guests as well and as quickly as possible. When a household was expecting guests, large amounts of food were prepared in advance, usually by the women. Wine had already been made, generally by the men, who were also responsible for pouring it. Unexpected visitors were still offered as much food and drink as the household could provide in the circumstances.

At the time of my visit, it was not always easy to buy food. Grocery stores tended to be rather expensive and difficult to find, and so people usually shopped in markets instead. Because few of the people I knew owned cars, most had to make frequent trips to the market on foot or crowded buses. People regularly travelled to several locations to purchase food and other necessities. City inhabitants were also involved in complex food exchanges with their home villages.

There were many similarities to my experience of Russia during visits in the 1990s. Here too, I found that people often put enormous effort into providing very generous meals for guests. In fact, my Russian hosts seemed to

## In small groups, think of as many ideas as possible, for example:

- *why you went to that person's home:*  
I visited my grandparents, as I do every week.  
I went home with a friend, whose parents invited me to join them for lunch.
- *what you did while you were there:*  
I helped my host to cook dinner.  
We chatted, then went out for a walk.

# Listening

- 2  You are going to hear part of a seminar for business students about customs in Japan, Arab countries and the USA. Read the questions before you listen. Even if you think you know the answer, listen to check what the speakers say.

According to the speakers, where is each type of behaviour (1–8) usual?

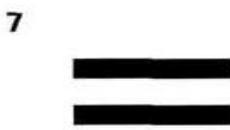
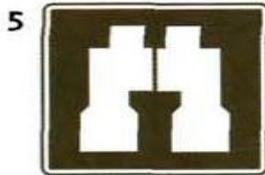
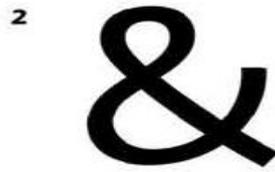
- A Arab countries
- B Japan
- C USA

Write the correct letter, **A**, **B** or **C**, by each question.

Example:

- 0 saying 'no' ..... **C**  
*Bill says, 'In the US ... many people pride themselves on saying what they mean. If they want to say 'no', they come straight out with it.'*

- 1 looking away
- 2 strong handshake
- 3 keeping visitors waiting
- 4 arriving late
- 5 social conversation in business meeting
- 6 personal space of around 30 cm
- 7 nodding the head to greet someone
- 8 keeping distance from strangers

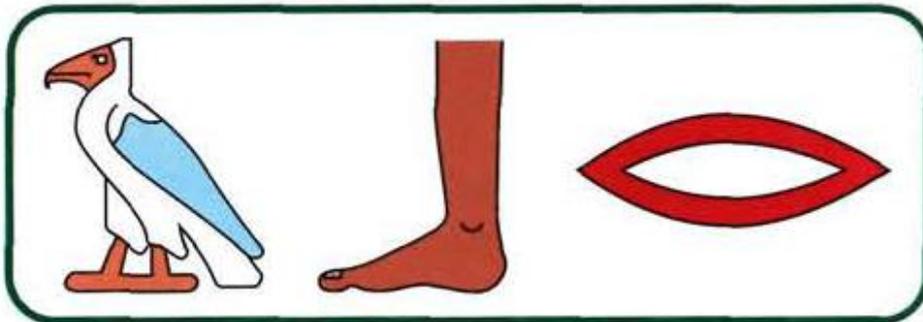


1 In small groups, describe and discuss these signs.

- Do you know what they mean? If not, try to work them out.
- Do you need to understand a particular language to understand them?
- How easily can they be understood by someone seeing them for the first time?
- Can you think of ways in which they could be interpreted wrongly?

# A variety of writing systems

*Writing is something we do every day, and we rarely give it a second thought. Yet linguists disagree about how to define the activity, and how best to describe some of the world's writing systems.*



Writing appears to have developed independently at different times in several parts of the world, among them Mexico and Central America, China, and Mesopotamia (present-day Iraq). One of the earliest writing systems evolved to record ancient Egyptian around 5,000 years ago. The signs are called hieroglyphs, and are of three types. Some represent ideas or objects from the real world, such as *beetle* (a type of insect) and *swallow* (a type of bird), others indicate sounds, and the third group are used to distinguish between two words that are otherwise identical: *carve* and *retreat* are represented by the same hieroglyph, but a knife symbol is added to show when the former meaning is intended, and a pair of legs to indicate the latter. Some hieroglyphs are pictures, such as a drawing of a beetle or swallow; some were originally pictures and became more abstract; and yet others are symbols. Because of its complexity, the Egyptian system was much more suitable for communication than earlier systems, which could express only a limited range of meanings. Hieroglyphs remained in use in Egypt for about 3,000 years – for some of the time used alongside alternative writing systems – before being replaced by an alphabetical system.

### Questions 1–6

*Classify the following statements as referring to*

- A** Egyptian hieroglyphs
- B** Chinese characters
- C** both
- D** neither

*Example:* Producing the signs is a slow process.

*Answer:* B

*they take a considerable time to draw and to type (lines 43–44). Although this is also likely to be true of hieroglyphs, it is not mentioned in the passage.*

- 1 Pictures developed into abstract symbols.
- 2 This system has been used by more than one language.
- 3 Some of the signs represent sounds.
- 4 Signs may refer to all or part of a word.
- 5 The system was introduced from another country.
- 6 In this system, some words require two signs to make the meaning clear.

### Questions 7–13

*Do the following statements agree with the information given in the reading passage?*

*Write*

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 7 Alphabets developed later than Egyptian hieroglyphs.
- 8 The first alphabet was created by the Phoenicians.
- 9 The Arab and Greek alphabets developed from the same writing system.
- 10 The Greek and Russian languages have the same origin.
- 11 The more words there are in a language, the more letters there are in its alphabet.
- 12 In most languages, spelling closely represents pronunciation.
- 13 English pronunciation has changed more than spelling.

1 Ask and answer these questions with a partner. Try to use some of the phrases from the Useful language box.

- What time in the morning would you get up if you could choose?
- What are you like in the morning – chatty, friendly, grumpy or totally silent?
- Tell me about your typical routine in the week and at weekends.
- Do you ever go shopping late at night? Why, or why not?
- Do you think your country is becoming more of a 24/7 society\*?

\* a society where shops and other facilities are open all day and night

## WHO NEEDS SLEEP?

It's 2 a.m. The time when you should be in bed, sound asleep. But pull back the curtains and you might be surprised by the number of lights on in your street. Night-time is no longer just for sleep. It has become the new daytime, offering us the chance to catch up on everything we didn't manage to cram in during what used to be our waking hours. Now, instead of sleeping, we can check our bank balances by phone, buy groceries, surf the net for cheap flights or go to the gym.

Such flexibility, however, has a price. Our bodies are run by circadian rhythms, a prehistoric internal clock that regulates when we feel sleepy or awake and affects our body temperature and level of alertness. It makes our brains and bodies active during the day and allows them to recuperate through the night. So robust is this clock that even two weeks on a nightshift without a break will not destroy its intrinsic rhythm, and when scientists keep human volunteers in isolation, without cues of what time it is in the day, they still show daily cycles of temperature changes, sleep and wakefulness, and hormone release. Continually working against our body's natural rhythm is likely to cause ourselves both physical and psychological damage and, research shows, may actually increase our risk of health problems such as stomach ulcers.

Consultant Tom Mackey believes that our normal circadian rhythms are increasingly being completely distorted. 'More and more of us are being pressured into doing things at odd hours. This is going to have an impact on quality and length of sleep. If people don't go to bed at a reasonable time, say around 11 p.m., and have between six and eight hours of sleep, they will be unable to concentrate and liable to swings in mood. You need sleep for rest and repair. If you bombard your mind with information for too long, then everything gets disorganised – you become unable to manage daytime activities.'

The circadian rhythms that run the sleep/wake cycle are as old as evolution itself. Our prehistoric ancestors would have needed their biological clock to get them out hunting during the day and probably in bed around nightfall to avoid predators. Our night vision is not as good as that of nocturnal animals – our natural rhythm was to sleep as the sun went down. The invention of the electric light obviously changed that. Like most biological systems, circadian rhythms are not made to measure. Our internal clock runs a bit longer than 24 hours, hence its Latin name, circadian, which means 'about a day'.

### 3 Questions 1–5

Do the following statements agree with the information given in the reading passage?

Write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 1 There is a greater demand at night for some services than for others.
- 2 People who are kept in isolation show some reaction to day and night.
- 3 Damage caused by working against the body's natural rhythms is limited to our bodies.
- 4 In prehistoric times, people's biological clocks probably controlled their lives.
- 5 Larks are more likely to be ill than owls.

### Questions 6–8

Complete each sentence with the correct ending **A–G** from the box below.

- 6 Our internal body clock
- 7 A lark
- 8 Jet lag

- |   |
|---|
| <p><b>A</b> can be altered over time.</p> <p><b>B</b> is alert on waking.</p> <p><b>C</b> causes the body temperature to rise at night.</p> <p><b>D</b> programmes us to be awake in daylight hours.</p> <p><b>E</b> can result in tiredness.</p> <p><b>F</b> experiences high body temperatures.</p> <p><b>G</b> is more problematic at night.</p> |
|---|

# Listening



- 2 Listen to someone on the radio talking about nightshift working and answer the questions. The recording is in two parts: questions 1–5 and questions 6–8.

## Questions 1 and 2

Choose the correct letter **A**, **B** or **C**.

- 1 The speaker says that compared to daytime workers, nightshift workers
- A** take longer to fall asleep.
  - B** sleep more deeply.
  - C** need more sleep.
- 2 People generally find it difficult to
- A** stay awake in the first part of the night.
  - B** stay alert in the afternoon.
  - C** stay asleep all day.

## Questions 3–5

List **THREE** things which the presenter says will help nightshift workers fall asleep.

Write **NO MORE THAN THREE WORDS** for each answer.

- 3 .....
- 4 .....
- 5 .....

## Questions 6–8

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 6 How long should a nap last to be useful?  
.....
- 7 What should workers definitely not do if they are feeling tired?  
.....
- 8 At what time are nightshift workers the least alert?  
.....

# Listening

2  You are going to hear a conversation between a college tutor and a student about writing a book review. Answer the questions as you listen.

Complete the form below.

Write **NO MORE THAN THREE WORDS** for each answer.

## Outline of book review

### Introduction

- Title 1 .....
- Author *Robert Winston*
- Category 2 .....
- Subject area *brain*
- Intended readers 3 .....

### Overview

- Author's purpose *to inform, and advise on maximising use of the brain*
- Main topics
  - history of 4 .....
  - what enables brain to 5 .....
  - brain's contribution to development of 6 .....
  - how to increase intelligence

### Analysis and evaluation

- Qualifications to write about subject *Professor at University of London, and carries out 7 .....*  
*research*
- Strengths *readable, particularly through use of 8 .....*  
*contains a useful 9 .....*
- Weaknesses *none*

### Conclusion

- Overall response *a very interesting book that aims high and achieves its 10 .....*

## Vocabulary Collocations related to travel

5 Cross out the word on the left which *doesn't* collocate with the noun on the right

EXAMPLE: a ski, travel, <del>seaside</del>	brochure
1 a long-haul, luxury, Caribbean	cruise
2 a ski, holiday, sightseeing	resort
3 a day, business, tour, skiing	trip
4 the high/low, skiing, student	season
5 a beach, travel, package, sightseeing	holiday
6 a/an short-haul, exotic, popular, far	destination

Now write six sentences to show you know how to use the vocabulary above.

EXAMPLE: I went to get a travel brochure so I could find out about skiing holidays in Switzerland.

## Speaking Part 1

- 1 With a partner, ask and answer the following questions.
- What are the advantages of a two-week holiday away from home?
  - How many weeks' holiday do workers usually get in your country?
  - What makes a good tourist?

- 3 Using complex sentences accurately will gain you more marks in the Writing Module. In the following report, choose A, B or C.



## Tourism in the Arctic

Tourism in the Arctic is growing in popularity. High-latitude coastal areas are attractive to tourists **1** ..... the wildlife that can be found there. **2** ..... , there are problems associated with tourism in this area. **3** ..... , there is inadequate infrastructure in the Arctic. **4** ..... , there is little provision for large numbers of tourists and damage can occur to the environment **5** .....

**6** ..... , infrastructure development is not projected, since the few tour operators offering trips to the Arctic are not interested in large investments.

**7** ..... special observers are supposed to travel on all cruise ships visiting the area, tourism still tends to be uncontrolled. Excursions by helicopter are particularly harmful to nest sites and the pursuit of polar bears by motorboats **8** ..... in very stressed animals.

**9** ..... , we need to do all we can to ensure that future tourism in the region is better regulated than it is at present.

You can help by, **10** ..... , checking that your tour operator follows the code of practice laid down for trips to the Arctic.

- |                    |                |             |
|--------------------|----------------|-------------|
| 1 A so that        | B because of   | C since     |
| 2 A However        | B Because      | C Even      |
| 3 A So             | B But          | C Firstly   |
| 4 A In other words | B Therefore    | C Rather    |
| 5 A as a result    | B consequently | C therefore |
| 6 A Because        | B What is more | C So        |
| 7 A By comparison  | B Additionally | C Although  |
| 8 A results        | B causes       | C leads     |
| 9 A In conclusion  | B At the end   | C At last   |
| 10 A what is more  | B for example  | C so        |

# Listening



2 You are going to hear a lecturer giving a talk about tourism.  
Read through the summary below carefully before you listen.

 **Questions 1–5**

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

Both social factors and the development of **1** ..... have been important in the growth of tourism. It would appear that how much **2** ..... a country possesses is the main factor in whether its people will travel widely. Most tourists today are from the **3** ..... world, but their populations are levelling off. Soon there will be an increase in the number of older tourists, who will be less likely to want to go **4** ..... and will probably prefer alternatives such as trips to **5** .....

 **Questions 6–10**

Complete the tables below.

Write **NO MORE THAN TWO WORDS** for each answer.

	Technological breakthrough
Modern tourism	Jet plane
First package tour	<b>6</b> .....
New booking method	<b>7</b> .....

Destination	Attraction
Ireland in the past	countryside
Ireland today	<b>8</b> .....
Crystal City, USA	broccoli (a vegetable)
Gilroy, USA	<b>9</b> .....
Stratford, Canada	<b>10</b> .....

- 1 What forms of transport do you prefer? How do you decide what transport to use for a particular journey?
- 2 Choose two different forms of transport, and compare their advantages and disadvantages. Remember to develop your comments. Consider convenience, safety, price and effect on the environment.

EXAMPLE: *Although planes are much faster than helicopters, they need a much larger space to land in.*

- 3 Many city centres and major roads are congested. How can the problem be solved? Consider the advantages and disadvantages of these suggestions:
  - banning non-essential traffic
  - making driving very expensive
  - improving public transport
  - encouraging people to live near their work.

## Reading

2 Read this passage quickly. As you read it, think of how to summarise it in one short sentence.

🕒 about 750 words

# One way that transport has affected our lives

For many centuries, there was little need for time to be accurately measured. The transition from day to night, the movement of the moon and the changing of the seasons were enough to measure large units of time, and for most people, the passing of the sun through the sky was adequate to indicate sunrise, midday and sunset.

Those who needed to order their daily time more accurately, such as monks or scientists, used a combination of measuring devices, such as sand timers or candles, or, if the sun was shining, the shadow of a sundial. All these devices were unreliable. Until late into the 18th century, very few people could afford watches and clocks, which were themselves inaccurate.

The Earth rotates once every 24 hours, and so places to the east start their day sooner than places to the west. When it is night in one place, it is day in another. Across Britain there is a difference in time of approximately half an hour from the eastern to the western extremities.

When travel and communications were slow, these local time differences were of little importance, and most towns and cities in Britain used local time. By the 18th century, coaches – which were drawn by horses – were taking mail and passengers across Britain, and the guards on these coaches carried timepieces so that they could regulate the arrival and departure times. These timepieces were adjusted to gain about 15 minutes in every 24 hours when travelling from west to

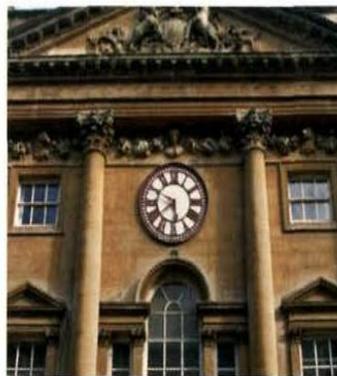
east, to compensate for the local time differences. And they were adjusted to lose 15 minutes in 24 hours when returning.

In the early part of the 19th century, communications started to be significantly improved, construction of the railways began, and telegraph by wires became common. Accurate time was becoming more and more essential for many aspects of life, and local time became a great inconvenience. A baby born in London early on Saturday morning might officially be a day younger than a baby born a few minutes later in Dublin – where it was still Friday evening. This could have quite serious legal implications for inheritances.

By the 1840s, there were at least three organisations which suffered inconveniences because of the use of local time – the railways, the telegraph companies and the Post Office – and it was the first of these that started the process of standardising time in Britain.

Trains travelling east to west appeared to be travelling more quickly than on the return journey from west to east, which caused many problems with timetabling. In November 1840, the Great Western Railway ordered that London time should be used in all its timetables and at all its stations, and by 1847 most of the railway companies had followed suit. It was usually referred to as 'railway time'. However, with a few companies keeping to local time, there could be all sorts of problems of missed

trains and connections. In some places, there were even two minute hands on the public clocks, one showing local, and the other one London time.



By 1855 the great majority of public clocks in Britain were set to London time, which is in fact the time at the Greenwich Observatory, just outside London: hence the name Greenwich Mean Time, or GMT. The last major opposition to standardisation came from the legal profession, which operated by local time for many years.

In 1845 the Liverpool and Manchester Railway company petitioned Parliament to ask that the same time be used for all ordinary and commercial purposes. This attempt was unsuccessful, and it was not until 1880 that Parliament introduced a standard time across the whole of Britain and there was no more confusion caused by local time. Britain was in fact the first country to standardise the time throughout a region, although the clock on the tower of Christ Church Cathedral, in Oxford, still shows local time, five minutes behind the rest of the country.

Co-operation on setting the time around the world dates from the International Meridian Conference in 1884.

- 6 Before you listen to the first part of the recording, look at the sentences, and think about what kind of information you need to listen for. Then answer the questions as you listen.

**Questions 1–4**

*Complete the sentences.*

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

**What is a monorail?**

Tracks are usually **1** .....

Most monorails are used for transporting

**2** .....

The oldest monorail still in use opened in the year

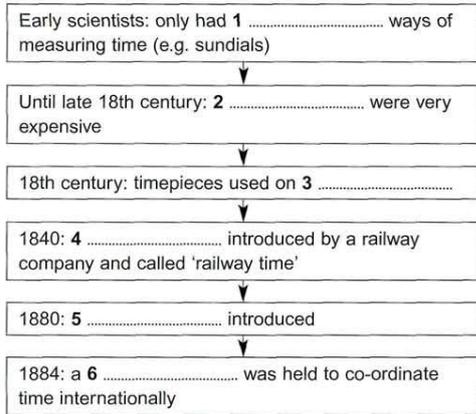
**3** .....

Shanghai monorail trains normally reach a speed of

**4** ..... kilometres an hour.

**3 Questions 1–6**

Complete the flow chart below.  
Use **NO MORE THAN THREE WORDS** from the passage for each answer.



**Questions 7–12**

Complete each sentence with the correct ending A–I from the box below.

Write the correct letter A–I by questions 1–6.

- 7 The distance across Britain from east to west
- 8 The slow speed of travel
- 9 The direction of travel
- 10 An event that took place before another one
- 11 The railway companies
- 12 The legal profession

- A relied on unreliable devices to measure the time.
- B led the demand for standard time.
- C made accurate time-keeping unnecessary.
- D could legally occur on the following day.
- E varied, depending on the time of year.
- F meant that local time varied by up to half an hour.
- G resisted the adoption of standard time.
- H affected the rate at which time appeared to pass.
- I made London time compulsory.

**Grammar Unreal present and future**



4 Listen to the short talk about the attitudes of a particular car driver, and answer these questions.

- 1 Does Mr Smith have plenty of money?
- 2 Does he think the traffic problem is being solved?
- 3 Does he think trains are too crowded?
- 4 Does he need to earn a living?

5 Listen again, and complete the sentences.

- 1 If he ..... plenty of money, he'd buy the car of his dreams.
- 2 It's high time the problem ..... solved.
- 3 He would rather the money ..... out of general taxation.
- 4 He sometimes travels by train, but he wishes they ..... so crowded and ..... at so many stations.
- 5 He often says to himself, 'If only I ..... to earn a living.'

6 Now look at the verbs you have written in exercise 5, and complete this rule.

When the following structures introduce a statement about an unreal situation, the verb after them should be in a ..... tense.

- (I) wish ... (I)'d / would rather ...
- It's (about/high) time ... If (only) ...

**wish + would**

Compare sentences A and B:

A *I wish the government would build some new roads.*

This means that

- I am complaining about the present situation.
- I want something to happen, but it seems unlikely.

B *I hope the government will build some new roads.*

Here I am not complaining, and I think that the government may construct some new roads.

**G page 143**

7 Make up sentences for each of these situations, beginning *I wish ...*

EXAMPLE: You think people use their cars too much and should walk more often.  
*I wish people would use their cars less and walk more.*

- 1 A friend of yours never phones you when she says she will.
- 2 Your friend keeps promising to return a book that you lent him a year ago, but he never does.

8 Can you think of situations where you might say something beginning *I wish ...* ?

## Reading

2 What do these words mean? Choose the best answers from the box.

- 1 migration
- 2 emigration
- 3 immigration
- 4 assimilation
- 5 settlement

- a becoming similar to a country's native inhabitants
- b moving from one country to another
- c moving away from one's home country
- d making a permanent home in a country
- e moving into another country

3 Now read this passage. As in the Academic Reading Module, there are 13 questions. Try to read the passage and answer the questions in 20 minutes. You may find it helpful to write a few key words beside each paragraph. Think about question 1 as you read.

### **Question 1**

*Which of these statements best sums up the passage?*

- A The reasons for migration have changed significantly.
- B Migration is caused by a combination of many factors.
- D Governments have the most influence on migration.
- C Migration is best explained in terms of personal choices.

# IMMIGRATION: AN INTRODUCTION

**A** Migration takes many forms. People migrate as manual workers, highly qualified specialists, entrepreneurs, refugees or as family members of previous migrants. Whether the initial intention is temporary or permanent movement, many migrants become settlers. Migration has been part of human history from the earliest times, but it has grown in volume and significance, and may be one of the most important factors in global change.

**B** No single cause can explain why people choose to leave their country and settle in another. It is hardly ever a simple individual action, in which a person decides to move in search of a better life, leaves the home country and quickly becomes assimilated in the new country. Much more often, the process of migration and settlement stretches over a long period, affecting the rest of the migrant's life and also later generations. It is a collective action, caused by social change and affecting the whole society of both countries.

**C** While some theories about migration emphasise individual choice, and others focus on the influence of governments and business, it is more realistic to understand migration in terms of a complex interaction among all these elements. Large-scale institutional factors, such as international relations, political economy and government policies, play a part in any decision to emigrate, as do the informal social networks, practices and beliefs of the migrants themselves.

**D** Migration generally arises from the existence of previous links between home and new countries, based on colonisation, political influence, trade, investment or cultural ties. For instance, migration from some North and West African countries to France is linked to earlier French colonisation, leaving French as a major language of the countries concerned.

## Listening

1 Can you answer these questions about Canada?

- 1 What is the capital?
- 2 What is the biggest city?
- 3 What are the two official languages?
- 4 What are the three oceans to the west, north and east of Canada?
- 5 Is the leaf on the Canadian flag from an oak, a maple or a redwood tree?

2 You are going to hear about two immigrants to Canada.

 The first section is about Azim Lila, whose family moved from Tanzania to Canada when he was nine.



### Questions 1–5

Complete the notes using words from the box.

Remember that the words in the notes may not be the ones you hear on the recording.

capital	challenges	coast	cultures
education	family	jobs	talents

## Taqdimot Unit 1



Islam  
Abduganievich  
Karimov

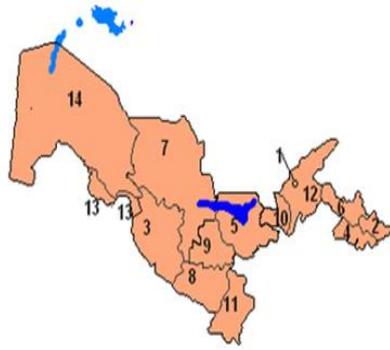


*My country, sunny and free, salvation to your people,  
You are a warmhearted companion to the friends  
Flourish eternally with knowledge and inventions,  
May your fame shine as long as the world exist!*



## Uzbekistan





embroidery



pottery



Wood carving



dried fruits



national cuisine

## Unit 2

# \*Ice breaking

To introduce	make (someone) known by name to another person, especially formally
department	a section of a large organization, store or government
employee	a person who is paid to work for ano.
training	the process of learning the skills that you need for a particular job or activity
interview	an oral examination of an applicant for a job, college place, etc.
Small talk	polite conversation about unimportant things that people make at social occasions
conversation	a talk, especially an informal one, between two or more people, in which news and ideas are exchanged
culture	the ideas, customs, and social behaviour of a particular people or society
Icebreaker	a thing that serves to relieve inhibitions or tension between people
common	shared by, coming from, or done by two or more people, groups, or things



Travis Johnson, U.S.



Americans are known for being **outgoing**, but actually, I'm pretty **shy**. I don't like to go to parties or be in **situations** where I don't know a lot of people. I never know what to say when I meet new people! It's easier if we're doing some kind of activity, like playing a sport or studying in the same class. Then I have some topics that I can talk about. But I still prefer to have someone else **make the first move**. Actually, it's easier for me to meet people **online**.

Teresa Tavares, Brazil



I think it's very easy to meet new people in Brazil. Generally we are very friendly and **outgoing**. A new woman just started in my office last week. The first day, we all introduced ourselves to her and **kissed** her on the **cheek** – that's how we say hello to each other every day. We all helped her **fit in** – someone gave her a ride home from work, and someone else took her shopping that afternoon to look for some **furniture** for her apartment.

Yumiko Kondo, Japan



In Japan, it's **rare** to meet new people on your own. Usually we are **introduced** to someone by a friend, family member, or classmate. When I started at my job, the people who joined at the same time spent about a month getting to know each other, when we all took basic business training. As well as training, we played games, did some activities together, and had a party. Then we could work together more easily because we were friends.

## Business task: An ice-breaking session

### Scenario

You are members of the Human Resources Department of a company. Your company has just hired new members. You are in charge of conducting an "ice-breaking" session with the new members at the head office.

### Task 1

Divide into three groups, A, B, and C. Study the ice-breaking activity for your group in the Business task files and try it out. Prepare to explain the activity to the other groups.

Group A page 84 Group B page 93 Group C page 103

### Task 2

Make new groups of three, with one member from Groups A, B, and C. Take turns explaining your group's activity.

### 2 Discuss these questions with a small group.

- a Imagine you are at a party where you don't know a lot of people. What would you do? First, rank the following in order from 1 (*I would definitely do this*) to 5 (*I would never do this*). Then compare and discuss your ratings with the other students.
- \_\_\_ A Stand alone and hope someone talks to me.
  - \_\_\_ B Only talk to people I already know.
  - \_\_\_ C Ask a friend to introduce me to someone.
  - \_\_\_ D Introduce myself or try to start a conversation with someone who looks interesting.
  - \_\_\_ E Walk into the room and kiss everyone on both cheeks.
- b Where and how do you meet new people in your culture? In which situations are you most comfortable meeting people?

### Task 3

In your original groups (A, B or C) try out the other activities. Spend 10-15 minutes doing each activity.

### Follow-up

Discuss these questions with the whole class.

- Which activity did you like best? Why?
- What were some interesting things you learned about other class members?
- Did you learn anything that surprised you?
- Did you meet anyone who has something in common with you?



### Task 1

Work with your group. Study the ice-breaking activity and try it out.

#### Information chain

- 1 Sit in a circle. Choose one person to go first.
- 2 The first person says.  
*My name is (Jake). I like (swimming), but I don't like (baseball).*
- 3 The person on his left goes next, and says.  
*His name is (Jake). He likes (swimming), but he doesn't like (baseball).  
My name is (Lia). I like (listening to music), but I don't like (singing).*
- 4 The person on her left goes next, and says.  
*His name is (Jake). He likes (swimming), but he doesn't like (baseball).  
Her name is (Lia). She likes (listening to music), but she doesn't like (singing).  
My name is ...*
- 5 Continue around the circle. If someone forgets, other class members can help out.



### Stereotypes

#### Other examples of stereotypes

- Stereotypes can occur within different ethnic groups, social classes, religious groups and opposite sexes
  - Lower class people are uneducated
  - Jewish people are good with money
  - Men are stronger than women

#### More examples



### What is a stereotype?

- An oversimplified idea or image about a certain group of people that is widely accepted by others
- With a partner, complete the phrases:
  - Men are ...
  - Women ...
  - Beijing people are ...
  - Shanghai people are ...
  - People in Guangdong ...
  - Girls from Chongqing are ...

### Why do stereotypes occur?

- Stereotypes arise as a way of explaining or justifying differences between groups
- Lack of exposure to other groups, cultures, etc.
- "I saw this in a movie or TV show."

### American Stereotypes

1. Americans are fat.
2. Americans make a lot of money, so they are rich.
3. Americans live in big houses.
4. Every American has a car and knows how to drive.
5. Americans love eating McDonald's and KFC.
6. You can tell if someone is American by looking at them.
7. Americans are free do whatever they want.
8. All Americans have guns, so there is more crime.
9. Americans like war.
10. All Americans are very open.

### With a partner, discuss these questions

- How do you think stereotypes affect the relationship between China and America?
- Do you think it is important for people to see past these stereotypes? Why or why not?
- If you said yes, what can you do to help others see past these stereotypes?

### With a partner, discuss these questions

- How did these stereotypes make you feel? (Did any of them make you laugh, surprised, angry? Why?)
- Stereotypes can be positive or negative - which of these do you think were positive, and which were negative?
- Some people think that even positive stereotypes can lead to discrimination, do you agree or disagree? And why?

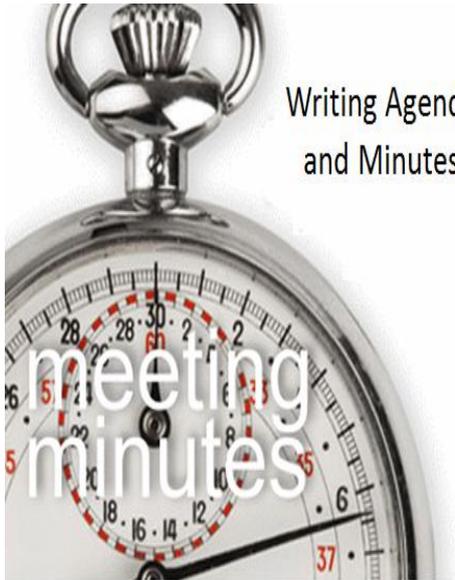
### Chinese stereotypes

1. All Chinese people are short.
2. All Chinese people are good at math and science.
3. Chinese people eat rice and noodles everyday.
4. Chinese people live with their parents all their lives.
5. Chinese people are always suspicious of non-Chinese people.
6. All Chinese people know how to grow rice.
7. All Chinese people are Kungfu masters.
8. Every Chinese person owns a bicycle.
9. All Chinese people have poor vision.
10. Chinese people are extremely competitive.

### Are these stereotypes?

- Japanese women are gentle.
- Americans are very independent.
- Chinese people use chopsticks to eat.
- Girls are emotional.
- Boys are good at sports.
- China is a communist country.
- French people love food.
- Chinese people are good at memorizing things.
- India has many people.
- The people in India are poor and dirty.

## Unit 4



### Writing Agenda and Minutes

#### Agenda

- \* A list of matters to be taken up (as at a meeting)
- \* The agenda is an outline of what the meeting will address.
- \* Always prepare an agenda for a meeting, even if it is only an informal list of main topics.

#### Agenda

- \* The agenda should be distributed to attendees a day or two before the meeting.
- \* For a longer meeting in which participants are required to make a presentation, try to distribute the agenda a week or more in advance.

#### Agenda

- \* If the meeting includes presentations, list the time allotted for each speaker.
- \* Finally, indicate an approximate length for the meeting so that participants can plan the rest of their day.

#### Agenda

The agenda is usually prepared by the Secretary and Chairperson

- \* Informal groups can use a whiteboard to write out their agenda

#### Agenda

##### NOKIA MOBILES

A meeting of the regional managers of Nokia Mobiles will be held on Monday, May 21, 2012 in the Head Office New City Lahore at 11:00 AM. The Following will participate in the meeting:

Mr. Ameer Mahmood	Managing Director Nokia Mobiles
Mr. Kamran Akbar	Manager Nokia Mobiles, Islamabad
Ms. Mona Salim	Sub Manager Nokia Mobiles, .....
Mr. Ahmad Hanif Ramy	Manager Nokia Mobiles,

The purpose of the meeting is to discuss:

1. Salary structure of the employees
2. Energy crises
3. Improvement in service
4. Launching the new products

### Design Meeting Agenda

Purpose: To get creative ideas for the abc software  
Date: Monday, May 11, 2012  
Place: Conference Room E  
Time: 9:30 a.m.–11:00 a.m.

Attendees: New Products Manager, Software Engineering Manager and Designers,  
Technical Publications Manager, Technical Training Manager

Topic	Presenter	Time
ABC Software	ABC	9:30–9:45
The Campaign	ABC	9:45–10:00
The Design Strategy	ABC	10:00–10:15
Discussion Led by	ABC	10:15–11:00

## Minutes

- \* Minutes are the accurate written record of meetings
- \* It is useful to have a written record of the meeting, what you've decided to do and who is going to do it
- \* memories are unreliable!
- \* This is true even if the meeting is very small and informal

## What should you write down?

- \* Don't try to write everything down – it's impossible and not useful.
- \* Concentrate on WHAT has been decided and WHO is going to do it. These are the most important things to have records of.
- \* Don't worry about producing the perfect minutes – it's not a test or a competition.

## The order for typing minutes is

- \* Heading - name of group, date, time and place
- \* Meeting purpose Statement
- \* Those who were present in alphabetical order (preferably)
- \* People who were invited
- \* Apologies from members who were unable to attend the meeting
- \* Observers
- \* Reading of the last minutes
- \* Matters arising from the minutes
- \* Reports and general matters
- \* Any other business
- \* Date of next meeting
- \* Chairman's signature

## Unit 5

### AGENDA & MINUTES OF MEETINGS

#### AGENDA

- *Agenda is a document that outlines the contents of a forthcoming meeting.*
- *Effective agenda is one of the most important elements for a productive meeting.*
- *It is usually sent along with the notice of the meeting, which gives the participants an opportunity to come prepared for the upcoming discussions or decisions.*

#### MEETING

*When two or more people come together for the purpose of discussing a (usually) predetermined topic such as business or community event planning, often in a formal setting.*

*In addition to coming together physically (in real life, face to face), communication lines and equipment can also be set up to have a discussion between people at different locations, e.g.; Conference call or an e-meeting.*



#### ALLIED SALES CORPORATION NEW DELHI

1. *Minutes of the last meeting;*
2. *Matters arising from the minutes;*
3. *Financial irregularities in X branch;*
4. *Reorganization of work in Y branch;*
5. *Any other business;*
6. *Date of next meeting.*

## PREPARING AGENDA IS A VERY USEFUL PRACTICE

- ◉ *Agenda aid the process of meeting by putting the meeting plan into a permanent, written form.*
- ◉ *A good meeting agenda serve as a guide to participants, making the meeting more efficient and productive.*
- ◉ *Since agenda has a set order, it helps the chairperson to conduct the meeting smoothly.*

## PRELIMINARY ITEMS :

- ◉ *Name of the Organization;*
- ◉ *type of meeting (monthly, emergency, special);*
- ◉ *Place, date, and time called to order;*
- ◉ *Name of those attending including guests (used to determine if a quorum is present);*
- ◉ *Name of those absent and reasons for absence.*

## MINUTES

- ◉ *Minutes are the official record of the proceedings or a meeting.*
- ◉ *It usually show a concise and accurate record of decisions and resolutions.*
- ◉ *In case of JSCs, it is compulsory to maintain the minutes of the proceedings of every general meeting.*

# Unit 6

## TELEPHONING



### Handout 3 reading

#### Complete the sentences

When someone calls you, the phone makes a sound—we say the phone is .....  
 If you're available, you ..... the telephone or ..... the telephone, in order to talk to the person.  
 If there's nobody to answer the phone, then the caller will have to leave a message on an ..... or ..... Later, you can ..... or .....  
 When you want to make a phone call, you start by ..... Let's imagine that you call your friend, but she's already on the phone with someone else. You'll hear a ..... — a beeping sound that tells you the other person is currently using the phone.  
 Sometimes, when you call a company, they put you ..... This is when you wait for your call to be answered—usually while listening to music.  
 Finally, when you're finished with the conversation, you .....  
 Now you know the basic telephone vocabulary. In the next part of the lesson, you're going to hear some conversations to learn some useful English phrases for talking on the phone.

#### PUT THE PHRASAL WORDS

Helen: Midtown Computer Solutions, Helen speaking. How can I help you?  
 Ryan: Hello, this is Ryan Bardon. May I speak with Natalie Jones, please?  
 Helen: One moment please—I'll ..... you .....  
 Helen: Mr. Bardon? I'm sorry, Natalie's in a meeting at the moment. Would you like to leave a message?  
 Ryan: Yes, could you ask her to ..... me ..... as soon as possible? It's pretty urgent.  
 Helen: Of course. Does she have your number?  
 Ryan: She has my office number, but let me also ..... you my cell—it's 472-555-4501.  
 Helen: Let me read that ..... to you—472-555-4501.  
 Ryan: That's right.  
 Helen: And could you ..... your last name for me?  
 Ryan: B as in Boston—A—R—D as in dog—O—S as in September.  
 Helen: Okay, Mr. Bardon. I'll give her the message.  
 Ryan: Thanks a lot. Bye.

### 2 1.25 Amy is telephoning Lisa Gomez in Seattle. Listen to the call. Listen and write T for true or F for false next to each sentence.

- a Lisa answers the phone. \_\_\_\_\_
- b Amy will call Lisa back. \_\_\_\_\_

### 3 1.25 Listen again and complete the conversation. Then take turns reading it with a partner.

Lisa: Hi, this is Lisa Gomez of Seatex, in Seattle. \_\_\_\_\_  
 I'm not at my desk right now. Please leave your name and a message, and I'll call you back.

Amy: Oh, hi, Lisa. This is Amy Lee from Seatex, Singapore. How are you?  
 \_\_\_\_\_ to let you know I'll be in Seattle next month.  
 \_\_\_\_\_ back?

### 4 Now practice the conversation again. Change the information in blue using the information below.

out of the office today	John from IBT	to confirm our meeting tomorrow
on vacation this week	Rachel in Taipei	about the sales figures you requested
not here at the moment	Rajiv from Hong Kong	about the email you sent this morning
in a meeting right now	Sue	to ask if you're free for lunch today

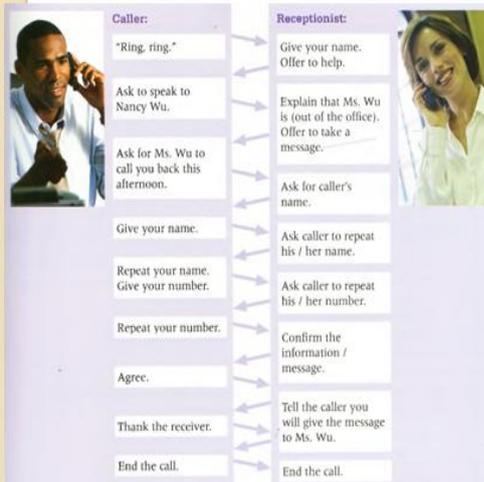
### 2 Look at these phrases for returning a call.

You will call him / her	He / she will call you
Can I call you back?	Can you call me back?
I'll call you back.	Please call me back.

### 1.28 Who will call back? Listen to the conversations and check the box for "caller" or "receiver."

- a caller  receiver
- b caller  receiver
- c caller  receiver
- d caller  receiver

- a Can you call me back? **1** Could you ask (her) to call me back, please?
- b Can I speak to ... please? **2** Would you like to leave a message?
- c Can I take a message? **3** I'll leave a message for (him).
- d Let me repeat that. That's ... right? **4** Please call me back.
- e Please ask (her) to call me back. **5** Can I have your name?
- f I'll give (him) your message. **6** Is ... there, please?
- g I'm sorry, can you tell me your name? **7** Can I leave a message?
- h Can you give (her) a message? **8** Let me confirm ... Is that right?



# NON VERBAL COMMUNICATION

## Viewpoints: Non-verbal communication

1 Read what these people say about non-verbal communication. Which behaviors are common in your country? Which do you use?

**Wei Zheng, China**  
Respect is important in China, and we show this through body language. It's polite to bow to someone who is older or more important than you. A student will bow to a professor, for example. These days, businessmen shake hands when they meet. We don't stand too close to each other during conversations, but in cities, strangers might bump into each other accidentally or even push a bit in lines - that's not considered rude, and someone won't apologize when that happens. That surprises some Western visitors. Sometimes they're also surprised to see young women holding hands in public - that just means they're friends. Men and women do not hold hands or touch each other in public, though.



**Luc Fournier, France**  
People think Italians use a lot of body language and gestures, but I think French people are very expressive too. We stand close together when we're talking - not as close as the Italians, but closer than the English or Americans, for example. We kiss when we meet friends and family, and we shake hands with business acquaintances - not just the first time we meet, but every time we see one another. It's a quicker handshake than the American one, and not too strong. One of our famous gestures is to shrug the shoulders. Sometimes we stick out the lower lip at the same time. It means several things - I don't know, it's not my fault, it can't be helped. It's a very useful gesture!



### Communication: Non-verbal

- Eye Contact**  
Very important for accurate communication, to give complete attention to the individual, to show respect and to communicate with your eyes.
- Facial Expressions**  
Does your face match your words? When you aren't speaking what does your face say to those around you?
- Body Language**  
Match your body language with your intent. Know that someone is always watching you. You need to be able to read others body language and know is the individual saying to you with their body language?
- Mirroring/Modeling/Cueing**  
When necessary you can model/act an activity for an individual/group. Try and show it in steps, just like when you are vocalizing instructions.
- Approach/Proximity**  
Both are forms of communicating. Approach a person from the front and be aware of how close you are when speaking, especially when the person is seated.
- Face to Face /Eye Level**  
Speak and gesture face to face and try to communicate at their eye level when possible.
- Senses**  
Be aware of communicating with other senses: smell, sight, taste and touch... Touch is very important.
- Silence**  
It really can be golden.

The desire to be understood, not just heard, is universal and the people we count on to understand us are our friends.  
- Herman Melville

1 Listen to the sentences and match them to the gestures. Number them as you hear them. Then listen again and write the sentences below the gestures.

2 Take a culture quiz! Work with a partner. Circle the country where this non-verbal behavior is common. Check your answers with your instructor.

a Friends greet each other with a kiss on each cheek.	Vietnam	France	Australia
b Men hold hands while walking down the street.	Egypt	Germany	Canada
c It's considered rude to touch someone's head.	the U.S.	Thailand	Italy
d Americans stand closer together than people from _____.	Saudi Arabia	Norway	Kenya
e Raising your eyebrows means "no."	Turkey	New Zealand	Mexico

3 Work with a small group. Are any of the behaviors in exercise 2 common in your country? Are there any that would make you feel uncomfortable?

4 What gestures in your country have these meanings? Do you know how North Americans show these things?

- |              |                 |              |
|--------------|-----------------|--------------|
| a good       | d Go away.      | g I'm angry. |
| b bad        | e money         | h I'm happy. |
| c Come here. | f I don't know. | i Good job!  |

### Body language tips

#### Activity 1 - Body language vocabulary

Match the pictures and the words. Some of the pictures are very similar. You will see more examples when you watch the film.

- |                        |                        |                    |                         |
|------------------------|------------------------|--------------------|-------------------------|
| an open bodily posture | gesturing              | inhibit your hands | a closed bodily posture |
| fidgeting              | be facially expressive | a fixed grin       | fake or masking smile   |



HOW I FEEL WORKSHEET

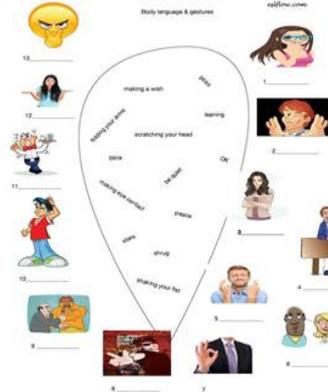
Name: \_\_\_\_\_

**Describe how you feel when...**

- You've been called into the principal's office. 
- Someone says something nice to you. 
- You've had a fight with your best friend. 
- You got a great mark in your spelling test. 
- Your football team lost a game. 
- Your best friend moved away. 
- You forgot about the spelling test and didn't learn your words. 

Body language & gestures

www.123.com



- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Non Verbal Communications Worksheet

Name: \_\_\_\_\_

Use words from the list as well as any others you can think of to describe these pictures.

**Surprised, embarrassed, frightened, angry, sad, happy, annoyed, disgusted, joyful, pleased, excited, surprised, welcoming, pleased**

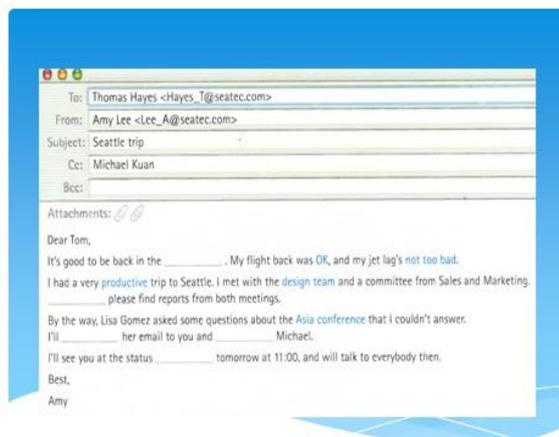
		
Person is _____	Person is _____	Person is _____
		
Person is _____	Person is _____	Person is _____
		
Person is _____	Person is _____	Person is _____

## Unit 8

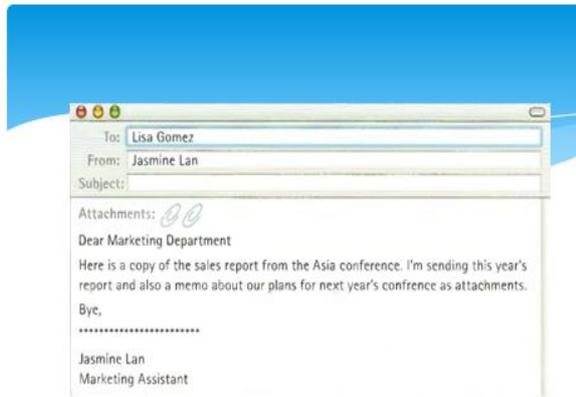
# emails

## emails

messages distributed by electronic means from one computer user to one or more recipients via a network



- a an informal greeting
- b incomplete sentences (often missing a subject)
- c a dash - to show an explanation
- d parentheses ( ) to show extra information
- e an exclamation point ! to show surprising information or strong feelings
- f an emoticon (small picture used to convey feelings)
- g an abbreviation
- h no closing



Formal greetings	Informal greetings
Dear Mr. Mason,	Hi Bob,
Formal closings	Informal closings
Sincerely,	See ya,



Purpose		Conclusion
I'm writing to	request (a brochure). invite you to (a reception). thank you for (your help).	Thank you for your help. I look forward to hearing from you. Let me know if you have any questions.
I'm writing in response to	your phone call. your advertisement.	I'll see you next Friday. I'll call you this weekend.

## Unit 9

# PRESENTATIONS

# PRESENTATION

A SPEECH OR TALK IN WHICH A NEW PRODUCT, IDEA, OR PIECE OF WORK IS SHOWN AND EXPLAINED TO AN AUDIENCE



'Good morning everybody. As you know I'm here today to present the findings and share our suggestions with you. First of all, I'll outline the firm's current position and talk you through the evidence. Next, I will propose some immediate steps it should take. Finally, we shall put forward some recommendations for the longer term and discuss the alternatives. However, before I begin, on behalf of the entire team I'd like to thank you all for your openness and cooperation. We all appreciate how difficult it is to be under the microscope.'

14.2 Match the phrases from exercise 14.1 to their uses below.

- |   |   |
|---|---|
| 1 Getting attention <input checked="" type="checkbox"/> | 6 Purpose <input type="checkbox"/>      |
| 2 Name <input type="checkbox"/>                         | 7 Structure <input type="checkbox"/>    |
| 3 Position <input type="checkbox"/>                     | 8 Timing <input type="checkbox"/>       |
| 4 Greeting <input type="checkbox"/>                     | 9 Questions <input type="checkbox"/>    |
| 5 Audience / Place <input type="checkbox"/>             | 10 First point <input type="checkbox"/> |

14.3 Speaking practice. Exercise 14.1 gives some phrases for opening a presentation and exercise 14.2 gives the correct order. Make your own script:

- Write the phrases again, in order. Writing will help you to memorize the language.
- Use your own name, organization, etc.
- Substitute any other words or phrases to personalize the introduction for you.

**When you finish, read it aloud several times. As you speak, think about where and how often to pause, and also which syllables have a strong beat.**

14.7 Each pair of words can be used in one sentence. Write them in the correct spaces.

as / see	come / later	digress / little
finish / summarize	getting / to	going / moment
let / attention	moving / talk	pleased / answer
right / far	start-I-looking	turn / question

- 1 Okay, let's start by looking at an overview of our new product line.
- 2 I'll \_\_\_\_\_ back to this \_\_\_\_\_.
- 3 \_\_\_\_\_, that's all I want to say about the overview. Any questions so \_\_\_\_\_?
- 4 So, \_\_\_\_\_ on, I'd like to \_\_\_\_\_ about the key benefits of each model.
- 5 \_\_\_\_\_ back for a \_\_\_\_\_ to what I said earlier.
- 6 If I can just \_\_\_\_\_ for a moment, I'd like to say a \_\_\_\_\_ about the background to this decision.
- 7 So, \_\_\_\_\_ back \_\_\_\_\_ my original point, you can see that this really is a big improvement on the old model.
- 8 Finally, I'd like to \_\_\_\_\_ to the \_\_\_\_\_ of price.

14.9 Match the beginning with the end of each phrase. They are used for dealing with questions.

- |                               |  |
|-------------------------------|--|
| 1 I'm glad _____              | complex issue.                           |
| 2 Leave me your _____         | one last question.                       |
| 3 Could you be _____          | you asked that.                          |
| 4 Well, it's a very _____     | contact details and I'll send it to you. |
| 5 We have time for _____      | a little more specific?                  |
| 6 Let me check _____          | own views?                               |
| 7 What are your _____         | the top of my head.                      |
| 8 I don't know that off _____ | that I understand.                       |

14.10 Match the phrases from exercise 14.9 with their uses below.

- |                                  |                          |
|----------------------------------|--------------------------|
| a) Reply to a good question      | <input type="checkbox"/> |
| b) Clarification needed          | <input type="checkbox"/> |
| c) Reply to a difficult question | <input type="checkbox"/> |
| d) You lack information          | <input type="checkbox"/> |
| e) Control the timing            | <input type="checkbox"/> |

**Speaking practice**

Give a short presentation. Follow these instructions:

1 Decide on a topic. Here are three suggestions:

- You are the Director of Tourism for a city or region in your country. Give a presentation about why people should come to visit.
- Choose an object that you have with you, or that is in the room. Give a sales presentation about why it is the best of its kind and why everyone should have one.
- Choose a topic that is similar to real-life presentations that you make.

2 Plan your presentation. **Make a few very short notes on the main points.** However, do not write a full script. You want to look at the audience, not at a piece of paper.

- 3 Look back briefly at the mind map and the exercises to review some phrases.
- 4 Give your presentation. Remember to ask for questions at the end.  
(If you are working in class, your teacher will set a time limit. If you are working alone, use a colleague / friend / domestic animal as your audience.)

63

- 1 Let's take a look at ...
- 2 If you'd like to ...
- 3 As you can see, ...
- 4 I'd like to draw your attention ...
- 5 Right, I'm going to begin by ...
- 6 So what can we ...
- 7 I'd like to hand you over ...
- 8 Sylvie will be talking you ...
- 9 This brings me to the other key issue, ...
- 10 Finally, I shall attempt to outline ...

- a ... this pie chart reveals two other worrying features.
- b ... running through our main findings.
- c ... the evidence, shall we?
- d ... through our short-term recommendations.
- e ... a longer-term strategy for growth.
- f ... namely, the company's image.
- g ... learn from all of this?
- h ... to the following market intelligence.
- i ... open the report on page four.
- j ... to my colleague, Sylvie Grey.





INTERVIEW

INTERVIEW



an oral examination of an applicant for a job, college place, etc.



Now read about people's experiences traveling to other countries. Were your predictions correct?

Ian Douglas, New Zealand

When I visited Thailand last summer, I made a mistake when I was visiting someone's house. There were some beautiful baskets on the floor, and I wanted to point to one so I could ask about it. I pointed to it with my foot. I could tell that my host was very uncomfortable, but I didn't know why. I thought maybe compliments were not appropriate, or that he didn't think I was sincere. Several weeks later I learned that in Thailand, it's rude to point to something with your foot. I wish my host had told me at the time. I could have apologized, and I wouldn't have done it again. I guess I should have read some books about Thailand before I went, but it's hard to learn everything that way. Now I wonder how many other mistakes I made that I never found out about.



Emily Olsen, U.S.

When I was in college, I spent a semester studying in Germany. I did a homestay with a German family. It was OK, I guess, though I never really felt at home with the family. I don't know why. I think I was a little afraid of them, maybe because I don't speak German very well. Anyway, after a few weeks, the wife came to me and told me that I was doing something wrong. She said that in Germany, the custom is to close the door whenever you leave a room in a house. I had been leaving my bedroom door open when I went to class. I felt really embarrassed and uncomfortable when she talked to me. I don't think leaving a door open is very important, I mean, if I don't care if the door is open, why should she care? I wish she hadn't said anything.



Work with a group. Discuss the questions.

- In general, do you think people should tell foreign visitors when they are making a mistake? Why or why not?
- What are some reasons that a host might not tell a visitor about a mistake?
- What are some mistakes a foreigner could make in your country that you would point out or that you would not point out?
- What are some ways a foreign visitor can learn about local customs?

You are choosing a gift for the wedding of some acquaintances from another culture. How will you evaluate some possible gifts and then choose one to offer.

Think 1  
Divide into two groups, A and B. Read the instructions for your group in the classroom task files.

Group A page 92 Group B page 102

Think 2  
Have meet with members from the other group. Share your opinions on each of the gifts you considered. Then say which one you chose to give. Have conversations like the ones below.

- We thought a gift of \_\_\_\_\_ was not appropriate because \_\_\_\_\_.
- Yes, that's right. People from \_\_\_\_\_ believe \_\_\_\_\_ / Actually, that would be OK.
- We thought a gift of \_\_\_\_\_ was appropriate because \_\_\_\_\_.
- Oh, good choice! / Not exactly. You see, people from \_\_\_\_\_ believe that \_\_\_\_\_.
- Finally, we decided to give \_\_\_\_\_.
- Oh, good choice! I'm sure the couple will appreciate it. / Actually, that wouldn't be a great idea. The thing is, people from \_\_\_\_\_ believe that \_\_\_\_\_. Why don't you choose something else?



Follow-up

Discuss these questions with the whole class or a small group.

- Did any information that you learned surprise you?
- Which of the gifts you heard about would be appropriate wedding gifts in your country? Which would not be appropriate?
- What are some other common wedding gifts in your country?

2 2.06 Listen to these people talking about themselves. What are their strengths? What work experience do they have?

	Strengths	Work experience
May		
Yohei		
Zofia		

4 Work with a partner. Practice interviewing each other for a job. Ask questions about the person's background, future, and strengths.

Thank you for coming today. Opening

Can you tell me something about your background? Background

What do you want to be doing (five) years from now? Future Plans

What do you think are your strengths? Strengths

Thank you very much. It was nice meeting you and I'll be in touch. Closing

3 2.07 You will hear two people talking about hiring people for their companies. What qualities are they looking for? Check (✓) the boxes as you listen.



Fiona Meany, Ireland    Brian Cox, U.S.

	Fiona	Brian
a Reliability	<input type="checkbox"/>	<input type="checkbox"/>
b Technical skills	<input type="checkbox"/>	<input type="checkbox"/>
c Business skills	<input type="checkbox"/>	<input type="checkbox"/>
d Communication skills	<input type="checkbox"/>	<input type="checkbox"/>
e Work experience	<input type="checkbox"/>	<input type="checkbox"/>
f Leadership	<input type="checkbox"/>	<input type="checkbox"/>
g Flexibility	<input type="checkbox"/>	<input type="checkbox"/>
h Teamwork	<input type="checkbox"/>	<input type="checkbox"/>

3 Look at these pieces of advice about interviewing with a North American company. Check (✓) the items that apply to interviewing for a company in your country.

- |   |   |
|---|---|
| <input type="checkbox"/> Ask lots of questions      | <input type="checkbox"/> Send a thank-you note        |
| <input type="checkbox"/> Get a haircut              | <input type="checkbox"/> Don't talk too much          |
| <input type="checkbox"/> Smile and make eye contact | <input type="checkbox"/> Talk about your achievements |
| <input type="checkbox"/> Speak out                  | <input type="checkbox"/> Research the company         |
| <input type="checkbox"/> Arrive early               | <input type="checkbox"/> Dress conservatively         |
| <input type="checkbox"/> Show passion               | <input type="checkbox"/> Act confidently              |

4 What other advice would you give to someone applying to a company in your country?

5 Work in a group. Hold a meeting to compare and discuss your answers. Rank the top five pieces of advice for someone interviewing for a job in your country.



	Strengths	Areas for improvement
Name:		
Name:		

**Self-evaluation** 1 Think back on your work during this course. How would you evaluate yourself? What have you done well? What do you need to improve? Use the following form to evaluate your performance.

	outstanding	above average	meets expectations	needs improvement
<b>Language Skills</b> <i>Listening, speaking, reading, writing</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Business Skills</b> <i>Presenting, Meetings, Telephoning, Email</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interpersonal Skills</b> <i>Works positively and effectively with others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> <i>(Please specify)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Areas for improvement</b> <i>(Please specify)</i>	<input type="text"/>			
<b>Future Goals</b> <i>(Please specify)</i>	<input type="text"/>			
<b>Comments</b>	<input type="text"/>			

- 1 2.17 Read the sentences below. Then listen to the end of Amy's annual review meeting. As you listen, check (✓) the correct box.
- a Amy thinks
- she needs more feedback.
  - the feedback has been really helpful.
  - she has done a good job this year.
  - she has worked hard this year.
- b Michael thinks
- Amy needs to improve her time management.
  - Amy has learned a lot this year.
  - Amy has enjoyed her job.
  - Amy has done a great job.
- c Next year Amy will
- find a new job.
  - work harder.
  - try to improve.
  - learn a lot.
- d Michael is planning to
- continue working for six months.
  - send Amy overseas.
  - get more sales experience.
  - visit the U.S.

**High-context culture**

focus on relationships  
big picture  
harmony  
feelings  
**Read between the lines**  
indirect  
groups

**Low-context culture**

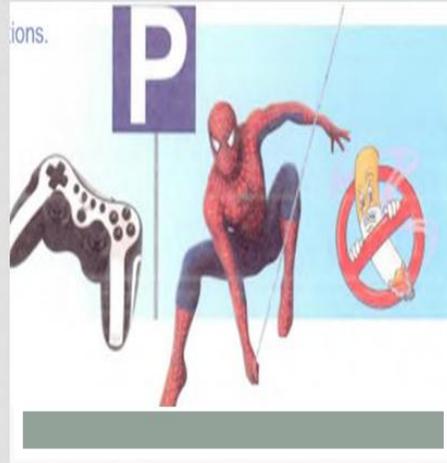
facts  
focus on results  
direct  
individualistic  
words  
**Say what you mean**  
task-centered  
details

2.18 Listen to two people talking about giving feedback. Check (✓) what kind of culture you think they come from. Listen again and take notes on a separate sheet of paper. With a partner, explain why you chose high or low context.

Speaker A  High context  Low context    Speaker B  High context  Low context

## Unit 14

### UBIQUITY OF ENGLISH



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

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

4 Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.

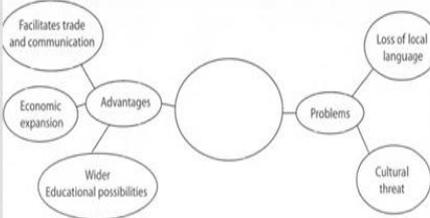



8 Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

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

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

1. Having a single language as an official international
2. Having English as a trade language
3. Language courses abroad





# Netiquette

The Do's and Don'ts of Online Communication



## The Core Rules of Netiquette

- Rule 1: Remember the human
- Rule 2: Behave online as you do in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time
- Rule 5: Make yourself look good online



## The Core Rules of Netiquette

- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes



## Introduction

Netiquette - Internet + etiquette

Internet - worldwide network of computer computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange [syn: cyberspace]

Etiquette - The forms required by good breeding, or prescribed by authority, to be observed in social or official life;

Netiquette - A set of rules for behaving properly online



## Behave online as you do in real life

Standards of behavior may be different in some areas of cyberspace but they are not lower than in real life

Be ethical

It is okay to post a message from someone else only if the author of the message has given his/her permission

Do your best to act within the laws of society and cyberspace

Breaking the law is bad netiquette



## Remember the human

Online or in life remember

The Golden Rule

Test before sending/posting: Would you say it to the person's face? If not, reword and reread.

Typing in all capitals indicates you are SHOUTING to your audience

There are only words online, no nonverbal cues, making it easy to misinterpret meaning

Words are written - they may come back and you don't know where they might go



## Respect other people's time and bandwidth

(the amount of data that can be passed along a communications channel in a given period of time)

Ensure the time people spend reading your information isn't wasted

No spamming - widely posting junk mail

Before copying people in on your messages ask yourself if they really need to know

You are not the center of cyberspace

It is never okay to scroll a chat screen (type a single letter or symbol and keep hitting send)

## Don't abuse your power

Knowing more than others, or having more power than they do, does not give you the right to take advantage of them

Those with more power or knowledge include:

Wizards in MUDs (multi-user dungeons)

Experts in every office

System administrators in every system

## Be forgiving of other people's mistakes

Everyone was a beginner, or network newbie, at some point

Pointing out Netiquette violations are often examples of poor Netiquette

Ignore minor errors

Think twice before pointing out mistakes and do it privately and politely

# Unit 16

Provided by  **QuickBooks®**

## A Simple Start to Managing Your Business Finances

A Guide to the Essentials

## Financial Management Essentials

1. Introduction to Financial Management
2. Why Accounts are Important
3. Using Reports
4. Managing Essential Tasks: Practice Session
5. Tips and Resources
6. Appendix: Additional Concepts & Terms

## 1. What is Financial Management?

Process of:

- Running your business
- Recording money coming in and out
- Using reports to:
  - Understand how your business is doing
  - Make decisions



## Six Ways Financial Management Helps Your Business Succeed

1. **Cash Flow.**  
Track the money going in and out of your business.
2. **Manage Customers and Sales.**  
Know and understand your customers through consolidated records.
3. **Production.**  
Obtain goods and services. Apply for and establish credit with your vendors.
4. **Compliance.**  
Report your company's incomes, expenses, and payroll accurately to the IRS.
5. **Insight and Decision Making.**  
Make informed decisions – and price your product or service for profitability – with financial reports
6. **Funding.**  
To be considered for a loan or investment, you'll need complete financial statements.



## Information is Power

What do you want to know about your business?

- How much money am I bringing in? ..... Sales
- How much am I spending? ..... Expenses
- Is my business making any money? ..... Sales - Expenses
- What's the value of what my business owns? ..... Assets
- How much does my business owe to others? ..... Liabilities
- What is my business worth? ..... Equity

Provided by  QuickBooks®

5

## 2. Financial Accounts

Why They Matter to Your Business

Accurate record keeping lets you understand and use all your information

- Money in from payments received
- Data on customers and vendors
- Record of your bank accounts
- Money out for checks written, refunds and other expenses

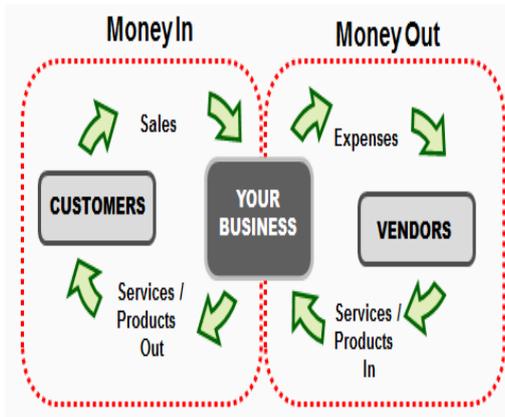


Provided by  QuickBooks®

6

## Cash Flow:

Money In and Money Out



Provided by  QuickBooks®

7

## Major Account Types

- **Assets**
  - Current (cash, inventory, accounts receivable, etc.)
  - Fixed (property, vehicles, machinery, etc.)
- **Liabilities**
  - Current (within one year)
  - Long Term
- **Equity**
  - Contributed capital: owner's investment
  - Retained earnings (profits)

Everything your business possesses

Everything your business has borrowed

Everything your business owns

**Assets = Liabilities + Equity**

Provided by  QuickBooks®

8

# LATEST ACHIEVEMENTS

1 Put the words below in the relevant line so they make a synonym group.

speculation	_____	_____	
to have craving for	_____	_____	thought; contemplation; encourage;
pile	_____	_____	outbreak; achievement; eventually;
implement	_____	_____	finally; theory; want; desire; demand;
immense	_____	_____	heap; mass; stack; tool; instrument;
foster	_____	_____	utensil; vast; huge; enormous; nurture
breakthrough	_____	_____	
ultimately	_____	_____	

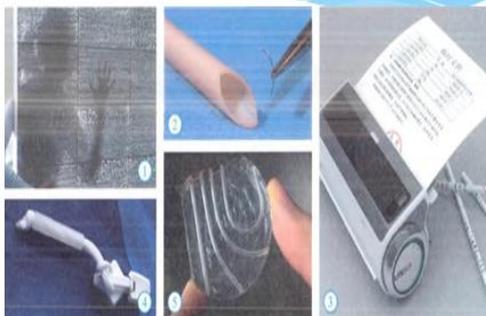


2 (T15) Read the sentences below. Listen and put the sentences in the correct order.

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

5 Match the beginnings of the sentences and their endings.

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



# Unit 18

## WORLD AWARDS



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

Sport career	Professional photographer	The best song of the year	Great contribution to sciences	For the best piece of writing	For healthy generation	Young talented singers	For gifted groups of people of Caribbean
--------------	---------------------------	---------------------------	--------------------------------	-------------------------------	------------------------	------------------------	--

Read the list of new words and try to make sentences with them.

Awards, award-winner, contribution proud, awarding ceremony, competition, motivation, labour, inspire, attempt, award statuettes, awardees, announcement congratulate, first reaction.

### THE WORLD MUSIC AWARDS THE LEGEND AWARD THE DIAMOND AWARD



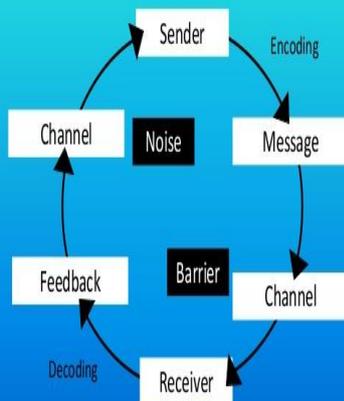
1 Alice Munroe is a «Master of the Contemporary Short Story» and she is an awardee of the Nobel Prize for Literature 2013.

You are going to have a short interview with Alice. Work in groups list down 5 questions you would like to ask her.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Unit 19

## Process of *Communication*



10/3/2013 1:41:04 AM

4

## Verbal *Communication*

- It refers to the form of communication in which message is transmitted verbally.
- Communication is done by word of mouth and a piece of writing.
- In verbal communication remember the acronym **"KISS"** (keep it short and simple).

**Verbal Communication** is divided into:

- Oral Communication
- Written Communication

10/3/2013 1:41:04 AM

6

## *Communication* is what ??

It is a process of exchanging –

- Information
  - Ideas
  - Thoughts
  - Feelings
  - Emotions
- Through –
- Speech
  - Signals
  - Writing
  - Behavior

10/3/2013 1:41:04 AM

3

## Types of *Communication*

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent.

Types of communication based on the communication channels used are –

- ❖ Verbal Communication
- ❖ Nonverbal Communication

10/3/2013 1:41:04 AM

5

## Unit 20

**A HEALTHY AND BALANCED DIET MEANS THAT WE NEED TO EAT A LITTLE BIT OF ALL THE NUTRIENTS.**

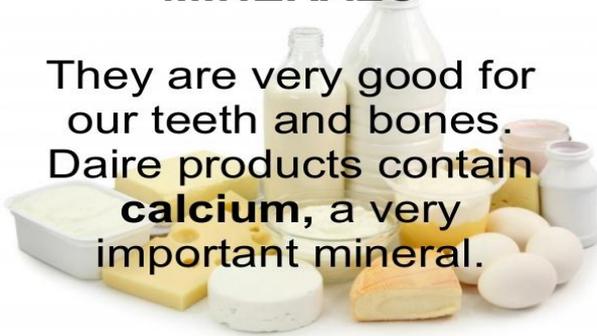


**THE FIVE NUTRIENTS ARE:**

- CARBOHYDRATES
- PROTEINS
- MINERALS
- VITAMINS
- FATS

## MINERALS

They are very good for our teeth and bones. Daire products contain **calcium**, a very important mineral.



## PROTEINS

They build muscles and make us strong.

We can find proteins in ...

## Unit21



### New York City Attractions

Достопримечательности Нью-Йорка

MyShared



► We begin of course with the most famous monument, not only in New York but also in the United States. It is a symbol of the city, a symbol of the country of freedom and democracy - the Statue of Liberty. Statue itself a sign of friendship gave the French, and it was designed by the famous Gustave Eiffel, the author of the Eiffel Tower.

Начнем конечно же с самого знаменитого памятника не только в Нью-Йорке, но и в США. Это символ города, символ страны, свободы и демократии — Статуя Свободы. Саму статую в знак дружбы подарили французы, а спроектировал её знаменитый Густав Эйфель, автор проекта Эйфелевой башни.

MyShared

Heart of New York City and Manhattan is Times Square, the square in the center of the city. It is the most visited tourist attraction in the world.

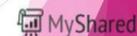


► Сердцем Нью-Йорка и Манхэттена является Таймс Сквер, площадь в самом центре мегаполиса. Это самая посещаемая достопримечательность в.



Конечно же, одной из главных достопримечательностей Нью-Йорка является его архитектура, а именно небоскребы. Самым знаменитым считается Эмпайр Стейт Билдинг.

► Of course, one of the main attractions of new York city is its architecture, namely the skyscrapers. The most famous is the Empire state building.



## Unit 22

### Ways of learning English



### Some of the most famous ways of learning

- learn English words
- try to read books
- Watch DVD
- Play Courses
- listen to the radio in English



### 9 Tips for learning English

#### 1. Govorite without fear.

The biggest problem most people learning a new language - it is their own fear. They worry that will not be able to say the correct phrase, or that their conversation would look stupid, so they do not speak at all. Not to do so. The fastest way to learn anything is to do it - again and again until you do it right. Like everything else, learning English requires practice. Do not let fear stop you get what you want.



#### 2. Use all your resources.



Even if you are learning English at school with in-depth study of the language or the very steep course, this does not mean that you can not learn outside the classroom. Use as many different sources, methods and tools that allow you to learn English faster. There are many different ways you can improve your English, so do not limit yourself to only one or two. Internet - a fantastic resource for the study of virtually everything, but for learners it is perfect.



## Unit 23

### Discoveries and Inventions of the last 100 years

Germany – a country of inventors

### 1914/1916

1914 → Miniature camera - Oscar Barnack



1916 → General Theory of Relativity- Albert Einstein



### 1930/1936

1930 → All-Electric TV- Set - Manfred von Ardenne

1936 → Helicopter- Heinrich Focke



### 1942/1951

1942 → V2 - Rocket - Wernher von Braun



1951 → Scanner - Rudolf Hell



### 1958/1961

1958 → Dowel - Artur Fischer



1961 → Birth control pill - Schering AG



### 1987/1992

1987 → MP3-format - Fraunhofer-Institut



1992 → CFC Free Fridge - Foron Hausgeräte GMBH



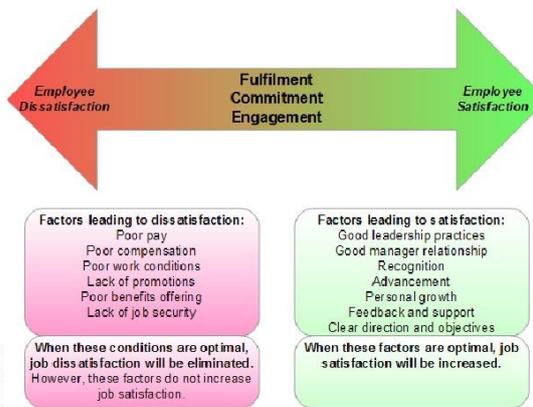
## Unit 24



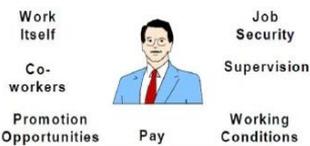
### JOB SATISFACTION...

- What is job satisfaction?
- Theories of job satisfaction.
- Job satisfaction is attitude rather than behavior.
- Measuring job satisfaction.
- How satisfied are people in their jobs?
- What determines job satisfaction?
- How employees can express dissatisfaction?
- The impact of satisfied and dissatisfied employees on work place

Job Satisfaction Model



#### Attitudes Associated with Job Satisfaction



Job Satisfaction is an emotional response to a job situation. It determined by how well outcomes meet or exceed expectations. Job Satisfaction represents several related attitudes.

**Job satisfaction is an attitude rather than a behavior.**

In addition to attitudes about a job as a whole, people can have attitudes about various aspects of their jobs, such as the kind of work, pay, relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.

## Unit 25

**Don't Waste My Time**



Sandy McVey



## Learning Styles

V  
A  
R  
K



## Your Message



# Content

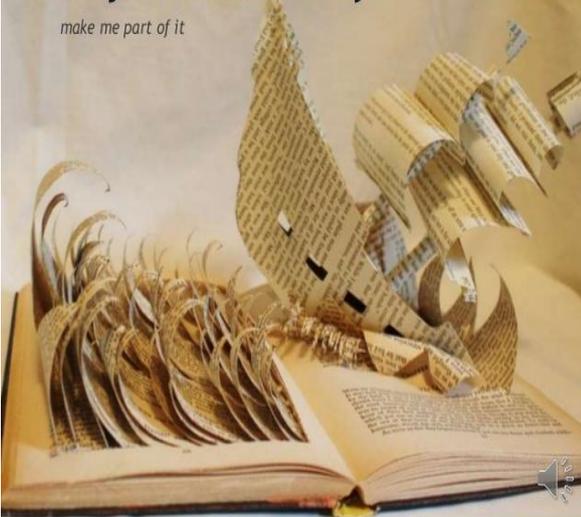


# Ideas



## Don't just tell me a story

*make me part of it*



## 3 Key Concepts

1. Words and pictures
2. Focus concepts
- ~~3. Exclude extraneous information~~
4. Offer additional resources



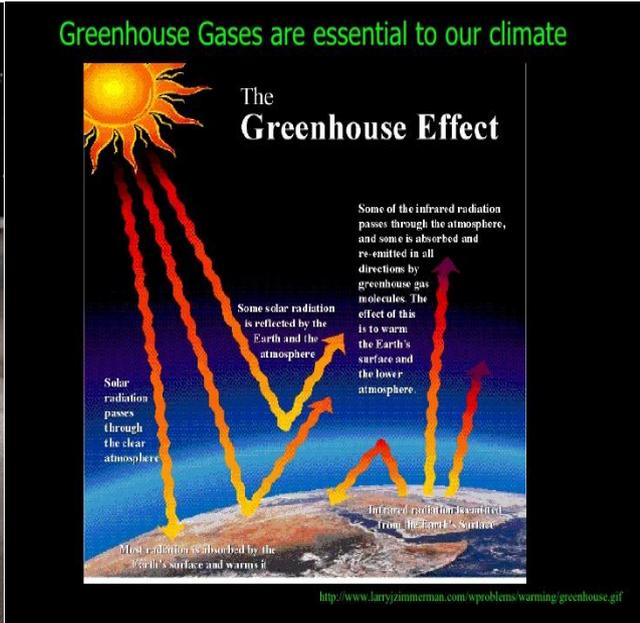
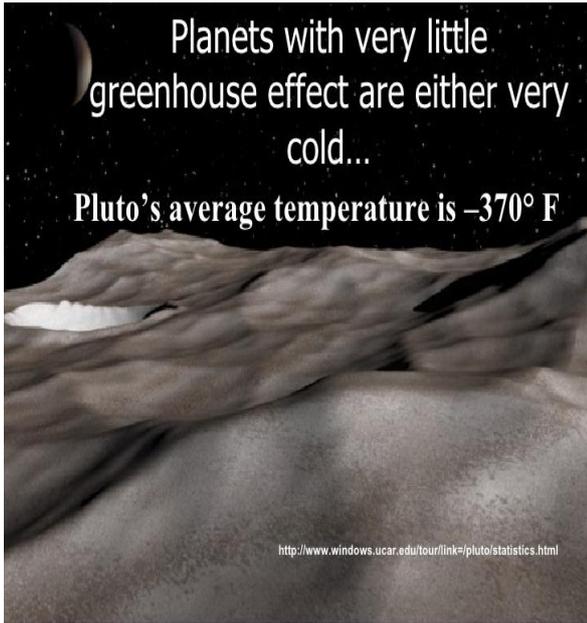
## Failure: Bob Berkebile



*(My mother) believed that failure was an incredible opportunity for learning.*



# Unit26



**Climate is affected by many factors**

<b>ABIOTIC FACTORS:</b>	<b>BIOTIC FACTORS:</b>
Latitude	Transpiration
Altitude	Respiration
Ocean Currents	Photosynthesis
Topography	Decomposition
Solar Radiation	Digestion
Evaporation	
Orbital Variations	
Volcanic Activity	

**CLIMATE** is the average of many years of weather observation.

**CLIMATE IS:**

- Long term
- Wide area
- Seasonal changes
- Measured over long spans of time

**WEATHER IS:**

- Short term
- Limited area
- Can change rapidly
- Difficult to predict

**WEATHER** is what's happening outside your window right now.

**First of all, you should know that weather and climate are not the same thing.**

<https://www.aetjiff.com>



# CLIMATE CHANGE AND YOU

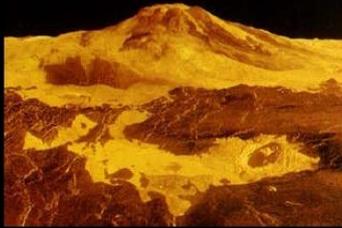


...and then there's Earth...

...which is just right...

...for the moment, anyway.

Planets with abundant greenhouse gases are very hot



The average temperature on Venus is about 855° F!

[http://www.nasa.gov/pdf/161205main/venus/060101main/venus060101main\\_500.jpg](http://www.nasa.gov/pdf/161205main/venus/060101main/venus060101main_500.jpg)

...or they have huge temperature swings from day to night.

On Mars, there is about a 300 degree F difference between high and low temperatures



<http://quest.nasa.gov/aero/planetary/mars.html>

# UNIT 27

# Best Workplace Practices

ThoughtCommons

They have  
**Pride**  
in  
work  
they do



management support everyone's professional development & growth, and appreciates them for good work

and bosses aren't like



management gives them everything they need to perform their best



they are proud of their individual contribution in the team



management has a vision which it follows with honesty and consistency



management talks openly to them and all can easily reach out to management

They  
**Trust**

the  
**people**  
they work for

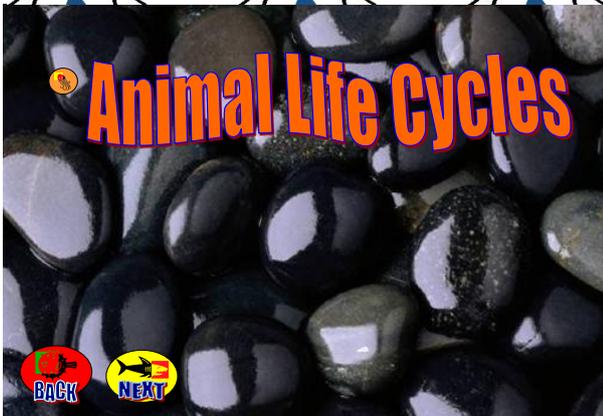


they get bored over the weekends and miss work place!



where unlike most of other work places, employees look forward to coming everyday

contribution of their team in the organization



## Stages of Life

Animals have a life cycle that includes birth, growth, reproduction and death.

Birth → Growth → Reproduction → Death

[BACK](#) [NEXT](#)

## Birth

Some animals are born live, others hatch from eggs.

Mammals have live young. Fish birds and reptiles mostly lay eggs.




[BACK](#) [NEXT](#)

## Growth

Young animals grow to become adults.






[BACK](#) [NEXT](#)

Unit 28



**For example:-  
Basketball, volleyball, cricket,  
badminton, table tennis, football,  
lawn tennis etc.**



### About Basketball



- There are seven players in basketball.
- In playing basketball we can stretch our body, to become taller.
- In basketball first we have to dribble the ball and then throw it into the basket.
- We have to take the ball from the other team.
- Basketball is a very interesting game.

## About Football



- There are eleven players in football.
- In football we have to kick the ball with the help of our foot.
- In this game we can't touch the ball with our hands, only the goalkeeper can touch it with his hands. If any of the players touch the ball with their hands, it would be a foul.

## About weight lifting



- Weight lifting is a type of game in which we see that how much weight we can lift.
- To participate in this game we have to be a powerful person.
- This is a very interesting game I like this game

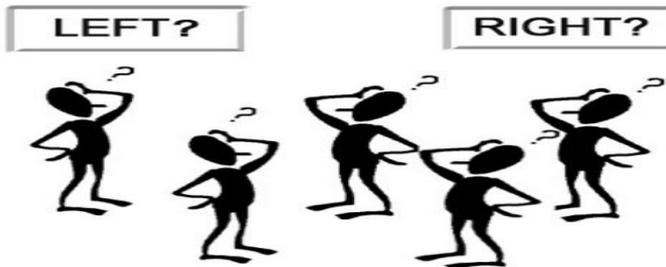
## About Cricket



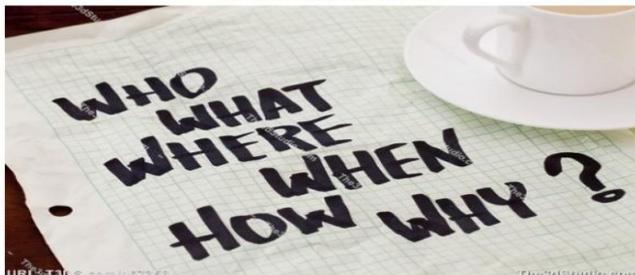
- In this game there are two teams in every team there are eleven players.
- Both the teams are from other countries.
- The winner team is selected for the next level.

## Unit 29

### How to make right decisions???



In every situation you have to search for...



## Changing a job



## Choosing good friends



## What to wear????



Some decisions are easy like.....



What to eat in breakfast????

### Decision Making



A decision is one when there are different things you can do and you pick one of them. You make lots of decisions everyday!

### Decision Making.....?????



Prepared By:  
Ashwinder Kaur  
School Counsellor, BBPS Ludhiana.

### Step 1: Relax



Take a deep breath and let all of the air out.

### Example

Amy really wants a new cell. Unfortunately, the one she wants costs Rs. 15000, and she has only Rs. 10000. She wonders how she will get the rest of money?

Unit 30

# The Meaning and Psychology of Color

## Blue

- Is seen as trustworthy, dependable and committed
- Invokes rest and can cause the body to produce chemicals that are calming
- The physical and mental effects:
  - \* Calming and sedate
  - \* Cooling
  - \* Aids intuition

## Green

- Is the pervasive color
- The natural greens are seen as tranquil and refreshing
- Green is considered the color of peace and ecology

- The physical and mental effects
- \* Soothing
  - \* Relaxing mentally as well as physically
  - \* Helps alleviate depression, nervousness and anxiety
  - \* Offers a sense of renewal, self-control and harmony

## Yellow

- Shines with optimism, enlightenment, and happiness
- Shades of golden yellow carry the promise of a positive future
- The physical and mental effects:
  - \* Mentally stimulating
  - \* Stimulates the nervous system
  - \* Activates memory
  - \* Encourages communication

## Orange

- Fun and flamboyant orange radiates warmth and energy

- The physical and mental effects:
- \* Stimulates activity
  - \* Stimulates appetite
  - \* Encourages socialization

## Red

- **RECOGNIZED AS A STIMULANT**
- **THE PHYSICAL AND MENTAL EFFECTS:**
  - \* INCREASES ENTHUSIASM
  - \* STIMULATES ENERGY
  - \* ENCOURAGES ACTION AND CONFIDENCE
  - \* A SENSE OF PROTECTION FROM FEARS AND ANXIETY

- Provokes a sense of mystic and royal qualities
- The physical and mental effects:
  - \* Uplifting
  - \* Calming to mind and nerves
  - \* Offers a sense of spirituality
  - \* Encourages creativity

## Purple

- Says stability, reliability, and approachability
- The physical and mental effects:
  - \* Feeling of wholesomeness
  - \* Stability
  - \* Connection with the earth
  - \* Offers a sense orderliness

## Brown

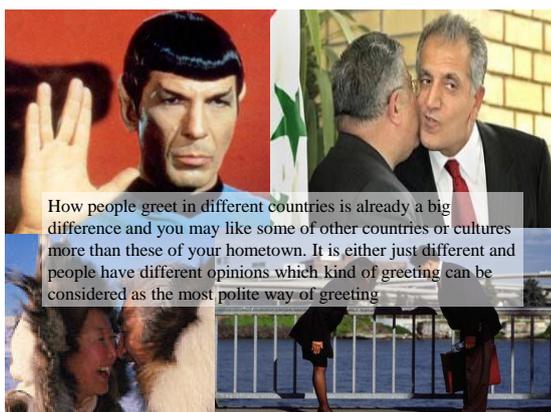
## Unit31



**Differences in traditions of hospitality and politeness between cultures and countries**

Comparing traditions of hospitality and politeness between cultures and countries is extremely difficult. Countries and cultures have different etiquettes and you may consider some as more polite or hospitable than others. You can either be wrong because you don't understand the real meaning of their traditions and have only a limited knowledge of their etiquettes.

- It is more a matter of accepting these differences and you will find hospitable and polite people in every country and culture of the world. Discovering the differences in traditions between countries and cultures is really a wonderful experience and may help you to see the positive things in every culture.



How people greet in different countries is already a big difference and you may like some of other countries or cultures more than these of your hometown. It is either just different and people have different opinions which kind of greeting can be considered as the most polite way of greeting



# Signs and symbols around us...

What do they mean?

Signs in buildings...



## What does it mean?

Signs in school...



## Why do we use this sign?

Signs and symbols all around us...



Families sometimes have 'Coats of Arms', which have symbols on that mean something to the family. These are used as a 'badge of belonging'.



Signs in the street...



## What does it mean?

# Unit33

**Endogenous factors**  
**Biological clock**      **Endogenous factors**

**Mogan**

- When the SCN was removed from hamsters their nocturnal circadian rhythms disappeared.
- Transplanting with SCN cells re-established the rhythms, including mutant (diurnal instead of nocturnal) rhythms from mutant hamsters, which shows that the SCN is the main pacemaker.

**Other Endogenous factors**

**Blake**

.Blake (1967, see A2 Level Psychology page 31) researched naval personnel by asking them to rate their performance on several tasks at five different times of day (08.00, 10.30, 13.00, 15.30, and 21.00). For most of the tasks, the best performance was obtained at 21.00, with the second-best level of performance occurring at 10.30.

**Endogenous factors**      • Endogenous factors are the innate mechanism thought to set the time of biological clocks

**Biological clock**

- Suprachiasmatic nucleus(SCN) is the pacemaker of the sleep wake cycle
- Generates its own biological clock via protein synthesis
- It is connected to the optic chiasm so receives input about the light levels which also regulates the rhythm(exogenous zeitgebers)
- It is connected by neural pathways to the pineal gland, so electrical stimulation of the SCN is passed to the pineal gland causing it to release melatonin

```

    graph TD
      A[Low light] --> B[Optic chiasm in the eye]
      B --> C[Stimulates SCN]
      C --> D[Stimulates pineal gland]
      D --> E[Produces melatonin]
      E --> F[Enhances the production of serotonin]
      F --> G[Sleep]
      F --> H[Brain activity]
  
```

- Melatonin is inversely proportioned to light
- It is a hormone which induces sleep as it acts to release the neurotransmitter serotonin which slows the brain's neural mechanisms decreasing brain activity leading to sleep

**Endogenous factors**      **Exogenous factors**

**Biological clock**

**Siffre**

- Attempted to establish free-running, biological rhythms, so Siffre was isolated from variables that would affect these, such as daylight, clocks etc.
- However, there was one key confounding variable—artificial, dim light. It was thought at the time that this would not affect the circadian rhythm, but this is not the case.

**Miles et al**

- Also shows the importance of zeitgebers as perhaps the endogenous factors dominated because the blind individual in their study could not access the key zeitgeber, light.

**Kelly**

- Studied submariners whose work schedule consisted of 6 hours on duty followed by 12 hours off duty, thus producing an 18-hour day. In spite of this schedule and their ability to control their own lighting conditions, the submariners had an average circadian rhythm for melatonin lasting just over 24 hours.
- It was concluded that this was because they had social contacts with people living on a 24-hour schedule, and unlike Siffre they were aware of clock time.

# Unit34

**Travel and Tourism**

Definitions and Concepts

---

**Advancements in Travel**

- 1. A system of currency exchange**
  - ▣ Roman coins
  - ▣ Greek games
  - ▣ Common language (Latin)
- 2. Rural to urban movement**
  - ▣ *Grand Tour* (16th century)
  - ▣ Spa and seaside resort (19th century)

**Definitions**

<p><b>Travel</b></p> <ul style="list-style-type: none"> <li>▣ Destination orientation</li> <li>▣ Purposeful</li> <li>▣ Direct</li> </ul>	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>▣ Leisure pursuit</li> <li>▣ Acquisition activity</li> <li>▣ Meandering</li> </ul>
--	---

---

**Economic Development & Economic Impact**

- ▣ Opportunity for growth to developing areas
- ▣ Invisible exports from consumer collection
- ▣ Increasing foreign exchange earnings - leakage expenditures
- ▣ Increasing income - visitor spending, business expenditures
- ▣ Increasing employment - direct/indirect

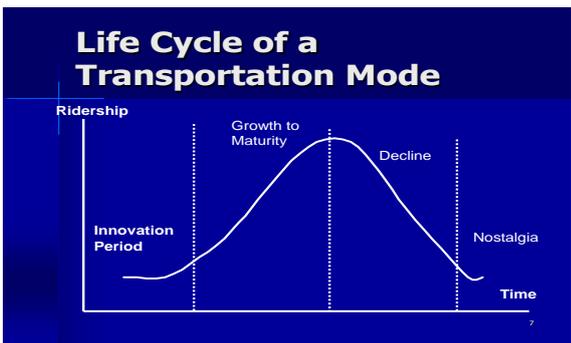
# Unit 35

## What is Transportation??

- Transportation is the movement of people and goods over time and space...
- Transportation should be...
  - Safe
  - Environmentally Friendly

## Transportation Modes

<p><i>Motorized</i></p> <ul style="list-style-type: none"> <li>• Automobile                     <ul style="list-style-type: none"> <li>-Bus</li> <li>-Rail</li> </ul> </li> <li>- Rapid Transit (subway)</li> </ul>	<p><i>Non-Motorized</i></p> <ul style="list-style-type: none"> <li>•Biking</li> <li>•Walking</li> </ul>	 
---	---	---



## Why people like cars?

- We like the cars
- It often (but not always) is the fastest mode, depending on levels of congestion, time of day and the available alternatives
- Privacy
- Automobiles suggest that you are at a higher level of society
- People simply enjoy the sensation of driving

## Importance of Transportation

- Determines the location and character of cities and regions by interacting with land use (e.g. silk road)
- National security

- **Multi-disciplinary**
  - Economic
  - Environmental
  - Planning
  - Statistics
  - Law
  - Psychology & human factors
  - Public administration
- **Problems ==> solutions**

# Unit36

P. 101, EX. 8

1. Is the climate hot or cold?
2. Does it rain a lot?
3. Can I take my cat with me?
4. Which means of transport is the best for coming there?
5. How much money do I need per month?
6. Will I be allowed to work legally?
7. Have you had many exchange students before?
8. Where have they lived?
9. Is the food different from Spanish food?

REPORT THESE QUESTIONS:

1. Where do you live?
2. Do you like swimming?
3. When did you last go to the cinema?
4. **Did you make that noise?**
5. Where have you been?
6. Have you bought enough milk?
7. Will you do the dishes?
8. When will you come back?
9. Are you talking to me?
10. Where are you going?

- Can you pick me up from the airport?
- She doesn't want to go back to her husband.
- I ran and caught up with her at the post office.
- Please, hurry up. We are going to be late!
- Could you drop the children off to school on your way to work?
- Hang on a minute - I'm not quite ready.

## TESTS

Choose the correct answer. Only one answer is correct.

1. There are \_\_\_\_\_ in the classroom but only one teacher.  
A) many people B) much pupils  
C) a lot people D) a lot of pupils
2. Kate \_\_\_\_\_ .  
A) gave to Peter the pen B) gave the pen to Peter  
C) give to Peter the pen D) give the pen to Peter
3. The sun \_\_\_\_\_ in the East.  
A) is always rising B) always is rising  
C) rises always D) always rises
4. Which girls \_\_\_\_\_ ?  
A) John likes B) likes John  
C) does John like D) do John like
5. There isn't \_\_\_\_\_ at the bus – stop.  
A) anybody B) people C) any persons D) somebody
6. Kim and Fred \_\_\_\_\_ home.  
A) are at B) are in C) they are in D) they are at
7. What color are your new shoes?  
A) They are brown color. B) Their brown.  
C) They're brown. D) They are colour brown.
8. A) Are the big nice apples? B) Are nice the big apples?  
C) Are big and nice the apples? D) Are the big apples nice?
9. He hasn't bought \_\_\_\_\_ oranges.  
A) a lot B) much C) any D) some
10. A) Go there to they. B) Go there to them!  
C) Go here to we. D) Go here to us!
11. How \_\_\_\_\_ from London to Gatwick?  
A) it is going B) to go C) we can go D) can we go
12. \_\_\_\_\_ Mary reads in bed.  
A) Always B) Seldom C) Sometimes D) Never
13. Millie \_\_\_\_\_ at the flowers in the garden.  
A) is seeing B) is looking C) is washing D) is watching
14. \_\_\_\_\_ don't like red wine.  
A) Some people B) Any people

- C) Somebody D) Anybody
15. Did you visit Canada last year?  
 A) No, I went never there. B) No, I never was there.  
 C) No, I've never been there. D) No, I never have been there.
16. Tom didn't call the police. Brenda didn't call \_\_\_\_\_ .  
 A) them, either. B) them, too. C) him, either. D) him, too.
17. Sally is \_\_\_\_\_ Paul.  
 A) as tall than B) as tall as C) so tall as D) so tall that
18. Do you like that shop? Yes, I \_\_\_\_\_ every week.  
 A) come there B) come here C) go there D) go here
19. Brian is the man \_\_\_\_\_ .  
 A) of a hat B) of no hat C) with hat D) without a hat
20. Pauline's \_\_\_\_\_ as the boys.  
 A) too strong B) of no hat C) as strong D) also strong
21. Are my shoes in the box? No, there \_\_\_\_\_ in the box.  
 A) isn't anything B) aren't no things  
 C) isn't nothing D) isn't any things
22. Have you got any apples? Yes, I've got \_\_\_\_\_ .  
 A) a small B) one small  
 C) two small ones D) two small
23. Whose are those dogs? They're \_\_\_\_\_ .  
 A) of them B) to them C) their D) theirs
24. A) How is your age? B) How old are you?  
 C) What age have you got? D) How many years have you?
25. Who \_\_\_\_\_ on Saturdays?  
 A) do help you B) you help C) do you help D) you do help
26. 572 is \_\_\_\_\_ .  
 A) five hundred and seventy two  
 B) five hundred seventy two  
 C) five hundreds seventy two  
 D) five hundreds and seventy two
27. Molly is the girl \_\_\_\_\_ brown hair?  
 A) of many B) with many C) of a lot of D) with a lot of
28. What time \_\_\_\_\_ breakfast?  
 A) does Mary have the B) does Mary have  
 C) has Mary D) has Mary the
29. His mother will come at 8 o'clock \_\_\_\_\_ evening.  
 A) of this B) on this C) this D) at this
30. I feel very well because I went to bed very early \_\_\_\_\_ .  
 A) last night B) tonight C) this night D) in the night
31. What is Mary like? She \_\_\_\_\_ .  
 A) is very well B) likes ice-cream  
 C) is like tall men D) is very pretty

32. Have the people got the money now? Yes, the police gave \_\_\_\_\_.  
 A) them to them B) it to it  
 C) it to them D) them to it
33. Terry is behind Belinda. Yes, Belinda is \_\_\_\_\_ Terry.  
 A) in front of B) behind C) between D) next
34. Pauline is \_\_\_\_\_ radio.  
 A) listening to B) listening to the  
 C) listening in D) listening in the
35. Are those books in the car? Yes, Alice \_\_\_\_\_ yesterday.  
 A) put them B) put them into  
 C) puts them in D) put them in
36. \_\_\_\_\_ to Scotland last month?  
 A) Did Andrew go B) Was Andrew  
 C) Has Andrew been D) Has Andrew gone
37. This is an old photograph of me when I \_\_\_\_\_ .  
 A) have short hairs B) had short hairs  
 C) have short hair D) had short hair
38. Whose is that? It's \_\_\_\_\_ .  
 A) my B) my sisters C) of Tom D) ours
39. My brother was \_\_\_\_\_ all week.  
 A) at the home B) at home C) in the home D) in home
40. Barry never eats potatoes and \_\_\_\_\_ .  
 A) so doesn't Molly B) neither doesn't Molly  
 C) neither does Molly D) neither Molly does
41. James \_\_\_\_\_ to play tomorrow.  
 A) is going B) can C) shall D) will
42. How is your brother?  
 A) That's he. B) That's him.  
 C) He's very well. D) He's very good.
43. Is there \_\_\_\_\_ the bottle?  
 A) much water into B) much water in  
 C) many water into D) many water in
44. The party will start \_\_\_\_\_ Saturday.  
 A) on 8 o'clock at B) on 8 o'clock  
 C) 8 o'clock at D) at 8 o'clock on
45. Are you going to shops? No, \_\_\_\_\_ .  
 A) I cycle there B) usually on the bus  
 C) to the work D) I've already been
46. Here are three girls. \_\_\_\_\_ .  
 A) Which girl is the bigger? B) What girl is the bigger?  
 C) Which girl is the biggest? D) What girl is the biggest?
47. Jack is writing \_\_\_\_\_ .  
 A) with pen B) on the wall C) by a pen D) out of a pen
48. What \_\_\_\_\_ on Saturdays?

A) Ken usually does B) does Ken usually do  
C) does Ken usually D) usually does Ken do

49. "Have you been to America?" " \_\_\_\_\_ "

A) Ever B) Already C) Yet D) Never

50. Tony \_\_\_\_\_ make some cakes tomorrow.

A) is going to B) he'll C) want to D) can to

**Choose the correct answer. Only one answer is correct.**

Last June my brother \_\_1\_\_ a car. He had had an old scooter before, but it \_\_2\_\_ several times during the spring. "What you want is a second – hand Mini," I suggested. "If you give me the money," he said, "\_\_3\_\_ one tomorrow." "I can't give you the money," I replied, "but what about Aunt Myra. She must have enough. We \_\_4\_\_ her since Christmas but she always hints that we \_\_5\_\_ go and see her more often."

We told our parents where we were going. They weren't very happy about it and asked us not to go. So \_\_6\_\_ But later that same day something strange \_\_7\_\_. A doctor \_\_8\_\_ us that Aunt Myra \_\_9\_\_ into hospital for an operation. "\_\_10\_\_ go and see her at the same time," said my mother. "You two go today, but don't mention the money."

When we \_\_11\_\_ Aunt Myra \_\_12\_\_ "I'm not seriously ill," she said, "but the doctor insist that \_\_13\_\_ to drive my car. You can have it if you promise \_\_14\_\_ me to the seaside now and again." We agreed, and now we quite enjoy our monthly trips to the coast with Aunt Myra.

1. A) wanted to buy B) wanted buying

C) liked to buy D) liked buying

2. A) was breaking down B) was breaking up

C) had broken down D) had broken up

3. A) I get B) I'm going

C) I'm going to get D) I'll get

4. A) are not seeing B) haven't seen

C) didn't see D) don't see

5. A) should B) shall C) would D) will

6. A) that we haven't B) that we didn't

C) we haven't D) we didn't

7. A) occurred B) took the place

C) passed D) was there

8. A) rang for telling B) rang to tell

C) rung for telling D) rung to tell

9. A) had gone B) had been C) has gone D) has been

10. A) We may not all B) We can't all

C) All we can't D) All we may not

11. A) have come there B) were arriving

C) got there D) came to there

12. A) was seeming quite happily B) was seeming quite happy

- C) seemed quite happily D) seemed quite happy
13. A) I'm getting so old B) I'm getting too old  
C) I get so old D) I get too old
14. A) taking B) bringing C) to take D) to bring
15. Can this camera \_\_\_\_\_ good photos?  
A) make B) to make C) take D) to take
16. Who was the first person \_\_\_\_\_ today?  
A) spoke to you B) you spoke to  
C) you spoke D) whom you spoke
17. I can't find the book \_\_\_\_\_ .  
A) nowhere B) everywhere C) anywhere D) somewhere
18. There was a house at \_\_\_\_\_ .  
A) the mountain foot B) the foot of the mountain  
C) the feet of the mountain D) the mountain's foot
19. A person who talks to \_\_\_\_\_ is not necessarily mad.  
A) himself B) oneself C) yourself D) itself
20. I'll be 13 tomorrow, \_\_\_\_\_ ?  
A) am I B) aren't I C) won't I D) will I
21. Did you hear \_\_\_\_\_ Julie said?  
A) what B) that C) that what D) which
22. Spanish people usually speak \_\_\_\_\_ than English people.  
A) quicklier B) more quicklier  
C) more quickly D) more quicker
23. That old lady can't stop me \_\_\_\_\_ the tennis match on my radio.  
A) to listen B) listening C) listen to D) listening to
24. I haven't got a chair \_\_\_\_\_ .  
A) to sit B) for to sit on C) to sit on D) for sitting
25. \_\_\_\_\_ at the moment, I'll go to the shops.  
A) For it doesn't rain B) As it doesn't rain  
C) For it isn't raining D) As it isn't raining
26. Bill drinks \_\_\_\_\_ whisky.  
A) any B) none C) too many D) so much
27. \_\_\_\_\_ are very intelligent.  
A) Both of them B) Both them C) Both they D) The both
28. In a shop \_\_\_\_\_ customers.  
A) it is important pleasing B) it is important to please  
C) there is important pleasing D) there is important to please
29. Don't leave your shoes on the table.  
A) Put off them! B) Take them off!  
C) Pick them off! D) Pick up them!
30. \_\_\_\_\_ in my class likes the teacher.  
A) All persons B) All pupils C) Everyone D) All people
31. We expected about 20 girls but there were \_\_\_\_\_ people there.  
A) another B) others C) some D) more

32. Your bicycle shouldn't be in the house!  
 A) Take it out! B) Get out it! C) Put it off! D) Take away it!
33. What time does the bus \_\_\_\_\_ Bradford?  
 A) go away to B) go away for C) leave to D) leave for
34. She \_\_\_\_\_ be Canadian because she's got a British passport.  
 A) can't B) isn't able to C) mustn't D) doesn't need
35. "Our daughter \_\_\_\_\_", they said.  
 A) was born since three years  
 B) is born for three years ago  
 C) was born three years ago  
 D) has been born since three years ago
36. When \_\_\_\_\_ English?  
 A) has he begun to study B) has he begun study  
 C) did he begin to study D) did he begin study
37. Do you want some cheese? No, \_\_\_\_\_ .  
 A) I've some still B) I still haven't much  
 C) I don't want D) I've still got much
38. Brenda likes going to the theatre and \_\_\_\_\_ .  
 A) so do I B) so go I C) so I like D) so I am
39. \_\_\_\_\_ from London to Edinburgh!  
 A) How long there is B) What a long way it is  
 C) What distance is there D) How long is
40. He's a good guitarist, but he plays the piano \_\_\_\_\_ .  
 A) quite well B) too hardly C) very good D) much better
41. When you go to the shops, bring me \_\_\_\_\_ .  
 A) a fruit tin B) a fruits tin C) a tin of fruit D) a tin of fruits
42. Molly doesn't eat fish.  
 A) So doesn't John. B) Neither does John.  
 C) John doesn't too. D) John doesn't that either.
43. The airport is five miles \_\_\_\_\_ .  
 A) away from here B) from here away  
 C) far from here D) far away from here
44. Please ask \_\_\_\_\_ and see me.  
 A) to Bill come B) Bill to come C) to Bill come D) Bill come
45. She always buys \_\_\_\_\_ my birthday.  
 A) anything nice to B) anything nice for  
 C) something awful to D) something awful for
46. Aren't they friends \_\_\_\_\_ ?  
 A) of yours B) of you C) to yours D) to you
47. She hardly ever eats \_\_\_\_\_ potatoes.  
 A) or bread or B) bread or  
 C) neither bread or D) neither bread nor
48. This is the record we \_\_\_\_\_ .  
 A) like so much B) are liking so much

- C) like it much D) are liking it much
49. She's going to buy \_\_\_\_\_ new trousers.  
A) some pair of B) some C) a couple of D) this
50. Is she going to school? No, \_\_\_\_\_  
A) she doesn't B) she's cycling  
C) she gets by bus D) to the shops

**Choose the correct answer. Only one answer is correct.**

"Hello, Jill. How nice to see you here," said Jack. "\_\_\_1\_\_\_ here often?"  
"Not as much as I'd like. I often used to meet my friends here, but now I live a long way away," Jill explained. "In fact, it's exactly three years \_\_\_2\_\_\_" "Well," said Jack, "tell me what \_\_\_3\_\_\_ here today, then." "Last week my mother had an accident in her car. She \_\_\_4\_\_\_ when it happened. Suddenly a motorcycle came out of another street and she \_\_\_5\_\_\_ stop very quickly, and she \_\_\_6\_\_\_ another car from behind. She banged her head on the car roof." "\_\_\_7\_\_\_ her safety belt on at the time?" Jack asked. "No, she never wears one. I don't think \_\_\_8\_\_\_ in that car," Jill explained. "I hope your mother \_\_\_9\_\_\_" said Jack. "No, thank goodness, but the doctor said she \_\_\_10\_\_\_ stay in hospital \_\_\_11\_\_\_ completely better," explained Jill. "And so you \_\_\_12\_\_\_ see her now?" Jack wanted to know. "Yes," said Jill, "every day someone goes to the hospital \_\_\_13\_\_\_. She's a lot better now." "I'm glad to hear that," said Jack. "Anyway \_\_\_14\_\_\_ coffee."

1. A) Are you coming B) Are you going  
C) Do you come D) Do you go
2. A) since then we moved B) since we moved  
C) that we moved us D) that we move
3. A) you're doing B) you do  
C) do you do D) takes you
4. A) went the Oxford Street along  
B) was going Oxford Street along  
C) was going along Oxford Street  
D) went along the Oxford Street
5. A) must B) had to C) ought to D) had better
6. A) was beaten with B) was hit with  
C) was beaten by D) was hit by
7. A) Was she having B) Did she have  
C) Has she put D) She was wearing
8. A) they were any B) there were any  
C) they were any ones D) there were any ones
9. A) wasn't badly hurt B) wasn't hurt bad  
C) wasn't so much hurt D) wasn't too much hurt
10. A) need B) ought C) should D) would rather
11. A) until she is B) until when she will be  
C) until she will be D) until she's going to be

12. A) just were at B) just were in  
C) have just gone to D) have just been to
13. A) for seeing her B) for to see her  
C) that we see her D) to see her
14. A) let me pay you your B) let me to pay your  
C) let me pay for your D) let me to pay for your
15. Where \_\_\_\_\_ yesterday?  
A) went you B) was you  
C) have you been D) were you
16. I've just finished \_\_\_\_\_ my shopping.  
A) to make B) doing C) to do D) making
17. The girl \_\_\_\_\_ the bicycle is Jane.  
A) riding on B) driving in C) driving on D) riding in
18. He's lived in London \_\_\_\_\_ .  
A) for some time B) since he is born  
C) since a long time D) since some time
19. At the post office he asked \_\_\_\_\_ .  
A) stamps B) some stamps  
C) four stamps D) for four stamps
20. The girl \_\_\_\_\_ house he visited was Elizabeth.  
A) of which B) of whom C) which D) whose
21. I have a \_\_\_\_\_ paper in my desk.  
A) lot B) little C) loss D) little of
22. "Can't you read?" Mary said \_\_\_\_\_ to the notice.  
A) and pointed angry B) angrily pointed  
C) pointing angrily D) and angrily pointing
23. Tom is waiting \_\_\_\_\_ the doctor.  
A) to see B) for to see C) for seeing D) for see
24. I'm not sure which restaurant \_\_\_\_\_ .  
A) to eat on B) eating at C) to eat at D) for eating
25. \_\_\_\_\_ the weather was fine, I opened all the windows.  
A) As B) For C) Because of D) Since that
26. I've just seen Mary \_\_\_\_\_ the village.  
A) to walk towards B) to walk against  
C) walking towards D) walking against
27. Sally didn't put in \_\_\_\_\_ water.  
A) no B) so much C) enough of D) few
28. \_\_\_\_\_ like ice-cream.  
A) Every children B) Every child  
C) All of children D) All children
29. When you go abroad, do you \_\_\_\_\_ take your passport?  
A) have to B) ought to C) need D) must
30. You don't need your hat.  
A) Put off it! B) Put it off! C) Take off it! D) Take it off!

31. How many elephants did you see? \_\_\_\_\_ .  
 A) None B) No one C) Not many ones D) No many
32. We're going to go \_\_\_\_\_ car.  
 A) in France in John's B) in France by John's  
 C) to France in John's D) to France by John's
33. It's dark without the lights. Let's \_\_\_\_\_ .  
 A) switch on them B) turn them on  
 C) to turn on them D) to switch them on
34. What time does the train \_\_\_\_\_ Bristol?  
 A) arrive into B) come at C) go into D) get to
35. How \_\_\_\_\_ here?  
 A) long you stay B) often you stay  
 C) long are you staying D) often are you staying
36. Everybody \_\_\_\_\_ in bed.  
 A) has to spend some time B) have to spend some time  
 C) has to spend sometimes D) have to spend sometimes
37. These are nice apples. How \_\_\_\_\_ in a kilo?  
 A) much are there B) many are there  
 C) much are they D) many are they
38. Paul's ill, so he \_\_\_\_\_ a doctor tomorrow.  
 A) is going to be visit B) goes to meet  
 C) is going to see D) goes to tell
39. How \_\_\_\_\_ from Leeds to Liverpool?  
 A) far is there B) long is there C) far is it D) long way is
40. She's \_\_\_\_\_ singer in England.  
 A) most known B) the most known  
 C) most famous D) the most famous
41. \_\_\_\_\_ to finish quickly.  
 A) No every student wants B) No every student want  
 C) Not every student wants D) Not every student want
42. My mother usually has \_\_\_\_\_ bed.  
 A) the breakfast in B) breakfast in  
 C) the breakfast in the D) breakfast in the
43. Beryl isn't going to the dance.  
 A) Neither Pat is. B) Pat isn't too.  
 C) Pat also. D) Nor is Pat.
44. Who taught you \_\_\_\_\_ a car?  
 A) driving B) to drive C) riding D) to ride
45. A lot of letters and cards came today, but \_\_\_\_\_ you.  
 A) there wasn't anything for B) there wasn't something for  
 C) it wasn't anything for D) it wasn't something for
46. Sarah hardly ever goes to \_\_\_\_\_ the theatre.  
 A) neither the cinema or B) neither the cinema nor  
 C) either the cinema nor D) the cinema or

47. \_\_\_\_\_ the girls came on the trip.  
 A) Neither B) Nobody of C) None of D) No one of
48. I've thrown away my old trousers. I'll have to buy \_\_\_\_\_ .  
 A) a new pair B) a new one  
 C) some new D) some new pair
49. Kim and Tony weren't the only people in the garden. There \_\_\_\_\_ .  
 A) were some other ones B) were some others  
 C) was another D) was someone more
50. I want to leave my car. Can you tell me \_\_\_\_\_ near here?  
 A) if there's a car park B) is there a car park  
 C) if there's a parking D) is there a parking

**Choose the correct answer. Only one answer is correct.**

I \_\_1\_\_ to your letter, which \_\_2\_\_ before \_\_3\_\_ for Rome. \_\_4\_\_ yesterday that the company \_\_5\_\_ me there next week for a business conference. If I \_\_6\_\_ about it earlier I would have told you. Anyway, I'll ring you as soon as I \_\_7\_\_ there.

John Marshall came into my office while I \_\_8\_\_ the arrangements for my flight to Rome. You \_\_9\_\_ him last year when you were in England. If you \_\_10\_\_ him, you would remember him because he is over two meters tall. He told me that he \_\_11\_\_ for the previous two months on the plans for the new factory in Naples. He \_\_12\_\_ very hard because he looked very tired. By the time I come to Rome he \_\_13\_\_ them so I'll bring them with me.

1. A) like to reply B) would like replying  
 C) would like to reply D) am wanting to reply
2. A) arrived two days ago B) has arrived two days ago  
 C) arrived since two days D) has arrived since two days
3. A) to go out B) to leave C) leave D) leaving
4. A) I was said B) It was said me  
 C) I was told D) It was told me
5. A) shall have sent B) is going to send  
 C) shall be sending D) shall send
6. A) knew B) had known  
 C) would have known D) would know
7. A) get B) will get C) shall get D) will have got
8. A) made B) did make C) had made D) was making
9. A) can have met B) may have met  
 C) can meet D) may meet
10. A) meet B) met C) were meeting D) would meet
11. A) has worked B) has been worked  
 C) had been worked D) had been working
12. A) must have worked B) had to work  
 C) need have worked D) needed to work

13. A) will finish B) will be finished  
C) will have finished D) has finished
14. Take an umbrella \_\_\_\_\_ it rains.  
A) in any case B) in case C) because D) for
15. I \_\_\_\_\_ have coffee than tea.  
A) like more to B) prefer C) would rather D) had better
16. He didn't thank me for the present. That is \_\_\_\_\_ annoyed me.  
A) the which B) that which  
C) the thing what D) what
17. I'll have to buy \_\_\_\_\_ trousers.  
A) a B) two C) a pair of D) a couple of
18. She looks \_\_\_\_\_ .  
A) pleasant B) to be pleasant  
C) that she's pleasant D) pleasantly
19. When you \_\_\_\_\_ the furniture, please tell me.  
A) will finish to move B) finish to move  
C) will finish moving D) have finished moving
20. The reason \_\_\_\_\_ I'm writing is to tell you about a party on Saturday.  
A) because B) why C) for D) as
21. Don't make him \_\_\_\_\_ it if he doesn't want to.  
A) do B) to do C) doing D) that he do
22. He's \_\_\_\_\_ to know the answer.  
A) likely B) probable C) maybe D) probably
23. She came \_\_\_\_\_ because her car has broken down.  
A) walking B) by foot C) with foot D) on foot
24. That's the man \_\_\_\_\_ yesterday.  
A) which I was talking to B) what I was talking to  
C) I was talking to D) with who I was talking
25. I've been looking for you \_\_\_\_\_ .  
A) everywhere B) anywhere C) for all places D) in all places
26. \_\_\_\_\_ he was tired he went on working.  
A) Even B) Yet C) Although D) In spite
27. Send him to the baker's \_\_\_\_\_ the bread.  
A) to buy B) in order he buys  
C) for to buy D) for buying
28. Wanda is \_\_\_\_\_ Jane.  
A) a lot pretty than B) a lot prettier that  
C) much more pretty that D) much prettier than
29. He didn't know \_\_\_\_\_ or go home.  
A) to wait B) if that he should wait  
C) if to wait D) whether to wait
30. \_\_\_\_\_ me \_\_\_\_\_ .  
A) Tell / what is this B) Tell / what this is

- C) Say / what is this D) Say / what this is
31. If you \_\_\_\_\_ help you, you only have to ask me.  
 A) want me to B) want that I  
 C) want I should D) are wanting me to
32. "I'm going to the theatre tonight." "So \_\_\_\_\_"  
 A) will I B) I will C) am I D) do I
33. How \_\_\_\_\_ is it from here to New York?  
 A) long way B) long C) far D) much far
34. I wish I \_\_\_\_\_ what to do.  
 A) knew B) have known C) know D) would know
35. He likes playing \_\_\_\_\_  
 A) the football B) football C) at football D) at the football
36. My brother, \_\_\_\_\_ lives in Iceland, is coming to visit us.  
 A) which B) that C) whom D) who
37. He's already about \_\_\_\_\_ his father.  
 A) so tall than B) as tall than C) as tall as D) so tall as
38. \_\_\_\_\_ him go out if he wants to.  
 A) Allow B) Leave C) Let D) Permit
39. I didn't hear what he was \_\_\_\_\_  
 A) telling B) saying C) talking D) speaking
40. I \_\_\_\_\_ watching this program because it is very interesting.  
 A) amuse B) please C) delight D) enjoy
41. That student \_\_\_\_\_ his hand every time I ask a question.  
 A) gets out B) gets up C) rises D) puts up
42. I \_\_\_\_\_ hands with him when he came in.  
 A) gave B) greeted C) shook D) offered
43. He wants to get a better \_\_\_\_\_ and earn more money.  
 A) job B) work C) employ D) employment
44. \_\_\_\_\_ the children for me while I'm out.  
 A) Look after B) Look to C) Take care D) Care
- In this series of questions, three words have the same sound but one does not. Choose the one that does not.**
45. A) ball B) call C) fall D) shall
46. A) freeze B) piece C) please D) trees
47. A) lose B) chose C) rose D) nose
48. A) what B) cat C) sat D) fat
49. A) fair B) wear C) hear D) their
50. A) days B) says C) ways D) plays

## Reyting baholash tizimi

### Reyting nazorati jadvali\*

Reyting nazorati turlari	Semestr haftalari																			Ball ar	Sara lash ball ari	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	20	Attestatsiya			
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
<b>JN</b>	<b>0-3.9</b>									<b>0-3.9</b>										<b>0-70</b>	<b>39</b>	
$\Sigma$ (JN+JN)	<b>0-70</b>																					
<b>YaN</b>																				<b>0-30</b>	<b>0-30</b>	<b>0</b>
<b>Jami</b>	<b>0-70</b>																			<b>0-30</b>	<b>0-100</b>	<b>55</b>

*\*Izoh: Semestr haftalari soni ta'lim yo'nalishi(mutaxassislik)ning o'quv rejasi va o'quv jarayoni grafigiga muvofiq belgilanadi va farqlanishi mumkin.*

### Fan bo'yicha baholash mezonlari

#### JN bo'yicha baholash mezonlari

JN talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat seminar mashg'ulotlarida og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkaziladi. Joriy nazorat fanning amaliy darslariga ajratilgan maksimal ball (70)ni o'qitiladigan juftliklar soniga bo'lgan holda shakllantirilib, har darsda guruh jurnali va elektron jurnalida aks ettiriladi.

JNda amaliy mashg'ulotlar bo'yicha jadvalda keltirilgan semestr haftalari kesimida har bir mashg'ulotda jadvalda keltirilgan har bir mashg'ulotda talabaning o'zlashtirishiga mos ravishdagi mezon asosida 0-3,9 jami 0-70 ballgacha jamlanishi belgilangan. JN bo'yicha 0-3,9 ballik tizimdagi mezonlar semestr boshida talabalar e'tiboriga etkaziladi.

#### ON bo'yicha baholash mezonlari

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

### JN va ON bo'yicha reyting ballarini umumlashtirish mezonlari

Mazkur fan bo'yicha  $\sum(JN+ON)$  0-70 gacha bo'lgan reyting ballarini quyidagi mezonlarga muvofiq umumlashtirilishi belgilangan:

Baholash mezonlari	Reyting ballari		$\sum$ (JN+ON)
	JN	ON	
Chet tili fani mashg'ulotlari mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Amaliy mashg'ulotlarda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	61-70	-	61-70
Fan mashg'ulotlari mavzulari bo'yicha to'la bilimga ega. Mashg'ulotlarda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	50-60	-	50-60
Fan mashg'ulotlari mavzulari bo'yicha koniqlik bilimga ega. Amaliy mashg'ulotda «Chet tili» faoliyati bilan bog'liq masalalar bo'yicha mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	39-49	-	39-49
Fan mashg'ulotlari mavzulari bo'yicha koniqliksiz bilimga ega. Amaliy mashg'ulotda «Chet tili» faoliyati bilan bog'liq masalalar yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-38	-	0-38

### YaNni baholash mezonlari

YaN og'zaki, "Yozma ish" yoki "Test sinovi" shaklida 30(0-30) ballgacha belgilangan mezonlar asosida, majmualari (Yozma ish + test sinovi) shaklida 30(6/24) ballik tizim asosida o'tkaziladi.

YaN bo'yicha baholash mezonlari	YaN
«Chet tili» fani mashg'ulotlari jami mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Chet tili fani mavzulari bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	26-30
Fan mashg'ulotlari jami mavzulari bo'yicha to'la bilimga ega. Chet tilida mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	21-25

Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarli bilimga ega. Chet tili fani mavzular mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	17-20
Fan mashg'ulotlari jami mavzulari bo'yicha koniqarsiz bilimga ega. Chet tili fani mavzular yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-16

### **Talabalarning fanni o'zlashtirish ko'rsatkichlarini aniqlash mezonlari**

Talabalarning fan bo'yicha bilim saviyasi, ko'nikma va malakalarini nazorat qilish 0-100 ballik reyting tizimi asosida quyidagi mezonlarga muvofiq amalga oshiriladi:

<b>Talabaning fanni o'zlashtirishini nazorat qilish mezonlari</b>	<b>Ballar</b>
Chet tili fani mashg'ulotlari jami mavzulari bo'yicha har tomonlama chuqur va mukammal bilimga ega. Amaliy mashg'ulotlarda «Chet tili» fani mavzulari bo'yicha xulosa va qaror qabul qila oladi, mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	86-100
Fan mashg'ulotlari jami mavzulari bo'yicha to'la bilimga ega. Mashg'ulotlarda «Chet tili» fani mavzulari bo'yicha mustaqil mushohada yurita oladi, amalda qo'llay oladi, mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega.	71-85
Fan mashg'ulotlari jami mavzulari bo'yicha koniqtarli bilimga ega. Amaliy mashg'ulotda «Chet tili» fani mavzular bo'yicha mohiyatini tushuntira oladi, aytib beradi, tasavvurga ega .	55-70
Fan mashg'ulotlari jami mavzulari bo'yicha koniqarsiz bilimga ega. Amaliy mashg'ulotda «Chet tili» fani mavzulari yuzasidan aniq tasavvurga ega emas, bilmaydi.	0-54

### **Dasturning informatsion-uslubiy ta'minoti**

Tavsiya etilayotgan mavzular bo'yicha ta'limning zamonaviy, xususan, interfaol metodlari, pedagogik va axborot kommunikatsiya (media ta'lim, amaliy dastur paketlari, prezentatsiya, elektron-didaktik) texnologiyalari qo'llanilishi nazarda tutilgan. Jumladan, kompyuter programmalari yordamida tahlil uchun kerakli manbalar nazariy jihatdan shakllantiriladi va undagi ma'lumotlar o'rganiladi.

## **O'QUV ELEKTRON MAJMUANING ELEKTRON VARIANTI**

