

ENGLISH B1



STUDENT'S BOOK

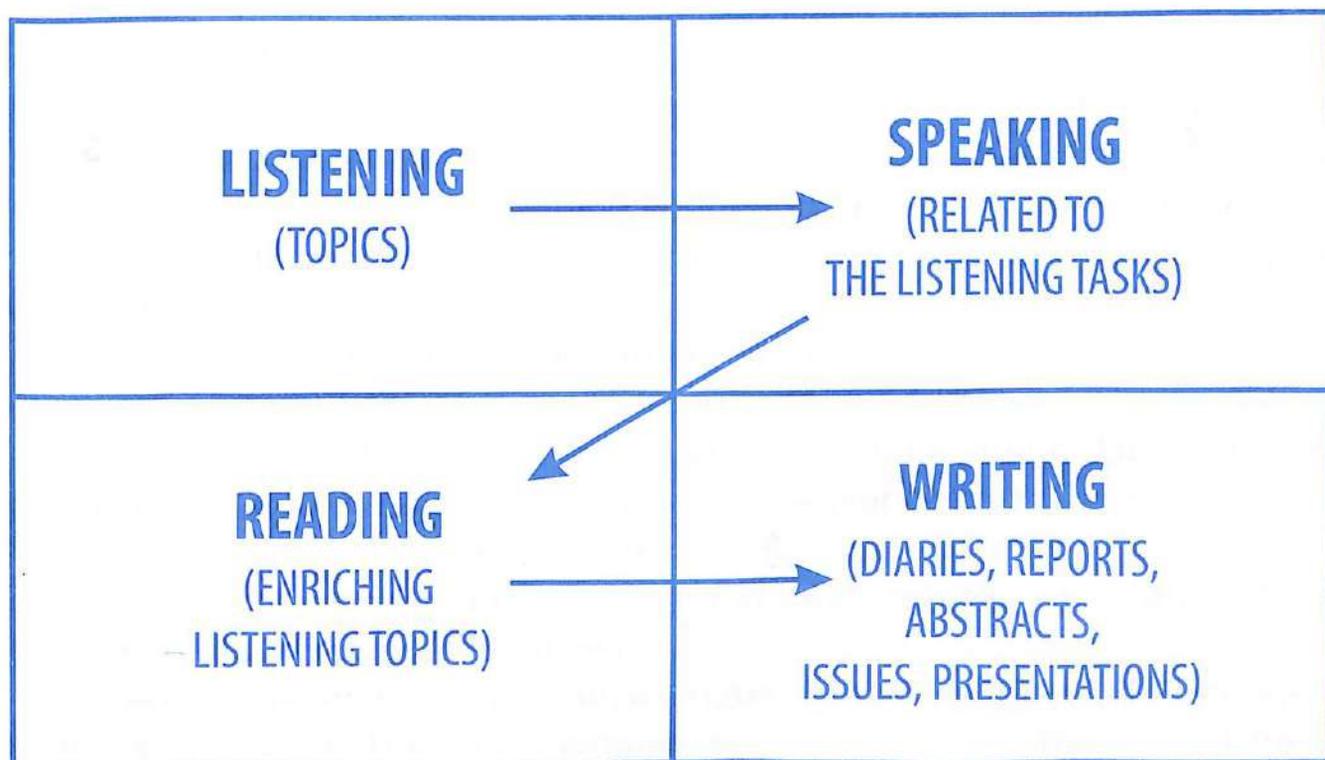
*For the 3rd year students of
Academic Lyceums and
Vocational Colleges*

FERUZA RASHIDOVA

ENGLISH

Student's book

For the 3rd year students of Academic Lyceums and Vocational Colleges



Uzbek State Standard B1

Maslahatchilar:

Les Kirkham – xalqaro mutaxassis

Bakiyeva Gulandon – filologiya fanlari doktori, professor

Irisqulov Miravas – filologiya fanlari nomzodi, professor

Taqrizchi:

Muratova Elmira – filologiya fanlari nomzodi, dotsent



INTRODUCTION

Hello, Dear Student!

Look back at what you have acquired in language learning during the past two years.

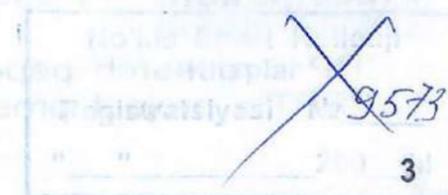
Please, review your textbooks of the first and second year, where you have learned how to be a good learner and an e-learner, to manage your time in order to be successful, as well as to explore your learning styles, strategies of team building and many more things. The creators of the previous course materials hope that it helped you to find out your strong and weak points and your opportunities and threats. Through the second coursebook you have learned how to strengthen your language skills, how to use grammar and design your coursework.

In this course we intend to promote your abilities to undertake your research work in order to help you upgrade your English language proficiency to B1 and guide you to carry out your first pre-academic research report.

Each person with a successful background has his or her own rules in life. Similarly, this set of classroom rules will be beneficial if you follow them during the lesson and remind your classmates as often as you can:

- Be friendly and tolerant. There are other words like being 'constructive' or looking for 'win/win' situations;
- Be a supportive peer, team and group worker;
- Be an upright citizen. Each person in the world has a full right to live, have education and progress in education or employment. Have time to discuss with students the Constitution of the Republic of Uzbekistan and try to become a law-abiding person;
- Be open for new learning. Life Long Learning (LLL) for your further education and employment career;
- Be open to knowing your native language and some foreign languages at the same level. The more languages you learn, the more keys from different doors will open them for you;
- Be open to enterprise and entrepreneurship activities.

Happy Learning in completing your grade and project presentation!
The author and the working team



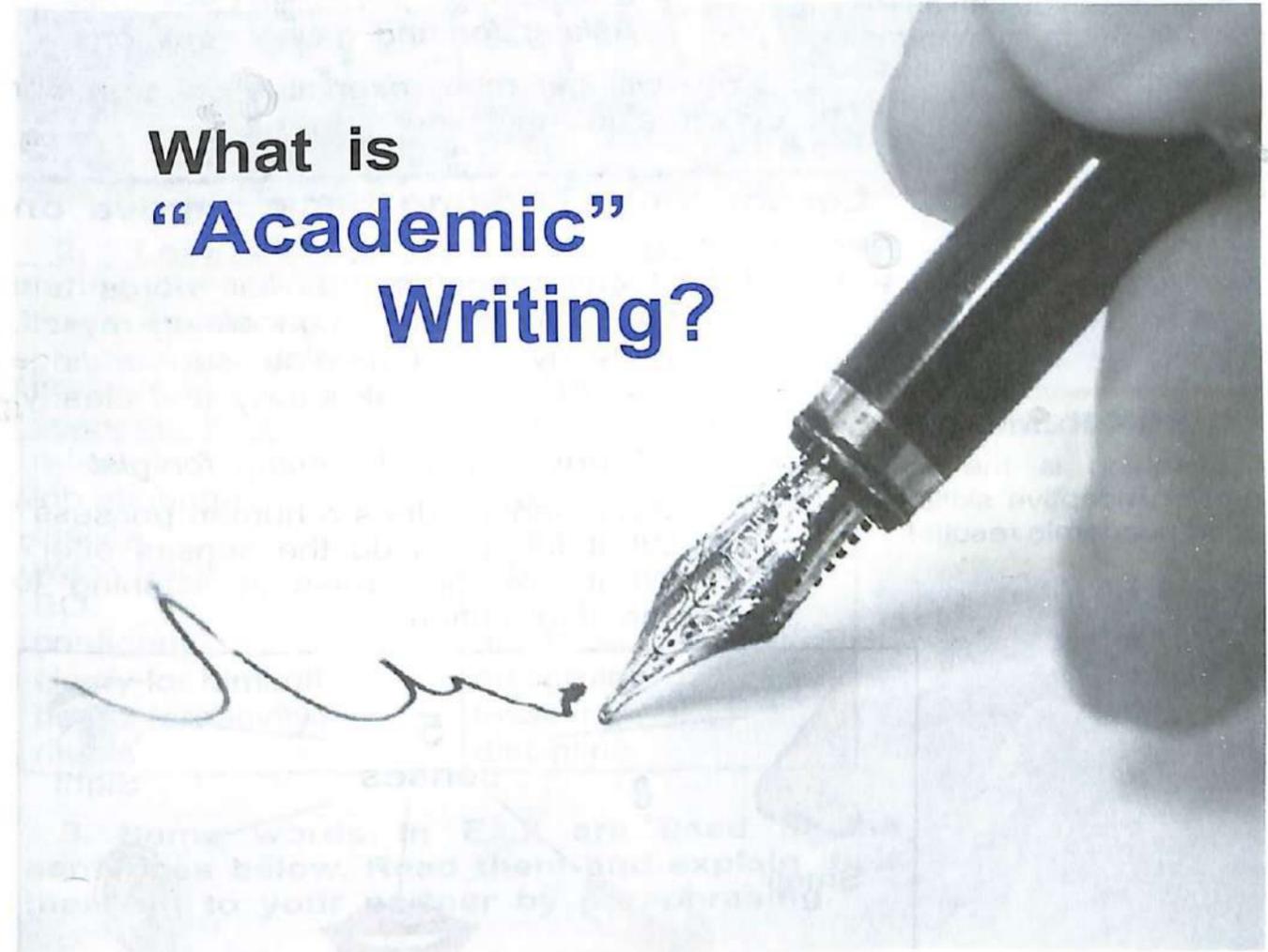
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*RP - research paper

**PPT - project presentation time

What is "Academic" Writing?



SUCCESS AS A LEARNER

UNIT 1

In this unit you will recall and strengthen the grammar structure in all four skills as follows:

Revision of **present simple**, **past simple**, **past continuous** and **present perfect tenses**, Introduction of **for** and **since** with the present perfect.

Revision of gerund after **like**, **enjoy**, **hate**, **love**, **dislike**; Apostrophe before and after **s**; Defining relative clause with **who**;

QUICK REMINDER

Work on your listening as much as you can as it is one of the most important receptive skills in order to reach the other three skills!

Functional/Notional areas:

*Asking for and making suggestions;
Expressing personal preferences;
Asking for and giving opinions*

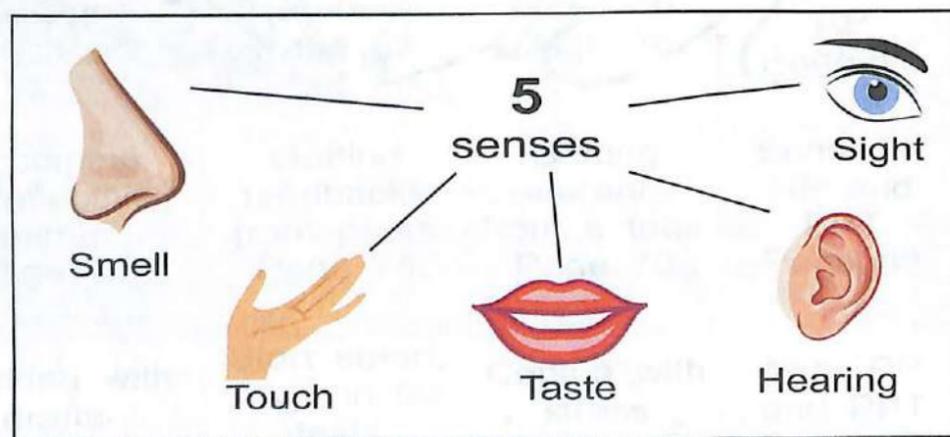
You will get more exercises on grammar structure in the work book.

Lesson one: Looking back... move on

I can recognise familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly!

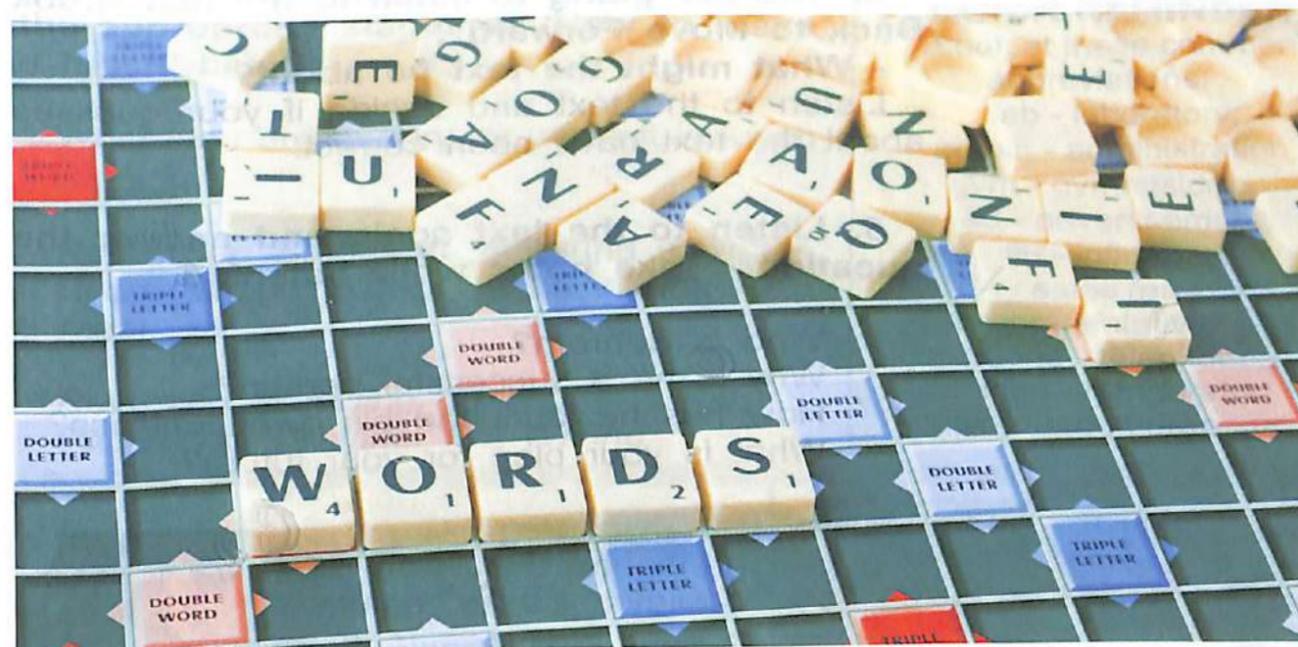
Study Skills: *Listening for gist*

What senses does a human possess?
What functions do the senses offer?
What are their roles in listening to some information?



1. Share your success in learning new words with your classmates. Think about any word you use actively in your spoken and written English. Remember the strategy that helped you learn the word.

**How did you learn the word?
What made you remember the word?**



2. Look through the following words and define them. You may refer to Ex.3 where these words are used in sentences.

creative
scenario
e-learning
job etiquette
tactics
weak point
EO
confident
clarify for himself
peaks (creativity)
rituals

intelligent
ability
time management
strategy
character
rely
to floor
occasion
discerning
treasure
discipline

3. Some words in Ex.2 are used in the sentences below. Read them and explain their meaning to your partner by paraphrasing.

- Social etiquette dictates that men cannot sit while women are standing.
- They sound confident about the future of the industry.
- Are you confident that enough people will attend the event?
- Could you clarify the first point please? I don't understand it completely.
- Holiday flights reach a peak

during August.

- Their marketing strategy for the product involves obtaining as much free publicity as possible.
- The success of this project relies on everyone making an effort.
- I don't know what to say - I was completely floored.
- The coronation of a new king is, of course, a historic occasion.

4. You are going to listen to the text "Look Back to Move Forward".

- What might the text be about?

Listen to the text and decide if your guesses about the text have been correct.

5. Listen to the text again and answer the questions. Take notes while listening.

Who is Bahrom?

Why is he a successful person?

How has he launched his own business?

What is your plan for your future?



6. Make nouns of the following verbs.

QUICK REMINDER

If a subject interests you, read around it as much as you can.

- | | |
|---------|---------|
| employ | recruit |
| promote | apply |
| retire | dismiss |
| resign | pay |
| train | reward |

7. Match the followings. Compare the results with your partner.

a. Who is she talking to?	a. Oh, that's her brother.
b. Shall we go for a walk?	b. No, no sit down.
c. I am looking for my bag.	c. I am just brushing my hair.
d. What is she wearing?	d. Have you seen it?
e. Is anyone still here?	e. I think I'll go to bed.
f. I'll be ready in few minutes	f. I do not know but it does not suit her.
g. Where is he?	g. No, it is still raining outside.
h. I am getting tired.	h. He is having his tea in the kitchen.

8. Match the words in the box with the appropriate stages of 'How to make a lunch' below.

When you are hungry, or when it is lunch time, you...

Reminder: Stages in preparing a written text are similar to the stages in preparing a meal.

Revisiting, Revising, Editing, Publishing, Drafting, Pre-Writing

QUICK REMINDER

Look at these common abbreviations:
 lab - laboratory;
 admin - administration;
 gym - gymnasium;
 ad - advertisement;
 flu - influenza;
 sales rep - representative;
 phone - telephone;
 fridge - refrigerator;
 memo - memorandum;

_____	go to the refrigerator to see what's available (sometimes you have to go shopping);	
_____	select food (so you have a nutritionally appealing and palate-satisfying meal);	
_____	put the food together on a plate (make a sandwich, cut up fruit or vegetables); and finally;	
_____	eat the lunch;	
_____	after lunch, you may return to the refrigerator for a snack or dessert if you are still hungry (or if you are being rewarded for exhibiting outstanding table manners).	

Lesson two: Getting along with others

QUICK REMINDER

Listen very carefully to the questions. Answer the questions the examiner asks you. Ask him/her to repeat the questions, if necessary. Give your opinion and give examples to explain what you've meant. Try to give more than just the basic answer. You are being tested on your English, not your knowledge of your field.

Spoken interaction. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or very familiar topics.

Spoken Production. I can use simple phrases and sentences to describe where I live and people I know.

Reading. I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.

Study Skills:

Speaking for transaction

Reading for general information



1. You have heard about the priorities of Bahrom. What are your priorities?

Consider the following:

- Flexible hours
- Studying environment
- Paying attention to...
- Career or education prospects
- Future plans

2. Mark three features that are most important in your career development.

I prefer a career development which emphasizes:

- A. Individual responsibility and empowerment of learners or employees
- B. Teamwork and consensus
- C. Clear lines of reporting and areas of responsibility
- D. Quick decision – taking and action
- E. Long term, careful planning
- F. Creativity, innovation and taking risks
- H. Job or education quality assurance
- I. Customer satisfaction
- J. Measurable results
- K. Employee and Learners welfare
- L. Financial reward for learners and employees
- M. Non-financial rewards (training, career, development)
- N. Informal relationships between staff and management

Discuss your answers with your partner. Ask her or his preferences.

3. Developing the conversation.

You are an event organizer in new job. Create a large group network by standing up and walking around. Meet one person and have a conversation with him/her. At the end, move on to a new person by

- greeting him/her
- introducing yourself
- talking about an event which you are going to organize according to your job responsibilities

4. Read 'The Power of Daily Practice'. Write these headings into each paragraph.

- Working for results
- Human being
- Journaling session
- Personal and professional development

QUICK REMINDER

The initial questions in the tests are usually the easiest to answer. However, candidates sometimes make mistakes because they are nervous so it's important to practice.

The Power of Daily Practices

Posted on June 7, 2012
from Robin Sharma's blog

1. Human being

Success, world-class health, internal fulfillment and sustained happiness don't just happen. These elements of your best life are created. All too often we look at a human being playing their best game on the playing

field of life and assume they got lucky or were born into their lofty condition. What we don't see is all the devotion and discipline that went into crafting the extraordinary results we see.

2.

What I'm suggesting is that personal and professional greatness takes work. I'm not someone who would ever tell you that you could get to your dreams without having to make some sacrifices and pay the price in terms of dedication and self-control. The best amongst us make it all look

so easy. I call it The Swan Effect — elite performers make personal excellence look effortless and seem to make things happen as gracefully as a swan moves along the water. But like the swan, what you don't get to see is all the hard-work taking place below the surface.

3.

The best way to create spectacular results in the most important areas of your life is through daily practice. In my life, I have a series of practices that set me up for a great day. Yes, sometimes life sends you

unexpected challenges that knock you off track—that's just life happening. But with a series of practices to keep you at your best, you'll stay in a positive state much more often.

4.

Practices that will lock you into your best state include a morning journaling session where you record your feelings, thoughts, and the blessings you are grateful for. Or you may start your day with a strong workout and an elite performer's meal. I often listen to music for 15 minutes, as it not only energizes me, it just makes life better. I also use success statements or affirmations to get my mind focused. Success and joy and inner peace don't just show

up. You need to create them. Find your series of practices, perform them with consistency. And then go out into this beautiful world of ours and shine.

Robin Sharma

Study the tips for successful Reading test

Make the most of your Reading test:

- look out for the title, headings and any special features such as capital letters, underlining, italics, figures, graphs and tables
- make sure that you understand the questions and follow instructions carefully
- pay attention to timing; do not spend too long on one passage or question
- do not try and read every word; remember, you are reading for a purpose
- if you do not know the answer to a question, attempt it but do not waste time; move quickly onto the next one
- do not panic if you do not know anything about the subject of the text; all the answers can be found in the text
- the word(s) you use must be taken from the Reading text; you must not change the form of the word(s) in the text
- do not worry if there is a word that you do not understand — you may not need to use it
- check your spelling
- be careful to use singular and plural correctly
- focus precisely on what you are asked to do in 'completion' type questions
- if the question asks you to complete the note 'in the...' and the correct answer is 'evening', just use 'evening' as your answer; note that 'in the evening' would be incorrect
- pay attention to the word limit; for example, if you are asked to complete a sentence using no more than two words, if the correct answer is 'silk shirt', the answer 'shirt made of silk' would be incorrect
- attempt all questions; there are no penalties for incorrect answers, so you have nothing to lose
- check your answers



QUICK REMINDER

When you practice speaking record yourself and listen to yourself afterwards. What did you do well? Do you make any mistakes? What can you improve?

QUICK REMINDER

To help prepare, record yourself giving the presentation and listen to yourself afterwards. Is it clear? Do you use pauses effectively?

Lesson three: Look at your future

I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.

Study Skills:

I can write short notes, messages and forms



1. Writing is an important part of communication and the main proactive skill in language. That's why you have to know what writing style is.

Discuss the following questions with your partner:

What is the difference between formal and informal letters?

Have you ever written any formal or informal letter?

If Yes, when it was, and what was the occasion?

QUICK REMINDER

To write a note, message, memo or email of around 40-50 words. You will need to use some phrases from different sources

2. What do 'sensation' and 'perception' mean?

Answer the questions:

- Why are sensation and perception important?
- What senses do you know?
- Why do we need them?
- How does a transduction transform a physical signal into a neural signal?

3. Write the contracted forms in full for sentences a-d and contracted forms for e-h.

- a. I'll let you know tomorrow.
- b. I'd like an answer asap.
- c. I won't know till next Monday.
- d. I can't help you, I'm afraid.
- e. It has been ages since I have seen her.
- f. I should not be surprised if they are late.
- g. You must not do anything until I say so.
- h. She would love visiting Khiva in spring.

4. Write a short message of 40-50 words about your future plan by using the following words and conjunctions:

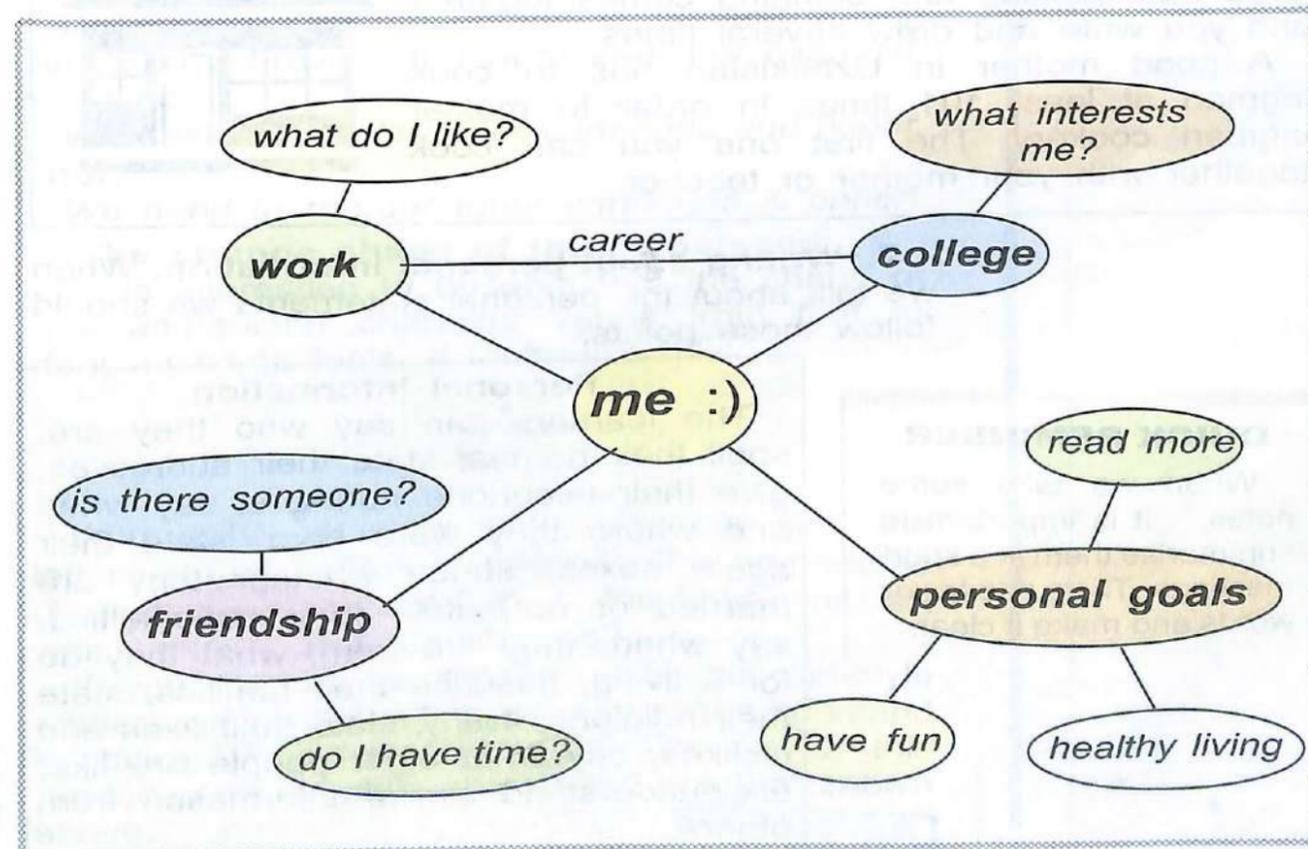
*However
Nevertheless
Consequently
Owing to
Moreover
Following
Besides*

*So
After
Because
Anyway
But
What's more
Still*

QUICK REMINDER

A good way to learn is to swap your written work with a partner. Check each other's work. For this question, say what you like about your partner's answer and use the exam checklist below.

5. What do you think is the purpose of this diagram?



The Writing Process



6. Looking at your future. The year plan.

Look at this diagram and make your own plan of your future.

Remember the stages of writing. Think of an analogue like building a house.

Describe what house do you want to build? In reality this house might be one of your dreams.

Discuss it in a group and write your own decision about your future profession in 5 sentences. Look for your "can do" statements in writing.

Did not work still?

Then go home and work on your exercises at your workbook in order to find out what your plan for future is. More exercises in WB are given about your future plans step by step.

Draw what you want to see. Remember by drawing you are always planning. And this is good that thinking and planning comes together and you write and draw several times.

A good mother in Uzbekistan has to cook lagman at least 101 times in order to master lagman cookery. The first one you can cook together with your mother or teacher.



7. Writing about personal information. When we talk about the personal statements we should follow these points:

Personal information

The learners can say who they are, spell their names, state their addresses, give their telephone numbers, say when and where they were born, state their ages, sexes, states whether they are married or not, state their nationalities, say where they are from, what they do for a living, describe their families, state their religions, if any, state their likes and dislikes, say what other people are like; elicit/understand similar information from others.

QUICK REMINDER

When we take some notes, it is important to summarise them in a short message. Try to use fewer words and make it clear.

8. Read your classmates' work and say if it is a good writing. Why?

All about ampersands

- What is an ampersand?
- When do you use 'and' and '&'?
- What do you know about the origin of ampersand?

Read the article below to check if your answers are correct.

QUICK REMINDER

The more you read, the better you will write. Find examples of each type of topic to read and learn from.

This article explains when (when not) to use ampersands (&).

The ampersand (&) is an often over-used abbreviation for the word **and**. Its use should be limited to a few situations.

We use an ampersand:

- in a certain company's name; e.g. *Smith & Jones Consulting*;
- if space is very limited; e.g. *in a table with a lot of text*;
- when artistic considerations dictate; e.g. *a logo*; and
- in some academic references; e.g. *(Grant & Smith, 1998)*.

Do not use an ampersand in general writing simply to abbreviate the word **and**. For example, we write:

We need to reorder toner cartridges and paper.

not:

We need to reorder toner cartridges & paper!

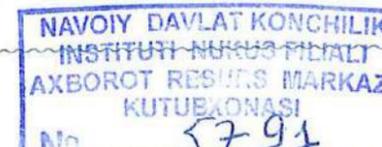
The strange shape of the ampersand

It is interesting to observe that the shape of the ampersand character varies from font to font. In some fonts, it looks like this:



With a bit of imagination, you can see the letters **e** and **t**. This is because the ampersand character is a stylised form of the Latin word **et**, which means **and**. Clever, yes?

If you like to be able to use this old-style ampersand in your writing, set a regular ampersand in italics. In a few fonts (e.g. Garamond) this produces an old-style ampersand like that shown above.



Lesson four

Transition words are like road signs. They help the reader understand the direction of your thought.

Examples:

Actually, most of his classmates were awake by 8:30 AM.

As a matter of fact, those who were present really enjoyed the debate.

First and foremost, she is an artist.

Here is a chart of example transition words you can use to guide your reader through your essays.

Above all	First, Second, Third	Ironically
Actually	First and foremost	Meanwhile
Afterward	For this reason	Moreover
All things considered	From here on	Next
Accordingly	For instance	No doubt
Another	For example	Of course
Arguably	Furthermore	On the other hand
As a consequence	However	Otherwise
As a matter of fact	Incidentally	Paradoxically
As a result	In addition	Presently
At any rate	In any case	Presumably
At the same time	In conclusion	Regretfully
At this point	In fact	Similarly
Be that as it may	In my opinion	Still
By, and, or	In other words,	Strangely enough
By and large	As it were	Then
By the same token	In the first place	Therefore
Consequently	In the meantime	Too, also
Even so	In the same way	Ultimately
Finally		

Grammar: Adverbial time phrases: once/twice/three times a day

- Quantifiers: a little, a lot, a few, too much, too many
- Language pattern: want + noun/pronoun + to + infinitive
- Revision of should + infinitive

Functional/Notional areas:

- Giving advice with **should**
- Expressing quantities
- Enquiring about and describing state of health
- Expressing opinions

Lesson one: Choosing a topic

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).

I can catch the main point in short, clear, simple messages and announcements.

Study Skills:

Overall listening comprehension

Rules for capitalization

- o Capitalize proper names
- o Capitalize them in addresses, salutations, and closings
- o Capitalize titles of close relatives appearing without pronouns
- o Do not capitalize high ranking government or religious titles when appearing alone or following a name in running text
- o Do not capitalize common titles following names or standing alone
- o Do not capitalize when title is followed by an individual's name
- o Do not capitalize family titles used with possessive pronouns



1. Do you know what SWOT analysis is?

<p>Strengths</p> <ul style="list-style-type: none"> - Fast return on investment; - Will shorten out time to market for new products 10%; 	<p>Weaknesses</p> <ul style="list-style-type: none"> - Not as good ROI as project B; - Don't have enough resources to do the work; 	<p>Internal factors</p>
<p>Opportunities</p> <ul style="list-style-type: none"> - Make us more competitive against our main rival; - Can move into new geographic markets; 	<p>Threats</p> <ul style="list-style-type: none"> - Have to meet new governance rules in this market; - We think our main competitor is working; 	<p>External factors</p>

2. Work in a group and discuss the following questions.

What is your SWOT in learning a language?

How can you find your SWOT?

How can you organize your effective research paper?

Remember how you did your first research paper and what wrong there was.

3. Work in a group and discuss if it was difficult or easy for others to do their previous year research papers?

Each of you has had three research papers for the first and second years. They were marked by your classmates first. Weren't they? Then you have rewritten them. Be sure now you are more confident on what and how to write!

4. Listen to the text and list down the words that are new for you. Discuss the meaning of the words with your partner.

5. Listen to the text again and answer the questions.

- Who are the main characters in the story?

- Where does the story take place?

- What season of the year is it?

- How would you describe the appearance of Ali?

- How does Katia look?

- What cultural variety have you noticed in the story?

- Why do the characters' likes and dislikes about the university differ greatly?

- Whose nature is similar with yours? Why?

QUICK REMINDER

Do not forget about your notes while listening.

6. Read these pieces of advice which will be useful in choosing a topic. Study the examples.

• **Be sure your topic meets the assignment requirements.** Read it closely. Ask your teacher for a feedback if you are unsure.

• **Choose a topic that is interesting to you.** It may seem obvious, but this will make the research process more fun and engaging for you.

• **Consider the scope of your topic.** If your topic is too broad it may be difficult to find information that is focused and relevant; if your topic is too narrow it may be hard to find any information at all.

Too Broad:

Food Safety



Better:

Impact of government regulation on food safety in Uzbekistan

Too Narrow

History of organic labeling of beef products in the city



Better:

Labeling of organic food in Uzbekistan

7. Read the following note carefully and make a decision on what your research topic will be.

Could you make clear for yourself what topic to choose? If not think about what your field of interest is? Is it football? Is it cooking? Is it science or history? You need to focus on that problem which is interesting for you and you have to solve this problem on your own as the success of your research will depend on you. In order to start your work on your personal research divide

it into three parts.

For example in the first 45 days, when you have to give the first draft, you can do the first part. For example, read two resources and write an abstract on them. In the second part you can read extra two resources and write the body part of your main research. In the third part of your research you can write all your conclusions.

The whole picture of the research.

Think and plan	What to do	Expecting result
Make clear what topic will be yours.	Read two resources on it and write abstract of your problem and solution	Your abstract is about 100 words and it becomes a report.
Continue reading extra two resources	Write the body of your writing	Body part of your main research — 100 words
Make conclusion	Write your conclusions	Prepare the research paper - 250 words

8. Match the paragraphs with the titles.
Read deeply about the topic
Choose a question
Read the topic for general information
Getting ideas
How do you deal with the topic?

1. Background research will help you develop your topic and polish or change it in more appropriate ways. Though this seems like an extra work, it is actually a vital, time-saving step. Knowing more about your topic's background can only help you develop a more effective topic, and therefore, your research paper.

2. Brainstorm concepts. Once you think of a broad topic that interests you, try to brainstorm all of the words or concepts you can that might be related to that topic. For example, if your topic is "polar bears," you might think of the following words and topics in association: ice, cubs, pollution, hunting, diet, climate change, and environmental icon. It may help to write this process down.

3. Develop a research question. Once you have come up with a broad topic and done some background research, you may want to develop a research question, or a question you're going to answer in your paper by doing more, in-depth research.

4. What's your general approach to the topic? Think about some general approaches that may help you further develop your topic: use a historical angle by focusing on a particular time period; a geographical angle, focusing on a particular part of the world; or a sociological angle, focusing on a particular group of people.

5. Start doing some exploratory, in-depth research. As you do more in-depth research, like looking for scholarly articles, books, and other sources to include in your paper, you can modify or refine your topic based on what you find.

Lesson two: Organising and structuring

Spoken interaction. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going on myself.

Spoken production. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Reading. I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

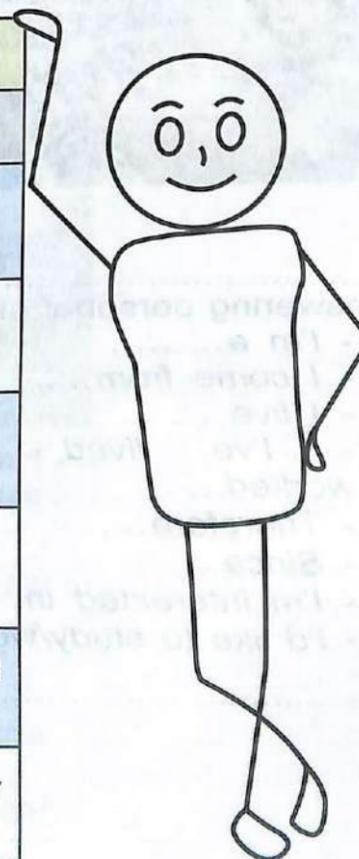
Study Skills:

informal discussion

reading for general orientation

1. Read the table and discuss with your partner which strengths you already have.

Build your strong points	
Strengths	Development
Active	Be decisive when presenting your ideas
Prepared	Always prepare thoroughly for meeting and presentations
Gregarious	Reach out to people and put them at ease with a casual chat, compliments or by charm
Well-informed	Make a subtle show of your grasp in current events and organizational matters
Determined	Take initiative at meetings and presentations
Logical	Present arguments in the way that can be easily understood



2. What is your main strength? What strengths do your friends have?



For example: Alisher is strong in reading. He is well-informed as he reads a lot and encourages us in reading.

Nargiza is strong in writing. As she is active in writing the reports

Saida is strong in listening. She watches a lot English films and listens to songs.

Gulomjon is gregarious, sociable as he has already led several projects at the college.

Dinara is very determined. She had a course on financial management and she can be the one to help us make presentations cohesive and structurally proper.

QUICK REMINDER

Record your speaking to your recorder in your phone or computer. Listen to it and improve it.



3. Read the following sentences. Each contains one mistake. Can you correct them?

- My name Odiljon.
- Yes, I am thinking English is very important for this kind of work, because everyone uses English nowadays.
- You see this is an ESP degree and I am interesting for the next step of education.
- I from a small town in southern Uzbekistan.
- I'd like work in a marketing department so I've started applying for jobs with the companies in Kashkadarya.
- Actually, I am just finish my degree at the State University of Samarkand.
- I have been working on my language skills since six months.

4. Study the useful phrases for Speaking Test

Answering personal questions:

- I'm a.....
- I come from.....
- I live
- I've lived, studied, worked...
- Therefore....
- Since....
- I'm interested in....
- I'd like to study/work in.....

Speculating:

- I'm surprised that I am....
- I would think....
- I don't know for certain but I'd expect....

Expressions of opinions and preferences

- I think that.....
- In my opinion....
- I think I'd prefer...
- I'd agree with that because....

Asking the examiner to repeat a question:

Sorry, could you repeat the questions please?
 Sorry, can you say that again?
 Excuse me.....

b) Read the short info about the speaking exam. Discuss it with your partner.

Short info about the speaking exam:

During the speaking exam there are three parts. In this Exam spotlight we will look at Part One, which lasts for three minutes in total. But these three minutes are important to understand what approximate level of yours is as the assessors will look at your attitude of politeness, behavior and other parts of the discipline. Nowadays during the speaking exams there might be two examiners and two candidates/

examinees. One of the examiners will speak to you and the other will record your score. During the three minutes the examiner will give the questions to both examinees. The questions are very general. First about yourself, your studies or career, and about where you come from. Afterwards he/she can ask about your backgrounds like occupation or interests.

5. Work in pairs to ask and answer the first part of Speaking Test questions. Each of you should take the roles of Examiner and Examinee.

- First of all, I'd like to know something about you. What's your name?
- And where are you from?
- Do you work or are you a student?
- What do you like most in your studies?
- Do you think English will be important to you in your career?

QUICK REMINDER

During the speaking, please, talk clear and do not stop until the examiner stops you!



6. Work in pairs and do the second part of the Speaking Test. The test questions are about your studies or your life.

- Why did you choose to study your subject?
- How important is English in your career?
- How do you imagine your life in 5 years?
- How has technology effected your life?
- What trainings you think you need at the moment?
- What do you do to improve your personal development?

7. Self-check.

When you practice parts one and two of the Speaking Test, evaluate your own or each other's performance with the check list below:

QUICK REMINDER

For written business communication to be effective there are three important things to remember: -be organized, -be to the point, -be appropriate

Have you....

answered the questions	yes/no
given full answers (not just only one or two words)	yes/no
expressed your opinion	yes/no
sounded interested?	yes/no

8. Work in small groups and make up a list of possible questions for the suggested topics. Organize an interview using the questions for the Speaking Test Part II.

- Sport competitions in Uzbekistan (Umid Nihollari, Barkamol Avlod, Universiada)
- Technology and software in Uzbekistan
- Medicine and healthcare in Uzbekistan
- Nature and forestry in Uzbekistan
- Educational opportunities in Uzbekistan
- Youth life and entertainment in Uzbekistan



QUICK REMINDER

Learning another language is never fast, but step by step everyday you will speed things up by showing how practice makes you more efficient and effective both inside and outside the classroom. These materials can be used by beginners and advanced students alike.



Lesson three: Meeting a deadline

I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

QUICK REMINDER

A good way to learn is to swap your written work with a partner. Check each other's work.

Study Skills:

overall written interaction
correspondence

'A historic place' or 'an historic place'?

'A historic' is more common in both American and British English, but both usages are sufficiently common to be considered correct.

A well known grammar rule says that we should use 'an' before vowel sounds; for example, an accident, an item, an hour. We use "a" otherwise: a book, a hotel, a university.

What is a research paper?

A research paper is basically a type of academic writing that should have theoretical and significant data that has gone through proper in-depth research. They may also contain arguments based on a thesis with vital evidence from various helpful and reliable sources.

Though writing a research paper may seem painstaking and difficult at first, it really isn't all too complicated once you know what proper steps you can follow to make it easier. It may be challenging because of the intensive research that it needs, but it doesn't have to be frustrating for anyone. Before starting the steps, be sure you have enough note paper, various colors of highlighters (for your research markings).

Start off by following these essential steps:

1. Select a topic that inspires you
2. Find reliable sources
3. Organize your notes
4. Brainstorm a substantial outline
5. Write a first draft
6. Read through the first draft and re-write
7. Edit

1. Writing test

There are two parts of the writing exam. In part one you must write a note, memo, or email of around 40-50 words.

Part one

You are a seminar organizer. You want to check details for an event next week with your friend. Write an email to your friend:

- Say which room you have booked for the event.
- Ask her/him to confirm the schedule with the security.
- Explain that one participant will be late.

IMPORTANT

Writing is an important part of your language ability as a real product!



2. Match the summary sentences with paragraphs. Some tips on writing research

Keep thinking about your topic and write down ideas. Check every stage
Information changes quickly

Each writing is a part of our thoughts, minds and previous experience and future plan. They always will be based on our actions as well. Here are some advice steps for you to follow:

a. Research is a dynamic process. All successful people do not stay in one place. The info which has been in complete today can become old in a few seconds. That's why you always have to be in dynamic research. Therefore don't be afraid of discovering new things and modify or refine your topic.

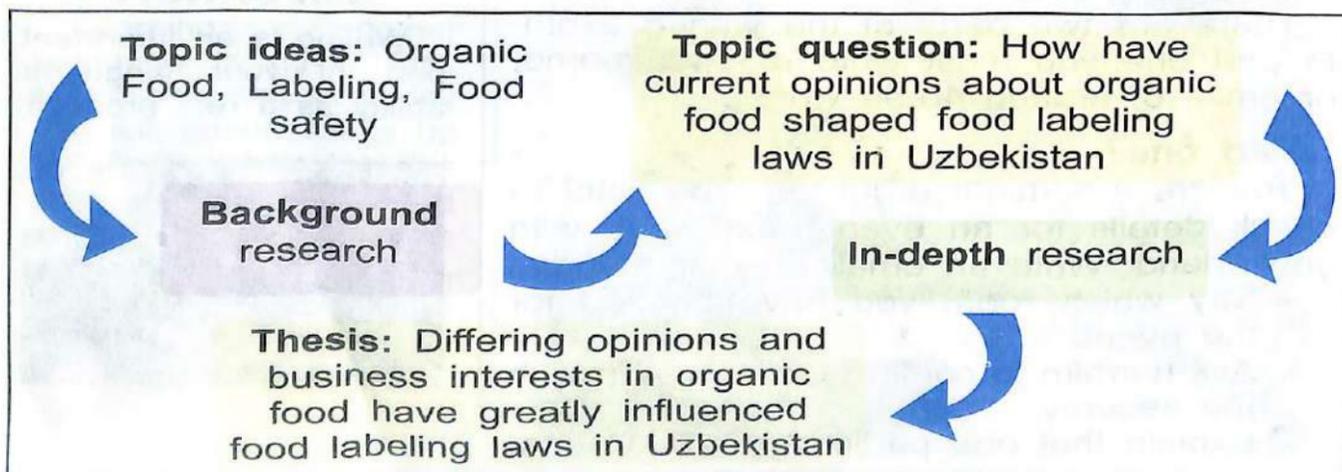
b. Revise your plans of writing all the time. Was it the correct form of your thoughts? What do you want to tell the people as a result of your personal research? Research is not always sitting and writing and reading. It is also checking:

1. Learn.
2. Read and check.
3. Plan and check
4. Do and check

c. While you develop your topic as a process it will enrich your thesis/abstract, which is essential to your proposed answer of your research question. If it is still not working talk to your friends about what you have read. You will see how your mind will produce idea for yourself. Always keep your notebook and pen with you in order to make a note of that idea which just came to your mind.

You will then be ready to use the sources you've found, and find more sources in order to support that thesis, or to answer your research question.

Here's an example of how the topic development process above can lead you to a thesis:



3. Study the resources that can help you develop your topic.

1. Your teacher can lead you in your topic, course readings, and class notes. Wikipedia, and Google can all be helpful in terms of getting ideas for broad topics for further, in-depth research using more scholarly resources.

2. Library resources and subject-specific encyclopedias can help you come up with topic ideas because they provide great overviews and introductions to topics. You can find links to these kinds of resources in the Research Guides mentioned above. These will probably not be scholarly sources you can use in your paper, but they may lead you to more in-depth, scholarly resources that you will want to use in your paper.

3. Find the main book/resource which can help you to fulfill the idea of your research. While you

use the book it should inspire you to read more, to find more. Research more resources.

Here are some instructions: A Research Guide for a particular subject created by a subject librarian is great for helping you choose where to begin your research. These online guides will identify encyclopedias, books, databases, and other materials to help you get started with research in your chosen academic field. You can also ask a librarian.



4. Academic word list

Read the following instructions carefully and talk to your partner about it. Try to find the answers to the following questions:

*How can this academic word list help you?
How can you develop your skills on remembering them?*

The Academic Word List (AWL) contains 570 word families which were selected because they appear with great frequency in a broad range of academic texts. The list does not include words that are in the most frequent 2000 words of English (the General Service List), thus making it specific to academic contexts. The AWL was primarily made so that it could be used by teachers as part of a programme preparing learners for tertiary level study or used by students working alone to learn the words most needed to study at colleges

and universities.

The 570 words are divided into 10 Groups. The Groups are ordered so that the words in the first Group are the most frequent words and those in the last Group are the least frequent.

These words are exactly the sort of words you need to be able to use in your writing. They are all common words and you do need to learn to use them. This means learning:

- their grammar
- collocations/word combinations
- different word forms

QUICK REMINDER

Underline any useful expression in the letter which you would like to use in your own writing.

5. a) Read the words carefully. Find example sentences from a dictionary.

Academic word list

- sector • available • financial • process • individual • specific • principle • estimate • variables • method • data • research • contract • environment • export • source • assessment • policy • identified • create • derived • factors • procedure • definition • assume • theory • benefit • evidence • established • authority • major • issues • labour • occur • economic • involved • percent • interpretation • consistent • income •

b) Make a test like: Choose the appropriate word.

A female in a play

- a) actress
- b) comedian
- c) waitress

A machine for cooling things in which the coolant is pumped around by an electric motor

- a) charger
- b) telephone
- c) fridge

6. Learn how to use the Academic Word List

The Academic Word List is a great tool but you need to know how to use it. Here are some quick tips.

Do not just focus on what the words mean - these are words you want to use for yourself.

Learn what all the common forms of the word are: this means learning the word families

You need to know what other words you can use in combination with these words - this means collocations and prepositions. If you don't know that then you can't use them!

570 word families are not 570 words - it takes time - don't rush it

There are 1000s of words in the Academic Word List and it will take time to master. Why? Each word is in fact a family of words, e.g. "analyse" is not one word but at least 4:

Analyse - analysis - analytical - analytically

7. Read the academic words. Give their definitions. Work in pairs.

- community • resident • range • construction • strategies • elements • previous • conclusion • security • aspects • acquisition • features • text • commission • regulations • computer • items • consumer • achieve • final • positive • evaluation • assistance • normal • relevant • distinction • region • traditional • impact • consequences • chapter • equation • appropriate • resources • participation • survey • potential • cultural • transfer • select •

Lesson four

Present Continuous

The Present Continuous is used to talk about present situations which we see as short term or temporary. We use the present simple to talk about present situations which we see as long-term or permanent. In these examples, the action is taking place at the time of speaking.

- *It's raining.*
- *Who is Kate talking to on the phone?*
- *Look, somebody is trying to steal that man's wallet.*
- *I'm not looking. My eyes are closed tightly.*

1. Complete these examples.

In these examples the action is true at the present time but we don't think it will be true in the long term.

- a. *I (look) for a new apartment.*
 - b. *He (think) about leaving his job.*
 - c. *They (consider) making an appeal against the judgment.*
 - d. *you (get) enough sleep?*
- In these examples, the action is at a definite point in the future and it has already been arranged.*
- e. *I (meet) her at 6.30.*
 - f. *They (not arrive) until Tuesday.*
 - g. *We (have) a special dinner at a top restaurant for all the senior managers.*
 - h. *He (not come) to the dinner?*

2. Writing Task. Your English speaking neighbours are away and you are looking after their house. Yesterday a window in their house was broken by accident. Write them a letter and

- explain how the accident has happened
- what you have done about it
- how you feel about it

Follow the writing structure and assessment criteria

Note the use of the present when two clauses about the future are connected with another time phrase. I will see him. I will give him your message = When I see him, I'll give him your message

UNIT 3

Grammar: What would you like to do? I'd like to ...

- How good are you at volleyball? I'm quite good./I'd like to learn how to play it.
 - Past habitual tense: used to + infinitive
 - Decimal numbers
- Functional/Notional areas:
- Asking about and expressing preferences
 - Describing changes

Lesson one: Critical thinking

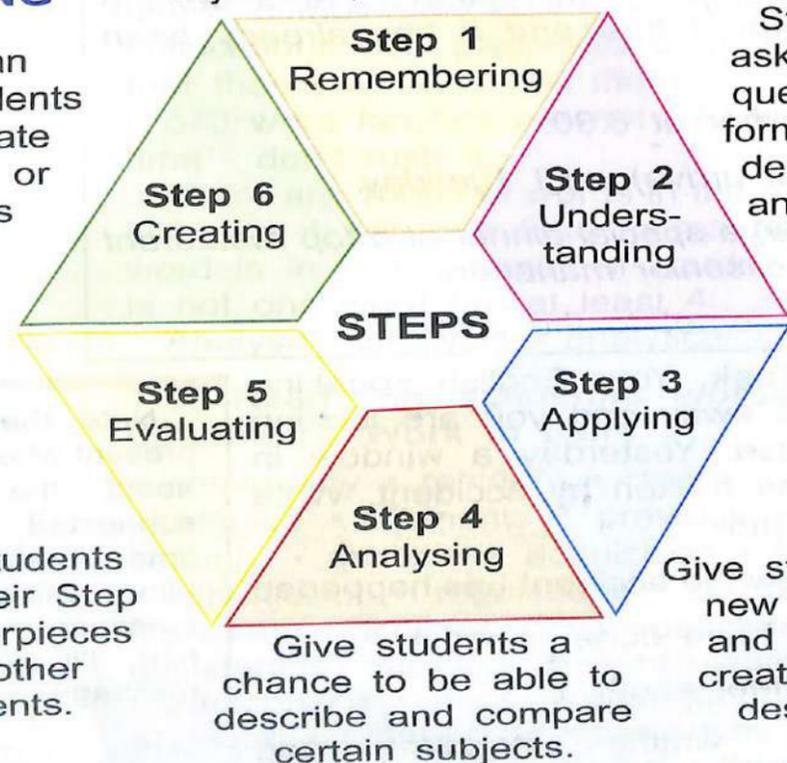
I can understand the main points of clear standard speech on familiar matters regularly encountered at work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

1. Look at the picture and find out what critical thinking is.

STEPS OF CRITICAL THINKING

You can have students collaborate in pairs or groups

Students have to be able to recall verbs, nouns, adjectives, adverbs, etc.



2. Work in a group and discuss the meaning of "Critical Thinking".

- What do you think about critical thinking? What do you understand in the term?

- Intellectual capacity means.... Ask your partner what it means for her/him?

3. Find the definitions of critical thinking below and do the tasks a-c:

Critical thinking is variously defined as:

a) "the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion"...

- Do you agree?

b) "disciplined thinking that is clear, rational, open-minded, and informed by evidence"

- Do you have any experience with critical thinking people?

- Are they critical?

- Are they criticizing all the time?

- Are they constructive or destructive?

Talk to your partner and answer these questions:

c) "reasonable, reflective thinking focused on deciding what to believe or do"

- What does "reasonable" mean for you?

- Will it help your thinking or the person about whose work you are going to be reasonable and reflective?

4. Why is critical thinking a domain-general thinking skill? How does critical thinking enhance language and presentation skills?

Critical thinking is a domain-general thinking skill. The ability to think clearly and rationally is important whatever we choose to do. If you work in education, research, finance, management or the legal profession, then critical thinking is obviously important. But critical thinking skills are not restricted to a particular subject area. Being able to think well and solve problems systematically is an asset for any career.

Critical thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyse the logical structure of texts, critical thinking also improves comprehension abilities.

In the term "critical thinking", the word **critical**, (Grk. κριτικός = kritikos = "critic") derives from the word critic and implies a critique; it identifies the intellectual capacity and the means "of judging", "of judgement", "for judging", and of being "able to discern".

QUICK REMINDER

The examiner will ask you to give a presentation entitled "what is important when.....?"

5. Work in groups and find out what skills critical thinking needs.

The list of core critical thinking skills includes:

- **observation** - A "30 second look" using an image such as a photograph, map or work of art. Project or distribute your selected image, give your partner only 30 seconds to memorize as many details as possible without talking or taking notes. Afterwards, hide the image while your partner individually records observations. Compare and discuss observations, particularly any conflicting or missing details, before observing the image again.

- **Interpretation** - there is an activity by Sarah McArdell Moore, Madison, Wisconsin.

6. Do the same work for other mentioned skills at home.

Analysis, inference, evaluation, explanation, and metacognition in:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Oral interpretation of a poem. 2. Storytelling. 3. Warm-up activities. 4. Create a drama adaptation. 5. Create a dialogue for two characters. 6. Devise a drama unit. | <ol style="list-style-type: none"> 7. Create the atmosphere of the language. 8. Study film adaptations of a play. 9. Create skits based on students' lives. 10. Storyboarding. |
|---|--|

7. Before the listening find out about Listening and Transferring Information tips for you:

Tip 1. Listening and taking a telephone or in-person message by either transcribing the entire message word-for-word or by writing down notes on the important items

Tip 2. Listening and filling in blanks in a gapped story game (in order to complete the story).

Tip 3. Listening and completing a form or chart.

Tip 4. Listening and summarizing the gist of a short story, report, or talk.

Tip 5. Listening to a "how to" talk and writing an outline of the steps in a sequence (e.g., how to cook something, how to run a piece of equipment, how to play a game) listening to a talk or lecture and taking notes

8. Listen to the text. Make notes while listening.

9. What was the main point in the text?

Work in pairs and fill in the gaps in the following sentences:

I think the main point of the story is
I do not agree with the.....

Listen to the material and find out what would be your position after knowing the skills mentioned. Answer the questions together with your partner:

- Which skills did you like?
- What would you do if somebody asks you to take part in it?
- Has your idea about critiques and critical thinking changed?

After listening. Work in a group and share your ideas together within the group. Sit and think and write your own notes in your notebook

- Listen to the text again. Have you understood the main points?
- Remember the predictions you have made before you listen. Are they correct?
- Review your notes.
- Check whether you have completed your task correctly.
- Have you had any problems while listening?
- Do you have any problems now to complete your task?
- Identify your problems and ask someone for help.
- Listen again to difficult passages.

Test Spotlight

Instructions to candidates

In the actual test you will be given the following instructions:

- do not open this question paper until you are told to do so
- write your name and candidate number in the spaces at the top of this page
- read the instructions for each task carefully
- answer both of the tasks
- write at least 150 words for the task 1
- write at least 250 words for the task 2
- write your answers in the answer sheet
- write clearly in pen or pencil; you may make alterations, but make sure your work is easy to read

At the end of the test, hand in both the question paper and your answer sheet.

QUICK REMINDER

Keep a special notebook for fixed phrases (e.g. for the time being) and phrasal verbs (e.g. come across, bring about) and write example sentences to help memorise them.

Lesson two: Improving and maintaining concentration

Spoken Interaction. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Reading. I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

QUICK REMINDER

It is helpful to read the whole text before trying to answer any of the questions.

Study Skills:

formal discussion
reading for information

1. Work in a group and find out what the procedure of critical thinking in formal situations is.



Think and talk to your partner about critical thinking abilities:

a) Recognizing problems, to find workable means for meeting those problems – Do you agree? Please give the evidence.

b) Understand the importance of prioritization and order of precedence in problem solving.

Ask your partner and group what it means for them. What about you?

2. You are at a business meeting. You should argue your points of view in the situation. But people have other opinions. How do you understand “Gather and marshal pertinent (relevant) information”?

Learn how speaking is scored.

Academic speaking is scored according to strict grading criteria and if you want to impress the examiner, you need to know what the examiner wants! In brief, pronunciation, fluency and coherence, grammar and vocabulary — all count for 25%.

3. Read the text.

“Vocation in Line with the Country’s Needs”

Comment: Oleg Gayevoy: Very soon students will start a new life. The vocational colleges and academic lyceums are currently summarizing the results of enrollment of ninth graders into the first course. The entrance exams to universities will traditionally take place on August 1. Educational institutions will continue streamlining targeted staff training for economy sectors as one of their key missions.

Records have been beaten:

Having embarked on the way of market reforms, Uzbekistan needed to drastically restructure the personnel training system. With many accomplishments under the belt, Uzbekistan now ranks among the few states that are building a unique environment in the labor market with qualified professionals. Colleges, lyceums,

institutes, and universities train specialists in line with estimated forecasts, and also act as career counseling centers.

At the current stage, all ninth-grade graduates are enrolled into secondary specialised educational institutions. There are 483,216 of them this year: 450,661 young people will continue their education at vocational colleges, while others have opted for academic lyceums.

Fact: In admitting the ninth-grades of secondary schools to vocational colleges and academic lyceums, particular attention, is paid to the full coverage of girls with education as well as creation of conditions and guarantees freedom of choice of educational institutions for children with disabilities and trainees of Mehribonlik mercy homes.

4. Discuss the text with your partner and think what skills of critical thinking you can use here. Ask and complete the opinion of your group about it. Use exact questions in order to get exact answers.

Exercise frequently. The ability to concentrate depends a lot upon our physical well-being. If we are tired, unhealthy and afflicted by numerous minor ailments. Concentration is still possible, but it is just more difficult. However, we have to try to make life easy for ourselves; we need to give a high priority to our physical health:

- getting sufficient sleep
- staying physically fit
- maintaining healthy weight
- getting regular exercises

5. Work in a group and find out who has the skills as “Habits or traits of mind” in critical thinking.

- a) Evidence through reality
 - give the example for that. Ask your partner.
- b) Context skills to isolate the problem from context
 - give the example for that. Ask your partner.

6. Look through the text quickly and suggest what it is about.

Words: phobia, spider, psychiatrist

Now read the text and find out what the problem is and how it has been solved.

A Serious Case

I have a friend who is afraid of spiders. When she sees a spider she screams as loud as possible. But my friend had a surprise for me when we met for coffee last week.

"Guess what?" she asked me.

"What?" I said.

"I've got a new pet!"

"Great," I said. "What is it? A dog? A cat?"

"No"

"A budgie?"

"No"

"A rabbit?"

"No"

"What then?"

"I've got a pet spider."

"I don't believe you!"

"It's true! I decided that it was time I did something about my phobia so I went to visit a psychiatrist. This psychiatrist specialised in phobias – helping people who had irrational fears to get better, and live normally. He told me I suffered from 'arachnophobia'."

"It's an irrational fear of spiders," he said. "About one in fifty people suffer from a severe form of arachnophobia."

"Thanks" said my friend. "But that doesn't help me much..."

"There are lots of different ways we can try to cure your phobia," said the psychiatrist. "First, there is a traditional analysis."

"What does that mean?" asked my friend.

"This means lots of talking. We try to find out exactly why you have such a terrible fear of spiders. Perhaps, it's linked to

something that happened to you when you were a child."

"Oh dear," said my friend. "That sounds quite worrying."

"It can take a long time," said the psychiatrist. "Years, sometimes, and you can never be certain that it will be a success."

"Are there any other methods?"

"Yes – some psychiatrists use hypnosis along with a traditional analysis." My friend didn't like the idea of being hypnotised.

"Are there any other methods?" asked my friend,

"Well", said the psychiatrist, "There is what we call the 'behavioural' approach."

"What's the behavioural approach?" asked my friend.

"Well," said the psychiatrist, "It's like this..."

The psychiatrist got out a small spider from his desk. It wasn't a real spider. It was made of plastic. Even though it was only a plastic spider, my friend screamed when she saw it.

"Don't worry," said the psychiatrist. "It's not a real spider."

"I know," said my friend. "But I'm afraid of it just the same."

"Hmmm," said the psychiatrist. "A serious case..." He put the rubber spider on the desk. When my friend stopped screaming, the psychiatrist told her to touch it. When she stopped screaming again – the idea of touching the plastic spider was enough to make her scream – she touched it. At first she touched it for just one second. She shivered all over, but at least she managed

to touch it.

"Ok," said the psychiatrist. "That's all for today. Thanks. You can go home now."

"That's it?" asked my friend.

"Yes."

"That's all?"

"Yes, for today. This is the behavioural approach. Come back tomorrow."

My friend went back the next day, and this time the plastic spider was already on the doctor's desk. This time she touched it and held it for five minutes. Then the doctor told her to go home and come back the next day. The next day she went back and the plastic spider was on her chair. The next day she held the spider in her hand while she sat in her chair. The next day, the doctor gave her the plastic spider and told her to take it home with her.

"Where do spiders appear in your house?" asked the psychiatrist.

"In the bath, usually," said my friend.

"Put the spider in the bath," he told her.

My friend was terrified of the spider in the bath, but she managed not to scream when she saw it there.

The next day the psychiatrist told her to put the spider in her living room. My friend put it on top of the television. She felt afraid. Then she told herself that it was only a plastic spider.

The next day the psychiatrist told her to put the spider in her bed.

"No way!" she said. "Absolutely not!"

"Why not?" asked the psychiatrist.

"It's a spider!" replied my friend.

"No it's not," said the psychiatrist, "It's a plastic spider." My friend realised that her doctor was right. She put the plastic spider in her bed, and she slept there all night with it in her bed.

The next day, she went back to the psychiatrist. This time, she had a shock. And this time it was a real spider on the doctor's desk.

My friend was about to scream and run away, but she didn't. She sat on the other side of the room, as far away as possible from the spider, then she got up and left the room.

"See you tomorrow!" shouted the psychiatrist to her as she left.

The next day she went back and this time the psychiatrist let the spider run around on his desk. Again, my friend stayed about five minutes, then left. Eventually, the psychiatrist held the spider, the real spider with long furry legs and little eyes, in his hand. He asked my friend to come and touch it. At first she refused, but the doctor insisted. She touched the spider, just for a second. The next day she touched it for a few seconds, and then she held the spider in her own hand.

Then she took the spider home, and let it run around in her house. She didn't feel afraid.

"So now I've got a pet spider!" she told me again.

"Well done!" I said.

"There's only one problem," she said, and as she spoke I noticed that she was shivering all over. Then she screamed and climbed up on the chair. She was pointing to something on the floor.

"Over there!" she screamed. "Look! It's a beetle...!!"

Do you have a fear or phobia about something?
Do you know anyone else who does?

6. Look through the text quickly and suggest what it is about.

Words: phobia, spider, psychiatrist

Now read the text and find out what the problem is and how it has been solved.

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"What does that mean?" asked my friend.

"This means lots of talking. We try to find out exactly why you have such a terrible fear of spiders. Perhaps, it's linked to

something that happened to you when you were a child."

"Oh dear," said my friend. "That sounds quite worrying."

"It can take a long time," said the psychiatrist. "Years, sometimes, and you can never be certain that it will be a success."

"Are there any other methods?"

"Yes – some psychiatrists use hypnosis along with a traditional analysis." My friend didn't like the idea of being hypnotised.

"Are there any other methods?" asked my friend,

"Well", said the psychiatrist, "There is what we call the 'behavioural' approach."

"What's the behavioural approach?" asked my friend.

"Well," said the psychiatrist, "It's like this..."

The psychiatrist got out a small spider from his desk. It wasn't a real spider. It was made of plastic. Even though it was only a plastic spider, my friend screamed when she saw it.

"Don't worry," said the psychiatrist. "It's not a real spider."

"I know," said my friend. "But I'm afraid of it just the same."

"Hmmm," said the psychiatrist. "A serious case..." He put the rubber spider on the desk. When my friend stopped screaming, the psychiatrist told her to touch it. When she stopped screaming again – the idea of touching the plastic spider was enough to make her scream – she touched it. At first she touched it for just one second. She shivered all over, but at least she managed

to touch it.

"Ok," said the psychiatrist. "That's all for today. Thanks. You can go home now."

"That's it?" asked my friend.

"Yes."

"That's all?"

"Yes, for today. This is the behavioural approach. Come back tomorrow."

My friend went back the next day, and this time the plastic spider was already on the doctor's desk. This time she touched it and held it for five minutes. Then the doctor told her to go home and come back the next day. The next day she went back and the plastic spider was on her chair. The next day she held the spider in her hand while she sat in her chair. The next day, the doctor gave her the plastic spider and told her to take it home with her.

"Where do spiders appear in your house?" asked the psychiatrist.

"In the bath, usually," said my friend.

"Put the spider in the bath," he told her.

My friend was terrified of the spider in the bath, but she managed not to scream when she saw it there.

The next day the psychiatrist told her to put the spider in her living room. My friend put it on top of the television. She felt afraid. Then she told herself that it was only a plastic spider.

The next day the psychiatrist told her to put the spider in her bed.

"No way!" she said. "Absolutely not!"

"Why not?" asked the psychiatrist.

"It's a spider!" replied my friend.

"No it's not," said the psychiatrist, "It's a plastic spider." My friend realised that her doctor was right. She put the plastic spider in her bed, and she slept there all night with it in her bed.

The next day, she went back to the psychiatrist. This time, she had a shock. And this time it was a real spider on the doctor's desk.

My friend was about to scream and run away, but she didn't. She sat on the other side of the room, as far away as possible from the spider, then she got up and left the room.

"See you tomorrow!" shouted the psychiatrist to her as she left.

The next day she went back and this time the psychiatrist let the spider run around on his desk. Again, my friend stayed about five minutes, then left. Eventually, the psychiatrist held the spider, the real spider with long furry legs and little eyes, in his hand. He asked my friend to come and touch it. At first she refused, but the doctor insisted. She touched the spider, just for a second. The next day she touched it for a few seconds, and then she held the spider in her own hand.

Then she took the spider home, and let it run around in her house. She didn't feel afraid.

"So now I've got a pet spider!" she told me again.

"Well done!" I said.

"There's only one problem," she said, and as she spoke I noticed that she was shivering all over. Then she screamed and climbed up on the chair. She was pointing to something on the floor.

"Over there!" she screamed. "Look! It's a beetle...!!"

Do you have a fear or phobia about something?
Do you know anyone else who does?

6. Look through the text quickly and suggest what it is about.

Words: phobia, spider, psychiatrist

Now read the text and find out what the problem is and how it has been solved.

A Serious Case

I have a friend who is afraid of spiders. When she sees a spider she screams as loud as possible. But my friend had a surprise for me when we met for coffee last week.

"Guess what?" she asked me.

"What?" I said.

"I've got a new pet!"

"Great," I said. "What is it? A dog? A cat?"

"No"

"A budgie?"

"No"

"A rabbit?"

"No"

"What then?"

"I've got a pet spider."

"I don't believe you!"

"It's true! I decided that it was time I did something about my phobia so I went to visit a psychiatrist. This psychiatrist specialised in phobias – helping people who had irrational fears to get better, and live normally. He told me I suffered from 'arachnophobia'."

"It's an irrational fear of spiders," he said. "About one in fifty people suffer from a severe form of arachnophobia."

"Thanks" said my friend. "But that doesn't help me much..."

"There are lots of different ways we can try to cure your phobia," said the psychiatrist. "First, there is a traditional analysis."

"What does that mean?" asked my friend.

"This means lots of talking. We try to find out exactly why you have such a terrible fear of spiders. Perhaps, it's linked to

something that happened to you when you were a child."

"Oh dear," said my friend. "That sounds quite worrying."

"It can take a long time," said the psychiatrist. "Years, sometimes, and you can never be certain that it will be a success."

"Are there any other methods?"

"Yes – some psychiatrists use hypnosis along with a traditional analysis." My friend didn't like the idea of being hypnotised.

"Are there any other methods?" asked my friend,

"Well", said the psychiatrist, "There is what we call the 'behavioural' approach."

"What's the behavioural approach?" asked my friend.

"Well," said the psychiatrist, "It's like this..."

The psychiatrist got out a small spider from his desk. It wasn't a real spider. It was made of plastic. Even though it was only a plastic spider, my friend screamed when she saw it.

"Don't worry," said the psychiatrist. "It's not a real spider."

"I know," said my friend. "But I'm afraid of it just the same."

"Hmmm," said the psychiatrist. "A serious case..." He put the rubber spider on the desk. When my friend stopped screaming, the psychiatrist told her to touch it. When she stopped screaming again – the idea of touching the plastic spider was enough to make her scream – she touched it. At first she touched it for just one second. She shivered all over, but at least she managed

to touch it.

"Ok," said the psychiatrist. "That's all for today. Thanks. You can go home now."

"That's it?" asked my friend.

"Yes."

"That's all?"

"Yes, for today. This is the behavioural approach. Come back tomorrow."

My friend went back the next day, and this time the plastic spider was already on the doctor's desk. This time she touched it and held it for five minutes. Then the doctor told her to go home and come back the next day. The next day she went back and the plastic spider was on her chair. The next day she held the spider in her hand while she sat in her chair. The next day, the doctor gave her the plastic spider and told her to take it home with her.

"Where do spiders appear in your house?" asked the psychiatrist.

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The next day the psychiatrist told her to put the spider in her living room. My friend put it on top of the television. She felt afraid. Then she told herself that it was only a plastic spider.

The next day the psychiatrist told her to put the spider in her bed.

"No way!" she said. "Absolutely not!"

"Why not?" asked the psychiatrist.

"It's a spider!" replied my friend.

"No it's not," said the psychiatrist, "It's a plastic spider." My friend realised that her doctor was right. She put the plastic spider in her bed, and she slept there all night with it in her bed.

The next day, she went back to the psychiatrist. This time, she had a shock. And this time it was a real spider on the doctor's desk.

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"See you tomorrow!" shouted the psychiatrist to her as she left.

The next day she went back and this time the psychiatrist let the spider run around on his desk. Again, my friend stayed about five minutes, then left. Eventually, the psychiatrist held the spider, the real spider with long furry legs and little eyes, in his hand. He asked my friend to come and touch it. At first she refused, but the doctor insisted. She touched the spider, just for a second. The next day she touched it for a few seconds, and then she held the spider in her own hand.

Then she took the spider home, and let it run around in her house. She didn't feel afraid.

"So now I've got a pet spider!" she told me again.

"Well done!" I said.

"There's only one problem," she said, and as she spoke I noticed that she was shivering all over. Then she screamed and climbed up on the chair. She was pointing to something on the floor.

"Over there!" she screamed. "Look! It's a beetle...!!"

Do you have a fear or phobia about something?
Do you know anyone else who does?

Lesson three: Reading and note taking skills

I can write a simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Study Skills:

*overall written interaction
correspondence
notes, messages and forms*

1. Rewrite this email in a formal style. Follow the suggestions below the letter.

Hi,
Heard about the job, **reckon** I would be great at it! **i've** done that kind of work before, working at my local and **fink** pub work is **buzzing**. They even trusted me with the **readies**, **like**. I was a cleaner before that, but that was **gross** and I don't **wanna** do that again! **Give** us a chance, ring me on 01709 245 6789.
Cheers!
Sam.

- **Dear Sir/Madam** is more formal.
- Write the purpose of writing in your first sentence For example: **I am writing to inform/ I am writing to enquire....**
- Too negative for a cover letter, think how the skills could be transferred.
- Instead of **give us a chance**, sign off with **Thank you for taking the time to read my letter.**
- Sign off more formally using **Yours faithfully** or **Yours sincerely**.
- **!** is more informal and looks as if you are shouting.
- Put your full name including your surname.
- The short form is informal - use **I have**.

2. Task: You were recently on holiday with some friends when your car broke down in a small town which none of you had visited before.

- Write a letter to an English speaking friend
- describe what has happened to your car
 - tell your friend about the place where you stopped
 - tell him what you have done to repair the car

3. Look at the table for some tips of how to write formal and informal emails.

Think about	Formal	Informal
Purpose	Business and important messages	Informal messages
Audience	Business colleagues	Friends and family
Style and accuracy Don't use slang, exclamation marks or smilies in formal emails.	Professional — accurate spelling, punctuation and grammar Thank you for your prompt response	Friendly — accuracy is less important Thx 4 email, will call you l8r! :)
Beginning and ending Email is a fairly new format but there are some common ways for starting and ending Remember to use a formal style when writing business or work emails.	Start and end appropriately Dear Mr/Mrs/Chris Dear Sir/Madam Yours sincerely (if you know the name) Yours faithfully (if you don't know the name) Regards Kind regards (use your first name if you know the person) (use your full name if you do not know the person)	Your choice Hi (first name) Hello (name) All the best Bye Bye for now CU See you Use your first name
Use of contractions No contraction: "I will not be able to come to the meeting." Contraction: "I won't be able to come to the party."	No contractions Thank you very much for the voucher I am looking forward to spending it next time I will visit your shop.	Contractions can be used Thanks so much for the voucher - I'm chuffed, can't wait to spend it! Just gotta decide what to buy LOL!
Common contractions	I am We are You are Will not Was not	I'm Were You're Won't Wasn't



4. Read the text and fill in the Do's and Don't columns below.

Formal Writing

Don't be sloppy with your English — don't write something like "the rabbits were drastically reduced by the drought". Write about what is actually being reduced — "the number of rabbits was drastically reduced by the drought".

Use sophisticated transitions like "in addition", and "consequently" rather than "and", "but", and "or".

Avoid using dialogue in a formal essay. Instead of writing that the kid told me, "I am happy with a new school," write that the kid is happy with the new school.

Don't use "OK". Use a full word instead — 'satisfactory' or 'acceptable', for instance.

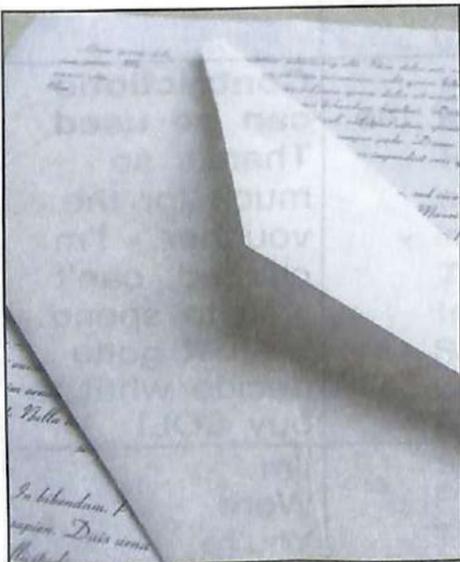
Avoid using abbreviations such as "etc.", "e.g.", and "i.e.". Write them out in full such as 'for example'.

Avoid contractions, form your possessives using 'of the' constructions, for instance, the teenagers of today' instead of 'today's teenagers'

Don't use verb contractions like 'we'll' or 'he'd' Don't use exclamation or question marks, while you're quoting something which requires one.

Don't begin sentences with numerals — write out numbers as a full word if you have to start a sentence with one.

Do's	Don'ts
Use sophisticated transitions like in addition and consequent, rather than and, but, or.	Don't use verb contractions like we'll or he'd.



QUICK REMINDER

Pick the appropriate level of formality or informality for the situation. And remember, what one person thinks is a slightly formal piece of writing, another may think it is highly informal!

5. Take the letter you have written in Ex.1 and check how many Do's and Don't you have followed.

6. There are some levels of formality. Have a look at the examples and give your own one:

Writing is not just either formal or informal. Think about how you would talk to various people if you were discussing that night's football game, for instance:

- a) *To a close friend: How good was that game? It was terrible...*
- b) *To someone you know but aren't close to, such a parent of a friend: I heard that the Lions had an awesome win last night...*
- c) *To a stranger in a lift: Did you, by any chance, see the Lions game last night?...*

As you can realize, move away from people you know closely, you get more and more formal in your speech. The same goes for writing to an audience.

Formal and informal emails

Writing styles

The style of a business email or letter depends on the occasion for writing and the relationship with the receiver

1. They can be formal:

Please find attached our proposal. I would be grateful if you could check it and send us confirmation of your acceptance.

2. They can be more conversational:

The attached file is our proposal. Please check it and confirm that you are happy with it.

3. Emails can sometimes be in a kind of shorthand:

Pls check the attached proposal and confirm.

7. Highlight the differences between the formal and informal emails below. Discuss the differences with your partner.

Formal

Dear Mr. Yunusov

Thank you very much for your letter introducing your company. Currently, we do not have any demand for marketing consultancy. However, this situation could change in the future and therefore I will certainly keep your details on file. In the meantime, I would be grateful if you could send us an up-to-date price list.

Once again, thank you for your interest.

Yours sincerely,
Yulduz Ikromova

Informal

Dear Ravshan,

Thanks for the information about your company. At the moment we're not really looking for any help with marketing consultancy, but we might be in the future, so I'll certainly hang on to your details. For now, please send us an up-to date price list.

Thanks again for your internet.

Kind regards,
Nasiba Gulomova

Lesson four

1. What are the advantages and disadvantages of the sale promotion media below? Consider the following criteria in your evaluation.

Cost	Mass or niche (targeted advertising)
Reach (how many see it)	Success rate
Consumer perception	Impact

QUICK REMINDER

Try to do questions for yourself on listening before you record your reading from the newspaper or scientific magazine.

Media	Advantages	Disadvantages
1. Radio advertisement		
2. Point of sale promotion		
3. Sponsorship of sports event		
4. Direct mail (by post or email)		
5. Word of mouth recommendation		
6. Billboards (in town or main roads)		
7. Viral marketing (over the internet)		
8. Vehicle advertising (company or public)		

QUICK REMINDER

Listen to the radio, news on TV and make a note.

QUICK REMINDER

You have 60 minutes to complete the Reading test! You should spend about 20 minutes on each of the three sections.

2. Task: You have recently been on a visit to a foreign country. Now you are writing a letter to an English speaking friend. Tell him/her

- which country you went to
- what you saw and did when you were there
- how you felt about it

UNIT 4

Grammatical areas:

- Present and past simple passive
- Present passive with the modal verb **can**
- Names of parts of speech

Functional/Notional areas:

- Asking for and giving information
- Asking for and giving advice
- Describing a process

Lesson one: Developing IT skills

I can understand the main points of a clear standard speech on familiar matters regularly encountered at work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current events or topics of personal or professional interest when the delivery is relatively slow and clear.

QUICK REMINDER

if you cannot hear the audio clearly while listening test exam, let the testing center staff know straight away!

Study skills:

Listening for detailed understanding
Pay attention to the meanings of the paragraphs

1. Listen to the telephone conversation and decide if the following statements are true or false.

- a) The architect is definitely in Madrid. (T/F)
- b) There is a problem with the windows. (T/F)
- c) They want to send the windows back to the manufacturer. (T/F)
- d) The windows are too small. (T/F)

2. Work on vocabulary. Match the items on the right to the ones on the left.

- a. Be sure to clean the table. I don't want to see even _____ on it.
- b. Why do you always feel so _____? Do you think it is my responsibility to pay for everything you want?
- c. Please don't _____ when I am talking. We need to discuss the problem about your phone.
- d. Jamilya is so _____. She helps anyone who is in need.
- e. Jasur need to be more _____ and not depend on help from mom and dad.

- a speck of dust
- walk away
- caring
- self reliant
- entitled
- selfish

3. Interactive Listening and Negotiating Meaning Through Questioning/Answering Routines

Review the types of questions below.

Question Types

1. **Repetition:** Could you repeat the part about..?
2. **Paraphrase:** Could you say that again? I don't understand what you mean by...
3. **Verification:** Did I understand you to say that...? In other words you mean.... Do you mean ...?
4. **Clarification:** Could you tell me what you mean by ...? Could you explain...? Could you give us an example of ...?
5. **Elaboration:** What about..? How is this related to..?
6. **Challenge:** What did you base ... on? How did you reach...? Why did you...?

Before you listen. Read and remember:

- a) Think about the topic of the text you are going to listen to. What do you already know about it?
- b) What could possibly be the content of the text?
- c) Which words come to mind that are familiar to you?
- d) Which words would you want to look up?
- e) If you have to do a task on the listening text, check whether you have understood the task correctly.

4. A Mega Course or a MOOC?

MOOCs are classes that are taught online to a large number of students, with minimal involvement of professors. Typically, students watch short video lectures and complete assignments that are graded either by machines or by other students. That way a professor alone can support a class with hundreds of thousands of participants.

Some later MOOCs use closed licenses for their course materials while maintaining free access for students.

Ask your partner the following questions:

- a) What do you think about MOOC?
- b) Have you had any experience on on-line learning?
- c) Do you know anybody who has got/gets on-line education?
- d) Do you have any successful friend or acquaintance who had online diploma and got very good job?
- e) Do you know that google has network all around the world?

QUICK REMINDER

Be yourself in order to pay attention to the listening text and do some important notes.

QUICK REMINDER

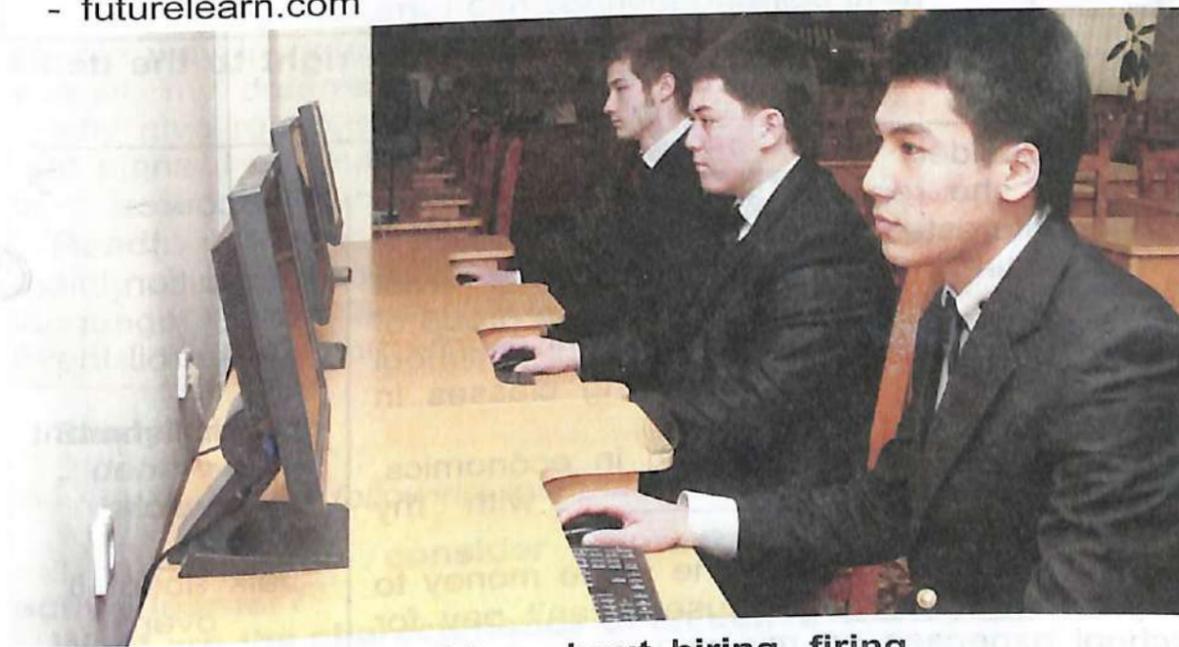
Practice your listening as more as you can. Practice makes perfect

5. Go to the lab and search the listed websites on the internet that offer free online courses. Learn more about them. You may take the course of your interest. At the end of the course the MOOC will provide you with e-certificate. Share your findings with the whole class.

- udey.ru
- intuit.ru
- futurelearn.com

QUICK REMINDER

Try to use phrases when expressing opinions: I couldn't agree more; I'd go along with that; Actually, that's not the way I see it, etc.



6. Put words for talking about hiring, firing and living with passion columns in the table.

Hire, recruit, give notice, dismiss, walk out, sack, fire, lay off, resign, take voluntary redundancy, employ, take someone on, make redundant, service, to customers happy, passionate, limited life, have passion, design for yourself, a great team, marketing is about value,

Give a job	Take someone's job	Living with passion
Take someone on		

Exam format: Listening Test. Part one:

The Listening Test has three parts. In this Exam Spotlight you will look at Part one. It always consists of listening texts which are telephone conversations or messages on answering machines.

In each case you are listening for short answers and filling in the gaps. There are four gaps per listening. The gapped text could include forms, notes, invoices or message pads. You always hear each conversation or message twice. You need to listen, in particular, to information like names, numbers, dates, instructions, and deadlines.

7. Work on names, phone numbers, interests and languages.

Go around the class and ask each of them about the mentioned words and fill in the table in your notebook.

Name/ Surname	Phone number	Interests	Languages	Family member

8. Match the items on the right to the items on the left.

<p>She decided to _____ majors because she realized studying medicine no longer interested her.</p> <p>Graduating from college is a real _____. You should be proud of yourself. If you don't _____ in school this fall, then consider attending classes in January.</p> <p>I'm thinking about majoring in economics, but I need to _____ with my parents.</p> <p>My grandparents gave me some money to pay for _____ because I can't pay for school expenses on my own.</p>	<p>course</p> <p>tuition</p> <p>enroll</p> <p>accomplishment</p> <p>switch</p> <p>talk about it over</p>
--	--

9. Read the suggestions for improving your listening comprehension. Which of them do you follow? Discuss the points with your partner.

Before you listen

- Think about the topic of the text you are going to listen to. What have you already known about it?
- What could possibly be the content of the text?
- Which words come to mind that you already know?
- Which words would you want to look up?
- If you have to do a task on the listening text, check whether you have understood the task correctly.
- Think about what type of a text you are going to listen to. What do you know about this type of a text?
- Relax and make yourself ready to pay attention to the listening text.

Lesson two: Learning as an individual

Spoken Interaction. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations to opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Reading. I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Study Skills:

*debate
reading and following instructions;*

1. a) Do you consider yourself an active learner?

What are the characteristics of an active learner?

An active learner should ...

b) Work in small groups and think of your any groupmate who takes an active role in his/her learning. Tick the relevant characteristics to describe him/her. Give specific examples to support your choice.

Learners who take an active role in their learning:

- ~ take responsibility for their own learning
- ~ evaluate their own learning
- ~ are hardworking
- ~ are always well prepared
- ~ are motivated
- ~ work independently
- ~ develop learning strategies
- ~ set their own learning goals
- ~ define the ways to achieve the goals
- ~ always seek for further information and study on their own
- ~ find different ways to improve their language skills

Quotation for this lesson: "Nobody can teach and learn as you can! LLL - Lifelong Learning is the key to success".

QUICK REMINDER

Some exams require the use of pens, while others have to be completed in pencil. Make sure you know what you should be using in every paper before you go in.

2. Look at the picture and discuss with your partner first and then go to at least 5 classmates in order to find the answer for the effect of self study. You may ask successful adults as well:



3. Do you want to strengthen the power of self-study? Why is it important for you?

4. My dad says that everything he has reached in his life, like becoming a big boss in the bank, designing our house and other things — all are his personal and professional successes he has reached thanks to his life long learning. Do you agree with this statement?

Do you know anyone who has the same experience?

5. Portfolio for the student. Read the story of the e-portfolio and discuss with your classmates how you are going to implement this experience in your learning.

Self-regulated learners are aware of their knowledge and skills and are proactive in learning. They view learning as a controllable process and take more responsibility for the results of this process. The research described in this article proposes, implements, and evaluates an e-portfolio-based self-regulated learning model. An e-portfolio system was developed based on self-regulated learning theories. This ePortfolio system was used in designing a learning

model for fostering self-regulated learning in higher education. Two surveys were conducted with the Motivated Strategies for Learning Questionnaire at the beginning and at the end of the courses. The differences in Motivated Strategies for Learning Questionnaire scales between pre-test and post-test, or control group and experimental group were evaluated. The trace data of learning activity were also analyzed to evaluate the effects of the learning model on students' self-regulated learning.

QUICK REMINDER

Make sure you arrive with time to spare so that you can go in calm rather than in a frantic rush.

The results show that students implemented self-regulated:

- learning processes,
- and their intrinsic goal orientation,
- metacognitive self-regulation,
- effort regulation,
- elaboration,
- rehearsal,
- and critical thinking improved after applying ePortfolio-based learning model to the courses. In conclusion, the ePortfolio system and the proposed learning model had positive effects on students' self-regulated learning skills.

QUICK REMINDER

When we give advice, we often say *If I were you* instead of *If I was you*.

6. Walk around the class and discuss until you are satisfied with the answers to the questions below:

1. What do you think about a self-study person?
2. Do you know anybody who learnt/learns this way?
3. Who can be a self-study person in your opinion?
4. What does LLL mean to you?



7. Read the article about IT skills. Talk to your partner and write a short abstract about the material. Organize a cross-check afterwards.

ICT as information communication technology has a role in the promotion of the development of education, business, finance, economy, industry and so on. Nowadays we can't imagine our life without ICT. In your everyday life if you look around you may come to understand that you can't imagine your life without it.

- Ask your classmates where and how they use ICT in their life;
- Do you think, that TV, radio, telephone, money in the card, your course material, even your clothes are part of ICT? Give some evidence and talk about the matter with your friends.

8. Online Investigations

What are all the costs involved in obtaining a university degree? What are some ways students can earn money to pay for college tuition? Find a school you are interested in attending and visit their Web site. Then, research the cost of attending that institution for an entire year, including tuition, school fees, books, and housing. Also, consider additional expenses including health care, food, and incidentals.

What additional costs might you incur at the school?

Finally, consider why some programs are more expensive than others. Is a more expensive program necessarily better than a cheaper one?

Why or why not?

Also, remember to take into account that earning an online degree can cost less than traditional "brick and mortar" educational institutions. Thus, browsing for online schools might grant you a cheaper education while maintaining a high level of quality.

Academic Reading

Each section contains one long text. Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts are appropriate to, and accessible to, candidates entering undergraduate or postgraduate courses or seeking professional registration. There are three texts and 40 questions.

9. Read the explanation of the new words. Talk to your partner about them. Which of them would you watch with great interest? Why?

Current Events/News — serious shows about things that are happening today or lately

Sitcoms — comes from the words "situation comedy." Funny shows

Sports — I think you know this

Mystery Shows — shows about trying to find an answer to something we don't know

Talk Shows — shows with two or more people talking about a certain subject

Nature Shows — shows about animals or the Earth

Police/Courtroom Dramas — shows about the police or what happens in a courtroom

QUICK REMINDER

Take spare pens and pencils just in case the one you are using stops working

Lesson three: Selecting material and resources

I can write a simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Study Skills:

overall written interaction

correspondence

notes, messages and forms

1. Which of the following pairs of phrases are the odd ones grammatically? Why?

- A) Be good at – be bad at
- B) Be willing – be reluctant
- C) Succeed in – fail
- D) Enjoy – dislike

2. Summarize the growth strategies of ICT. What is the key to ICT learning?

3. Writing questions for B1 guided writing practice For class use (write between 100-150 words)

You are planning to spend a year at a Bristol University in England as an Erasmus student. Write a letter to the Erasmus Programme Co-ordinator explaining why you have decided to do the Erasmus Programme and asking for all the information you need so that you can plan your stay. Say what kind of accommodation you prefer, and what your particular academic interests are, and ask for information about other aspects of your stay in Bristol which you will need to know about before you leave.

4. You have just had an interesting meal at a restaurant with some friends. When you return home you find an email from your English pen friend who asks you what you have been doing. Write an email to describe your evening. Your writing should cover 50 words in overall.

5. You forgot your friend's birthday. Write an email to apologise, and suggest taking your friend out for a meal. Suggest a place and time. Your writing should cover 20 words in overall.

6. You have just got back from a two-week language course in Ireland where you stayed with Mr and Mrs Brecon. Write an email expressing your gratitude, say what you have enjoyed and ask them to visit you, there should be no more than 50 words.

QUICK REMINDER

Make sure that the phrase you choose fits grammatically and in meaning to the sentence before and the sentence after. Read the whole text to yourself at the end of writing.



The most frequently used adverbs in English are

Always	100% of the time
	about 90% of the time
Frequently Usually Often	about 80% of the time
	about 70% of the time
Sometimes Occasionally Seldom	about 50% of the time
	about 40% of the time
Rarely	about 20% of the time
Never	about 10% of the time
	about 00% of the time

Note: The percentages here are rough estimates only.

Frequency adverbs can be placed at various points in the sentence, but are most commonly used before the **main** verbs and after **be** verbs. Give some examples for adverbs.

Use the active voice

At the heart of every good sentence is a strong, precise verb; the converse is true as well — at the core of most confusing, awkward, or wordy sentences lies a weak verb.

Try to use the active voice whenever possible.

Active vs. passive voice

In a sentence written in the *active voice*, the subject of the sentence performs the action. In a sentence written in the *passive voice* the subject receives the action.

Active: The candidate *believes* that the Congress *must place* a ceiling on the budget.

Passive: *It is believed* by the candidate that a ceiling *must be placed* on the budget by the Congress.

Active: Researchers earlier *showed* that high stress *can cause* heart attacks.

Passive: *It was earlier demonstrated* that heart attacks *can be caused* by high stress.

Active: The dog *bit* the man.

Passive: The man *was bitten* by the dog.

Converting sentences to the active voice

Here are some tips and strategies for converting sentences from the passive to the active voice.

- Look for a "by" phrase (e.g., "by the dog" in the last example above). If you find one, the sentence may be in the passive voice. Rewrite the sentence so that the subject buried in the "by" clause is closer to the beginning of the sentence.
- If the subject of the sentence is somewhat anonymous, see if you can use a general term, such as "researchers," or "the study," or "experts in this field."

Read more texts and find more converting texts as self-study. Remember, practice makes perfect!

QUICK REMINDER

A language exam is not a test of honesty and you will not be penalised if you tell the examiners that you are **CANCER** rather than **SAGITTARIUS** in a written question simply because you are sure of how to spell it. Language Tests are quite simple, they are designed to test your language and not your honesty — don't worry about lying or being economical with the truth in order to show off your accurate language use.

When to use the passive voice

There are sometimes good reasons to use the passive voice.

To emphasize the action rather than the actor

After long debate, the proposal was endorsed by the long-range planning committee.

To keep the subject and focus consistent throughout a passage

The data processing department recently presented what proved to be a controversial proposal to expand its staff. After long debate, the proposal was endorsed by...

To be tactful by not naming the actor

The procedures were somehow misintepreted.

To describe a condition in which the actor is unknown or unimportant

Every year, thousands of people are diagnosed as having cancer.

To create an authoritative tone

Visitors are not allowed after 9:00 p.m.

7. Writing. Task: You were recently on a holiday with some friends when your car broke down in a small town which none of you had visited before.

Write a letter to an English speaking friend

- Describe what has happened to your car
- Tell your friend about the place where you stopped
- Tell him what you did to repair the car
- How you felt during these process
- What was your life lesson

What would you suggest to your friend in such a situation?

8. If you remember from Unit one you studied the diagram about writing strategy. Now you can follow it again step by step:

QUICK REMINDER

Try to keep a healthy diet the night before an exam so as to feel well in the exam room.



Looking at your future

1. Draft. Develop your personal year plan. It is like building a house. Now you have an idea of your future house.

2. Revise. Look at this diagram and make your own plan of your future.

Remember the following steps:
Think of an analogue like building a house.

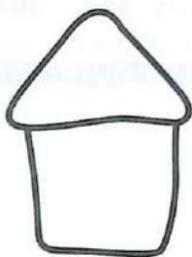
3. Edit. While you select the book and magazines to read, do not forget about key words. It will make your work much easier. Remember about the rules of a project presentation.

4 Meeting Deadlines. Edit again and be ready for your writing. Deadlines are good. In order to make the right plan and be disciplined, remind yourself of the analogy about lagman. Think about these analogies like building a house and cooking lagman. But as soon as you are alone get a pen and paper to write it again as your own ideas. Look at your "house" of your writing. It became richer.

5. Publish. Reading and note-taking skills. All the time when you read any source make your own notes. You will see you are becoming a perfect writer! Now work on your project presentation. Do not forget about criteria.

6. PPT. Project presentation time. Look at your house, it is ready to meet the guests! This is your success and it is time for the summative assessment for the semester!

Good luck!



Lesson four

In this lesson we will learn about criteria to evaluate internet websites.

Read the information below. Match the paragraphs with the subtitles from the box on the right.

Criteria for Evaluation

Students need to learn to evaluate the quality of information they find on the web as well as other information resources such as books, magazines, CD-ROM, and television. Ask students to be skeptical of everything they find. Encourage them to compare and contrast different information resources. Consider the following ideas:

- Objectivity
- Efficiency
- Reliability
- Timeliness
- Authenticity
- Relevance
- Authority

Who says? Know the author.

- Who created this information and why?
- Do you recognize this author or his/her work?
- What knowledge or skills do they have in the area?
- Is he/she stating fact or opinion?
- What else has this author written?
- Does the author acknowledge other viewpoints and theories?

Is the information biased? Think about perspective.

- Is the information objective or subjective?
- Is it full of fact or opinion?
- Does it reflect bias? How?
- How does the sponsorship impact the perspective of the information?
- Are a balance of perspectives represented?
- Could the information be meant as humorous, a parody, or satire?

Is the information authentic? Know the source.

- Where does the information originate?
- Is the information from an established organization?
- Has the information been reviewed by others to insure accuracy?
- Is this a primary source or secondary source of information?
- Are original sources clear and documented?
- Is a bibliography provided citing the sources used?

Is this information accurate? Consider the origin of the information.

QUICK REMINDER

Don't bother learning speeches and trying to say them verbatim (word-for-word) in interviews; examiners will usually spot this without too much difficulty and mark you down for it. It is very hard to do this and sound natural.

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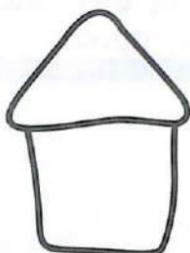
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UNIT 5

Grammatical areas:

- Revision of present simple tense statements and questions
- Revision of past simple tense
- Future: going to + infinitive
- Sentence pattern: When + present tense, I am going to ...
- Article before names of jobs

Functional/Notional areas:

- Describing jobs and people
- Describing abilities and interests

Lesson one: Understanding chats, tables and graphs

I can understand the main points of clear standard speech on familiar matters regularly encountered at work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current events or topics of personal or professional interest when the delivery is relatively slow and clear.

1. Presenting figures. Describing performance. Learn these six important elements in describing performance.

Time phrases	In the last five years our sales have remained fairly stable.
Verbs	At the same time our direct costs have risen.
Nouns	The increase has put pressure on our margins.
Prepositions	In response we have cut expenditure by about 15%.
Qualifiers	There has also been a slight increase in productivity.
Cause and result	As a result our margins have actually improved.

2. Choose the correct verb to complete each sentence. Discuss with a partner what grammatical differences are between the pairs of words.

- The government is going to rise/ raise the school leaving age from 16 to 17.
- The price of oil rose/raised again.
- Sales have reduced/fallen in the last two months.
- You will have to reduce/fall the price to attract ordinary working people.

QUICK REMINDER

Use any time, you are given before the recording starts, to read the questions and to anticipate the context and meaning of what you are about to hear.

3. Sort the words with similar meaning into the appropriate column. Some words can go in more than one column.

increase, go up, put up, soar cut, go down, decrease, lower, collapse

rise	raise	reduce	fall

4. Talk about the following topics in your village/town using the words in Ex.3.

- house prices
- the gap between rich and poor houses
- taxes
- the cost of living in general

5. Think of words that could replace the numbered words in this sales figures presentation about bicycle sales.

It's been a roller coaster of a year with bicycle sales going up and down unpredictably. After a poor start to the year post holidays blues. I guess sales picked up in February and hit a high point in March, which is very early, compared to other years. It was probably due to the unusually warm weather, but who knows? Anyway the result was that production had to go in to overdrive to get the products

out. Over the next three months, things stabilised and in July, when we normally do very well, sales actually dropped a bit. At that point, we decided to clear out our stock and started offering reduction in the retail price of bikes of up to 40%. The strategy worked amazingly well and resulted in a dramatic increase in sales, even though our margins fell.

6. Study the useful introductory and time expressions to describe a graph.

Useful introductory expressions:

The graph shows / indicates / depicts / illustrates

From the graph it is clear

It can be seen from the graph

As can be seen from the graph,

As is shown / illustrated by the graph,

Example: The graph shows the percentage of children using supplements in a place over a year.

Useful time expressions:

over the next... / for the following... (for the following two months... over the next six months...)

from ... to / between ... and (from June to August... between June and August...)

during (during the first three months...)

WARNING!

Per cent is the word form of the symbol %. We can write 10% or 10 per cent. Percentage is the noun form: The percentage of children using supplements. NOT The percent of children...

NOTE!

You can use a combination of adjective + noun, or verb + adverb, to avoid repeating the same phrase.

Example: There was a sharp decrease in the numbers. The numbers decreased sharply.

7. Use these words to replace the underlined ones in the text in Ex.5. Were your suggestions different?

it meant, led to, sharp, recovered, following, leveled off, peak, as much as, during, decreased, fluctuating, because of, slightly.

8. You are going to listen to the text 'Reasons for trends'. What do you think the text is about?

Listen to the tape and fill in the grid. Compare your results with your partner.

QUICK REMINDER

In presentations, involve your audience as much as possible: relate the subject to their experience, ask rhetorical questions, invite questions, use humour, keep eye contact.

No	Source of energy	Invest or not? Yes/No	Reasons
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			
Speaker 5			

Which speaker's point would you approve? Why?



9. Money expressions. How do you interpret this quotation?

"Money often costs too much"

Ralph Waldo Emerson, Essayist

10. Complete these flow charts. Use the words in the box



Example: earn money – to be paid for your work – spend money

1. borrow money — ... money — pay back money
2. ... money — charge interest — make a profit
3. order goods — be ... for the goods — pay for the goods
4. ... money on a horse — with money — collect your winnings
5. ... money in shares — earn interest — buy more shares
6. go to the bank — ... some money — spend the money
7. put your car up for sale — receive an offer — ... a deal
8. find a car you want to buy — negotiate a discount — ... money
9. ... business — make a profit — reinvest that profit
10. be short of money — take out a loan — ... the loan

do, invest, save, earn, withdraw, owe, bet, repay, invoiced, do, lend

11. What's the difference between the following phrases?

1. 'win money' and 'earn money'
2. 'lend' and 'borrow money'
3. 'spend' and 'waste money'
4. 'costs' and 'is worth 300'

12. Role play: A bank loan. Work with a partner. Take the roles of a bank manager and a loan applicant and act out the conversation. Look at the notes and plan what you are going to say.

QUICK REMINDER

Although most longer listening passages begin with an introduction that lets you get into the flow before they start testing you, you cannot depend on this; the first word could, in theory, be the answer to the first question.

Bank manager

You must decide if you are able to lend the money to the applicant. Find out:

- about his/her financial situation (salary, other income, savings, main outgoings, other debts).
- what the loan is for: Be prepared to give details of interest rates, terms of the loan, security needed, etc.

Loan applicant

You need to borrow some money. Be prepared to say:

- what you want to buy, how much money you need and for how long.
 - what your financial situation is (salary, other income, savings, main outgoings, other debts).
- Also find out about the interest rates and other terms of the loan.

Lesson two: Confidence with numbers

Spoken Interaction. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Reading. I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Study Skills:

Speaking for academic purposes
Reading for information and argument

1. a) Business cost. Classify these different items in chocolate manufacturer's costs according to the type of cost.

sugar, heating, production workers, bank charges, free samples, vehicle insurance (trucks), lab equipment, telephone.

1. Materials costs....
2. Administration costs....
3. Distribution costs
4. Overheads....
5. Labour costs...
6. Development costs...
7. Advertising expenditure...
8. Finance costs...

b) Work in groups. Think of other costs that can be classified under the headings above.



QUICK REMINDER

Always listen carefully to the contributions of your partner and comment on them. It really helps to promote a natural dialogue, which the examiner will like.

2. Alternative energy resources. Countries are running out of some types of energy resources and looking at alternative ways of producing energy for the future. Work in small groups and discuss the following questions.

- What energy resources do you know?
- What kind of alternative energy resources do you know?
- Which of them would you invest money?



3. Read the article about investing in solar power. Choose the best word A, B, C, or D to fill in the gaps 1-15.

1. A do	B make	C have	D give
2. A of	B in	C by	D for
3. A sector	B company	C department	D division
4. A dollar	B cash	C amounts	D profits
5. A shop	B share	C personality	D publicly
6. A sell	B buy	C invest	D grow
7. A by	B in	C on	D at
8. A report	B charge	C deal	D responsible
9. A concerns	B personality	C problems	D difficulties
10. A than	B as	C so	D moreover
11. A although	B nevertheless	C despite	D to
12. A ever	B always	C fast	D often
13. A move	B go	C push	D continue
14. A where	B why	C who	D when
15. A begin	B first	C start	D money

Good greed

Do you want to know how to (1).... money and do you bit for the environment?

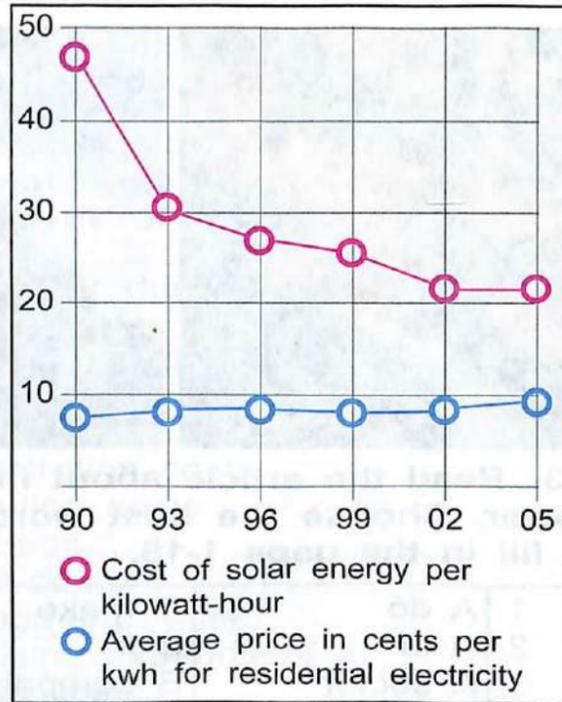
Investing (2).... something that will save the planet is becoming easier as the solutions for huge world problems. Take energy, for example. More and more investors are now looking to risk huge (4) ... in alternative energies safe in the knowledge that the world is not safe from carbon emissions.

Solar power is one such case. There are a dozen or so (5)... traded companies that manufacture solar materials or systems. And some big names with billion dollar investors have already rushed to (6).... stocks; one producer of high-efficiency solar power cells, for example, was recently trading (7).... the stock market at more than 166 times earnings.

Cautious investors can't forget that a similar optimism was (8)... for the peak in e-business stocks in the nineties before the crash. In the case of solar power, such (9)... are well-founded because solar energy has one big economic problem: it currently costs roughly twice (10).... much per kilowatt-hour as power from the grid.

(11)...., events are changing in such a way that may encourage all investors. First, of course,

there are rising petroleum prices and no one really believes the cost of natural gas will (12) go down again. Secondly, even as traditional energy prices begin to soar, solar costs are expected to (13)... their descent. The cost of solar kilowatt-hour has declined from 47 cents in 1990 to around 21 cents later, (14)... it has remained stable. The third force is government subsidies. In some countries like USA, for example, uncle Sam gave a 30% tax credit to business that use solar energy – and that's the (15)...., with much more still to come.



4. What does the graph tell you about solar energy? Do you think it's a good moment to invest?

5. Look at the numbers in the text "Thread to Thread" and write what they represent.

Numbers refer to...			
25 th	\$15 million	\$110 million	120
18	\$2.2 billion	29,000	2,014
\$99 million	\$180	12,000	1,991
a thousand	70,000	\$50 million	50

"Thread to Thread"

Comment: Sarvar Navruzov: On the threshold of the 25th anniversary of Uzbekistan's independence, Uzbekengilsanoat Company is planning to build 18 new enterprises to totaling \$99 million. They will provide more than a thousand jobs.

The list of priorities of the "Uzbekengilsanoat" includes the further development of the textile and light industry through the establishment of modern full cycle complexes, as well as new manufactures of synthetic fibers and yarn for the development of the garment industry jointly with Uzkimyosanoat Company. For instance, the company has launched a project on the establishment of the textile technology park in Tashkent jointly with South Korean partners.

It will be located next to the Tashkent Institute of Textile and Light Industry, and will be equipped with the latest technologies. The research on creation of new types of synthetic fabrics will be a priority. \$15 million is the estimated amount of investment. On the Korean side, the project is partnered by the Ministry of Commerce, Industry and Energy of the Republic of Korean, the Korea Institute of Science and Technology.

The working group is to deal with projecting, design and equipment specification. The start of construction works is scheduled for next January.

A tender for the design of the technology park was announced in South Korea in July. The adaptation of the project to local legislation and negotiations with Uzbek engineering organizations will start upon the arrival of the delegation from Korea.

Over \$2.2 billion of investment have been channeled and more than 180 big projects implemented in the industry over the years of independence. The industrial enterprises currently employ more than 70,000 people.

The establishment of the new joint venture Indorama Kokand Textile on the basis of Kokand Textile Mill ranks among the most significant projects. The project cost exceeded \$110 million, and production capacity — 29,000 tons of yarn per year. The creation of Uztex group of companies on the production of 12,000 tons of cotton yarn per year in the Khorezm region jointly with Capital Suisse (Switzerland) is another ambitious initiative worth \$50 million.

The introduction of high-performance advanced technologies to the industry has entailed the increase in exports: over the years of independence, the index rose by 120 times, and at the end of 2014 reached the level of \$1 billion against \$7 million in 1991. The domestically manufactured light industry articles are exported to 50 countries.

6. Describing trends. In the last articles there are several words or pairs of words which describe trends. Complete this table with the words that are similar in meaning.

To increase	To level out	To decrease	To fluctuate

Lesson three: Coherence and cohesion

I can write a simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Study Skills:

*correspondence
notes, messages and forms*

1. Read the text about coherence. What does it explain?

QUICK REMINDER

Always listen carefully to the contributions of your partner and comment on them. It really helps to promote a natural dialogue, which the examiner will like.

Each person, when creating something according to his/her wish, must create it for readers, with pieces of writing that are understandable, easy to read and have logical links between the various points made. This coherence, this clarity of expression, is created by grammar and vocabulary (lexis) through cohesion. This is the "glue" that joins your ideas together to form a cohesive whole.

2. Look at this picture. Work in pairs and identify the groups of words that are related. For example, vase and flowers, armchair and footstool.



3. Work in pairs. Look at the pictures and underline all key words relating to the pictures. The first one is done for you.

Lexis (lexical chains)

Example 1

The art gallery was exhibiting all his paintings, but not sculptures or his early etchings.



Example 2

The players gathered on the pitch and kicked the ball around, before playing in earnest.

Example 3

The students attending the lecture took notes and asked a lot of questions.



Example 4

Over a million dollars was spent last year. This investment was needed and was wisely spent.



Example 5

The two cars collided on the flyover. However, nobody was hurt in the accident.

Example 6

The children were always fighting, but no one seemed concerned about the problem.



Note: In reading, if you understand how the author makes connections within the text, you gain a better understanding of his/her message. Regarding your writing, after analysing the texts in this lesson, you should analyse your own writing in the same way. This will help you to realise which techniques you could use more to benefit your reader.

4. Look at the examples. Explain how the author avoids repetition.

Example 1

He went alone to the fancy dress party and he made his costume himself.



Example 2

The disabled climber knew how difficult the climb at 2880 m. would be. This ascent, at such an altitude, had defeated many others.

QUICK REMINDER

You are often given false information first that sounds as if it could be the answer to the question. An instance of this is where the information given matches one of the answers, but does not fit the criterion given in the question — the person could be talking about last week, say, when the question asks about the next week. The correct information usually, but not always, comes afterwards.

Writing is easy. All you have to do is cross out the wrong words.

Mark Twain

5. Read the examples. Explain how the author avoids repetition.

Substitution

1. I need to buy some new shoes and those blue ones look lovely!
2. The shopkeeper was expected to display the books outside the store, but he did not want to do so.
3. The winter can be warm and wet in Tashkent, but sometimes it is cold.

NOTE

Substitution uses a word/phrase to replace a word/phrase used earlier. For instance “the one(s)” and “the same” can be used to replace nouns (e.g. “I’ll have the same.”).

Verbs can be replaced by “do” (e.g. “The authorities said they had acted, but nobody believed they had done.”).

In speaking, whole clauses can be replaced by, “so” or “not” (e.g. “I hope so/not.”).

6. Underline the words that linked the ideas together. These words are called conjunctions. Explain their function.

Conjunction

1. Firstly, we need to water all the plants because the weather has been very dry.
2. The dog bit him, therefore he needed medical attention immediately.
3. In addition, government expenditure needs to be cut in this fiscal year.

7. Read these examples. What words have deliberately not been repeated?

Ellipsis (leaving out unnecessary words)

1. Nargiza was quite happy to handle the snake, although the others did not want to.
2. Here is a deck of cards, now take any four.
3. I wanted to take another chocolate covered cherry, but I knew I must not.

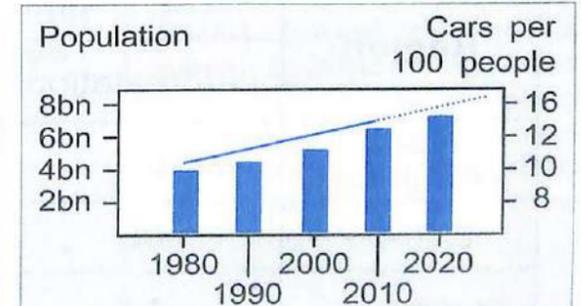
8. Study the examples below:

The following paragraphs represent weak and strong examples of coherence. Read them and decide which one is strong and which is weak. Which do you like better and why?

A. For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I’d feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.

B. For me, the worst thing about waiting tables is the uniform. All the waitresses had to wear the uniform. The uniforms were polyester. Sometimes someone I knew comes into the restaurant I would feel embarrassed by my uniform. Now I have a job in an office, where I can wear my own clothes.

9. Analysing a graph. Here is an example about the number of vehicles per capita of the world’s population. Look at the graph. What are the main trends? What will be the effect of this in your view. Make brief notes on what you are going to say in your writing.



NOTE

Conjunction includes listing words such as, **firstly, next, lastly**; linkers for addition (e.g. **moreover, and, also**); concession (e.g. **but, however, despite**); and cause and effect (e.g. **so, because, as a result**).

NOTE

Ellipsis is when we omit words because they are understood from the context (e.g. Jahongir can type and I can [type] too!, I don’t want to go out, do you? [want to go out])

Lesson four: Review

QUICK REMINDER

Write on alternate lines (leaving every second line blank) so that you have space to make changes when checking through your work.

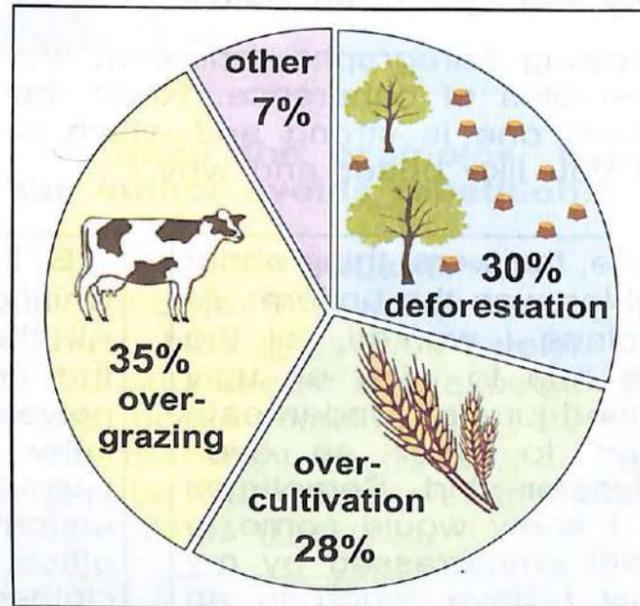
In this review is given one task which you have to write as your first serious essay. Write it and ask a partner to read it for you. Follow the instructions of coherence and cohesion, writing construction and so on.

You should spend about 20 minutes on this task.

The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Causes of worldwide land degradation



Causes of land degradation by region

Region	% land degraded by...			
	deforestation	over-cultivation	over-grazing	Total land degraded
North America	0.2	3.3	1.5	5%
Europe	98	7.7	55	23%
Oceania	1.7	0	11.3	13%

UNIT 6

Grammatical areas:

- Revision of **going to + infinitive**
- Modals **should, must, may, might**
- Revision of First Conditional
- Revision of Past Simple Tense

Functional/Notional areas:

- Making offers with **will + infinitive**
- Talking about possibilities
- Describing a sequence of events
- Expressing agreement and disagreement
- Giving orders

Lesson one: Becoming a reflective learner

I can understand extended speech and lectures and follow even complex lines of an argument provided the topic is reasonably familiar. I can understand most TV news and current events programmes. I can understand the majority of films in standard dialect.

QUICK REMINDER

Date each entry in your notebook and workbook.

1. Read the passage below and discuss your experience with a partner.

For any page you are working on, you have the ability to save it as a draft. Drafts do not get published and can't be seen by anyone except you. When you are creating or editing a page, the WCMS will automatically save your work as a draft so you don't lose anything.....

2. Good and bad listeners. Listen to five conversations and decide if the speakers have understood each one's points. How do the good listeners show they are listening? What kind of a listener are you? Is it your strength or weakness? How are you going to strengthen it?

- Conversation 1 GOOD/BAD
- Conversation 2 GOOD/BAD
- Conversation 3 GOOD/BAD
- Conversation 4 GOOD/BAD
- Conversation 5 GOOD/BAD

QUICK REMINDER

Always take the notes for a particular class in the same notebook. Spiral bound notebooks were invented because they solved the problem of keeping related information consolidated in one place. Take advantage of this.

Post-Listening exercises

In your culture, who is mainly responsible for saving money and paying for college education: parents or children? If children pay at least a part, what values can they learn from such experience? What percentage of college students have part-time jobs? Does the money they earn go to pay for school expenses or other non-essential items like music, eating out, or trips?

3. Match the words on the left to the definitions on the right.

- | | |
|---------------|--|
| 1. almanac | a. a flat pouch sewn into the clothing |
| 2. antique | b. an expert in a field of study |
| 3. assemble | c. book of facts published annually |
| 4. astronomy | d. come together, meet |
| 5. carve | e. device that produces a bell-like sound |
| 6. century | f. fabric, cloth, woven material |
| 7. chime | g. good or bad luck, fate |
| 8. decorative | h. having feelings of devotion towards one's country |
| 9. eclipse | i. institute that displays artifacts for the public |
| 10. estate | j. instrument for viewing distant objects |
| 11. fortune | k. made of lumber or timber products |
| 12. heir | l. object prized for its age |
| 13. inferior | m. event obscuring the sun or moon |
| 14. museum | n. of lower or lesser quality |
| 15. patriotic | o. one who inherits from a parent |
| 16. pocket | p. ornamental, with artistic design |
| 17. scientist | q. period of one hundred years |
| 18. telescope | r. property, land, possessions |
| 19. textile | s. science that deals with the universe |
| 20. wooden | t. to create a form by cutting |

4. Read expressions. Which expressions would you use to show you're listening?

- Let me check. I've understood you*
- So what you're saying is.... Is that right?*
- Well, of course, the answer is simple. Isn't it?*
- Let me just stop you there.*
- I see what you mean.*
- That's interesting.*
- I see.*
- Can I tell you what I think?*
- Why do you think that is?*
- Really?*
- Well, what you need to do is....*
- OK*
- Uh-huh*

QUICK REMINDER

Don't forget to read the instructions and make sure you know what you are being asked to do. You should go into the exam well aware of what is expected of you, but you should always check. Don't, however, waste a lot of time on this.

QUICK REMINDER

Be involved in your classes. Don't simply pretend you are a sponge, ready to soak up whatever the instructor says. You are there to learn, not to be taught.

5. Linking the phrases. You work in a training company and receive this letter. In which paragraph do you find out.....

- the purpose of the letter?
- what happened?
- what action the sender requires?

May 1st,
Dear Mr. Khudoykulov,

Following the recent experiences of two of my staff with your training company. I have decided to send you some feedback based on their comments.

On April 25th, they attended a two day computer course in creating Power Point presentations. **However**, on the first day the trainer arrived 30 minutes later, which was followed by a further delay **due to** a room change. As a result of this nearly 90 minutes were missed. In addition to this, my staff informed me that the approach of the trainer was to let participants "discover" solutions to problems rather than being told what to do.

Despite having been very satisfied with your services in the past I may have to reconsider sending staff in the future. I would be grateful to hear any comments you have to make either by phone or in writing.

I look forward to hearing from you.
Yours sincerely,
Mrs. A.Karimova
Human Resources

6. Insert the best alternative.

a. There are some slight variations in temperature, but _____ 26 to 27°C should be expected.

- consequently
- otherwise
- as a rule

b. In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and _____, a new tax on individual car use.

- as well as
- in addition
- in the same way

c. Essays must be handed in by the deadline, _____ they will not be marked.

- obviously
- otherwise
- as a result

QUICK REMINDER

All the major examination boards have websites these days, usually with sample papers and examiners' reports that you can download. These sites are well worth a visit as they may offer a lot of sound advice. The examiners' report, for instance, can give you an idea of exactly what it is that they are looking for.

7. Conditionals. Read the sentences a-e. They are all examples of conditionals. Choose the best sentence to answer each question 1-5

- a. If companies or managers renew themselves, they last longer.
- b. If I were you, I'd team up with a partner.
- c. If he'd set out with a vision, success would have been more likely.
- d. If you want personal success in the business world, you can learn a great deal from Madonna.
- e. If you set yourself career goals, you'll have greater opportunities.

1. Which sentence is about the past? Did the action happen? Yes/No
2. Which sentence describes something that is general true?
3. Which sentence refers to a future possibility?
4. Which sentence gives an advice?
5. In which sentences is **will** replaced by another modal verb?

8. Complete the sentences. Advice for new managers.

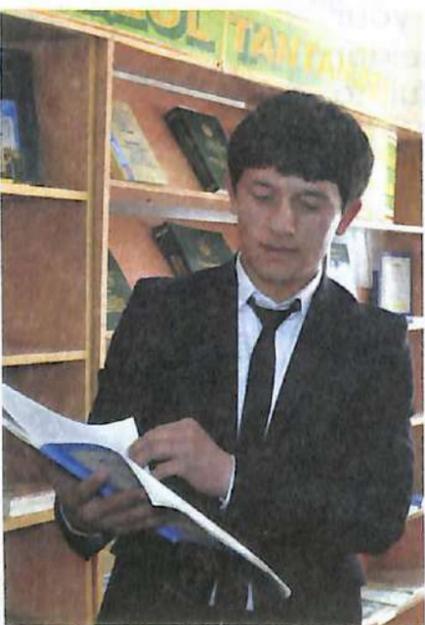
1. Work on your strengths. If you ... (not do) something, bring someone in your team who can.
2. When everything becomes routine, it's time to ask "what ... happen if we tried it a different way?"
3. If you ... (want) everyone to like you all the time, you shouldn't have gone into management.
4. Don't give your people targets unless you ... (know) they can be reached.
5. If you aren't prepared to take risks and failures, you ... (not succeed).
6. If you ... (know) the answer to every problem, then you wouldn't need a team. But without a team, you would have no time to manage!
7. When you make a mistake, ask yourself what you ... (do) differently if you'd known. This can be more important than getting it right first time.

9. The sentences below are from a meeting. Choose the best ending a-g for each sentence.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. If I were you, I'd... 2. What if we were... 3. Would it make any difference.... 4. I was wondering if we... 5. What would happen if we... 6. How about if.. 7. Unless we.. | <ol style="list-style-type: none"> a. to bring in some outside consultants? b. try this out, we won't know c. redesign in the website. d. changed our wholesaler e. could change our approach. f. the price was lower? g. if we sold it via the website? |
|---|---|

QUICK REMINDER

It is usually best to keep the notes for different classes separate from each other. Spiral notebooks with built in dividers are excellent for this purpose



Lesson two: Getting feedback from peers

Spoken Interaction. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken production. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Reading. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Study Skills:

- Speaking for academic purpose*
- Reading for information and argument*

1. Read the text and rules below. Discuss them with a partner.

7 Criteria for effective feedback

- The feedback provider is credible in the eyes of the feedback recipient.
- The feedback provider is trusted by the feedback recipient.
- The feedback is conveyed with good intentions.
- The timing and circumstances of giving the feedback are appropriate.
- The feedback is given in an interactive manner.
- The feedback message is clear.
- The feedback is helpful to the recipient.

2. a) Read the following descriptions of a feedback. Discuss them in pairs. You may paraphrase them.

Feedback is the 'fuel' that drives improved performance.

Responding to the sender's communication is vital and that feedback is fundamental to effective communication.

Parsloe (1995)

b) Create your own description.

Feedback is like

QUICK REMINDER

To be better equipped for the tests that the year will bring — read a textbook. To prepare for the tests that life will bring — read a book.

3. Study the principles of giving an effective feedback. Discuss them with your partner.

Whether you are giving a formal or informal feedback, there are a number of basic principles to keep in mind.

1. Give a feedback only when asked to do so or when your offer is accepted.
2. Give a feedback as soon after the event/ presentation as possible.
3. Focus on the positive.
4. Feedback needs to be given privately wherever possible, especially a more negative feedback.
5. Feedback needs to be part of the overall communication process and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.
6. Stay in the 'here and now', don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviours.
7. Focus on behaviours that can be changed, not personality traits.
8. Talk about and describe specific behaviours, giving examples where possible and do not evaluate or assume motives.
9. Use 'I' and give your experience of the behaviour ('When you said..., I thought that you were...').
10. When giving a negative feedback, suggest alternative behaviours.
11. Feedback is for the recipient, not the giver – be sensitive to the impact of your message.
12. Encourage reflection. This will involve posing open questions such as:
 - (a) Did it go as planned? If not, why not?
 - (b) If you were doing it again what would you do the same next time and what would you do differently? Why?
 - (c) How did you feel during the session? How would you feel about doing it again?
 - (d) How do you think the listener felt? What makes you think that?
 - (e) What did you learn from this performance?
13. Be clear about what you are giving a feedback on and link this to the learner's overall professional development and/or intended programme outcomes.
14. Do not overload – identify two or three key messages that you summarise at the end.

4. Read the text and discuss:

How many people do you personally know who are good listeners?

What aspects of life are most important for the writer?

Reading Skills to be successful.

By Robin Sharma

Listen

"One of the deepest of all human hungers is the hunger to be understood."

How much time do you actually spend listening to those you love? Giving people your undivided attention costs you nothing. And yet, in our world, we're spending less and less time actually listening to people – even the people we claim to care about the most. Being understood – being heard – is one of the fundamental desires of all human beings. And you can give that to people. You

can play a much needed role in people's lives by simply closing your mouth, closing your laptop and focusing on the words and ideas being expressed. All it takes is a little self discipline, and the intentional choice to be present in the moment in which you are engaging with another human being. Try it out – commit to actually listening the next time someone important to you chooses to share something with you. What meaning is behind their words? Be a leader. Listen.

Vocabulary

"They don't gossip. They don't complain. They don't condemn. And they never swear. The only words they try their best to use each day are those that inspire, engage, and elevate."

How many people in your life do you respect or want to follow who gossip, complain or swear? We all do it. Leaders though – those we look up to – consciously work at limiting the number of such occurrences. Complaining and negative speech provide no value. And leaders are all about providing value. As often as they can, with whomever they can, leaders inspire, engage and elevate. What percentage of your "outbound communication" (verbal or written) is having positive change? How much of it is negative? A sales professional friend of mine once told me that "everything you say in front of a prospect is taking you one step closer to, or further from a sale." I would argue the same is true

with leadership. Every word that comes out of your mouth is impacting the people around you. It's up to you to choose the words and messages for which you're remembered.

Title is a fresh perspective on a growing trend in recent business and personal development books alike; the world is changing. Leadership is no longer a title bestowed at a certain level of the corporate ladder (if it ever was). Leadership is the act of using your platform (your job, your social group, online community, etc.) to uplift the people around you. To provide value in your own unique way. To make a positive difference and, in doing so, enrich your own life and fulfill your destiny of leaving the world a better place than you found it. The Leader Who Had No Title is no exception, showcasing what could be some of Sharma's most important teachings to date.

5. Remember any accomplishment of your partner. It can be his/her involvement in any in-class activity such as presentation, role play, talk. Provide your partner with a feedback on his or her performance. You may use the peer review template below.

Evaluation Date: _____ Group No: _____
 Name of Evaluator: _____ Project Advisor(s): _____
 Name of Person Being Evaluated: _____

Skills and Behaviors	1	2	3	4	5
	Unsatisfactory	Sometimes meets req's.	Meets req's.	Consistently exceeds	Greatly exceeds
Planning					
Decision Making					
Time management					
Problem Solving					
Technical Knowledge					
Flexibility					
Motivation					
Reliability					
Teamwork					
Written communication					
Oral Communication					
Get Results/Contributes					

Overall score: _____. Score must be between 1 and 5.

It should represent your assessment of this individual's overall project performance.

1. What is the overall level of performance you observe from this individual (e.g. accomplishments, contributions to project, etc.)?
2. What are his/her strengths?
3. In what areas does he/she need the most improvement?
4. Have you noticed any improvements or decline in his/her performance? Cite specific examples.

Lesson three: Getting a feedback from a tutor

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Study Skills:

*overall written interaction
 correspondence
 notes, messages and forms*

QUICK REMINDER

Ask questions if you are confused. Confusion is an enemy.

1. Read the feedback from a tutor on a student's writing.

- Do you find it helpful and constructive?
- Have you ever got a feedback from your tutor?

Dear Dilnoza,

I honestly enjoyed reading your paper. I think it had an excellent structure and brought up a couple of very interesting points. I disagreed with the point of view you took on the subject but yet I found your argument to make logical sense. I understood the line you took on Eichmann and the fact, that it was challenging, makes the effort even more commendable.

The main focus of your revision (as you correctly identified through your comments) is your second body paragraph. The argument you attempt to make in that paragraph is a little tricky and is complicated a little bit by a quote that I didn't see as directly related. Re-read that paragraph; I think you will understand what I am talking about. Also keep in mind that it's important to link this point back to your main argument – that might help you iron out some of the issues in the coherence of the argument.

Finally, to do with word count (as suggested in one of my final comments), removing some matter from your intro is a good place to start. Summarize a little less or do so more succinctly. Also, try and paraphrase one or two quotes, that might help you save some words and express the ideas a way that adds to the strength of your central thesis.

Hope this helps, good luck with final editing.

2. A letter of complaint. Work in pairs. You will write a letter to each other and then reply.

You recently stayed at a hotel. Your partner is the manager. Read these notes on the problems:

- There was no record of the booking at the reception.
- I waited for 45 minutes.
- The meeting room was double-booked; had to meet clients in a smaller room.
- The towels were not changed in the bathroom overnight – room service said this was a hotel policy based on “environmental reasons”

3. Write a letter to the hotel manager (your partner). Write 120-140 words using appropriate linking words or expressions.

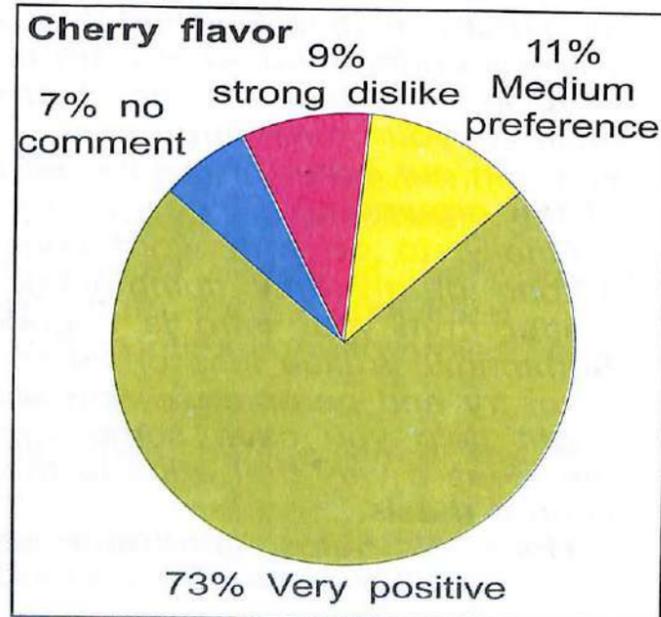
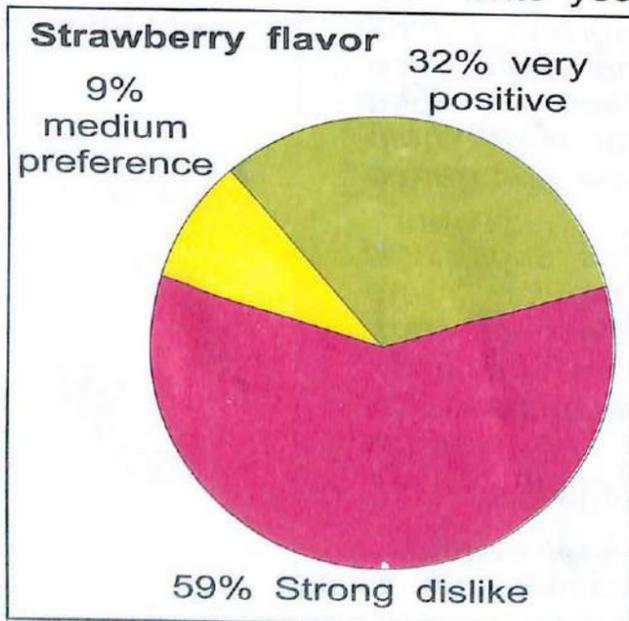
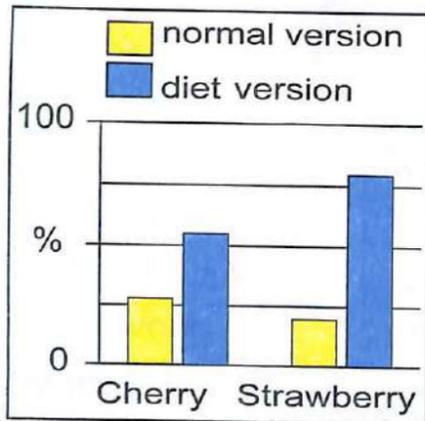
Swap letters with your partner. Now you are the hotel manager. Write a reply to the letter. Respond to each complaint, again using appropriate linking words or phrases.

4. Writing. Open your notebook and write your report based on the following information:

— You work for a market research company. Your client, a soft drinks company, wants to launch a new flavoured drink. You tested two possible flavours with focus groups. You also asked people to compare normal and diet versions of the two drinks. You have had to write a report on your finding and make recommendations to your client.

— Look at the graphs below showing results, on which you have already made some handwritten notes.

— Then using all these handwritten notes, write your report.



5. Vocabulary: Verb combinations. Combine the verbs on the left with the nouns on the right. Draw a line between the words. There may be more than one possibility in some cases.

succeed in	business
plan	success
set	a great deal
achieve	weakness
miss	targets
recognize	an understanding
learn	a strategy
develop	opportunities

6. Look at the table and continue the listing.

Cause and effect	Contrasting	Additional information
Because of	Nevertheless	Furthermore

7. A proposal. Read the information below about Sun Green Power. Make a list of reasons for and against investing in the company.

Example : Announces 190 million Euro Sales Agreement with “Mainline Energy”.

Press release of the company “Sun Green Power”

As from today, we are pleased to announce that “Sun Green Power” will supply “Mainline Energy” with solar technology for the next five years...

Corporate Profile

“Sun Green Power”, founded in 2005, develops, manufactures and sells solar panels that provide reliable and environmentally, clean electricity.

Imagine you are an investment advisor. One of your clients is interested in investing in environmentally-friendly business and has heard about “Sun Green Power”. He thinks the company might be a good investment and has asked for your advice. Write a letter (120-140 words) to explain:

- the current pros and cons of the investment
- if you think it is a good investment

QUICK REMINDER

If possible, try to take your notes in some kind of outline form. The organization of ideas is as important as the content of those ideas, especially when it comes to learning the material for an exam.

This list of expressions will help you.

QUICK REMINDER

Review your notes every day. This suggestion is one which we have all heard a thousand times. Unfortunately, most of us never really believe it until we actually try it. Spend 30 minutes or so each evening going over the notes from each class. There are at least two tremendous benefits to be gained from this discipline.

Making a proposal

Introducing the proposal
In response to your enquiry about ...
At present the company seems to be performing (well/badly)...

Comparing pros and cons

On the one hand... but on the other
One advantage/disadvantage is that....
Another thing to consider is ...

Balancing and concluding

Despite... I would still suggest that...
Overall, I would strongly recommend that....
The fact that... makes this a good/poor investment opportunity.

8. Use the list of expressions in the box above and write a proposal on the following case:

Imagine you are the manager of the project. Write a proposal to your staff:

- explain that the tickets will be printed by the end of January
- tell them that the clients has increased the merchandise budget so you can include hats and scarves
- thank staff for their patience.

9. Write an e-mail on the following case:

Imagine you are the manager of a music management firm. You are planning ticket sale and merchandising for a band's next tour. You should send an email to update staff on plans.



QUICK REMINDER

If your class includes group activities, participate as fully as you can. Such exercises are done for your benefit, not to provide a break for the instructor.

Lesson four

1. Think and write the answers to these questions consistent with your observation results in your notebook. Talk to a partner and find out what her/his answers were to these questions:

1. Contextualize your reflection: What are your learning goals? What are the objectives of the organization? How do these goals fit the themes or concepts from the course?

2. Provide important information: What is the name of the host organization? What is their mission? Who do they serve? What was your role? What did you do?

3. Analytical Reflection: What did you learn from this experience? About yourself? About working in the field? About society?

4. Lessons from reflection: Did your experience fit the goals or concepts of the course or organization? Why or why not? What are your lessons for the future? What was successful? Why? What would you do differently? Why? How will you prepare for a future experience in the field?

2. Read the text and correct the writing:

I'm lost and getting too much negative feedback from peers.

So I started going to gym since sept. The reason why I started was i wanted to look good, i want to see my abs and if I could look lean like one of those pop boy bands (funny) so i did.

I'm 26yrsold, 5'5' tall and i started going to gym at 140lbs and now I'm down to 123 lbs. I can see my abs, my muscles are not ripped enough but the lines are there.... but apprently i went too thin they said.

I don't really see anything wrong except i need more chest muscles but I've been getting negative feedbacks from my peers saying I'm too thin i should eat more etc etc. I like how they are worried about me but i really don't want to listen to people who are not

in shape.

Most of those people are overweight, not obese but double chin, beer belly flappy arms weight.

I'm completely lost, all i wanted was to look fit and healthy but I'm getting more feedbacks now than when i had a beer belly and double chin

Sorry was writing on my phone and in a hurry.



**UNIT
7**

In this unit of four lessons you will work more on drafts of your research paper which you have got back with your teacher's comments.

Be ready your research paper has to be presented very soon!

Lesson one: Working with drafts

I can understand extended speech and lectures and follow even complex lines of arguments provided the topic is reasonably familiar. I can understand most TV news and current events programmes. I can understand the majority of films in a standard dialect.

1. A game on Listening and Performing Actions and Operations. Work in a group and do it together with other students.

Ask students to draw a picture, figure, or design of something they like.

Locate routes of specific points on a map by selecting or identifying a picture of a person, place, or thing from description of the students.

Ask them now to undertake steps in a process, such as steps in solving a math problems, a science experiment, a cooking sequence.

2. Listen to the text and answer the following questions:

- Why is speaking important?
- What do you have to do in order to:
 - a) be a good speaker?
 - b) be a good observer?
 - c) be a good listener?
 - d) relax?

How many slides do you think you should have?

- 5 slides including greeting and conclusion?

- 10 slides, not more, including Introduction and Close?

- 15 slides?

Is it about having more friends?

Who will be your Audience?

Eye contact? Yes/No?

Exchange your answer with a partner.

QUICK REMINDER

It is an excellent policy to give high priority to new vocabulary. Language is the most fundamental tool of any subject, and it can seriously handicap you to fall behind in this.

QUICK REMINDER

You may also want to develop a system of cross referencing symbols to use when comparing your class notes with your notes done on the text.

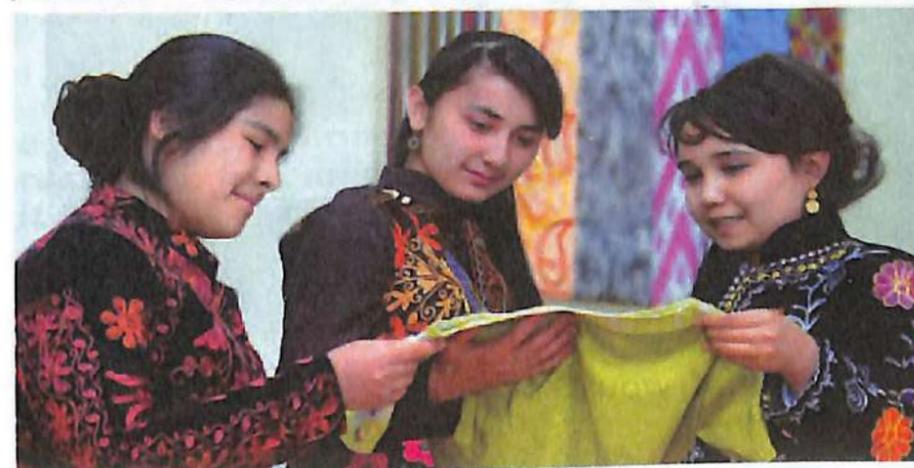
3. Discuss the topic "The World of Work" with your partner. You may use the following guiding questions.

- Why do you think some people like to change jobs once in a while?
- How difficult is it to find work in your area?
- What makes a good colleague?
- Are there any disadvantages in having a job that involves a lot of travelling?
- Do you think mothers of young children should work?
- Do you think it's better to work alone or with other people?

4. Working from home. You will hear a talk about the career ideas and jobs of working at home.

a) What does the speaker think important when working at home?

b) What does the speaker say about the possible career ideas of working at home?



5. Listen again and complete the table with the jobs of working at home.

Birthday party planner	
Independent tour guide	

QUICK REMINDER

we don't usually write "stative" verbs such as **be, need, like, have** (for professions), **love, hate** in the continuous form.

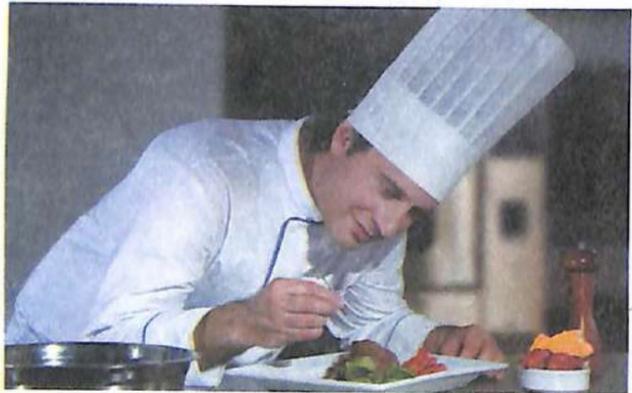
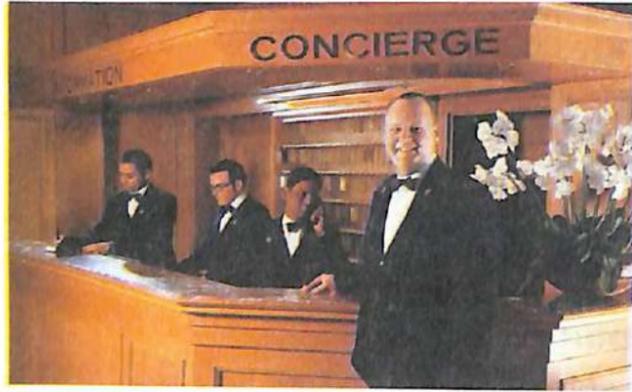
6. Answer the following questions.

What duties does a blogger have?

What duties does a craftsman have?

What duties does an event planner have?

7. Look at the pictures below and choose one. What do you want to present in your research paper? If there is no such picture, what picture will you have for your future as a result of your research paper? Look at the pictures and answer the questions below. Discuss them in a small group.



- What would be the perfect job for you? Why?
- Do you think it's a good idea for teenagers to research different jobs before starting their real career?
- Is it a good idea to get a job that is closely connected with your education at college or lyceum?
- Is it better for people of your age to go on a holiday with their family or with their friends? Why?
- Do you think it is a good idea to get a summer job in a country where people speak a language that you are learning? Why?/Why not?
- Do you think being able to speak English will be useful for your career?

QUICK REMINDER

Try to get a good night's sleep the night before any exam.

**Lesson two: Start smart.
Revision for tests**

Spoken Interaction. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken Production. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Reading. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Study Skills:

Speaking for academic purpose.

Reading for information and argument;

1. As your studies at this lesson are for academic purpose, try to present academic research, talk and read about it more. Discuss it with your classmates.

2. Create a dream company. Complete the questions in your notebook with key facts about your company.

Your dream company:

- What is your company called?
- What product or service does it offer?

Figures for the last year:

- What was its turnover?
- How was it divided up by region/country/world?
- What was its final income?
- What percentage was spent on Research and development (R&D)?

Structure:

- Where are the headquarters?
- How many divisions are there?
- How many people are employed?

Trends:

- What are the future trends and changes for the industry?
- What are your company's plans?

QUICK REMINDER

To rehearse, record yourself giving the presentation and listen to yourself afterwards. Is it clear? Do you use pauses effectively?

QUICK REMINDER

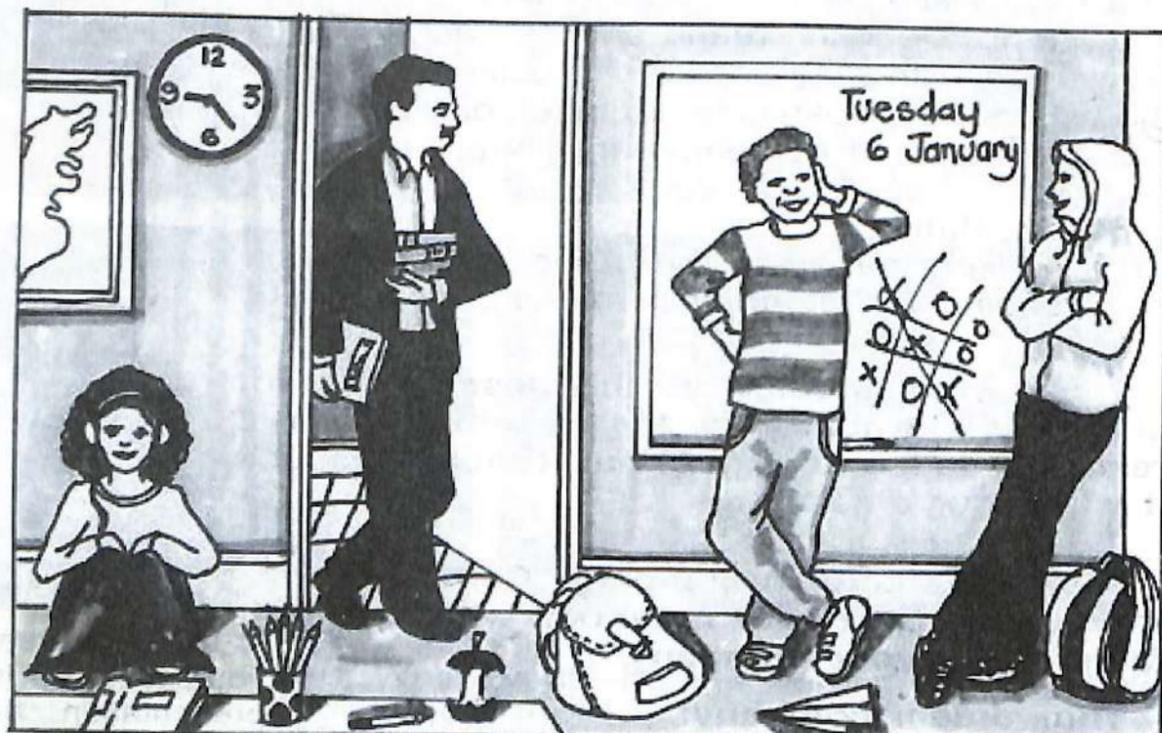
In part two of the speaking test, the examiner will ask you to give a presentation entitled "What is important when....?"

3. Now prepare a short poster presentation about your dream company. Create some simple useful visual aids. When you are ready, take turns to give your presentation.

4. For your next lesson, prepare a full-length presentation about a company you know well.

6. a) Look at the picture. How are students preparing for the exam?

Do you think what they are doing is enough to pass an exam?



b) Get Ready: Read the text and points listed below. Work in small groups and talk about their importance in learning and getting ready for the exam. Find out more about other strategic ways of preparing for the exam.

- Strategic planning
- Timetable
- Noise and other distractions
- Syllabus
- Course or topic summaries
- Past exam papers
- Course notes
- Exam format

Strategic Planning: Approach your revision in an organised systematic way. You will cover more ground, and you feel you are making progress. You will feel more in control, especially if you are able to tick off topics that you have covered as you work through them. This in turn increases your confidence and encourages you to keep working, and so helps you keep your motivation and effort high.

Timetable: As examinations approach and the syllabus is covered, set up a revision timetable, a countdown of sorts to help you stay focused and to keep your motivation and enthusiasm high. You will very likely be given some time to prepare for exams, but often this is already used up for essentials like catching up on coursework, feeding the emaciated cat and so on. Towards the end of any course, effort can slip due to sheer tiredness and lack of energy, or burn out. Yet this is a time when you need to gather your energies and resources, and prepare for the final victory.

Noise & other distractions: You may feel background music helps you focus. There are opposing schools of thought here. Many researchers cite the power of association: if you build up the habit of listening to music or other background noise to concentrate, at the coming exam time you might not do as well without this "prompt". More recently, Study Skills gurus are saying if music be the muse of learning aids, play on! This is an open territory: do what best suits you but treat with caution.

Syllabus: Take care to check that you have covered everything

on the syllabus before you launch off into revising certain areas and topics.

Course or Topic Summaries: Write out a summary for each course or topic. This is time and effort very well spent, as it will show you the main areas you know.

Past Exam Papers: Excellent preparation because they give you a template of what you can expect. Use them to see the kinds of questions that are likely, how to approach structuring your answers, and how to time yourself when answering questions.

Course Notes: Use your course notes to go over main points. Skim texts, always looking to draw information out rather than "stuff it" into your brain. Exams are about retrieving information quickly and efficiently - train yourself in this. The "Bare Bones" of examination answers: Prepare basic or "skeleton" answers. By condensing learning you will be able to access it more easily in a real situation; By practising writing under exam type conditions, even if you only write out the outline of what you would cover, you will get used to writing under pressure.

Practise the exam format: Make sure you know, and that you are comfortable with, the layout of the papers. Each subject will have different sections, choices of questions, compulsory questions, and questions that attract different marks. Use these as a guide for the exam structure and outline. How to get there: PRACTISE, PRACTISE, and PRACTISE. You remember best by doing, not by watching, listening or reading, so do all you can.

7. Look at the pictures.

Why is a special clothing important to the people in the pictures?

In which situation is a special clothing most important? Use the template below:

This clothing is important to keep people from because



Lesson three: Coping with stress

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Study Skills:

*overall written interaction
correspondence
notes, messages and forms*

1. Here are some word combinations, often used when managing projects. Decide if you think the phrase could be positive (+) or negative (-) or possibly both (+/-).

out of time (-)	in time	on time
over budget	under budget	on schedule
behind schedule	ahead of schedule	within the budget

2. The manager of a music management firm is planning ticket sales and merchandising for a band's next tour. He sends this email to update the staff on plans. Use these word. Read the email and use the prepositions in the box to fill in the gaps.

in, behind,
over, in, on,
in, within, in,
ahead

Dear All,
Following on from my initial meeting with the client last week, I can now confirm the schedule (see attached chart (1) ... the first six months of the next year (from Jan to June). Please note that the client will announce the tour (2) ... January 28th. In order to be (3) time for ticket sales we need to have the tickets printed during the first half of January. Secondly, planning and design for merchandising such as tour T-shirts needs to begin (4) March. This is a little earlier than normal but I'd need to stay (5) of the client's schedule to be safe – you know how they change things at the last minute and we're all suddenly (6)! So that we are (7) ... time for the start of the tour, the merchandise needs to be delivered to all retailer and concert venues (8) the two weeks prior to the start of the tour. So approximately by June 15th. The client has also asked merchandising to stay well (9) the budget of the last tour. As a result of this, we won't be selling anything except the basic package of T-shirts and badges. Let me know if you have any queries.

3. Write the verb in the brackets in its correct form and complete these tips for working from home in your notebook.

Working from home

1. Even at home, always set (set) yourself a time table.
2. You (need) to find a quiet place to work, where there are no distractions.
3. If you (communicate) with a client on the phone today rather than face-to-face. It's still important to dress as if you are in the office.
4. Now that you (escape) from the office, you'll still need peace and quiet at home. Don't answer the door to neighbors or make social calls.
5. After you (be) at the computer for a few hours, remember to take a break – why not leave the house and go for a walk outside?
6. Be strong. When a friend calls and asks you out to lunch, say what you would say in any other job "Sorry, but I(work) on something at the moment."
7. Make sure colleagues and clients can reach you and(answer) the phone as though you are in the office.

QUICK REMINDER

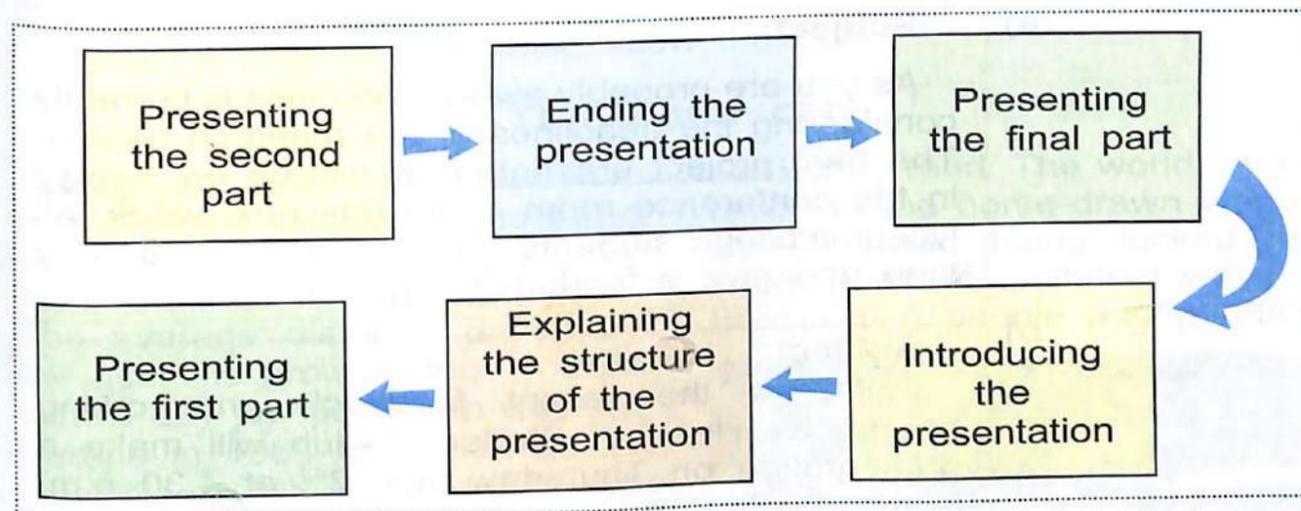
Always credit your sources in academic writing, even when you are referring to ideas rather than actually quoting.

4. Work in pairs. List the important features of 'Working in the office' and 'Working from home'.

A: What is important when ..?	B: What is important when ..?
Working in the office	Working from home
- work with colleagues - must travel to and from work	- needs an office space in the house - must plan your working hours and your breaks

5. A mini presentation. Prepare a mini-presentation on imagining your future job either on "My work from home" or "My work in the office". Present it to the whole class.

6. Put these six parts of the presentation in the correct order:



7 How to write a memo? Read this memo and answer the questions.

To: All class
From: Nodir Kodirov
Date: June 23rd
Subject: Presentation changes to the confirmed schedule
 Due to the resent changes in the lyceum's rule, the Deputy Director will make a presentation on Tuesday, July 1st, at 3.30 p.m. in the conference hall about these rules. Class is welcome to attend.

- A) Who is the memo to?
- B) Who will be interested in the information?
- C) What has happened?
- D) What is happening as a result?
- E) What action is needed?

What is a memo? A memo is:

- a hard-copy (sent on paper) document
- used for communicating inside an organization
- usually short
- contains To, From, Date, Subject Headings and Message sections
- does not need to be signed, but sometimes has the sender's name at the bottom to be more friendly, or the sender's full name to be more formal. If in doubt, follow your company style.

QUICK REMINDER

When you write a memo in the Work Book exam section, ask yourself these questions 1-5 before you start writing. The answers will either be in the question or you will need to invent them.

8. Read three memos. Look for key words. write an appropriate subject line in your notebook.

a)

Subject:

As you are probably aware, the class is currently considering the deadlines of the research papers. The best project presentations will be on display in the conference room every day next week. All lyceum/college students are welcome to visit any time and give a feedback.

b)

Subject:

Following the recent feedback on working hours, the Head of Student's Club will make a presentation on Thursday, July 2nd at 4.30 p.m. in the conference room to outline proposals for a system of flextime and home-working. All staff members are invited to attend and share their ideas.

c)

Subject:

Please note that French classes this year will begin on February 16th, Wednesday due to schedule, confirmed and announced before. Those wishing to participate should inform their line manager. Placement testing for new participants will take place in the training centre.

9. Read the memo and tick the section and content that applies.

To: Health & Safety Committee
From: Nazira Saidova, Chairwoman, H&S Ctte
Date: March 9, 2016
Subject: Room change for next meeting
 The meeting on Saturday, 9 April has been changed to Room 101.

Memo contains...

- the name of the receiver
- the name of the sender
- date
- a subject heading
- message
 - situation
 - problem
 - solution
 - action
 - politeness
 - signature

Lesson four

It is almost time for you to be ready for the last graduation exam.

Read the text. Do the task below the text.

The motor car

A There are now over 700 million motor vehicles in the world — and the number is rising by more than 40 million each year. The average distance driven by car users is growing too — from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe.

Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse.

Heavy freight could only be carried by water or rail. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is

carried by road. The world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?



D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing.

Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people.

Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it

entails - congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

F Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary — all essential services being located within walking distance or easily accessible by public transport.

Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision — and the capital — to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate

The passage has eight paragraphs labelled A-H. Which paragraphs contains the following information?

Match the letters A-H with the statements 1-6. You may use any letter more than once.

- 1 a comparison of past and present transportation methods
- 2 how driving habits contribute to road problems
- 3 the relative merits of cars and public transport
- 4 the writer's prediction on future solutions
- 5 the increasing use of motor vehicles
- 6 the impact of the car on city development

UNIT 8

Lesson one: Do's and don'ts

I can understand extended speech and lectures and follow even complex lines of an argument provided the topic is reasonably familiar. I can understand most TV news and current events programmes. I can understand the majority of films in standard dialect.

1. Read the material and discuss with a partner what positive and negative parts of the studies are.

This lesson summarizing all your knowledge will show your abilities in all language skills: listening, speaking, reading and writing.

Do's:	Don'ts:
<p>Resources: Enhance your learning from the first lesson till the last. Check your learning together with your classmates.</p> <p>Cross-checking is also a good learning tool:</p> <ol style="list-style-type: none"> 1. Your brain: This is the best resource you have. Develop it by following your schedule of discipline. 2. Your body: train your body everyday in order to have an excellent and fresh mind everyday and all the time. Especially before your presentation and exams 3. Note book: According to the assessment scheme your notebook is the main part of your portfolio with your work book. Please, complete all exercises in your notebook and workbook. 4. Research papers. You have nine research papers overall as part of your portfolio as well. The last research paper will be this one. 5. Be ready for your presentation by being confident in your writing and speech. 6. Follow the criteria of the assessment. 	<ol style="list-style-type: none"> 1. Do not jump from one field of resource to another while you are doing your research. 2. Do not keep silent or hide your work. 3. Don't let your body or brain become lazy. 4. Don't translate in the lesson and do not avoid your self-study. 5. Do not miss your lessons and do not forget your teachers' signature after each lesson and your home work in your work book. 6. Do not miss any day without working on your progress. Do not stop learning. 8. Do not avoid your pairwork and group work all the time. 9. Do not ignore the assessment criteria.



2. a) Listen to the material 'Nine quick tips for successful presentation from a Steve jobs event'. Answer the questions below:

- What was interesting in his presentations?
- What makes his audience be interested in coming to his presentation?
- What was the secret of his success?
- What do you think about your presentation?
- What have you learned while you were preparing the presentation?

b) Listen to the tape again and list down nine important tips.

3. What does this quotation mean?

"A bad manager confuses activity with performance"

4. Read this story that was widely circulated on the internet a few years ago. What does it say about managers that made it so popular?

A man in a hot air balloon realized he was lost. He reduced attitude and spotted a woman below. He described a bit more and shouted. "Excuse me, can you help me? I promised a friend I would meet him an hour ago but I don't know where I am".

The woman below replied, "You are in a hot air balloon hovering approximately 3 km above the ground. You are between 40 and 41 degrees north latitude and between 59 and 60 degrees west longitude".

"You must be an engineer", said the balloonist.

"I am", replied the woman. "How did you know?"

"Well", answered the balloonist, "everything you told me is technically correct, but I still have

no idea what to make of your information, and the fact is I am still lost. Frankly, you have not been much helpful, so far".

The woman below responded, "You must be in management".

"I am" replied the balloonist, "but how did you know?"

"Well", said the woman, "you don't know where you are or where you are going. You have risen to where you are due to a large quantity of hot air. You made a promise, which you have no idea how to keep, and you expect people beneath you to solve your problems. The fact is you are in exactly the same position you were in before we met, but now, somehow, it's my fault".

5. Number the six most important (1-6) qualities for a manager. Read the responsibilities of the manager and discuss them with a partner. What are the differences between a specialist and a manager?

A good manager is someone who can...

- delegate responsibility...
- plan effectively...
- motivate his/her staff to perform...
- handle people sensitively...
- organize work efficiently...
- recognize and reward good performance...
- take tough decisions...
- lead example...
- inspire confidence and respect...
- communicate his/her vision and ideas...
- co-operate with other parts of the organization ...
- be creative and have innovation ideas...

6. Discuss your choice with your partner. What are the consequences for the team and the manager if these qualities are absent?

7. Look at the list in Ex.5 and say what the key qualities for a leader to possess are. Talk to your partner and discuss the extra abilities of the managers.

- Do you have any experience of a good manager?
- Are these different from a manager's qualities?
- Is there another leadership quality you would add to the list?

8. Listen to the material. You will hear five employees describing the strengths and weaknesses of their managers and write answers in your notebook.

- The first time you listen, identify the weakness of each manager.
- The second time you listen, identify the strength of each manager.

9. Idioms. What do these phrases in the listening mean?

- He's not afraid to get his hands dirty
- He is a bit of a control freak.
- He's spread himself very thin.
- He often puts you on the spot.
- She's difficult to get on with.
- He doesn't take on board what you're saying.
- She doesn't have the company's interests at heart.

QUICK REMINDER

In longer listening passages, they often lull you into losing concentration by having quite long sections where no information relevant to the exercise is given, then out of the blue they hit you with a couple of answers in quick succession.

10. Some idioms on management which cause problems. Learn and write into your notebook where you can use these idioms. Ask your friend to check your writing and the meaning of the idioms.



- a) can't see the wood for the trees.
- b) doesn't want to lose face
- c) have tunnel vision
- d) bite off more than you can chew
- e) too many chiefs, not enough Indians
- f) cut corners
- g) throw money at the problem
- h) open a can of worms
- i) be a yes-man

11. Study each of the cases below. Which idiom best fits each case? Bring more examples and use the idioms for that situation.

a. He had no experience of negotiating. All the same, he volunteered to discuss a settlement with a union leader who had been in the business for 40 years.

b. Students don't like being criticized in class by their teacher.

12. Expressing the purpose. Read the text from letters page of WORKING LIFE magazine and say which of these stress relieving things you regularly do.

I was getting really stressed and not working efficiently. So I decided to make some simple changes in my working routine I'd strongly recommend anyone who feels as I did to take time out to think about what they can do to take the stress out of their lives – it's not as difficult as it seems! Here's what I did.

Example 1. made (modest!) lists of what I need to do each day so that I wouldn't spend my day worrying about what I hadn't done yet.

Give other examples how you can relieve stress



Lesson two: Presenting with visual aids

Spoken Interaction. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken Production. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Reading. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Study Skills:

Speaking for academic purposes

Reading for information and argument

1. Read the text and find out new words and phrases. Discuss them with your partner.

One day at the university

There are many universities in the world. Each university has its own traditions, students, teachers and scholarly achievements. There is a university in Uzbekistan which is remarkable for bringing all languages, education, cultures and traditions together. It is the University of World Languages.

The Uzbekistan State World Languages University is one of the largest universities in Uzbekistan. It offers 16 languages to study.

Many things at the university have been changing for the last 5 years, as this university became one of the leading universities in Uzbekistan. It is newly equipped with newly constructed modern buildings. At the same time it has been pointed by the government as the leading university in the coordination of learning, teaching and assessment of foreign

languages from kindergarten to university graduation.

This continuous education, as we call it, starts with the first grade at the age of seven years and continues till 18 years as a part of compulsory education. In the last three years of education, teenagers learn foreign languages for the needs of their future specialties, which gives them the possibility to continue education or go into employment. The further education at B2 level is also basis for this continuation, or C1 for language specialists.

This is the biggest opportunity for future youth who are now between international assessment and the Uzbek assessment system. Nowadays, the youth of the country can be sure that their certificates in languages are equal to international ones.

Beside that, at the university they have many traditional festivals like Navruz and Languages Days.

As part of a country with 120 nationalities, languages serve as the link to friendship, economy, industry leading to serving country's prosperity together.

At the same time the policy of an independent and neutral country, like Uzbekistan, which is friendly, ready for any constructive relationship and against destructive relationships and suggestions which completely suits the actions of strong self-assured students.

2. Look at the picture and describe it to your partner.

QUICK REMINDER

Many students and teachers try to analyse exams and work out patterns. In one Cambridge First Certificate exercise, there were usually between four and six correct sentences. Then one year there were only two. Patterns may help, but be aware of relying on them; examiners will change them without warning.



3. a) Read the text and answer the questions below the text.

b) These words are used in the text. Say what part of speech each one is.

“Small Business, Big Contribution”

Comment: *Ravshan Rustamov: Uzbekistan's economy has achieved tangible progress over the years of independence. The formation of a new class of people — the initiative-driven and enthusiastic business people who are ready to work and think in a new and progressive manner — is, perhaps, the most important achievement.*

In the '80s of the last century the people who strived to create their own business were not supported but opposed. It was hard to convince someone that an entrepreneur works not only for himself, but also creates new jobs, produces goods in demand, pays taxes, and contributes

- a) enthusiastic
- b) achievement
- c) alien
- d) strived
- e) create
- f) wreckage
- g) collapsing
- h) initiative
- i) conditions
- j) enterprises
- k) contribution

to the construction of a social, industrial and communication infrastructure.

After gaining independence, Uzbekistan created all conditions for small businesses and private enterprises, which have emerged as a true drive for the national economy. Around 15,200 new small businesses have been opened in the first half on the current year (an increase of 6.3%). It is noteworthy that they were created in key sectors — industry (36.5% of the total number) and construction (11,5%). As a result of all-round support, the share of small business in the industry has reached 31.4%, 86.3% — in retail trade turnover, 47.6% — in paid services, and 77.2% in employment.

These are not dead numbers; they have the fate of millions of people behind them. For instance, a private tailor employs

an average of 15 people in rural areas, prevailed by women. Each employee has a family, children, who will be able to fulfill their potential powered by earnings. Today, there are dozens of thousands of similar enterprises in all regions of the country.

The scale of progress might be estimated by other figures — more than 480,000 new jobs, or every second workplace, was created in small and private business sector last year. The sector currently employs more than 76.5% of the total employed population. However, this does not mean that the domestic 'small economy' has no space to grow. The new measures on support of the sector that have been approved this year, according to experts, promise to bring it to a new and previously unfeasible level.

What is the main point of the text?

What mostly helps to increase the business in the text? How?

What would you suggest to increase if you were a manager of any company?

4. What do you think of management consultant? Do they have a good or bad reputation in the company you know? Write your answers into your notebook from your personal experience.





6. a) Learn the vocabulary and read the text

- alchemist** — a person who can change plain metal into gold
- shepherd** — a person who takes care of sheep and takes them to different places to find food
- gypsy** — a person from a group that moves from place to place. Some people think gypsies can know the future.
- pyramids** — a triangular-shaped building
- treasure** — something of great value (money or other things)
- encounter** — meet unexpectedly, find, discover
- author** — person who writes (a book)
- as well** — too

The Alchemist is an easy story with a deep message. It is a message to follow your heart and search for your dreams. The book is about a young man named Santiago who lives in Spain and works as a shepherd. He begins to have strange dreams so he goes to a gypsy to find out what they mean. The gypsy tells him that he needs to go to the Egyptian pyramids to find his treasure. Of course, he does not believe her. But later he meets another person who tells him the same thing. At last Santiago decides to give up his life as a shepherd and go to find his treasure.

Santiago encounters many problems as he goes on his journey. He meets many people and learns a lot along the way. He also learns to listen to and trust the Soul of the World. Does he ever find his treasure? And why is the book called "The

Alchemist"? I can't tell you. You will have to read the book if you want to find out.

"The Alchemist" was originally written in Portuguese by Paulo Coelho, a Brazilian author. It has been translated into many languages, including, of course, English. It is a good book for people who are learning English because most of the sentences are fairly short and you will recognize a lot of the vocabulary. There are definitely words you will not know at first, but with a little patience and study you should be able to finish (and maybe enjoy) the book. They say patience is a virtue whether you are learning English or trying out new catfish fishing lures for the first time. This book is a great choice for readers learning the English language. And hopefully you will be able to follow your dreams as well.

b) Write questions for these answers:

1. It is a story about following your dreams.
2. Santiago takes care of sheep.
3. He is looking for his treasure.
4. The author of the book is from Brazil.
5. The author wrote the book in Portuguese.
6. The book has only easy English words and short sentences.

Lesson three: Peer support

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Study Skills:

- overall written interaction*
- correspondence*
- notes, messages and forms*

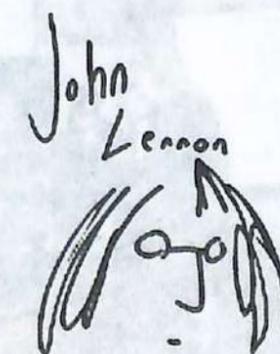
QUICK REMINDER

Use a good dictionary to help you

1. Have a look at these pictures and write your thoughts about each of them. What is common to these pictures? What is different?



"There are no problems, only solutions."



2. Read your partner's writing, and find out what 'peer support' is. Why and how is it important for you in learning and assessment? Write your own ideas in your notebook as an essay of 120-150 words.

3. Read the definition of peer support. Work in small groups and make up a list of ground rules. Present them to the whole class.

QUICK REMINDER

If a subject interests you, read about it as much as you can.

Peer support is 'offering and receiving help, based on shared understanding, respect and mutual empowerment between people in similar situations'.



4. Choose the best preposition to complete each sentence.

- a) Emissions will have to be reduced for/by 60% to get them back to a safe level.
- b) Over/through the last 30 years we have seen a rise in/of global temperatures by/of more than 10 C.
- c) By/At the end of the century sea levels will rise between/from two and four meters.

QUICK REMINDER

Develop specific revision techniques for exam preparation

5. Stakeholders are all those people who play a role in or are affected by company's activities. Which group(s) of stakeholders are most affected in each of these cases. Write who is your stakeholder in your peer support group? How these stakeholders can be helpful in your studies?



6. Writing: A letter of complaint. Read it carefully and write a letter of complaint as it is shown in the example in your notebook.

Imagine that you have bought something that was damaged. You brought it back, but the sales assistant refused to exchange it. Write a letter to the store manager describing the problem and what needs to be done. Read your writing and check back others' work.

Example:

To: Manager, Lola's Beauty Supply:
 A week ago I bought a hair dryer in your store. After using it three times, I discovered it was damaged. It keeps overheating and...
 Describe your problem
 I hope for your positive answer, thanks
 Sarvar Kobilov

7. Writing: A short speech

Think of a skill, hobby, or craft you have learned. Read these questions and make notes. Then use your notes to write a short speech.

- What is required to be successful at it?
- What are some ways people learn to do it?
- How did you learn it?
- What was difficult to learn it?

QUICK REMINDER

The more you check the writing texts, the more you will improve your reading, spelling and writing, of course.

Example:

I enjoy cooking, and a lot of people say I am a good cook. To be a good cook, you need both creativity and self-confidence. You need creativity to combine ingredients in new ways... Some people learn to cook by taking classes or by following recipes in a cookbook. I first learned how to cook by watching my mother and helping her in the kitchen. Then...



8. Write an informal e-mail request for the following case:

You need to prepare a presentation on topic 'The role of peer support in learning English', but you can not find a relevant source to get information from. Ask your friend if she or he can suggest some online or offline sources related to the topic. Use around 100-120 words.

Example:

From: Saida Umarova
To: Dilnoza Nosirova
Subject: Favours
 Hey Dilnoza, I really need a few small favours. I had a terrible cold last week, and I missed a couple of classes. I wonder if I could borrow your notes. Also...

Lesson four: Review

Task 1.: Last week an English speaking friend organised a surprise party for your birthday. Now write to him/her and

- thank him for organising it
- say something about the event
- mention the people you were especially pleased to see

Task 2.: An English speaking friend is coming soon to stay with you for a week. Now write to tell him/her.

- what you have planned for the visit
- how you feel about the visit
- what clothes your friend should bring

Task 3.: You have decided to join an English Language Club on the Internet. Write a brief description of yourself for the database, telling them

- your personal details
- what you do/study
- things you are interested in

Task 4.: You spent the last weekend with an English speaking friend and he has just sent you some photos of your time together. Write to him/her

- thanking him for the photos
- inviting him to visit a tourist attraction with you next weekend
- telling him what you will do when you are there

Task 5.: You have had a holiday with English speaking people in the countryside. Write a letter to them

- thanking them for the holiday
- describing the two things you most enjoyed there



B1 word List

Appliances

CD, noun
a digitally encoded recording on an optical disk that is smaller than a phonograph record; played back by a laser

DVD, noun
a digital recording (as of a movie) on an optical disk that can be played on a computer or a television set

TV, noun
an electronic device that receives television signals and displays them on a screen

camera, noun
equipment for taking photographs (usually consisting of a lightproof box with a lens at one end and light-sensitive film at the other)

clock, noun
a timepiece that shows the time of day

computer, noun
a machine for performing calculations automatically

cooker, noun
a utensil for cooking

electric, adj
using or providing or producing or transmitting or operated by electricity
electric current

electricity, noun
energy made available by the flow of electric charge through a conductor
they built a car that runs on electricity

fridge, noun
a refrigerator in which the coolant is pumped around by an electric motor

gas, noun
a fossil fuel in the gaseous state; used for cooking and heating houses

heating, noun
utility to warm a building

lamp, noun
a piece of furniture holding one or more electric light bulbs

laptop, noun
a portable computer small enough to use in your lap

mobile phone, adj
portable telephone

phone, noun
electronic equipment that converts sound into electrical signals that can be transmitted over distances and then converts received signals back into sounds

radio, noun
a communication system based on broadcasting electromagnetic waves

telephone, noun
electronic equipment that converts sound into electrical signals that can be transmitted over distances and then converts received signals back into sounds
I talked to him on the telephone

television, noun
a telecommunication system that transmits images of objects (stationary or moving) between distant points

video, noun
a recording of both the visual and audible components (especially one containing a recording of a movie or television program)

Buildings

apartment, noun
a suite of rooms usually on one floor of an apartment house

city block, noun
a rectangular area in a city surrounded by streets and usually containing several buildings

bookshop, noun
a shop where books are sold

castle, noun
a large building formerly occupied by a ruler and fortified against attack

cathedral, noun
the principal Christian church building of a bishop's diocese

church, noun
a place for public (especially Christian) worship
the church was empty

cinema, noun
a theater where films are shown

clinic, noun
a medical establishment run by a group of medical specialists

club, noun
a spot that is open late at night and that provides entertainment (as singers or dancers) as well as dancing and food and drink

cottage, noun
a small house with a single story

gallery, noun
a room or series of rooms where works of art are exhibited

guesthouse, noun
a house separate from the main house; for housing guests

hospital, noun
a health facility where patients receive treatment

hotel, noun
a building where travelers can pay for lodging and meals and other services

house, noun
a dwelling that serves as living quarters for one or more families
he has a house on Cape Cod

kiosk, noun
small area set off by walls for special use

library, noun
a building that houses a collection of books and other materials

mosque, noun
(Islam) a Muslim place of worship that usually has a minaret

museum, noun
a depository for collecting and displaying objects having scientific or historical or artistic value

office, noun
place of business where professional or clerical duties are performed

palace, noun
a large and stately mansion

police station, noun
the building where the police work

prison, noun

a correctional institution where persons are confined while on trial or for punishment

ruin, noun

a building in an irrecoverable state of devastation and destruction they explored several Roman ruins

school, noun

a building where young people receive education the school was built in 1932

shop, noun

a mercantile establishment for the retail sale of goods or services he bought it at a shop on Cape Cod

stadium, noun

a large structure for open-air sports or entertainments

store, noun

a mercantile establishment for the retail sale of goods or services a depository for goods

supermarket, noun

a large self-service grocery store selling groceries and dairy products and household goods

theatre, noun

a building where theatrical performances or motion-picture shows can be presented

tower, noun

a structure taller than its diameter; can stand alone or be attached to a larger building

university, noun

a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees

Clothes

T-shirt, noun

a close-fitting pullover shirt

backpack, noun

a bag carried by a strap on your back or shoulder

belt, noun

a band to tie or buckle around the body (usually at the waist)

blouse, noun

a top worn by women

boot, noun

footwear that covers the whole foot and lower leg

button, noun

a round fastener sewn to shirts and coats etc to fit through buttonholes

cloth, noun

artifact made by weaving or felting or knitting or crocheting natural or synthetic fibers

collar, noun

a band that fits around the neck and is usually folded over

costume, noun

the attire worn in a play or at a fancy dress ball he won the prize for best costume

dress, noun

a one-piece garment for a woman; has skirt and bodice

earring, noun

jewelry to ornament the ear; usually clipped to the earlobe or fastened through a hole in the lobe

fashion, noun

the latest and most admired style in clothes and cosmetics and behavior

glasses, noun

optical instrument consisting of a frame that holds a pair of lenses for correcting defective vision

glove, noun

handwear: covers the hand and wrist

handbag, noun

a container used for carrying money and small personal items or accessories (especially by women)

handkerchief, noun

a square piece of cloth used for wiping the eyes or nose or as a costume accessory

hat, noun

headdress that protects the head from bad weather; has shaped crown and usually a brim

jacket, noun

a short coat

jewellery, noun

an adornment (as a bracelet or ring or necklace) made of precious metals and set with gems (or imitation gems)

laundry, noun

garments or white goods that can be cleaned by laundering

leather, noun

an animal skin made smooth and flexible by removing the hair and then tanning

lipstick, noun

makeup that is used to color the lips

make-up, noun

cosmetics applied to the face to improve or change your appearance

old-fashioned, adj

out of fashion

pants, noun

underpants worn by women

pattern, noun

a decorative or artistic work

perfume, noun

a toiletry that emits and diffuses a fragrant odor

pocket, noun

a small pouch inside a garment for carrying small articles

pullover, noun

a sweater that is put on by pulling it over the head

raincoat, noun

a water-resistant coat

shirt, noun

a garment worn on the upper half of the body

shoe, noun

footwear shaped to fit the foot (below the ankle) with a flexible upper of leather or plastic and a sole and heel of heavier material

shorts, noun

trousers that end at or above the knee

silk, noun

a fabric made from the fine threads produced by certain insect larvae animal fibers produced by silkworms and other larvae that spin cocoons and by most spiders

size, noun

the property resulting from being one of a series of graduated measurements (as of clothing) he wears a size 13 shoe

skirt, noun
a garment hanging from the waist; worn mainly by girls and women

sleeve, noun
the part of a garment that is attached at the armhole and that provides a cloth covering for the arm

suit, noun
a set of garments (usually including a jacket and trousers or skirt) for outerwear all of the same fabric and color

sweater, noun
a crocheted or knitted garment covering the upper part of the body

sweatshirt, noun
cotton knit pullover with long sleeves worn during athletic activity

swimsuit, noun
tight fitting garment worn for swimming

umbrella, noun
a lightweight handheld collapsible canopy

uniform, noun
clothing of distinctive design worn by members of a particular group as a means of identification

wool, noun
a fabric made from the hair of sheep

Colours

black, adj
being of the achromatic color of maximum darkness; having little or no hue owing to absorption of almost all incident light
black leather jackets

blue, adj
of the color intermediate between green and violet; having a color similar to that of a clear unclouded sky
October's bright blue weather

brown, adj
of a color similar to that of wood or earth

dark, adj
devoid of or deficient in light or brightness; shadowed or black
sitting in a dark corner

gold, adj
having the deep slightly brownish color of gold
the gold dome of the Capitol

green, adj
of the color between blue and yellow in the color spectrum; similar to the color of fresh grass
a green tree

grey, adj
of an achromatic color of any lightness intermediate between the extremes of white and black
the little grey cells

light, adj
(used of color) having a relatively small amount of coloring agent
light blue

orange, adj
of the color between red and yellow; similar to the color of a ripe orange

pink, adj
of a light shade of red

purple, adj
of a color intermediate between red and blue

red, adj
of a color at the end of the color spectrum (next to orange); resembling the color of blood or cherries or tomatoes or rubies

silver, adj
having the white lustrous sheen of silver
a land of silver rivers where the salmon leap

yellow, adj
of the color intermediate between green and orange in the color spectrum; of something resembling the color of an egg yolk

City

airport, noun
an airfield equipped with control tower and hangars as well as accommodations for passengers and cargo

bridge, noun
a structure that allows people or vehicles to cross an obstacle such as a river or canal or railway etc.

corner, noun
the intersection of two streets
standing on the corner watching all the girls go by

crossing, noun
a junction where one street or road crosses another

fountain, noun
a structure from which an artificially produced jet of water arises

market, noun
a marketplace where groceries are sold

park, noun
a piece of open land for recreational use in an urban area
they went for a walk in the park

pavement, noun
walk consisting of a paved area for pedestrians; usually beside a street or roadway

playground, noun
yard consisting of an outdoor area for children's play

road, noun
an open way (generally public) for travel or transportation

roundabout, noun
a road junction at which traffic streams circularly around a central island

route, noun
an established line of travel or access

signpost, noun
a post bearing a sign that gives directions or shows the way

square, noun
an open area at the meeting of two or more streets

station, noun
a facility equipped with special equipment and personnel for a particular purpose
he started looking for a gas station

subway, noun
an electric railway operating below the surface of the ground (usually in a city)

tunnel, noun
a passageway through or under something, usually underground (especially one for trains or cars)
the tunnel reduced congestion at

that intersection

underground, noun

an electric railway operating below the surface of the ground (usually in a city)

Countryside

area, noun

a particular geographical region of indefinite boundary (usually serving some special purpose or distinguished by its people or culture or geography)
it was a mountainous area

bay, noun

an indentation of a shoreline larger than a cove but smaller than a gulf

beach, noun

an area of sand sloping down to the water of a sea or lake
they went swimming at the beach

canal, noun

long and narrow strip of water made for boats or for irrigation
The Panama Canal

cliff, noun

a steep high face of rock
he stood on a high cliff overlooking the town

desert, noun

arid land with little or no vegetation

earth, noun

the loose soft material that makes up a large part of the land surface
they dug into the earth outside the church

farm, noun

workplace consisting of farm buildings and cultivated land as a unit
it takes several people to work the farm

field, noun

a piece of land cleared of trees and usually enclosed
he planted a field of wheat

forest, noun

the trees and other plants in a large densely wooded area
they camped in the forest

harbour, noun

a sheltered port where ships can take on or discharge cargo
Sydney Harbour

hill, noun

a local and well-defined elevation of the land
they loved to roam the hills of West Virginia

island, noun

a land mass (smaller than a continent) that is surrounded by water
Great Britain is an island

lake, noun

a body of (usually fresh) water surrounded by land
The Great Lakes of North America

land, noun

the solid part of the Earth's surface
the plane turned away from the sea and moved back over land

motorway, noun

a broad highway designed for high-speed traffic

mountain, noun

a land mass that projects well above its surroundings; higher than a hill
The Rocky Mountains

ocean, noun

a large body of water covering a significant part of the earth's

surface

The Indian Ocean

port, noun

a place (seaport or airport) where people and merchandise can enter or leave a country

quay, noun

wharf usually built parallel to the shoreline

railway, noun

line that is the commercial organization responsible for operating a system of transportation for trains that pull passengers or freight
The National Railway Company

rainforest, noun

a forest with heavy annual rainfall

region, noun

a large indefinite location on the surface of the Earth
penguins inhabit the polar regions

river, noun

a large natural stream of water (larger than a creek)
the river was navigable for 50 miles

rock, noun

a lump or mass of hard consolidated mineral matter
he threw a rock at me

sand, noun

a loose material consisting of grains of rock or coral

sea, noun

a division of an ocean or a large body of salt water partially enclosed by land
The North Sea

seaside, noun

the shore of a sea or ocean regarded as a resort

sky, noun

the atmosphere and outer space as viewed from the Earth

soil, noun

material in the top layer of the surface of the earth in which plants can grow (especially with reference to its quality or use)

stream, noun

a natural body of running water flowing on or under the earth

valley, noun

a long depression in the surface of the land that usually contains a river

village, noun

a community of people smaller than a town

waterfall, noun

a steep descent of the water of a river

wood, noun

the trees and other plants in a large densely wooded area

Education

absent, adj

not being in a specified place
advanced, adj
farther along in physical or mental development
the child's skeletal age was classified as 'advanced'

arithmetic, noun

the branch of pure mathematics dealing with the theory of numerical calculations

art, noun

the creation of beautiful or significant things
art does not need to be innovative to be good

bell, noun
a hollow device made of metal that makes a ringing sound when struck

biology, noun
the science that studies living organisms

board, verb
live and take one's meals at or in the rooms in an old boarding house
lodge and take meals (at)

break, noun
a time interval during which there is a temporary cessation of something

chemistry, noun
the science of matter; the branch of the natural sciences dealing with the composition of substances and their properties and reactions

class, noun
a body of students who are taught together
early morning classes are always sleepy

college, noun
a complex of buildings in which an institution of higher education is housed

composition, noun
an essay (especially one written as an assignment)
he got an A on his composition

corridor, noun
an enclosed passageway; rooms usually open onto it

course, noun
education imparted in a series of lessons or meetings
he took a course in basket weaving

curriculum, noun
an integrated course of academic studies

degree, noun
an award conferred by a college or university signifying that the recipient has satisfactorily completed a course of study

desk, noun
a piece of furniture with a writing surface and usually drawers or other compartments

dictionary, noun
a reference book containing an alphabetical list of words with information about them

diploma, noun
a document certifying the successful completion of a course of study

drama, noun
a dramatic work intended for performance by actors on a stage

economics, noun
the branch of social science that deals with the production and distribution and consumption of goods and services and their management

educate, verb
give an education to
We must educate our youngsters better

elementary, adj
of or pertaining to or characteristic of elementary school or elementary education
the elementary grades

essay, noun
an analytic or interpretive literary composition

geography, noun
study of the earth's surface; includes people's responses to topography and climate and soil and vegetation

handwriting, noun
something written by hand
she recognized his handwriting

history, noun
the discipline that records and interprets past events involving human beings
he teaches Medieval history

homework, noun
preparatory school work done outside school (especially at home)

intermediate, adj
around the middle of a scale of evaluation

IT, noun
the branch of engineering that deals with the use of computers and telecommunications to retrieve and store and transmit information

laboratory, noun
a workplace for the conduct of scientific research

lesson, noun
a unit of instruction
he took driving lessons

mark, verb
assign a grade or rank to, according to one's evaluation

mathematics, noun
a science (or group of related sciences) dealing with the logic of quantity and shape and arrangement

music, noun
the sounds produced by singers or musical instruments (or reproductions of such sounds)

notice, noun
an announcement containing information about an event

photography, noun
the act of taking and printing photographs

physics, noun
the science of matter and energy and their interactions
his favorite subject was physics

qualification, noun
an attribute that must be met or complied with and that fits a person for something
her qualifications for the job are excellent

qualify, verb
prove capable or fit; meet requirements

school, noun
a building where young people receive education
the school was built in 1932

science, noun
a particular branch of scientific knowledge
the science of genetics

study, verb
be a student; follow a course of study; be enrolled at an institute of learning

subject, noun
a branch of knowledge

technology, noun
the practical application of science to commerce or industry

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Bosh muharrir	Durdona Karimova
Texnik muharrir	Tatyana Xaritonova
Musahhih	Baxtiyor Abdulatipov
Matn teruvchi	Shohista Mo'minova
Sahifalovchi dizayner	Andrey Pakhunov

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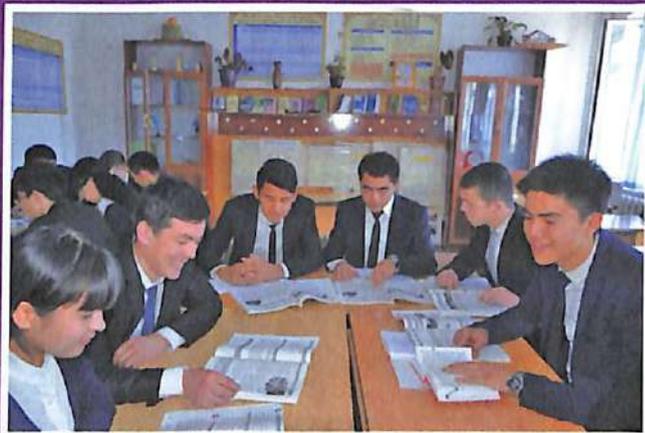
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O'zbekiston Matbuot va axborot agentligining «O'zbekiston» nashriyot-matbaa ijodiy uyi. 100011, Toshkent, Navoiy ko'chasi, 30.

Telefon: (371) 244-87-55, 244-87-20. Faks: (371) 244-37-81, 244-38-10.

e-mail: uzbekistan@iptd-uzbekistan.uz www.iptd-uzbekistan.uz



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