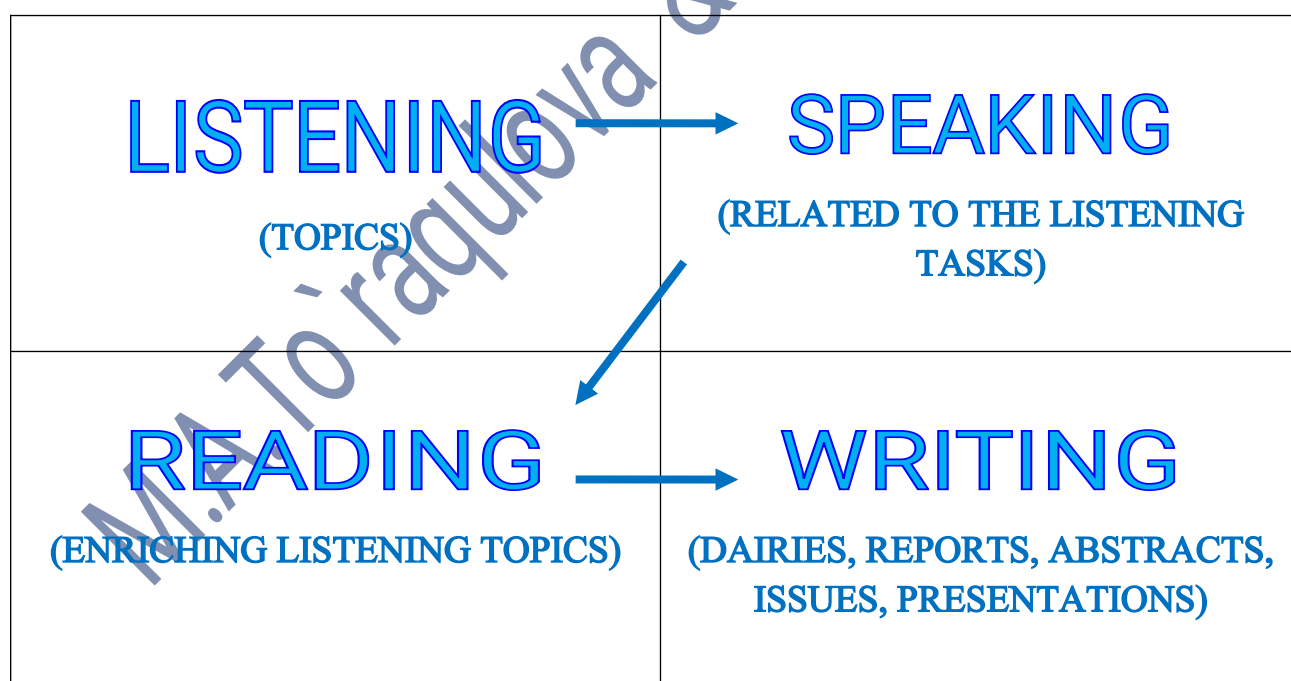


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English

Teacher`s book



CEFR B1

Navoi-2019

Unit 1 My country – my pride.
Lesson 1.A. Welcome to Uzbekistan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about one`s motherland; -to learn about to talk about historical facts about one`s birthplace; Developing: -to enable pp to talk about one`s motherland; -to enable to listen and read for specific information; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of national traditions; -to raise awareness of historical facts about one`s birthplace	At the end of the lesson pupils will be able to: - to talk about one`s motherland and national traditions; - historical facts about one`s birthplace - to listen and read for specific information;	Ancient, devastate, handmade, massive, beauty, attraction, earthquake, spiritual, landlocked	Pupil`s book, the DVD, pictures of some places, map

Activity 1. Test your knowledge of Uzbekistan with this quiz.

Objective: to warm up; to increase pp knowledge about Uzbekistan.

Ask PP to look through the test, read the questions and find the answers. Give them some time to do the test. Then check their answers.

Key: 1c 2c 3c 4d 5c 6c 7a 8c 9a 10b

Activity 2. Match the words with their definitions

Objective: to guess the meaning of the words.

PP read the words and find their definitions. They guess the meanings of the words. If they can`t guess, PP can use dictionaries.

Key: 1f 2a 3e 4d 5h 6c 7b 8g

Activity 3. Listen and complete the sentences

Objective: to listen for specific information.

Tell PP they are going to listen to a monologue about Mickela Malozzi`s life. Ask

PP to read the sentences and note the answers while listening. Explain PP that should write no more than two words. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

I am a dancer and I am a traveler. And whenever I go I experience the world one day at a time. I am Mikela Malozzi and this is a bare foot. Uzbekistan's capital city is Tashkent was devastated by a massive earthquake in 1960s. Which destroyed almost all of the ancient buildings. It is now one of the modern cities in the country. During the time of reconstruction under the Soviet rule the new buildings lost their original style of architecture, but Islamic design can still be found within the walls. The city's main attraction is Independence square, known as the heart of Tashkent. Nearby all modern museums, monuments and statues venerating Amir Temur the 14th century ruler of Central Asia.

Back to the markets we go a must do in any city in Uzbekistan is shopping. These markets and bazaars sell handmade textile goods of extremely high quality from shoes to trinket to traditional wedding gowns. Silks and fabrics have always been one of the Uzbekistan's most valuable commodities.

The next morning we head to one of the most oldest cities of Uzbekistan – Samarkand. We headed into the ancient city to see what life looked like over 600 years ago. One of the most architecturally influential buildings from the 14th century is Mazoleum of Amir Temur also known as Tamerlane. This building is a perfect example of ornate Islamic art work with the ceiling and walls are covered with gold and black onyx. With Tamerlane were also buried his two sons, two grandsons and his spiritual leader. Nearby is another wonderful architectural beauty Registan Square whose walls are historical markets. Markets are very huge. Samarkand is a major city on the Silk road trade route. Samarkand is famous for bread. Uzbekistan is a place where old meets new.

Key:

- | | | |
|------------------------|-----------------|---------------------|
| 1. Dancer and traveler | 4. Amir Temur | 7. Spiritual leader |
| 2. Massive earthquake | 5. Must do | 8. bread |
| 3. Independence square | 6. Islamic work | |

Activity 4. Find the names of places.

Objective: to raise awareness of the regions of Uzbekistan.

Ask PP to look at the map and write the names of the regions of Uzbekistan. Then match numbers and places.

Key:

- | | | |
|-------------------|-------------|-------------|
| 1.Karakalpakistan | 6.Samarkand | 11.Namangan |
| 2.Navoi | 7.Termiz | 12. Andijan |
| 3.Khorazem | 8.Jizzakh | 13.Fergana |
| 4.Bukhora | 9.Sirdaryo | |
| 5.Karshi | 10.Tashkent | |

Activity 5. Read and find out if the sentences true or false.

Objective: to raise awareness of the facts about Uzbekistan; to read for specific information; to introduce cultural information about Uzbekistan

Ask PP to read the interesting facts about Uzbekistan and find out if the sentences true or false.

Key: 1-F 2-T 3-T 4-F 5-T 6-F 7-T 8-T

Activity 6. Fill in the sentences.

Objective: to provide further controlled written practice

Ask PP to tell the translation of the words in the box. If they don't know tell them to find them in the dictionary. They should use each word only once.

Key:

- | | | |
|-------------|--------------|--------------|
| 1.luck | 4.the oldest | 7.tradition |
| 2.bread | 5.marble | 8.mine |
| 3.entrances | 6.handshake | 9.landlocked |

Activity 7. Discussion

Objective: to give PP freer practice in speaking practice; to provide further practice in the use of target structure and vocabulary

Ask PP to work in pairs. Read the questions and discuss them with the partners.

Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Homework:

PP make a list of vocabulary which you have learned today; make a report on interesting facts of Uzbekistan. (Word limit is 80-100); share your report with your peers.

Lesson 1.B. Welcome to Uzbekistan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to talk about one`s motherland; -to learn about to talk about historical facts about one`s birthplace; Developing: -to enable pp to talk about one`s motherland; -to enable to listen and read for specific information; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of speaking about Uzbekistan, it`s development, Muhammad Yusuf`s poetry.</p>	<p>At the end of the lesson pupils will be able to: - to talk about one`s motherland and national traditions; - historical facts about one`s birthplace - to listen and read for specific information;</p>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil`s book, the DVD, pictures of some places, map</p>

Activity 1. Decide whether the sentences are written in Active or Passive.

Objective: to revise to use the Active or Passive Voice

Ask PP to tell when and how to use Active or Passive Voice. If they have some doubt, explain them the rule. PP should find that the sentences are in Active or Passive Active or Passive Voice.

Key:

- | | | |
|------------|------------|------------|
| 1. Passive | 4. Passive | 7. Passive |
| 2. Active | 5. Active | 8. Passive |
| 3. Active | 6. Passive | |

Suggestion: For weaker classes you could explain the structure about the Active and Passive in mother tongue. For stronger classes you could ask PP to work in pairs and make up similar sentences.

Activity 2. Put the correct form of the verbs

Objective: to revise to write the correct form of the verbs in the Active or Passive
 Ask PP to read the story carefully, write the verbs in the correct form. And they

pay attention to the active and passive forms rules.

Key:

- | | | |
|---------------|------------------|-------------------|
| 1. came | 5. was taken | 9. was pronounced |
| 2. prohibited | 6. was called | 10. was written |
| 3. lost | 7. was asked | 11. eat |
| 4. understand | 8. was announced | |

Activity 3. Read and make up sentences

Objective: to introduce the words and phrases related to the word motherland
Tell pp the synonyms of the word motherland. Then ask them to make up sentences using the words and phrases.

Activity 4. Read and match the words with their definitions

Objective: to guess the meaning of the words.

PP read the poem, guess the meaning of the underlined words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key:

- | | | |
|------------|---------------|-------------|
| 1. respect | 4. birthplace | 7. stubborn |
| 2. miss | 5. lamb | 8. tandoor |
| 3. Bakhmal | 6. adorable | 9. hope |

Activity 5. Work in groups

Objective: to raise awareness of speaking about Uzbekistan, its development, Muhammad Yusuf's poetry.

Divide PP into groups. Ask them to discuss the question and find answers. When they finish, ask them to compare each group's answers.

Activity 6. Work in groups

Objective: to raise awareness of descriptive adjectives; to prepare for the next activity

Ask PP to find ten descriptive adjectives related to the topic "My motherland – my Pride".

Language note:

The descriptive essay is a genre of essay that asks the student to describe something – object, person, place, experience, emotion, situation, etc. it is important to choose the right words, adjectives and using senses.

Activity 7. Work in groups

Objective: to raise awareness of using descriptive adjectives; to practise describing a picture

Ask PP to choose a picture and describe it using the descriptive adjectives which they found.

Activity 8. Work in groups

Objective: to raise awareness of descriptive adjectives

Ask PP to read the texts and find the descriptive adjectives.

Key:

Beautiful, enhanced, magical, fascinating, breathtaking, evoking, beautifully-preserved, historical, gorgeous, classical, quaint, overcrowded, delightful, exquisite, eternal.

Homework:

Ask PP to describe your hometown using the adjectives in the table.

Lesson 2.A. Famous people.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about famous historical people of Uzbekistan; -to learn to talk about historical facts about famous people's life; Developing: -to enable pp to talk about famous historical people's life and their works; -to enable to listen for specific information and read for detail; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of mathematical terminology;	At the end of the lesson pupils will be able to: - to talk about famous historical people's life and their works; - historical facts about famous people in Uzbekistan - to listen for specific information and read for detail;	Quadratic equation, square root, multiplication, fraction, interpretation, heal, treatise, cure, foremost	Pupil's book, the DVD, pictures of some famous historical people and events

-to raise awareness of historical facts about one`s life and works;			
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Activity 1. Test your knowledge of famous people in Uzbekistan with this quiz.

Objective: to warm up; to increase pp knowledge about famous people in Uzbekistan.

Ask PP to look through the test, read the questions and find the answers. Give them some time to do the test. Then check their answers.

Key: 1c 2a 3d 4b 5a 6a 7b 8d

Activity 2. Sort out the words.

Objective: to provide semi-controlled practice in the use of the parts of speech.

Ask PP to look through the vocabulary and put the words into the appropriate column. Some words might belong to two columns.

	Vocabulary	Noun	Verb	Adjective
1	Known		√	√
2	Foremost			√
3	Government	√		
4	Thinker	√		
5	Serve	√	√	
6	Master	√		
7	Memorize		√	
8	Tutor	√	√	
9	Practice	√	√	
10	Medicine	√	√	
11	Law	√		
12	natural science	√		
13	Cure	√	√	
14	Wise	√		√
15	Treatise	√		
16	Survive		√	
17	Heal		√	
18	Interpretation	√		

Activity 3. Listen and complete the sentences

Objective: to listen for specific information.

Tell PP they are going to listen to a tape about Ibn Sino. Ask PP to read the sentences and note the answers while listening. Explain PP that should write no more than two words. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

Avicenna, otherwise known by his full name of Abu Ali al-Husayn ibn Abd Allah ibn al-Hasan ibn Ali ibn Sino, was born in 980 (believed to have been August) and died sometime in June 1037. He was one of the foremost philosophers and thinkers of the Islamic Golden Age, and a leader in understanding medicine.

Avicenna was born near Bukhara, which at the time was ruled by Samanid dynasty. His father was a government official and his home served as a meeting place for men of learning. Avicenna had been educated by teachers while growing up. By age 14 he had mastered many subjects and had already memorized the Quran. From the age of 14 to 18 he taught himself because he could not find a tutor to provide more information that he already knew. He began to practice and learn about medicine at 16. He also learned about law and natural sciences. He was good at all of the subjects but he had a talent for medicine. Sometime before he turned 18 years old, he cured a Samanid chief. Because of what he did he was allowed into the libraries that were taken care of by the Samanid dynasty princes. By the age of 18 he had become a master of the most important works of science in his time. At 20 he was regarded as one of the wisest people of his time.

Avicenna wrote almost 450 treatises on a wide range of subjects. Of these, around 240 survive concentrate on medicine. He wrote a book called The Canon of Medicine. This was used as medical text for over 600 years. His major work in philosophy was a book called The Book of Healing. It included his interpretation of the work of Aristotle.

Key:

- | | |
|----------------------------|---------------|
| 1. known | 5. subjects |
| 2. 1037 | 6. medicine |
| 3. Philosopher and thinker | 7. libraries |
| 4. Samanid | 8. philosophy |

Activity 4. Name the pictures. Who are they?

Objective: to raise awareness of the famous people of Uzbekistan.

Ask PP to look at the map and write the names of famous people of Uzbekistan.

Key:

A – Abu Nasr Forobiy B – Al Khorazmiy C – At Termiziy
D – Abu Ali ibn Sino E – AlisherNavoiy

Activity 5. Read and find out if the sentences true or false.

Objective: to raise awareness of the facts about Al-Khwarizmi; to read for specific information;

Ask PP to read the interesting facts about Al-Khwarizmi and find out if the sentences true or false.

Key:1-F 2-F 3-T 4-T 5-F 6-T 7-T

Activity 6. Matching.

Objective: to introduce new vocabulary.

Ask pp to look through the words about mathematical terminology and match the mathematical symbols.

Key:

1-c 2-j 3-b 4-a 5-e 6-f 7-d 8-g 9-h 10-i

Activity 7.Read and answer the questions.

Objective: to raise awareness of critical thinking.

Ask PP to read the questions and try to find the answers.

Key:

1. $888+88+8+8+8=1000$ 3. $1 \times 2 \times 3=6$ $1+2+3=6$
2. A grandfather, a father, a son 4. 9

Homework:

PP make a list of vocabulary which you have learned today; make a report on interesting facts of Al-Khwarizmi and Avicenna. (Word limit is 80-100); share your report with your peers.

Lesson 2.B.Famous people .

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about one`s generation; -to learn to talk about the popularity of Uzbekistan; Developing:	At the end of the lesson pupils will be able to: - to talk about one`s generation;	Descendant, ancestor, decisive, materialistic, later life, offspring	Pupil`s book, pictures of some historical places and

-to enable pp to talk about one`s generation; -to enable to know differences among past tenses -to enable to read for gist; -to enrich pp vocabulary; Socio-cultural: to raise awareness of speaking about Uzbekistan, it`s popularity ;	- to talk about the popularity of Uzbekistan; - to read for gist;		events
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Activity 1. Choose the correct form of the verbs.

Objective: to revise to usage of past simple and past perfect

Ask PP to tell when and how to use past simple and past perfect. If they have some doubt, explain them the rule. PP should find that the sentences are in past simple and past perfect.

Key:

1. was born
2. was ruled
3. had already memorized
4. was regarded
5. was allowed/had cured

Suggestion: For weaker classes you could explain the structure about the Active and Passive in mother tongue. For stronger classes you could ask PP to work in pairs and make up similar sentences.

Activity 2. Use the correct form of the verbs

Objective: to revise to write the correct form of the verbs in the past simple and past perfect.

Ask PP to read the sentences carefully, write the words in the correct order and write the verbs in the correct form. And they pay attention to the past simple and past perfect rules.

Key:

1. People didn't know about algebra in ancient times
2. Before Al-Khwarizmi Ptolomey did research the Earth to develop the map
3. The Scientist contributed to the science learning about measuring the volume
4. He had written many works before he died at the age 70
5. Al-Khwarizmi mentioned that he wrote his works to serve humanity.

Activity 3,4.Read and make up sentences

Objective: to introduce the words and phrases related to the ancestor

Tell pp the synonyms of the word ancestor. Tell PP to read the words guess the meaning of the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries. Then ask them to make up sentences using the words and phrases.

Key:

- | | | |
|----------------|---------------|------------|
| 1. descendant | 4. generation | 7. ancient |
| 2. family tree | 5. age | 8. founder |
| 3. ancestor | 6. pride | |

Activity 5.Work in groups

Objective: to raise awareness of speaking about Uzbekistan, it's development and popularity.

Divide PP into groups. Ask them to discuss the question and find answers. When they finish, ask them to compare each group's answers.

Activity 6.Divide the words into positive and negative adjective

Objective: to raise awareness of using positive and negative adjectives; Ask PP to divide the adjectives into negative and positive .

Key:

<i>Positive:</i>	<i>Negative</i>
generous , smart decisive , reliable , optimistic , hard-working , wise, helpful	mean , low-working , talkative , selfish, serious, materialistic, pessimistic

Activity 7.Read and take a note.

Objective: to raise awareness of writing about internationally recognized person. Ask PP to read the questions and take a note about one of the internationally recognized person.

Homework:

Ask PP to do self-study and research. Using the notes above write about one internationally famous person in your country. They should write:

- Who the person is?
- Why he or she is famous?
- What should we do in order to become famous?

They make a presentation on the topic and share their presentation with their peers.

Unit 2. What is your speciality?
Lesson 1.A. Introduction to the speciality.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about professions, their functions, workplace and what they do; -to learn how to differentiate the parts of speech; Developing: - to enable pupils to talk about professions, their workplace and what they do; -to enable to listen and read for specific information; -to enrich pp vocabulary and sort out the words into the parts of speech; Socio-cultural: -to raise awareness of different professions their functions, workplace and what they do; -to raise awareness of using the words into appropriate parts of speech;	At the end of the lesson pupils will be able to: - to talk about professions, their functions, workplace and what they do; - to differentiate the parts of speech; - to listen and read for specific information;	Babysitter, paper boy, cashier, minimum wage, bring up, eager, recover, make a choice	Pupil's book, the DVD, pictures of some famous people, professions

Activity 1. Fill in the gaps.

Objective: to stimulate pp ideas about the topic.

Ask pp to look at the pictures and match them. They should find the similarities among the pictures.

Key: 1-D 2-B 3-A 4-C 5-B

Activity 2. Sort out the words.

Objective: to provide semi-controlled practice in the use of the parts of speech.

Ask pp to look through the vocabulary and put the words into the appropriate column.

Key:

Vocabulary	Noun	Adjective	Verb	Phrasal verb	Collocation
speciality	√				
bring up			√		
eager		√			
noble		√			
proper		√			
science	√				
Must			√		
take care				√	
recover			√		
patient		√			
catch a cold					√
have a fever					√
important		√			
make a choice					√
Legal		√			

Activity 3. Complete the sentences

Objective: to practise inferring the meaning of the words and phrases and put them into the correct places

Ask pp look at the words and phrases in the box and complete the sentences. If they have some problems with the meaning of the words they may use a dictionary. After doing the task check your answer by listening the tapescript.

CD script

My future profession.

Teacher.

Hi! I'm Kamila. I'm going to be a teacher. My future speciality is English teacher. I love children very much and to be a teacher has been my dream since my early childhood. To teach and bring up children is the most important and noble thing, to my mind. I am eager to get a proper education to be able to do my best to teach my future pupils my favourite subject.

Doctor.

My name is Dilnoza. I want to be a doctor. It is an interesting profession. My mother and my grandfather are doctors. My grandfather works as a surgeon in a hospital. I have been to the hospital several times and spent some time watching him working. His main task is to operate on people. After each operation he takes care of patients until they are recovered. My grandfather can also help if anybody

catches a cold or has a fever. I want to become a doctor as well.

Interpreter.

Hello! I'm Sevara. I want to be an interpreter. To my mind this is an interesting profession. I want to help different people to understand each other. Today English is the language of the world. It is the language of communication, science, business and culture. I cannot imagine my future life without English. English is a must for educated person. I am sure it will help me in my life.

Lawyer.

Hi! I'm Temur. It is very important for everybody to make the right choice of profession. I changed my plans several times about what I want to be. I have decided that I want to be a lawyer. A lawyer gives you advice on legal problems or defends people in court. A good lawyer is in great demand in all countries.

Key:

- | | | |
|--------------|-------------------|-------------------------|
| 1. a teacher | 5. surgeon | 9. educated |
| 2. bring up | 6. takes care | 10. a lawyer |
| 3. education | 7. an interpreter | 11. make a right choice |
| 4. doctor | 8. language | 12. legal |

Activity 4. Discuss with your partner

Objective: to provide freer practice in talking about future professions

Ask pp to answer and talk about future professions. They should discuss with their partners what they want to be and why.

Activity 5. Answer the questions. Read the text.

Objective: to develop pp speaking and thinking skills;
to practise reading for gist.

Ask pp to look at the photos and answer the questions.

Activity 6. Matching.

Objective: to introduce new vocabulary.

Ask pp to look through the text above and match the underlined words and phrases with their definitions.

Key:

- | | |
|----------------|-----------------|
| 1. babysitting | 3. part-time |
| 2. earn | 4. minimum wage |

Activity 7. Read and do true/false statements.

Objective: to practice reading for main ideas and specific information.

Ask pp to read the text and analyze the information and write true or false.

Key: 1. *T* 2. *T* 3. *F* 4. *F*

Activity 8. Test your vocabulary.

Objective: to check pp vocabulary.

Ask pp to find the correct forms of the words.

Key:

- | | | |
|----------------|------------------|---------------|
| 1. FARMER | 8. BARBER | 15. SINGER |
| 2. FIREMAN | 9. POSTMAN | 16. TEACHER |
| 3. ELECTRICIAN | 10. VET | 17. ASTRONAUT |
| 4. DRESSMAKER | 11. GARDENER | 18. WAITRESS |
| 5. CARPENTER | 12. ARCHITECT | 19. DOCTOR |
| 6. PAINTER | 13. BABYSITTER | 20. DENTIST |
| 7. HAIRDRESSER | 14. PHOTOGRAPHER | |

Activity 9. Match the functions with the jobs.

Objective: to reinforce a new vocabulary;

Ask pp read the jobs and match them with their functions. PP should say what they know about these professions and their functions.

Key:

- | | |
|-----------------------|-------------------------|
| 1. Babysitter a, f, k | 4. Shop assistant c, g, |
| 2. Paper boy h, e, | 5. Cashier b |
| 3. Cleaner a, i, l | 6. Waiter/waitress d, j |

Homework:

Ask pp to learn the new vocabulary. Make a report on their favourite jobs.

Lesson 1.B. Introduction to the speciality.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to talk about one's professions; -to enable to talk under the theme "My dream job" Developing:	At the end of the lesson pupils will be able to: - to talk about one's profession,;	Barista, retail clerk, pet-grooming, part-time job, employer, employee,	Pupil's book, pictures of some professions, diary

-to enable talk about future intentions using “to be going to”; - to read for specific information; -to enrich pp vocabulary; Socio-cultural: to raise awareness of speaking about one’s dream job.	- to write an opinion essay - to read for specific information;	jobseeker, CV, survey, full-time	
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Activity 1. Check your grammar

Objective: to introduce the meaning of “be going to”;
 to enable to use the structure in use

Ask PP to complete the sentences using exercise 3 on page 27 and then make up sentences about PP future intentions.

Key:

- a) 1. Kamila is going to be a teacher.
2. Dilnoza is going to be a doctor.
3. Temur is going to be a lawyer.
4. Sevara is going to be an interpreter.
- b) 5. Kamila is going to get a proper education.
6. Dilnoza is going to take care of patients.
7. Temur is going to give advice.
8. Sevara is going to help people.

Activity 2. Look and write.

Objective: to enable to use the structure in practice

Ask PP to look at Temur’s diary and then write what he is going to do this week. Pay attention that while writing they should use the structure “be going to”.

Key:

1. Temur is going to do math on Tuesday
2. He is going to go swimming on Wednesday
3. He is going to do English on Thursday
4. He is going to the gym on Friday
5. He is going to play football on Saturday
6. He is going to go to the cinema on Sunday

Activity 3. Make a diary.

Objective: to practise making a diary using “be going to”

To raise awareness of planning one’s day

Ask PP to write their own diaries about their future plans for a week.

Activity 4. Telling future plans

Objective: to develop PP speaking skills about telling their future plans and exchange their opinions

After completing their weekly activities they tell their plans to partner. And discuss favourite activities.

Activity 5. Read and find.

Objective: to raise awareness of using “be going to”

to enable to match professions and their functions

Ask PP to find appropriate professions according to the definitions. The PP must use “be going to” for making their sentences full.

Key:

- | | |
|-------------------------------------|-----------------------------------|
| 1. He is going to be a photographer | 5. He is going to be a dentist |
| 2. He is going to be a dressmaker | 6. He is going to be an astronaut |
| 3. He is going to be an architect | 7. He is going to be a surgeon |
| 4. He is going to be a teacher | 8. He is going to be a postman |

Activity 6. Learn the new vocabulary and definitions.

Objective: to introduce new vocabulary with their definitions.

Ask PP to learn the new vocabulary with their definitions and then use them appropriately in the given sentences.

Key:

- | | | |
|-----------|--------------|-------------|
| 1. apply | 3. jobseeker | 5. employer |
| 2. survey | 4. CV | 6. employee |

Activity 7. Discussing.

Objective: to develop the skill of working cooperatively in a group to practice expressing views and giving reasons

PP work in groups of 2. They will use the questions in the textbook and discuss them together. They should support their opinions with reasons.

Activity 7. Read and circle.

Objective: to read for specific information

There are given adverts offering different jobs, ask your pupils to read the job adverts and circle True or False for the given sentences.

Key: 1. F 2. T 3. T 4.T 5. F 6. F 7. F 8. F

Language note:

The opinion essay is a formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph. A successful opinion essay should have

- a)an introductory paragraph;
- b)a main body;
- c)a conclusion.

Homework:

Ask PP to write an essay about “My dream job”.

Lesson 2.A. Job interview.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to talk about one`s profession; -to learn about to ask, answer and talk about future professions; Developing: -to enable pp to say about smb`s choice of future profession and the reason for it; -to enable to listen and read for specific information; Socio-cultural: To raise awareness of talking about future professions; To raise awareness of reading and writing suggestions for the interview;</p>	<p>At the end of the lesson pupils will be able to: - to talk about one`s future profession; - to say about smb`s choice of future profession and the reason for it - to listen and read for specific information; -to read and write suggestions for the interview;</p>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil`s book, the DVD, pictures,,</p>

Activity 1.Look, guess and match

Objective: to stimulate pp ideas about the topic.

Ask pp to look at the picture and guess the situation. Then match sentences with picture to describe each step of the interview process.

Key: 1-f, 2-b, 3-d, 4-g, 5-h, 6-e, 7-a, 8-c

Activity 2. Matching.

Objective: to practice guessing the meaning of the words.

PP read the words relating to job with their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1-c 2-g 3-e 4-h 5-d 6-b 7-a 8-k 9-f 10-j 11-i

Activity 3. Listen and rewrite the sentences.

Objective: to practice listening for specific information;

to raise awareness of writing sentences correctly

Before playing audio explain pupils that two friends have a conversation. One of them applied to job and had an interview. Ask pupils to listen to the dialogue between them. There are given wrong sentences. They should rewrite them correctly.

CD script

Job interview

Mansur: Hi, Zafar! How has the job interview gone?

Zafar: Excellent! I'm sure I'm going to be a shop assistant.

Mansur: Congratulations! What questions did they ask?

Zafar: They asked how I had heard about the job. If I had seen the advertisement in a newspaper or on the Internet.

Mansur: And what was your answer?

Zafar: I said no, my friend told me, that here people were always leaving, so you must need somebody.

Mansur: What?! You shouldn't answer like that. OK. What happened next?

Zafar: Then, they asked if I had any experience. I said no, but I'm a fast learner. I'll learn in a month or so.

Mansur: I don't believe it! What else?

Zafar: Let me think. They asked what hours I could work

Mansur: And you ...?

Zafar: I said that I can't wake up early. So I couldn't be on time, I would only be late if they give me mornings. And ... in the evenings I might have parties with my friends. So they had better give me afternoons.

Mansur: No way, you are joking, aren't you?

Zafar: No, they really liked me. They asked me why I wanted to work as a shop

assistant.

Mansur: And you said, it's a great job. And you are very interested in this job.

Key:

2. Mansur didn't go to the job interview.
3. Zafar's friend told him about the job.
4. Zafar is going to be a shop assistant.
5. Zafar didn't have any work experience.
6. Zafar asked for afternoon work hours.
7. Zafar wore his shirt.
8. Zafar thinks the employer wants to hire him as a shop assistant.

Activity 4. Listen and choose the correct answer.

Objective: to practise listening for specific information

Ask pp to listen again and choose the correct answer.

Key: 1-c 2-c 3-d 4-a 5-c

Activity 5. Look and say

Objective: to raise awareness of job interview

Ask pp to look at the pictures and choose the most important things for a job interview. They give their own opinions. Accept any ideas.

Activity 6. Read and choose the best heading.

Objective: to practice reading for gist

Ask your pupils to read the text and choose the best heading for the text.

Key: Job interview tips for teens

Homework:

Ask pp to learn the new words and write down 10 interview questions.

Lesson 2.B. Job interview.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to use the modal verb "should" for giving advice; -to learn how to ask, answer	At the end of the lesson pupils will be able to: - to talk about one's future	Recycling the previously learnt vocabulary	Pupil's book, pictures,,

and talk in a job interview; Developing: -to enable pp to ask, answer and talk in a job interview; -to enable to read for gist; -to enrich pp vocabulary; -to enable pp to use should/shouldn't in practice; Socio-cultural: -to raise awareness of attending in a job interview; -to raise awareness of reading and writing advice for the interview;	profession; - to use the modal verb "should" for giving advice - to ask, answer and talk in a job interview; -to read and write advice for the interview;		
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Activity 1. Use should or shouldn't.

Objective: to introduce and practice using should or shouldn't for giving advice
 Ask pupils to look at questions and check their grammar : Using should. Giving advice. Your class should give advice using should or shouldn't and the following mixed up words.

Key:

1. You shouldn't call the interviewer earlier.
2. You should be responsible and hardworking.
3. You should fully answer the questions during the interview.
4. You shouldn't be late the interview
5. You should wear casual clothes.

Activity 2. Read and give advice

Objective: to raise awareness of giving advice using "should"

Tell pp that tomorrow their friend is going to a job interview. They should read their friend's statements and give him or her advice.

PP own answers.

Activity 3. Read and add

Objective: to provide an opportunity for pp to work creatively;

to raise awareness of writing helpful tips for a job interview

Ask pp to read the helpful tips for job interview. Then ask them to add other tips to this list.

Activity 4. Read and complete.

Objective: to practice translating the structure; to ensure all pp understand the meaning of the words and phrases

Ask pp to read the text and complete the table below with words and phrases in bold from the text

Key:

- | | | |
|------------------|-----------------------------|---------------|
| 1. Afterwards, | 4. nervous | 7. filled out |
| 2. well-prepared | 5. we'll be in touch | 8. advert |
| 3. smart suite | 6. previous work experience | 9. CV |

Activity 5. Write the words in the correct order

Objective: to practice the word order in the structure; to write for reinforcement

Ask PP to read the sentences and write them in order making correct sentences and questions for a job interview.

Key:

- Good afternoon, Nice to meet you!
- Thank you for coming today. We'll be in touch!
- Have you got any questions?
- Can you tell us about your previous work experience, please?
- Do you work well in a team?
- When could you start?
- Why do you want this job?
- We would like to ask a few questions.
- What skills have you got that would help you in this job?
- You'll get £ 10.50 per hour and work Wednesdays to Sundays.

Activity 6. Fill in the gaps

Objective: to give further practice with the making questions and sentences in a job interview

Key: 1-a 2-h 3-d 4-I 5-g 6-e 7-f 8-c 9-j 10-b

Activity 7. Read and answer

Objective: to develop critical thinking; to make pp to think about themselves

Ask pp to read the basic questions about themselves. They should explain their answer in detail. Ask these questions as an interviewer.

Activity 8. Find your friend's job

Objective: to give pp an opportunity to work cooperatively in pairs; to provide

freer practice in finding one's job

Ask pp to work in pairs. One of them think about one job. The other one gives him different questions to find out where he works. They may use questions from the box.

Activity 9. Interview.

Objective: to give freer oral practice on the topic of the unit

Ask pp to work in pairs and interview each other. They give questions learnt from the lesson.

Homework: Write about your interviewee.

Unit 3. My future plans

Lesson 1.A. Looking back... Moving on...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to talk about one's future plans; -to be able to do multiple choice tests Developing: -to give freer practice in saying personal opinions about one's future plans; - to listen for detail and main ideas; -to enrich pp vocabulary; Socio-cultural: to raise awareness of stimulating a personal response about the theme;	At the end of the lesson pupils will be able to: - to talk about one's future plans; - to know cultural information about famous scientist - to read for detail;	Freshman, schooling, spoiled, exchange program, science book, research, sophomore	Pupil's book, the DVD of the book, pictures

Activity 1. Make a list.

Objective: to make PP to think about themselves

PP should remember their previous year. Ask PP to make a list of their gained and planned skills. Then the PP should compare their lists with their partners' lists.

PP own answers

Activity 2. Underline the odd word.

Objective: to enrich PP vocabulary

Ask PP to look the word lines attentively and find the odd word from each line. Then underline it. If they have some difficulties with the meanings they may use their dictionaries.

Key:

- | | | |
|--------------|--------------|--------------|
| A. pupil | E. common | H. keep |
| B. housework | F. inability | I. confuse |
| C. passive | G. spoiled | J. ignorance |
| D. ignore | | |

Activity 3. Listen and fill in the gaps.

Objective: to listen for detail

Play the audio for listening the dialogue and fill the gaps with the appropriate words.

CD script

A: "Hi. Has the lecture started yet?"

B: "Hello. No it hasn't... I'm Jasur Akhmedov. What's your name?"

A: "My name is Jessica. It's nice to meet you."

B: "Yes. It's nice to meet you too. Are you a freshman too?"

A: "No. I'm a second year student. I thought you are a new student?"

B: "Yeah. It's pretty exciting to be here"

A: "Have fun while it lasts. The excitement wears off real quick. Especially after you see how much homework you get. Where are you from?"

B: "I'm from Uzbekistan. My parents wanted me to go an American university, so I came here".

A: "I have never been to Uzbekistan. I've been to Kazakhstan before, but never Uzbekistan."

B: "Why were you in Kazakhstan?"

A: "My father thought it would be a good experience to take a vacation to a different country. He's so into learning about different cultures."

B: "That's pretty cool."

A: "I thought it would have been more fun if I went without my parents."

B: "Well, if you ever want to visit Uzbekistan, I would be happy to show you around."

A: "Thanks for the offer. I'll keep that in mind. Oh, the professor is coming. We'll talk more after class."

B: "OK."

Key:

- | | | |
|------------------------|------------------------|------------------|
| 1. Akhmedov | 4. homework | 7. Kazakh |
| 2. Freshman | 5. Uzbekistan | 8. the professor |
| 3. second year student | 6. American University | 9. After class |

Activity 4. Listen and choose.

Objective: to listen for gist

Play the audio again and ask PP to do the multiple choice test.

Key: 1-b 2-b 3-c 4-b

Activity 5. Answer the questions.

Objective: to develop PP thinking skills
to tell about one's future plans

PP own answers

Activity 6. Answer the question.

Objective: to provide freer practice in expressing ideas

Remind pupils about the quotes of famous people. Say them the following quote and ask what do they understand from this quote by the 1st President of Uzbekistan

Activity 7. Choose the appropriate option

Objective: to read for specific information

Firstly, ask the PP to read the text about Albert Einstein and then ask to choose the best answers for the tests. At the end the PP should decide if the sentences True or False.

Key:

1-D 2-C 3-C 4-F 5-F 6-T 7-F

Activity 8. Fill in the blanks.

Objective: to consolidate the new vocabulary

Ask PP to fill the blanks with word from the box. They should use each word only one. Then tell them if they are right or wrong, or let them check their answers in the wordlist.

Key:

- | | | |
|---------------|---------------------|-----------------|
| 1. smart | 4. passive | 7. freshman |
| 2. experience | 5. research | 8. science book |
| 3. calculus | 6. exchange program | 9. spoiled |

10. confuse

Activity 9. Discussing.

Objective: to give practice in working cooperatively in a group

Ask PP to look through the questions and express their opinions about them. They may describe their future in the picture as a poster. If they are ready, ask them to come to the blackboard and to present it.

PP own answers

Language note:

A report writing is normally a formal piece of writing based on research. It may be

less formal depending who it is addressed to, e.g. a friend. A good report should consist of :

- a) an introduction
- b) a main body
- c) a conclusion

Homework: Ask PP to learn the new words and to make a report on their achievements.

Lesson 1.B. Looking back.... Moving on....

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to enable to make plans for future and giving advice for this reason to others -to present and practice the modal verbs: should, ought to, had better, could Developing: -to give freer practice in expressing opinions independently in English - to develop thinking skills about a successful person; -to enrich pp vocabulary; Socio-cultural:	At the end of the lesson pupils will be able to: - to have awareness of a successful person; - to know cultural information about famous people's life - to read for main ideas; -to express one's	Gain confidence, jealous, dedication, disappointment, sacrifice, failure, persistence	Pupil's book, picture of Mother Teresa, markers, a poster

-to raise awareness of expressing opinions and giving reasons for them	ideas freely;		
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Activity 1. Check your grammar.

Objective: to practice the structure “be going to”

to enable the modal verbs should, ought to, had better, could in use correctly

Give full information about using the modal verbs: should, ought to, had better, could. Be aware of that PP have understood the rules. Then ask PP to read the advice and then rewrite them using modal verbs.

Activity 2. Read and do the quiz.

Objective: to introduce and practice topic vocabulary

You may read the sentences below with your PP together. Then ask PP’ opinions if they agree with these statements. PP support their opinions with reasons.

PP own answers

Activity 3. Make up sentences

Objective: to use the modal verbs and new vocabulary in practice

Ask PP to make up sentences using new words from exercise 2. Remember that they should use modal verbs of advice. Then PP discuss the ideas in the group.

PP own answers

Activity 4. Look and discuss.

Objective: to give PP the opportunity to personalize the topic and to provide oral practice

Ask PP to draw their attention to the picture and discuss the questions. The PP should support their ideas with examples.

PP own answers

Activity 5. Read and say.

Objective: to provide students with free oral practice and to practice the language used in discussions and debates; to have awareness of who is a successful person.

PP own answers

Activity 6. Read and discuss.

Objective: to provide practice in reading for the main ideas

Help PP to organize sub groups and ask them to discuss the questions.

Key:

- | | |
|--|-------------------|
| 1. When was Mother Teresa born? | In 1910 |
| 2. What was her real name? | Agnes |
| 3. What was the first lesson in life? | kindness |
| 4. What was the second lesson in life? | Not giving up |
| 5. Where did she work? | In 1928 |
| 6. What did she set up? | In 1948 |
| 7. What did she get in 1979? | Nobel Peace Prize |
| 8. Is Mother Teresa considered to achieve success? | No |

Activity 7. Discussing.

Objective: to share personal experience with others and develop speaking skills

Save groups in the exercise 6 and ask your PP to discuss these questions. Give more questions yourself in order to inspire PP to express their opinions and speak more.

PP own answers

Activity 8. Fill in the table

Objective: to enable to create own schedule

Your PP should fill in the table due to their plans. Ask them about their daily, weekly, yearly plans. By the end of the some period what they should have done and what is their task to achieve this

PP own answers

Homework: Ask PP to write down long term plans for future.

Lesson 2.A. Where to go.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to use quotes; -to learn to talk about one's future plans; Developing: -to enable PP to talk about	At the end of the lesson pupils will be able to: - to ask, answer and talk about one's future	go down, aspiration, let down, give up, give in, lose faith	Pupil's book, pictures, emoji

one's future plans; -to enable to listen for detail; -to enrich PP vocabulary; -to enable PP to use quotes in speech; Socio-cultural: -to raise awareness of using quotes; -to raise awareness of planning one's future;	plans; - to use quotes in practice; -to read for detail;		
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Activity 1. Describe yourself.

Objective: to stimulate PP ideas about the topic

Tell PP that their future depends on their present. They read the quote about future. And describe themselves after ten years now. Accept any ideas.

Activity 2. Matching.

Objective: to enrich PP vocabulary

Ask PP to look through the words in the box and find their synonyms. If they have some difficulty to guess the meaning they may use a dictionary.

Key:

1-b, 2-a,

1-b, 2-a

1-a, 2-b

1-b, 2-a

1-a, 2-b

1-a, 2-b

1-b, 2-a

Activity 3. Listen and fill in the gaps.

Objective: to practice listening for specific information.

Play the audio. Tell your pupils to listen the song named "Win" by Brian McKnight and ask your pupils to fill in the gaps with the suitable words and phrases from the box below.

CD script

WIN (Brian Mckinight)
 Dark is the night
 I can weather the storm
 Never say die
 I've been down this road before
 I'll never quit
 I'll never lay down, mm

See I promised myself that I'd never let me down
 [1] – I'll never give up
 Never give in
 Never let a ray of doubt slip in
 And if I fall
 I'll never fail
 I'll just get up and try again
 Never lose hope
 Never lose faith
 There's much too much at stake
 Upon myself I must depend
 I'm not looking for place or show
 I'm gonna win
 No stopping now
 There's still a ways to go, oh
 Someway, somehow
 Whatever it takes, I know
 I'll never quit, no no
 I'll never go down, mm, mm
 I'll make sure they remember my name
 A hundred years from now
 [Repeat 1]
 When it's all said and done
 My once in a lifetime will be back again
 Now is the time
 To take a stand
 Here is my chance
 That's why I ...
 [Repeat 1]
 Mmm, I'm gonna win

Key:

- | | | |
|------------|-----------|--------------|
| 1. night | 6. fail | 10. quit |
| 2. give up | 7. get up | 11. remember |
| 3. lay | 8. hope | 12. from now |
| 4. give up | 9. upon | 13. stand |
| 5. fall | | |

Activity 4. Discuss.

Objective: to develop PP speaking skill and thinking critically.

Ask your pupils to look at and discuss interesting facts with their partner. Ask them what kind of interesting facts they know.

Activity 5. Describe yourself.

Objective: to make PP to support their ideas

Ask PP to describe themselves after ten years. Then they should support their ideas.

Activity 6. Read and give a title

Objective: to practice reading for main ideas.

Ask PP to read the text and guess the meaning. Then give a title.

Activity 7. Tick ✓ the right statement.

Objective: to practice reading for specific information

Ask PP to read and tick the right statement.

Key: 1✓ 2✓ 3- 4✓ 5✓ 6✓ 7✓ 8✓

Activity 8. Fill in the blanks.

Objective: to enrich PP vocabulary; to reinforce the learnt vocabulary

Ask PP to fill in the blank with the best words that are given. They should use each word only one.

Key:

- | | | |
|-----------------|-------------|----------------|
| 1. action | 5. believe | 9. responsible |
| 2. well-planned | 6. belief | 10. realize |
| 3. goal | 7. quit | |
| 4. achieve | 8. multiple | |

Activity 9. Discuss

Objective: to share personal experience with others and develop speaking skills

Ask PP to work in pairs and discuss the questions. Give more questions yourself in order to inspire PP to express their opinions and speak more.

PP own answers.

Homework:

PP make a list of vocabulary which you have learned today; make a report on your future plans.(Word limit is 80-100); share your report with your peers.

Lesson 2.B.Where to go?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to use phrasal verbs; -to learn how to talk about appointments, deadlines; Developing: -to enable PP to talk about appointments, deadlines, plans ; -to enable to read for specific information; -to enrich PP vocabulary; -to enable PP to use phrasal verbs in practice; Socio-cultural: -to raise awareness of using phrasal verbs; -to raise awareness of reading for specific information;	At the end of the lesson pupils will be able to: - to talk about appointments, deadlines, effort and success; - to use the phrasal verbs - to ask, answer and talk about one's plans; -to read for specific information;	End up, hand out, leave behind, rely on, show off, write up, work out, ask for, IQ, EQ, hand in	Pupil's book, pictures, dictionary

Activity 1. Fill in the gaps

Objective: to use phrasal verbs in practice

Ask your pupils to fill in the gaps with phrasal verbs using grammar spot. The definitions in brackets will be helpful for them to write the phrasal verbs. After checking their answers you may say your versions.

Key:

1 given up

4 given onto

7 given in

2 give in

5 gave up

3 give up

6 gave in

Activity 2. Matching

Objective: to enrich the vocabulary of phrasal verbs

Ask PP to look at the pictures attentively and match them with the phrasal verbs the box. Choose suitable ones.

Key:

3. look up
4. apply for

5. come in
6. hand in

Activity 3. Choose the best answer

Objective: to do multiple choice questions; to enlarge the list of phrasal verbs
 Say your PP that in this exercise they may use their dictionaries and do this activity choosing the best answer for each question below

Key: 1-c, 2-c, 3-b, 4-a, 5-b, 6-c, 7-a, 8-b, 9-a, 10-b

Activity 4. Matching

Objective: to enlarge PP outlook

Ask pupils to match the words with quotes according to their outlook. And then ask their opinions which quote did they like best and why?

Key:

A-Future plans, B-happiness, C-Knowledge

Activity 5. Rearrange the words

Objective: to enable to talk about future plans

Ask your PP to work in pairs and rearrange the words of quotes in order. Then ask to talk about their own plans for future, their goals.

Key:

1. A goal is a dream with a plan and a deadline.
2. "The intelligent have plans; the wise have principles.
3. The optimist is a pessimist with a plan

Activity 6. Read the passage

Objective: to read for specific information

The PP will read the following text about IQ, Effort and success and then do the test individually. They may express their opinions about the text and the topic at the end.

Key: 1-C, 2-C, 3-A

Homework:

Ask your PP to answer 10 questions below and discover their future.

Unit 4. Lesson 1.A. When? Where? How?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
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<p>Educational: -to learn how to organize a schedule; -to learn to talk about managing time; Developing: -to enable to listen for gist; -to enrich PP vocabulary; -to develop PP's time managing skills; Socio-cultural: -to raise awareness of to organizing a schedule; -to raise awareness of achieving progress;</p>	<p>At the end of the lesson pupils will be able to: - to enable to manage time; - to enable to organize a schedule -to listen for gist;</p>	<p>Update, take a nap, advancement, deadline, misfortune, distraction</p>	<p>Pupil's book, pictures, the DVD of the book</p>
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Activity 1. Read the statements

Objective: to express one's opinions about time freely; to stimulate PP ideas on the topic. Pupils will read the statements and add their own ones.

You can't save time.

You can't borrow time.

You can only do two things with time:

Use it or waste it.

Activity 2. Match the words with their definitions

Objective: to enlarge PP vocabulary

You should explain that learners match the words with the definitions according to their colour to find the right meaning. If they have some misunderstanding you may help

Key:

1. to do things very well and quickly without wasting time - efficient
2. time or date that you have to complete something - deadline
3. planned lists of something that is to be done – to do list
4. Something written or noticed to be done – task
5. Timing of activities – schedule
6. something good to receive – benefit
7. additional time – extra time
8. different tasks at the same time – multitask
9. make more modern – to update

Activity 3. Listen and answer

Objective: to listen for specific information

Ask your PP to work in pairs and answer to the following questions. They will do it by listening the tape-script

CD script

Kamila: I'm very busy with work! I can't do all the things I have to do. You're always so organized and efficient. How do you manage it?

Surayyo: I'm not always organized and efficient, but I've gotten better since I read a book about time management. I use a few tools that the book recommends, which help me to plan and do everything before deadlines.

Kamila: Do you think it will help me?

Surayyo: Definitely! This is what I do. I keep a to-do list of all the things I need to do. Then, I decide which tasks are urgent and which are less urgent. I write down the deadline I'm given for the task or I set a deadline of my own, and I make a note of the most urgent tasks.

Kamila: That seems pretty simple, but how do you keep the track of the progress?

Surayyo: I do a couple of things. First, I keep my list updated. I check off or cross those that I've done. I also put reminders for myself on my computer to help me with scheduling. It helps me to remember my appointments.

Kamila: Oh, Surayyo... That sounds like a great system. All I need now is some extra time so I can start doing some time management!

Key:

1. Who is organised and efficient? Surayyo
2. Who has problems with time management? Kamilla
3. How did Surayyo learn about time management? from book
4. Does Surayyo think the recommendations will help Kamila? Yes
5. Why does Surayyo keep a to-do list? to do tasks before deadline
6. Did Kamila like Surayyo's suggestions? Yes
7. What does Kamila need to do with time management? some extra time

Activity 4. Fill in the gaps

Objective: to listen for detail

Your pupils should Ask your pupils to fill in the gaps by listening.

Key:

1. efficient
2. time management
3. to do list
4. deadline

Activity 5.Read the statements

Objective: to practice expressing opinions

PP should express their opinions by reading the statements below. They should give reasons why do they agree and why not.

Activity 6.Discussion

Objective: to work cooperatively in a group

Firstly the PP will be divided into subgroups and under discussion they will make a list of benefits of time management. At the end of the discussion one of the volunteer from each group will present their project.

Activity 7.Learn the new words

Objective: to prepare for the next activity

Key:

- | | | |
|-------------|---------------|------------|
| 1. earn | 5. rest | 9. chance |
| 2. enemy | 6. take a nap | 10. value |
| 3. treasure | 7. sunset | 11. wealth |
| 4. gift | 8. gate | 12. waste |

Activity 8.Match the new words with their antonyms

Objective: to use the new words in practice;

Ask your pupils to match the new words with their antonyms. They should rewrite the sentences with their antonyms of the underlined words .

Key:1-e 2-h 3-a 4-b 5-f 6-c 7-d 8-I 9-j 10-g

Activity 9.Rewrite the sentences

Objective: to develop PP practicing skills

The PP will rewrite the sentences using the antonyms of them. There are given examples.

Homework:

Ask your PP to learn the new words and make a report on their time management.

Lesson 1.B. When? Where? How?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
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<p>Educational: -to use the prepositions of time, place in practice; -to learn to talk about managing time and one's per day;</p> <p>Developing: -to enrich PP vocabulary; -to develop PP's time managing skills;</p> <p>Socio-cultural: -to raise awareness of managing time; -to raise awareness of achieving progress;</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- to know how to manage time;</p> <p>- to enable to organize a schedule</p>	<p>time budget and recycling the previously learnt words</p>	<p>Pupil's book, pictures, a clock</p>
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Activity 1. Complete the sentences

Objective: to use the prepositions of time, place in practice

First ask your PP what kind of prepositions of time, place do they know and give some examples. Then ask them to complete the sentences below.

Key:

- | | | |
|---------------|-------|----------|
| 1. on, at, at | 4. on | 7. at |
| 2. in/on/at | 5. at | 8. in |
| 3. at | 6. in | 9. at/on |

Activity 2. Fill in the gaps

Objective: to have more practice about prepositions

Ask your pupils to fill in the gaps with the prepositions of time. After having filled the gaps they will tell about their own daily activities.

Key: 1.in 2.at 3.in 4.at 5.at 6.on 7.in

Activity 3. Sort out the words

Objective: to stimulate PP ideas on the topic; to prepare for the next activity

Work in pairs, look through the words attentively and decide whether they are positive or negative sides of time management. Add more if you want. Prove your ideas.

Key:

Positive: less stress, a better professional position, having opportunities for advancement, being able to find out time for both working and relaxing.

Negative: missed deadlines, poor work quality, work ineffectively, a poor professional position, higher stress levels.

Activity 4.Read and find best solution

Objective: to improve PP problem solving skills

Divide your pupils into several groups. Read the following pupils' problems with time management and find out the best solution for them. The vocabulary from exercise 3 will be helpful for them.

PP' own answers

Activity 5.Discussion

Objective: to enable to manage time

This task will be a kind of debate. Ask your pupils to discuss the following questions and give their best answers for them. Ask them to prove their opinions, give reasons.

Activity 6.Create a chart

Objective: to practice expressing ideas freely

Your pupils should create the following chart for themselves.

Homework: Ask your PP to create their own "Time budget" chart. An example is given in their textbook.

Lesson 2.A. Priority organizer.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn how to talk about the most important people, events or things in one`s life according to priority; -to learn to talk about what will be important in one`s future profession;</p> <p>Developing: -to enable pp to talk about the most important people, events or things in one`s life according to priority; -to enable to read for main</p>	<p>At the end of the lesson pupils will be able to: - talk about the most important people, events or things in one`s life according to priority; -to read, listen and speak about priority;</p>	<p>Priority, rock, pebble</p>	<p>Pupil`s book, pictures, DVD, pictures</p>

idea and listen for gist; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of talking about the most important people, events or things in one`s life according to priority; -to raise awareness of reading and listening, speaking skills;			
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Activity 1. Answer the question.

Objective: to stimulate PP ideas about the topic.

Ask PP to answer the questions.

Activity 2. Write .

Objective: to provide an opportunity for PP to work creatively; to practice giving a short presentation using a poster.

Explain PP that they make a list of the most important people, events or things in your life according to priority. Then ask them to present a poster.

Activity 3. Look and guess.

Objective: to prepare for the next activity

Ask PP to guess the pictures looking at the views of them. And fill the missing letters.

Key:

a) love

c) season

e) stone

b) gold

d) laugh

f) time

Activity 4. Fill in the gaps.

Objective: to provide freer practice about working with words.

Ask PP to look through the song and fill in the gaps with the suitable words from exercise 3. Then check PP answer by listening the song.

Key:

CD script

"Turn! Turn! Turn!"

To everything - turn, turn, turn

There is a **season** - turn, turn, turn

And a **time** to every purpose under heaven

A **time** to be born, a **time** to die

A **time** to plant, a **time** to reap
A **time** to kill, a **time** to heal
A **time** to **laugh**, a **time** to weep
To everything - turn, turn, turn
There is a **season** - turn, turn, turn
And a **time** to every purpose under heaven
A **time** to build up, a **time** to break down
A **time** to dance, a **time** to mourn
A **time** to cast away **stones**
A **time** to gather **stones** together
To everything - turn, turn, turn
There is a **season** - turn, turn, turn
And a **time** to every purpose under heaven
A **time** of **love**, a **time** of hate
A **time** of war, a **time** of peace
A **time** you may embrace
A **time** to refrain from embracing
To everything - turn, turn, turn
There is a **season** - turn, turn, turn
And a **time** to every purpose under heaven
A **time** to **gain**, a **time** to lose
A **time** to rend, a **time** to sew
A **time** for **love**, a **time** for hate
A **time** for peace, I swear it's not too late!

Activity 4. Discuss in small groups

Objective: to give PP the opportunity to work on the song and to provide oral practice;

Explain PP that they should discuss the questions about song in small groups.

Activity 5. Read and give a suitable title.

Objective: to practice reading for main idea; to prepare for the next activity

Explain PP to read the story attentively and give a suitable title according to the meaning of the story. Divide the class into two groups. Each group should find their own title for the story and give reasons why they have chosen it

Possible answers:

1. A Professor and a Jar;
2. Identifying Goals in Life;
3. Priorities.

Activity 6. Answer the questions

Objective: to provide PP free oral practice and to practise the language used in discussion

Ask PP to answer the questions. They may work in groups in exercise 5. If they have some problem to find the meaning of the words they may use dictionary.

Activity 7. Write.

Objective: to provide further practice in the use of target topic and vocabulary.

Ask PP to write about what will be important in their future profession. They give their own opinions. Accept any ideas.

Activity 8. Circle the numbers

Objective: to raise awareness of identifying time management skills.

Ask PP to circle the numbers that the best describe them. After finishing add up the numbers that they have circled. The higher the total, the more they need to work on time management skills.

Homework: Learn new vocabulary and make a list of their time management weaknesses.

Lesson 2.B. Priority organizer.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to differentiate the use of the modal verbs “should, must, have to”; -to introduce and practice new vocabulary; -to learn how to save time; Developing: -to enable pp to use modal verb correctly; -to enable to use collocations with the word time in practice; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of saving	At the end of the lesson pupils will be able to: - differentiate the use of the modal verbs “should, must, have to”; - to talk about saving time;	Spare time, kill time, have a hard/rough time, run out of time, it’s about time, just in time	Pupil’s book, pictures, DVD

time; -to raise awareness of grammar and vocabulary;			
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Activity 1. Complete the sentences.

Objective: to practice using modal verbs correctly.

Ask PP to identify the structure of modal verbs. Write the structure on the BB and draw attention to the form and meaning of the structure used. Focus on the example sentences.

Key:

should/must

- | | | |
|-----------|--------------|-----------------------|
| 1. must | must/have to | mustn't/don't have to |
| 2. must | 6. must | 11. mustn't |
| 3. should | 7. have to | 12. mustn't |
| 4. must | 8. must | 13. don't have to |
| 5. should | 9. must | 14. mustn't |
| | 10. have to | 15. don't have to |

Activity 2. Read and learn.

Objective: to practice working with the Wordlist; to ensure all PP understand the meaning of the collocations.

Ask pp to read common collocations with the word “time” and try to guess the meanings. If they have any difficulty to find the meaning of the collocations teacher may help them.

Activity 3,4. Put in order

Objective: to raise awareness of predicting; to practise reading to check predictions

Ask PP to look through the pictures and put them in order. Then to check their predictions by reading text.

Key: a.8 b.5 c.1 d.4 e.6 f.2 g.7 h.3

Activity 5. Work in pairs. Discussion.

Objective: to express opinions and give reasons for them; to practise agreeing/disagreeing with others' opinions

Ask your PP to discuss the questions with partner.

Activity 6. Make a calendar.

Objective: to teach PP how to use and
Make your own calendar.

Unit 5. Team building.
Lesson 1.A. Teenage problems

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to organize team building ; -to learn about to talk about teenage problems; Developing: -to enable pp to talk about teenage problems; -to enable to listen for specific information and read for main idea -to enrich pp vocabulary; Socio-cultural: To raise awareness of talking about teenage problems; To raise awareness of differentiating types of bullying</p>	<p>At the end of the lesson pupils will be able to: - to talk about teenage problems; - to organize team building - to listen and read for main ideas;</p>	<p>get involved, social-networking, post, torture, insult, up, blog entries, approach, boost, form initial, flash a smile</p>	<p>Pupil's book, the DVD, pictures</p>

Activity 1. Answer the following questions

Objective: to stimulate PP opinions about the topic

Divide your pupils into subgroups. Answer the following questions. If the PP have some issues in their relationships and behavior you may give your own advice. PP may check their knowledge

Activity 2. Pair work. Listen and fill in the gaps.

Objective: to give practice in listening for specific information

Listen to some advice how to make friends at a new school. Ask your pupils to fill in the gaps with the words and phrases from the box B before listening. Compare

your answers with your pair.

CD script

Being the new kid in school is not easy task. With some determination and the right attitude, you can quickly turn some of those strangers into friends.

Step 1:

Whether you like it or not, kids form initial opinions based on clothes, hair, and fashion sense. Make an extra effort to look your best those first few days. Looking good will boost your confidence, too.

Tip

You`re not going to be rolling in friends on Day 1. Devote the first couple of weeks to laying solid groundwork.

Step 2:

Come out of your shell. If you`re naturally shy, you don`t have to fake a new personality. But try to avoid looking at the ground, and flash a smile once in a while. the easier you are to approach and start a conversation with , the more other kids will want to talk to you.

Step 3:

Find excuses to talk to people. Once you get a conversation going, be a good listener and offer up a compliment or two, no matter how small/

Tip

Build up a little courage and sit in the middle of the classroom to surround yourself with as many potential new friends as possible.

Step 4:

Get involved in the extra-curricular activities you enjoyed at your old school. Join a sports team, help with the yearbook, try out for a play – anything that interests you. Joining a club or team is a great way start because you have at least one thing in common with everyone in the room.

Step 5:

Use the web. Sign up for a social-networking site and join your school`s group page. Post some videos and pictures and write a few blog entries to showcase who you are. Kids at school will discover your personality through the web and all that small-talk torture will start to disappear.

Step 6:

Get a part-time job where you know fellow classmates work. Meeting over menial work is often a recipe for friendship.

Did you know?

Between kindergarten and 12th grade, children in active-duty military families often change schools more than 12 times.

Key:

- | | | |
|--------------------------|--------------------------------|-----------------------|
| 1. form initial | 5. excuses | 8. in common |
| 2. boost your confidence | 6. offer up | 9. few blog entries |
| 3. flash a smile | 7. extra-curricular activities | 10. fellow classmates |
| 4. to approach | | |

Activity 3. Group work.

Objective: to teach PP to work effectively in a group and to enable to get along with others easily

Divide your pupils in several groups. Make a list of benefits of getting along with others with your sub group. Compare your list with the other sub groups. Give PP opportunity to express their feelings orally and say what problems they have in this theme.

PP own answers

Activity 4. Match and write the correct letter (A, B, C)

Objective: to consolidate the material learned in this unit

Ask the PP to look through the sentences and match them with the correct type of bullying. After doing the activity you should improve the answers.

Key:

- | | |
|----------------------------|-----------------------------|
| i .physical bullying | v. verbal bullying |
| ii . relationship bullying | vi. relationship bullying |
| iii. physical bullying | vii. relationship bullying |
| iv. verbal bullying | viii. relationship bullying |

Activity 5. Discuss with your partner

Objective: to give further practice in expressing ideas on one topic and give reasons for them ; to improve speaking skills; to consolidate ideas.

Divide the PP into pairs and ask them to read the questions. If they have difficulty in expressing their answers, help them.

PP own answers

Homework: Ask your PP to learn the new vocabulary. They should describe a friend who they really admire. They should provide it with reasons and examples.

Lesson 1.B. Teenage problems

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to use <i>such, so, too, enough</i> in practice; -to learn to talk about teenage problems;</p> <p>Developing: -to enable PP to talk about types of bullying; To develop PP speaking skills; -to enable to read for specific information; -to enrich PP vocabulary;</p> <p>Socio-cultural: -to raise awareness of knowing types of bullying; To raise awareness of giving personal attitude about teenage problems</p>	<p>At the end of the lesson pupils will be able to: - to enable to talk about teenage problems; - to enable to use <i>such, so, too, enough</i> in practice - to listen and read for specific information;</p>	<p>Poke, slap, cyber bullying, text bullying, punch, choke, teas</p>	<p>Pupil`s book, pictures, dictionary</p>

Activity 1. Fill in the gaps.

Objective: to present and practice using so / such / too / enough in sentences correctly

Ask your pupils to look at the sentences and fill in the gaps with so / such / too / enough. First, you should explain the usage of them.

Key:

- | | | |
|-----------|---------|---------|
| 1. enough | 4. such | 7. so |
| 2. too | 5. too | 8. such |
| 3. enough | 6. too | |

Activity 2. Rewrite the sentences.

Objective: to give further practice in using so / such / too / enough

Ask the PP write the sentences again as one sentence. They can use the words in brackets. You may give them an example.

Key:

- The film was very sad so everyone cried.
- I can't understand him. He speaks too fast.
- How much money have we got? Can we pay enough for the tickets?

4. It was such a good meal. We ate far too much.
5. The shoes were such cheap. I bought six pairs.
6. Are there enough books to supply everyone?
7. He's too old to walk.
8. My friend was kind enough to pay meal.

Activity 3. Look and label the types of bullying

Objective: to give further practice in differentiating the types of bullying

Ask your PP to look at these types of bullying and try to label them into 3 categories. After finishing the activity you may compare all the answers.

Key:

Emotional	Verbal	Physical
Cyber bullying	Taking younger boys' money	Poking
Text bullying	School bullying	Slapping
Spreading rumors/gossiping	Scaring	Beating
Teasing		Punching
		Choking

Activity 4. Rearrange the words

Objective: to encourage PP to talk freely about the topic

Ask your PP to rearrange the words in order to make the quotes about friendship.

Then ask them to express their opinions about the meaning of quotes.

Key:

1. Friendship is one mind in two bodies
2. A friend is someone who knows all about you and still loves you
3. A real friend is one who walks in when the rest of the world walks out.

Activity 5. Read and do the True/False statements

Objective: to practice reading for main ideas

Ask your pupils to read the text and decide whether the statements below are TRUE or FALSE. After doing the activity ask your PP to prove their answers.

Key: 1.F 2.T 3.F 4.T 5.F 6.T 7.T 8.F 9.T 10.F

Activity 6. Discuss the following questions.

Objective: to teach simple presentation skills

Divide your PP into subgroups and ask them discuss the following questions. And ask that one of them will present their opinions. You may ask extra questions which are problematical in your own schools.

PP own answers

Activity 7. Complete the gaps.

Objective: to reinforce the new words

Ask your pupils to complete the gaps using the words in the box. If they have misunderstanding they may use their dictionaries.

Key:

- | | | |
|------------------|-----------------|---------------|
| 1. Unfortunately | 3. Obviously | 5. Personally |
| 2. Basically | 4. Surprisingly | |

Homework:

Ask your PP to write their own ideas on the topic “Bullying at schools”. They may create it by answering the following questions.

Lesson 2.A. Study with others.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to create team building; -to learn to talk about advantages and disadvantages of studying with others; Developing: -to enable PP to work cooperatively in a group; -to enable to listen for specific information and read for main ideas; -to enrich PP vocabulary; Socio-cultural: -to raise awareness of studying with others; -to raise awareness of working in a team;</p>	<p>At the end of the lesson pupils will be able to: - to talk about advantages and disadvantages of studying with others and to create team building; -to enable PP to work cooperatively in a group - to listen and read for specific information;</p>	<p>Figure out, enhance, accomplish, resolve, interfere</p>	<p>Pupil’s book, the DVD, pictures</p>

Activity 1. Look and answer the questions.

Objective: to stimulate PP ideas about the topic

It is a pair work. Draw the PP attention to questions and with your partner discuss

them

PP own answers.

Activity 2. Matching

Objective: to introduce and practice new vocabulary

Key: 1-c 2-a 3-g 4-d 5-h 6-b 7-e 8-f

Activity 3. Listen and fill in the gaps.

Objective: to listen for specific information; to prepare for the next activity

Ask your PP to listen to the song attentively and fill in the gaps while listening the song.

CD script

Lyrics to We`re all in this together:

Together, together, together everyone

Together, together, come on let`s have some fun

Together, we`re there for each other every time

Together, together come on let`s this right

Here and now it`s time for celebration

I finally figured it out (yeah, yeah)

That all our dreams have no limitations

That`s what it`s all about

Everyone is special in their own way

We make each other strong (each other strong)

We`re not the same

We`re different in a good way

Together`s where we belong

We`re all in this together

Once we know

That we are

We`re all stars

And we see that

We`re all in this together

And it shows

When we stand

Hand in hand

Make our dreams come true

Together, together, together everyone

Together, together, come on let`s have some fun

Together, we`re there for each other every time

Together, together come on let`s this right
 We`re all here and speaking out with one voice
 We`re going to rock the house (rock the house)
 The party`s on now everybody make some noise
 Come on scream and shout
 We`ve arrived because we stuck together
 Champions one and all

Key:

- | | | |
|----------------|--------------|----------------|
| 1. figured out | 5. together | 9. chance |
| 2. limitation | 6. voice | 10. sing along |
| 3. different | 7. champions | 11. sing along |
| 4. together | 8. inside | |

Activity 4. Discussion.

Objective: to enable to work effectively in a groups

First divide your PP into small groups and ask PP opinions about the song. What is it about? Look! Which title they will choose as a best one and why?

Activity 5. Read the text.

Objective: to practice reading for main ideas; to prepare for the next activity

Ask your PP to read the text about hedgehogs and having read it you will give some questions about the main ideas of the text. Prepare some beforehand.

Activity 6. Continue the sentences below.

Objective: to read for specific information

1. The leader is ...
2. An effective team member ...
3. A wonderful team is ...

Activity 7. Make a list of pros and cons of working in a group

Objective: to provide an opportunity for PP o work creatively and cooperatively;

To practice speaking skills

The PP will work in small groups. And express their opinions about advantages and disadvantages of working in a group. At the end of writing ask your PP to present their group work orally.

Advantages

Interesting

Disadvantages

too much noise

efficient
different ideas

different workloads
depends on others

Activity 8. Match the words below to the pictures.

Objective: to consolidate all the ideas and the topic; to reinforce the new words of the topic.

Ask your PP to look through the pictures and try to match them with the words above the pictures according to the meaning and appearance of the them. Then you may compare PP work and say the mistakes if they have. Ask your PP to prove their answers.

Key:

- | | |
|-------------------------|----------------------------|
| 1. resolve | 5. conflict |
| 2. zero in on challenge | 6. accomplish |
| 3. compete | 7. team-building interfere |
| 4. enhance | 8. Effective |

Lesson 2.B. Study with others.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to study with others; -to learn to use pronouns <i>every, all</i> in practice; Developing: -to enable PP to use pronouns <i>every, all</i> , -to enable to read for specific information; -to enrich PP vocabulary; Socio-cultural: -to raise awareness of working in peers, in a group; -to raise awareness of studying with others	At the end of the lesson pupils will be able to: - to organize effective groups; - to create team building - to read for specific information; -to use pronouns <i>all, every</i>	pee-support, collaborate, contest	Pupil`s book, dictionary,

Activity 1. Underline the correct word.

Objective: to present and practise defining pronouns

Firstly you will introduce defining pronouns *every* and *all*. Then ask your PP to look at the exercise and underline the correct form of the pronouns. Ask your PP to be attentive for each sentences of the task. You may check this task together with your PP in order to check if they have understood it or not.

Key:

- | | | |
|---------|---------|---------|
| 1.all | 4.all | 7.all |
| 2.every | 5.every | 8.every |
| 3.all | 6.every | |

Activity 2. Fill in the gaps.

Objective: to use defining pronouns in practice

In order to consolidate the grammar rule ask your PP to do this exercise individually.

Key:

- | | | | | |
|----------|----------|--------|-----------|-----------|
| 1. all | 4. every | 7. all | 10. every | 13. all |
| 2. all | 5. every | 8. all | 11. every | 14. every |
| 3. every | 6. all | 9. all | 12. all | 15. all |

Activity 3. Look and fill in the gaps

Objective: to develop PP ability to work independently with the wordlist

Ask your PP to look at the “Leadership and Teamwork Vocabulary” in the box and fill in the gaps in the sentences with appropriate one/ones.

Key:

- | | | |
|--------------------------|------------------------|-----------------|
| 1. participated, share | 4. sharing, supportive | 7. peer support |
| 2. supportive, effective | 5. support, | 8. collaborate |
| 3. responsible | 6. respect | 9. contest |

Activity 4. Discuss this quotation

Objective: to develop PP speaking and thinking skills

Draw your PP attention to the quotations and try to express their opinions about the meaning of them. Ask your PP if they agree with them and why/why not. Ask your PP to provide their answers with examples and reasons.

PP own answers.

Activity 5. Discuss with your peers

Objective: to enable to express PP opinions, feelings freely; to prepare for the next activity.

In this task the PP will express their opinions about working alone and working as

a part of a team. They should support their answers with examples.

Activity 6. Read and do True/False statements

Objective: to give practice reading for specific information

Ask your PP to do the True/False statements according to the text above. Ask them to pay attention in each sentence.

Key: 1.F 2.T 3.T 4.T 5.T 6.F

Activity 7. Discussion.

Objective: to gather ideas for the discussion.

Ask your PP to look at the pictures and try to discuss the quality of an effective team member. The PP should look through the questions as examples of their class.

Homework: The PP should make a list of their classmates and put the tick in suitable boxes.

Unit 6. International relationship.
Lesson 1.A. International organizations.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to talk about international organizations; -to learn about to talk about the role of global organizations; Developing: -to enable pp to talk about international organizations; -to enable to listen and read for specific information; Socio-cultural: -to raise awareness of global organizations; -to raise awareness of giving cultural information about international organizations</p>	<p>At the end of the lesson pupils will be able to: - to talk about international organizations and it`s role; - to listen and read for specific information;</p>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil`s book, the DVD, dictionaries</p>

Activity 1. Test your knowledge.

Objective: to stimulate PP ideas about the topic of international organizations.

Ask pp to look through the test, read the questions and find the answers. Give them some time to do the test. Then check their answers.

Key: 1. D 2. A 3. B 4. D 5. C 6. A 7. D 8. B 9. B

Activity 2. Match the words in column A with the appropriate ones in column B.

Objective: to introduce and practise the new vocabulary; to prepare for the next activity.

Ask PP to read the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1-a 2-c 3-e 4-g 5-f 6-j 7-b 8-h 9-i 10-d

Activity 3. Fill the blanks with the suitable phrases from ex.2

Objective: to provide further controlled written practice

Ask PP to read the text and to use phrases in exercise 2. They should use each word only once.

Key:

- | | | |
|--------------------------------|----------------------|-------------------|
| 1. solve an issue. | 4. national experts | 8. keep the peace |
| 2. International organizations | 5. develop solutions | 9. civil war |
| 3. formal agreements | 6. raise money | 10. medical care |
| | 7. to fund | |

Activity 4. Listen and check.

Objective: to practise listening for specific information

PP listen and check their answers.

CD script

Organizations are groups of people, businesses, or governments that work together to solve issue. International organizations involve governments or people from different countries. There are two main types of international organizations. Intergovernmental Organizations “Inter” means among or between. It is a prefix that shows there is a connection between things. Intergovernmental organizations are organizations that are formed between governments. They are based on formal agreements between three or more countries that have come together for a specific purpose. For example, several governments might come together to share the national experts and resources to develop solutions. Nongovernmental Organizations “Non” means not, of course. Nongovernmental organizations are groups that work to solve problems around the world. Although they may have

members that come from government organizations, they are not connected to any government. A nongovernmental organization is free to work toward its own goals without interference from any government. If an NDO wanted to fight hunger globally, it might collaborate with other. Nongovernmental Organization or raise money independently to fund projects. International organizations also keep the peace in countries that are having violent uprisings or civil war. In addition they try to provide better education and medical care to people in war-torn areas.

Activity 5. Read and do

Objective: to practise reading for specific information

Ask PP to read the text and to write YES if statement agrees with claims of writers. NO if statement contradicts the claims of writers. NOT GIVEN if it is impossible to say what the write thinks. If PP have some doubt they can translate it into their mother tongue.

Key:

1. Yes 2. No 3. No 4. Not given 5. Yes

Activity 6. Fill in each blank word from the box.

Objective: to provide further controlled written practice

Ask PP to tell the translation of the words in the box. If they don't know tell them to find them in the dictionary. They should use each word only once.

Key:

1. organization	4. United	7. dependent	10. members
2. economic	5. former	8. members	
3. original	6. part	9. countries	

Activity 7. Discuss the questions.

Objective: to provide controlled oral practice

Ask PP to read the questions and discuss them with your partner. They take turns to tell their ideas.

Homework:

PP should make a list of vocabulary which you have learned today? Try to find international organization of UZBEKISTAN.

Lesson 1.B. International organizations.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none"> -to teach PP to be concrete in stating a problem and the help they require; -to learn about to talk about the role of UNICEF; -to introduce and practise using acronyms; <p>Developing:</p> <ul style="list-style-type: none"> -to enable pp to talk about international organizations; -to enable to listen and read for specific information; -to increase to use wh-questions; <p>Socio-cultural:</p> <ul style="list-style-type: none"> -to raise awareness of giving cultural information about international organizations; 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - to talk about international organization and it's role; - to use acronyms; -to be concrete in stating a problem and the help they require - to listen and read for specific information; 	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, the DVD, dictionaries</p>

Activity 1. Fill in the gaps.

Objective: to present and practice special questions; to stimulate PP ideas about the topic.

Firstly you will give whole information about special questions and then ask them to fill in the gaps in the sentences with the question words from the box. Ask PP to pay attention to the meaning attentively

Activity 2. Read the text

Objective: to give information about WHO organizations which are active in the world

Ask your PP to read the text attentively and then ask them to retell the meaning of it shortly.

Activity 3. Answer the question

Objective: to introduce and practice acronyms to talk about the role of global organizations

Key:

UNO – United Nations Organization
UNICEF the United Nations Children's Fund.
GMT Greenwich Mean Time
UNESCO United Nations Educational, Scientific and Cultural Organization
AIO African Insurance Organization
WHO World Health Organization
DWF Department of Wildlife & Fisheries
NATO North Atlantic Treaty Organization

Activity 4. Match the logos

Objective: to raise awareness of international organizations and their logos.

Ask your PP to look at the logos and match them with International organizations.

Ask them if they know the hidden words and the duty of the organizations.

Key: 1. F 2. T 3. F 4. T

Activity 5. Read the text.

Objective: to read for specific information

Ask your to read the text attentively and then to do the True/False statements. You may give extra questions about the text which you will prepare beforehand.

Activity 6,7. Read the quotations.

Objective: to develop speaking and thinking skills

The PP will look through the quotations and express their opinions and feelings about them. They may give extra quotations written by our ancestors.

Language note:

A persuasive essay is one in which you attempt to get the reader to agree with your point of view. You are trying to present arguments, research and ideas in order to sway the reader one way or the other.

Activity 8. Match the words and phrases.

Objective: to enrich and practice vocabulary

Ask your PP to match the words and phrases that they have the same meaning. At the end the PP should compare them with your partner's answers. Then ask them to make oral sentences using them.

Homework: Ask your PP to write an essay at home on the topic: "Charity begins at home". Their essay should include answers to the questions which are written in their textbooks.

Lesson 2.A. Youth organization in Uzbekistan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to talk about youth organization and it`s duties; -to practise sorting out words into parts of speech;</p> <p>Developing: -to enable pp to talk about youth organization and it`s duties; -to enable to listen and read for specific information;</p> <p>Socio-cultural: -to raise awareness of national organization; -to raise awareness of interpersonal skills;</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- to talk about youth organization and it`s duties; - to listen and read for specific information;</p>	<p>Willpower, acquire, obtain, rush</p>	<p>Pupil`s book, the DVD, dictionaries` pictures</p>

Activity 1. Match the organizations with their duties

Objective: to stimulate PP ideas about the topic.

Ask your PP to look through the names of some organizations and then match them with appropriate definitions. The PP may compare the answers with their partners.

Key: 1. C 2. A 3. B

Activity 2. Sort out the words

Objective: to develop PP grammar skills

Sort out the words into the following parts of speech.

Key:

Noun	Verb	Adjective
Goal	Inspire	
Support	Motivate	
Thought	Support	
Willpower	Acquire	
Principles	Obtain	

Experience Benefit	Exchange Realize Rush	
-----------------------	-----------------------------	--

Activity 3. Listen and fill in the gaps.

Objective: to practice listening for specific information and note-taking

Ask your PP to listen to the youth who are giving information about YLDP attentively. And then ask them to fill in the gaps with the appropriate words. This task may be done as a pair work.

CD script

What is YLDP?

- Young leaders development project
- No this is home
- With different people
- But with a single goal
- This is family
- Where all can
- Inspire
- Motivate
- And mainly fell free in his ...
- Thought
- Actions
- And willpower
- This is a place
- The place where we acquire
- And we learn from the main principles of life
- And we obtain experience and exchange with each other
- It is the development of youth
- For youth
- By youth

Why are you here?????

- Personally, for certificate
- Hmm... to realize what rush in my mind
- To realize all my thoughts and benefit society.
- I am living at and help youth
- Of the most affluent country
- Homeland
- My motherland

- Uzbekistan
- Uzbekistan
- This is YLDP
- Will you join us?

Key:

- | | | |
|-------------|----------------|--------------|
| 1. goal | 6. willpower | 11. exchange |
| 2. inspire | 7. acquire | 12. realize |
| 3. motivate | 8. principles | 13. rush |
| 4. | 9. obtain | 14. benefit |
| 5. thought | 10. experience | |

Activity 4. Read and answer

Objective: to enable to read for gist

PP read the questions and then read the text to find the answers. You could ask PP to compare their answers and read again to solve any cases where they have different answers. When they have finished check the answers with them.

Key:

1. This project has started its activity from February 2014
2. Ministries of education and different educational institutions in Tashkent
3. It has international partners

Activity 5. Read and choose the best answer

Objective: to read for detailed information

Ask your pupils to look through the text and while reading it ask them to do the multiple choice questions. Find possible answers. And then compare the answers.

Key: 1. A 2. B 3. C 4. B 5. A

Activity 6. Answer the question.

Objective: to develop PP speaking and critical thinking skills; to put the ideas into categories

It may be a group work. Divide the class into teams and one of them will work on the advantages and the other will work on the disadvantages making a plan for their future in advance. Choose one pupil to be a chairman. Ask the chairman to begin the debate by reading their answers. If they have some difficulties in making some sentences you may give a hand.

Activity 7. Look and say

Objective: to enable to speak about future intentions

PP look at the pictures and say what their plans for the future are. They answer the questions from their lives.

Homework: PP should make a list of vocabulary and learn them by heart.

Lesson 2.B. Youth organization in Uzbekistan.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to make recommendation; -to summarize what was said using reported speech; Developing: -to enable pp to talk about hobbies; -to enable to read for specific information; -to enable to make recommendation Socio-cultural: -to raise awareness of making recommendation -to raise awareness of interpersonal skills;</p>	<p>At the end of the lesson pupils will be able to: - to make recommendation; - to read for specific information;</p>	<p>Subheading, accuse, adequate</p>	<p>Pupil's book, the DVD, dictionaries' pictures</p>

Activity1. Put the sentences into reported speech

Objective: to give practice the use of the tense, verb structure of reported speech in sentences

Ask your PP to put the sentences into reported speech summarizing what was said and using the verbs in the box.

Key:

- 1.He decided to join them.
- 2.He complaint not to hire for his work.
- 3.He reminded me to apply for a new passport.
- 4.He accused me to read his diary.
- 5.He advised me to improve my communication skills.

Activity 2. Find the opposite meanings

Objective: to enrich vocabulary and put them in practice

Before beginning the activity you may give some examples orally and ask their opposite meanings. Then ask them to write the opposite meaning of the words and phrases.

Key:

positive	negative
interesting	boring
useful	useless
improving	decreasing
showing	not showing
friendly	unfriendly
confidence	unconfident
winner	loser
health	illness

Activity 3. Discuss these questions

Objective: to practice expressing opinions;
to gather ideas for the debate

Ask your PP to look through the questions and answer them about yourself and your interests. The PP may work in pairs, share their ideas. They may use the words below.

PP own answers.

Activity 4. Write three things

Objective: to improve PP writing and thinking skills
to practice language needed for agreeing and disagreeing

The PP will look at the pictures and say about daily activities they often do. The teacher may write the ideas on the BB.

Activity 5. Read Ann's story.

Objective: to prepare for the next activity; to read for the main ideas

Draw the PP attention to the text and ask them to read it attentively in order to be able to answer the questions on the next activity.

Activity 6. Answer the questions

Objective: to enable to express ideas

Ask the PP to answer the questions according to the text and express their ideas. And then ask them to speak the interests of theirs and their sisters'/brothers', Then

they should differentiate them.

Activity 7. Make a list of activities

Objective: to make notes in a table

It is a usual writing task. The PP will make a list of activities that they do after classes. They may add their interests also. Then let them report their writings.

Activity 8. Fill in the gaps

Objective: to read for gist

The PP should fill in the gaps with the correct words from the box. They should pay attention to the meanings.

Key:

- | | |
|----------------|---------------|
| 1. information | 3. subheading |
| 2. aim | 4. recommend |

Activity 9. Complete the second sentences

Objective: to enable to give recommendations in a formal way

The PP will give some recommendations in the second sentences using the first ones. They should be in a more formal way. Then they will read the answers aloud and may compare with the answers of other PP. If they have some difficulties you may write examples on the BB.

Key:

1. Perhaps we could consider organizing an interview
2. I would recommend to make a book
3. It would be advisable to prepare questions for the interview
4. I would recommend to invite all students
5. Perhaps we could consider using a microphone for the interview
6. It would be advisable choosing representatives from each class.
7. Perhaps we could consider printing the book professionally.
8. I would recommend to give students adequate time to prepare their contributions.

Homework: Ask the PP to make a report on the youth organization at their school or region. The words should limit till 100-120 words.

Unit 7. Filling in forms.

Lesson 1.A. Formal and informal writing.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational: -to learn to use formal and informal expressions; -to learn how to write formal and informal letters;</p> <p>Developing: -to enable pp to write formal and informal letters; -to enable to listen and read for specific information;</p> <p>Socio-cultural: -to raise awareness of writing formal and informal letters;</p>	<p>At the end of the lesson pupils will be able to:</p> <p>- to use formal and informal expressions; - to write formal and informal letters; - to listen and read for specific information;</p>	Faithfully, sincerely, host	Pupil's book, the DVD, handouts,

Activity 1. Sort out the letters into two

Objective: to stimulate PP ideas on the topic of the day

Ask the PP to look at the parts of letters below and try to sort out them into formal and informal ones. Firstly see the PP answers and then give some information about formal/informal writings and use their answers for explaining.

Key:

Formal	Informal
<p>Dear Madam Dear Sir I'm writing about your bank account... I would like to remind you that your car is due for service Yours sincerely I look forward to hearing from you Yours faithfully</p>	<p>Dear Fatima Dear Ahmed Aunt Sara sent me 3 birthday cards last week It is Auntie Jasmine's birthday tomorrow The weather is wet We are having a lovely time at the seaside See you soon</p>

Activity 2. Match the words

Objective: to enrich PP vocabulary

Ask your pupils to match the words with their pairs and if they have some difficulties you may help with the translations of the new words.

Key: 1-a 2-i 3-f 4-c 5-d 6-e 7-b 8-g 9-g

Activity 3. Fill in the gaps

Objective: to use the new words in use

In order to consolidate the words in exercise 2 the PP will do this task. Ask your pupils to fill in the gaps with the phrases. Then in pairs the PP may compare the answers. In the next activity the PP may check their own answers individually by listening the tape-script.

CD script

Communication, is how we get information to each other. We have many ways of communicating with all the different people in our lives. Depending on who you are communicating with there are appropriate and well not so appropriate ways to communicate. Different forms of communication can make a big impact on your message how you communicate influences the way people imagine you especially if it is someone who doesn't know you. Knowing the right way to communicate can open a lot of doors, but it takes practice. Casual or informal communication styles are fine when dealing with family, friends and other familiar people. Texting abbreviations emojis and being silly are great for giving your friends at laughs. But when delivering serious information it best to use complete sentences good manners and clarity. Use a well-written letter or e-mail and if possible a face-to-face meeting sometimes a combinations of these is also good idea.

Key:

- | | |
|---------------------------|-------------------------------|
| 1. get in people | 6. complete abbreviations |
| 2. good formation | 7. texting letter |
| 3. Informal meeting | 8. face to face communication |
| 4. texting letter | 9. good idea |
| 5. well written sentences | |

Activity 4. Discuss and tick the right box

Objective: to ensure all PP understand the difference between formal/informal writings

The PP will work in pairs and should sort out the phrases into formal and informal. Then check together. If they have mistakes prove them one by one.

Activity 5. Match the vocabulary

Objective: to give further practice with the topic vocabulary

Ask your PP to look through the words in the first column and match them with the second one. Ask them to pay attention to the meanings.

Key: 1-e 2-c 3-f 4-a 5-b 6-d

Activity 6. Read and do the True/False statements

Objective: to read for gist

Ask your PP to read the letter attentively and decide if the statements are true or false. Then ask them to prove their answers and give reasons.

Key: 1-T 2-F 3-F 4-F 5-F 6-F

Activity 7. Write the informal words

Objective: to practice working with informal words

Ask your PP to write the informal word or phrase from the box next to the word or phrase with the same meaning.

Key:

- | | | |
|---------------------|-----------|------------|
| 1.Hi/hey | 4. a bit | 7.hang out |
| 2. How is it going? | 5. pretty | 8.OK |
| 3. loads of | 6.nice | |

Homework: Ask your PP to write informal letter to your friend about an exciting event in their life. In their textbook there is given an example.

Lesson 1.B. Formal and informal writing.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none">-to learn to use abbreviations and acronyms in texting language;-to learn how to write formal and informal letters;-to practise using linking words; <p>Developing:</p> <ul style="list-style-type: none">-to enable pp to talk about using mobile phones and sending text messages;-to enable to read for specific information; <p>Socio-cultural:</p> <ul style="list-style-type: none">-to raise awareness of formality and informality in	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none">- to use linking words;- use abbreviations and acronyms in texting language- to listen and read for specific information;	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, dictionaries, worksheets</p>

letters;			
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Activity 1. Link the sentences

Objective: to introduce and practise linking words

Ask your PP to link the following sentences with appropriate linking words. If they have mistakes explain the usage of linking words by doing exercises correctly as an example.

Key:

1. When you are in the office use formal language, especially in front of the boss.
2. Usually joking around is not a good sign but comic relief is always good when situations get too serious when it doesn't need to be.
3. Keep the conversation clear if you need to but usually there are no limitations.
4. Formal speech is more accurate whereas informal speech is the opposite.
5. My business partner kept formal speech although he was one of my best friend.

Activity 2. Try to make sentences

Objective: to use the grammar rules in practice; to stimulate PP ideas topic vocabulary

Ask your PP to try to make the same structured sentences as given above using linking words. It may be expectations for their classmates for using formal/informal language in class.

PP' own answers

Activity 3. Look and match

Objective: to enrich PP vocabulary

Ask your PP to look at the phrases and their purposes attentively and try to match them correctly. Ask your PP to prove their answers

Key: 1-h 2-e 3-a 4-c 5-i 6-b 7-g 8-f 9-j 10-k 11-d

Activity 4. Write the phrases

Objective: to increase knowledge and practice in writing letters

The PP will sort out the phrases according to the beginning and ending of the letters. Ask them to pay attention to the meanings of them attentively. You may check them with the whole group and ask your PP reasons why they have chosen.

Key:

To begin letter	To end a letter
<p>How`s everything going.</p> <p>Thanks for your letter and telling me all your news.</p> <p>Sorry I haven`t been written sooner. I have been away on holiday.</p> <p>It was great to hear from you the other day.</p>	<p>Hope to hear from you soon.</p> <p>Take care.</p> <p>Say hello to your family and friends.</p> <p>Please write back soon.</p>

Activity 5. Discussing the following questions

Objective: to give freer practice in discussing about the usage of mobile phones

Ask your PP to work individually and talk about how they use their mobile phones.

Ask them to present their answers with the correct pronunciation.

Activity 6. Translate the abbreviations and acronyms

Objective: to establish the meaning of abbreviations and acronyms;

First explain PP why do we use abbreviations and acronyms in writing, why do we need them. Then ask them to check their guessing skills and write their whole real writings and translations. Then you may check the answers together with the PP.

At the end you may ask the PP to write a short message.

Key:

- | | | |
|------------------------|--------------------|----------------|
| 1. See You Later | 5. Have a good day | much |
| 2. Best Friend | 6. Are you there? | 9. Are You Ok? |
| 3. laugh(ing) out loud | 7. Great | |
| 4. Forever | 8. Thank you very | |

Activity 7. Read and answer

Objective: to prepare for the next activity; to read for main ideas

Ask your pupils to read the text and answer the question. Decide who started the debate about the possible danger of texting? Ask them to retell the text.

Key: Teachers started the debate.

Activity 8. Read and circle

Objective: to read for specific information

Ask your pupils to look through the sentences and in order to find correct answer read the text again

Key:

- | | | |
|---------|-------------|---------------|
| 1. send | 2. literacy | 3. hardly any |
|---------|-------------|---------------|

4.using very few words

5.A Scottish girl

Activity 9. Read and translate

Objective: to use the abbreviations in practice

Ask your PP to try to read the texting and then translate it into English. There you may give the task for pairs and organize a small competition between pairs in the class. Which group will be the first.

Homework

Ask your PP to make a list of abbreviations and acronyms which they have learned today and to write short text messages for their shoulder partners. Then the messages will be exchanged and translated.

Lesson 2.A. Application forms.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn how to write applications; Developing: -to enable pp to fill application forms; -to enable to listen and read for specific information; Socio-cultural: -to raise awareness of filling application forms;	At the end of the lesson pupils will be able to: - to write applications; - to listen and read for specific information;	Recycling the previously learnt vocabulary	Pupil's book, the DVD, tables, handouts

Activity 1. Discuss in a group

Objective: to practice working cooperatively in a group; to stimulate PP ideas on the topic

Firstly ask your PP to look through the questions for stimulating and knowing PP ideas about the topic. Ask them to share their ideas and then to match the columns.

Key:

A	B	C
How old are you?	17	age
Where are you from?	Tashkent	home

What`s your surname?	Abdullaeva	surname
What`s your e-mail address?	abdullaeva@mail.uz	e-mail address
What`s your name?	Madina	name
What languages do you speak?	English, Russian	language
What college/lyceum do you go to?	Tashkent Medical College	college/lyceum
What`s your favourite subject?	Biology and Chemistry	subject

Activity 2. Match the words and phrases

Objective: to build vocabulary

Ask your PP to match the words and phrases with their definitions and catch their meanings

Key: 1-f 2-c 3-d 4-e 5-h 6-b 7-a 8-I 9-g

Activity 3,4. Complete the conversation

Objective: to listen for detail; to prepare for the next activity

PP will listen to the conversation between Nodira and the interviewer. Complete the gaps by listening the tape-script. And in the next activity the PP will do the True/False statements according to the listening task.

CD script

Nodira = N; Interviewer = I.

I: - Where do you live?

N: - In Tashkent.

I: - Have you been to university?

N: - No, I haven`t. I have been to college. I went to Tashkent Medical college from 2008 to 2010.

I: - What subjects did you study there?

N: - Nursing/

I: - Do you speak any languages?

N: - Yes, I do. I speak Russian and English fluently.

I: - Do you have work experience?

N: - Yes, I do.

I: - What kind of work did you do?

N: - I worked as a nurse at a hospital.

I: - What are you doing now?

N: - I`m working as a nurse at a private clinic.

I: - How long have you been working there?

N: - Since March 2013.

I: - What qualifications do you have?

N: - I'm sociable and hardworking.

Key:

- | | | |
|----------------|------------|------------------|
| 1. in Tashkent | 5. English | 9. qualification |
| 2. college | 6. Russian | 10. sociable |
| 3. 2008 | 7. work | |
| 4. 2010 | 8. a nurse | |

Activity 4. Listen and write T or F.

Objective: to practise listening for specific information

Ask PP to listen and decide whether the sentences about Nodira are True or False.

Key:

1 F 2 F 3 F 4 T 5 T 6 F

Activity 5. Discuss in a group

Objective: to give PP practice in working cooperatively in a group

Help PP make groups. In their groups they should discuss the following questions together and give their opinions as a presenter

PP own answers

Activity 6. Read the text

Objective: to read for main ideas; to prepare for the next activity

In this text your PP will get information about Madina's life. You may ask your PP to retell the text.

Activity 7. Complete the CV

Objective: to read for detailed information

Ask your PP to find information what was asked in the following activity using the text in the activity 6.

Key:

1. Abdullayeva
2. Madina
3. 47 Navoi Street in Tashkent
4. +998 90 174 15 42.
5. +998 90 174 15 42.
6. abdullaeva@mail.uz
7. 10 January 1993

8. Tashkent Vocational College of Tourism and Business
9. Certificate in Management
10. receptionist at the Grand Mir Hotel in Tashkent
11. hardworking and sociable
12. general manager, Mr Azim Kadirov
13. going for walk and reading books

Activity 8. Discuss the questions

Objective: to practice talking about personal details

Ask your PP to look through the questions about themselves and answer them with the correct pronunciation

PP own answers

Activity 9. Complete the information

Objective: to enable give information about oneself

Ask your PP to complete the table. The information will be about themselves.

Homework:

Ask your PP to learn the new words by heart and to write full information about themselves.

Lesson 2.B. Application forms.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to fill an application forms(CVs) ; -to learn about to speak about own details ; Developing: -to enable to use prepositions of time and place; -to enable to read for detail; Socio-cultural: -to raise awareness of giving personal information; -to raise awareness of filling CV	At the end of the lesson pupils will be able to: - to give personal information; - fill in CV - to read for detail and specific information	Recycling the previously introduced vocabulary	Pupil`s book, the DVD, pictures of some places, map

Activity 1. Fill in the sentences

Objective: to stimulate about the theme; to use prepositions in practice

The PP will fill in the sentences with prepositions of time. It will be easy task because they have already learnt them. Before starting the task you may give some questions about prepositions of time in order to stimulate PP ideas on the topic

Key: 1-on 2-in 3-at 4-at 5-in 6-in 7-on, at, in

Activity 2. Put in preposition of place

Objective: to use preposition of place in practice

Ask your PP to fill in the gaps with prepositions of place. First you may ask when these prepositions do we use.

Key: 1-in 2-on 3-at 4-on 5-on 6-at 7-at

Activity 3. Tick all the things that you write on a CV

Objective: to listen for detail

Ask your PP first to listen to the tape-script attentively and then to check their answers looking at the CV below

Key:

1. 15 January 1998

2. 37 Cherry Road Liverpool LA 12 456

3. -

4. -

5. 9 GCSEs including English and maths Evesop High School Liverpool

6. Helper at Playland Nursery School in summer holidays Waitress at Italia Pizza restaurant on Saturdays

7. Swimming, Lifeguard course-Evesop Swimming Pool

8. -

9. French, Spanish

10. Mrs M. Norton, Playland Nursery School, 42 Cherry Road, Liverpool

11. 0044151123456

12. natashanne@myworld.com

13. -

Activity 4. Circle the best answer/answers

Objective: to enable to do more multiple choice questions

Ask your PP to look through the CV again and do the test with attention

Key: 1-A 2-C 3-B 4-B 5-D 6-D

Activity 5. Complete the CV

Objective: to use the topic vocabulary in practice

Ask your PP to complete the CV using the headings in the box

Key:

- | | | |
|------------------|--------------------|-------------------------|
| 1. Date of birth | 4. Mobile | 7. Languages |
| 2. Address | 5. Education | 8. Skills and interests |
| 3. Email | 6. Work experience | 9. References |

Homework: Ask your PP to complete the CV with their own details

**Unit 8. Identifying your skills.
Lesson 1A. Success as a learner.**

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to sort out words into academic, personal management and teamwork skills; -to learn to differentiate words; Developing: -to enable pp to talk about themselves and their skills; -to enable to listen and read for specific information; Socio-cultural: - to raise awareness of characters and personality; -to raise awareness of positive and negative manners in learning;	At the end of the lesson pupils will be able to: - to talk about themselves and their skills; - to listen and read for specific information;	Recycling the previously learnt vocabulary	Pupil's book, the DVD, some pictures,

Activity 1. Work in pairs. Discussion.

Objective: to warm up; to stimulate PP opinions about the topic.

Ask pp to look through the pictures, read the question and answer it. Give them some time to think and guess. Then discuss opinions.

Activity 2. Complete the column.

Objective: to guess the meaning of the words; to introduce the topic
PP read the words and guess the meanings of the words. Then write them into correct column.

Key:

Academic skills	personal management skills	Teamwork skills
reading	adaptability	communication
writing	punctuality	leadership
speaking	hardworking	friendship
listening	responsibility	reliability
thinking		confidence

Activity 3. Listen and complete.

Objective: to listen for specific information.

Tell PP they are going to listen to the conversation. Ask PP to note the words while listening. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

Sevara: Hi, Laylo. I thought you were a very responsible person. But now I see it is not so. Why didn't you come to the lesson yesterday? You should have made your presentation! You knew that it was a demo lesson. Our teacher complained a lot because she was embarrassed in front of the principle. She said you were irresponsible, not punctual, unreliable and you never keep a promise. Why?

Laylo: Stop, stop. Can you stop for a while? I can explain. I have a good reason. But I can't tell you now. I wanted to come but it wasn't in my hands.

Sevara: I know. The only person I can trust is you. Don't worry. I said to the teacher and I replaced you. But it wasn't easy. However, I tried to do my best. Lots of people praised me with honorable words like a hard-working, enthusiastic, responsible, adaptable and bright person with active concern.

Laylo: Thank you so much for your support, Sevara. You are my best friend.

Key:

Laylo	Sevara
-------	--------

irresponsible not punctual unreliable	hard-working enthusiastic responsible adaptable bright person with active concern
---	---

Activity 4. Work in pairs. Discussion.

Objective: to raise awareness of talking about one`s qualities.

Ask PP to read the questions and compare their answers.

Activity 5. Read the words and divide them into negative and positive

Objective: to raise awareness of using negative and positive adjectives

Ask PP to read the words and write them into correct column. Then discuss your qualities with your partner.

Key:

Positive	Negative
punctual, responsible, funny, enthusiastic, bright, reliable, honest	impatient, mean, serious, unreliable, irresponsible, unfriendly, unable, dishonest

Activity 6. Discussion.

Objective: to raise awareness of talking about one`s qualities; to provide further speaking practice.

Ask PP to read the questions, answer them and compare answers.

Activity 7. Read and translate.

Objective: to raise awareness of reading for specific information; to prepare for the next activity

Ask PP to read the text and translate it into their mother tongue.

Activity 8. Read and find out if the sentences true or false.

Objective: to raise awareness of reading for specific information;

Ask PP to read the text again and find out if the sentences true or false.

Key: a-F b-T c-F d-F e-T

Activity 9. Discussion

Objective: to give PP freer practice in speaking practice;

Ask PP to work in pairs. Read the questions and discuss them with the partners.

Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Activity 10. Match the words with their definitions

Objective: to guess the meaning of the words.

PP read the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1-d 2-g 3-a 4-I 5-b 6-h 7-c 8-f 9-e

Activity 11. Discussion

Objective: to give PP freer practice in speaking practice; to provide further practice in the use of target structure and vocabulary

Ask PP to work in pairs. Read the questions and discuss them with the partners. Listen opinions and compare them with pairs.

Homework:

PP make a list of vocabulary which you have learned today; make a report on the personal and professional skills of your idle person (Word limit is 80-100); share your report with your peers.

Lesson 1.B. Success as a learner.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to use negative prefix; -to learn words with their synonym and antonyms; Developing: -to enable pp to use negative prefix; -to enable to read for specific information; -to enlarge pp outlook; Socio-cultural: -to raise awareness of personality;	At the end of the lesson pupils will be able to: - to use negative prefix; - to read for specific information;	Cheerful, sensitive, loyal, flexible, adaptable	Pupil's book, dictionaries, some pictures, tables

Activity 1. Circle the correct option.

Objective: to consolidate and practise using negative prefix with adjectives.

Ask PP to read the words and find the adjective adding negative prefix.

Key: 1-B 2-A 3-A 4-B 5-B 6-B 7-A 8-A 9-A 10-A

Suggestions: For weaker classes you could ask PP to write other words. For stronger classes you could ask PP to work in pairs and make up sentences.

Activity 2. Complete the sentences.

Objective: to practise using adjectives with correct negative prefix.

Ask PP to read the sentences and put adjectives with correct negative prefix.

Key:

1- irregular

5- inexpensive

9- uncomfortable

2- unfriendly

6- disloyal

10- insincere

3- insensitive

7- impolite

4- impatient

8- informal

Activity 3. Write synonym and antonym

Objective: to raise awareness of thinking skills.

Tell PP to read the words and find synonym and antonym for each word.

Key:

Word	Synonym	Antonym
Start	begin	end
Sociable	talkative	unsociable
Difficult	hard	easy
Cheerful	happy	unhappy
Educated	knowledgeable	uneducated
Team	group	individual
Believe	trust	disbelieve
Hard	difficult	easy
Clever	wise	stupid
Different	variety	similar

Suggestions: For weaker classes you could ask PP to write simple sentences using words. For stronger classes you could ask PP to work in pairs and make up compound sentences using words.

Activity 4. Read and answer the questions.

Objective: to identify differences between games and sports.

PP read the sentences, guess the meaning of the words and answer the questions.

Key:

1. 17-years old

2. At school

3. swimming and football / tennis

Photography/ traditional fashion and classical music.

4. Ambitious / hardworking and friendly.

Activity 5. Tick ✓ the sentences.

Objective: to raise awareness of speaking about future plans.

Ask PP to read the statements and tick ✓ them that are suitable for your future plans. When they finish, ask them to compare each pupil's answers.

Activity 6. Give brief information.

Objective: to raise awareness of talking about yourself

Ask PP to read the words and phrases and give brief information about yourself.

Homework:

Ask PP to write a personal profile of 80 – 100 words for an Internet chat room.

Call your profile “My personal profile”. Include:

- 1) an Introduction with your name, hometown, age and brief information about your school and family.
- 2) information about hobbies, interests and sports.
- 3) a description of your personality

Lesson 2.A. How smart are you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about language learning; -to learn to talk about effective ways of learning English; Developing: -to enable pp to talk about	At the end of the lesson pupils will be able to: - to talk about effective ways of learning English; - to listen and	Recycling the previously learnt vocabulary	Pupil's book, dictionaries, some pictures, tables

language learning; -to enable to listen and read for specific information; Socio-cultural: -to raise awareness of learning a language;	read for specific information;		
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Activity 1. Answer the questions

Objective: to revise to use the Active or Passive Voice

Ask PP to read the questions and answer them. Then identify what kind of student you are.

Activity 2. Look and match the words with their synonyms.

Objective: to guess the meaning of the words; to enrich PP vocabulary.

PP read the words and find their synonyms.

Key:

Actually	I think
Kind of	Many, much
In my opinion	Truly
Plenty of	Similar to
Spare	I'd love to
With pleasure	Free

Activity 3. Listen and complete the sentences

Objective: to listen for specific information.

Tell PP they are going to listen to the dialogue. Ask PP to read the sentences and note the answers while listening. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

Jack: Hi Lola, How are you doing? How are your studies?

Lola: Hi Jack, I'm doing great. What about you? My study is going well too.

Jack: Oh, nice to hear it. Actually I'm doing well too but there are some problems with my study.

Lola: Really? What kind of problems do you have? Can I help you?

Jack: I've got an exam soon, but in my opinion I'm not ready. I got very low score in last semester's exam.

Lola: Why you didn't prepare well for it this semester. I think you had a plenty of time, right?

Jack: Yes I had but as you know I work and study at the same time that's why I couldn't find spare time that's why I couldn't find spare time for the preparation.

Lola: Yes, yes I know about it. On what subject do you have exam?

Jack: It's in German.

Lola: Ok, it is no problem for me. I will help you with pleasure.

Jack: Thanks, you saved my life.

Key:

- | | | |
|-------------|--------------|-----------|
| 1. studies | 4. opinion | 7. German |
| 2. great | 5. semester | 8. saved |
| 3. problems | 6. same time | |

Activity 4. List eight effective ways of learning English.

Objective: to raise awareness of speaking about effective ways of learning languages.

Ask PP to write eight effective ways of learning English.

PP own answers.

Activity 5. Read and find out if the sentences true or false.

Objective: to raise awareness of the facts about learning language; to read for specific information;

Ask PP to read the interesting facts about learning language and find out if the sentences true or false.

Key: 1-F 2-F 3-F 4-T 5-T 6-T 7-F

Activity 6. Match the words with their definitions and find out their antonyms.

Objective: to enrich PP vocabulary

Ask PP to read the words and their definitions then find their antonyms.

No	New words	Definitions	Antonym
1	Native	D)connected with the place where you were born	foreigner
2	Contact	G)relationship	dissociate
3	inspire	C)desire	discourage
4	Appear	B)start to be seen	dissappear
5	Motivation	A)motivate	discourage

6	Version	E)copy	original
7	decide	F)to be sure for doing something	hesitate
8	discover	H)find something new	lose

Activity 7. Work in pairs. Discussion.

Objective: to raise awareness of talking about learning English.

Ask PP to read the questions and discuss your opinions.

Homework:

PP make a list of vocabulary which you have learned today; make a report on the importance of learning English (Word limit is 80-100); share your report with your peers.

Lesson 2.B. How smart are you?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about learning styles; -to learn to use non-finite forms of the verbs; Developing: -to enable pp to talk about learning styles; -to enable to read for specific information; -to enrich pp vocabulary; Socio-cultural: to raise awareness of speaking about learning styles;	At the end of the lesson pupils will be able to: - to talk about learning styles; - to use non-finite forms of the verbs; - to read for specific information;	Kinesthetic, tactile, capacity, willingness, timidly	Pupil's book, dictionary, some pictures

Activity 1. Put the verbs in the correct form.

Objective: to revise to use non-finite forms of the verbs

Ask PP to read the sentences and put the verbs in the correct form.

Key:

- | | | |
|------------|----------------------|-------------|
| 1. prefer | 3. touching / moving | 5. reading |
| 2. writing | 4. reading | 6. watching |

Activity 2. Fill the questionnaire.

Objective: to stimulate PP opinions about the topic

Ask PP to read the questions and tick ✓ them.

Activity 3. Look at the pictures and match.

Objective: to introduce new vocabulary.

Ask PP to look through the pictures and translate the words then guess and match them.

Key: 1-B 2-A 3-C

Activity 4. Read and define the learning style.

Objective: to provide further reading practice about learning styles.

Ask PP to read the text and define the learning styles. Put V- for visual, A- for auditory, K- for kinesthetic.

Key: 1-A 2-V 3-V 4-A 5-K 6-A 7-K 8-K 9-K

Activity 5. Make a survey in class.

Objective: to provide further practice about learning styles.

Ask PP to find out who are visual, kinesthetic or auditory types of learners by asking questions.

Activity 6. Make a required list.

Objective: to enrich PP vocabulary

Ask PP to write a list of new words of the Unit 8. The Make sentences using new words.

Activity 7. Work in groups. Discussion.

Objective: to raise awareness of talking about learning English.

Ask PP to read the questions and discuss your answers. Then compare the opinions.

Activity 8. Read and answer the question.

Objective: to provide further reading practice about learning something new.

Ask PP to read the text and translate it into their mother tongue. Then answer the

question and compare it with others.

Homework:

PP write a narrative paragraph about how you learnt a new skill.

Unit 9. IT skills.
Lesson 1A. Basics of e-learning.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about new technologies, new devices and their advantages and disadvantages; -to learn to talk about e-learning and its benefits; Developing: -to enable pp to talk about modern technologies and their advantages and disadvantages; -to enable to listen and read for specific information; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of using technologies in accurate; -to raise awareness of e-learning and it`s benefits;	At the end of the lesson pupils will be able to: - to talk about new technologies, new devices and their advantages and disadvantages; - to talk e-learning and its benefits; - to listen and read for specific information;	Screen, keyboard, laptop, tablet, memory stick, icon, bandwidth, firewall, homepage, wireless	Pupil`s book, the DVD, some pictures, dictionaries

Activity 1. Match the words with their pictures

Objective: to introduce the new vocabulary; to guess the meaning of the words; to stimulate pp ideas about the topic.

Ask pp to look through the pictures, read the read the words and find the answers. Give them some time to do the test. Then check their answers.

Key:

- 1. Keyboard
- 2. CD disk

- 3. fax machine
- 4. microphone

- 5. scanner
- 6. USB cable

7. Monitor
8. turn off icon
9. printer

10. printouts
11. headphones
12. computer

13. laptop
14. tablet

Activity 2. Listen and answer the questions.

Objective: to listen for detailed information.

Tell PP they are going to listen to a dialogue. Ask PP to read the questions and note the answers while listening. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

Jamil: OK, so what do you think is the most useful invitation then?

Sarvinoz: What, in the world? Yeah, well, that's a difficult question! Hmm, I'm pretty sure I couldn't live without a television.

Jamil: Really?

Sarvinoz: Yes, really! I mean, what would you do after school every day and at the weekends?

Jamil: But television is just entertainment, isn't it? Do you think it's useful?

Sarvinoz: Well, yeah – it means we can learn about major news events. You know, with digital television and 24-hour channels, we can always find out what's happening in the world. Yeah, I think it's really useful. But anyway, what about you then?

Jamil: Hmm .. well, my computer means everything to me.

Sarvinoz: Do you use a lot?

Jamil: Yes, all the time. Yes, I'd certainly say it's the most useful invitation in our house – even more useful than my mobile phone! You know, I do my homework on it, send emails to my friends, and visit websites and chat rooms.

Sarvinoz: Do you have it in your bedroom?

Jamil: Well, no, it's in the study. You see, my mum and dad sometimes use it for work, too. And hey, if it crashes, we all got really annoyed!

Sarvinoz: Although we got a computer at home, so I don't use one much.

Jamil: Really, I can't imagine life without a computer!

Key:

1. television
2. every day
3. just entertainment
4. major news events
5. his computer
6. his mobile phone
7. He does his homework on it
8. to send email, visit websites and chat

rooms

10. -

9. His mum and dad

Activity 3. Discussion

Objective: to give PP freer practice in speaking about internet, its advantages and disadvantages of working online; to provide further practice in the use of target structure and vocabulary

Ask PP to work in pairs. Read the questions and discuss them with the partners. Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Activity 4. Read and write.

Objective: to stimulate PP interests in the text;

Ask PP to read the interview and find out if the sentences are True, False or Not Given.

Key: 1-F 2-T 3-F 4-T 5-F 6-F 7-F 8-T 9-F

Activity 5. Match the words to compound nouns.

Objective: to enrich PP vocabulary; to prepare for the next activity

Ask PP to read the words and find their continuation.

Key: 1-h 2-e 3-g 4-f 5-a 6-d 7-b 8-c

Activity 6. Complete the sentences.

Objective: to provide further controlled written practice

Ask PP to tell the translation of the words in the box. If they don't know tell them to find them in the dictionary.

Key:

1. wireless / keyboard

4. download

2. firewall

5. webcam

3. homepage

6. bandwidth

Homework:

PP make a list of vocabulary which you have learned today; write short story about your first computer.

Lesson 1.B. Basics of e-learning.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
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<p>Educational: -to learn to talk about differences between video games and sports; -to learn to talk about advantages and disadvantages of computers; -to reinforce making sentences in reported speech; Developing: -to enable pp to talk about differences between video games and sports; -to enable to read for specific information; Socio-cultural: -to raise awareness of technical things; -to raise awareness of talking about advantages and disadvantages of computers;</p>	<p>At the end of the lesson pupils will be able to: - to talk about differences between video games and sports; - to talk about advantages and disadvantages of computers - to read for specific information;</p>	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, crosswords, pictures of some technical things,</p>
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Activity 1. Rewrite the sentences.

Objective: to consolidate and practise the structure of tenses in Reported speech. Ask PP to tell when and how to use tenses in Reported Speech. If they have some difficulty, revise the rules by asking questions. PP should find correct tenses.

Key:

1. The student said that hackers had attacked their school computers and had stolen important data
2. Jamil said that his computer wasn't functioning well
3. The technician said that the speed of the Internet would be better the next day
4. Nasim's mother said that Nasim had been playing computer games since 10 in the morning
5. His brother told him to stop downloading those films because it was illegal
6. The teacher said that Nodira was surfing the Net at that moment
7. Sarvinoz said that her mother never watched reality shows
8. Our teacher said that Cyber bullying was increasing all over the world

Suggestion: For weaker classes you could explain the structure about the Active and Passive in mother tongue. For stronger classes you could ask PP to work in pairs and make up similar sentences.

Activity 2. Rewrite the sentences.

Objective: to consolidate and practise the structure of tenses in Reported speech. Ask PP to read the sentences and rewrite them in reported speech. If they have some difficulty, revise the rules by asking questions. PP should find correct tenses.

Key:

1. Teacher asked us why that computer didn't work.
2. My mother asked me what I was copying and pasting from the Net.
3. My father asked if I had installed the antivirus I had bought the day before.
4. My mother asked if I hadn't already installed one before.
5. Farrukh asked what the URL of the new site was I had told him about.
6. The boy asked if I had sent her an e-mail?
7. The teacher asked if she had downloaded the necessary files previous week.
8. Rakhim asked if she had been sending mails when the headmaster had arrived.

Activity 3. Do the crosswords

Objective: to raise awareness of thinking skills.

Tell pp to look through the pictures and find the hidden words. Then ask them to make up sentences using the words and phrases.

Key:

- | | | |
|--------------|---------------|----------------|
| 1. camcorder | 5. calculator | 9. printer |
| 2. computer | 6. SDcard | 10. smartphone |
| 3. CDplayer | 7. taperecord | 11. camera |
| 4. laptop | 8. mp3player | 12. webcam |

Hidden words: Do you see them?

Activity 4. Read and choose the correct answers

Objective: to identify differences between games and sports.

PP read the sentences, guess the meaning of the words and find the correct subject.

Key:

- | | | |
|----------------|----------------|----------------|
| 1. Video games | 3. Sports | 5. Video games |
| 2. Sports | 4. Video games | |

Activity 5. Work in pairs. Discussion

Objective: to raise awareness of speaking about games and sports.

Divide PP into pairs. Ask them to discuss the question and find answers. When

they finish, ask them to compare each pair's answers.

Activity 6. Match the words and phrases.

Objective: to raise awareness of using synonyms.

Ask PP to match the words and phrases.

Key:

- | | |
|--|---|
| 1. Today, ... Nowadays, | 5. I don't think that ... I disagree that |
| 2. Firstly, ... First of all, | ... |
| 3. Also, ... In addition, | 6. Actually, ... In fact, |
| 4. I think that ... I believe that ... | 7. To sum up, ... In conclusion, |

Activity 7. Work in groups. discussion

Objective: to raise awareness of talking about computers.

Ask PP to read the idea and discuss about computers. Listen ideas and discuss them.

Homework:

Ask PP to write an essay about "Advantages and disadvantages of using computers".

Lesson 2.A. Internet safety.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none"> -to learn to talk about internet safety; -to learn to talk about negative and benefit sides of internet; -to learn to talk about internet developing in Uzbekistan; <p>Developing:</p> <ul style="list-style-type: none"> -to enable pp to talk about negative and benefit sides of internet and it's developing in Uzbekistan; -to enable to listen and read 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - to talk about internet safety; - to talk about negative and benefit sides of internet - to listen and read for specific information; 	<p>Bar graphs, software, PC, encrypted, mass-email</p>	<p>Pupil's book, the DVD, pictures of some places, map</p>

for specific information; Socio-cultural: -to raise awareness of internet safety; -to raise awareness of using internet carefully			
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Activity 1. Read and mark True or False.

Objective: to stimulate PP ideas about the topic.

Ask pp to read the sentences and decide whether the statements are true or false.

Key: 1F 2F 3F 4F 5TR 6T 7Fa 8T 9T

Activity 2. Match the words with their definitions

Objective: to guess the meaning of the words.

PP read the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1d 2c 3g 4k 5e 6b 7a 8m 9h 10g 11i 12l 13n 14f

Activity 3. Listen and complete the sentences

Objective: to listen for specific information.

Tell PP they are going to listen to the song on the topic "Stay safe on the Internet".

Ask PP to read the sentences and note the answers while listening. Explain PP that they should write no more than four words. After the first listening ask PP if they have found the answers. If they have, ask them what they think the answers are. Don't say if PP are right or wrong. Then play the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

"Stay safe on the Internet"

You have got to stay on the Internet,

Don't make friends with people that you have never met

You have got to keep your information close to your chest

It's personal and just for you

And not for people you have never met

Meeting up with strangers is a bad idea

Strangers can be dangerous

It is true, I fear

Think about the information you share

Do you want the world to know the colour of your hair

How about the place you live or school you got to?
 Do you want the world to turn up at your home or will you...
 Keep your information all a secret so you,
 Have no worries with the world will see you.
 Stay safe on the Internet,
 Don't make friends with people that you have never met
 You have got to keep your information close to your chest
 It's personal and just for you
 And not for people you have never met
 Be nice to people when you talk them online
 Be responsible and caring all the time
 Only talk the people you know that you know
 Strangers can be dangerous I am sure you know
 Think about pictures you are posting too
 Think about the things that they can say about you.
 Each and everyone and anyone can view,
 So never in your uniform, just think it through

Key:

- | | |
|----------------------------------|------------------------|
| 1. to stay/ don't make friends | 7. don't make friends |
| 2. To keep your information | 8. Them online |
| 3. Meeting up / strangers | 9. caring all the time |
| 4. Strangers can be dangerous | 10. they can say about |
| 5. You share colour of your hair | 11. you have never met |
| 6. Keep / information | |

Activity 4. Read and find out if the sentences true or false.

Objective: to raise awareness of staying safe online; to read for specific information;

Ask PP to read the interesting facts about staying safe online and find out if the sentences true or false.

Key: 1-T 2-F 3-F 4-T 5-F 6-T 7-F

Activity 5. Fill in the sentences.

Objective: to provide further controlled written practice

Ask PP to tell the translation of the words in the box. If they don't know tell them to find them in the dictionary. They should use each word only once.

Key:

- 4. receive
- 5. virus

- 6. bar graphs
- 7. spent

- 8. understand

Activity 6. Discussion

Objective: to give PP freer practice in speaking practice; to provide further practice in the use of target structure and vocabulary

Ask PP to work in pairs. Read the questions and discuss them with the partners with the best word from the list. use each word only once. Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Homework:

PP make a list of vocabulary which you have learned today; write an essay about internet safety; share your report with your peers.

Lesson 2.B. Internet safety.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about business support; -to learn to talk about advantages and disadvantages of using internet; Developing: -to enable pp to talk about one`s motherland; -to enable to read for specific information; -to enable pp to use correct prepositions; Socio-cultural: -to raise awareness of using internet sensibly; -to raise awareness of using business report;	At the end of the lesson pupils will be able to: - to talk about business support; - to talk about advantages and disadvantages of using internet; - to read for specific information;	Recycling the previously learnt vocabulary	Pupil`s book, dictionary, some pictures, grammatical tables

Activity 1. Correct the underlined prepositions.

Objective: to check PP grammar; to raise awareness of using preposition correctly. Ask PP to tell when and how to use prepositions. If they have some doubt, explain them the rule. PP should find and put the correct prepositions.

Key:

1. from 2. out/for 3. of 4. to 5. to 6. to 7. for

Activity 2. Put the suitable preposition.

Objective: to give semi controlled practice using suitable prepositions.

Ask PP to read the text carefully, write the suitable prepositions in the box.

Key:

- | | | | |
|-------|---------|---------|----------|
| 1. of | 4. of | 7. in | 10. on |
| 2. to | 5. from | 8. from | 11. With |
| 3. to | 6. with | 9. to | |

Activity 3. Read the information.

Objective: to enlarge PP outlook;

Tell PP to read the information and translate it into their motherland to understand it clearly.

Activity 4. Read and match the passages with the headings.

Objective: to raise awareness of reading for specific information.

Key:

1. Saves time effort
2. Getting access to some of the best website
3. Business support
4. Informed purchasing decisions
5. Entertainment
6. Control
7. Saving money

Activity 5. Work in groups. Discuss the questions.

Objective: to raise awareness of speaking about internet, advantages and disadvantages of using internet.

Divide PP into groups. Ask them to discuss the question and find answers. When they finish, ask them to compare each group`s answers.

Language note: advantage and disadvantage essay

Activity 6. Make a list.

Objective: to enrich PP vocabulary; to raise awareness of talking about advantages and disadvantages of using internet.

Ask PP to find words related to the topic “Internet safety”. Then write advantages and disadvantages of Internet.

Activity 7. Complete the table.

Objective: to raise awareness of using words on identifying advantages and disadvantages of computers

Ask PP to read the words. Then write them into correct column.

Key:

Advantages of computers	Disadvantages of computers
Researching	Waste of time
Social skills	Insomnia
Online education	Cheating
Online assignment help	Lack of creativity
Information	Physical inactivity

Homework:

Ask PP to write an essay “Advantages and disadvantages of using social nets”

Unit 10 Literature.

Lesson 1A. Uzbek literature.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none"> -to learn to talk about some famous Uzbek writers and poets, and name some of their works; -to learn to talk about the genre of a literary work <p>Developing:</p> <ul style="list-style-type: none"> -to enable pp to talk about Uzbek writers and some of their works; -to enable to listen and read 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - to talk about famous Uzbek writers and poets, and name some of their works; - to listen and read for specific information; 	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil’s book, dictionary, pictures of some Uzbek authors</p>

for specific information; Socio-cultural: -to raise awareness of Uzbek writers and poets; -to raise awareness of facts about famous writers and poets;			
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Activity 1. Test your knowledge of Uzbek literature.

Objective: to warm up; to increase pp knowledge about Uzbek literature.

Ask pp to look through the test, read the questions and find the answers. Give them some time to do the test. Then check their answers.

Key: 1a 2c 3b 4a 5a 6a 7a 8b 9d 10d

Activity 2. Match the genres with the authors.

Objective: to provide semi-controlled practice in guessing the genres with the authors.

Ask PP read the genres and the authors. They guess the genres of the authors. If they can't guess, help to find them to PP.

Key: 1d 2a 3e 4b 5c

Activity 3. Listen and identify

Objective: to listen for detailed information; to identify what kind of music it is
Tell PP to listen to music attentively and identify what kind of music it is.

Activity 4. Find out the Asqad Mukhtor's plays

Objective: to raise awareness of Uzbek literature.

Ask PP to read the plays and find which of the plays belong to Asqad Mukhtor.

Key:

1. "The pick of the misterous" ("Mardlik choqqisi")
2. "Samandar" ("Samandar")
3. "My comrades" ("Hamshaharlarim")
4. "Dice value" ("Zar qadri")
5. "Goodness for goodness" ("Yaxshilikka yaxshilik")
6. "Silver fiber" ("Kumush tola")

Activity 4. Read and find out if the sentences true or false.

Objective: to raise awareness of the facts about Fitrat; to read for specific information;

Ask PP to read the facts about Fitrat and find out if the sentences true or false.

Key: 1-T 2-T 3-T 4-T

Activity 4. Fill in the blanks.

Objective: to provide further controlled written practice

Ask PP to tell the translation of the words in the box. If they don't know tell them to find them in the dictionary. They should use each word only once.

Key:

- | | | |
|---------------|--------------|---------------|
| 1. government | 4. instead | 7. genre |
| 2. faced | 5. military | 8. department |
| 3. attending | 6. practiced | 9. union |

Activity 4. Discussion

Objective: to give PP freer practice in speaking about Uzbek literature; to provide further practice in the use of target structure and vocabulary

Ask PP to work in pairs. Read the questions and discuss them with the partners.

Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Homework:

PP make a list of vocabulary which you have learned today; make a report on writers in Uzbekistan. (Word limit is 80-100).

Lesson 1.B. Uzbek literature.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none"> -to learn to talk about favourite books and films; -to learn about to talk about character of the famous epos "The Alpamysh"; -to learn to use words in the appropriate order; <p>Developing:</p> <ul style="list-style-type: none"> -to enable pp to talk about famous books and films; 	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - to talk about favourite books and films - to talk about character of the famous epos "The Alpamysh"; - to read for 	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil's book, dictionary, pictures of some books,</p>

-to enable to read for specific information; Socio-cultural: -to raise awareness of speaking about favourite books and films , characters of the epos;	specific information;		
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Activity 1. Check your grammar.

Objective: to practise rearranging words and composing the sentences.

Ask PP to read the words and put them in the correct order. Then write a correct sentences. If they have some difficulty, explain them the rule.

Key:

1. Utkir Khoshimov studied at the Philology Faculty of the Tashkent State University finishing secondary school.
2. In Tashkent and Bukhara there are streets and school named after Fitrat
3. Fitrat`s 110 the anniversary was celebrated throughout the country in 1996
4. According to decree of the President of the Republic of Uzbekistan Navoi and Fitrat was awarded with bonus of Mustaqillik orden.
5. Fitrat`s works were praised and translated highly into various languages when he was alive.
6. Fitrat`s heritage has been investigated by creative philosopher and lawyers such as B.Ergashev and D.Tashkuziev.
7. “Cho`l havosi” was recognized warmly by the people.
8. Gafur Gulam was famous as a skilled novelist.
9. Gafur Gulam developed Uzbek poetry with new conceptions and methods by his collection of poems “Tirik qo`shiqlar”, “Dinamo”, “Sharqdan kelayotirman”, “Sarhisob”.
10. Erkin Vohidov, is outstanding figure in Uzbek literature, established several creative schools.

Activity 2. Look at the pictures and discuss.

Objective: to develop PP speaking skill; to provide further practice about talking similar and different books in uzbek and world literature

Ask PP to look at the pictures, read the questions and answer them.

Activity 3. Read and find out if the sentences true or false.

Objective: to raise awareness of the facts about Fitrat; to read for specific information;

Ask PP to read the interview and find out if the sentences true or false.

Key: 1-F 2-T 3-T 4-F 5-T

Activity 4. Read and fill in the gaps.

Objective: to practise reading for specific information; to introduce cultural information about the famous Uzbek epic.

PP read the epos, guess the meaning and put correctly the names of characters of the epos “The Alpamysh”. If they don’t know any word or phrase tell them to find them in the dictionary. They should use each name more than once.

Key:

- | | | |
|-----------------|------------|----------------|
| 1. the Alpamysh | 6. Konirat | 11. Barchin |
| 2. Alpomish | 7. Baysari | 12. Taycha-han |
| 3. Barchin | 8. Boyburi | 13. Kalmycshah |
| 4. Baysari | 9. Baysari | 14. Barchin |
| 5. Bayburi | 10. Kalmyc | |

Activity 5. Complete the table.

Objective: to raise awareness of vocabulary and grammar skills.

Ask PP to read the words and find the synonym for the words. Then make up sentences using them.

PP own answers.

Activity 6. Take a note.

Objective: to provide further practice talking about favourite books,

Ask PP to read the questions and answers for them.

Lesson 2A. World literature.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
<p>Educational:</p> <ul style="list-style-type: none"> -to learn to talk about world literature, famous British and American writers and poets and name of some of their works; -to learn to talk about Shakespeare and his life; <p>Developing:</p>	<p>At the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> - to talk about world literature; - world’s famous writers and their works - to read for 	<p>Recycling the previously learnt vocabulary</p>	<p>Pupil’s book, crosswords, dictionaries, pictures of some writers</p>

-to enable pp to talk about world's famous writers and their works; -to enable to read for specific information; to enable to talk about importance of literature in education; -to enrich pp vocabulary; Socio-cultural: -to raise awareness of some cultural information about world literature; -to raise awareness of world's famous writers and their novels;	specific information;		
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Activity 1. Find 7 words about world literature.

Objective: to warm up; to increase pp vocabulary on literature.

Ask pp to look through crossword, find the words about world literature. Give them some time to do it. Then check their answers.

Key:

- | | | |
|---------------|-------------|----------|
| 1.novel | 4.publish | 7.poetry |
| 2.writer | 5.celebrate | |
| 3.inspiration | 6.poet | |

Activity 2. Match the words with their definitions

Objective: to guess the meaning of the words.

PP read the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1b 2d 3a 4e 5f 6c

Activity 3. Listen and write True or False

Objective: to listen for specific information.

Tell PP they are going to listen to a monologue about the story "White Fang". Ask PP to read the sentences and write T or F while listening. After the first listening ask PP if they have found the answers. If they have, check their answers in pairs. If necessary, replay the CD again and stop after each answer. And let PP tell you if they were right or wrong.

CD script

This story is about wolf called White Fang. White Fang was born in the wild, in an area called the Yukon. This area is in the north-west of Canada. There are lots of mountains and rivers in the Yukon and the land covered with forest. You can travel for hours without seeing people or houses. Winters in the Yukon are very cold and very long. In some areas the ground is frozen all year. Many animals live in the wild there – for example, bears moose, porcupines, weasels and squirrels, as well as wolves.

White Fang was written in 1906. At that time many Indians – native or first people-lived in the Yukon. They lived there long before white people. The Indians killed moose and rabbits, and they caught fish. They lived in camps and sleep in big tents. The tents were called tepees. The Indians travelled around in long boats called canoes. Or they traveled on sleds pulled by dogs.

Key: 1-T 2-F 3-T 4-T 5-F 6-T 7-F

Activity 4. Find out the writers and their novels.

Objective: to raise awareness of the writers and their novels.

Ask PP to read the names of writes and their novels on world literature. Then match them.

Key: 1-e 2-d 3-b 4-a 5-c

Activity 5. Read and answer the questions

Objective: to raise awareness of the facts about Shakespeare; to read for specific information,

Ask PP to read the interesting facts about Uzbekistan and find out if the sentences true or false.

Key:

- 1.He was 18 years old
2. His wife's name was Anne Hathaway
3. He wanted to be an actor and the best theatres were in London
4. He worked first in the theatre Rose
5. He wrote Romeo and Juliet, Julius Caesar, Richard II, Antony and Cleopatra and many more. Everyone liked his plays, and he became famous.

Activity 6. Fill in the table.

Objective: to provide semi-controlled written practice about Shakespeare's life

Ask PP to read the text again and fill the table with the information about Shakespeare's life. Then ask PP to check their answers in pairs.

Key:

1564 - He was born

1582 - He was married

1587- He went to London

1603- James become king and William worked for him

1610- He died.

Activity 7. Fill in the gaps.

Objective: to provide further practice in the use of target structure and vocabulary
Ask PP to read the words and translate them. Then complete the sentences with appropriate words.

Key:

1. decades

4. fascination

7. disciple

2. excitement

5. poetry

8. concept

3. similarity

6. several

9. reception

Activity 8. Discussion

Objective: to give PP freer practice in speaking about literature; to provide further practice about discussing about the similarity between Uzbek and English writers.

Ask PP to work in pairs. Read the questions and discuss them with the partners. Ask one or two strong PP to provide further facts. Ask PP to work together to make other facts.

Homework:

PP write answers for questions.

Lesson 2.B. World Literature.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: -to learn to talk about world literature and poems; -to learn about to talk about and interpret a simple poem; -to learn to use comparative and superlative adjectives; -to learn to use relative	At the end of the lesson pupils will be able to: - to talk about and interpret a simple poem; - use relative pronouns;	Recycling the previously learnt vocabulary	Pupil's book, dictionaries, pictures of some literary works, grammatical

pronouns; Developing: -to enable pp to talk about world literature and poems; -to enable pp to use relative pronouns; comparative and superlative adjectives; Socio-cultural: -to raise awareness of speaking about world literature and poems; -to raise awareness of talking about cultural information about world literature;	comparative and superlative adjectives;		tables
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Activity 1. Check your grammar

Objective: to practise using appropriate adjectives

Ask PP to tell when and how to use the degrees of adjective. If they have some doubt, explain them the rule. PP should find out the correct form of adjectives.

Key: 1-a 2-c 3-c 4-a 5-b

Activity 2. Match the adjectives with their definitions.

Objective: to guess the meaning of the words.

PP read the words and find their definitions. They guess the meanings of the words. If they can't guess, PP can use dictionaries.

Key: 1-e 2-f 3-g 4-d 5-a 6-b 7-c

Activity 3. Write comparative and superlative adjectives.

Objective: to practise using adjectives in comparative and superlative degrees.

Tell pp to write comparative and superlative forms of the adjectives.

Key:

№	Adjective	Comparative	Superlative
1	Cheap	cheaper	the cheapest
2	Strong	stronger	the strongest
3	Important	more important	the most important
4	Modern	more modern	The most modern
5	Long	longer	Longest

6	Bad	worse	the worst
7	Good	better	the best
8	Dangerous	more dangerous	the most dangerous
9	Enjoyable	more enjoyable	the most enjoyable
10	Old	older	the oldest

Suggestion: For stronger classes you could ask PP to work in pairs and make up sentences using the adjectives.

Activity 4. Read and discuss

Objective: to practise reading for main idea and guess the meaning of the words. PP read the poem, guess the meaning and translate it into mother tongue. If they have difficulty, PP can use dictionaries.

Activity 5. Complete the sentences

Objective: to consolidate the Present and Past Simple; to practise deducing the meaning of the structures

Ask PP to read the sentences and choose the correct form of the verbs. When they finish, ask them to compare their partner's answers.

Key:

1. died
2. visit
3. did not live / moved
4. worked / wrote
5. loved / become
6. are

Activity 6. Complete the sentences

Objective: to consolidate the Past Simple and Past Continuous; to practise deducing the meaning of the structures from the text.

Ask PP to read the sentences and choose the correct form of the verbs. When they finish, ask them to compare their partner's answers

Key:

- | | | |
|--------------------|------------|--------------|
| 1. were performing | 3. started | 5. destroyed |
| 2. were using | 4. moved | 6. opened |

Activity 7. Complete the sentences

Objective: to consolidate the Present Perfect; to practise deducing the meaning of the structures from the text.

Ask PP to read the sentences and choose the correct form of the verbs. When they finish, ask them to compare their partner`s answers

Key:

- | | |
|--------------------------------|------------------------------------|
| 1 . Have you seen | 4. Have just studied / has changed |
| 2. have become | 5. has he known |
| 3. has worked/has not appeared | |

Activity 8. Complete the sentences

Objective: to consolidate and practise using the relative pronouns;

Ask PP to read the sentences and choose the correct pronouns. When they finish, ask them to compare their partner`s answers

Key:

1. Where 2. Who 3. Who 4. Which 5. Where

Homework:

Ask PP to take a note about PP favourite book by answering the questions.

M.A. To'raqulova & G.A. Sharipova

Additional exercises

I Choose the best answer.

- 1.C 2 B 3 C 4 B 5 C 6 C 7A 8A 9B 10C 11B 12C 13A
14A 15B 16C 17C 18A 19B 20A 21C 22C 23A 24A 25A 26B
27C 28C 29C 30A 31B 32B 33C 34A 35C 36B 37B 38C 39C
40A 41C 42C 43A 44C 45C 46A 47C 48C 49B 50C

Reported speech revision test.

- 1.Lena said that she would invite me to her birthday party.
- 2.Anderson said that he would turn twenty that day.
- 3.Daniel said that things would get better.
4. The doctor said that my aunt didn't need an operation.
- 5.Wilma told me she would help me to finish my homework.
- 6.Robert said that he would pass the exam.
- 7.John told me that he had seen that movie.
- 8.Helen said that she could speak Spanish fluently.
- 9.Lucas told John that he would not go swimming with him.
- 10.Josh said that he had finished his lunch.
- 11.Mother said to daughter to put on her shoes.
- 12.The teacher told me to open my notebook.
- 13.Merry told her uncle not to be mad at me.
- 14.Coach told Jack to do his exercises regularly.
- 15.The cashier told Angela to give him her receipt.
- 16.Adan told his mother to help him with his homework.
- 17.The offices told us not to park there.
- 18.The ambulance driver told pedestrians to move out of the way.
- 19.Daniel told his mother to wait for him.
- 20.Pam told her husband to stop acting like a child.

Present tense revision.

- | | |
|----------------------------------|----------------------|
| 1.am still using/doesn't matter. | 4.are you doing? |
| 2.I am leaving. | 5.is tasting |
| 3.have never worn/refuse | 6.Does this bus stop |

- 7.hasn't still found
- 8.am driving
- 9.have you been waiting/look
- 10.can't stand
- 11.seldom sits
- 12.am lying
- 13.are
- 14.haven't been
- 15.do you wear

- 16.are you looking
- 17.doesn't fit
- 18.I'm having
- 19.are you talking
- 20.haven't decided/am thinking
- 21.has been digging/hasn't found
- 22.visits/she argue
- 23.have been walking
- 24.has she edited

Past tenses revision test.

- 1.got/had already started
- 2.dreamt
- 3.saw/was crossing
- 4.had been painting/came
- 5.was lying/was weeding
- 6.bought/had locked
- 7.sent
- 8.was dusting/broke
- 9.had never been
- 10.was studying/went
- 11.didn't ring/was
- 12.had been working/went
- 13.were not sleeping/returned

- 14.did they visit
- 15.was writing
- 16.didn't pay
- 17.went/was shining/was
- 18.had never seen
- 19.Did Simon and Alice get
- 20.had been waiting
- 21.were rollerblading/phoned
- 22.met
- 23.did you spend
- 24.were sitting/heard
- 25.had packed

Future tenses revision tests.

- 1.arrives
- 2.will have.
- 3.will snow
- 4.will be meeting
- 5.is going to fly
- 6.will drive
- 7.starts
- 8.have finished
- 9.am seeing
- 10.is going to rain
- 11.get married/will have been
- 12.will open
- 13.will have marked

- 14.see/will show
- 15.have taken/will feel
- 16.have finished
- 17.will buy/opens
- 18.will let/have finished
- 19.start/will have
- 20.will wait/comes
- 21.won't be
- 22.will have been living
- 23.will have
- 24.will have been playing
- 25.will live
- 26.get/will be

27. are you going to take
28. will be skiing

29. will check

Mixed tenses revision test.

1. have been learning

2. didn't work
3. want to pass/am studying
4. sent
5. was/think/have learnt
6. went/hadn't enjoyed
7. was doing/met

8. have noticed/is
9. am having/have had
10. am revising
11. have already begun
12. think/will do
13. is/won't be
14. pass/will start
15. will go
16. can see/have become

Active and Passive voice Revision test

1. visited
2. told/were attacking
3. gave
4. was finished
5. was
6. was guarded
7. was/found
8. was watched/checked/wanted

9. had to go/were served
10. were called/was
11. were/guarded
12. was attacked/run/lighting/can be seen
13. was abandoned
14. is
15. became

Adjectives and adverbs

- | | | | | | |
|------------|-------------|------------|------------|----------------|-----------|
| 1. calmly | 2. sure | 3. soft | 4. nervous | 5. bad | 6. slowly |
| 7. nice | 8. strongly | 9. free | 10. freely | 11. nearly | 12. high |
| 13. deeply | 14. deep | 15. high | 16. highly | 17. nearly | 18. hard |
| 19. hardly | 20. free | 21. freely | 22. deeply | 23. low/nearly | |

Prepositions revision test

- | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1D | 2A | 3A | 4D | 5A | 6C | 7C | 8B | 9D | 10D | 11A | 12A | 13C |
| 14D | 15B | 16D | 17B | 18A | 19C | 20B | 21B | 22C | 23D | 24B | 25D | 26C |
| 27B | 28B | 29A | 30B | 31C | 32B | 33D | 34A | 35A | 36A | 37D | 38B | 39A |
| 40C | 41D | 42B | 43D | 44B | 45C | 46B | 47A | 48A | 49B | 50A | | |

Control work 1.

Task I. Listening.

a) Here are the notes that Anna used for her welcome talk. Listen and complete the missing information.

- 9am: Students do a written test - 1 grammar and vocabulary – and a self-assessment . also have 2
- Have a 3..... – about 10.30.
- At 11 am students have introduction to the 4..... Centre.
- Christine gives information about the 5..... programme (11.30)
- Students receive 6..... at midday.
- Lunch in the 7..... – students talk to Berit, if they want.
- Afternoon – students have talk or 8..... Class.

(Points: _____)

(8x4 32)

b) Listen and complete the missing information on the notice.

Some rules!

- You must _____ !
- You must be _____ !
- You mustn't use _____ !

(Points: _____)

(3x6 18)

Task II. Reading.

The reading passage opposite has 5 paragraphs, A-E. There are more headings than paragraphs, so you will not use them all.

List of headings

- | | |
|--|--|
| i The quality of urban housing | v The urban-rural divide |
| ii Amenities in urban areas | vi The quality of rural infrastructure |
| iii The affordability of urban housing | vii Rural neighbourhoods in the city |
| iv The amenities that people want | viii Rural transport |

The lure of the urban village

A. Many people dream of leaving the city and moving to the **countryside**, but in fact we are an overwhelmingly urban population. Over 80 per cent of UK residents now

live in urban areas .Globally, it's much the same; according to the United Nations, by 2012, well over half of the world's population will be living in towns and cities.

B.Increasingly, people are living in towns, but what many really want is a piece of the countryside within the town. Three years ago a survey of 1,000 **homeowners** in the UK found that many of those who were planning to relocate wanted to live near gyms, shops and restaurants. Today, according to a more recent report, the majority want a crime-free neighbourhood, a back garden, and theatre or gallery within reach. The report concludes that Britons are becoming more concerned about their quality of life and are willing to prioritize tranquillity over status and salary.

C.However, what the report does not say is that, for people without a high salary the chances of buying the ideal house, or indeed any house at all in the city, are becoming increasingly slim. According to recent figures, even if we take **inflation** into account, average **urban** house values are four times higher than they were 70 years ago. A comparison of average house prices and average incomes is even less favourable. Since 1940, home price rises have far exceeded rises in average salaries.

D.For those who can, moving to the countryside is an option. In most developed countries, the roads, power supply and communication facilities are adequate for their needs. Indeed, improvements in telecommunications make telecommuting an increasingly attractive proposition.

E.Those forced to stay behind in urban life are increasingly yearning for **neighbourhoods** that are village' like in feel. Indeed those who market new homes are increasingly using such terms to attract buyers. Interestingly, the idea of urban villages is not a new one. The term was coined 50 years ago, by the American sociologist Herbert Gans in his study of the Italian-American communities of Boston. According to Gans, the communities he studied refashioned urban space in an attempt to recreate the intimate feel of the Southern Italian villages they came from. He argued that American cities as a whole could be seen as a patchwork of different villages in which non-urban **immigrants** attempted to shape the city to resemble the places in the old country that they had left behind. His findings may well resonate with today's native urbanites yearning for village life.

a) Match the paragraphs.

Paragraph A –

Paragraph C -

Paragraph E –

Paragraph B -

Paragraph D -

(Points: _____)

(5x4 = 20)

b) Match the words in bold in the text with these definitions.

1. of or in a city or town _____
2. the area of a town that surrounds someone's home, or the people who live in this area _____
3. and not in towns, cities or industrial areas, which is either used for farming or left in its natural condition _____
4. a person who owns their house or apartment _____
5. person who has come to a different country in order to live there permanently _____
6. a general, continuous increase in prices _____

(Points: _____)

(6x5 = 30)

Total: _____

Score: _____

Control work 2.

Write an essay "My dream job". (Word limit is 80-100)

You should include:

- What is my dream job
- What kinds of tasks do I want/not want to do on my job?
- What obstacles do I need to overcome to achieve my career goals?

Score: _____

Final test 1.

1. Relating to deep feelings and beliefs -?

A) Devastate	B) spiritual	C) earthquake	D) attraction
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2. What are two doubly landlocked countries in the world?

A) Kazakhstan, Hungary	C) Uzbekistan, Switzerland
B) Turkmenistan, Switzerland	D) Uzbekistan, Leichtenstein
3. Jobs that you do for a few hours a week -?

A) babysitting	B) part-time	C) minimum wage	D) earn
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4. Find the synonym of the word "motherland"

- A)respect B)fatherland C)tandoor D)origin of soil
5. Who is Mickela Malozzi?
A)traveller B)dancer C)writer and traveller D) traveler and dancer
6. A feeling of expectation and desire for a certain thing to happen
A)hope B)tandoor C)adorable D)stubborn
7. Which work consists of five big parts?
A)"Zij" B)"Alfroganus" C)"Konun at-Tib" D)"Al-tarih"
8. My aunt hasn't found a suitable job yet. She is temporarily a
A)apply B)survey C)jobseeker D)employee
9. Max didn't _____ yesterday afternoon; he _____ at home.
A) go out / stayed B) go out / stay C) went out / stayed D) went out / stay
10. How is it called " II" in English?
A) parallel B) equal C) fraction D) percent
11. He many works before he died at the age 70.
A)wrote B)had written C)writes D)have written
12. A person who first starts some activities.
A) descendant B) generation C) ancestor D) founder
- 13 a person who answers the questions during the interview
A) employer B) interviewer
C) manager D) interviewee
14. Find negative adjectives.
A)Hard-working, selfish, wise B)selfish, reliable , serious
C)talkative, serious , pessimistic D) pessimistic, selfish, wise
15. They are not my _____ books.
A) children's B) childs C) children' D) children of
16. You are _____ for your future. Don't blame others.
a)responsible B) well-planned C)multiple D)goal
17. Find the odd word. genius –talented – intelligence – inability
A) genius B) talented C) intelligence D) inability
18. What part of speech is "make a choice"
A) collocation B) phrasal verb C) verb D) adverb
19. There are two one at the front and one around the back
A) traditions B) handshake C) entrances D) appearance
20. Tashkent by the earthquake.
A) devastates B) was devastating C) devastated D) was devastated

Write the words in the correct order to make sentences or questions

21. Uzbek family /family / a wonderful /gathering/ in each/ is/tradition .

22. Uzbekistan / area /what / total/ of/ is the?

23. A/with/a/dream/goal/plan/a/deadline/is/and/a.

24. Muhammad Yusuf's / people /why/ admire/ do /poetry?

25. Samarkand / of / bread/is /different/ known/ types/ for .

(Points: _____)
(5x6 = 30)

Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A																				
B																				

(Points: _____)
(20x3.5 = 70)

Total: _____
Score: _____

Control work 3.

Task 1. Listening.

a) Listen to announcements a-d and complete the information.

King's Cross station		
Train to	Time	Platform
a) Edinburgh		
b) York		
c) Cambridge		
d) Liverpool		

(Points: _____)
(4x5 = 20)

b) Look at Stacey's diary and listen to her talk about her day. Write the time in the

dairy.

a. Breakfast with Mrs Jenson (ALC)

b. Meeting with Bob/Sean _____

c. See Helen the sales report _____

d. Lunch with Dan Chester _____

e. GEO International _____

(Points: _____)
(6x3 18)

Task 2. Reading.

a) Read and write True or False.

_____ 1. The Mesolithic period was approximately 8000 BC.

_____ 2. Exact dates are not possible, since dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method.

_____ 3. In the 1900s a car park was built over these.

_____ 4. Hunter-gatherers lived at Stonehenge during the Mesolithic period.

_____ 5. Many visitors can see the “henge”.

_____ 6. They may have served as markers for astronomical measurements.

(Points: _____)
(6x3 18)

b) Match the words in bold in the text with these definitions.

1. an interval of time _____

2. very old _____

3. extended over _____

4. before people made written records of events _____

5. arranged in the order in which they actually happened _____

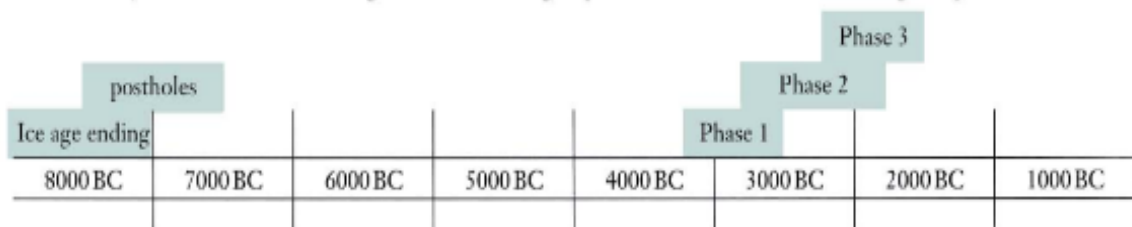
6. stage of development _____

7. worn away over time _____

8. thousands of years _____
9. a period of history _____
10. digging for history _____
11. to exist earlier than something else _____

(Points: _____)
(11x4 = 44)

Stonehenge was built over a long period. If we consider only the ancient stones themselves, the work *spanned* seventy generations – some 1,600 years. However, the first construction at this site began in *prehistoric* times. True, these first artefacts were just wooden poles which have long gone, but these were raised by men in times so *ancient* that Britain was still recovering from the Ice Age. The timeline below shows this history, with a frenzy of activity from just before 3000 BC through to 1600 BC being responsible for most of what we now gaze upon in awe.



Timeline of the building of Stonehenge.

If we consider the structure *chronologically*, we can see that construction took place in several phases over more than a thousand years. Exact dates are not possible, since dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method. Nevertheless, archaeologists have sketched out the following outline of events. First, the people of the Mesolithic *period* erected pine posts, known as the postholes, near Stonehenge. In the 1960s a car park was built over these. During the next stage, *Phase 1* (c. 3100 to 2700 BC), a ditch was carved into the chalk less than 1 km from Stonehenge. This would have appeared brilliant white in the green of what had now become pastureland as the hunter-gatherers that erected the postholes gave way to farmers. Also during this time the “henge” (the earthworks; ditch and bank) was constructed. Many visitors to Stonehenge fail to notice the “henge” since the ditch and bank have been greatly *eroded* over the passing *millennia*. In Phase 2 of the construction (c. 2700 to c. 2500 BC), a large number of wooden posts were placed on the site. These may have served as markers for astronomical measurements. We do not know if there are more of them as *excavation* did not cover a large area. This was followed by Phase 3 (c. 2600 to 2500 BC). Stones began to arrive in this *era* and the circular shape and pattern of these enormous stones, which *predate* all other known structures, is still standing today. According to historians, there was no written

mention of Stonehenge until 1100 AD.

Total: _____

Score: _____

Control work 4.

Choose a ticket and answer the questions.

Questions for beginning the conversation.

- Describe yourself.
- What do you do?
- What do you do in your leisure time?
- Where do you see yourself in the next 5 years?
- Describe your educational background.
- Describe the place where you come from.

Ticket 1. Hometown

- Describe your hometown.
- What's special about it?
- Where is your hometown located?
- Is it easy to travel around your hometown?
- What is it known for?
- What do people in your town do?
- What are the main industries in your hometown?
- What problems does your hometown face?
- What languages are spoken in your hometown?
- What are the advantages of living in your hometown?
- What are some problems faced by your hometown?
- Compare your hometown with another city.
- What are some environmental problems faced by your hometown?
- Is there any tourist attraction in your hometown?
- What is the most interesting part in your hometown?
- What is your favourite place in your hometown?
- How long have you been living there?

Ticket 2. Travel

- Do you like to travel?
- What kind of places have you visited in your life?
- Which place would you really like to visit? Why?
- What's the best place you've ever visited?
- What are some places where you would like to travel in future?
- Describe a place where you have recently been to.

Ticket 3. Tourism

- Which places in your country would you recommend to a visitor?
- Do a lot of tourists visit your country?
- What do they usually do there?
- How has tourism changed your country?
- Is your country expensive for most tourists?
- What are some famous landmarks in your country?

Ticket 4. Place

- Describe a place you would like to go.
- Why is this place special to you?
- When did you first visit this place?
- Where is this place located?
- What language is spoken there? Do you speak this language?

Ticket 5. Daily routine

- Describe your daily routine.
- What do you usually do?
- What do you do at the weekend?
- What is your typical weekday like?
- Does your life change much from week to week?
- Do you have any free time during the week?

Ticket 6. Job

- What do you want to be? Why?
- What motivates you?
- Do you think many people want to have your job?
- What university are you going to study at? Why?
- Do you have to study a lot to get your job?
- How would you describe yourself with the job?
- Do you prefer to work independently or on a team?

Final test 2.

1. Time or date that you have to complete something -?
A) extra-time B) deadline C) benefit D) efficient
2. James proposed to Linda ___ sunset. It was ___ Sunday.
A) for/at B) at/in C) at/on D) on/from
3. It is not _____ for you to have the right attitude.
A) so B) such C) too D) enough
4. _____, bullying is quite common in many schools.
A) Obviously B) Unfortunately C) Personally D) Basically
5. Think about and then understand something -,
A) sing along B) dream C) figured out D) different
6. He is _____ lazy to get involved in extracurricular activities.
A) so B) such C) too D) enough
7. Which of them is emotional bullying?
A) Spreading rumors B) Scaring C)slapping D) choking
8. _____, people who are being bullied often feel really upset by it.
A) Obviously B) Unfortunately C) Personally D) Basically
9. It was a wonderful _____ which I have ever had.
A)contest B) support C) respect D) effective
10. A person who has defeated all others in a competition.
A) leader B) champion C) friend D) defender
11. Which of them is relationship bullying?
A) irritating B) Scaring C)punching D) gossiping
12. You are _____ a good friend.
A) so B) such C) too D) enough
13. Which of them is verbal bullying?
A) Spreading rumors B) Scaring C)slapping D) choking
14. Let's bring some magazines to help _____ on the train.
A) save the time B) pass the time C)run out of time D) just in time
15. Which of them is physical bullying?
A) Spreading rumors B) Scaring C)slapping D) teasing
16. Something that is very important and must be done before other things.
A) management B) priority C)event D) time budget
17. The _____ for application was May 30.
A) deadline B) chance C)advancement D) distraction
18. A person who hates and opposes another person-?
A) friend B) relative C)enemy D) classmate

19. The leader was _____ for organizational part.
 A) responsible B) support C) respect D) effective
20. Our teachers _____ us with the helpful advice.
 A) responsible B) support C) respect D) effective

Write the words in the correct order to make sentences or questions.

21. One/is/mind/two/friendship/in/bodies.

22. All/I/ friends/have/my/invited.

23. Your/how/behaviours/plan/you/improve/do/to.

24. Computer/mustn't/all/games/day/children/play.

25. You/the/how/do/about/feel/story?

(Points: _____)
 (5x6 30)

Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A																				
B																				

(Points: _____)
 (20x3.5 70)

Total: _____
 Score: _____

Control work 5.

Task 1. Listening.

a) Linda will do the activities below during her visit. The activities are in the wrong order. Can you remember the correct order? Write the number by the activity. One example has been done for you.

Order	Activity	What time?
	Taxi to airport	
	Lunch with marketing team	
	Talk to Sales Manager, Paul Johnson	

	Visit shop if she wants
	Meet the Marketing Manager, Sarah Philips

(Points: _____)
(5x4 = 20)

b) Write about Declan's activities.

Order	Activity
	Have lunch with the CEO
	Meet the marketing Manager
	Visit the factory
	Talk to the Sales Manager
	Relax in the hotel before dinner
	Visit a coffee plantation by helicopter
	Taste different coffee

What time?

(Points: _____)
(7x4 = 21)

Task 2. Reading.

a) Mark the sentences T (True) or F (False).

- _____ 1. Gates spent many hours at the computer.
 _____ 2. Leitner thought Gates would be very successful.
 _____ 3. Paul Allen saw a computer on the cover of Popular Electronics.
 _____ 4. Allen had never read Popular Electronics before.
 _____ 5. Allen told Gates about the Altair 8080.

(Points: _____)
(5x3 = 15)

b) Use the words and expressions to complete the following sentences. Use the correct verb form, and make nouns plural if necessary.

instead of gave the impression not amount to anything
hackers nerd bright dandruff spotted
rival race dorm

1. He _____ that he was just a nerd, but he was much more than that.
 2. You have to be careful with your passwords to protect yourself from _____.
 3. Technology companies _____ to invent new devices and software.

4. University students usually live in the _____ for the first year or two of school.
5. They called him a _____ because he was more interested in computers than in socializing.
6. Gates started a company _____ staying in college.
7. Only very _____ students are admitted to Harvard.
8. His _____ left white specks on his shoulders.
9. Nowadays Apple and Google _____ Microsoft in the technology market.
10. When Allen _____ the Altair 8080 on the magazine cover, he saw the opportunity right away.
11. His classmate thought that he would _____, but he became one of the most successful people in the world.

(Points: _____)
(11x4 44)

When Gates wasn't playing poker at night, he was usually working in the Aiken Computer Center. That was when the machines were least used. Sometimes, an exhausted Gates would fall asleep on computer worktables instead of returning to his room at Currier House. "There were many mornings when I would find him dead asleep on the tables," recalled Leitner, a graduate math student who was also interested in computers. "I remember thinking he was not going to amount to anything. He seemed like a hacker, a nerd. I knew he was bright, but with those glasses, his dandruff, sleeping on tables, you sort of formed that impression. I obviously didn't see the future as clearly as he did." But Paul Allen saw the future. He may have seen it even more clearly than Gates. On a cold winter day in December 1974, Allen was walking across Harvard Square in Cambridge on his way to visit Gates, when he stopped at a kiosk and spotted the upcoming January issue of Popular Electronics, a magazine he had read regularly since childhood. This issue, however, sent his heart pounding. On the cover was a picture of the Altair 8080, a rectangular metal machine with toggle switches and lights on the front. "World's First Microcomputer Kit to Rival Commercial Models," screamed the magazine cover headline. "I bought a copy, read it, and raced back to Bill's dorm to talk to him," said Allen, who was still working at Honeywell in nearby Boston. "I told Bill, 'Well, here's our opportunity to do something with BASIC.' "

Gates knew Allen was right. It was time. The personal computer miracle was going to happen.

Total: _____

Control work 6.

a) Mark the phrases as F (for Formal) or I (Informal).

- 1. I would also appreciate some information about... _____
- 2. Well, I must go now... _____
- 3. Please accept my sincere apologies _____
- 4. You are cordially invited to attend _____
- 5. I am writing in response to your advertisement ... _____
- 6. Thanks for the invitation to your dinner party _____
- 7. I am writing to express my strong dissatisfaction with _____
- 8. I look forward to meeting you in person _____
- 9. Just a quick note to tell you ... _____
- 10. I am writing to bring to your attention the _____
- 11. Please do not hesitate to contact me... _____
- 12. I'm so sorry to hear you're having problems with ... _____
- 13. Write back soon _____
- 14. We regret to inform you that ... _____
- 15. I won't take no for an answer _____

(Points: _____)
(15x1 = 15)

b) A friend of yours, who has been living in another country for some time, is going to visit you for a week. Write a letter suggesting what you might do together and what sights you might visit.

- Where would you take your friend?
- What is the most popular attraction in your city/town?
- Are there any bazaars, outdoor markets, fairs, restaurants, etc which are worth visiting?
- What kind of traditional dishes would you suggest your friend should try?

(Points: _____)
(85)

Total: _____

Final test 3.

1. Communication, is how we _____ to each other.
A) get informtion B) meet C)gossip D) listen to people
2. Somebody who studies with you in the same class
A) friend B) relative C)enemy D) classmate
3. Get on easily with people -?
A) sociable B) reliable C) quality D) challenge
4. My father`s birthday is _____ 24th of May.
A) in B) at C) on D) from
5. Which job is for weekday evenings?
A) babysitter B) teacher C) lifeguard D) waiters
6. The act or progress of examining a crime, problem, especially to discover the truth.
A) investigation B) research C) consumer D) decision
7. They were sitting in a very _____ position.
A) inexpensive B) unsensitive C) uncomfortable D) impatient
8. Find the antonym of the word "Believable"
A) unbelievable B) unbelievable C) imbelievable D) believableness
9. The headquarters of the UNESCO is at _____.
A) New York B) Rome C) Paris D) Geneva
10. Who was the first General Secretary of UNO?
A) Trygve Lei B) John Brown C) J. Robenson D) Linda Roberts
11. Learns best by feeling or experiencing.
A) Visual learner B) Auditory leaner C) Kinesthetic learner D) some learner
12. The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.
A) W. Shakespeare B) Brian Herbert C) J. Robenson D) Linda Robert
13. _____ is the International Court of Justice located at?
A) Hungry B) Vienna C) Hague D) Concord
14. Who is the author of the quote "No one has ever become poor by giving"
A) A. Lincoln B) A. Einstein C) W. Shakepeare D) I. Newton
15. Stephanie should keep _____ the things several times to remember them.
A) to write B) writes C) writing D) wrote
16. What was UNICEF awarded in 1965?
A) Asturias Award B) Nobel C) Oscar D) Nihol
17. What does the word "AIO" stand for?
A) African Insurance Organization B) Australian Information Organization
C) African International Organization D) Asian Islamic Organization

18. Which of the following is a cultural organization?

- A) WHO B) UNESCO C) FAO D) ILO

19. Follows oral directions better than written ones.

- A) Visual learner B) Auditory learner C) Kinesthetic learner D) Tactile learner

20. _____ idea is to raise money for charity to fund a project? – NGO.

- A) which B) how C) where D) why

Write the words in the correct order to make sentences or questions.

21. UNICEF/so for/has /awards/won/ two.

22. Qualities/of/you/which/these/do/have?

23. Easy-going/is/and/Sardor/a/talkative/very/boy.

24. Original/he/to/language/wanted/books/the/read/in.

25. Across/what/learning/do/challenges/you/while/come?

(Points: _____)

(5x6 = 30)

Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A																					
B																					

(Points: _____)

(20x3.5 = 70)

Total: _____

Score: _____

Control work 7.

Task 1. Listening.

Listen to the people. When and why do they use the Internet? Complete the chart.

	When?	Why?
Fleur		
Anya		

Tito		
Henry		
Tommy		
Iris		

(Points: _____)

(6x5.5 33)

Task 2. Reading.

a) Read the article and write Yes if the statement agrees with the opinions in the text and No if contradicts them. Underline the part of the text that gave you your answer.

- _____ 1. A modern problem proves that computers are dominating our lives in some way.
- _____ 2. Alan Toffler's predictions have been proven true.
- _____ 3. Household gadgets today have been a disappointment.
- _____ 4. We have enough gadgets now to make robots unnecessary in the home.
- _____ 5. Today's cars have fulfilled all predictions.
- _____ 6. The mobile phone and the Internet have changed our world for the better.

(Points: _____)

(6x4.5 27)

b) Now match the words in bold in the text with these definitions.

1. guessed _____
2. a machine invented for a specific purpose(x2) _____
3. the first working example of a machine _____
4. almost real _____
5. very modern _____
6. be greater than expected _____
7. relating to computers _____
8. a screen that images can be seen on _____
9. an adjective used to describe anything related to computers _____

(Points: _____)

(10x4 40)

Has the present lived up to the expectations of the past? Throughout the ages people have tried to predict what life in the twenty-first century would be like. Many science-fiction writers did manage to predict the influence the computer would have on our world. Some even imagined that it would take over our lives, develop a personality, and turn on its creators. To some extent they were right, especially when it comes to children and **cyber** addiction. One constant prediction was that, thanks to computers and machines, the time devoted to labour would diminish. Even in 1971, in his book *Future Shock*, Alvin Toffler envisaged a society awash with “free time”. The author noted that time at work had been cut in half since the turn of the previous century and wrongly **speculated** that it would be cut in half again by 2000.

However, our **gadget**-filled homes are a tribute to the various of the future: the microwave oven, internet fridge with ice-cube dispensers, freezers, video **monitors**, climate control, dishwashers, washing machines, personal computers, wireless connections and cupboards full of instant food. These may no longer be considered **cutting-edge** but they have matched, if not **surpassed**, visions of how we would live. The domestic robot never quite happened, but if you can phone ahead to set the heating and use a remote control to operate the garage door, they may as well be redundant.

The car, of course, has failed to live up to our expectations. It has been given turbo engines, DVD players and automatic windows, but its tyres stick stubbornly to the road. Why doesn't it take off? The past promised us a flying car in various guises. In 1947 a **prototype** circled San Diego for more than an hour but later crashed in the desert. Some 30 patents for flying cars were registered in the US patent office last century but none of these ideas has been transformed into a commercially available vehicle.

At least communication technology in this **digital** age hasn't let us down. Even in the most remote areas people have access to some form of communication **device**. The introduction of the telephone last century changed our world, but today's mobile phones and the **virtual** world of the Internet have revolutionized it.

Total: _____

Score: _____

Choose a ticket and answer the questions.

Questions for beginning the conversation.

- Describe yourself.
- What do you do?
- What do you do in your leisure time?
- Where do you see yourself in the next 5 years?
- Describe your educational background.
- Describe the place where you come from.

Ticket 1.E-mail

- Do you send and receive emails regularly?
- Who do you usually communicate with?
- How often do you check your email?
- Do you think writing email has strengthened or weakened people's writing skills?
- What are some disadvantages of emails?

Ticket 2.Computers

- Do you think computers help society?
- Do you think computers are bad for health?
- How do you think computers have changed the world?
- How long have you been using a computer?
- What do you mostly do in a computer?
- Do you use the internet?
- How do you interact with your friends?

Ticket Internet

- Do you use the Internet much during the day?
- What do you usually do on the Internet?
- What are some advantages of the Internet?
- What are some disadvantages?
- Do people in your country use the Internet a lot?
- Do you do any shopping on the Internet?

Ticket 4.Hobbies

- Do you have any hobbies?
- What are some of your hobbies?
- When did you first develop this hobby?

- What are some of the advantages of having a hobby?
- How much time do you spend on your hobby?

Ticket 5. Favourite book.

- What is your favourite book?
- Who is the author of the book?
- What is the book about?
- Where do the events happen?
- Who are the main characters?
- What is the most exciting part of the story?
- Who would this book be best suitable for? Age/interests?

Ticket 6. Learning English

- When did you learning English?
- What kind of ways did you to remember new words?
- What techniques of learning English so you know?
- What was difficult for you to learn?
- Did you attend a special course? If yes, was it helpful for you?
- Did you do a lot of homework?
- Do you think it is helpful to a language through songs? Does reading books in the original language help? If yes, have you ever read any?

Final test 4.

1. What is @ called in Denmark?
A) Monkey's tail B) Pig's tail C) Little snail D) Little duck
2. The city's web is connected to a _____ which films people in the main street.
A) download B) firewall C) webcam D) homepage
3. You will have to pay to _____ it from your computer.
A) remove B) receive C) damage D) spent
4. Student can take interest _____ earning through internet.
A) in B) on C) at D) to
5. What is the genre of the author Tohir Malik?
A) comey B) Children's literature C) dedective D) country singer
6. Find out the synonym of the word "definitely".
A) quality B) lucky C) certainly D) seldom
7. Place with temporary accommodation of hunts, tents.
A) forest B) camp C) wild D) travel
8. Who is the author of the novel "The death of the heart"?

- A) John Fowls B) Henry Green C) Arthur Konan Doyle D) Jack London
9. The _____ in normal zones throughout you devices.
 A) remove B) virus C) damage D) spent
10. Who is the author of the novel "White Fang"
 A) John Fowls B) Henry Green C) Arthur Konan Doyle D) Jack London
11. If it is a virus, your computer might get _____.
 A) remove B) receive C) damage D) spent
12. How old was Shakespeare when he got married?
 A) 18 B) 20 C) 19 D) 25
13. What is @ called in France?
 A) Monkey's tail B) Pig's tail C) Little snail D) Little duck
14. In my time, I enjoy reading, painting and cooking
 A) vocation B) free time C) on time D) spend time
15. You _____ wear uniform at school.
 A) must B) may C) can D) should
16. I didn't have a shower this morning ___ my hair was really dirty all day.
 A) so B) whereas C) because D) but
17. Describes imaginary future developments in science and their effects on life.
 A) novel B) poetry C) science fiction D) detective
18. I haven't had any sleep at all. The baby hasn't stopped crying night.
 A) all B) every C) each D) other
19. The British and Italian police _____ in catching the terrorists
 A) participate B) share C) collaborate D) respect
20. This is _____ book I have ever read.
 A) interesting B) more interesting C) most interesting D) the most interesting

Write the words in the correct order to make sentences or questions.

21. Book/is/the/who/of/the/author?

22. Actors/began/for/he/the/write/plays/to.

23. Friends/are/games/fun/to play/your/video/with.

24. You/from/coping/what/the/are/pasting/Net/and?

25. Verona/the/Romeo/city/Juliet/in/where/Italy/lived/is/and.

(Points: _____)

(5x6 30)

Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A																					
B																					

(Points: _____)

(20x3.5 70)

Total: _____

Score: _____

Answers for control work
Control work 1.

Task 1. Listening.

a)

1.grammar

4.learning

7.canteen

2.interview

5.social

8.conversation

3.break

6.timetable

b)1.You must speak English!

2.You must be on time!

3.You mustn't use mobile phone!

Task 2. Reading.

a)A-v

B-iv

C-iii

D-vi

E-vii

b)1.urban

3.countryside

5.inflation

2.neighbourhood

4.homeowner

6.immigrant

Final test 1.

Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	B	D	B	B	D	A	A	C	A	A	B	D	D	C	A	A	D	A	C	D

21.Family gathering is a wonderful tradition in each Uzbek family.

22.What is the total area of Uzbekistan?

23. A goal is a dream with a plan and a deadline.
 24. Why do people admire Muhammad Yusuf's poetry?
 25. Samarkand is known for different types of bread.

Control work 3.

Task 1. Listening.

- a) a. Edinburg: 7.45, Platform 1
 b. York: 7.49, Platform 3
 c. Cambridge: 8.15, Platform 9
 d. Liverpool: 8.10, Platform 7

- b) a. 8.30am b. 10.00am c. 11.45am d. 1.00pm
 e. 2.30pm – 4.00pm f. 5.15 pm

Task 2. Reading.

- a) 1-T 2-T 3-F 4-T 5-F 6-T

- b) 1.period 2.ancient 3 spanned 4.prehistoric
 5.chronologically 6.phase 7.eroded 8.millennia
 9.excavation 10.era 11.predate

Final test 2.

Q	1	2	3	4	5	6	7	8	9	10	11	1	13	1	1	16	1	18	1	2
												2		4	5		7		9	0
A	B	C	D	B	C	C	A	A	A	B	D	B	B	B	C	B	A	C	A	B

21. Friendship is one mind in two bodies.
 22. I have invited all my friend.
 23. How do you plan to improve your behaviours.
 24. Children mustn't play computer games all day.
 25. How do you feel about the story?

Control work 5.

Task 1. Listening.

a)

Order	Activity	What time?
5	Taxi to airport	4.00pm
4	Lunch with marketing team	12.30pm

1	Talk to Sales Manager, Paul Johnson
3	Visit shop if she wants
2	Meet the Marketing Manager, Sarah Philips

10.00am
afternoon
11.30am

b)

Order	Activity
3	Have lunch with the CEO
2	Meet the marketing Manager
4	Visit the factory
1	Talk to the Sales Manager
6	Relax in the hotel before dinner
7	Visit a coffee plantation by helicopter
5	Taste different coffee

What time?
12.30pm
10.45am
2.15pm
10 am
4.30pm
11am tomorrow
3pm

Task 1. Reading.

a) 1.T 2.F 3.T 4.F 5.T

b) 1. gave the impression

7.bright

2. hackers

8. dandruff

3.race

9. rival

4.dorm

10. spot

5.nerd

11. not amount to anything

6.instead of

Control work 6.

a) 1. Formal

6. Informal

11. Formal

2. Informal

7. Formal

12. Informal

3. Formal

8. Formal

13. Informal

4. Formal

9. Informal

14. Formal

5. Formal

10. Formal

15. Informal

Final test 3.

Q	1	2	3	4	5	6	7	8	9	10	11	1	13	1	15	1	1	18	1	20
												2		4		6	7		9	
A	A	D	A	C	C	A	C	A	A	A	C	B	C	A	C	B	A	B	B	A

21 UNISEF has won two awards so far.

22. Which of these qualities do you have?

23. Sardor is a very talkative and easy-going boy.

24. He wanted to read book in the original language.

25. What challenges do you come across while learning?

Control work 7.

Task 1. Listening.

	When?	Why?
Fleur	Every day	Help with homework
Anya	in the evening	Talk to her brother
Tito	At the weekends	Find songs
Henry	Every day	Get information about his family name
Tommy	After school	Play games
Iris	Every Friday	Shopping

Task 2. Reading.

a) 1. Yes (To some extent they were right, especially when it comes to children and cyber addiction.)

2. No (Alvin Toffler envisaged a society awash with “free time”. The author noted that time at work had been cut in half since the turn of the previous century and wrongly speculated that it would be cut in half again by 2000.)

3. No (our gadget-filled homes are a tribute to the various of the future.)

4. Yes (The domestic robot never quite happened... they may as well be redundant.)

5. No (The car, of course, has failed to live up to our expectations.)

6. Yes (The introduction of the telephone last century changed our world, but today’s mobile phones and the virtual world of the Internet have revolutionized it.)

b) 1. speculated 2. device, gadget 3. prototype 4. virtuel
5. cutting-edge 6. surpassed 7. digital 8. monitor 9. cyber

Final test 4.

Q	1	2	3	4	5	6	7	8	9	10	11	1	13	1	1	16	1	18	1	2
												2		4	5		7		9	0
A	B	C	A	D	C	C	B	D	B	B	C	A	C	B	A	A	C	A	C	D

21. Who is the author of the book?

22. He began to write plays for the actor.

23. Video games are fun to play with your friends.

24. What are you coping and pasting from the Net.

25. verona is the city in Italy where Romeo and Juliet lived.

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