

U. Lee • N. Tsarikova
N. Zakirov • A. Tennant

English Matters

Student's Book 8



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Personal Matters

Lessons 1-2

A day in the life

Unit 1

1. Speaking and writing

Work in groups.

1. Write down as many things as you can think of that you do every day.
2. Now compare your ideas with another group.

2. Reading and writing

Look at the chart and complete the text, using the words in the box.

goes watches has turns on goes walks wakes up likes

	Gavhar	Alice
School	goes to school six days a week	goes to school five days a week
Gets up	early in the morning, at about 6 a.m.	early in the morning, at about 6.30 a.m.
Breakfast	toast and tea	bacon and eggs
Lunch	at the school canteen	at the café round the corner
After classes	walks the dog, watches TV	takes the dog for a walk, plays on her computer
Goes to bed	at 10 p.m.	at about 10 p.m.

Gavhar is a 15-year-old schoolgirl. She (a) goes to school six days a week. Gavhar (b) _____ early in the morning, at about 6 a.m. and (c) _____ the radio. She has breakfast at 7 a.m. For breakfast Gavhar (d) _____ to eat toast and drink some tea with sugar. Then she (e) _____ to school. At 12 she (f) _____ lunch at the school canteen. After classes she walks her dog and (g) _____ TV. She likes to watch films or music channels. She (h) _____ to sleep at 10 p.m.

3. Writing

Now write about Alice's day.

Can you find three things the same and three differences between Gavhar's day and Alice's day?

4. Writing and speaking

Make your own chart.

Now talk to a partner. Ask and answer questions about your daily life.



5. Pronunciation

When you add 's' to the verb it can have three different sounds: /z/ like *goes*, /s/ like *gets* and /ɪz/ like *watches*. Listen and put the words you hear in the correct column.

/z/	/s/	/ɪz/
goes	gets	watches



6. Listening and writing

Listen to the conversation between Alice, Ben and Kate.



Now decide if these sentences are true (✓) or false (✗).

Examples: *Alice is running to school.* ✓

Alice is early. ✗

- | | |
|--|------------------------------------|
| 1. Ben is going home. | 5. Alice got up late this morning. |
| 2. Alice always walks to school. | 6. Ben is riding a bike. |
| 3. Alice never gets up at 6 o'clock. | 7. Kate always cycles to school. |
| 4. Sometimes she doesn't hear her alarm. | 8. Kate is late. |

Now add an adverb of frequency to each sentence so that it is true for you.

usually	sometimes	never	(not) often	(not) usually
---------	-----------	-------	-------------	---------------

Examples: *I always get up late on Sunday.*

I don't usually eat breakfast.

- | | |
|---------------------------------|------------------------------------|
| 1. I get up early on Saturday. | 5. I sleep in the afternoon. |
| 2. I go to school at 8 o'clock. | 6. I have homework. |
| 3. I walk to school. | 7. I play football on the weekend. |
| 4. I read in bed. | 8. I watch TV in the evening. |

7. Speaking

Choose one of these questions, or make up your own, and go round the class asking different students. Write down the answers. Report to the class.

- How do you usually travel to school?
- How often do you look in a mirror?
- How often do you tell a lie to your parents?
- What do you usually do when you are happy?
- How often do you eat in bed?
- What do you usually have for breakfast?
- What time do you usually get up?
- What do you usually do when you have a free day?
- How often do you go to the dentist?
- How often do you lie in bed after waking up?

Personal Matters

Lessons 3-4

Hobbies

1. Vocabulary and speaking

Look at the pictures. Which of them do you know?

What kind of activities do they represent?

Now answer these questions.

1. Which of the four hobbies would you enjoy most? Why?
2. Which hobby would you least like to do? Why?
3. Which hobby is the most difficult to do?
4. Which is the most useful?



2. Reading

Read the following short texts about hobbies and match them to the pictures.

A

I find fishing really exciting. You know, when you're alone with nature you can forget all your problems. You sit and listen to birds singing, watch butterflies, etc. If you find a right place to fish, you'll take many fish home. But if you don't catch any, at least you enjoy the activity itself. The only problem is when there are a lot of mosquitoes! You can't run away from them. Just keep cool and get used to it.

B

Well, I've been playing football for more than seven years. I've learned that football originally comes from England. People have played football since the 1820s. It's also known as soccer. And today football is the most popular sport in the world. Although many people don't play football themselves, they enjoy watching football matches.

C

Once you become involved with plants and gardens, you'll be doing that all your life, because it's the most pleasant activity you can imagine. Every time I come home from school I go out into my garden to see how my flowers are doing. I have more than 30 kinds of plants and flowers. I look and enjoy the beauty that I've created myself.

Now answer these questions.

1. Who mentions the historical aspect of their hobby?
2. Which of the writers give information about the disadvantages of their hobbies?
3. Why is gardening 'the most pleasant activity you can imagine'?

3. Writing

Write sentences using the words and phrases from the chart opposite to express your likes and dislikes. Use each one only once.

likes	dislikes
be keen on	don't like
be interested in	hate
be fond of	can't stand
love	be not interested in
enjoy	
be mad about	

- classical music
- swimming
- dancing
- chess
- English
- Judo
- camping
- chatting on the phone
- tennis
- computer games

I am fond of classical music.

4. Speaking

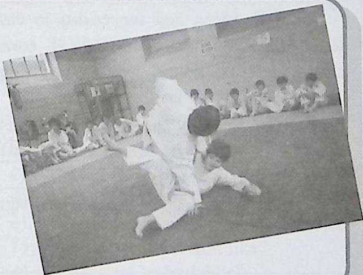
Work in pairs. Ask and answer questions about your likes and dislikes.



5. Listening

Listen and fill in the gaps.

The word 'judo' comes from Japanese and means (a) '_____'. The history of judo is very interesting. The first judo school was founded in (b) 1882. However, the sport has become very popular throughout the world (c) _____. There is now an International Judo Federation with its (d) _____ in Paris. In 1964, judo became an (e) _____. Now it's one of the most famous sports in the world.



Answer these questions.

1. Can you think of any sports similar to judo?
2. What do you know about Uzbek kurash?
3. Do you like any sports that are similar to judo or kurash?

6. Speaking

Think of a hobby.

The other students will ask you questions to find out what the hobby is.

You can only answer *yes* or *no*.

Examples: *Is it expensive / dangerous / difficult / interesting to do?*

Can you do this indoors / in this room / in this town / on your own?

Do you need special equipment?

7. Writing

Write a short essay about your hobby.

Personal Matters

Lessons 5-6

A personal profile

1. Vocabulary

Look at the words in the box and put them into the right columns in the chart.

Character	Appearance	Face	Hair	Age

beautiful tall shy straight black freckles plump old curly
 scar nice teenager attractive slim ugly kind young talkative
 blonde fat elderly intelligent pretty bald handsome smart long

2. Reading and writing

Read the letter. Fill in the blanks with the words in the box.

happy jumper curly young grown-up looks slim freckles

Dear John,

I am (a) happy you are coming to visit us. We haven't seen each other since we were (b) young. Unfortunately I cannot meet you at the station, but my son, James, will be waiting for you there. He is already (c) grown-up; you will know him at once.

He (d) looks like his mother. He is tall and (e) slim. He has got dark (f) curly hair, his mother's (g) freckles on his face and a charming smile. He will be wearing a grey (h) jumper and dark blue jeans.

I'm looking forward to seeing you again.

Sincerely,
Ben

Answer these questions.

1. What does James look like?
2. Who does he look like?

3. Listening

Listen to James talking and find the differences between the letter and the tape.

Listen again and answer the questions.

1. Who does James take after?
2. What is his mother like?
3. What is his father like?

Listen to the tape again and find the expressions with the following meanings.

1. looks like
2. has got fair hair
3. beautiful

4. Speaking

Describe a famous person.

Say what s/he is like.

Let the others guess who it is.

Lessons 5-6

A personal profile

5. Listening and vocabulary

A



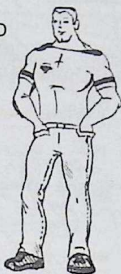
B



C



D



Look at the pictures and listen to the tape.

Can you match the descriptions to the pictures?

Match these words (1-4) to their explanations (a-d).

- | | |
|----------------|--|
| 1. shy | a) someone who doesn't get frightened easily |
| 2. intelligent | b) someone who likes to talk a lot |
| 3. brave | c) someone who is very nervous and quiet |
| 4. talkative | d) someone who knows a lot of different things |

6. Writing

Rewrite the dialogues. Put the sentences into the right order.

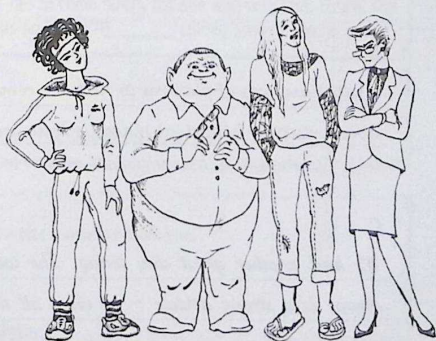
- | | |
|--|--|
| 1. | 3. |
| a) Congratulations! A boy or a girl? | a) He's gentle and kind. |
| b) He takes after his father. He is so nice. | b) Yes. I am so happy! |
| c) My brother has become a father! | c) He's got blue eyes and curly hair. |
| d) A boy. | d) I am glad for you. |
| e) Who does he look like? | e) Hi, Mary. I heard you've got married. |
| 2. | f) What's your husband like? |
| a) Sounds like he is a movie star. | g) What does he look like? |
| b) Really? What does he look like? | |
| c) We've got a new boy in our class. | |
| d) He's good-looking, tall and fair. | |

7. Speaking

Work in groups.

Choose one of the pictures and describe the person in as much detail as you can.

Begin with age, height, face, hair, body and clothes. Say what you think he or she is like. Let the other groups guess.





1. Speaking

Look at the pictures above. What are the people doing?

Now work in pairs. Tell your partner what you did on your holiday.

When you finish, report your partner's statements back to the class.

2. Reading

Look at these short diary extracts and match them to the pictures.

A

I really enjoyed my holiday – it was so relaxing. Sitting there watching the river and dreaming.

The birds were singing and it was nice and sunny. What a perfect holiday.

B

I will have lots of pictures to help me remember my holiday. The best thing about visiting historical places is that you can learn a lot about the past.

C

We had another great day today. The water was so cool and refreshing.

Anvar is a strong athlete – he went all the way to the island and back.

What did you do on your holiday?

3. Reading

Read Anvar's diary extract below.

Where did he spend his last holiday?

I spent my last summer holiday in a summer camp. The camp was in the mountains and it was fantastic. Every morning I woke up and enjoyed fresh air. After we made our beds, we did some morning exercises. Then we ate breakfast. Every day we tried different activities: we went hiking and played different sports. But most of all I loved the swimming. While in the camp, I also met many other students. Most of them were my age and very soon we became good friends. After we returned home we started writing to each other. I sent e-mails to all of my friends. All in all, my summer holiday was very exciting!

Now answer these questions.

1. What did Anvar do every day?
2. What did he like doing most?
3. Who did he meet in the camp?
4. Do they contact each other now? How?

4. Writing

Complete the diary extract below using the words in the box. Remember to put the verbs in the correct tense.

arrive break come discover drive fall leave visit wait

I remember my last summer holiday really well. We (a) visited my grandmother, who lives in the countryside. We (b) _____ the city and (c) _____ for three hours. Unfortunately the car (d) _____ down and we had to wait for two hours. When we (e) _____ we (f) _____ that my grandmother wasn't there! We (g) _____ for her to come home, but she was very late. Finally she (h) _____ home and we could sit down. I was so tired I (i) _____ asleep straight away!

5. Listening

Listen and answer the questions.

1. Who are the speakers?
2. What are they talking about?
3. Where did the girl go?
4. Does the boy want to start studying?

6. Speaking and writing

Talk to your partner about the holidays and write a similar dialogue.

Now act it out.

7. Writing

Write your own diary entry about your holidays.

1. Reading

Read the article below.

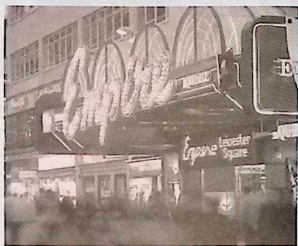
Britain is a country of leisure, with people spending more and more time and money on having fun and relaxing. In a recent survey there are some interesting facts.

British people spend an average of 16 hours a week listening to the radio and more than 24 hours watching TV.

In 1999 British people bought 160 million CDs and borrowed 500 million books from public libraries. Going to the cinema is very popular, with 112 million visits. That is two visits for each person in Britain!

At home, gardening and DIY (do it yourself) are very popular, but playing computer games is now top. One in four families now owns a computer and one in ten people say this is the main topic of conversation!

More than 25 million people in England alone take part in some sport or active recreation at least once a month. Across Britain, walking is the most popular physical activity, followed by swimming, keep fit, cycling, football, golf, running and tenpin bowling.



Are these sentences about people in Britain true (✓) or false (✗)?

Example: *People spend lots of money on having fun.* ✓

1. On average, people spend 24 hours a week listening to the radio.
2. People bought 160 million CDs in 1999.
3. People like going to the cinema.
4. The most popular home activity is gardening.
5. One in ten families has a computer.
6. Lots of people enjoy walking.

2. Writing

Do you think it is the same in your country?

Write six sentences about leisure time and activities in your country.

Example: *One of the most popular activities is climbing.*

3. Speaking

Now compare your sentences with your partner. Have you got the same?

4. Writing

Write a short paragraph about your favourite leisure activity. Make sure you answer these questions.

1. What do you do?
2. Do you need any special things (i.e. equipment)?
3. Why do you like it?

Project lesson

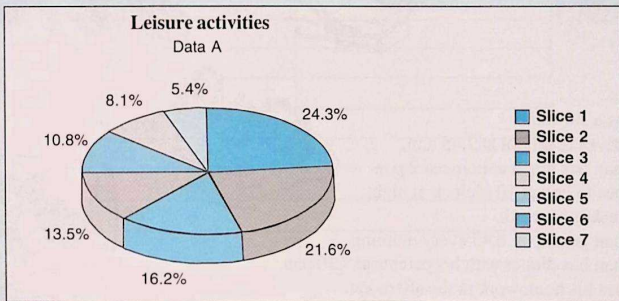
A survey

Lesson 10

1. Reading

Here are the results of a survey about leisure activities in Britain. Look at the charts and answer the questions below.

Popular home-based leisure activities.	
Watching TV.	10 icons
Visiting friends.	8 icons
Listening to the radio and music.	7 icons
Reading books.	6 icons
Playing computer games.	5 icons
Gardening.	4 icons
DIY	3 icons



- Which is the most popular activity in Britain?
- Do you think it's the same in your country?
- Which is more popular in Britain, reading books or listening to music?
- Do you think it's the same in your country?

2. Writing

You will make your own survey of activities in your country. The first thing you need to do is write your questions.

Examples: *Have you got a hobby?*
Do you do any sports?
How much TV do you watch?

3. Speaking and writing

Now you need to ask people your questions and write down the answers.

4. Writing

Finally, you need to show the results of your survey.

1. Reading

Read the sentences and put them in the correct order.



- He has a shower.
- He arrives at school at 7.45 a.m.
- Ravshan has lunch at home at 2 p.m.
- He goes to bed at 10 o'clock at night.
- He brushes his teeth.
- Ravshan gets up at 6.45 every morning.
- Ravshan has dinner with his parents at 7.30 p.m.
- He does his homework in the afternoon.
- He finishes school at 1 p.m.
- He eats breakfast at 7.15 a.m.



2. Writing

Choose six of the verbs from the box below. Write one sentence using each verb about your daily routine.

get up	eat	leave	finish	take
go	watch	have	play	walk

3. Writing

Put the words in each sentence in the correct order.

- you / do / usually / time / up / what / get / ?
- up / wakes / six / always / past / half / at / Alisher
- has / Kamilla / breakfast / never
- school / does / she / for / usually / leave / when / ?
- evening / watches / the / sometimes / in / TV / he

Now write five sentences about yourself using the adverbs of frequency.

4. Writing and matching

Unjumble the questions and then match them to the correct answers.

Questions

- her / how / hair / is / long / ?
- pretty / she / is / ?
- look / does / who / he / like / ?
- like / she / what / look / does / ?
- his / brother / like / he / look / does / ?
- good-looking / he / is / ?

Answers

- He looks like his father.
- Yes, he does.
- It's quite long.
- No, he isn't.
- Yes, she is.
- She's tall and quite slim.

5. Vocabulary

Complete the chart with the opposite adjectives.

A	B
friendly	unfriendly
hard-working	
talkative	
slim	
attractive	
stupid	
old	
cheerful	
quiet	

6. Writing

Choose four of the adjectives from Exercise 5 and write a sentence describing you.

7. Speaking

What did you do on your last holiday? Tick (✓) the things you did.

Did you ...	You (✓)	Find someone who ... (name)
a) stay at home?		
b) go camping?		
c) visit your grandparents?		
d) enjoy your holiday?		
e) go somewhere new?		
f) travel by plane?		
g) go abroad?		
h) ...?		

Now walk around the room and ask the other students the questions. If someone answers yes, write their name next to that question.

Space Matters

Unit 2

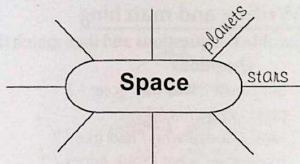
Lessons 1-2

The universe

1. Speaking and writing

What do you know about our universe and Space?

With your partner write as many words as you know about Space.

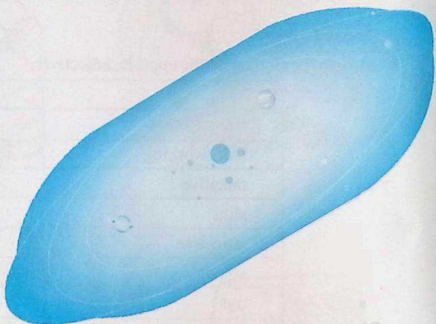


2. Vocabulary

Do you know the names of the planets in English?

Try to find the names of all nine planets in this wordsearch.

B	A	I	V	Q	W	F	K	L	O	J
G	M	A	A	Z	R	C	O	I	P	U
N	E	P	T	U	N	E	H	D	U	P
U	R	O	S	F	J	I	G	P	A	I
K	C	L	T	X	N	M	E	L	I	T
L	U	R	A	N	U	S	T	U	I	E
U	R	O	Y	Z	E	A	R	T	H	R
P	Y	W	C	M	H	T	D	O	I	V
F	U	J	S	B	G	U	E	J	L	V
M	A	R	S	I	F	R	W	L	H	A
T	R	G	K	V	E	N	U	S	A	E



3. Writing and reading

Before you read, write three questions you want to find the answers to.

Examples: *How many planets are there in our galaxy?*

Which planet is nearest to the Sun?

Now read the article and see if you can find any answers to your questions.

OURSOLARSYSTEM: WHERE WE LIVE

When you look at the sky at night you can see millions of stars, which are known as the Milky Way. Our Sun is one of the 100 billion stars in our galaxy. More than a million Earth-sized planets could fit into the Sun.

The Earth and the other planets in our solar system orbit the Sun and get light and heat from it. It takes eight minutes for light to travel from the Sun to Earth, five and a half hours for it to reach Pluto and more than four years to reach the next star, Alpha Centuria.

Each planet moves on its own orbit around the Sun. It takes the Earth one year to go around the Sun and it takes Pluto 248 Earth-years to do the same.

Mercury is the closest planet to the Sun. Venus spins the opposite way to the Earth, so the Sun rises in the west and sets in the east. The next planet is ours. It's the only planet that we know has life – maybe there is life on another planet but we don't know yet. Mars is like a bright red star. Jupiter is the biggest planet in our solar system and has fifteen more moons than Earth. To reach it from Earth you have to go through the asteroid belt that lies between Mars and Jupiter. Saturn looks beautiful with its coloured rings, but it is very cold and has lots of strong storms. The last three planets are Uranus, Neptune and Pluto. Pluto is the farthest. They are all part of our solar system.

4. Reading and writing

Answer the following questions.

1. Is the Sun a planet or a star?
2. Does the Sun go around the Earth?
3. How long does it take light to reach us from the Sun?
4. What does it take Pluto 248 times longer than Earth to do?
5. Does the Sun rise in the east or west on Earth?
6. Which planet is known as the 'red planet'?
7. How many moons does Jupiter have?
8. Would Saturn be a nice place to live?

5. Writing

Match the first half of each sentence (on the left) with its correct second half (on the right).

- | | |
|------------------|--|
| 1. There are | a) on its side. |
| 2. Mercury is | b) nine planets in our solar system. |
| 3. The Moon is | c) famous for its Great Red Spot. |
| 4. On Mars | d) is dark on Pluto. |
| 5. Jupiter is | e) the nearest planet to the Sun. |
| 6. Saturn has | f) blue because its atmosphere is methane. |
| 7. Uranus spins | g) a day is 24 hours and 37 minutes. |
| 8. Neptune looks | h) eighteen moons. One is called Titan. |
| 9. Every day | i) 384,000 km from Earth. |

6. Writing and speaking

Write down three new pieces of information you have learned today.

Now walk around the class and find someone who has written the same three things as you.

7. Writing

Find some information about one of the planets (use the Internet or an encyclopedia) and write a short paragraph about it.

1. Speaking and writing

What do you know about Mars?

2. Reading

What's this story about?

PLANET NEWS

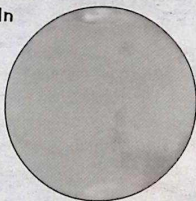
Sunday 24 March 2002

'LIFE ON MARS!' SAYS SCIENTIST

One of the world's most important scientists says that there might be life on Mars. In an interview Dr S. Paceman talked about the possibility of life on another planet.

'It is unlikely that Earth is the only planet in the universe to support life. Mars has water and so it might have life. Stories of Martians might be true, you can never be sure.'

Later this year NASA will send a rocket to Mars to look for signs of life. A spokesman said, 'You never know what we might find.'



Are these sentences true (✓) or false (X)?

Example: *The story is from a newspaper.* ✓

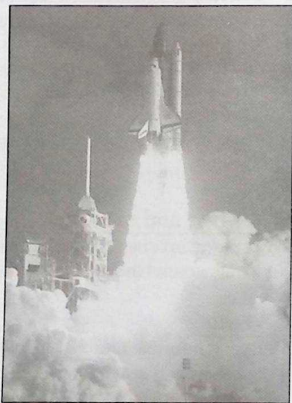
1. Scientists have found life on another planet.
2. Dr S. Paceman is a scientist.
3. He thinks that there might be life on Mars.
4. Mars could support life because there is no water.
5. It is possible that there are Martians.
6. NASA have already sent a rocket to Mars.
7. NASA aren't sure what they will find.

3. Listening

Listen to the interview with Dr S. Paceman.

Answer these questions.

1. How many planets might have life?
2. What does he think NASA might find on Mars?



Lessons 3-4

Is there life on Mars?

4. Listening

Listen again and look at the newspaper story in Exercise 2.

There are four differences between the interview and the newspaper article. Can you find them?

5. Writing

Write a sentence for each of the statements you think might be possible.

Example: *There's life on Mars.* *I'm not sure. There might be life on Mars.*

1. There's water on Mars. _____
2. In the future people will live on the Moon. _____
3. There are Martians. _____
4. There is life in our universe. _____
5. Aliens have visited Earth. _____
6. People have walked on the Moon. _____

6. Speaking and writing

You are going to tell a chain story.

In groups, continue the story begun below.

As a class, compare the stories. Choose the best story.

I might fly to Mars some day.
I might fly to Mars and meet a Martian.
I might meet a Martian and...

7. Writing

Write a sentence for each of these times. What do you think might happen?

Example: *In 25 years we might all live on the Moon.*

1. next week
2. next year
3. in five years' time
4. in ten years' time
5. in one hundred years' time

1. Reading and speaking

Read these comments. Which do you agree with? Discuss your ideas in groups.

A

People will live on the Moon in the future.

C

Rockets will be used to take people on holiday.

B

We won't need to wear space suits when we are on the Moon.

D

We will find life on other planets.

2. Reading

You receive this letter. What do you think?

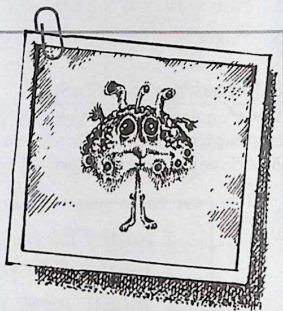
Dear Human,

The planet Mars

I'm a space traveller from Mars. I travel in my spaceship to different planets. Next month I'm going to fly to the planet Earth. I'll need someone to show me around. Will you help me with this? When I come I'll show you pictures of my family. I believe I'll like your planet. You'll be my first friend on the planet Earth.

I'll be waiting for your reply.

Yours,
Martian



Now answer these questions.

1. What's the Martian doing next month?
2. Has he been to Earth before?
3. What does he want help with?
4. What will he bring with him?
5. Does he want a reply?

3. Vocabulary

Find words in the letter which mean the following things.

- | | |
|-----------------|----------------------|
| a) an answer | c) someone from Mars |
| b) the universe | d) a vehicle |

4. Writing

Complete the sentences with *will* or *won't*.

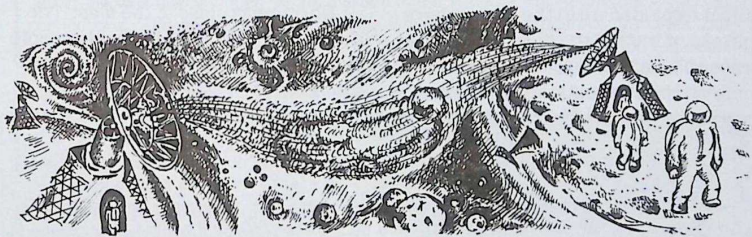
1. Most people _____ be able to go to the Moon because space travel is so expensive.
2. I expect we _____ all visit the Moon for a holiday.
3. Travelling by rocket _____ become as usual as travelling by car.
4. I don't think we _____ ever be visited by aliens.
5. I _____ believe in aliens until I see one myself.

**5. Listening and writing**

We asked five children what they thought about space travel in the future.

Listen and complete what they said.

1. I _____ people will live on the Moon – there are too many _____.
2. Aliens! _____. We will _____ find life on other planets.
3. I think _____ by teleportation. We'll use a special machine that sends us from one place to the other in the same way we get pictures on our TV.
4. I _____ change in the next 50 years. Astronauts will go to the Moon but most of us _____ here on Earth.
5. We _____ find space travel strange. It will just become a normal thing _____.

**6. Speaking**

Talk to your partner. Discuss these questions.

1. Do you agree with what the children in Exercise 5 said?
2. What do you think will happen?
3. What do you think people will be doing in the future?

7. Writing

Write some predictions about the future using the words in the box.

Example: *In the future people will live on the Moon, but they won't ...*

live travel watch work study eat wear read visit

1. Speaking

When you see/hear the word 'disaster', what do you think of?
What 'disasters' can you think of connected with space?

2. Listening

Listen to a man describing something he saw. Answer these questions.

1. What do you think it was?
2. How do you think you would feel in the same situation?

3. Reading

Read the short newspaper article and see if your ideas for Exercise 2 were correct.

THE TUNGUSKA EXPLOSION

At 7:17 a.m. on the morning of June 30, 1908, there was a mysterious explosion in the skies over Siberia. One theory is that it was caused by the impact of a large meteorite, about 6 km above the earth. Because the object exploded up in the atmosphere, instead of hitting the ground, it left no crater. The effect on the ground was limited to the devastation of a large

forest. At the centre of the impact tree branches were stripped, leaving trunks standing up. But at distances from 5 to 15 km, the trees were blown over, lying with tops pointed away from the blast.

No one was close to the blast. The closest humans were probably people camping in tents roughly 30 km from the explosion.



Now answer these questions.

1. When did the explosion happen?
2. What do people think caused the explosion?
3. What damage was done?
4. Was anyone killed?

4. Vocabulary

Match the words in column A with the correct definitions in column B.

A	B
a) mysterious	1. to remove something that covers the surface of another object
b) impact	2. the air surrounding Earth
c) atmosphere	3. a strong loud noise, an explosion
d) explosion	4. something strange that is difficult to explain or understand
e) crater	5. to make something fall, often caused by a strong wind
f) devastation	6. noun that describes something breaking into pieces, like a bomb
g) stripped	7. the force of one object hitting another
h) blown over	8. a lot damaged/destroyed
i) blast	9. round hole in the ground caused by an impact or explosion

5. Reading

Read the following text and answer the questions.

In 1945 a new theory about Tunguska was suggested. Aleksander Kazantsev was one of the first Russian scientists to evaluate the atomic bomb explosion at Hiroshima, Japan. He was also intrigued by the mystery of the Tunguska blast and quickly found connections between the two. The strange forest of trees, stripped of branches, but still standing, was found at Hiroshima too. The American atomic bomb had exploded at high altitude and the downward rushing shock wave had left the trees directly beneath standing, while flattening trees and houses further out in a radiating pattern. Kazantsev was the first to suggest that the event was the caused by the explosion of an atomic-powered spaceship. While most scientists laughed at this explanation, some took his suggestion seriously and they began to notice other similarities.

This included apparent effects from radiation. Both the reindeer population at Tunguska and the human population at Hiroshima developed similar skin diseases. There was also evidence of accelerated plant growth at both locations.

1. What did Kasantsev suggest happened at Tunguska?
2. What similarities were there between Hiroshima and Tunguska?
3. What did other scientists think?

6. Speaking

Work in pairs and discuss these two questions.

1. Have you heard about Tunguska before?
2. Which of the two theories do you think is true?

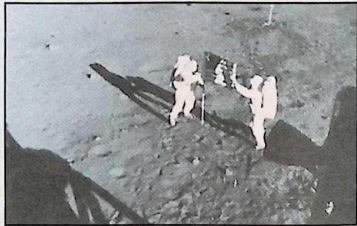
7. Writing

Imagine you were a witness to the Tunguska explosion. Write a brief description of what you saw and how you felt.

1. Speaking

Work in pairs. Ask and answer the following questions.

1. Have you ever wanted to be an astronaut? Why (not)?
2. Which astronauts do you know? Where are they from?
3. Do you know of any Uzbek astronauts?



2. Reading

Read the two passages and find a title for each of them.

A

Yuri Gagarin was the first man to go into space. On April 12, 1961 at the age of 27, he left Earth. The Soviet spaceship / satellite *Vostok 1* was put into orbit around the Earth with Yuri Gagarin on board. He became the first man to look down on the planet Earth from above the atmosphere.

B

Through centuries, people have gazed at the Moon, worshipped it, and studied it. The long-time dream of travelling to the Moon became history on July 20, 1969. Neil Armstrong, the captain of the *Apollo 11* spacecraft, became the first person to walk on the Moon.

3. Writing

Complete the sentences using the names of the two astronauts (Yuri Gagarin and Neil Armstrong).

Example: Yuri Gagarin was the first man in space.

1. _____ put the American flag on the Moon.
2. _____ was the commander of the *Apollo 11* crew.
3. _____ was born on March 9, 1934.
4. _____ was the first man to walk on the Moon.
5. _____ flew on *Vostok 1* spacecraft.
6. _____ landed on the Moon on July 20, 1969.
7. On April 12, 1961 newspapers all around the world reported news about _____.

4. Writing

Work in pairs.

Imagine you are going to interview either Yuri Gagarin or Neil Armstrong. Write six questions you would like to ask them.

Example: *When did you first want to be an astronaut / cosmonaut?*

5. Speaking

Work in pairs.

Student A You are a news reporter. You have a chance to meet one of the two astronauts above (Yuri Gagarin or Neil Armstrong). Ask your partner as many questions as possible.

Student B You are one of the astronauts above (Yuri Gagarin or Neil Armstrong). A news reporter would like to meet and interview you. Answer your partner's questions.

Lesson 10

Project lesson
Falling from Space!**1. Speaking**

Have you ever seen falling stars? When? What was it like?

Do you know any superstitions associated with falling stars?

2. Reading

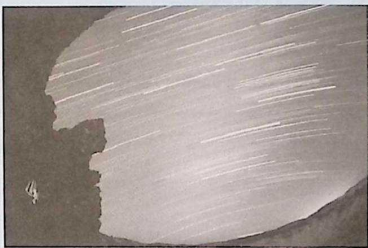
Read the text and find answers to the following questions.

1. What are 'falling stars'?
2. What does the Earth's atmosphere do?
3. Why don't meteors burn up in Space?

WHAT IS A FALLING STAR?

Falling stars are small, solid bodies that travel through Space. These stars are commonly called 'meteors'. Meteors can enter the atmosphere of the Earth at great speed. As a result, the friction that is created causes the meteor to begin to burn up. This produces the light that we refer to as a falling star. Our atmosphere protects the Earth's surface from the impact of meteors. Meteors burn up as they travel through the atmosphere. In Space there is no such barrier, so meteors do not burn up.

Since the Moon does not have an atmosphere as dense as ours, many scientists think the craters on the Moon may have resulted from the impacts of meteors.

**3. Vocabulary and matching**

Match the words in column A with the definitions in column B.

A	B
1. crater	a) a small piece of rock
2. meteor	b) the mixture of gases that surround a planet
3. atmosphere	c) the outside part of an object
4. surface	d) the rubbing of one thing against another
5. scientist	e) the action of one object hitting another
6. friction	f) a large hole in the ground
7. impact	g) a person who studies or teaches Science

**4. Researching and writing**

Do you know what an asteroid or a comet is?

Have you heard of Halley's comet?

Use some reference material (encyclopedia, Internet, science books) and find out some information about comets and asteroids.

Write a short paragraph similar to the one in Exercise 2.

1. Speaking and vocabulary

Answer these questions.

1. How many planets are there in our solar system?
2. Here are five names of planets. Can you work out what they are?
a) smar b) retah c) lutop d) snurua e) myrecur
3. Can you name the other planets?

2. Writing

Answer these questions.

1. Which of the planets is closest to the Sun?
2. Which has life on it?
3. Which is known as the 'red' planet?
4. Which planet has coloured rings?
5. Which is the biggest planet?

3. Reading

Read the text and answer the questions below.

ARE WE ALONE?



The universe is enormous, so the chances of us being the only living creatures are small. Although we think we are intelligent and that we know a lot about Space, we have only explored a very small area. We might be the only creatures that can travel in Space, but it is unlikely.

In fact, some people say that we might have been visited by aliens. These people point to 'wonders' such as Stonehenge in Britain and the Nazca lines in Peru as proof that aliens have been here.

So, what are the chances that there is life out there?



1. What is the text about?
2. Are these sentences true (✓) or false (✗)?
 - a) The universe is very big.
 - b) We have explored most of the universe.
 - c) It is likely that we are the only space travellers.
 - d) Some people think we've been visited by aliens.
 - e) Stonehenge might have been built by aliens.

4. Reading and writing

Read the newspaper advert.

NASA are sending messages into space. Would you like to contact aliens?

What would you include in such a message?

How do you think it will be sent?

Now write your message.

5. Writing and speaking

You have been asked to interview a famous astronaut. He is about to go into Space again. Write down some questions you would like to ask him.

Now, work with a partner. One of you pretends to be the astronaut, the other the journalist. Act out the dialogue.

6. Reading

Read the article and answer the questions below.

OUR VERY OWN JUNK YARD!

People say that travelling is dangerous, for example, driving a car. They point to the fact that there are so many cars on the roads that the chances of an accident are very high. But that's nothing compared to Space. Space will soon be so dangerous to travel in that only a mad man would even try. The reason is simple; ever since we started exploring Space in the late 1950s we have been leaving things up there. There is now so much rubbish circling the Earth that from a distance our planet appears to have a ring around it, making it look a bit like Saturn. Unless we start cleaning up after ourselves, we are in danger.

1. Why is Space travel dangerous, according to the article?
2. What have we been leaving in Space?
3. What does our planet look like from a distance?
4. What does the writer think we should do?

7. Speaking

1. Would you like to travel in Space?
2. Do you think Space travel will become very common?
3. Do you think we will live in Space, or on the Moon, in the future?

1. Speaking

History knows thousands of outstanding historical people around the world, famous for their deeds.

Some of them are 'firsts' in different areas.

Work in pairs and match the names to the correct information.

- | | |
|-------------------------|---|
| 1. Aristotle | a) was the first man to go in to Space. |
| 2. Al-Khorezmi | b) was the first man to walk on the Moon. |
| 3. Christopher Columbus | c) was the first scientist in the history of the world. |
| 4. James Cook | d) was the founder of algebra. |
| 5. Ferdinand Magellan | e) founded the first school in the world for training nurses. |
| 6. Florence Nightingale | f) made the first trip round the world. |
| 7. Neil Armstrong | g) discovered America. |
| 8. Yuri Gagarin | h) discovered Australia. |

Do you know anything else about these people?

2. Reading

Look at the lists below. What do you know about the first President of the United States and the first king of England? (Don't complete the lists yet!)

Name:
Date of birth:
Position:
Achievements:
1.
2.
3.
Died:

Name:
Date of birth:
Position:
Achievements:
1.
2.
3.
Died:

Read the articles below and complete the lists above.

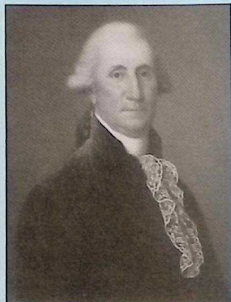
A

George Washington was born on February 11, 1731 in America. He is known in American history as the 'Father of the Country'. For nearly 20 years he guided his country.

In three important ways, Washington helped shape the beginning of the United States. Firstly, he commanded the army that won American independence from Great Britain. Secondly, Washington served as President when the United States Constitution was written. Thirdly, he was elected as the first President of the United States.

When Washington became President there were only 11 states in the Union. By the end of his time in power, there were 16.

He died in 1799 at the age of 67.



B

William I, the Conqueror, was born in 1027 in France.

He crossed the English Channel with an army of 12,000 men in 1066 and won the battle of Hastings. On Christmas day 1066 he was crowned king in Westminster Abbey.

William I was one of the first kings of England who started British royal history. He reigned from 1066 until his death.

His greatest achievements include the Domesday Book, which was finished in 1086. The Domesday Book is the first official record which says how many people, towns, villages and farms England had. William founded a strong central government in England.

During his reign many cathedrals and castles were built. He started the construction of the Tower of London.



3. Speaking and writing

Work in pairs to answer these questions.

1. What do you think these men have in common?
2. How do you think they are different?

4. Speaking and writing

Write some information about a famous person you think was a 'first'.

Walk around the class and ask others to guess who it is.



5. Speaking and listening

What do you know about Everest?

Listen to the tape. Can you hear any of the things you spoke about?

Now answer these questions.

1. Why do people climb Everest?
2. When did Hillary reach the summit?
3. Who was he with?
4. What happened in 1922?
5. Why is Reinhold Messner famous?
6. How old was Lev Sarkisov when he reached the summit?
7. Why was this special?

6. Listening and speaking

Listen to the tape, then answer these questions.

1. What are they talking about?
2. What do you want to be when you leave school?
3. Who is an example for you? Why?

7. Writing

Make a list of names of famous firsts in your culture.

Find some information, then write a short text about them.

1. Speaking

Work with a partner and try to answer the following questions.

1. Can you name any great Asians?
2. What are they famous for?
3. When did they live?
4. Where did they live?

2. Reading

Match the names to the correct texts.

1. Mirzo Ulugbek
2. Ibn Sina
3. Akhmad Farghani
4. Muhammed Al-Khorezmi

A

He was born in Kuva more than 1,200 years ago. He was a great astronomer. He wrote *The Book About Sky Movements*, which became the main source of information about the sky, planets and stars for many years. He had described the sky over America before America was discovered. He was sure that there was an unknown continent in the West.

B

He was Timur's grandson and he ruled the country for 40 years. In 1424 he built a medrese. In 1428 he began the construction of a three-level observatory in Samarkand. He was a great astronomer and mathematician who calculated the length of the year as 365 days, 5 hours, 49 minutes, 15 seconds. In 1437 he finished a star catalogue giving the positions of 1,018 stars.

C

He was born in the 9th century. In 825 he wrote a book on arithmetic about a new numeral system developed in India. This work was translated into Latin in the mid-1100s. The translator translated 'Al-Khorezmi' into 'algorithm'. The word 'algorithm' now describes a method of calculation and has become one of the most important words in science. The word 'algebra' also comes from the title of his other famous book.

D

Europeans called him Avicenna. He lived between 981 and 1037. His two most important books are the *Book on Healing* and the *Canon of Medicine*. The first was a scientific encyclopedia. The second became the handbook for doctors in Europe and Asia. It described 766 drugs to treat different diseases affecting all parts of the body from head to foot.



3. Writing

Look back at the texts and write down five common things about the great Asians.

Example: *They were scientists.*

4. Speaking

Which of the great Asians in Exercise 2 do you think was the greatest?

5. Speaking and listening

What do you know about Ibn Sina?

Listen to the tape.

Read the following sentences. Are they true (✓) or false (✗)?

1. We don't know anything about Ibn Sina.
2. His father was a gardener.
3. He was 13 when he started to learn medicine.
4. People were afraid to come to him.
5. Ibn Sina used the king's library.
6. His book *Canon of Medicine* became very famous.

6. Writing

Work in groups.

Look back at the information about the people in these lessons and write ten questions about them.

Examples: *When was Ibn Sina born?*

What did Ulugbek build in 1424?

7. Speaking

Using the questions you wrote in Exercise 6, have a class quiz.

1. Speaking

Answer these questions.

1. What do you think is the most important invention?
2. Why do people invent things?
3. How do people invent things?

2. Writing and reading

Can you complete these sentences with the name of a person?

1. _____ is the person who invented Braille, the system of printing and writing for the blind.
2. _____ is the person who invented the sandwich, a kind of fast food.
3. _____ is the person who invented a rubberized waterproof coat called a macintosh.
4. _____ is the person who invented the periodic table.

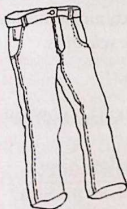
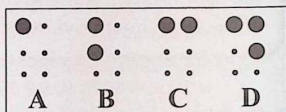
Read the text and find answers to the sentences above.

Inventions help people to improve the way they live. Some people invent to make money; others make up something to satisfy their needs. Here are interesting facts about some inventors and their inventions.

The Earl of Sandwich was an English nobleman of the 1700s who liked to play card games so much that he didn't want to spend time eating. He decided to combine eating with playing. He ordered his servant to bring him a new meal that made him famous: two slices of bread with a piece of roast meat between them. We call them sandwiches now.

Another great invention that helped and still helps blind people is Braille. It is a system of small raised dots on paper that can be read by hand. Louis Braille who invented it lost his eyesight when he was three years old. He was 15 when he developed this system. He got this idea from the system of messages that soldiers read at night without light.

To create an invention, a person needs good knowledge, materials, the ability to see the key idea and good luck. A good example of this is the periodic table in chemistry, developed by Dmitri Mendeleev, a Russian. He had worked on the arrangement of chemical elements for a long time before he saw it in his sleep.



	5	6	7	8	9	
	Al	Si	P	S	Cl	Ar
29	30	31	32	33	34	35
Cu	Zn	Ga	Ge	As	Se	Br
47	48	49	50	51	52	53
Ag	Cd	In	Sn	Sb	Te	I
79	80	81	82	83	84	85
Au	Hg	Tl	Pb	Bi	Po	At
111	112	113				

3. Listening

Look at the pictures again.

What are the two pictures not mentioned in the text?

Now listen to the tape and see if you were correct.

Lessons 5-6

Inventions

4. Writing and speaking

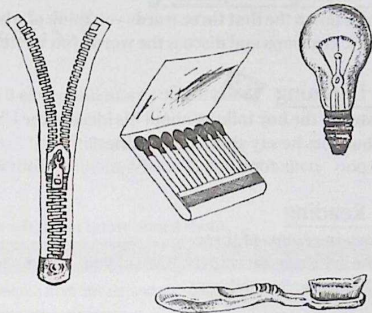
Work with a partner and answer these questions.

1. Why do people invent things?
2. How do people invent things?
3. What abilities and skills do people need to be inventors?

5. Speaking

Look at these inventions and discuss the questions.

1. Which of these was invented first?
2. Which was the last one to be invented?
3. Which is the most useful?



6. Reading and writing

Fill in the gaps with *who*, *whose*, *where*, *which* and *when*.

THOMAS ALVA EDISON
(1847-1931)

Thomas Alva Edison is one of America's most famous inventors, (a) _____ developed the first electric bulb. He was seven (b) _____ he went to school. He was a curious boy (c) _____ liked to ask a lot of questions. His teacher, (d) _____ didn't like such students, whipped him. His mother, (e) _____ name was Nancy and (f) _____ was a teacher, took him out of school and taught him. The first elementary science book (g) _____ she gave him was about doing chemistry experiments.

Thomas was 16 (h) _____ he made his first invention. The telegraph company (i) _____ he worked as a telegraph assistant asked him to send reports to Toronto every hour by signal. Thomas invented a system (j) _____ sent a signal even if he was asleep.

Thomas Edison invented and improved 1,093 different things. But it was the phonograph (k) _____ he liked most. The first words he recorded were 'Mary had a little lamb'.

Thomas Alva Edison is a person (l) _____ inventions really affected the life of modern society. When he died, the United States switched off electric lights for a minute in his honour.

Now look at these words and write a sentence explaining why they are important.

Example: *seven = He was seven when he started school.*

- a) Nancy b) chemistry experiments c) sixteen d) asleep e) switched off

7. Speaking and writing

Think of one thing you would like to improve. Write answers to these questions.

1. Why do you want to improve it?
2. What would you do to improve it?

Example: *I would like to improve a teapot, because it should have something to keep the tea leaves separate from the water. I would put a container for the leaves, which is full of small holes, in the middle of the teapot.*

1. Writing and speaking

Write down the first three words you think of when you see 'USA'.

Work in groups and discuss the words you wrote.

2. Listening

Listen to the boy talking about his ideas of the USA. Which did you mention in Exercise 1?

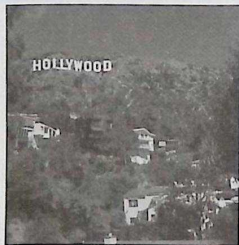
What does he say about these things?

1. sport
2. food
3. cowboys
4. Hollywood
5. the Statue of Liberty

3. Reading

Work in groups of three.

Here are three short texts. Each of you should read one and compare it to the points you made in Exercises 1 and 2.



A

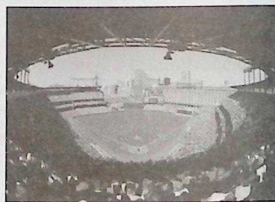
HOLLYWOOD

Certainly, when one thinks of films the name 'Hollywood' comes to mind, but it wasn't always the movie capital of the world. In the early 1900s a few companies looking for a good location settled in the thriving city of Los Angeles. Both the sea and sunshine made this an ideal location, and over the next 30 years it developed into the 'home of movies' and became the only place to be during the so-called Golden Age in the 1930s and 1940s.

B

BASEBALL

Baseball became popular in Japan after American soldiers introduced it during the occupation following World War II. In the 1990s a Japanese player, Hideo Nomo, became a star pitcher for the Los Angeles Dodgers. Baseball is also widely played in Cuba and other Caribbean nations. In the 1996 Olympics, it was a measure of baseball's appeal outside the United States that the contest for the gold medal was down to Japan and Cuba (Cuba won).



C

HAMBURGERS

The 'American' food, fast and 'meaty', its origins are in fact German. It was brought to America by the Germans who settled in Cincinnati, Ohio. Its first appearance was at the international exhibition held in St Louis in 1904. It was put into a bun and sold to visitors, and the 'hamburger' was born.



Now tell your partners about what you read.

4. Speaking

Have you changed your ideas about the USA?

What do you know about the people who live in the USA?

5. Speaking

Imagine life without the inventions that make it easier and more comfortable.

Discuss each of the following ideas in groups.

1. life without electricity
2. life without telephones
3. life without cars
4. life without TV, radio and computers

6. Reading

Before you read about the Amish people, think what you know about them.

THE AMISH

The Amish people are a religious group who came to America from Switzerland and South Germany in the 18th century. They have become very famous by keeping old traditions and refusing to accept new ways of life.

The men wear black hats and have beards, but not moustaches. They all wear homemade clothes, which are blue, green, purple, brown and black in colour. No bright colours are allowed. For this reason they are known as 'Plain People'. The women do not wear any kind of jewellery.

The Amish people do not use electricity. In 1919 Amish leaders decided not to connect to electric power lines. They thought that it wouldn't keep their life simple.

Now they have no television, radio, or refrigerators. No telephones. No cars. They drive horses and buggies. They use gas and gas lamps light their homes. The Amish are excellent farmers, but they often refuse to use modern farm machinery.

Children go to Amish one-room schools and learn reading, writing, arithmetic and religion. Before and after classes they help their parents to milk cows, gather eggs, feed domestic animals and do gardening. An Amish family usually has between eight and twelve children. Home-produced food is important in supporting large families. Amish culture is unique in American society.

**Answer these questions.**

1. Where did the Amish come from?
2. Why are they different from most people in America?
3. What don't they wear?
4. Why don't they have electricity?
5. What do the children do before and after school?
6. Would you like to be an Amish child? Why (not)?

7. Writing and speaking

Fill in the columns below.

Discuss the advantages and disadvantages of life without modern conveniences.

Advantages

No pollution.

Disadvantages

Everything would take much longer to do.

1. Speaking

Look at the pictures.
Do you know what they are?



2. Reading

Work in pairs.

- Student A** Read the text about Tutankhamun and answer the questions.
- Student B** Read the text about Amir Timur on page 141 and answer the questions.

In 1922 the attention of the whole world was on Egypt and the fantastic discoveries of Howard Carter, an English archaeologist, and Lord Carnarvon, whose money paid for the work.

For thirty years Carter had been searching the sands of Egypt and on November 4, 1922 he discovered steps leading down to the tomb of Tutankhamun.

At the bottom of the steps above the door there was an inscription. It read: 'He who enters here will die of hunger and thirst and their names will cease to exist in the land of Egypt.'

On April 5, 1923, only four months after the discovery of the tomb, Lord Carnarvon suddenly died from a mysterious bite. Had the curse of Tutankhamun struck?

1. When was the tomb discovered?
2. Who discovered the tomb?
3. What did they read?
4. When did Lord Carnarvon die?
5. How did he die?

3. Speaking

Tell your partner about the story you read.
Do you believe in the 'curses'?
Have you heard any other stories like these?

4. Writing

Imagine you were there at one of the events in texts A and B.

Either:

Write a dialogue between two people there at the time.

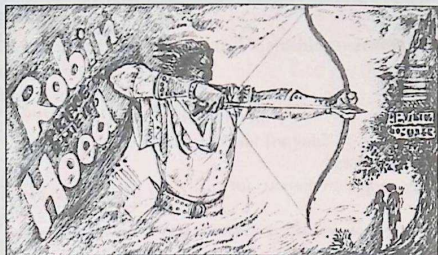
Or:

Write a brief diary entry about what you saw and how you felt.

Project lesson

Legends

Lesson 10



1. Vocabulary and speaking

Here are some words from two famous English legends.

Do you know what the legends are?

Robin Hood	Little John
Sherwood Forest	Sheriff
merry men	Maid Marian

King Arthur	Sir Lancelot
Camelot	Merlin
round table	Guinevere

2. Reading and matching

Here are 14 sentences about the two legends, 7 for each legend. The sentences are mixed up.

Read the sentences and put them in the correct box: **Robin Hood**, or **King Arthur**.

- When Arthur was young he was looked after by a wizard called Merlin.
- Robin Hood lived in Sherwood Forest near Nottingham.
- He had a band of merry men who spent their time hunting and playing archery games.
- He became King of England after pulling a magic sword, 'Excalibur', out of a big rock.
- He married Guinevere and held his court at Camelot.
- Lots of knights joined him and they sat at the 'round table'.
- One day, when he was about to cross a bridge, a stranger who was 7ft tall blocked his way.
- They fought and Robin was knocked into the stream.
- There are many stories about King Arthur and the knights of the 'round table'.
- He asked the stranger to join his band and they called him 'Little John' because of his size.
- The most famous knights were Sir Lancelot and Sir Galahad.
- His greatest enemy was the Sheriff of Nottingham.
- One story is that King Arthur will return in the future and become king again.
- They stole from the rich and gave to the poor.

3. Writing

Now write 6 sentences about a legend from your country.

4. Creating

Look at the posters of Robin Hood and King Arthur.

Make a poster for the legend you wrote about in Exercise 3.

1. Speaking and writing

Work with a partner to answer these questions.

1. Can you remember who ...
 - a) was the first man in space?
 - b) was the founder of algebra?
 - c) discovered Australia?
 - d) founded the first school for training nurses?
2. Can you remember what the following people are famous for?
 - a) Aristotle
 - b) Neil Armstrong
 - c) Ferdinand Magellan
 - d) George Washington



2. Listening

Listen, then answer these questions.

1. What are the two people talking about?
2. What examples do they give?
3. Can you think of any other 'firsts'?

3. Writing

Look at the following four names:

- a) Mirzo Ulugbek
- b) Ibn Sina
- c) Akhmad Farghani
- d) Muhammed Al-Khorezmi

What do you remember about each of them?

Choose one of them and write a few sentences about him.

4. Reading

Read the text.

What's the invention?

This was invented by Nikola Tesla, but many people think it was invented by an Italian, Guglielmo Marconi. Certainly, the popularity of the _____ is due to the work of Marconi. The first _____ transmission across an ocean (the Atlantic Ocean) occurred on December 12, 1901.

5. Writing and speaking

Think of an invention.

Write some sentences about the invention.

See if your classmates can guess what the invention is.

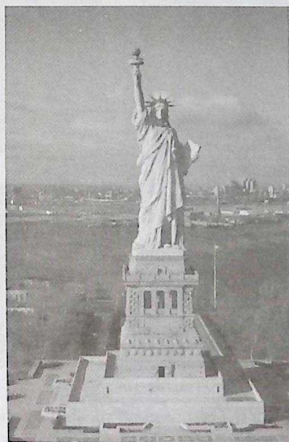
6. Speaking

Here are four inventions: car, TV, washing machine, telephone. Answer the questions about them.

1. Which of these is the most useful?
2. Which could you live without?
3. Which is the most important for you?

7. Reading and writing

On Liberty Island in New York harbour stands a huge copper statue known as the Statue of Liberty. Its real name is *Liberty Enlightening the World*. The people of France gave it to the people of the United States as a memorial of American independence and a symbol of friendship that began when France aided the colonies in the Revolutionary War. It was planned to commemorate the United States' centennial in 1876.



Are these sentences true (✓) or false (✗)?

1. The Statue of Liberty is in New York harbour.
2. It is made of gold.
3. It was given to the Americans by the people of France.
4. The statue was a memorial of the French revolution.
5. It was planned as a memorial for 100 years of independence.

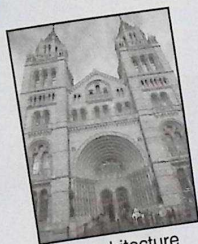
Can you think of an important monument in your country?

Write a short paragraph about it.

1. Speaking

In small groups write down all the words you think of in English when you see the word 'art'. What is 'art' for you?

2. Vocabulary and matching



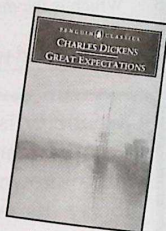
1. architecture



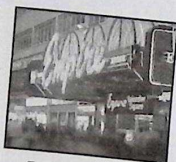
2. paintings



3. music



4. literature



5. the cinema



6. the theatre



7. sculpture

Look at the pictures and vocabulary above. Match them to the descriptions below.

Example: Picture 3 is sentence C.

- A ... are the pictures of great artists. People go to art galleries or museums to see their works.
- B ... is everything that is written for people to read (stories, novels, poems).
- C ... is written by composers. It can be classical, pop, rock, jazz, etc.
- D ... is different historical and modern buildings.
- E ... is usually big or small figures of people or animals.
- F ... is a place where people can see plays, operas and ballets.
- G ... is a favourite place for those who like to watch films.

3. Reading

Read the text on page 39 and choose a title – A, B or C.

A

Where to keep out of the rain

B

Places of culture

C

Museums are boring!

When people visit another country, one place where they can go to find out about the culture and the history of the country is a museum. There are plenty of museums in the world and many of them are far from boring. If you have the chance, it is well worth visiting one of the more famous museums. For example, the British Museum in London is the largest in Britain and people from around the world visit its wonderful art galleries. There you will find a unique collection of sculpture, drawings and paintings from more ancient times up to the most modern.



When you are in Uzbekistan you should really visit the Amir-Temur Museum in Tashkent, which is the most famous museum in the country. Built in an ancient style, it is itself a masterpiece of architecture. It is surrounded by 20 white cone-shaped columns. The museum has 14 doors, which have been made in the ancient traditional style. There are collections of paintings, silver and bronze coins and ceramics on exhibition.

4. Reading

Read the sentences. Are they true (✓) or false (✗)?

1. There are very few museums in the world.
2. The British Museum is situated in Stratford-upon-Avon.
3. The British Museum has collections of sculpture, drawings and paintings.
4. The Amir-Temur Museum is a modern building.
5. The Amir-Temur Museum has 14 doors in an ancient traditional style.
6. There are collections of coins in the Amir-Temur Museum.

5. Speaking

Have you ever been to the Amir-Temur Museum?

When was the last time you went to a museum?

If you went to a museum, what would you like to see?



6. Listening

Listen to the three conversations. What kind of art are the people talking about? Use the categories from Exercise 2 to help you.

7. Speaking

What do you think of the statements in the conversations in Exercise 6? Do you agree with them?

Have a similar conversation with a partner.

1. Speaking

Do you know of any famous people?
Why are they famous?

2. Listening



Listen and answer these questions.

1. Where are they?
2. Why are the people there?

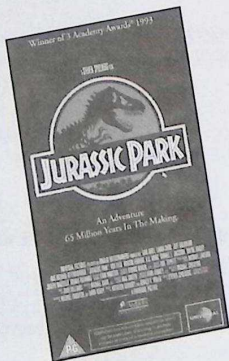
3. Speaking

You are a tour guide showing tourists places of interest where you live (or near to where you live). What would you show them and what would you say?

4. Writing and matching

Match the first half of each sentence (on the left) with its correct second half (on the right).
Example: *The famous medrese in Samarkand ... was built by Amir Timur.*

- | | |
|--------------------------------------|--|
| 1. <i>Romeo and Juliet</i> | a) was directed by Steven Spielberg. |
| 2. The national anthem of Uzbekistan | b) was invented by the Chinese. |
| 3. <i>Jurassic Park</i> | c) was written by William Shakespeare. |
| 4. Radio | d) was discovered by Sir Isaac Newton. |
| 5. The <i>Mona Lisa</i> | e) was composed by Aripov. |
| 6. Gravity | f) was painted by Leonardo da Vinci. |
| 7. <i>Leily and Mejnun</i> | g) was invented by Marconi. |
| 8. Gunpowder | h) was written by Navoi. |



5. Reading and writing

Fill in the blanks in the newspaper article with the verbs in the box. Make sure each verb is in the correct tense.

buy	exhibit	find	lose	sell	strike	wear
-----	---------	------	------	------	--------	------

A painting called *A Pair of Shoes* by Vincent Van Gogh was (a) _____ 50 years ago. *A Pair of Shoes* was one of the artist's most famous paintings. This picture was (b) _____ by a private collector.

Van Gogh was (c) _____ with the idea of painting old working men's shoes. He bought old shoes in a market and if he thought they were not (d) _____ enough he walked around the streets of Paris to make them look older.

A Pair of Shoes was last (e) _____ in 1946. Two years ago it was (f) _____ again and (g) _____ for 3 million dollars.

**6. Listening**

Listen to the passage. How many differences can you find?

7. Speaking

Discuss these questions.

1. What do you think of the story in Exercise 5?
2. Do you think any painting is worth so much money?
3. Why do people spend so much money on art?
4. What's your favourite piece of art?
5. Can you think of any famous Uzbek art?

1. Writing and speaking

How many famous Uzbeks and British people can you write down in one minute?

Compare the names you have written with a partner.

Why are they famous?

2. Reading

Read the texts. Guess who each text is about.

A

He was born on April 9, 1336 near Shahrisabz. His parents were rich people, so their son was well educated. There were many wars during his lifetime but it was the necessity of that time. He liked Samarkand very much and made it a capital of the empire. He had a wise wife and built a mosque, Bibi-honum, for her.



C

She is one of the most famous singers in Uzbekistan. Her first song, 'Nastarin', made her famous. She gives concerts all over the world. She has visited London several times. The final song on Independence Day is written specially for her every year.

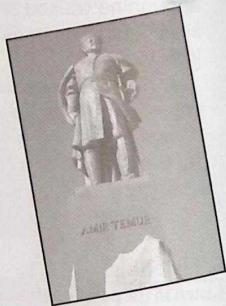


D

He is considered one of the mysteries of the musical world. He is a talented musician who composes music, plays it and also sings his own songs. He composed songs for the famous film *Lion King*. One of his albums is called *Sacrifice*.

B

She was born in Greenwich near London. She became queen at the age of 25 after both her father and mother had died. She had a very strong personality. She once was in love but never got married, to avoid political conflicts. She was a wise ruler. She made England rich and important in the world.



3. Writing

Put the words in the correct order to make questions, then see if you can answer them.

1. April / born / on / who / 9th / was / ?
2. at / who / queen / 25 / became / ?
3. made / famous / song / her / what / ?
4. one / name / is / his / the / what / of / of / albums / ?
5. born / where / Elizabeth I / was / Queen / ?

4. Writing

Imagine you are going to meet a famous person. Write down five questions you would ask him / her.

**5. Listening**

Listen to the interview with a famous person. Are any questions the same as yours?

6. Writing and Speaking

What are some of the advantages and disadvantages of being famous? Make a table of them.

Advantages	Disadvantages

7. Speaking

Choose a famous person. Describe him/her to your partner. Your partner must guess who you are talking about.

1. Vocabulary and speaking

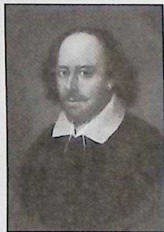
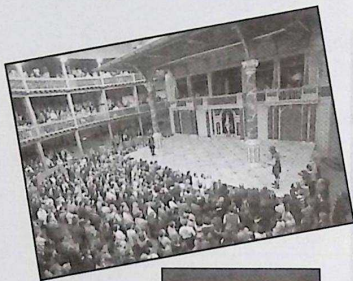
Have you ever been to the theatre?

Look at the words below. Which words are connected to the theatre?

- | | |
|-------------|-------------|
| a) monument | f) portrait |
| b) stage | g) scene |
| c) opera | h) audience |
| d) curtain | i) camera |
| e) play | j) clown |

2. Reading

Read the text about Shakespeare. There are six gaps. Do you know the missing information?



William Shakespeare was born on (a) _____, _____ in Stratford-upon-Avon. When he was seven he went to the local grammar school for boys. He left school when he was about 14. He was only 18 when he met (b) _____ and they got married in (c) _____ 1582. Their first daughter, Susanna, was born eight months later.

Shakespeare had already become famous when he moved to London in 1592. At this time he was writing and acting for the Lord Chamberlain's men at the Globe Theatre. Shakespeare became very successful and in (d) _____ he bought the Globe Theatre. During his life he wrote at least (e) _____ plays, including *Romeo and Juliet*, *Hamlet* and *Twelfth Night*. He died on his birthday in 1616 at the age of (f) _____.

3. Writing and speaking

Write five questions to find out the missing information. Use the question words given.

Example: *When was Shakespeare born?*

1. Who _____?
2. When _____?
3. When _____?
4. How many _____?
5. How _____?

Now ask your teacher the questions and write the correct answers in the gaps.

4. Speaking

Work with a partner.

Ask and answer questions about Shakespeare using the information in the text.

5. Matching

Match the first half of each sentence (on the left) with its correct second half (on the right).

- | | |
|---|---|
| 1. Shakespeare moved to London | a) when he began to write <i>Romeo and Juliet</i> . |
| 2. They had been married for eight months | b) after he had become famous. |
| 3. Shakespeare had already written some great plays | c) before Shakespeare wrote his most famous plays. |
| 4. Before he joined the Lord Chamberlain's men | d) by the late 1590s. |
| 5. Shakespeare had become an established author | e) he had acted with another company. |
| 6. Hamnet, Shakespeare's son, had died | f) when their first daughter was born. |

**6. Listening**

Listen to this short piece from a radio programme.

What is it about?

After listening, answer these questions.

1. Who was Edward de Vere?
2. What two reasons are given as evidence that Shakespeare didn't write *Hamlet*?
3. What did Edward de Vere tell his friends?
4. Why didn't he tell everyone?
5. What do you think?

7. Writing

Do you know about any famous writers?

Write a short paragraph about one that you know most about.

1. Speaking

Do you like visiting museums?

What kind of things interest you in museums?

2. Reading

Read the information below and match the name of the museum to the correct piece of information.

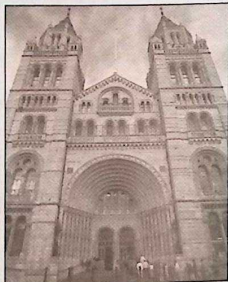
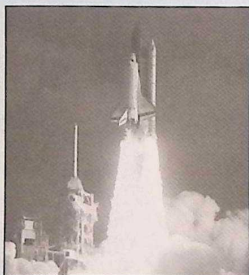
1. SCIENCE MUSEUM

2. MADAME TUSSAUD'S

3. NATURAL HISTORY MUSEUM

A

This museum contains exhibitions of animal and plant life from all over the world. When you first enter the museum you are confronted with a huge skeleton of a dinosaur. If you enjoy seeing exotic things, this is the place for you.



B

Are you interested in space? Or maybe you really like trains? Perhaps you're a budding Einstein? If so, pop into this museum and get lost in a world of your dreams.

C

Here's your chance to see lots of famous people in the same place at the same time, but unfortunately you can't speak to them. Visit this famous wax museum to see a cast of thousands.

3. Speaking

Which of these museums would you visit and why?

In groups, try to agree on which one of the three you would visit.

4. Speaking and writing

Work with a partner.

Talk about a museum in your country and together write a paragraph about what it contains.

Project lesson

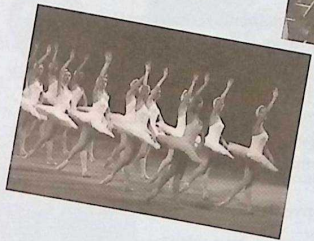
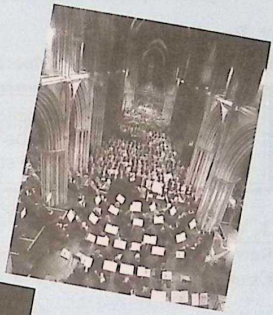
Art is fun!

Lesson 10

1. Vocabulary and speaking

Which of these types of 'art' do you like? Why?

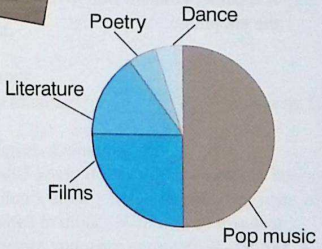
- a) painting
- b) poetry
- c) theatre
- d) films
- e) sculpture
- f) circus
- g) dance
- h) ballet
- i) opera
- j) orchestral music
- k) pop music
- l) literature



Speak to a partner and find out what they like.

2. Writing

We asked 20 children in England what their favourite art is. Here are the answers we got, displayed in the form of a pie chart.



Now write a sentence for each piece of information.

Example: 10 of the 20 children said that pop music was their favourite type of art.

3. Speaking and writing

Write some questions to find out what type of art your classmates, friends and family like.

Examples: *Do you like ...?*
What's your ...?

Interview 12 people.

Write up the results in the form of a pie chart.

1. Vocabulary

Complete each sentence with a word connected to different types of art.

1. An _____ is a person who paints and draws.
2. _____ are places where you go if you want to see exhibitions of historical objects.
3. When you want to watch a film you go to the _____.
4. A _____ makes figures from clay, wood or other materials.
5. Registan Square is a famous place to see wonderful _____.

2. Reading

Read the description. What does it describe?

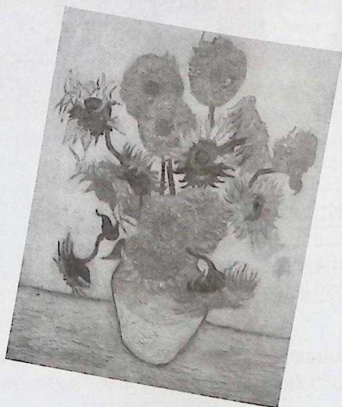
We walked in and I was amazed at how quiet it was. In the evening with a large audience the noise can be deafening, especially when the final curtain goes down. I walked across the stage ...

3. Writing

Rewrite these sentences, changing them from active to passive.

Example: *Shakespeare wrote 'Romeo and Juliet'.* = *'Romeo and Juliet' was written by Shakespeare.*

1. Aripov composed the national anthem of Uzbekistan.
2. Van Gogh painted *Sunflowers*.
3. The Chinese invented paper.
4. Ulugbek built the Kok-Gumbaz mosque.
5. Alexander Graham Bell invented the telephone.



4. Writing

Match the questions and answers.

Questions

1. Have you always wanted to be an actress?
2. So, did you go to drama school?
3. What is it like to be famous?
4. What do you do in your free time?
5. Do you have any plans for the future?
6. What advice would you give to someone who wants to be an actor or actress?

Answers

- No, but I did take part in plays at school.
- I go swimming and spend time with my family.
- Be sure it's something you really want. If it is, go for it!
- It's a bit difficult to explain. Usually it's nice, but when someone you don't know comes up to you in the street you feel quite strange.
- Yes, I've always loved singing, dancing and acting.
- I'd like to direct my own film.

5. Speaking

Work with a partner.

Have a conversation like the one in Exercise 4. Use your imagination.

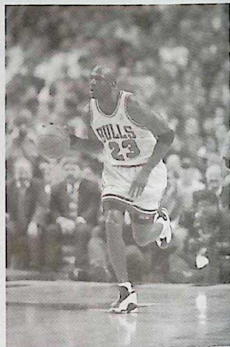
6. Listening and writing

Listen to the interview and complete the gaps in this text.

- Interviewer:* What was your best moment as an actor?
Actor: My best moment as an actor was when I realised _____ an Oscar. It was an amazing feeling.
- Interviewer:* And when did you know you had a chance of winning?
Actor: When I _____ making the film I knew it was good, but there are so many fantastic actors around that I didn't think I had a chance. As soon as _____ I had been nominated I started to think, 'Well maybe this year ...'.
- Interviewer:* How many films _____ before you were nominated?
Actor: Oh, I started acting 15 years ago, and by the end of last year I _____ at least 30 films.
- Interviewer:* What advice would you give to people who want to become actors?
Actor: Don't give up! Before I was given the chance I _____ three studios.

7. Writing

Look back at Lessons 5 and 6. Now choose a famous person and write a brief description of them.



1. Vocabulary and speaking

Look at the pictures and answer these questions.

1. What are the people doing?
2. How many times do you watch TV news a day?
3. What kinds of news stories are you interested in?



2. Listening

Listen and complete the chart.

Country	Weather	Temperature
Australia	very warm	
China		0°C
Russia	cold / much snow	
Uzbekistan		
Britain		10-15°C

3. Reading

Read the extracts below. Choose from the words in the box to describe what each passage is.

political news

business news

sports news

weather forecast

A

It will be cold in some areas of England tomorrow. There might be thick fog in the west of England and it might rain in the east. The temperature will be about 10 degrees centigrade.

B

The President of Uzbekistan will visit the United Kingdom next week. On his official visit, the President, Islam Karimov will meet Tony Blair, the Prime Minister of the United Kingdom.

C

Manchester United are playing Chelsea tomorrow. The spectators are complaining that the bad weather conditions could affect the match. However, the teams are ready to play the game of the year.

D

More than 30,000 Uzbek cars were exported in 2001. The list of UZDAEWOOAUTO cars includes Nexia, Damas, Tico, and new model Matiz. The Matiz was launched in the middle of August 2001. It has raised the export potential of Uzbekistan.

4. Speaking

Which of the kinds of news in Exercise 3 do you think are important?
What was the most important news story of last year?

5. Speaking

Discuss these questions.

1. Do you agree with the saying 'No news is good news'?
2. Can you think of any good news?
3. Why do you think people like reading or hearing bad news?

**6. Listening**

Listen to the story and answer the following questions.

1. How do the people who sell newspapers trick people?
2. What is the man's job?
3. Who had died?
4. Why was she famous?
5. How did she die?

**7. Reading, writing and speaking**

Complete the newspaper articles using the verbs in the box. Remember, you might need to change the form of the verb.

be

visit

escape

leave

warn

win

1

Watch out!

Yesterday a prisoner (a) _____ from a local prison. The police have (b) _____ people to be careful, as he is dangerous.

2

More success!

Last night at the Olympics, Britain (c) _____ its third medal. This has (d) _____ the most successful games ever for Britain.

3

Off again!

The President has just (e) _____ the airport. He has already (f) _____ thirteen countries and will go to another three before the end of this trip.

Which of these is the most important piece of news? Why?

1. Reading

Read this letter and answer the questions below.

Dear Mary,

Have you heard the news? Do you remember Julie from school? Well, she's getting married next week. Can you believe it?

Apparently she met this man while she was on holiday in Turkey. He's from somewhere in Central Asia - Uzbekistan, I think. Anyway, they fell madly in love and the next thing I heard she's gone to live there with him ...

1. Who's the letter to?
2. What's happened to Julie?
3. Where did she meet her future husband?
4. Where is he from?
5. Where is she living now?

2. Speaking

Look back at the letter in Exercise 1 and answer these questions.

1. Is this really news?
2. Do you write letters like this?
3. Do you write or talk about 'personal news'?
4. Who to?

3. Listening

Listen to this psychologist talking about personal news.

What does she say about:

- a) the comparison between personal news and the news on TV?
- b) why it is important to 'tell' someone our personal news?

4. Writing

Write a letter to a friend telling him/her some personal news.

5. Speaking

Discuss these questions.

1. Have you ever been in the news?
2. Have you ever been in a newspaper or on the TV news?
3. Do you know anybody who has?

Lessons 3-4

Personal news

6. Reading

Here are three short newspaper stories with the headline 'I never thought it would happen to me!'

Read the stories and match each one to a topic from the box.

a wedding

a lottery win

an accident

A

'It was amazing! I have never bought a ticket before, so I didn't expect to win,' said Mrs Jones. She has just won a record \$200 million.

B

Pilot Patel Singh has been flying for 26 years. 'It all just happened so fast,' he said. 'One minute we were flying along and the next - bang!' Patel, 56 next month, managed to land safely at New Delhi airport.

C

An unusual event took place in New York last Saturday when Molly Schmit married John Baxter. 'At 96 I never thought I'd get married,' she said.

Which of these do you think is the most amazing?



7. Writing and speaking

Imagine you want to interview one of the people from Exercise 6. Write down some questions you'd like to ask him/her.

Work with a partner and act out the interview.



1. Vocabulary and speaking

What are natural disasters?

Match the words in the box to the pictures.

hurricane

flood

drought

earthquake

avalanche

Where in the world do these disasters happen?

Can any of them happen in your country?

2. Listening

Listen to this radio report.

Now answer these questions.

1. What kind of news is it?
2. What is the story about?
3. How many people are feared dead?
4. How many people are injured?
5. What will the United Nations send?
6. Who is sending the information?

3. Reading and listening

Now read the newspaper article. What's it about?

DISASTER STRIKES INDONESIA

Earlier today a massive hurricane struck the coast of Indonesia. About twenty people are feared dead, while more than ten thousand are still missing. Our correspondent in Indonesia said that because of the remoteness

of the location, rescuers wouldn't arrive for at least another two days. The first humanitarian aid will be sent tomorrow by Oxfam. A government official said 'It is the worst situation I can remember.'

Are there any differences between the newspaper article and the radio report? Listen to the tape again and underline the differences in the text.

4. Writing

Rewrite the sentences from direct speech into reported speech.

Example: *A government official said 'It is the worst situation I can remember.' = A government official said that it was the worst situation he could remember.*

1. He said, '2,000 people are feared dead.'
2. He said, 'More than 10,000 are injured.'
3. He said, 'Rescuers are doing their best to help.'
4. He said, 'The first humanitarian aid will be sent tomorrow.'
5. He said, 'The BBC correspondents are sending us the latest information.'
6. He said, 'There was a massive earthquake in Indonesia.'

5. Speaking

Discuss these questions.

1. Have you ever been in, or near, a natural disaster?
2. Have you heard of any disasters recently?
3. How do you think you would feel if you were ever in a natural disaster?

**6. Writing and listening**

Look at this interview with a survivor of a disaster.

What kind of disaster was it?

Now read the interview again and complete the questions that were asked.

- Interviewer:* When _____?
- Survivor:* I was woken up at about two in the morning by a loud sound.
- Interviewer:* What _____?
- Survivor:* It sounded like a loud roaring.
- Interviewer:* And what _____?
- Survivor:* I got up and went to the front door to look.
- Interviewer:* What _____?
- Survivor:* I opened the door and the water swept me off my feet.
- Interviewer:* Did _____?
- Survivor:* Yes, I felt terrified.
- Interviewer:* Then _____?
- Survivor:* I don't remember! The next thing I knew I was lying on a street about two kilometres from my house.
- Interviewer:* How _____?
- Survivor:* I wasn't. I had to walk back into the town myself.
- Interviewer:* Where _____?
- Survivor:* I went straight home first, but it was hopeless. My house was more than a metre under water.
- Interviewer:* How _____?
- Survivor:* I feel very lucky. I heard that over 50 people have died and many people have lost their houses.

Listen to the interview and check your questions.

7. Writing

Write a newspaper report. Use the interview in Exercise 6 to help you.

1. Speaking

Discuss these questions.

1. Do you prefer to:
 - a) watch the news on TV?
 - b) listen to the news on the radio?
 - c) read the news in a newspaper?
2. What are the advantages and disadvantages of each?



2. Reading

Read the newspaper article and answer the questions below.

THE FUTURE OF NEWS

A few hundred years ago it was difficult to know what was happening in the next village or town let alone on the other side of the world. Nowadays, the opposite is true.

The advances in technology, and especially in communications, have been so great that it is now almost impossible not to know what's going on. TV companies and newspapers now have reporters in many countries and are kept informed about the latest developments almost by the minute.

However, these 'advances' in news haven't just come about by the

increased technology. They have also been fuelled by an 'appetite' for news and gossip which seems to be impossible to satisfy. You can now watch news programmes 24 hours a day, buy newspapers in the morning, afternoon and evening, and, if that is not enough, click on to the Internet and get instant access to the whole globe.

So, what about the future? Well, who knows? Maybe we'll be able to get news on our wristwatches, or perhaps through headphones that we wear all the time. In this modern age it is difficult to predict what exactly will happen next – but then that's not news!

1. What is the main difference between now and a hundred years ago?
2. What has happened to 'communication' technology?
3. How can TV companies keep us informed so well?
4. What does the writer mean by 'appetite for news'?
5. What does the writer say about the Internet?
6. What predictions does the writer make?



3. Listening

Listen to three predictions about the future of news.
Which do you agree with?

4. Speaking

Work in groups.

What are your predictions about the future of news?

5. Speaking

Usually the news is about the past.

Can you think of any kinds of news that are about the future?

Are you interested in any of these kinds of news?



6. Listening

Listen to the three news extracts.

What is each one about?

7. Speaking and writing

Think about a news event that might happen in your country later this year.

Write a short news report about this event.

1. Speaking

Discuss these questions.

- Do you read a newspaper?
- If yes, what kind of newspaper do you read?
- Do you know what the difference is between a tabloid and a broadsheet newspaper?



2. Listening

Listen to the three conversations and complete the chart.

Conversation	Paper they are reading	Why they are reading it	What the other person thinks of the paper
1.			
2.			
3.			

3. Reading

Read the text about tabloids and broadsheets and complete the chart.

So, what are the main differences between tabloids and broadsheets?

Well, tabloids are often known as 'rags' because they don't really contain much news. They are made up of gossip, adverts, pictures, exclusive stories about the stars — mostly about their problems — and, of course, sport. They are fairly small and use big headings with very informal language and lots of colour pictures.

On the other hand, the broadsheets are usually known as 'quality' papers. This is a bit strange in a way, because often the journalists who work on the broadsheets actually started at the tabloids! Broadsheets are easy to spot because of their size; they are usually so big you need more than two hands to hold them! In terms of news, broadsheets focus on 'facts', business news, economics, and features on both world and home news. Headlines tend to be very factual and the language is not slang, in fact often it is very formal.

Features	Broadsheets	Tabloids
Size		
Heading		
Language		
Content		
Fact / opinion		

4. Speaking

Discuss these questions.

- Do you have tabloids and broadsheets in Uzbekistan?
- Do you know the names?
- What are the differences?

1. Speaking

Answer these questions.

1. What different sections are there in a newspaper?
2. What do you find in each section?

Example: *world news – news from other countries (not the one where the paper is from)*

2. Vocabulary and speaking

Here are the different sections of a typical British newspaper. What order do you think the sections are in?

Examples: *Sport is at the back.*

The front page is first.

- a) TV guide
- b) front page (main news)
- c) adverts / classified
- d) sport
- e) cartoons and horoscopes
- f) home news
- g) gossip
- h) other entertainment
- i) world news



3. Reading and matching

There are lots of different jobs at a newspaper. Here are four jobs. Match each one to the description of what the person does.

1. editor
2. journalist
3. picture editor
4. design editor

- a) This person writes the stories that go in the newspaper.
- b) This person decides where to put the stories and pictures on each page.
- c) This person is in charge. One of their main jobs is to read through the stories and check for mistakes.
- d) This person finds (and sometimes draws) the pictures for the stories.

4. Speaking and writing

Work in small groups. Design and make your own newspaper.

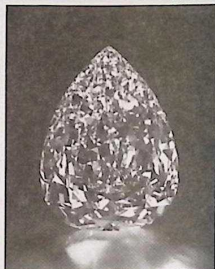
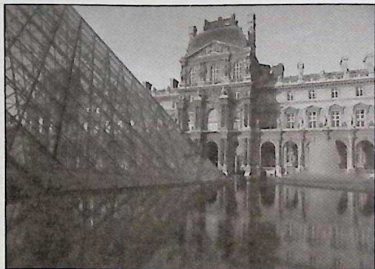
Decide on what you will include in your newspaper and what jobs each of you will do.

Now make your newspaper. When you finish it, the newspaper can be displayed in your classroom.

1. Writing

Use the verbs in the box to complete the text.

issue arrive break be tie escape rush catch



REPORTS ARE JUST IN OF A ROBBERY LAST NIGHT

At about midnight, two armed men (a) _____ into a museum in central Paris. The two (b) _____ up the security guard but were (c) _____ on camera. The police (d) _____ to the scene but (e) _____ too late.

They have (f) _____ the following warning. 'Do not approach these men, as they are dangerous. If you see them, please call us immediately,' said a spokesman.

Early reports say that the two robbers (g) _____ with around \$2 million in diamonds. There have (h) _____ at least three other robberies in the past two weeks, and police think it could be the same gang.

2. Vocabulary

Put the words from the box in the correct columns.

cars conditions exports forecast match model
official President spectators summit teams temperature

Politics	Business	Sport	Weather

Can you add any more words to the lists?

3. Reading

Now complete the news using the words from Exercise 2.

GOOD EVENING – HERE IS TONIGHT’S NEWS

Next month (a) _____ Bush will pay his first (b) _____ visit to Uzbekistan. There he will attend the (c) _____ of Central Asia being held at the International Conference centre.

In other news, (d) _____ of the new Matiz (e) _____ have increased by almost 100% since its launch last August. This has given a welcome boost to the Uzbek (f) _____ industry.

In sport, (g) _____ at the World Cup have been warned that the (h) _____ between Japan and Brazil could be delayed, as neither (i) _____ has arrived at the stadium yet.

And finally, the weather (j) _____ for tomorrow. It will start off bright but (k) _____ will get worse throughout the day. Top (l) _____ – just 5° Celsius.

4. Speaking


Work in pairs.

Tell your partner about one of the following:

- a) what you did at the weekend
- b) what job you want in the future
- c) if you've ever been in the news (and what happened)

Make notes about what your partner says.

Now change partners. Tell your new partner about your old partner's 'story'.

 **5. Listening**

Listen to the three conversations and complete the chart.

Speaker	Event	How the person felt
1.		
2.		
3.		

6. Writing

Imagine you are one of the people from Exercise 5. Write an account of what happened.

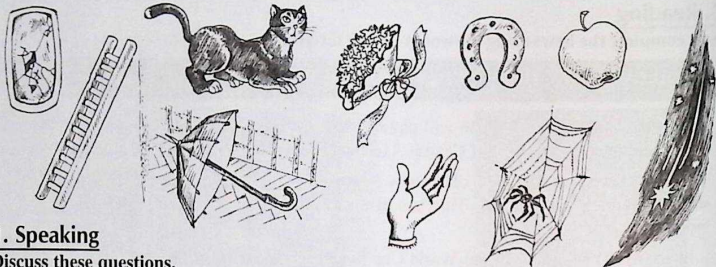
7. Writing

Choose one of the following titles and write a short paragraph.

WHAT DOES THE FUTURE HOLD?

MY NEWS

A disaster in the past



1. Speaking

Discuss these questions.

1. Do you believe in superstitions?
2. Do you know the superstitions shown in the pictures on this page?

2. Matching

Look at the pictures.

Match the sentence beginnings (A) with the correct sentence endings (B).

A

1. If you break a mirror
2. If your hand itches
3. If you see a black cat
4. If you catch the bouquet at a wedding
5. If you eat an apple every day
6. If you see a shooting star

B

- a) you will be unlucky.
- b) you will get married next.
- c) you won't need to see a doctor.
- d) you will be lucky.
- e) you will have seven years' bad luck.
- f) you will find some money.

Look at the other pictures. Are they lucky or unlucky?

3. Reading

Read the text and answer the questions below.

Khalima is a very superstitious young lady. When she gets out of her bed every morning, she tries to touch the floor with her right foot first to avoid bad luck. She also believes that if she drops a knife, she will have a male visitor. If she puts her sweater or shirt on inside out, she takes it off straight away or she thinks she will be beaten. She also thinks that if she whistles indoors, she will not have a lot of money and she will be poor.

1. What is the name of the young girl?
2. What does she believe in?
3. What foot does she touch the floor with first when she gets up in the morning?
4. What does she do if she puts her sweater on inside out?

4. Speaking

What superstitions are there in your country? Think about:

- a) food b) animals c) colours d) people e) weddings f) objects g) clothes

5. Reading and speaking

Read this article.

SUPERSTITION OR PERSONAL BELIEF?

Many people believe that some things are lucky or unlucky. The strange thing is that many of us have the same beliefs. These ideas are now known as 'superstitions'.

On the other hand, people often have their own personal beliefs. For example, they may always put one sock on before another. This kind of belief is not really a superstition, as it will be different from person to person.

Read the sentences below, and put the sentence numbers in the correct column.

Superstition	Personal belief

- A child has a lucky pen when writing an exam.
- A bride refuses to see her future husband on the morning of the wedding.
- A young child's tooth falls out, so she puts it under her pillow.
- A gambler always puts his money on a grey horse.
- A woman reads her horoscope in the newspaper every morning at breakfast.
- A sportsperson always wears a pair of lucky socks.
- On Christmas Eve a child puts a mince pie and a glass of brandy out for Santa Claus.
- A person feels worried if they break a mirror.
- A person touches the ground before boarding a plane.
- A groom carries his new wife over the threshold.

6. Listening

Listen to the dialogue and fill in the blanks.

Jack: Actually I don't believe in superstitions, Mike. It's stupid. If you (a) _____ a mirror you (b) _____ have seven years' bad luck! Just be careful! That's all!

Mike: Don't you believe that when you (c) _____ a spider you won't (d) _____ from anybody?

Jack: No, of course I don't.

Mike: Listen Jack, if I (e) _____ you I would start to believe it. It's all true! I know it sounds crazy, but ...

Jack: If I were you, I wouldn't (f) _____ that nonsense, Mike!

Now answer these questions.

- Who believes in superstitions?
- What advice does Jack give about mirrors?
- What does Mike think happens when you see a spider?
- What does Jack think about superstitions?

7. Speaking

Look back at Exercise 5 and discuss these questions.

- Do you believe in any of these superstitions?
- Do you have any personal beliefs?

1. Speaking

Discuss these questions.

1. What kind of 'problems' do teenagers have?
2. Where can teenagers get advice (or who can they ask for advice)?
3. Do you have any magazines for teenagers?
4. Do these magazines have 'problem' pages?
5. What kind of things do you think people write about on these 'problem' pages?



2. Reading and matching

Read the letters.

Match the letters (1-3) with the answers (A and B). One letter has no answer.

1

Dear Magazine,

I have a big problem. I like chocolates too much. If I see chocolate in a shop I always buy it. Everybody knows I love it and they always give me chocolates as presents. But I am getting fatter. What should I do?

2

Dear Magazine,

I think I am in big trouble. I always lie to people. Even if I don't want to, it happens. Yesterday I argued with my best friend because I lied to him. I am afraid I won't have any friends soon. What should I do?

3

Dear Magazine,

I need some good advice from you. The problem is my daughter. I think she is ill. She steals things. We give her enough pocket money to buy things, but she still steals things.

I was shocked when my neighbour said she saw my daughter stealing make-up from a shop. What should I do?

A

I think you should be honest with yourself. You shouldn't lie to your friends or you will lose all of them, and some day you may really be alone. Why don't you tell the truth to your best friend?

B

I think you should discuss it with your daughter. Find out the reasons why she does it. But don't just get angry, of course. I think your daughter has a problem.

3. Vocabulary

Find the words in the letters that mean the following things.

1. not to tell the truth
2. to take away secretly
3. cosmetics
4. money given to children by their parents
5. to tell the truth

4. Writing

Two of the letters in Exercise 2 have answers. Write an answer for the other letter.

5. Speaking

Work in pairs.

Look at the sentences below.

Choose a sentence and give your partner some advice. They must guess which sentence you chose.

Examples: A: *You shouldn't be in the sun.*

B: *I have fair skin and freckles.*

You should wear a hat.

You should use sun cream.

1. I'm invited to a wedding reception.
2. I'm always late for classes.
3. I want to be healthy.
4. I have toothache.
5. I want to have lots of friends.
6. I want to become rich.
7. I eat too much chocolate.
8. I don't want to be fat.

**6. Listening**

Listen to the conversation and answer the questions.

1. Who is speaking?
2. Why is Bekzod nervous?

Listen again.

1. What advice is given by:
 - a) Bekzod's mother?
 - b) Bekzod's father?
 - c) Bekzod's sister?
2. Which piece of advice do you think is the best?

7. Writing

Think of a problem and write a letter to a magazine.

1. Speaking

Talk to a partner and discuss these questions.

1. Do you have arguments with your parents?
2. What do you argue about?
3. Do your parents ever get angry with you?
4. Why do they get angry?



2. Listening

Listen to the tape and answer these questions.

1. What are the people arguing about?
2. Did you talk about the things in Exercise 1?

Listen again and answer the questions below.

1. What does the mother want her daughter to do?
2. Why?
3. Does the daughter agree?

3. Reading and writing

Nargiza's mother has written a list of rules for Nargiza, but Nargiza has torn the list up. Can you put it back together?

Nargiza - here are your rules.

You must

You mustn't

a) tidy your room

b) play loud music

c) make a mess

d) wash the dishes

e) help with the housework

f) come home late

g) argue

h) do your homework

i) wear sensible clothes

j) be lazy

4. Speaking and writing

Look at the rules in Exercise 3, and answer these questions.

1. Do you have similar rules at home?
2. What do you think about the rules?

Complete the sentences below.

1. My mother always tells me ...
2. My biggest problem is ...
3. I hate ...
4. My parents make me ...
5. My parents don't let me ...

Now compare your sentences with a partner.

**5. Listening and writing**

Nargiza and her mother argue about lots of things.

Listen to the tape and write down all the things they argue about.

Write three sentences about what Nargiza must do.

Example: *Nargiza must turn off her music.*

6. Speaking

Work with a partner.

Write a similar conversation to the ones you have listened to in Exercises 2 and 5.

Now act it out.

7. Writing

Write a list of rules for your parents.

Examples: *You must let me play loud music.*

You mustn't shout at me.

1. Speaking

Discuss these questions.

1. What kinds of problems can you have with your ...
a) friends? b) school work? c) parents?
2. What things are important for your future?

2. Listening



Listen to the conversation between Nargiza and her friend Ilkhom, and answer the questions.

1. What kind of problem does Nargiza have?
2. Who shouts at Nargiza?
3. Why?
4. What does Nargiza think of homework?
5. Why does Ilkhom think homework is important?
6. What advice would you give Nargiza if you were Ilkhom?

3. Matching

Match the sentence beginnings (A) with the correct sentence endings (B).

A

1. Why don't you ...
2. If I were you ...
3. If you tell her how you feel ...

B

- a) she will listen.
- b) buy some headphones.
- c) I'd listen to your mother.

4. Reading and writing

Read the problems below and write a piece of advice for each problem. Use the words in brackets to help you.

Example: Problem: *I'm always arguing with my mother. (listen / her)*

Advice: *If I were you, I'd listen to her.*

1. I don't understand my homework. (ask / teacher)
2. I feel really tired. (bed / early)
3. I'm always late for school. (get up / early)
4. I haven't got any friends. (go / parties)
5. I'm always arguing with my best friend. (sorry)
6. I haven't got any money. (job)

5. Speaking

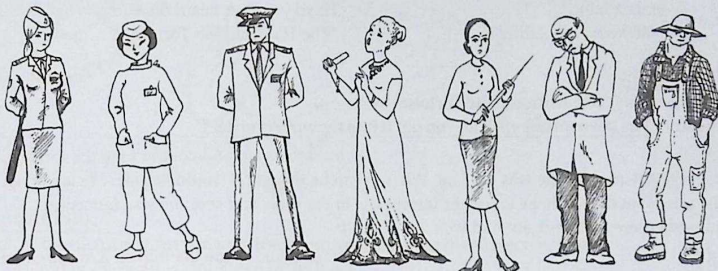
Discuss these questions.

1. What kind of job would you like when you are older?
2. What skills or abilities do you need for that job?
3. How can you get those skills?

Talk with a partner, and give each other advice about what to do to get your 'dream' job.

6. Reading

Read the magazine extract. What advice does it give about getting your 'dream' job?



GETTING THAT 'DREAM' JOB

How does a young person choose a (a) career for the future? Oh! Most of us have a (b) _____ job, but often that's all it is. What do we need to do in order to make that dream come true?

It's useful to start by finding out as much as you can about the job: what (c) _____ do you need? How long are the (d) _____? How much money can you (e) _____? It's also good to talk to somebody who already does the job. That way you find out the 'real' (f) _____ and not just the things you can easily see.

Once you've found out all this (g) _____, you need to start planning how you are going to get the skills and (h) _____ you need. Begin by talking to your teacher. Teachers will always be able to help you, even if it's only to tell you that you would be better off trying something else.

Finally, if you've made up your (i) _____ then keep your fingers crossed; everyone needs a little (j) _____!

Look back and fill in the gaps using the words in the box below. Be careful! You can only use a word once.

career
luck

information
qualifications

mind
hours

earn
facts

dream
skills

7. Reading and writing

Read this letter to a problem page and write a short reply giving advice.

Dear Mag,

I can't find a job! I'm 24 and have not had a job for five years. I have no qualifications but I am very clever.

My mother says I should go back to college, but I don't want to. I want to be a pop star or an actor. What should I do?

Alan

1. Speaking

Discuss these questions.

1. What is a fable?
2. Do you know any fables?
3. Have you ever heard the story 'The Hare and the Tortoise'?

2. Reading

Read the fable 'The Hare and the Tortoise' by Aesop.

The story has been mixed up. Can you put it into the correct order?

A

Quickly he ran, but he was too late. When he arrived at the finish, he found the tortoise already there. The tortoise had won.

B

Off they went. Immediately the hare raced off into the distance. The tortoise, on the other hand, plodded slowly along.

C

The tortoise was fed up with the hare always showing off, so he said 'OK then, tomorrow we'll race.' Well, the next day came and they went to the starting line.

D

One fine summer's day, the hare went up to the tortoise and said, 'You're old and slow. I bet you I could beat you in a race.'

E

After a while the hare became sleepy, so he decided to take a quick nap. He looked back

down the road and couldn't see the tortoise, so he thought it would be safe. He lay down in the grass and soon he was fast asleep.

F

Once upon a time there lived a tortoise and a hare. The tortoise was old and slow, but very wise. The hare was young and fast. He was also a show-off.

G

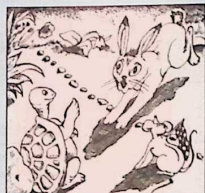
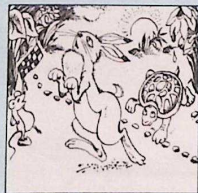
He noticed the sun sinking over the hills. 'Oh dear!' he thought. 'I've slept all day!' Then suddenly he remembered the race.

H

Meanwhile the tortoise carried walking slowly on his way. He passed the hare sleeping at the side of the road but he didn't say anything. A few hours passed and the hare woke up.

I

The moral of the story is: It is better to be slow but steady, than quick but make mistakes.



3. Speaking

Do you know any fables in your language? Tell your class.

Do you know any 'morals' like the one from 'The Hare and the Tortoise'?

4. Writing

Write a fable in English.



1. Matching

Look at the pictures. Can you match each proverb below to the correct picture?

1. A bird in the hand is worth two in the bush.
2. When in Rome, do as the Romans do.
3. Look before you leap.
4. Every cloud has a silver lining.
5. There's no point crying over spilt milk.
6. Don't count your chickens until they've hatched.

2. Matching and writing

Now match the proverbs above with the correct meanings below.

- a) Before you make a decision, think about the outcome.
- b) Don't be upset about something that has already happened.
- c) Don't expect something will happen until it does.
- d) When you visit a place, you should behave in the same way as the people who live there.
- e) Even bad things have a good side.
- f) It's better to have something now, than the promise of more later.



3. Writing and listening

Complete the sentences below using the proverbs from Exercise 1.

1. Don't be upset. I've told you before, _____.
2. Don't worry. It might look bad now, but _____.
3. A: How did the interview go?
B: Really well, I know I've got the job.
A: Be careful! _____.
4. A: Why are you reading that guidebook? We're only going for two days!
B: You know what they say: _____.

Listen and check your answers.

4. Speaking and writing

Discuss these questions.

1. Do you know any proverbs in your language?
2. What do they mean?
3. Can you translate the proverbs you know into English?

1. Speaking

Discuss these questions.

1. Are you superstitious?
2. What is the superstition connected to the following:
a) a black cat? b) an apple? c) a mirror? d) an itchy hand?
3. Do you have a lucky number or possession? What is it?

2. Reading

Are you healthy?

Write down three things that affect your health.

Now read the article and see if your three things are mentioned.

TEENAGE HEALTH CRISIS!

The way you live affects your health. But today, young people don't seem to care! A survey has revealed that young people are not as healthy as their parents. In fact, more than one in five teenagers in Britain are overweight!

There are three main reasons for this.

Firstly, junk food. Everywhere you turn there is junk food, from TV ads to supermarket shelves, and even on the streets.

The second reason is the amount of time children spend watching TV or playing computers games. Over half the children in Britain have a TV or a computer in their bedroom by the time they are ten!

Finally, the lack of exercise. More and more children are being driven to school by their parents instead of walking or riding a bike. Unless things change soon, our children will become even more unhealthy!



3. Writing

Work with a partner.

Think of three things children should do, and three things they shouldn't do, to stay healthy.

4. Speaking

Talk to your classmates. Find out how many of them already follow your advice from Exercise 3.

5. Writing

Complete the rules below with *must* or *mustn't*.

1. You _____ play music too loudly.
2. You _____ argue with your parents.
3. You _____ do your homework.
4. You _____ help your parents.
5. You _____ be lazy!
6. You _____ be polite.



6. Listening

Listen to the dialogue and answer these questions.

1. Who is speaking?
2. What does the boy want to be?
3. Why does he want to be this?
4. Is the boy good at football?
5. What advice does the woman give?

7. Speaking

Imagine the boy in Exercise 6 is a friend of yours.

Give him some advice.



1. Speaking

Work in small groups. Answer the following questions, and give reasons for each answer.

- How much TV do you watch a day?
- What kind of programmes do you like?
- Are there any programmes you don't like? If yes, why don't you like them?
- If you were a TV producer, what kind of programmes would you make?

2. Reading

TV Guide – Monday 16 May

Channel 1

15:30	Interpol – police series with Brett Stone
16:25	Any Answers? – quiz show
17:15	Ready to Cook?
17:30	Neighbours – Australian soap
18:00	Channel 1 News
18:30	Local News
19:00	Take a Break – holiday programme – win a holiday to America!
19:30	Eastenders – soap
20:00	Casualty – hospital drama
21:00	Film – Best Friends – romantic comedy
23:00	Film – Dracula – horror movie
01:00	Into the Night – late night chat show

Channel 2

15:45–	Children's TV
17:30	Playhouse – for 4/5-year-olds
	School's Out – quiz show
	My Friend – children's drama
	Looney Tunes – cartoons
18:00	Star Trek – sci-fi series
19:00	Evening News
19:45	Football – Arsenal v. Manchester United
21:45	Time for Music! – featuring the latest hits
22:45	Weekly News – a look at the events of the past week

Now answer these questions.

- Which of the above channels would you prefer to watch? Why?
- Which programme(s) sound best?
- What kinds of programmes are missing on each of the channels?

3. Speaking

Work in pairs.

Student A You want to watch the film on Channel 1 at 21:00.

Student B You want to watch the football match on Channel 2 at 19:45.

With your partner, decide what to watch.

4. Speaking and writing

Look at the TV schedule in Exercise 2. Write down your ideal TV schedule.

Tell the class about your ideal TV schedule. Why do you like this kind of schedule?

5. Speaking

What is your favourite TV programme? Why?



6. Listening and speaking

Listen to the tape and answer the questions.

1. What did the girl watch?
2. What did the second student watch?
3. What did the third student watch?
4. Who won the match?

Now work with a partner. Find out what they watched last night.

Did you watch the same programmes?

7. Reading and writing

Read this letter to a magazine.

Does the writer think the programmes on TV are good?

Dear TV Guide,

I am writing to say just how disappointed I am in the standard of the programmes on TV nowadays.

Last night I turned on the TV and it was rubbish! Soaps, operas, chat shows and football, that was all!

What has happened to all those wonderful nature programmes? And the programmes about gardening and cooking?

Now write your own letter to the magazine.

In your letter, write your opinion about TV programmes today. Think about the following questions.

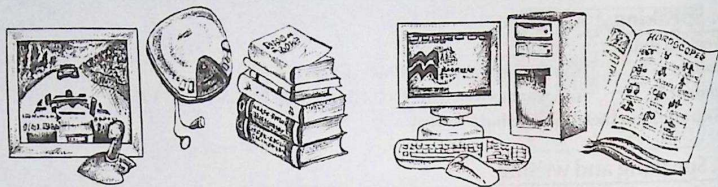
1. Are there any programmes you don't like?
2. What should be done?
3. What can you suggest?

Entertainment Matters

Lessons 3-4

Different entertainment

Unit 7



1. Vocabulary

Match the words (1-6) with the correct descriptions (a-f).

- | | |
|----------------|--|
| 1. CD-ROM game | a) a place in which films are shown |
| 2. theatre | b) Internet-based sites for friendly conversation |
| 3. cinema | c) prediction of a person's future, based on their star sign |
| 4. chat-room | d) a place for performing plays |
| 5. disco | e) a disc which is played on a home computer |
| 6. horoscope | f) a place where people dance to pop music |

2. Speaking

Work in small groups and discuss these questions.

- Which of the activities from Exercise 1 do you do?
- How often do you go to the theatre or cinema?
- What do you know about chat-rooms?
- What kind of music do you like?
- What do you think about horoscopes?
- Which of the activities didn't we have 20 years ago?

3. Listening

Listen and answer the questions.

- Who are the speakers?
- What is Jane doing?
- Is she speaking with her friends on the phone?
- What did her mother use to do when she was young?
- Does Jane want to sleep?

4. Reading and writing

Look at the chart comparing what Jane does in her free time and what her mother did.

Jane's mother (when she was 15)	Jane
<ul style="list-style-type: none">read books	<ul style="list-style-type: none">plays computer games
<ul style="list-style-type: none">watched some TV	<ul style="list-style-type: none">watches videos
<ul style="list-style-type: none">played outside in the garden with her brother and sister	<ul style="list-style-type: none">visits friends
<ul style="list-style-type: none">went to the cinema or theatre once a year	<ul style="list-style-type: none">goes to the cinema once a month
<ul style="list-style-type: none">sang in a choir	<ul style="list-style-type: none">goes out to discos every week

Use the information in the chart to write four sentences.

Examples: *Jane's mother used to read books, but Jane plays computer games.*

Jane's mother didn't use to play computer games, but Jane does.

Lessons 3-4

Different entertainment

5. Writing and speaking

Complete the chart below.

Questions	Now	Five years ago
What do / did you do in your free time?		
What programmes do / did you watch on TV?		
What games do / did you play with your friends?		
What kinds of books do / did you read?		
What kinds of entertainment do / did you like?		

Now compare your answers with a partner.

6. Reading

Read the magazine article and choose the best heading.

- a) Age doesn't matter
 b) Entertainment – your preferences change
 c) The changing world of entertainment

Entertainment is always changing. A hundred years ago people went to fairs, listened to people telling stories, and played simple games in their houses. But times change. Even looking back ten years, entertainment has changed a lot. Many people now have TV, go to the cinema and even play computer games.

But these changes have not only affected children, they have also made a big difference to adult entertainment. In fact, age doesn't matter. If you look at the programmes on TV, most are for adults. Films have a rating system with PG and U films being for children. And computer games are the same.

You might think that what you like changes as you get older. Well, this is certainly true, but many adults still enjoy going to places such as the circus – they usually take their children with them as an excuse.

No, it's not age that counts; it's the increasing variety of entertainment which is making the biggest difference to how we spend our free time.

Now answer these questions.

1. What forms of entertainment did people have 100 years ago?
2. Have there been any changes in the last ten years?
3. Who can watch PG films?
4. Why do adults take their children to the circus?
5. Why are our entertainment choices changing?

7. Reading and speaking

Look at the information about these three people. What kinds of entertainment do you think they enjoy?

Name: Anvar
 Age: 14
 Job: student
 Favourite school subject:
 sports

Name: Kamilla
 Age: 26
 Job: teacher
 Likes: relaxing

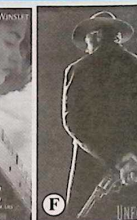
Name: Pavel
 Age: 46
 Job: engineer
 Likes: using his hands and
 working out problems

Entertainment Matters

Lessons 5-6

Movie mania!

Unit 7



1. Vocabulary and matching

Complete the chart with the correct words from the box, pictures above, and sentences below.

Type of film	Poster	Description
	A	
horror		5. a film about the future, often in space
action		
	D	1. a film about cowboys in America

horror

drama

sci-fi

western

comedy

action

- a film about cowboys in America
- a light amusing film
- a film full of emotions and feelings
- a frightening film

- a film about the future, often in Space
- a film with lots of things happening, often with guns and cars

2. Listening

Listen to each of the of pieces music and say which type of film they are from.

3. Reading and speaking

Read the following cinema adverts and answer the questions.

A Rescue!

Chris, a retired police officer, is flying from London to New York. But on the way, the plane is hijacked by a group of terrorists. The lives of the passengers are in danger. So, Chris comes to the rescue!

B Curse of the Castle

The old castle in England was said to be full of ghosts. Nobody would ever want to live there. But a rich family moves into the castle and the horror begins! What happens with the family? Watch and find out!

C More Than Friendship

They grew up together from childhood. Everybody knew that Eric and Nicole were best friends. But there comes a day when they have to leave each other for ever. Only then do they understand that it is more than friendship!

Lessons 5-6

Movie mania!

1. Which genre does each of the films represent?
2. Which of them would you go to watch? Why?
3. In your opinion, which is the most interesting?
4. In your opinion, which is the least interesting?

4. Speaking

Work in pairs. Interview your partner and ask them the following.

1. What kinds of film do you like?
2. Which is your favourite film?
3. Who is your favourite actor?

Think of more questions, and ask them to your partner.

When you finish, report your partner's statements to the class.

5. Speaking

Work in small groups. Discuss the following questions.

1. How do you choose what to watch?
2. Who do you go to the cinema with?
3. If a friend invites you to a film that you don't like, will you go?
4. How often do you go to the cinema?

**6. Listening**

Now answer these questions.

1. What kind of film are they watching?
2. Does the girl like the film?
3. What about the boy? Does he like the film?
4. Would you go to see this film? Why (not)?

7. Reading and writing

Look at this short film review.

A truly epic Oscar-winning film about the disaster of a century.

Jack (Leonardo DiCaprio) and Rose (Kate Winslet), two young lovers, find themselves

on the maiden voyage of this unsinkable ship.

Brilliantly directed by James Cameron, this film is one to see again and again.

Star rating



1. Which of the films (from the posters on page 78) is the text about?
2. What information does it give?
3. Would you like to see this film?
4. Does the review make you want to see the film?

Now write your own film review.

Choose a film and think of the information you need to include.

1. Speaking

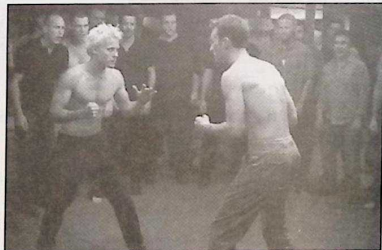
Answer the following questions.

1. How much time do you spend watching TV every day?
2. What kinds of programmes do you watch?
3. Is there anything you don't like about TV?

2. Reading

Read the text.

According to the article, what are the advantages and disadvantages of television?



Television has many advantages and disadvantages. First the advantages: it keeps us informed about the latest news. You don't have to buy a newspaper to know about the current news or weather forecast. Secondly, television provides entertainment in the home; you can watch a movie that you like without going to the cinema, or you can enjoy various music channels when you come back home tired. Besides this, it helps us to know more about the world, the people that live in it, and the cultures that they represent. All of these widen people's outlook.

On the other hand, television has been blamed for the violent behaviour of some young people. The violent movies that are shown on TV affect teenagers badly. In addition, television encourages children to sit indoors, instead of taking exercise. Research shows that in the past two decades, children's interest in reading has decreased by 45%. Some people believe that television has killed the art of conversation.

In conclusion, we can say that television has both good and bad features. One thing is sure; it has definitely brought changes to our lives.

Say whether the statements below are true (✓) or false (✗).

1. You do not need to go to the cinema if you want to watch the movie you like.
2. Television only gives us information about the current news or weather forecast.
3. Some young people become angry after watching violent movies.
4. Children now read 45% more books than they did it before.

3. Vocabulary

Find the words (a-d) that mean the same as the following words.

- | | | |
|------------------|-----------------|-----------------|
| 1. current | 3. outlook | 5. decade |
| a) boring | a) world view | a) meeting |
| b) interesting | b) knowledge | b) three months |
| c) present time | c) sight | c) ten years |
| d) important | d) head | d) three years |
| 2. entertainment | 4. violent | 6. decrease |
| a) happiness | a) violet | a) become less |
| b) amusement | b) aggressive | b) become more |
| c) information | c) polite | c) develop |
| d) news | d) well-behaved | d) disappear |

4. Writing

Express a contrasting (opposite) opinion to the following sentences.

Example: *Television is more interesting than reading.*

Yes, but don't forget that reading widens your outlook.

- Films on TV can only teach good things.
- News programmes are boring.
- Soap operas are really interesting.
- The weather forecast is always right.
- You don't have to read books, as there are movies to watch.

5. Listening

Listen and answer the questions.

- What are they talking about?
- What does Ravshan want to watch?
- What kind of movies does Anvar like?
- What does Elena think about action movies?

6. Writing

Choose the correct word to express a contrasting opinion.

Example: *I watched yesterday's show. I didn't enjoy it, although / however.*

- Elena went to see the movie, *although / however* she had seen it before.
- Violent films are popular. *Although / However*, there is a lot of criticism of this type of film.
- Many programmes are rubbish. *Although / However*, television gives us a lot of useful information.
- Although / However* the film was interesting, she still fell asleep.

7. Speaking

Work in groups.

Group A

Think of all the good things about TV.

Group B

Think of all the bad things about TV.

Have a debate.

1. Speaking

Look at the picture.

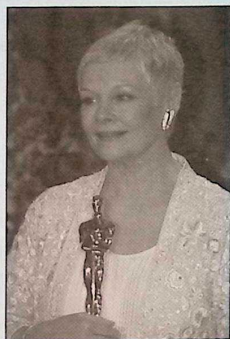
1. What is it?
2. What does it mean to be a movie star?
3. Who is your favourite movie star?

2. Reading

Your teacher will put you in two groups, A and B.

Student A Read the text below and answer the questions.

Student B Read the text on page 141 and answer the questions.



THE FIRST ACADEMY AWARD

When the first Academy Awards were given out on 16 May 1929, the 'talking' movies had just begun.

There were only 250 people at the first ceremony and tickets cost \$10. The results were published in the newspapers before the ceremony.

In 1941, for the first time, the results were sealed in envelopes and announced on the night of the ceremony. This system, of sealed envelopes, remains in use today.

1. When were the first awards?
2. What had just started?
3. How many people were at the first awards?
4. How much did the tickets cost?
5. When were the results known?
6. What happened 12 years later?

Now, work with a partner from the other group.

Tell each other about what you have read and see what changes have occurred.



3. Listening

What event is being discussed?

What nominations are the people talking about?

4. Speaking

Work in groups.

Look at the list of categories and decide who you think should win the Oscars this year.

1. Best Film
2. Best Actor
3. Best Actress

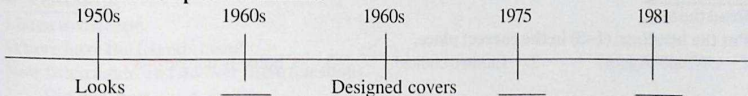
Lesson 10

Project lesson
The new look of music**1. Speaking**

1. What kind of music do you like?
2. Do you ever buy a record or CD because of the cover picture?
3. Do you watch music TV?
4. Do you enjoy watching music videos?

2. Reading

Read the text and complete the timeline.

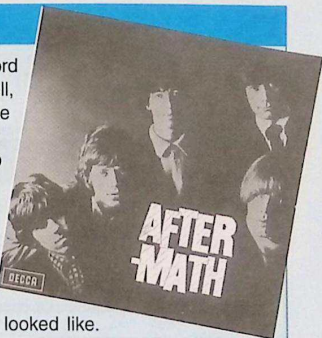
**VISUAL IMAGE FOR SOUND**

What does sound look like? That is a question that record companies actually ask. You might wonder why. Well, ever since 'pop' music became big business in the 1950s, image has been important.

To start with, it was what the singer or the group looked like, and this is certainly still important, and then the 'image' of the band and the way they behaved. Bands like the Rolling Stones used their 'bad boy' image to help sell records.

With a greater number of bands and a 'market' of young people wanting to buy records, the companies started paying more attention to what the product looked like. Although they couldn't do much with the records themselves (coloured vinyl was still quite expensive), they could at least make beautifully designed record covers and sleeves, so that's what they did.

The next innovation was video. The first 'big' music video was made by Queen in 1975 for their mini-opera 'Bohemian Rhapsody'. With video came video TV, or more to the point music TV. The most successful channel has been MTV, which started in 1981 and is now a worldwide phenomenon.

**3. Speaking**

Try to find someone in your class who likes the same band or singer as you.

Talk about this band / singer. Discuss the type of music they sing / play, what they look like, and their image.

Discuss your favourite song by this band / singer.

4. Designing

With your partner, design either a record cover or a video for the song you chose in Exercise 3.

1. Speaking

Discuss these questions.

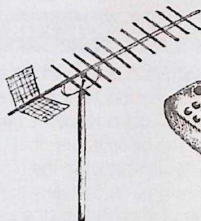
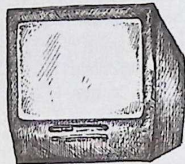
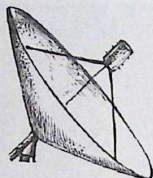
1. What's the last TV programme you watched?
2. Is there anything on TV you always watch?
3. What's on TV tonight?
4. Are you going to watch anything tonight?

2. Reading

Read the text.

Put the headings (1–3) in the correct place.

1. What? Again?
2. Limited choice!
3. Choice is dangerous



A _____

There used to be only one TV channel. Easy to decide what to watch – just turn on the TV and there was your programme. Of course, you did have a choice – you could turn it off!

B _____

Now there is too much choice, especially if you have satellite, cable or digital TV. With hundreds of channels to choose from, you can end up watching nothing or, worse still, fighting.

C _____

Worst of all, although you now have lots more choice because of the number of channels, the quality of programmes has got worse. And, if that wasn't bad enough, many of the programmes now on are repeats of shows you wouldn't have watched the first time they were on.

Do you agree with the writer?

3. Vocabulary

Fill in the gaps in these sentences with a word linked to entertainment.

1. Can you pass me the remote control? I want to change the _____.
2. A: Gosh! That was awful.
B: I agree. That was the worst _____ I've ever seen at the cinema.
3. A: You didn't like that, did you?
B: No. I thought _____ were meant to make you laugh!

4. A: What star sign are you?
 B: Leo, why?
 A: I'm just looking at the _____ in the newspaper.
5. A: I'm going to the _____ tomorrow.
 B: What are you going to see?
 A: There's a new play on. It's called *My Best Friend*.



4. Listening

Listen to the tape.

Where have the friends been?

Now listen again and answer these questions.

1. Did they both enjoy the film?
2. What was great?
3. What did the actress win last year?

5. Reading

Read the film review below.

LEFT WITH THE BABY!

A terrible film! The acting was awful and totally unrealistic, the story was neither funny nor original, and it was made worse by bad camera work. If you're thinking of going to see this film, don't bother!

Star rating ★

Are these sentences true (✓) or false (✗)?

1. The writer liked the film.
2. The acting wasn't realistic.
3. It was an original story.
4. The filming was not very good.
5. The writer recommends the film.

After listening to the two people in Exercise 4 and reading the review in Exercise 5, would you go to see this film?

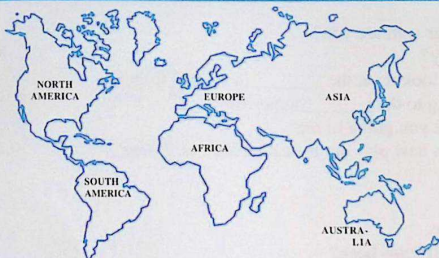
6. Speaking

Tell your partner about your favourite film. Think about the following questions.

1. Who was in it?
2. What was it about?
3. When did you see it?
4. What kind of film was it?

7. Writing

Write a description of your partner's favourite film.



1. Speaking

Are you good at geography? Work in pairs and try to answer as many questions as you can.

1. Which is the largest continent?
2. Which is the smallest continent?
3. Which is the largest country?
4. Which is the smallest country?
5. Which is the most populous country?
6. Which is the least populous country?
7. Which is the highest point in the world?
8. Which is the lowest point in the world?

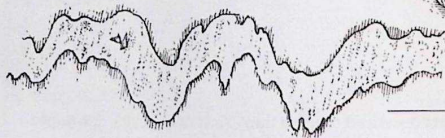
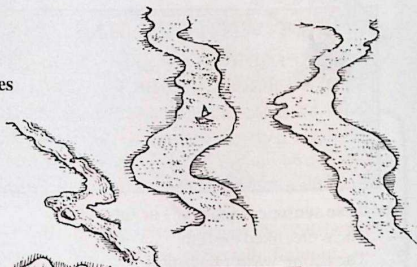
2. Listening

Listen and check your answers.

3. Reading and writing

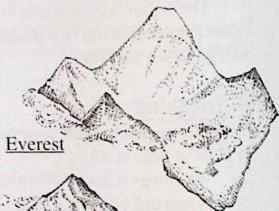
Read these sentences and complete the names below each picture.

1. The Nile is longer than the Amu Darya.
2. The Amu Darya is the shortest river.
3. The Amur isn't as long as the Nile.
4. The Lena is as long as the Amur.



Complete the following sentences about the mountains.

1. _____ is the highest mountain.
2. _____ isn't as high as _____.
3. _____ is higher than _____.
4. _____ is as high as _____.



4. Vocabulary and speaking

Match an adjective from box A with an adjective from box B that has the opposite meaning.

Example: *big – small*

A

beautiful big clean cold
long modern quiet wet

B

dirty dry historic hot
noisy short small ugly

5. Reading

Read the newspaper article and answer the questions.

Save Our Cities

The places we live in are becoming dirtier every year. Pollution from our cars and factories is slowly destroying historic cities such as Venice. The most beautiful places in the world are becoming uglier and soon will be lost forever. The climate is causing lots of problems. In some places it's becoming hotter or colder while in others it's getting wetter or drier. These changes may seem small but the effects are devastating.



- Which cities are mentioned?
- Where are these cities?
- What's happening to the cities?
- Why?
- What's happening to the climate?
- Do these changes have a good effect?

6. Writing

Look back at Exercise 5 and see which adjectives were used from Exercise 4.

Now, using some of the other adjectives, write five sentences about places in your country.

Example: *Tashkent is more modern than Bukhara.*

7. Speaking and writing

How good are you at this quiz?

In Uzbekistan, which is ...

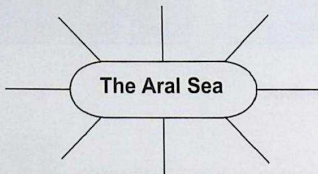
- ... the highest mountain?
- ... the oldest city?
- ... the hottest place?
- ... the wettest place?
- ... the biggest city?

Now write five more questions to ask your classmates.

1. Speaking and writing

What do you know about the Aral Sea?

With your partner, write as many words as you know about the Aral Sea.



2. Speaking and reading

Before you read, discuss in pairs what you think caused the Aral Sea crisis.

Now read the text and see if you were right.

The Aral Sea

The Aral Sea is one of the most ancient lakes on Earth, with a history of 3,500 years. It was also the fourth largest lake in the world until the late 1950s.

It is dying now. The sea has dropped by 16 metres and the water has become too salty. There are now three million hectares of land which were once covered by water. The climate has been affected and changed this land into desert.

The Amu Darya and Syr Darya rivers feed the Aral Sea. They travel through Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan. In the 1920s new irrigation technologies were introduced and larger-scale cotton cultivation was begun. Water from the rivers was diverted for agricultural and population needs.

Until the 1950s, between 50 and 60 cubic kilometres of water reached the Aral Sea each year. Since the 1960s the Aral Sea has lost almost 75 per cent of its volume, and has shrunk to 50 per cent of its size. In some dry years in the 1980s no water flowed into the sea at all. The water has become over-salty and lost most of its natural plant and animal life. The low quality of water has caused many diseases.

Annually thousands of tons of dust, sand and salt are taken into the atmosphere from the deserted floor of the Aral Sea and some of the particles are found as far away as Canada.

National Geographic summed up the situation best by saying: 'It has never happened within the time frame of a single generation, the disappearance of such a large body of water.'



Lessons 3-4

The Aral Sea

3. Writing

Complete these sentences using the words from the box to help you.

Example: Water was *diverted* from the rivers.

start	find	divert	cover	introduce	feed
-------	------	--------	-------	-----------	------

- In the 1950s more land _____ by water.
- The Aral Sea _____ by the Amu Darya and Syr Darya.
- Salt particles from the Aral Sea _____ in Canada.
- New technologies _____ to irrigate the cotton fields.
- Mass cotton cultivation _____ in the 1920s.

4. Reading

Are these sentences true (✓) or false (✗)?

- There were no problems in the 1980s.
- Water was taken from the rivers to help grow cotton.
- The sea has become very salty.
- The sea is as big now as it was 50 years ago.
- Diseases are caused by the poor quality of the water.
- There are still lots of plants and animals in the sea.
- The disappearance of the Aral Sea is a very serious problem.

5. Listening

Listen to this brief news report and answer the questions.

- What is the report about?
- What has been built?
- Why is this good news?
- Are there still any problems?

6. Speaking

What do you think the experts still believe?

With a partner, think of three things that might still happen.

7. Writing

Change each sentence from active into passive.

Example: They grow lots of cotton in Uzbekistan. = Lots of cotton is grown in Uzbekistan.

- They diverted the rivers to irrigate the cotton fields.
- They built a dam to save the Aral Sea.
- They introduced new technologies in the 1920s.
- Increased pollution kills hundreds of animals every year.

Environment Matters

Lessons 5-6

Problems and solutions

Unit 8

1. Vocabulary

Match the vocabulary with the correct meaning.

Vocabulary

- ecology
- environment
- pollution
- damage
- ozone layer
- become extinct
- deforestation
- habitat

Meaning

- no longer existing
- the action of clearing an area of forest or trees
- the surroundings in which a plant or animal lives
- the study of living things in relation to each other and to their environment
- a layer in the Earth's atmosphere in which ozone is formed, preventing harmful radiation from the Sun reaching the Earth
- harm that causes a loss or makes something less useful or valuable
- the place or kind of place where an animal or plant usually lives or grows
- the process of making air, water, food and other substances harmful to living things

2. Reading

Read the texts about environment matters.

Choose the title for each text which best describes its main idea.

1. Acid Rain

2. Animals in Danger

3. Soil Erosion

4. Ozone Hole

a) _____

Perhaps the most famous rare animal is the panda. Twenty-five years ago it was nearly extinct. Now, its numbers are growing again. It's even become a symbol for wildlife conservation. But many other animals have been less lucky than the panda. This is because man hunts them, destroys and pollutes their habitat.



b) _____

This happens when gases and chemicals mix with water in the air. The mixture travels for hundreds of kilometres and finally falls back to the earth. Because 'acid rain' contains a lot of chemicals, it kills fish and trees. It is also attacking many of Europe's most famous buildings – Notre Dame in Paris and St Paul's Cathedral in London. Research shows more lung and kidney illness in countries with high levels of acid pollution.



c) _____

CFC gases (chlorofluorocarbons) are in aerosols, refrigerators and plastic boxes. CFC molecules are very dangerous. Each one can trap 10,000 times more heat than a molecule of carbon dioxide (CO₂). And they don't just stay in the air – they destroy it. Because of CFCs, the top level of the atmosphere (the ozone layer) is now getting thinner. This ozone hole allows more of the Sun's rays to get to the Earth and this can cause skin cancer and weaken people's immune system.



d)

People used soil year after year and so it became poor and thin. They cut down many trees. Many people raised goats that ate all the vegetation. This is how the Sahara desert appeared. Everybody knows that rainforests are the lungs of the earth, but still 42 million acres are cut every year.

3. Reading and matching

Complete these sentences with words from the texts in Exercise 2.

Example: *The panda almost became extinct.*

- _____ and _____ are being damaged by acid rain.
- _____ gases destroy the ozone layer.
- _____ are cut down by people.
- _____ is a symbol for wildlife conservation.
- _____ and _____ are killed by acid rain.
- _____ is becoming thinner and the _____ quality is getting worse.

4. Speaking

Which of these problems do you think is the worst? Why?

5. Listening

What are they talking about?

6. Writing

Put the words in the box in the correct column.

water use	newspapers	batteries
plastic bags	pollution	

Recycle	Reuse	Reduce

What else can you put in each column?

7. Speaking

What activities can solve environmental problems where you live?

What do you think of this advice: 'Think locally, think globally, act locally'?

Look at the ideas below. Can you think of any more?

Now decide which three you think are the most important and why. Discuss your ideas with a partner.

- | | | |
|--|--|---|
| <input type="checkbox"/> Plant trees. | <input type="checkbox"/> Keep water clean. | <input type="checkbox"/> Save water. |
| <input type="checkbox"/> Collect old newspapers. | <input type="checkbox"/> Use natural energy. | <input type="checkbox"/> Protect animals. |

1. Speaking

Talk to a partner. What's life going to be like in 2050?

Look at the list below and discuss the changes that will happen.

- | | | |
|-----------------------|------------------|-----------------|
| a) to you | e) to houses | i) to food |
| b) to the environment | f) to education | j) to holidays |
| c) to space travel | g) to the cinema | k) to work |
| d) to medicine | h) to computers | l) to transport |

2. Reading

Your teacher will put you in a group, A, B or C.

Group A reads text 1, Group B reads text 2, and Group C reads text 3. What is your text about?

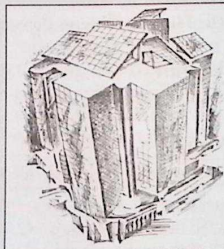
1

Today people are starting to move out of some cities. Why? Because people want a cleaner, greener environment. And thanks to modern transport it's easier to get to work. In London, for example, more and more people are choosing to live in the suburbs. One day London will cover all south-east England.



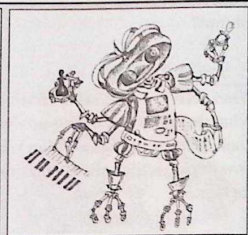
2

Tomorrow's homes will be as different as tomorrow's cities. Each house will have a central computer. This will control heat by switching from ordinary electricity to power from the house's own solar panels. It will switch lights and electrical equipment on and off at the sound of your voice. People will be able to study, work and do the shopping without leaving home.



3

The next generation of computers will be different. They'll be able to understand spoken instructions. They'll even have voices of their own. They'll also be able to think. How will all this be possible? Because tomorrow's computers will work like the human mind. They will help to diagnose illnesses, understand and control the world's money markets, find minerals, translate and even drive cars.



3. Speaking

Work in groups of three.

Tell your group about the text you read.

4. Writing

Write three predictions about how you think life will change in the future.

Example: *Now we go to school, but in the future we will all learn at home.*


5. Reading and speaking

Look at the lists and think which things will happen in 2050. Tick the boxes if you agree.

An optimist's view	A pessimist's view
Space travel will be common for ordinary people. <input type="checkbox"/>	Space travel will be common only for the rich. <input type="checkbox"/>
Cancer will be cured. <input type="checkbox"/>	Cancer treatment will still be under research. <input type="checkbox"/>
People will make contact with aliens. <input type="checkbox"/>	Aliens will use people for their needs. <input type="checkbox"/>
People will use the Sun and wind to create energy. <input type="checkbox"/>	The 'greenhouse effect' will cause floods in many places. <input type="checkbox"/>
People will use genetic knowledge to create perfect babies and stop people growing old. <input type="checkbox"/>	People will use genetic knowledge for the wrong purposes and cause trouble. <input type="checkbox"/>

Are there more ticks in the first or second column?

Compare your answers with your partner.

 **6. Listening**

Listen to some people's views about the future and say who is optimistic and who is pessimistic.

What makes you think so?

7. Speaking and writing

Make a survey and find out what other people think will happen in the future.

Lesson 9

1. Matching

Find out the meaning of the words in the box and put each word in the correct column. (Use a dictionary to help you.)

blows	breeze	lightning
drizzle	freezing	gust
humid	hurricane	cool
mild	pouring	storm

Rain	Temperature	Wind
lightning	humid	blows

2. Reading

Do you think these sentences are true (✓) or false (✗)?

Example: *London is always foggy.* ✗

- | | |
|---|--|
| 1. It always rains in Britain. | 4. When it snows it's difficult to travel. |
| 2. It never gets very hot or cold. | 5. It's never sunny in July. |
| 3. British people never complain about the weather. | 6. It's unusual for the temperature to be less than -5°C . |

Now read the article and check your answers.

THE BRITISH CLIMATE

The weather in Britain is always changing and people always complain that the weather forecasters never get it right. But, Britain does not experience extremes – it is never too hot or too cold. In the summer the average temperature is about 24°C , and in the winter it is very unusual for the temperature to fall below -5°C . When it snows, buses, trains and planes are late. Fortunately it doesn't snow very often except in the highlands of Scotland and the hills in Wales.

It is true that people in Britain often talk about the weather – this is because it is so changeable. People often exaggerate by saying that it's the worst weather they can remember. Usually in the summer there are at least two or three weeks of good weather. The best weather is normally in July, August and September. Fog in London is very rare. When you see a film, for example of a Sherlock Holmes story, the fog you see is from the factory smoke. Nowadays most British cities are cleaner and this kind of fog is unusual.



3. Listening and writing

Listen to the weather forecast for tomorrow and complete the gaps.

Tomorrow it will start off a little (a) foggy but clear up later. In Scotland it will be (b) _____ and it could (c) _____. In the east of England it will be (d) _____ and quite (e) _____ and in the west it will start off (f) _____ and will become (g) _____ through the afternoon.

4. Speaking

Talk to your partner. What's the weather like now? What's your favourite weather?

Example: A: *What's the weather like?*

B: *It's a bit cool and cloudy.*

B: *What's your favourite weather?*

A: *I like it when it's hot and sunny.*

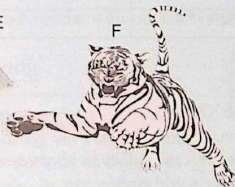
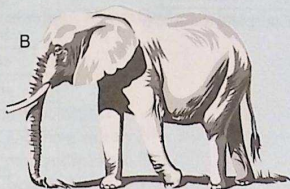
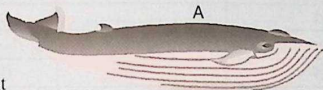
Lesson 10

Project lesson
Animals in danger

1. Matching

Match the pictures with the names of animals.

1. a gorilla
2. a cheetah
3. an elephant
4. a lynx
5. a leopard
6. a tiger
7. a blue whale
8. a panda



2. Reading

Read the text.

ANIMALS ARE IN DANGER OF EXTINCTION

Animals are in danger all over the world. Some animals are in danger because people want to wear their fur. Others, like elephants, are killed for their tusks which become necklaces and decorations. But many animals are in danger because man is destroying their environment – cutting down forests, building roads and houses or polluting the places where these animals live.

3. Finding out

See if you can find out why the animals in Exercise 1 are in danger.

4. Finding out

Find information about the animals in danger in your country.

EXPRESS YOUR OPINION!

There are different reasons for which these animals are killed. Some are killed for their skin or their fur or their meat. Do you know that a quality lynx coat costs at least £10,000?

5. Speaking

What can you do to protect these animals?
Talk to your partner about the information you found out in Exercises 2, 3 and 4.



1. Vocabulary

Complete the chart.

Adjective	Comparative	Superlative
big	bigger	biggest
cold		
interesting		
dirty		
long		
dry		
modern		
beautiful		
noisy		
wet		
quiet		

2. Writing

Complete these sentences.

- The _____ river in the world is the Nile.
- Tashkent isn't as _____ as London.
- The _____ country in the world is the Vatican City, with an area of 0.4 km².
- The Sahara is the _____ desert in the world.
- Mount Everest is the _____ mountain in the world.
- Uzbekistan is _____ than the UK.

Now write three sentences of your own using adjectives from Exercise 1.

3. Reading

Before you read, what do you think?

Are these sentences true (✓) or false (✗)?

Example: *There are two types of elephant.* ✓

- African and Indian elephants are the same.
- Indian elephants have smaller ears.
- African elephants have longer legs.
- Elephants use their trunks to lift things.
- Indian elephants are stronger than African elephants.
- Elephants are quite slow.
- Elephants are quite intelligent.

Now read the text and check your answers.



There are two types of elephant in the world: the African elephant and the Indian elephant. It is quite easy to tell the difference between the two because they don't look the same. The African elephant has bigger ears than the Indian elephant, and the Indian elephant's legs are longer. Both types of elephant use their trunks to lift things and are as strong as each other. Elephants are faster than you would think and are more intelligent than many other animals.

4. Matching

Here are some predictions about the environment in 50 years' time. Match the two halves of each sentence.

Example: *All the trees / will be cut down.*

In 50 years' time ...

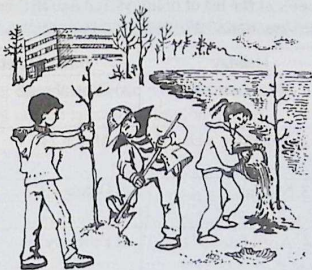
- | | |
|-----------------------------------|-------------------------------------|
| 1. The ice will | a) will be extinct. |
| 2. The weather will | b) and there will be 20% less land. |
| 3. Tigers and pandas | c) melt at the North Pole. |
| 4. All people will live | d) become hotter and wetter. |
| 5. Pollution will be so bad | e) people will have to wear masks. |
| 6. The sea will be 1 metre higher | f) in cities. |

5. Speaking

Which of the predictions in Exercise 4 do you agree with?

6. Reading and speaking

The biggest problem is that people don't care. People say 'There's nothing we can do', but this isn't true. We can do lots of things at home and in our schools. In my school we have a special conservation area with a pond and lots of plants.



What could you do in your school?

7. Speaking

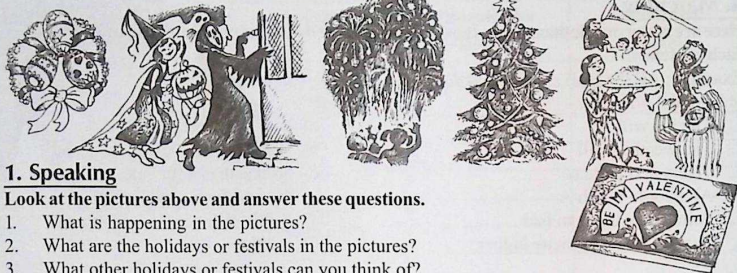
You are going to work in groups to prepare a role play. The situation is this: an international committee holds its annual meeting. The purpose of the meeting is to decide which project to award an international grant. You need to persuade this committee to give the money to your project, rather than another group's project.

Work in groups to prepare your arguments. Use the information on the role card you are given.

You come from a country where heavy rainfalls cause frequent flooding. The only way to protect the cities is to build dams. You need the money to help you with this.

Your country's main problem is pollution. To develop an adequate public transport system you need money, otherwise the pollution threatens the health of the population.

You come from a poor country where the only source of energy comes from wood – this means you are destroying the forests. You could use wind power, but you need money to help you buy the special windmills.



1. Speaking

Look at the pictures above and answer these questions.

1. What is happening in the pictures?
2. What are the holidays or festivals in the pictures?
3. What other holidays or festivals can you think of?

2. Matching

Look at the list of holidays and match them with their date of celebration and the correct information.

Holiday	Date of celebration	A day when ...
1. New Year's Day	a) December 25	A children wear scary costumes and go 'trick or treating'
2. Valentine's Day	b) March 21	B people celebrate the first day of the calendar year
3. Navruz	c) October 31	C people send a greetings card to someone they love
4. April Fool's Day	d) February 14	D people usually exchange dyed or chocolate eggs
5. Easter	e) January 1	E people eat a turkey dinner with their family
6. Halloween	f) Sunday in March or April	F people celebrate the awakening of nature
7. Guy Fawkes Night	g) November 5	G children wait for Santa Claus
8. Thanksgiving	h) April 1	H people light fireworks and bonfires
9. Christmas	i) fourth Thursday in November	I people like to play tricks on each other

3. Listening

You will hear five people speaking about festivals. Which festival is each person speaking about?

4. Speaking

Discuss these questions about the listening.

1. Which of these holidays and festivals do you celebrate?
2. Which sound the most interesting or fun?

5. Reading

Your teacher will put you in two groups, A and B.

Student A Read text A below and answer the questions.

Student B Read text B below and answer the questions.

A VALENTINE'S DAY

There are many stories about the origin of this holiday. The following is one of them. In the third century, the Roman Emperor Claudius forbade young men to marry, as then they didn't want to join his army. A priest named Valentine secretly married young people. One night he was caught and thrown in prison. His punishment was death. On that day, February 14, he left a little note for the daughter of the prison guard, who had become his friend. He signed it: 'Love from your Valentine'. Today, people celebrate Valentine's Day in many ways. They send cards, sweets or flowers to someone they love. Children usually decorate their classrooms with red paper hearts. They put all the greetings cards into one box and then distribute them. Sometimes it is difficult to guess who the sender is, as the cards usually say 'Be my Valentine' and are not signed.

Now answer these questions.

1. When is the festival?
2. Why is it celebrated?
3. What special things do people do?
4. What are the special decorations?

B

Halloween is a festival celebrated on October 31. It began long ago in Britain, when bonfires were lit to keep spirits and ghosts away. Today it is celebrated in many countries and has become a time for parties and games.

One game is called 'trick or treat', when children dress up in costumes and masks as ghosts or witches. Then they go to all the houses in their street and knock on the door. When the door is opened, they ask for 'treats' (sweets or pocket money). If they aren't given anything, they'll try to scare their neighbours.

One of the traditional decorations is the jack-o-lantern. This is made from a pumpkin, which has a scary face cut into it and a lit candle inside.

Now answer these questions.

1. When is the festival?
2. Why is it celebrated?
3. What special things do people do?
4. What are the special decorations?

6. Speaking

Now work with a partner from the other group.

Without looking at the text again, tell your partner about the festival.

7. Speaking

In groups, discuss the following questions.

1. What important holidays / festivals do you have in your culture?
2. What special things happen during these holidays / festivals?

1. Speaking

Discuss these questions.

1. What do we mean by 'special personal days'?
2. Can you think of any 'special personal days'?
3. Think of one of these days. How do you celebrate it?

2. Vocabulary

Sometimes, on these special days, people say certain expressions.

Match words from columns A and B to make these expressions.

A	B
1. Merry	a) of the day!
2. Happy	b) Christmas!
3. Have	c) You made it!
4. Congratulations!	d) birthday!
5. Any resolutions	e) a good time!
6. Trick or	f) fool!
7. April	g) treat?
8. Many happy returns	h) for next year?



3. Listening

Listen to the conversation.

What are they celebrating?

Listen again and answer these questions.

1. Whose birthday is it?
2. Can Malika open her present straight away?
3. What is the present?
4. What's in the kitchen?
5. How old is Malika?

4. Writing

Write about your 'best' birthday. Think about:

- a) how old you were
- b) what you did
- c) what presents you got
- d) why it was so special

5. Reading

Read about an 'English' wedding, and answer these questions.

1. Do you know any traditions associated with weddings?
2. What things are the same in your culture as in an English wedding? What things are different?



AN ENGLISH WEDDING

There are a number of traditions for weddings that have survived into the 21st century. It is still traditional for the bride and groom to have their own parties the night before getting married. The groom's party is called a 'Stag party', while the bride's is known as a 'Hen party'.

On the morning of the wedding, the groom should not see the bride. If he does, this is bad luck. The bride puts on her special wedding dress, which is usually white. She also needs to wear 'something old, something new, something borrowed and something blue'.

At the church, or registry office, the bride and groom exchange rings before walking together back down the aisle. When they get outside, the bride throws her bouquet in the air. Tradition says that whoever catches it will be the next person to get married.

But it's not only the bride who throws something. All the people at the wedding throw confetti and rice over the happy couple.

Finally, after the reception, the bride and groom drive off to have their honeymoon.

6. Speaking and vocabulary

Unscramble these 'wedding' words.

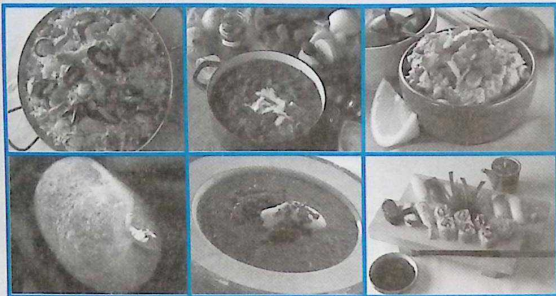
Example: *sreds = dress*

1. birde
2. sign
3. morgo
4. qubutoe
5. tonefict
6. moreyenc
7. omynonohe

7. Speaking

Discuss these questions.

1. Have you ever been to a wedding?
2. What was it like? What happened?



1. Vocabulary and speaking

With which country is each food item associated?

1. haggis 2. paella 3. borsch 4. goulash 5. guacamole 6. sushi

Discuss these questions.

1. Can you think of any 'typical' foods that are associated with one country?
2. Do you think people in these countries eat these foods / dishes every day?
3. When do they eat them?

2. Reading

Sometimes a particular food or dish is associated with a particular day. For example, turkey on Thanksgiving Day in the USA.

When would you eat sumalak?

How is it made?

Read the text and check your ideas.

SUMALAK

Navrus is celebrated on 21 March. It is a special day in Uzbekistan, and celebrates the Spring New Year. Food plays an important part in the celebrations, with dishes such as plov, shashlyk and manty. But the queen of all these dishes is sumalak, which is only made for Navrus.

There are many special things about sumalak. First of all, it is prepared using wheat grown in a dark room. Secondly, women from all over the neighbourhood gather together to help prepare it. Thirdly, it takes a special patience to cook, because it takes at least one whole day and night to cook it properly! Finally, two special ingredients are needed for sumalak – stones and nuts. The stones and nuts are placed at the bottom of the cauldron. Women keep stirring the sumalak to stop it from burning.

While it is cooking the women sing songs, tell stories and gossip to keep each other awake. In the morning, when it is ready, portions are taken to all the neighbours. People say that a person who eats sumalak will be strong and healthy throughout the coming year.

Lessons 5-6

Special meals

Now answer these questions.

1. What dishes are mentioned?
2. Why is sumalak 'the queen of all these dishes'?
3. How long does it take to cook?
4. What unusual ingredient is used?
5. Why?
6. What superstition is connected to sumalak?

3. Speaking

Discuss these questions.

1. Have you ever eaten sumalak?
2. Did you like it?
3. What other special dishes or meals do you have?
4. Are there any days when you have a special food or dish?

4. Writing

A friend asks you to explain how to make a special dish from your country. Write down the recipe for a special food, e.g. manty.

5. Speaking

Discuss these questions.

1. Do you say anything before you start eating?
2. Which meal is the biggest of the day? How long does it take to eat?
3. Are there any customs a guest should know about?
4. What do you eat for breakfast?
5. Do you eat soup in the summer?
6. Are there any unusual foods you eat?

6. Listening

Listen to the conversation and answer these questions.

1. What are they talking about?
2. What are they eating?
3. Does Mary like it?
4. Where do they eat ants?
5. What did they eat in Uzbekistan?
6. What did they eat in Scotland?
7. Which food do you think is the strangest?

7. Speaking and writing

What's the strangest food you've ever eaten?

What's the strangest food in your country?

Write a few sentences about it. Include what's in it, when it is eaten, etc.

1. Speaking

In groups, discuss these questions.

1. Why do people say 'When in Rome, do as the Romans do'?
2. What cultural differences do you know?
3. Do you agree that sometimes what is normal in one culture may be rude in another?

2. Vocabulary and reading

Match words 1-4 with the most suitable words a-d.

- | | |
|-------------|-------------|
| 1. public | a) language |
| 2. body | b) light |
| 3. dropping | c) places |
| 4. red | d) litter |

Now read the newspaper article below and check your answers.



In Canada and Singapore, smoking can be more expensive than usual. If you smoke in many public places you can be fined. The same will happen in all restaurants and bars in California, as well as in shopping arcades in Hong Kong. In Singapore you will also be fined for dropping litter in the street.

Blowing your nose in public will offend both the Japanese and Turks. In Switzerland, you can be fined for crossing within 50 metres of a crossing, bridge or subway or against a red light. And in both Singapore and Hong Kong it is illegal to eat or drink in the metro.

You should always remove your shoes when you enter a house or some

restaurants in India, Indonesia, Japan, Korea, Malaysia, Morocco, Nepal or Thailand. But in Britain, most people wear their shoes in the house!

Of course body language can be very confusing. Knowing how far away to stand from someone can be very difficult. And the idea of queuing can cause all sorts of problems. In Britain, leaving at least half a metre between you and the person in front of you is essential.

Restaurant toilets in Japan can cause surprise – they're likely to be unisex. In people's homes in Japan you will also find slippers just outside; these are for you to change into before you go into the toilet.

Are these sentences true (✓) or false (✗)?

- You can smoke anywhere in Canada.
- In California you can't smoke in shopping arcades.
- Japanese people will be upset if you blow your nose in public.
- In Hong Kong it's OK to eat on the metro.
- Taking your shoes off before you go into someone's house is usual in many countries.
- In Britain, people leave their shoes on when they are at home.
- People in Britain don't queue.
- In Japanese restaurants the same toilets are for both men and women.

3. Speaking

Answer these questions.

- Which of the customs in the article do you find strange?
- Are there any things in your country that a foreign visitor might find strange?

4. Writing

Imagine you are a foreign person in Uzbekistan. Write a short letter to a friend saying what you have found strange.

5. Speaking

Cultural differences are not just between different nationalities. There are small cultural differences even in one country.

Work in groups and discuss the following questions.

- What time do you get up in the morning?
- What time do you go to bed?
- What do you eat?
- What time do you eat?
- Where do you go in the evening?
- What do you watch on TV?
- What do you talk about with your friends?

6. Listening

Listen to the tape. Answer these questions.

- What's the man's job?
- What time does he get up in the morning?
- When does he go to bed?
- How different is his life from yours?

7. Speaking and writing

Work in groups.

Choose three of the people from the box and discuss the questions for each of the people.

farmer	teenager	retired person	30-year-old teacher
housewife with two children		university student	

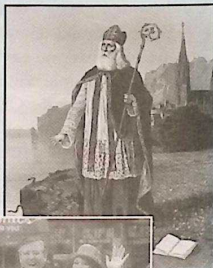
- What time does he / she get up in the morning?
- What time does he / she go to bed?
- What does he / she eat?
- What time does he / she eat?
- Where does he / she go in the evening?
- What does he / she watch on TV?
- What does he / she talk about with their friends?

Now compare your answers and ideas with the rest of the class.

1. Reading

Read the information below.

St Patrick is the patron saint of Ireland. On March 17 every year there is a big holiday in Ireland. All the banks and schools close for the day and people have parties and celebrate in the streets. All around the world, people celebrate. There are big parties in Boston, Chicago and New York as well as in Australia and New Zealand. Many people wear green clothes, although St Patrick's colour is blue! It was only about 100 years ago that green became an important colour.



2. Reading and writing

Work in pairs.

Student A

Read the first part of the story of St Patrick and answer the questions.

Student B

Read the second part of the story of St Patrick and answer the questions.

Part 1

St Patrick was born in Wales in about AD 385. When he was 16 he was sold into slavery, and during this time he became closer to God. After six years he escaped and went to Gaul (France) where he studied in a monastery for 12 years.

Part 2

At the age of 34 he returned to Ireland and tried to convert the people to Christianity. He stayed in Ireland for 30 years before he retired. He died on March 17 AD 461. March 17 is now known as St Patrick's Day. Many stories surround St Patrick. The most famous is that he drove all the snakes out of Ireland.

Student A – Questions

1. Where was St Patrick born?
2. What happened when he was 16?
3. How long was he a slave?
4. Where did he go when he escaped?
5. How long did he study?

Student B – Questions

1. When did St Patrick return to Ireland?
2. How long did he stay in Ireland?
3. What did he do in Ireland?
4. When did he die?
5. Why is he famous?

3. Speaking

Work with a partner who has read a different part of the story.

Tell your partner the answers to your questions.

4. Speaking

Do you have any patron saints in Uzbekistan?

Project lesson

Culture shock!



culture shock /———/: a feeling of anxiety, loneliness and confusion that people sometimes experience when they first arrive in another country, or live with people from another culture.

1. Speaking

Find out if anyone in your class has lived abroad, and ask him/her these questions.

1. Where did he / she live?
2. Did he / she experience culture shock?

2. Listening and speaking

Listen to a young girl talking about living abroad, then answer the questions.

1. Where did she live?
2. What did she find strange?

3. Writing and speaking

Complete the questionnaire.

Here are some things people have problems with when they go to live abroad. Tick (✓) the things you would find difficult.

1. different weather	<input type="checkbox"/>
2. different food	<input type="checkbox"/>
3. different language	<input type="checkbox"/>
4. different social customs	<input type="checkbox"/>
5. making friends	<input type="checkbox"/>
6. being away from friends and family	<input type="checkbox"/>

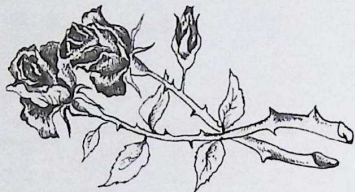
Compare your answers with the other students.

4. Speaking and writing

Work in groups.

What might a foreigner find strange or different in your country?

Talk about this question, then write a few 'tips' for someone moving to your country.



1. Vocabulary

With which festival do you associate each of these things?

Example: *dyed / chocolate eggs* = Easter

1. a turkey
2. Santa Claus
3. red roses
4. a pumpkin
5. fireworks
6. sumalak

2. Reading

Read the text. Which festival is being described?

On _____, American people celebrate the harvest with their family and friends.

In kitchens across the country, people prepare such traditional foods of the season as turkey, cranberry sauce and pumpkin pie.

This American holiday has been celebrated since the seventeenth century.

3. Writing and speaking

Choose a festival or a special day.

Write three sentences about it.

Now read your sentences out and see if your classmates can guess what festival or day it is.

4. Speaking

Answer these questions.

1. Where would you eat sushi?
2. Where would you wear clogs?
3. What is a tupi?
4. What is the main ingredient for norin?
5. When is Halloween celebrated?

5. Writing and speaking

Work in small groups and write some questions of your own.

Ask the other students in the class your questions. Do they know the answers?

6. Reading

What does the expression 'When in Rome, do as the Romans do' mean?

Read the text and check your answer.

DO AS THE ROMANS DO!

It's important when you visit a country to behave in the right way. When you visit Britain you must queue when waiting for a bus. In America, you must always leave a tip in a restaurant even if the service was bad.

Following the 'rules' of a country is important if you are going to enjoy your stay and not upset the locals.

Now answer these questions.

1. What should you do when waiting for a bus in Britain?
2. If you don't like the waiters in a restaurant in America, do you leave a tip?
3. Why is it important to behave the right way when you visit a country?

7. Writing

Write a list of 'dos' and 'don'ts' for a visitor to your country.

Test 1

1. Writing

Complete these sentences.

- I always _____ to school at 8 o'clock.
a) goes b) went c) go
- Gavhar _____ lunch at 12 o'clock.
a) has b) have c) having
- She is _____ tea.
a) drinking b) drink c) drinks
- How do you _____ travel to school?
a) never b) usually c) not often
- I _____ at 6 o'clock every day.
a) wakes up b) woke up c) wake up
- Alice usually _____ TV.
a) watches b) watch c) watching
(6 points)

2. Writing

Put the words in the correct order to make the sentences.

- up / usually / do / time / wake / you / what / ?
- play / the / at / I / weekend / football
- in / mirror / how / you / do / look / a / often / ?
- at / sometimes / I / up / stay / night / late
- alarm / I / the / hear / don't / sometimes

(5 points)



3. Listening

Listen to four people talking about their hobbies. What is each person's hobby?

Speaker	Hobby
1	
2	
3	
4	

(4 points)

4. Vocabulary

What's the hobby? Look at the items in each group and write down the hobby.

Example: speakers, CDs, headphones = listening to music

1. easel, canvas, brush, palette
2. pot, watering can, spade, seeds
3. mouse, screen, keyboard, programs
4. rod, bucket, net

(4 points)

5. Vocabulary

Complete the sentences with the correct word.

1. She was brushing her _____ hair.
a) tall b) long c) bald
2. I think she looks really _____, don't you?
a) handsome b) talkative c) pretty
3. He's got a nasty-looking _____ on the side of his face.
a) scar b) ugly c) freckles
4. She has to be careful in the sun, as she has very fair skin and lots of _____.
a) blonde b) scar c) freckles
5. He's very _____. He got 100% in his test.
a) intelligent b) brave c) shy

(5 points)

6. Reading

Read the text and answer the questions below.

Neptune is known as the blue planet. It gets its colour because it is surrounded by methane gas. There are lots of interesting facts about Neptune.

You might think that where you live is windy, but Neptune is the windiest planet in our solar system, with winds of over 2,200 kph! For some reason, these winds always travel from east to west across the surface of the planet. It is also very cold on Neptune, with temperatures as low as - 235°C.

When Voyager 2 passed Neptune, it observed four faint rings around the planet. It also discovered new moons. Neptune has eight moons – half as many as Jupiter. The largest of these moons is called Triton. This moon orbits in the opposite direction to all the other moons.

Are these sentences true (✓) or false (✗)?

1. Neptune is blue because it is cold.
2. The winds blow in all directions.
3. The temperatures can be quite cold.
4. The rings around Neptune are easy to see.
5. It has the same number of moons as Jupiter.
6. Six moons orbit in the same direction.

(6 points)

7. Writing

Write some predictions about the future using the verbs in the box. Use each verb once only.

travel	eat	meet	visit	live
--------	-----	------	-------	------

1. _____
2. _____
3. _____
4. _____
5. _____

(5 points)

8. Reading and vocabulary

Complete the sentences using the words from the box. Be careful – one word is unnecessary.

surface	mysterious	impact	explosion	atmosphere	destruction
---------	------------	--------	-----------	------------	-------------

1. The _____ caused by the meteor was visible from far away.
2. The _____ was so loud we could hear it over ten kilometres away.
3. The _____ of the moon is covered in craters.
4. Meteors burn up when they enter the _____ of the earth.
5. Nobody knows what caused the explosion; it is still _____.

(5 points)

TOTAL = /40

Test 2

1. Writing

Complete these sentences with a suitable verb.

1. Christopher Columbus _____ America.
2. Magellan _____ around the world in a boat called *Victoria*.
3. Mendeleev _____ the Periodic (chemistry) table.
4. Neil Armstrong _____ on the Moon on July 20, 1969.
5. Ulugbek _____ an observatory in Samarkand.

(5 points)

2. Reading

What are these inventions?

1. I was one of Edison's 1,093 inventions. When you want to read at night, switch me on.
2. You often use me to fasten your trousers. I was invented by a Swede.
3. If you are blind, you use this system to read.
4. I was invented, designed, made and flown by the Wright brothers. Now people use me to travel when they want to get somewhere quickly that is a long way away.
5. I was first made of silk, but now I am usually made of paper. There are pieces of leaf inside me and people pour hot water on me to make tea.

(5 points)

3. Vocabulary

What are the past participle forms of these verbs?

- | | |
|---------|----------|
| 1. show | 4. make |
| 2. find | 5. sell |
| 3. keep | 6. steal |

(6 points)

4. Vocabulary

Choose the correct answer and fill in the gaps to complete the sentences.

1. Baseball became _____ in Japan after World War Two.
a) interesting b) popular
2. Baseball is also _____ played in Cuba.
a) nearly b) widely
3. Hollywood is a good _____ for making films.
a) location b) local
4. The hamburger was _____ to the USA by German immigrants.
a) brought b) bought
5. The Statue of Liberty _____ at the entrance to New York harbour.
a) places b) stands

(5 points)



5. Listening

What kind of art are they speaking about (e.g. painting)?

Speaker	Type of Art
1	
2	
3	
4	

(4 points)

6. Writing

Choose the correct answer and fill in the gaps to complete the sentences.

1. *Romeo and Juliet* was _____ by Shakespeare.
a) wrote b) written
2. Gravity was _____ by Sir Isaac Newton.
a) discover b) discovered
3. Baseball is _____ by Americans.
a) play b) played
4. Akhmad Farghani _____ in Kuva.
a) was born b) born
5. Ibn Sina is _____ as Avicenna by Europeans.
a) known b) knew

(5 points)

7. Writing

Choose an important or famous person and write a paragraph.

Example: *The famous person I have chosen is ...*

(10 points)

TOTAL = /40

Test 3

1. Vocabulary

Choose the odd one out in each set.

1. editor, broadsheet, journalist, reporter
2. rainy, sunny, spring, cool, foggy
3. hurricane, flood, earthquake, crash, avalanche
4. television, radio, watch, Internet, newspaper
5. video, cinema, theatre, concert, studio

(5 points)

2. Writing

Use the best word to complete each sentence.

1. You _____ tidy your room before you go out.
a) aren't b) must c) mustn't
2. He's got a bad toothache. He _____ go to the dentist's.
a) has b) should c) isn't
3. If I were you, I _____ listen to his advice.
a) didn't b) must c) would
4. Why don't you _____ a few friends for your birthday party?
a) invite b) will invite c) must invite
5. He said he _____ meet you later in the restaurant.
a) did b) would c) had

(5 points)

3. Reading

Read the text.

Here is our correspondent, Simon Cobbler, with the breaking news.

A few hours ago a group of British holidaymakers from Bristol, on the way to their holiday destination in the Swiss Alps, became buried alive by an unexpected avalanche. An eyewitness who was driving approximately 100 yards behind the group's Landrover, and who alerted the mountain rescue team, later talked to me. This is what he said:

'It was unbelievable, it happened so fast. The snow seemed to have come from nowhere. A huge roar and everything turned white. I am still shaking. It could have been me.'

The rescue team, which arrived minutes after the phone call, has been working extremely hard to dig out the trapped vehicle. When I asked about the situation, their leader's comment was:

'It is not hopeless. The vehicle provides an air-pocket for the trapped passengers. However, it's vital that we reach it within the next hour, as the oxygen will run out.'

Are these statements true (✓) or false (✗)?

1. The group came from Switzerland.
2. The avalanche came unexpectedly.

- The eyewitness tried to dig out the vehicle before phoning the rescue team.
- The eyewitness's vehicle was trapped under the snow.
- There is an air-pocket inside the Landrover.

(5 points)

4. Writing

Write sentences using the words in brackets to give the appropriate advice.

Choose from the following structures: *If I were you ... / why don't you ...*

- I don't understand the Maths homework. (ask / teacher)
- My friend won't talk to me. (say / sorry)
- I never have time to eat breakfast. (get up / early)
- I hate the music my brother listens to. (buy / headphones)
- I don't have enough pocket money. (do / small jobs)

(5 points)

5. Writing

Write the interviewer's questions.

Interviewer: _____

Actor: I first heard about the nomination from the director.

Interviewer: _____

Actor: I was very excited.

Interviewer: _____

Actor: No, I have been nominated once before for the Best Actor Award.

Interviewer: _____

Actor: No, I didn't win but the film got the Best Film Award.

Interviewer: _____

Actor: Of course I would. An Oscar is every actor's dream.

Interviewer: _____

Actor: I think this film will definitely be considered. But let's not count the chickens until they've hatched.

(5 points)

6. Writing

Rewrite the sentences using reported speech.

I can't hear him. What did he say? ...

- 'It's going to rain later.'
He said _____
- 'I will get the review of the film from my friend.'
He said _____
- 'There is a huge choice of programmes available on the digital channels.'
He said _____
- 'I think you should recommend this film to your mates.'
He said _____
- 'The winning numbers will be published in the *Evening News*.'
He said _____

(5 points)

7. Writing

Write a reply to this letter. What would you advise?

Dear Magazine,

I need help! My parents want me to go to university when I finish secondary school and study Art. They have enrolled me in several Art clubs and workshops but I am hopeless – I haven't got the eye for colours, shapes or materials. All I want to do is to look after animals. I am not allowed to keep pets, but I have secretly adopted two ponies in a nearby rescue centre. I regularly visit them, but it's all kept in secret as my parents think I go to the library to study Art books. My school results have always been good. All I want is to apply for a veterinary course at university. But my parents have refused to support me unless I go and study Art. What should I do?

Christina

(5 points)

8. Vocabulary

Write definitions for the following words.

1. gossip
2. headline
3. editor
4. journalist
5. broadsheets

(5 points)

TOTAL = /40

Test 4

1. Writing

Using the information below, write five sentences comparing these three rivers.

The Ural River: 1,570 miles (2,530 km) long

The Volga River: 2,290 miles (3,690 km) long

The Amur River: 2,700 miles (4,350 km) long

(5 points)

2. Writing

Rewrite these active sentences into passive sentences.

1. Poor water quality can cause diseases.
2. They are building a reserve for rare mountain animals.
3. They cut down lots of trees for industrial purposes.
4. They introduced new technologies to reduce the toxic gas emission.
5. They will build environmentally friendly houses.

(5 points)

3. Vocabulary

Choose the odd one out from each of these groups.

1. dyed eggs, witches, black cat, lantern
2. flowers, red hearts, cards, Santa Claus
3. rings, bouquet, resolution, honeymoon
4. April Fool, jokes, tricks, confetti
5. turkey, cranberry sauce, sumalak, pumpkin pie

(5 points)

4. Listening and writing

Listen to the dialogue and decide on the correct answer.

What did Bob pass?

- a) a maths test
- b) a driving test
- c) a scuba diving test

Write two sentences to describe what happened.

(5 points)

5. Reading

Read the text.

Predicting what will happen in the future is not easy, but when it comes to environmental matters we do have lots of clues. It is easy to look back 50 years or so, and then look at the changes that have occurred since then. We can see the effect that man has had on his surrounding environment and then look at the rate of change. By measuring the speed of the changes, we can calculate what will happen in the next five, ten or even 50 years. The most worrying thing is that the picture doesn't look too promising.

Decide if these sentences are true (✓) or false (✗).

1. It's not too difficult to predict the future.
2. There is lots of evidence we can examine.
3. The best way to predict the future is to look at the past.
4. We have no idea what will happen in the next five years.
5. The situation looks OK.

(5 points)

6. Writing

Complete the sentences by choosing the correct answer.

1. _____ birthday! How old are you today?
a) Merry b) Happy
2. Trick or _____? Do I look scary?
a) sweet b) treat
3. _____ Christmas and a happy New Year.
a) Merry b) Happy
4. April _____! Got you!
a) idiot b) Fool
5. Cut the cake and make a _____.
a) wish b) promise

(5 points)

7. Writing

Choose a special day or festival. Write a short paragraph describing why the day is important and how it is celebrated.

(10 points)

TOTAL = /40

TAPESCRIPTS

UNIT 1 *Personal Matters*

Lessons 1-2

EXERCISE 5

Example: goes, gets, watches

- | | | | |
|----------|------------|-------------|-------------|
| 1. reads | 4. brushes | 7. finishes | 10. watches |
| 2. does | 5. lives | 8. plays | 11. eats |
| 3. walks | 6. dances | 9. shows | 12. sleeps |

EXERCISE 6

- Ben:** Hi! Alice, why are you running?
Alice: I'm late for school, that's why.
Ben: Don't worry, you won't be late – I'm walking there too.
Alice: OK. Can I walk with you?
Ben: Yes. Do you always walk to school?
Alice: Yes, but this morning I got up late.
Ben: What time do you usually get up?
Alice: Usually at 6 o'clock, but sometimes I don't hear the alarm clock.
Ben: Look! Here comes Kate on her bike.
Kate: Hi, Alice! Hi, Ben!
Alice and Ben: Hi, Kate!
Alice: Do you always cycle to school, Kate?
Kate: No, not often, but this morning I'm late.

Lessons 3-4

EXERCISE 5

The word 'judo' comes from Japanese and means '*art of gentleness*'. The history of judo is very interesting. The first judo school was founded in 1882. However, the sport has become very popular throughout the world *in the second half of the twentieth century*. There is now an International Judo Federation with its *headquarters* in Paris. In 1964, judo became an *Olympic event*. Now it's one of the most famous sports in the world.

Lessons 5-6

EXERCISE 3

People say I take after my mother, but I think I take after both my dad and my mum. In fact, I've got my mother's freckles and her smile. My hair is straight and dark like my father's. My mum is fair-haired and her hair is curly. She is really good-looking. She has got green eyes and a charming smile. My mum is gentle and kind. My father is not talkative, he is calm and serious. I love them both.

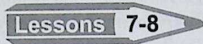
EXERCISE 5

My name is Pete. I don't like to lie on the sofa with a book for hours. I prefer to play basketball or football. I think people become strong and brave if they do a lot of sports. And I hate cowards.

I'm Jacky. I am not sporty at all. I prefer to go to the disco in my spare time. I like to wear the latest fashions. I'm rather talkative and I like to meet new people.

My name's Sam. I am a university student. I study Chemistry at the university. I think it's more interesting to talk to intelligent people; such people know a lot of things.

My name is Lucy – Lucy Smith. I am a shy person. I am afraid to talk when there are lots of people. I don't have a lot of friends.



EXERCISE 5

James: Hi, Susan! Good to see you again. How are you doing?

Susan: Fine thanks, James. And you?

James: Fine.

Susan: Look at you! You've grown two centimetres in the holidays.

James: Yeah! So how did you spend your holiday, Susan?

Susan: Well, it was wonderful! I visited my grandparents in the country. I had a good time.

There was my grandpa's orchard and I loved sitting and reading books. I read almost ten new novels in the holiday.

James: That's great! So are you ready to start a new academic year?

Susan: Yep! And you?

James: Not really. I wish the holiday lasted another month.

UNIT 2 *Space Matters*

Lessons 3-4

EXERCISES 3 AND 4

Interviewer: Today in the studio we have a guest who is making the science world more interesting. Please welcome Dr S. Paceman, a scientist new to many of us and to the world of fame.

Dr Paceman: Thank you.

Interviewer: Now, in your new book you say that there is life on Mars – is that true?

Dr Paceman: Oh, definitely. In fact, there is life on lots of planets in our Universe.

Interviewer: How can you be so sure?

Dr Paceman: Well, for example, although there is no water on Mars, there is ice. We have life in the Arctic, so why not on Mars?

Interviewer: But surely we would have found life before now?

Dr Paceman: Last year NASA sent a rocket to Mars. I think they found signs of life but they are not telling us.

Interviewer: So, there you are – there is life on Mars!

Lessons 5-6

EXERCISE 5

1. I don't think people will live on the Moon – there are too many problems.
2. Aliens! Don't be silly. We will never find life on other planets.
3. I think we will all travel by teleportation, using a special machine that sends us from one place to the other in the same way we get pictures on our TV.
4. I don't think things will change in the next 50 years. Astronauts will go to the Moon, but most of us will stay here on Earth.
5. We won't find Space travel strange. It will just become a normal thing, like travelling on the bus.

Lessons 7-8

EXERCISE 2

I saw the sky in the north open down to the ground, and fire poured out. The fire was brighter than the sun. We were terrified, but the sky closed again and immediately afterward I heard bangs like gunshots. We thought stones were falling ... I ran with my head down and covered, because I was afraid stones would fall on me.

UNIT 3 *People Matters*

Lessons 1-2

EXERCISE 5

- Presenter:** Today we are going to talk about people who climb Mount Everest. My first question is, why do people climb this dangerous mountain?
- Climber:** Well, for me that's an easy question to answer – I love the excitement. One of the first people to try to climb Everest, Mallory, said 'Because it's there.'
- Presenter:** Who was the first person to reach the top?
- Climber:** That's an interesting question. In the history books it says that Sir Edmund Hillary and Tenzing Norgay were the first people to reach the summit, in 1953. But, a few years ago the body of George Mallory was discovered just 800 metres from the summit and some people believe he was first.
- Presenter:** When did he climb Everest?
- Climber:** He tried to reach the top in 1922, 29 years before Hillary.
- Presenter:** What kind of equipment did he have?
- Climber:** Ah! Well his equipment was very basic – simple leather shoes and woollen clothes.
- Presenter:** Who else has climbed Everest?
- Climber:** Well, now many people have reached the top. The most interesting are Reinhold Messner from Austria, who was the first person to reach the top alone, and Lev Sarkisov, who became the oldest person.
- Presenter:** How old was he?
- Climber:** He was 60 years old.
- Presenter:** Wow!
- Climber:** Yes, but the problem with that kind of record is that it can be broken at any time.
- Presenter:** Well, thank you very much – that was very interesting.

EXERCISE 6

- Teacher:** Ascar, what would you like to be when you leave school?
- Ascar:** I would like to be a diplomat.
- Teacher:** You want to be famous?
- Ascar:** Not really. My father is an example for me. He always says: 'Be the best at whatever you do.'

Lessons 3-4

EXERCISE 5

We know a lot of interesting facts about Ibn Sina. His father was a governor of a village. Ibn Sina was 13 years old when he began to study medicine. When he was 16, he started to practise medicine. Ill people came to him from many different places. When he was 17, he cured the king of Bukhara of a dangerous illness. The king wanted to reward him but Ibn Sina refused to take the money. He only asked for permission to use the king's library. At the age of 21 he wrote his famous *Canon of Medicine*. It was the main coursebook in medical schools in Europe and Asia for six centuries.

EXERCISE 3

My name is Charles Macintosh. I'm the chemist who made waterproof raincoats. They named these coats after me. How did I invent them? In England we have a lot of rain. I just wanted to help people. I put rubber on the coats to protect them from rain.

My name is Levi Strauss. Most people like to wear my invention. Yes, jeans. Everybody knew about denim, a special material used for making boat sails. But, it was only me who thought about dyeing it blue and making trousers.

EXERCISE 2

Well, when I think of the USA, there are a number of things that I immediately think of. The first are the sports: American football, basketball and of course baseball. The Americans are really the best at these sports. Food is something else that comes to mind – hamburgers – what could be more American?

Then I imagine cowboys. Everybody has seen a cowboy film – you watch them riding into the distant sunset at the end of the film. Of course, this brings to mind Hollywood – the film capital of the world. And on the other side of America there's the Statue of Liberty, the symbol of America – here you are, this is the USA.

EXERCISE 2

- A:* Does it matter who was first?
B: Of course it does. Just look at the history books.
A: What do you mean?
B: You only need to read a history book and all it talks about is who was first: first to sail around the world, first President of the USA, first man on the moon ...
A: Yes, yes! OK, I see what you mean ...

UNIT 4 *Art Matters*

Lessons 1-2

EXERCISE 6

- 1
A: So what was the last one you saw?
B: Oh! *Harry Potter*. It was really good. I loved the acting.
- 2
A: My favourite type is classical. I really like Mozart. What about you?
B: I prefer more modern stuff, you know pop and so on.
- 3
A: I'd love to go to Greece or Italy. I think the buildings would be fascinating.
B: Oh! I think we've got some amazing stuff in Uzbekistan – just think of Samarkand.
A: Yes, you're right, but I'm still interested in Greece and Rome.

Lessons 3-4

EXERCISE 2

- Tour guide:* Hi and welcome to the heart of Central Asia, the home of Amir Timur. In the 14th century this warrior prince laid the cultural foundations for all of our country and for most of the surrounding nations as well. Today he is known throughout the world and his name is linked forever to this place. If you look around you, you can see some of his greatest architectural achievements. The building over there was finished in ...
- Tourist:* Wow! Am I glad I came here. I can't wait to see Khiva.
- Tour guide:* If you look over there you'll see one of the most famous blue and white ...

Lessons 3-4

EXERCISE 6

A little-known painting called *A Pair of Shoes* by Vincent Van Gogh was lost ten years ago. *A Pair of Shoes* was one of the artist's most famous paintings. This picture was bought by the British Museum. Van Gogh was struck with the idea of painting old working men's shoes. He bought new shoes in a market and if he thought they were not worn enough he walked around the streets of Paris to make them look older. *A Pair of Shoes* was last exhibited in 1946. Two years ago it was found again and sold for \$2 million.

EXERCISE 5

Interviewer: Let's talk about what it's like to be famous.

Actor: Well, I won't lie. It is pleasant of course. I see my photos in the magazines and newspapers, and different articles about my life.

Interviewer: What questions do people ask you most often?

Actor: Well, sometimes the questions are interesting, sometimes not. The questions are like: Do you like your job? What's your favourite drink or food? What do you do in your free time? And so on.

Interviewer: Is it always good to be famous?

Actor: Good question. It is not easy at all. Your life becomes public. People know many things you don't want to tell about.

Interviewer: Well I suppose everything has its advantages and disadvantages. Thank you very much.

EXERCISE 6

Presenter: Welcome to today's 'Focus on Arts' programme. And on the show today we will be talking about the controversy surrounding who wrote *Hamlet*. Everyone knows Shakespeare wrote *Hamlet*, as well as many other plays

Historian: Ah! But that's just what we think. In fact, research has shown that it was probably somebody else.

Presenter: And who was this person?

Historian: Probably a man called Edward de Vere, Earl of Oxford.

Presenter: Why do you think it wasn't Shakespeare who wrote these plays?

Historian: Well, Shakespeare wasn't very well educated and there is no mention of the play in the reviews when he died.

Presenter: But what evidence is there that de Vere wrote *Hamlet*?

Historian: Well, he was a very intelligent and well-travelled man and he also told his friends that he had written many of the plays.

Presenter: But anyone can tell their friends – why didn't the general public know?

Historian: De Vere was an aristocrat and he couldn't say he wrote plays. Another reason might be that some of the plays refer to people and events of the time and this might have been dangerous for him.

Presenter: Well there you have it. Did Shakespeare write *Hamlet* or did someone else? We will probably never know for sure.

EXERCISE 6

Interviewer: What was your best moment as an actor?

Actor: My best moment as an actor was when I realised I had won an Oscar. It was an amazing feeling.

Interviewer: And when did you know you had a chance of winning?

Actor: When I had finished making the film I knew it was good, but there are so many fantastic actors around that I didn't think I had a chance. As soon as I heard I had been nominated I started to think, 'Well maybe this year. ...'.

Interviewer: How many films had you made before you were nominated?

Actor: Oh, I started acting 15 years ago, and by the end of last year I had made at least 30 films.

Interviewer: What advice would you give to people who want to become actors?

Actor: Don't give up! Before I was given the chance I had tried three studios.

UNIT 5 *News Matters*

Lessons 1-2

EXERCISE 2

Hello everybody! Here's the latest weather forecast.

It's going to be very warm in Australia, between 30 and 40 degrees Celsius. Perfect weather to go swimming!

In China, it's going to be cold and windy, just above zero degrees. It might snow in the northern part of the country.

It's going to be cold in Russia, about -10. There will be a lot of snow almost everywhere.

In Uzbekistan, it's going to be cool - about 10-15 degrees. Even though it's the middle of winter, there's no snow yet.

Britain is going to be cool and rainy between 10 and 15 degrees. There will be thick fog in some parts of England ...

EXERCISE 6

Newspapermen have a lot of tricks to sell newspapers. They realised long before other people that stories about famous people attract more buyers. One day I was walking home when I heard a newspaperman shouting 'Latest news! Famous actress dies in bath!' I thought that she could be someone I had interviewed while I was working as a reporter. I opened the newspaper as soon as I had bought it. I had to look through all of the newspaper until I found a short notice on the last page.

'Milly Minter, well-known comic actress of the 1920s, died peacefully in her bath this morning. She was eighty-three.' That was all.

Lessons 3-4

EXERCISE 3

All of us have 'personal news', things like where we've been, what we did in the morning, any unusual events, etc. Usually such news is quite important to us, often more important than what's on TV or in the newspapers. The main difference is that, apart from close friends, this news is not interesting or important for other people.

However, it is important that we have the opportunity to share such news. If we can't speak to someone to tell them the news, then the next best thing is to write a letter. This process of 'telling' the news gives us the chance to look forward and not to keep thinking about the past.

EXERCISE 2

Breaking news

This is Paul Stewart with the breaking news. Twenty minutes ago there was a massive earthquake in Indonesia. About 2,000 people are feared dead and more than 10,000 injured. Now the rescuers are doing their best to help the people. The first humanitarian aid will be sent by the United Nations tomorrow. Every five minutes our correspondents are sending us the latest news from Indonesia.

Lessons 5-6

EXERCISE 6

Interviewer: When ...?

Survivor: I was woken up at about two in the morning by a loud sound.

Interviewer: What ...?

Survivor: It sounded like a loud roaring.

Interviewer: And what ...?

Survivor: I got up and went to the front door to look.

Interviewer: What ...?

Survivor: I opened the door and the water swept me off my feet.

Interviewer: Did ...?

Survivor: Yes, I felt terrified.

Interviewer: Then ...?

Survivor: I don't remember! The next thing I knew I was lying on a street about two kilometres from my house.

Interviewer: How ...?

Survivor: I wasn't. I had to walk back into the town myself.

Interviewer: Where ...?

Survivor: I went straight home first, but it was hopeless, my house was more than a metre under water.

Interviewer: How ...?

Survivor: I feel very lucky. I heard that over fifty people have died and many people have lost their houses.

Lessons 7-8

EXERCISE 3

1. There's so much news nowadays, and most of it's unimportant, that people will become bored with it.
2. There are more and more 'real life' programmes on TV because everyone wants to know about 'news'. In the end there will only be 'news' programmes on TV.
3. In a few years' time you won't be able to buy newspapers – everything will be electronic.

EXERCISE 6

1. Manchester United will travel to the cup final without two key players. Both players are out injured ...
2. Tomorrow in Scotland there will be snow over higher ground. While, for the rest of us, it will be a windy day with top temperatures ...
3. Next month's presidential elections will be the first to be held since independence. It is predicted that turnout will be high and ...

Lesson 9

EXERCISE 2

1

Woman: What are you reading?

Man: A newspaper.

Woman: I can see that, but which one?

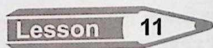
Man: The Sun.
Woman: Why are you reading that rubbish?
Man: It's not rubbish, it's good.
Woman: Good! You must be joking!
Man: No, look – it's got 17 pages of sport.
Woman: Sport – but no real news.

2

Woman 1: What are you reading?
Woman 2: The horoscopes.
Woman 1: Great! What's it say about Libras?
Woman 2: Let's see. You'll have a good day at work and be lucky in love.
Woman 1: That's nice, usually they're horrible.
Woman 2: Yeah! Well that's why I get the *Evening News*. It always has very positive horoscopes.
Woman 1: I'll have to start buying the *Evening News* then.

3

Man 1: *Financial Times!*
Man 2: Yes, of course.
Man 1: Why do you read that boring paper?
Man 2: Because I write for it.
Man 1: Oh! Sorry.



EXERCISE 5

1

Gosh, it was such a frightening experience. One minute I was standing there and the next minute, whoosh! Anyway, as you can see I'm OK, just a broken leg. I tell you this though, I thought I was going to be buried alive under all that snow.

2

I was just so surprised. I mean, it's not what you expect in Britain. Apparently the last one was in 1956. The strange thing was I'd just come back from San Francisco and they have them all the time there. It's strange when the ground starts shaking.

3

Oh wow! That's amazing. Look at all the red stuff! I know it's dangerous, but when you're standing there and watching it ... It's the smell as well – sulphur. And they say this one hasn't erupted in more than ten years.

UNIT 6 *Advice Matters*

Lessons 1-2

EXERCISE 6

Jack: Actually I don't believe in superstitions, Mike. It's stupid. If you break a mirror you don't have seven years' bad luck! Just be careful! That's all!

Mike: Don't you believe that when you see a spider you won't hear from anybody?

Jack: No, of course I don't.

Mike: Listen Jack, if I were you I would start to believe it. It's all true! I know it sounds crazy but

...

Jack: If I were you I wouldn't believe that nonsense, Mike!

Lessons 3-4

EXERCISE 6

Mother: What's wrong?

Bezkod: I'm a little nervous. Tomorrow is my first day at the new school. I don't know anybody there.

Mother: Don't worry. First of all I think you should look great. Why don't you wear your new shirt? You look smart in it.

Father: Yes that's a good idea, and don't be shy. You should feel relaxed.

Sister: And smile. You should be friendly.

Bezkod: But I don't know anybody. I'm afraid nobody will speak with me.

Father: I am sure they will. You shouldn't be so nervous.

Mother: Why don't you go to bed? You shouldn't be late for classes on the first day.

Lessons 5-6

EXERCISE 2

Mother: Nargiza!

Mother: Nargiza! Turn that terrible music off!

Nargiza: Now what?

Mother: Turn that music off!

Nargiza: But why? It's not too loud.

Mother: Yes it is! It's so loud the house is shaking.

Nargiza: But Mum ...

Mother: Now don't argue and do as I say!

EXERCISE 5

Mother: Where do you think you're going?

Nargiza: I'm just going to see Ilkhom.

Mother: Have you tidied your room?

Nargiza: Not yet, but ...

Mother: You're not going anywhere until you tidy your room. Look at those clothes on the floor.

Nargiza: What clothes?

Mother: The ones you have thrown there.

Nargiza: I haven't thrown my clothes on the floor, those are just the ones I wore yesterday.

Mother: Well pick them up and put them in the wash, and afterwards you can help wash the dishes.

Nargiza: But Mum, I don't have time for this.

Mother: Well, hard luck! You can't go round to Ilkhom's until you've finished everything.

EXERCISE 2

Nargiza: It's so unfair, she's always shouting at me.

Ilkhom: But Nargiza, your mother's right. You must do your homework.

Nargiza: But why? It's so boring.

Ilkhom: It might be boring, but it's important. You want a good job when you're older, don't you?

Nargiza: Yes!

Ilkhom: Well then, your homework is important.

Nargiza: Humph! She shouts at me about everything ...

Ilkhom: If I were you ...

EXERCISE 3

1. Don't be upset. I've told you before, there's no point crying over spilt milk.

2. Don't worry. It might look bad now, but every cloud has a silver lining.

3. *A:* How did the interview go?

B: Really well, I know I've got the job.

A: Be careful! Don't count your chickens until they've hatched.

4. *A:* Why are you reading that guidebook? We're only going for two days!

B: You know what they say: When in Rome, do as the Romans do.

EXERCISE 6

- Careers adviser:* So, what would you like to be when you're older?
Boy: I want to be a footballer.
Careers adviser: Really?
Boy: Yeah! I must be great to be famous and rich.
Careers adviser: Well, yes! Are you good at football?
Boy: Oh no! I'm useless.
Careers adviser: Oh! Well, don't you think it would be better to think of a different job?
Boy: But I'm not good at anything!
Careers adviser: If I were you, I'd study hard and ...

UNIT 7 Entertainment Matters

Lessons 1-2

EXERCISE 6

- A: Guys, did you watch the movie last night? It was very interesting. About two teenagers who fall in love. They met each other in high school.
- B: No, I watched MTV and there was an interview with Britney Spears. They played lots of her new clips. I really enjoyed the programme!
- C: And I watched the football match. Brazil played Italy! Guess who won!
- A: Brazil?
- B: Italy?
- C: No, it was a draw.

Lessons 3-4

EXERCISE 3

- Mother: Jane ... are you asleep?
- Jane: No, I'm in the chat-room. I'm chatting with my friends!
- Mother: That's what you're doing! But did you do your homework?
- Jane: Sure, Mum. I've done all my homework and now I'm entertaining myself.
- Mother: Oh, this new generation! When I was your age, I didn't know what a chat-room was. I didn't even know how to use a computer.
- Jane: What did you use to do when you had free time?
- Mother: Well, I used to read books. I loved reading ... you can see all my books on the shelves. I still keep them. But your generation is completely different from ours. Anyway, finish up and go to bed quickly!
- Jane: Oh, Mum, ten more minutes. Please!

Lessons 5-6

EXERCISE 2

[Music excerpts]

EXERCISE 6

- Boy: Look how he's killing them!
- Girl: How can you watch this violence?
- Boy: Oh look, they ran away. That's the man! Look at him, huh! Yeah, he's cool!
- Girl: Oh, gosh! Is that it?
- Boy: And now he'll go and rescue his girlfriend!
- Girl: That was the worst movie I've ever seen!
- Boy: You didn't watch anything. You were talking all the time!
- Girl: Next time I'll get more popcorn.

EXERCISE 5

Lessons 7-8

- Ravshan:* Come on, hurry! The talk show is going to start soon.
Anvar: Oh, Ravshan, do you really like talk shows?!
Ravshan: Yeah, you know, you get more information about other people and the way they think.
Anvar: I'd prefer to watch some action. Bang! Bang! You know, about cool guys.
Elena: I don't think action is worth watching. It can only affect you badly. And it's not real.
Anvar: But it's much more interesting than talk shows!
Ravshan: So you say, Anvar. Talk shows are much more useful than your violent movies!
Anvar: Yeah!

EXERCISE 3

Lesson 9

- Interviewer:* Who do you think will win the Oscar for the Best Actress nomination?
Spectator: I think Kim Basinger will win. She was brilliant in her role.
Interviewer: What about the Best Actor nomination?
Spectator: I hope Kevin Spacey wins. He is so handsome!
Interviewer: Which film do you think will be considered the best film of the year?
Spectator: It's difficult to say. There are four films that could win.

EXERCISE 4

Lesson 11

- A:* Fantastic! That was the best film I've ever seen.
B: Yes, it was good. I loved it when she opened the door and he was standing there ...
A: Yeah! Yeah! That was good, but what about when he was holding the baby and it wet him?
B: I thought the acting was great. You really believed it could happen.
A: I've always liked her. I think she won an Oscar last year.
B: That's right. What was the name of the film? ...

UNIT 8 *Environment Matters*

Lessons 1-2

EXERCISE 2

Only 29 per cent of the world's surface consists of land. The four oceans cover 71 per cent. The Pacific Ocean is the largest. The oceans separate huge land masses called continents. The largest continent is Asia and the smallest one is Australia.

The longest river – the Nile – and the largest desert – the Sahara – are in Africa. Asia has the highest mountain – Everest (8,848 metres above sea level) – and the lowest point, on the shore of the Dead Sea (399 metres below sea level).

The world's largest nation in area is Russia. The smallest country is the Vatican City, which also has the smallest population in the world. It covers only 0.4 square kilometres and has a population of 1,000 people. The most populous country is China.

Lessons 3-4

EXERCISE 5

A possible solution has been found to the disappearance of the Aral Sea in Central Asia. A dam has been built dividing the smaller northern part of the sea from the larger southern part. This now means that the northern part has a chance of surviving. Unfortunately, the outlook for the rest of the sea is not so good. Experts believe ...

Lessons 5-6

EXERCISE 5

Interviewer: What do you think is the biggest problem in the world today?

Scientist: Pollution. We make our planet dirty and dangerous with waste.

Interviewer: Waste?

Scientist: Yes. As you know waste is something that is no longer needed. We have become a throwaway world. Do you know how much rubbish we throw out every week? Every person in London throws away 6 kilos, in Tokyo 7 kilos, in New York 13 kilos of rubbish.

Interviewer: What can we do to solve this problem?

Scientist: We must and can find different ways of solving this problem. One of them is the 'Three Rs': recycle, reuse and reduce. 'Recycle' means to take the rubbish and process it so that it can be used again. We do this with things that can't be used without being changed in some way, such as old newspapers, tins and cans. 'Reuse' means to use something again; we do that with things like plastic bags and bottles. 'Reduce' means lessening how much of something is used. For example, we can save energy by switching off the light when we do not need it.

EXERCISE 6

1. I'm really optimistic about the future. I think I'll become a doctor and travel a lot.
2. I think it's difficult to predict the future. People should wait and see.
3. I'm afraid of the future. Everything is changing so quickly.
4. 2020? I am looking forward to it. I'll be only 30.
5. 2050? I probably won't see that because of my age.
6. I don't care about the future. What really matters is today, not tomorrow.

EXERCISE 3

Tomorrow it will start off a little foggy but clear up later. In Scotland it will be cold and it could snow. In the east of England it will be sunny and quite mild and in the west it will start off rainy and will become drier through the afternoon.

UNIT 9 Culture Matters

Lessons 1-2

EXERCISE 3

1. I really enjoy this day. In the morning we try to play tricks and jokes on each other. It's great fun.
2. I'd heard so much about this. Last year I went to Uzbekistan and saw the celebrations for myself.
3. Witches, black cats and pumpkin lanterns ... quite a scary holiday, really.
4. The best time is when there's snow and you can go out and build a snowman. Of course the presents are nice.
5. I really like the idea of celebrating love. Last year I got two cards! I still don't know who sent them.

Lessons 3-4

EXERCISE 3

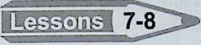
- John:* Happy birthday, Malika.
Malika: Thank you. Oh! What is it?
Mrs Stewart: It's just a present from the family.
Malika: Oh, thank you.
Mrs Stewart: You can open it if you want to.
Malika: Of course I do.
Malika: Oh, it's beautiful.
John: Do you want to put it on?
Malika: Yes. Can you help me, John?
John: Sure, turn round and I'll clip it round your neck. There you are.
Mrs Stewart: Now come on through to the kitchen. We've got something else for you.
Malika: Wow! A cake.
John: Yep, and look - 15 candles, one for each year.
Mrs Stewart: Blow them all out and you can make a wish.

Lessons 5-6

EXERCISE 6

- Mary:* What's this?
John: It's fried octopus.
Mary: Octopus. Yuk!
John: What's wrong, Mary?
Mary: It's disgusting!
Sue: Sorry, Mary. You have to remember that John likes unusual foods.
Mary: It's OK, Sue. It's just ... when you don't know what you're eating
John: Oh! I don't know, I think sometimes a dish might taste nice, but as soon as you know what's in it ...
Mary: Yes, I know what you mean. What's the strangest thing you've ever eaten?
John: Um, I don't know. I guess frog's legs are quite strange.
Sue: But absolutely delicious.
John: Yes, and of course things like ants, or snake are unusual, but very tasty.
Mary: Ants?

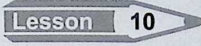
- John:* Yes, in countries like Australia and in rainforests people eat ants and other small creatures.
Sue: What was that dish we had when we visited Uzbekistan?
John: Norin – horse meat.
Sue: Yes, that was it.
Mary: Oh no! Horse meat's OK. I've eaten that in France.
John: I suppose the strangest was in Scotland.
Mary: Scotland?
John: Yes – deep-fried Mars Bars.
Mary: Mars Bars? ...



Lessons 7-8

EXERCISE 6

- Interviewer:* What's your job?
Worker: Well, I work in a car factory. I've worked there for nearly 20 years.
Interviewer: Is it hard work?
Worker: Yes, but then most work is.
Interviewer: What's the hardest thing about the job?
Worker: Well, this might surprise you, but for me it's getting up in the morning!
Interviewer: Why? What time do you have to get up?
Worker: I have to be at work at five o'clock, so that means I have to get out of bed at four.
Interviewer: Four! Wow! What time do you go to bed?
Worker: Usually at about nine, but on weekends a little later.



Lesson 10

EXERCISE 2

When I was 14 my father got a new job in France, so the whole family moved there. I'd better say now that we're from Britain. Well, the first thing that I found strange was the cars – they all drive on the wrong side of the road! When we arrived at the airport I climbed into the front of the car and found myself sitting behind the steering wheel. Everybody laughed but I didn't think it was funny! After that there were only a couple of things I found different. One of those was the food and the time at which they eat. Luckily there are lots of fast food restaurants so I was OK. The other thing was communicating. My French wasn't very good – I had been learning for three years at school, but still it was difficult, especially the different ways of saying 'you'!

Test 1

EXERCISE 3

Listening

It gets you out of doors and it's so rewarding when you see something, that you planted, growing.

I love it, the quiet with nothing but the birds singing and the sound of the water. The best part is when you catch something you can take home and eat.

I don't think I'm very good but I've sold three already! I love watching the picture slowly appear on the canvas.

There are so many to choose from. I know people think that sitting on front of a screen for hours is bad for you but it's good for my reflexes.

Test 2

EXERCISE 5

Listening

I like the shape but I'm still not sure what it's meant to be.

I'm not sure if I like the modern stuff. I much prefer the classics like Shakespeare and Dickens.

I just love it when the curtain goes up – to see all those actors and actresses on the stage ...

It's amazing really, isn't it? Just think how many tourists visit Sydney just because of the Opera House.

Test 4

EXERCISE 4

Listening

A: Congratulations Bob! You've passed it!

B: Yes, isn't that wonderful! I thought I'd never get this far!

A: Don't be so modest, you know you're a natural.

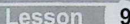
B: Don't say that... and I hardly practised at all.

A: But you went out every afternoon in the last fortnight.

B: Yes, but never to really busy places...

WORKING WITH A PARTNER

UNIT 3 *People Matters*


Lesson 9

On June 17, 1941 the Soviet anthropologist, Mikhail Gerasimov, entered the tomb of Amir Timur. Over the next four days he examined the graves. On the stone of Amir Timur's grave he found an inscription which read: 'Whoever opens this will be defeated by an enemy more frightening than I.'

Gerasimov opened the grave. The next day, June 22, Hitler attacked the Soviet Union. But this was not the first time that the curse of Amir Timur had struck. In 1740 the warlord Nadir Shah took the grave back to Persia. On the way he broke the top into three pieces. This was nearly fatal as his son became very ill. A few years later he returned the stone and, of course, his son recovered.

1. When did Mikhail Gerasimov enter the tomb?
2. What did he read?
3. What happened the next day?
4. What happened in 1740?
5. Who nearly died?

UNIT 7 *Entertainment Matters*

Lesson 9

THE ACADEMY AWARD NOW

The Oscar Awards are now an important event in world society. Though tickets are extremely expensive, there are thousands of people present at the ceremony and millions of people watch it on the TV. The winners are known all over the world. It has become the most prestigious award for people in the film world. The award is given once a year for the following nominations: best actor/actress, best visual effects, best make-up, best sound, best original song, and best director.

1. How many people go to the awards?
2. How much do the tickets cost?
3. What do millions of people do?
4. What categories are there?

WORDLIST

English	Uzbek	Russian	Karakalpak
accept [əksept]	qabul qilmoq	принять	qabillaw
actor [æktə]	aktyor	актер	aktyor
actress [æktɹəs]	aktrisa	актриса	aktrisa
adventure [ədventʃə]	sarguzasht	приключение	ha'diyse, waqiya
against [əgenst]	qarshi	против	qarsi
agree [əgri:]	rozi bo' lmoq	согласиться	razi boliv
applaud [əplə:d]	olqish	аплодисменты	qol shappatlawlar
Aral Sea [æərəl si:]	Orol dengizi	Аральское море	Aral ten'izi
architecture [ɑ:kitektʃə]	me'morchilik	архитектура	arxitektura
art [ɑ:t]	san'at	искусство	sanat
artist [ɑ:tɪst]	rassom	художник	su'wretshi
astronaut [æstrɔnɔ:t]	kosmonavt	космонавт	astronavt
astronomer [əstrɔnəmə]	astronom	астроном	astronom
atmosphere [ætməsfɪə]	atmosfera	атмосфера	atmosfera
attention [ətənʃn]	diqqat	внимание	diqqat
audience [ɔ:diəns]	tinglovchilar	аудитория, публика	tamashago'yler
author [ɔ:θə]	muallif	автор	avtor
before [bɪfə:]	avval, oldin	прежде	aldin
brush [brʌʃ]	cho'tka	кисть	su'wret saliv uqibi
ceramics [sərə'mɪks]	sopol	керамика	aldin
change (n, v) [tʃeɪndʒ]	o'zgarish, o'zgarmoq	изменение, измениться	o'zgetiw, o'zgeris
channel [tʃænl]	kanal	канал	kanal
cinema [sɪnəmə]	kinoteatr	кинотеатр	kinoteatr
circus [sɜ:kəs]	sirk	цирк	sirk
clever [klevə]	aqli	умный	aqli
climate [klaɪmət]	iqlim	климат	iqlim
cloudy [klaʊdɪ]	bulutli	облачный	bulutli
clown [klaʊn]	masxaraboz	клоун	masxarabas
coast [kəʊst]	bo'y	берег	jag'a

English	Uzbek	Russian	Karakalpak
comedy [kɒmədi]	komeidiya	комедия	komediya
comet [kɒmɪt]	kometa	комета	kometa
composer [kəmˈpəʊzə]	bastako'r	композитор	nama do' retiwshi, kompozitor
concert [kɒnsət]	konsert	концерт	kontsert
conference [kɒnfərəns]	konferensiya	конференция	konferensiya
continent [kɒntinənt]	qit'a, mintaqa	континент	kontinent
cool [ku:l]	sovuq	прохладный	suwıq, salqin
costume [kɒstju:m]	kiyim, libos	костюм	kiyim
country [kʌntri]	mamlakat,qishloq	страна, деревня	ma'mleket, awil
culture [kʌltʃə]	madaniyat	культура	ma'deniyat
dam [dæm]	damba, plotina	дамба, плотина	damba, plotina
damage [dæmɪdʒ]	shikast	повреждение	jaraqat, ziyalanıwı
dance [dɑ:ns]	raqs	танец	oyın
delegation [deleɪʃən]	delegasiya	делегация	delegatsiya
desert (n) [dezət]	cho'l	пустыня	sho'l
devastate [devəsteɪt]	xarobazorga aylanmoq	истоптаться	azıp-toziw
dirty [dɜ:ti]	ifloslangan	загрязненный	pataslang'an
divert [daɪvɜ:t]	burmoq (boshqa tomonga)	направлять в другую сторону	basqa ta'repke burmaq
drawing [draɪɪŋ]	tasvir	рисование	su'wret salıw
drought [draʊt]	qurğ'oqchilik	засуха	qurğ'aqshilik
dust [dʌst]	chang	пыль	shan'
the Earth [ði:əθ]	yer	земля	yer
earthquake [ɜ:θkweɪk]	zilzila	землетрясение	jer qozğ'alıw
ecology [i:kɒlədʒi]	ekologiya	экология	ekologiya
entertainment [entə'teɪnmənt]	o'yin-kulgi	развлечение	kewil alıw
environment [ɪnvaɪrnmənt]	atrof-muhit	окружающая среда	do'gerek a'tırap
erosion [ɪ'reʊʒn]	nurash,yemirilish	эрозия	eroziya,jemirilish
events [ɪvents]	voqealar	события	waqiya
exhibition [eksɪbɪʃn]	ko'rgazma	выставка	ko'rgızbe
expert [ekspɜ:t]	ekspert, mutahassis	эксперт, специалист	ekspert, qa'nige

English

explain [ɪkspleɪn]
 extinct [ɪkstɪŋkt]
 facts [fæktz]
 famine [fæmɪn]
 famous [feɪməs]
 field [fi:ld]
 flood [flʌd]
 flooding [flʌdɪŋ]
 flow [fləʊ]
 fog [fɒg]
 forest [fɒrɪst]
 forgive [fɔ:gɪv]
 gallery [gæləri]
 genre [ʒɒnrə]
 Greenhouse Effect [gri:nhaʊs ɪfekt]
 habitat [hæbɪtæt]
 help [help]
 holiday [hɒlɪdeɪ]
 hospitality [hɒspɪtæləti]
 humid [hju:mɪd]
 illustration [ɪləstreɪʃn]
 increase (n) [ɪŋkri:s]
 increase (v) [ɪŋkri:s]
 Independence Day [ɪndɪpendəns deɪ]
 information [ɪnfəmeɪʃn]
 interview [ɪntəvju:]
 irrigate [ɪrɪgeɪt]
 irrigation [ɪrɪgeɪʃn]
 island [aɪlənd]
 journalist [dʒɜ:nəɪlɪst]

Uzbek

tushuntirmoq
 yo' qolib ketish
 faktlar
 ochlik
 atoqli, mashhur
 dala
 suv toshqini
 toshqin
 oqim
 tuman
 o'rmon
 kechirmoq
 galereya
 janr
 parnik effekti
 istiqomat qiladigan joy
 yordam
 bayram
 mehmondo'stlik
 nam
 tasvir
 ko'paytirish, oshirish
 ko'paytirmoq, orttirmoq
 Mustaqillik Kuni
 axborot
 intervyu
 sug'ormoq
 sug'orish
 orol
 journalist

Russian

объяснять
 вымирать
 факты
 голод
 знаменитый
 поле
 наводнение
 наводнение
 поток
 туман
 лес
 простить
 галерея
 жанр
 парниковый эффект
 естественная среда, место обитания
 помощь
 праздник
 гостеприимство
 влажный
 иллюстрация
 увеличение
 увеличить
 День Независимости
 сообщение
 интервью
 орошать
 орошение
 остров
 журналист

Karakalpak

tu'sintiriv
 jo'g'alip ketiw, qurip ketiw
 faktlar
 ashliq
 ataqli, taniqli
 dala
 suw tosqini
 suw aliw
 ag'im
 tuman
 tog'ay
 keshiriv
 galereya
 janr
 puwlaniv
 jasadw ortalig', I
 ja'rdem beriw
 bayram
 miymandosliq
 ig'al
 ren'li su'wret, illuystratsiya
 ko'beytiw, asiriw
 ko'beytirmek, arttirmaq
 G'a'rzersizlik Ku'ni
 mag'liwmat, xabar
 intervyu
 suwg'armaq
 suwg'ariv
 aral
 journalist

English	Uzbek	Russian	Karakalpak
to keep [ki:p]	ushlab turmoq	держатъ	saqlaw, asraw
lake [leik]	ko'l	озеро	ko'l
land [lænd]	yer	земля	jer
late [leɪt]	kech	поздно	kesh
leader [li:deɪ]	rahbar, lider	лидер	jolbasshi
light [laɪt]	nur, yorug'lik	свет	jaqtılıq
lightning [laɪtnɪŋ]	chاقmoq	молния	shaqmaq
listen [lɪsn]	eshitmoq	слушать	tin'law, esitiw
literature [lɪtrətʃə]	adabiyot	литература	a' debiyat
meeting [mi:tiŋ]	uchrashuv	встреча	ushirasiw, gezlesiw
mistake [mɪsteɪk]	xato	ошибка	ha' te
monument [mɒn'jʊmənt]	monument, Haykal	монумент, памятник	ha' ykel, monument, eselik
Moon [mu:n]	oy	луна	ay
museum [mju:zi:əm]	muzey	музей	muzey
natural resources [nætʃrəl rɪzɔ:sɪs]	tabiiy qazilmalar	природные ресурсы	ta' big'iy qazilmalar
nature [neɪtʃə]	tabiat	природа	ta' biat
never [nevə]	hech qachon	никогда	hesh qashan, hesh waqta
New Year's Eve [nju:zi:ɪv]	yangi til kechasi	новогодняя ночь	jan' a Jil keshesi
news [nju:z]	yangiliklar	новости	jan' aliqar
novel [nɒvəl]	roman	роман	roman
observatory [əbzə:vətɪri]	rasadxona	обсерватория	observatoriya
observe (v) [əbzɜ:v]	riyoa qilmoq	соблюдать	boysiniw, saqlaw
often [ɒfn]	tez-tez, ko'pincha	часто	tez-tez
orchestral music [ɔ:kɪstrəl mju:zɪk]	orkestr musiqasi	оркестровая музыка	orkestr namasi
outstanding [aʊstændɪŋ]	atoqli	выдающийся	ataqli
ozone layer [əʊzəʊn leɪə]	ozon qatlami	озоновый слой	ozon qatlami
painter [peɪntə]	rassom	художник	su' wretshi
painting [peɪntɪŋ]	rassomchilik	живопись	su' wret saliw sanati

English	Uzbek	Russian	Karakalpak
perform [pəfɔ:m]	sahmalashirish	инценировка	shigiw
performance [pəfɔ:məns]	tomosha	представление	tamasha
planet [plænɪt]	sayora	планета	planeta
poem [pəʊm]	poema, she'r	поэма, стихотворение	poema
poetry [pəʊtrɪ]	she'riyat	поэзия	siyasiy
political [pə'lɪtɪkəl]	siyosiy	политический	pataslanıw
pollution [pəlu:ʃn]	ifloslanish	загрязнение	pop muzika
pop music [pɒp mju:zɪk]	pop musiqasi	поп музыка	axali
population [pɒpjələʃn]	aholi	население	portret
portrait [pɔ:trɪt]	portret	портрет	aldınnan aytıw
predict [prɪdɪkt]	oldından aytmoq	предсказывать	mashqala
problem [prɒbləm]	muammo	проблема	bag'darlama
programme [prəʊgræm]	ko'rsatuv	программа	ta'biyatti qorg'aw
protection of nature [prə'tekʃn əv neɪtʃə]	tabiatni himoya qilish	защита природы	
rain [reɪn]	yong'ir	дождь	jang'ir, jawin
reason [ri:zn]	sabab	причина	sebeb
reporter [rɪpɔ:tə]	reportyor, muxbir	репортер	reportyor
river [rɪvə]	daryo	река	da'r'ya
rocket [rɒkɪt]	raketa	ракета	raketa
salt [sɔ:lt]	tuz	соль	duz
salty [sɔ:ltɪ]	sho'r/tuzli	соленый	duzli
sand [sænd]	qum	песок	qum
satellite [sætələɪt]	yo'ldosh	спутник	ay-jerdin', jolasi
scene [si:n]	saxna	сцена	saxna
sculpture [skʌlptʃə]	haykaltaroshlik	скульптура	skulptura
season [si:zn]	fasl	время года	jil ma'wsimi
seldom [seldəm]	kamdan kam	редко	kem, arasinda
serious [sɪəriəs]	jiddiy	серьезный	salmaqli, jiddiy,
show [ʃəʊ]	ko'rsatmoq	показывать	ko'rsetiw

English	Uzbek	Russian	Karakalpak
shower [ʃaʊə]	qattiq yo'ng'ir	ливень	ku shi jawin
shrink [ʃrɪŋk]	qisqarmoq	сжиматься, сокращаться, уменьшаться	qisqarmaq
soil [sɔɪl]	yer	почва	jer, topiraq
sometimes [sʌmtaɪmz]	ba'zan	иногда	geyde
soon [su:n]	yaqin orada	скоро	tez arada, jaqinda
space [speɪs]	ko'ino't	космос	kosmos
spaceship [speɪsʃɪp]	fazo kemasi, uchuvchi apparat	космический корабль, летательный аппарат	kosmos kemasi
speed [spi:d]	tezlik	скорость	tezletiw
stage [steɪdʒ]	sahna	сцена	saxna
star [stɑ:]	yulduz	звезда	juldiz
start [stɑ:t]	boshlanish	начало	baslaw, start
storm [stɔ:m]	jala	гроза	gu 'ldirmama
story [stɔ:ri]	hikoya	рассказ	qala a 'trapi
suburbs [sʌbɜ:bz]	shahar atrofi	солнце	quyash, k'un
the Sun [ðə sʌn]	quyosh	окрестности	ertek
tale [teɪl]	hikoyat	история	o 'spirim, jetkenshek
teenager [ti:neɪdʒə]	o'smir	подросток	televidekiye
television [telvɪʒn]	televidekiye	телевидение	shipte
ticket [tɪktɪt]	chipta	билет	bu 'gin
today [tədeɪ]	bugun	сегодня	erten'
tomorrow [təmɒrəʊ]	ertaga	завтра	urp-'det, da'stur
tradition [trədiʃn]	an'ana, urf-odat	традиция	Birlesken Milletler Sho'lkemi
UN [ju:en]	BMТ	ООН	tu'sinw
understand [ʌndə'stænd]	tushunmoq	понять	rasmiiy ushirasiw
visit [vɪzɪt]	tashrif	визит	ko'lem
volume [vɒljʊ:m]	hajm	объем	suw
water [wɔ:tə]	suv	вода	hawa-rayi
weather [weðə]	ob-havo	погода	

English
well known [wel naʊn]
writer [raɪtə]
wrong [rɒŋ]
yesterday [jestədeɪ]

Uzbek
taniqli
yozuvchi
noto'g'ri
kecha

Russian
известный
писатель
неправильно
вчера

Karakalpak
taniqli, ataqli
jazıwshı
naduris
keshe

PHONETICS

Vowels

/ɪ/	fish	/e/	egg	/æ/	cat
/i:/	tree	/ʌ/	mother	/ʌ/	must
/u/	bull	/ɔ:/	bird	/ɑ:/	arm
/u:/	moon	/ɔ:/	ball	/ɔ/	stop

Diphthongs

/ɪə/	ear	/ou/	nose
/eɪ/	plane	/ɛə/	hair
/uə/	tourist	/aɪ/	eye
/ɔɪ/	boy	/aʊ/	mouth

Consonants

/p/	pen	/f/	foot	/m/	man
/b/	bad	/v/	van	/n/	nut
/t/	time	/θ/	thumb	/ŋ/	sing
/d/	dog	/ð/	feather	/h/	house
/tʃ/	church	/s/	snake	/l/	leg
/dʒ/	jump	/z/	zoo	/r/	radio
/k/	car	/ʃ/	shop	/w/	window
/g/	girl	/ʒ/	television	/j/	yacht

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bitten	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	shine	shone	shone
dream	dreamt	dreamt	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sit	sit
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tear	tore	torn
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learnt	learnt	write	wrote	written
leave	left	left			

GRAMMAR SECTION

Present simple for facts

When we want to talk about facts that are always true, we use the Present simple.

- *The Earth orbits the Sun.*
- *It takes eight minutes for light to travel from the Sun to the Earth.*
- *Jupiter has sixteen moons.*

might for possibility

We use *might* (or *may*) when we think something is possible or when we are uncertain (not sure).

- *There might be life in the universe.*
- *Martians might exist.*

Compare these two sentences.

There might be life on Mars. = possibility

There is life on Earth. = certainty

will for prediction

will generally describes something we think will happen (a prediction) in the future.

In speech, or informal writing, we often contract *will* to 'll.

- *In the future we'll live on the Moon.*
- *I'll like your planet.*

The negative form is *will not*, which is usually contracted to *won't* unless we want to emphasise something.

- *We won't have to wear Space suits.*
- *We won't find life on other planets.*

We form the structure as a bare infinitive (without *to*).

- *We will find life on other planets.* NOT *We will to find life on other planets.*

If we are not certain we can use *perhaps* or *probably* to show this.

- *Perhaps we will live on the Moon.*
- *We'll probably travel in Space.*

Comparative adjectives

We use comparatives when we want to compare two things with each other.

add *-er* (for words of one syllable)

- *higher*

double the letter, add *-er* (for CVC words)

- *bigger*

take away *y*, add *-ier* (for words that end in *y*)

- *uglier*

put *more* in front of the word (for words of more than two syllables)

- *more beautiful*

change the word (for irregular adjectives)

- *good – better*
- *bad – worse*
- *far – further*

To compare the difference between two things:

- *The Nile is **longer than** the Syr-Darya.*

When the two things you are comparing are the same:

- *Bukhara is **as beautiful as** Samarkand.*
- *Hungary is **as big as** Portugal.*

When one of the two things you are comparing is more or less than the other:

- *Uzbekistan is **bigger than** the UK.*
- *Tashkent **isn't as big as** London.*

Superlative adjectives

We use superlatives when we want to compare one thing in a group with the other things in the group.

add *-est* (for words of one syllable)

- *the highest*

double the letter, add *-est* (for CVC words)

- *the biggest*

take away y, add *-iest* (for words that end in y)

- *the ugliest*

put *most* in front of the word (for words of more than two syllables)

- *the most beautiful*

change the word (for irregular adjectives)

- *good – best*
- *bad – worst*

- *Everest is the highest mountain in the world.*
- *Australia is the biggest island in the world.*
- *The Atacama Desert in Chile is the driest place in the world.*
- *Mexico City is the most crowded city in the world.*

Passive

When we make an active sentence passive, the object of the sentence becomes the subject.

Note: We can only change transitive verbs from active to passive.

- *The government built a bridge.*

becomes

- *A bridge was built (by the government).*

We do this when we want to put information at the start of the sentence because it is important.

We use the passive more in writing and in formal speech.

We can use the passive with different tenses.

Present simple passive

- *Music is written by composers.*
- *Diseases are caused by the poor quality of water.*

Past simple passive

- *Cotton cultivation was increased in the 1930s.*

Sometimes we like to know who did the thing. In this case, we add *by* + the name of the doer.

- *Romeo and Juliet was written by Shakespeare.*
- *Salt particles were found in Canada by scientists.*

Present perfect Passive

- *A dam has been built.*
- *A possible solution has been found.*

Past perfect

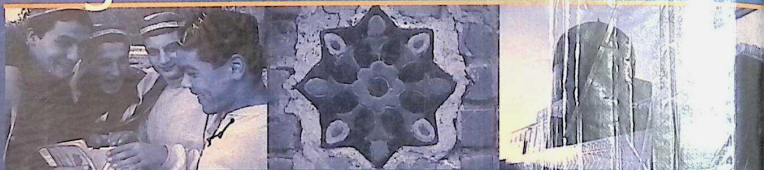
Past perfect is used when we want to show clearly that one event in the past happened before another.

- 1. *Shakespeare got married.*
- 2. *Eight months later his first daughter was born.*
- *Shakespeare had been married for eight months when his first daughter was born.*
- *When Shakespeare wrote Hamlet he had already written a number of great plays.*

It is not necessary to use the Past perfect just because an event happened a long time ago; we still use Past simple.

The Past perfect is not usually used when the order is obvious or one action is the immediate result of another.

English Matters



English Matters is an exciting new course for students of English, written by teachers and English language specialists from across Uzbekistan in consultation with a native speaker materials development specialist.

The course follows the English language syllabus closely and interprets it in an imaginative way, offering the students a wide variety of reading texts and listening activities. These are designed to stimulate the students' interest both in the language and in the topics offered for study and discussion.

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