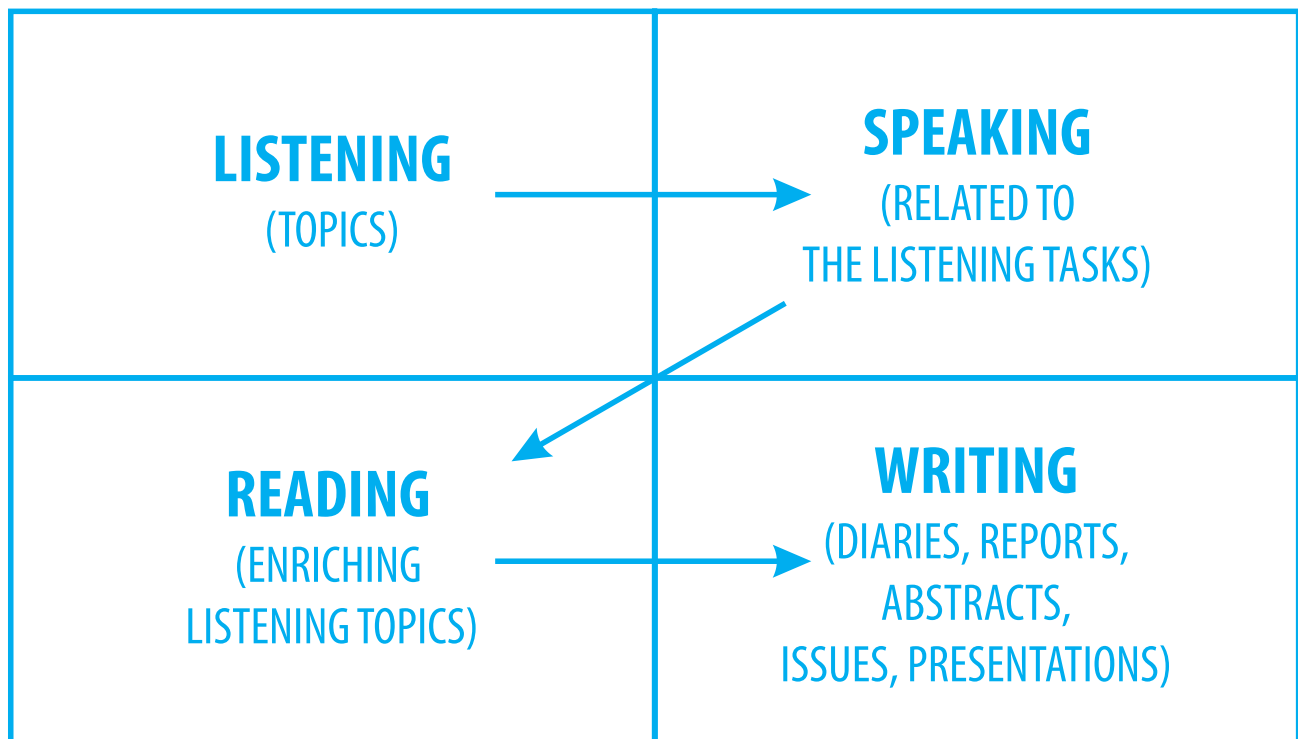


# ENGLISH

## Student's book

*For the 2<sup>nd</sup> year students of Academic Lyceums  
and Vocational Colleges*



**CEFR B1**

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## INTRODUCTION

**Dear Reader,**

*This is a complete English-language teaching packet for the second year students of Secondary Specialized and Professional Education in Uzbekistan. According to the State Standard of Learning, Teaching and Assessing Foreign Languages this course material covers the CEFR requirements of language skills and competences particularly, focuses on improving writing. Due to the State Standard writing skill is crucial in organizing the course project, as well as the presentation tasks will help students to instill confidence in public speaking and presenting skills.*

*This set of the course material might be completely new for some teachers, students and parents and they may face some difficulties in working with the toolkit. The series of lessons in each unit gradually lead students to commit more self-study together with their English and Content teachers. Students also contribute comprehensible output either oral or verbal, and by the successful completion of the course they will be able to work autonomously. Please, keep in mind the principals of assessment of “Can Do” statements in each step, sharing your experiences of successes and fails with other colleagues from lyceum and colleges in your specialty.*

*We hope that this set is advantageous and would be a positive asset to Teacher – Student network.*

*Feel free to share your suggestions and opinions with us by emailing to [cefr@markaz.uz](mailto:cefr@markaz.uz)*

**Best wishes,  
Group of authors**



Starter



Grammar



Listening



Did you know?



Speaking



Starter



Reading



Writing

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<b>2. Making notes</b> <i>p16</i>	1. Note making styles	abbreviations	note taking using abbreviations
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<b>3. Choosing a title and selecting information</b> <i>p24</i>	1. Choosing a topic	words and definitions	tips on choosing a topic
	2. Identifying and selecting information	words and definitions	tips on selecting information
<b>4. What is a project?</b> <i>p32</i>	1. Organising information	synonyms	professor Rakhimov's lecture
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	2. Using facts, opinions, arguments and presenting data	phrases for describing opinion	computer games

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infinitive of purpose	moral story	discussion: active learning techniques	"The best thing I learned in my first year at lyceum/ college"
for, since and yet	Interview: The way of improving English	making a summary report for your group	"My best experience in learning languages"
using Imperatives	reading techniques	sending SMS to a friend using abbreviations	a descriptive essay about home town
adverbs of frequency	"Note Taking While Reading"	telling about a favourite book or movie	report on a movie
parallelism	the history of football	discussion: choosing a title	"Choosing a career" "Teens and technology" "Global problems"
correlative conjunctions	finding irrelevant passage	answering questions	"False Advertising" "Dependence on computers" "Junk food"
special questions	historical inventions	retelling the text	an invention report
linking verbs	positive and negative feedback	feedback for Ulugbek's project proposals	giving feedback
passive voice	"What is the Internet?"	Discussion: ideas about libraries	"Advantages and disadvantages of using the Internet"
transition words	using computers in education system	using facts and opinions in speech	"Can cell phones be educational tools?"

# CONTENTS

UNITS	LESSONS	VOCABULARY	LISTENING
<b>6. What is a plagiarism?</b> <i>p48</i>	1. The notion of plagiarism.	words and definitions	dialogue
	2. Writing a reference	words and definitions	dialogue between a student and a librarian
<b>7. Writing a course project</b> <i>p56</i>	1. How to write project work	Words and phrases	project-based-learning
	2. Parts of a project work	synonyms definitions	the teacher's instructions
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	2. Gestures and body language.	words and definitions	non-verbal communication
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	2. Structure of a report	words and definitions	conversation between a teacher and a student
<b>10. Requirement of assessment</b> <i>p80</i>	1 . Assessment of the project	words and word phrases	dialogue between two students
	2. Assessment for the project presentation	words and definitions	conversation between two teachers
<b>TAPE SCRIPTS</b>			
<b>WORD LISTS</b>			

GRAMMAR	READING	SPEAKING	WRITING/ HOMEWORK
homophones	avoiding plagiarism	small group discussions	writing suggestions
passive voice	“What’s an earthquake”	creating a reference list	making a list of references for a topic
prepositional verb	Mr.Akromov’s methodology	discussion questions	“How can project based learning be encouraged and assessed in education system? ”
showing position in the text	“Parts of research paper”	talking about job related project	making a draft form of a chosen topic
punctuation	dos and don’ts of making presentation	making poster and presenting	“The perfect weekend” “The invention that will change your life” “My college/lyceum – my pride”
verb+verb ing	choosing a suitable title	everyday English using non-verbal in communication	giving feedback
second conditional	a report	small group discussions	writing a report on a topic “At my internship”
future progressive tense	structure of a report	small group discussions	drawing a map of a draft report “My chosen profession”
adjectives vs. adverbs of manner	text about plagiarism	answering questions	“My project work. Ten years from now...”
phrasal verbs with look	test	Role play	“Today presentation skills are required in almost every field. To what extend do you agree with the view that you need this skill for your future profession? “

## BIBLIOGRAPHY

# Unit 1. Study skills achievement

## Lesson 1. Active learning

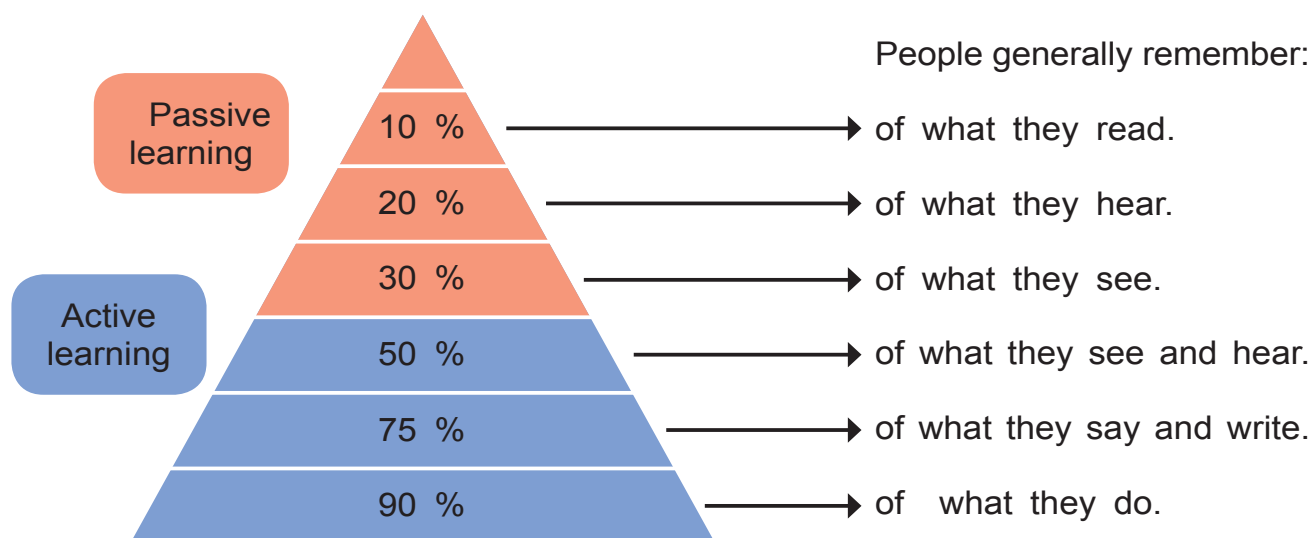


Starter:

Look at the picture. Are you active learner or passive learner?

### Learning Pyramid

Do you remember?



1. Complete the sentences choosing one of the forms of active learning.

*self-evaluation, to get feedback, to organise information, to collaborate, Focusing on, high results, learning style*

1. In order to get \_\_\_\_\_ you should practise regularly all the vocabulary which you have learned.

2. It is important \_\_\_\_\_ on your presentation from your teacher.

3. \_\_\_\_\_ is also necessary when you are involved in different activities, because you can see your own mistakes.

4. It is important \_\_\_\_\_ to have

results in your project, so that you may find information easily.

5. To have your own \_\_\_\_\_ is a necessary criterion in active learning.




6. Active learning is a highly valuable tool for \_\_\_\_\_ and professional development

7. An active learner learns \_\_\_\_\_ and shares the process of learning with others.



T.1

2. Listen to the radio programme about active learning and complete the table.

Name	Occupation	Improved skills	Type of active learning
 Alisher			
 Temur			
 Nargiza			

3. It is helpful to compare a passive learner to an active learner. Read the information.

A passive learner...	An active learner...
memorizes information and knowledge less effectively.	memorizes information and knowledge more effectively.
is likely to develop lower-order thinking.	is likely to develop higher-order thinking.
is used to receive information just from a teacher.	prefers to widen the existing knowledge by doing self-study.
is always satisfied with his/her results.	tries to do his/her best to get higher results.
prefers to learn in isolation.	learns to collaborate and shares the process of learning with others.



4. Discuss with your partner active learning styles which you have. What are the benefits and challenges of your active learning styles? Support your opinions with the examples from your own experience.

# Unit 1. Study skills achievement



5. Fill in the gaps using the infinitive of the verbs in the box.

*chat, be, learn, take part in, organize, get, have, go, collaborate*

**e.g.:** It was difficult for Alisher to learn English

1. He found the web sites so as \_\_\_\_\_ with foreigners.
2. In order \_\_\_\_\_ high results you should practise regularly all vocabulary.
3. \_\_\_\_\_ English Temur decided \_\_\_\_\_ to the English club.
4. Feedback from the teacher was helpful for Temur \_\_\_\_\_ more confident.
5. An active learner learns \_\_\_\_\_ and share the process of learning with others.
6. Nargiza's friend invited her \_\_\_\_\_ one project.
7. It is important \_\_\_\_\_ information \_\_\_\_\_ results in the project.

6. Write sentences using the prompts.

e.g. this button / turn on the computer.

*You use this button to turn on the computer.*

1. A camera / take photographs. \_\_\_\_\_
2. A dictionary / look up the word. \_\_\_\_\_
3. A book/ improve a reading skill. \_\_\_\_\_
4. A radio/ listening the news. \_\_\_\_\_
5. The teacher's feedback / make better writing. \_\_\_\_\_



Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked satisfactorily, his assistant complained, "All our work is in vain. We have learned nothing."

## INFINITIVE OF PURPOSE

To-infinitive can be used to express purpose:

*I'm calling **to place** an order for delivery.*

**To pass** this test, you need to achieve a score of 60% or more.

*In order* and *so as* can be used before to-infinitive for emphasis in more formal styles:

*He took a book with him **in order to have** something to read on the train.*

*I'm doing English course **in order to pass** my exam.*

**In order to attract** a wider audience, we need to rethink our marketing strategy.

The negative is always *in order not* + to-infinitive or *so as not* + to-infinitive:

*He tiptoed through the hall **so as not to be heard**.*

**In order not to lose** time, we must act at once.

*In order* + *that*-clause is also possible in this case; however, it is more formal and less common. In the *that*-clause, we can use the modal verbs *may*, *shall*, *might* or *should*:

*Our company does everything **in order that** all complaints may be dealt with fairly and effectively.*

If *come* and *go* are used as infinitives or as imperatives, we use *and* instead of *to*:

*I **must go and check** the heater.*

*He **will come and dance** with you.*

*Go and fetch a glass.*

Edison replied very confidently, "Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb."



7. Are you active or passive at learning? Complete the following checklist.

Effective learning behaviours	I do this in every subject nearly all the time.	I do this in most subjects nearly sometimes.	I sometimes do this if the teacher or others push me.	I don't really do this at all.
I ask the teacher for help when I don't understand things.				
I ask the teacher where I went wrong.				
I check my work with the teacher or the textbook to check for errors.				
When I get stuck, I try to work it out before asking someone else for help.				
I try to plan how I will do it before starting complex problems or assignments.				
I ask questions in class and I am not worried about raising my hand to answer or ask questions.				
I can make a list of the weaknesses I have to work on.				
I can disagree with the teacher or others in a constructive manner.				

8. Read the text below and choose the suitable title.

Once upon a time a very strong woodcutter asked for a job in a timber merchant, and he got it. His salary was really good and so were the working conditions. For that reason, the woodcutter was determined to do his best. His boss gave him an axe and showed him the area where he was supposed to cut the trees down. The first day, the woodcutter brought fifteen trees. "Congratulations!" the boss said, "Carry on your work!«» Highly motivated by the words of his boss, the woodcutter tried harder the next day, but he only was able to bring ten trees. The third day he tried even harder, but he was only able to bring seven trees. Day after day he was

bringing fewer and fewer trees.

"I must be losing my strength." The woodcutter thought. He went to the boss and apologized, saying that he could not understand what was going on.

"When was the last time you sharpened your axe?" the boss asked.

"Sharpen? I had no time to sharpen my axe. I have been very busy trying to cut trees down..."

**Moral:** Most of us never update our skills. We think that whatever we have learned is quite enough. But good is not good when better is expected. Sharpening our skills from time to time is the key to success.

- A) Knowledge and wealth
- B) Friendship
- C) Sharpening skills



9. Compare your own active learning techniques with your partner and share ideas.



10. Narrative essay: "The best thing I learned in my first year at lyceum/college" How it is important? What made it so useful for you? (150-200 words). Use the tips and do the consolidation exercises in the Workbook before writing essay.

# Unit 1. Study skills achievement

## Lesson 2. Creative ways of effective learning



**Starter:**

Discuss the following questions in pairs.

Are you afraid of exams? Can you give the reasons for your fear?



1. Look through the following statistics. Complete the sentences using the words from the box.



Individual assignment	30%
self-assessment, self-evaluation	
Attendance	10%
compulsory(adj) absence(n)	
Presentation	10%
self-confidence (n) audience(n)	
Tutorial work	20%
consult (v) encouragement(n)	
Group assignment	20%
collaborate (v), argumentative (adj), supportive (adj), contribute (v)	
Quiz	10%

1. His family was \_\_\_\_\_ of his attempts to be a writer.
2. \_\_\_\_\_ your teacher before making a presentation.
3. He is only seventeen, but he has enormous \_\_\_\_\_.
4. Fresh air and exercises \_\_\_\_\_ to good health.
5. You missed the new theme during your \_\_\_\_\_.
6. In Uzbekistan 12 years of education is \_\_\_\_\_ and free.
7. \_\_\_\_\_ is a process by which you learn more about yourself.
8. \_\_\_\_\_ is a necessary device for professional development.
9. While writing, it is important to know the \_\_\_\_\_ you are writing for!
10. One of my students \_\_\_\_\_ with me on this book.
11. It was \_\_\_\_\_ but interesting topic.
12. \_\_\_\_\_ is to inspire someone with the courage and confidence to do something new.



## T.2

2. You are going to listen to the dialogue between a professor and a first year student . Choose the best answer for each question below.

1. The professor wanted to have a talk with Sayyora because she....

- a) ...was late for the lesson.
- b) ...had a problem with her presentation.
- c) ...didn't attend several lessons.
- d) ...didn't participate the previous lesson.

2. Sayyora is ... , but she is not satisfied.

- a) studying independently
- b) collaborating with friends
- c) is working with her teacher
- d) doing quizzes

3. A tutor consults, .....

- a) and explains difficult themes.
- b) assesses and encourages learners.
- c) makes presentations.
- d) contributes to feel self confident.

4. Doing quizzes helps.....

- a) to enjoy learning.
- b) to improve knowledge.
- c) to achieve success.
- d) to check own knowledge.

3. Write the correct letter A-E next to the statement I-V.

I. You should be self-confident when.....

\_\_\_\_\_

II. You have a chance to be consulted and to achieve 20% of your success when.....

\_\_\_\_\_

III. Compulsory education is free, but.....

\_\_\_\_\_

IV. In order to consolidate your knowledge.....

\_\_\_\_\_

V. Progress in learning depends on .....

\_\_\_\_\_

A. ...you should do quizzes and crosswords.

B. ...it requires permanent attendance.

C. ...you begin tutorial work.

D. ...several factors.

E. ...you are making a presentation.



4. Discuss in pairs.

1. What are Sayyora's problems?
2. How did the professor encourage Sayyora?
3. What factors were mentioned?
4. Have you faced similar situation? If yes, how did you manage?
5. How do you find this conversation useful?



# Unit 1. Study skills achievement



## 5. Fill in the gaps with the suitable one from *for*, *since* and *yet*.

1. Wait a moment please! I have not finished the last exercise \_\_\_\_\_.
2. I haven't eaten \_\_\_\_\_ morning.
3. We have not seen each other \_\_\_\_\_ Saturday.
4. They study \_\_\_\_\_ two hours every day.
5. They haven't finished the project work \_\_\_\_\_.
6. She didn't study hard \_\_\_\_\_ she passed her exam.
7. My dad fixed the radio \_\_\_\_\_ me.
8. \_\_\_\_\_ the article is easy, I don't have to use a dictionary.
9. I'm eager to learn English, \_\_\_\_\_ it is popular.
10. Did you buy this little book \_\_\_\_\_ 20 000 soums?! It's impossible!!!

Using **for**, **since** and **yet** in different situations.

**For** as a coordinating conjunction:

- I cannot tell a lie, for that would be dishonest (for = because)

**For** in phrases of duration:

- He lived in Khorezm for 10 years.

**For** to indicate "on behalf of":

- The professor made presentation for his students.

**For** to indicate intended recipient:

- My father bought this e-book for you.

**For** to indicate occasion:

Write down list of literature for your holiday

**For** to indicate the cost:

I bought this monolingual dictionary for 83 000 soums.

**For** to indicate purpose:

I'm learning sewing for fun.

**Since** to indicate duration:

I have been in Tashkent since last year.

I have been in Tashkent since I was a child.

**Since** to indicate reason:

Since I have a lot of homework to do I will not attend your party.

**Yet** as an adverb:

I haven't consulted my teacher yet.

**Yet** as a conjunction (yet = but):

I worked hard, yet I wasn't to complete my assignment on time.

## 6. Read the revision about Sayyora. Put either *for*, *since* or *yet*.

Sayyora is a 1st year student of Uchtepa academic lyceum. She has been studying English (1)\_\_\_\_\_ 3 years. (2)\_\_\_\_\_ she can't speak English fluently. She hasn't participated in classes (3)\_\_\_\_\_ last month. (4)\_\_\_\_\_ she has a problem with her attendance her teacher wants to have a talk with her. He encourages her to do tutorial work. The professor also gives some advice to improve

self-confidence which is very important (5)\_\_\_\_\_ her to collaborate in argumentative and supportive group work. Sayyora doesn't know the benefit of doing quizzes, (6)\_\_\_\_\_ she hasn't tried it (7)\_\_\_\_\_. He mentions that self-study is important and useful, (8)\_\_\_\_\_ she mustn't ignore how poor attendance decreases her chance of using free and compulsory education.



In 1968 George Land distributed among 1,600 5-year-old children creativity test used by NASA to select innovative engineers and scientists. He re-tested the same children at 10 years of age and

again 15 years of age.

Test results:

5 year olds- 98%

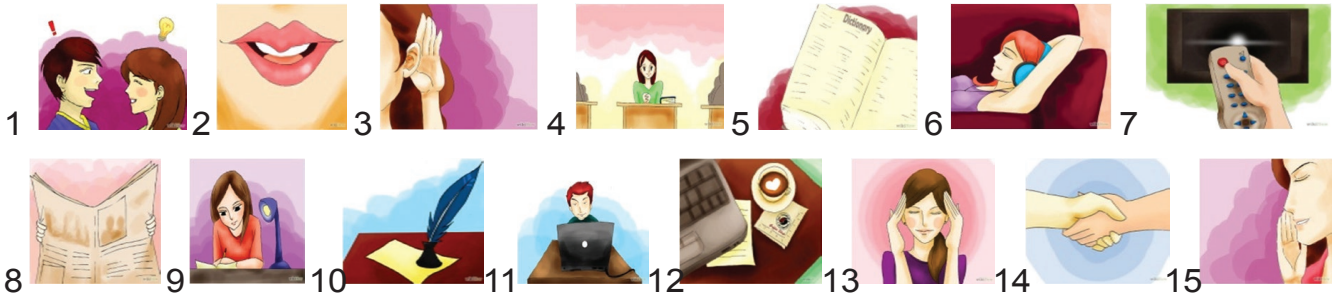
10 year olds-30%

15year olds -12 %

Adults -2%



7. Are you active or passive at learning? Complete the following checklist.



8. You are going to read the interview with two students about their way of improving English. Read the texts and find which advice above they used.



**Saida:**

The total number of languages in the world is from 2500 to 5000. English is spoken all over the world and very popular. Speaking English I can travel anywhere, because more than 1 billion

people speak English. I have a pen-friend abroad. She lives in Sweden.

How do I learn English? First of all I read a lot. There is always an English book on my desk. I try to learn some new words every day. I listen to songs in English and try to recognize the words. I have some tapes and video-tapes in English. I like to watch different satellite TV programmes in English. My dictionary is always with me. My friends and I enjoy making presentations together. We correct each others' mistakes. Making mistakes is not a serious problem for us. Because we know mistakes prove that we are trying. I like studying English.

**Nozim:**

Studying a foreign language involves not only learning by heart the words, but also their correct pronunciation and writing.

As for me, I have some rules, which help me to learn English.

Fortunately, on the Internet we can find books, films, songs in English. And we should keep in mind that it's necessary to read not only English classical literature but also books about history of Great Britain, the traditions and customs of this country. These books can help to understand the character of native speakers. Besides, it is a bright idea to communicate with native speakers online. I try not to use a dictionary during a conversation. I just want to speak without translation or caring about the rules. My teacher always says: "If you want to have fluent English you should advance your writing, speaking, listening, reading and thinking skills as well." But, if you don't encourage yourself regularly and do not revise your knowledge, you can't develop your English.



9. Group work. Interview each other. Make a summary report for your group.

1. What is your English level?
2. How many hours a day do you spend learning English?
3. What learning strategies do you use to develop your communication skills?
4. Which productive skill (writing, speaking) do you find the most difficult?
5. Which receptive skill (listening, reading) do you find easier?
6. What would you suggest to make English lessons better?



10. Narrative essay: "My best experience in learning languages". Write about your first language lesson and the teacher. Do you remember the most interesting lesson you have ever had. (150-200 words). Use the tips and do the consolidation exercises in the Workbook before writing essay.

# Unit 2. Making notes

## Lesson 1. Note making styles



**Starter:** Discuss in a group.

- Have you ever taken notes while reading or listening?
- Why do you take notes?



Think of reasons for making notes and write them down to complete a mind map below.

1. What does each abbreviation stand for? Write the full word or words on each line.

→	
←	
&	
@	
No. Or #	
=	
b/4	
P, pp.	
w/	
w/o	
Etc.	
Vs.	
e.g.,	
esp.	
Min.	
Max.	

Gov.t	
Asap	
Ex.	
Diff	
b/c	
CAPS	
*, !	
?	
Note	
Note	
note taking	
.	
*	
SMS	

2. Fill in the gaps with the abbreviations from exercise 1.

**e.g.: Look @ each gap & fill in them w/ suitable abbreviations.**

1. Discuss your ideas \_\_\_ your partner \_\_\_ presenting.
2. Practice \_\_\_ perfect.
3. Never give up, \_\_\_ success \_\_\_ hard work.
4. You could read the lyrics of top 10 songs \_\_\_ try to understand what they are about.

5. Can you describe what the \_\_\_ is?
6. Tips for choosing a career are \_\_\_ helpful for students.
7. "I like quiet activities, \_\_\_ reading."
8. The \_\_\_ word count for the essay is 250. What is the \_\_\_ word count, or is there even one?
9. "Send me the report \_\_\_."



T.3

Listen and check.

3. Choose the suitable abbreviation to underlined words.

1. I'm trying to complete my report as soon as possible  
a) A.S.A.P.  
b) Asap  
c) ASAP.  
d) ASAP
2. Can we schedule the meeting for Thursday?  
a) Th.  
b) Thurs.  
c) Thur.  
d) Thy
3. School will start again in September.  
a) Sep.  
b) Spt.

- c) Sept.  
d) Sptr.
4. The professor explained that the abbreviation "          " is not appropriate in formal writing.  
a) etc  
b) etc.  
c) ETC.  
d) ETC
5. The speed limit is 55 MILES PER HOUR.  
a) mh  
b) mph  
c) m/ho

4. Read the following text speak-SMS language.

i12cu

cu l8r k?

10s ne1?

YY UR  
YY UB  
ICUR  
YY 4M

5. Write an SMS letter to your friend using symbols and abbreviation. You will be given a text by your teacher.

# Unit 2. Making notes



6. Match these examples with the functions.

e.g. Come in and make yourself at home.	Inviting
1. Open your books at page 43.	
2. Get bus 16; that's direct.	
3. Mind the floor. It's wet.	
4. Lend me some money, will you?	
5. Turn left at the traffic lights.	
6. Enjoy yourself.	
7. Don't forget to post that letter.	
8. Forgive me. It was my fault.	

7. Change each of the following statements into reported speech.

## Using Imperatives

### In following situations:

Give commands *Be quiet!*

**Make requests:** *Open the window please*

**Grant or deny permission:** *Do not take the car out tonight.*

**Make offers or suggestions:** *Go to the movie if you want.*

**Apologize:** *Excuse me.*

**Well-wishing:** *Have a good day!*

**Inviting:** *Come to my party!*

**Giving directions:** Match these examples with the functions

**Warning:** *Do not litter.*

For example:

**When we report an imperative sentence or a request, we usually use a to-infinitive structure:**

*Mother: Don't make noise, Johnny.*

*Johnny's mother told him not to make noise.*

*Teacher: Everybody, please stand up.*

*The teacher asked the class to stand up.*

*Examiner: Could you speak a bit louder?*

*The examiner asked me to speak louder.*

We can use reporting verbs in our sentences.

They are used with the to infinitive:

*ask, beg, command, forbid, instruct, order, remind, request, tell, warn, want*

e.g.: *Our teacher told us:*

*"Look at each gap and fill in them with the suitable abbreviations.*

*Our teacher told us to look at each gap and fill in them with suitable abbreviations.*

## Our teacher told us:

- |  |  |
|--|--|
| 1. "Discuss your ideas with your partner before presenting." | you read or hear."   |
| 2. "Don't keep notes on oddly shaped pieces of paper."       | 5. "Think a minute about your material before you start making notes." |
| 3. "Send me the report as soon as possible"                  | 6. "Take accurate notes."  |
| 4. "Don't write down everything that                         | 7. "Don't worry about missing a point."                                |
|  | 8. "Never give up."  |
|  | 9. "Review your notes periodically."                                   |



No one knows actually who invented or started writing, but according to history experts, writing is thought to have been invented in Mesopotamia (now known as Iraq) about 6,000 years ago, in 4000 BC. There

are some issues that writing had occurred 2,000 years earlier, from the tortoise-shell carvings excavated in China, although it is still debatable if the markings are complex enough to qualify as written language.



8. Read the text and choose the right variant.

### It's important

Both skimming/relaxed and scanning/detailed/ note taking involve reading a text quickly, but are used for different reasons. Skimming is when you quickly read for just the main idea of the text, without thinking

of the specific details. Scanning is when you read to find specific pieces of information, such as names, dates and facts. Look at the situations 1-4 below and tick the correct box for each.

	Skim	Scan
a) You look at a newspaper to see if there is a film on TV tonight.	<input type="checkbox"/>	<input type="checkbox"/>
b) You look at a train timetable to see when the next train is due.	<input type="checkbox"/>	<input type="checkbox"/>
c) You need to decide if a long article will be useful for some research you are doing.	<input type="checkbox"/>	<input type="checkbox"/>
d) You have a meeting in ten minutes, and you haven't read the report you are going to discuss.	<input type="checkbox"/>	<input type="checkbox"/>

9. A) Skim the short article below in 30 seconds.

Can we see that the earth is a globe? Yes, we can, when we watch a ship that sails into sea. If we watch closely, we see the ship begin to disappear. The bottom of the ship disappears first, and then the ship seems to sink lower and lower, until we can

only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and slowly turn the orange away from you. You will see the pin disappear, just as a ship does on the earth.

B. Circle the number next to each correct answer.

**a. This story is mainly about...**

1. the shape of the earth.
2. travelling to the New World.
3. sailing ships in the old days.
4. the shapes of fruits, such as oranges.

**b. The ship in this story...**

1. probably sank to the bottom of the ocean.
2. was going farther and farther away.
3. was actually a toy.
4. was a sailing ship.

**c. A globe is shaped like...**

1. a box.
2. a pyramid.
3. an orange.
4. an ice cream cone.

**d. The pin on the orange is most like...**

1. the ship on the earth.
2. a person watching the ship.
3. a sailor on the ship.
4. a needle for mending a rip.

C. Underline keywords of the text. Make up the questions related to the key words.



10. Write a description of your home town in about 200 words. Take the following notes to use in your notes: First, Where is it? Is it big or small? What buildings and industries does it have? Next, write some personal opinions. Do you like it? What is your favorite place? Why? Use the tips and do the consolidation exercises in the Workbook before writing essay.

# Unit 2. Making notes

## Lesson 2. Taking notes with confidence

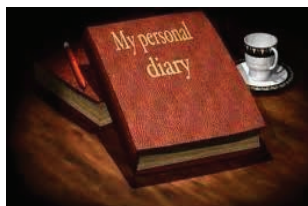


**Starter:**

Work in pairs. These are the pictures where people need to make notes. Match situations a-h with pictures 1-8.



1



2



3



4



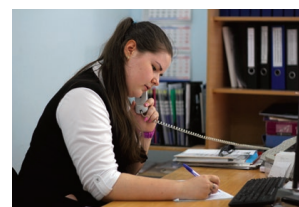
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6



7



8

- a) During lectures.
- b) Writing recipes.
- c) Keeping diaries.
- d) Making shopping list.

- e) Attending training.
- f) During the working day.
- g) Writing prescriptions.
- h) Planning a holiday.

1. Match the words with their definitions.

Words	Definitions
1. prominent (adj)	a) a simple, quickly-made drawing that does not have many details
2. time-consuming (adj)	b) very well-known or important
3. well-organised (adj)	c) a short form of a word or phrase
4. revise (v)	d) the time and the place in which the action of a book, film, play, etc. happens
5. available (adj)	e) to study again something you have already learned
6. abbreviation (n)	f) having or showing good organization
7. sketch (n)	g) able to be bought or used, not busy
8. review (n)	h) taking a lot of or too much time
9. setting (n)	i) the story of a book, film, play, etc.
10. plot (n)	j) a report in a newspaper, magazine, or programme that give an opinion about a new book, film, etc

2. Decide whether the following statements about note taking are true (T) or false (F).

**e.g. You should not worry, if you miss something.** **I**

1) You can sometimes make notes anywhere possible. It's not necessary to keep special organizer. \_\_\_\_\_

2) If you try, you can always write everything down. \_\_\_\_\_

3) Your notes should be very formal

and full . \_\_\_\_\_

4) You had better develop a uniform body of abbreviations to speed up your note taking. \_\_\_\_\_

5) Never try to write out long explanations. \_\_\_\_\_

6) Making notes are enough, you don't need to review them regularly. \_\_\_\_\_



T.4

Listen and compare your answers.

3. Read the following tips. Tick the tips which you use regularly.

a) Note the title of the topic and the date at the top of your notes.

b) You can always fill in gaps later. Always leave open space.

b) Regularly write down the main points and key words.

c) Develop a uniform body of abbreviations to speed up your note taking.

d) Your notes should be in your own words.

e) Make sure that your notes are

always well-organized.

f) Take the time to review your notes shortly after making them.

g) Keep the notes that are short and to the point.

h) Have several different coloured pens available plus a highlighter to make the important point more prominent.

i) Avoid rewriting your notes; it is very time-consuming.



4. A) Group work. Interview each other using the questions below.

1. What kind of shortenings or abbreviations do you know?

2. Do you have problems while or after taking notes?

3. Do you think taking notes is necessary?

4. What professions often require taking notes?

5. Is it important to take notes at the profession you have chosen?

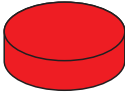

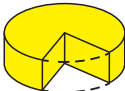



B) Tell the class about your survey.

**e.g.: I interviewed my friends. As I remember Zilola knows abbreviations like OMG, LOL..., Sanjar knows ASAP....., ....**

# Unit 2. Making notes



## 5. Match the items with the adverbs of frequency.

- |   |   |           |
|---|---|-----------|
| 1 |    | never     |
| 2 |    | often     |
| 3 |    | sometimes |
| 4 |    | usually   |
| 5 |    | always    |
| 6 |  | seldom    |

Adverbs of frequency:

***always, never, usually, sometimes, rarely, seldom, often, occasionally, ever.***

Here are the rules for the position of these adverbs in a sentence.

**1. An adverb of frequency can go:**

before the main verb; He always goes to work by bus. They never go on holiday in winter.

**2. after the verb be;**

Your notes are always well-organized.

They were usually on time.

**3. after modal verbs, should, can, could, etc;** You should always turn the electricity off.

*My boss can never remember my name.*

**4. Sometimes and occasionally can go in the front, middle or end position in the sentence;**

Sometimes You can make notes anywhere possible.

You can sometimes make notes anywhere possible.

You can make notes anywhere possible sometimes.

**5. Adverb phrases**

Two times a week, every morning, once a month, from time to time, now and again, once in a blue moon, etc.

## 6. Complete the sentences with the adverbs of frequency.

e.g.: He is **frequency adverb (+)** flexible and adapt to the lectures

He is always flexible and adapt to the lectures.

1. Well, you know, I **frequency adverb (+)** make notes during lectures.

2. I know I **frequency adverb(+)** do that too, but I was in a hurry at that

time.

3. It **frequency adverb (-)** takes more than 30 minutes. So, what should I do?

4. I **frequency adverb (+)** draw a mind map for effective note taking.

5. Oh, that's a good idea. I have **frequency adverb (-)** done that.

## 7. Put the words in correct order.

1. go to the dentist/ a person/ twice a year/ normally/ should.

2. check/ voice messenger/ every/ I/ morning/ my.

3. writes/ Nafisa/ remarkable events/ in her diary/ from time to time.

4. UzTEA seminars/ attend/ once a week/ make short notes/ English teachers/ and

5. Your doctor's prescriptions/ now and again/ to follow/ don't forget.



1. 30 minutes after attending class, you have already forgotten approximately 50% of the information that was provided.

2. Most of us only remember 17 % of what we hear after a week.

3. You can think about 4 times faster than a lecturer can speak.



8. Group work. Think about your favourite novel and try to write down the notes using the following story map.

Settings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Title: \_\_\_\_\_

Characters: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Problems: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Your suggestion: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Solutions: \_\_\_\_\_  
 \_\_\_\_\_

9. Answer the questions according to the reading.

### Note Taking While Reading

One can write notes either in the novel he or she is reading or in a separate notebook. The advantage of the former method is that it doesn't disturb one's reading too much; the disadvantage is that it spoils a book, it affects one's second reading of the novel, there is not always too much room for the notes in the book. One way round of these problems is to write

brief notes in pencil in a novel as one is reading, then to copy these up and expand them in a separate notebook. These also allow one to copy out brief extracts from the novel which strike one as important, and it means that you file for future reference only notes about which you have thought a second time after having finished reading the novel.

1. It's stated in the passage that \_\_\_\_.

- A) there is more than one way to take notes
- B) writing notes in the novel doesn't harm the book so much
- C) taking notes in a separate book has only disadvantages
- D) one 's reading too much spoils a book
- E) studying a novel is more difficult than reading it in detail

2. According to the passage, \_\_\_\_.

- A) writing a novel is more difficult than reading it
- B) short notes may be helpful in the future

C) making notes larger is no longer valid for readers

- D) one can read either novel or short story easily
- E) it's not practical to read a novel twice

3. The main concern of the passage is \_\_\_\_.

- A) the methods of reading a book
- B) how to cope with the problems of reading a novel
- C) the notes that are taken while reading a novel
- D) the obstacles during writing
- E) how to write a good novel



10. Tell the group about your favourite book or movie using the notes from exercise.



11. Examine a movie which is about high school. Analyse whether characters, setting, plot and drama are realistic. Use the tips and do the consolidation exercises in the Workbook before writing a review.

# Unit 3. Choosing a title and selecting information

## Lesson 1. Choosing a topic



**Starter:**

Match the titles with the pictures. There are three extra titles.



A



B



C



D

- I. Love you, Mom!
- II. She will come back.
- III. Alone in the storm.
- IV. No smile.

- V. Dragon tree.
- VI. Rush hour.
- VII. Silent melody.

1. Match words 1-12 with their definitions a-l.

- |                             |   |
|-----------------------------|---|
| 1. relevant (adj)           | a. a piece of work give to someone, typically as part of their studies or job                                 |
| 2. fit (adj)                | b. different from each other  |
| 3. obvious (adj)            | c. information, especially facts or numbers you can analyze   |
| 4. fieldwork (n)            | d. study which consists of practical activities that are done away from your school, college or place of work |
| 5. essential (adj)          | e. necessary; needed  |
| 6. available (adj)          | f. accessible; at hand  |
| 7. learning outcomes (coll) | g. a result or effect of studying   |
| 8. data analysis (coll)     | h. Well known for long or close association   |
| 9. assignment (n)           | i. to be suitable for something   |
| 10. familiar (adj)          | j. connected with what is happening or being discussed  |
| 11. various (adj)           | k. a plan or drawing of something   |
| 12. draft (n)               | l. easy to see or understand  |



T.5

2. Listen to the tape and fill in the gaps with missing words

Your tutor will provide you with a list of 1) *coursework* assignments or help you to choose a suitable 2)\_\_\_\_\_.



It is essential that your assignment is directly 3)\_\_\_\_\_

\_\_\_\_\_ to your course and its stated learning

4)\_\_\_\_\_.

The range of available assignment activities varies from course to course, but may include a 5)\_\_\_\_\_ of

exercises, worksheets, essays, reports, book reviews, records of 6)\_\_\_\_\_ or experiments, the writing up of a museum or gallery visit, oral presentations or 7)\_\_\_\_\_.

It is important to select an 8)\_\_\_\_\_ that interests you because it will be easier to produce a good piece of work if you enjoy what you are doing.

3. Are the statements *True* or *False*?

**e.g.: Your English teacher will help you to choose your coursework. false**

1. The range of available assignment activities varies from course to course.

2. It is not so important to select an assignment that interests you.

3. It is essential that your assignment

is directly relevant to your course and its stated learning outcomes.

4. Your project work may include a portfolio of exercises, worksheets, essays, reports, book reviews, records of fieldwork or experiments, the writing up of a museum or gallery visit, oral presentations or data analysis.



4. Discuss in pairs. Read the following titles. What do you think are the weaknesses in each?

**e.g.: *Education*.** The title is too general. It must be specified.  
Possible answer: ***Education in Uzbekistan*.**

1. Honesty is very expensive gift. Do not expect it from cheap people.

2. When you read a text in English, you may not understand every word. Often you can understand the main points of a text without knowing every word. A good reading strategy is to skip over the words you don't know to see if you can get the main meaning.

# Unit 3. Choosing a title and selecting information



5. Which of the following paired sentences are parallel?

e.g.: a) It is not easy to select a topic and choosing the title.

b) It is not easy to select a topic and choose the title.

1. a) Your tutor will provide you with a list of topics, books and coursework assignments.  
b) Your tutor will provide you with a list of topics, books and additional materials.
2. a) Tests were made by teachers and administrators also.  
b) Tests were made by teachers and administrators.
3. a) I learned to keep a portfolio and to evaluate it.  
b) I learned to keep a portfolio and I evaluate it.
4. a) I spent two hours with Ms. Smith, reviewing my job performance, evaluating my goals, and discussing my future with the company.  
b) I spent two hours with Ms. Smith, reviewing my job performance, evaluating my goals, and my future with the company was also discussed.
5. a) Many learners have three difficulties: choosing topic, finding relevant information and presentation.  
b) Many learners have three difficulties: choosing topic, finding relevant information and making presentation.

**Parallelism** means that words used in pairs or groups should all have the same grammatical forms (verbs and verbs, nouns, nouns, and nouns; gerunds and gerunds, etc.) When using words or phrases with coordinating conjunctions or in a series, make sure that they follow the same grammatical structure.

For example:

Terry likes swimming and to dive.	(Incorrect: not parallel)
Terry likes swimming and diving.	(Correct)
Terry likes to swim and (to) dive.	(Incorrect)
I'm taking history, math, and chemical.	(Correct)
I'm taking history, math, and chemistry.	(Correct)

**Sometimes repeated words, such as auxiliary verbs, can be deleted in parallel constructions.**

I have been to Paris and saw the Eiffel Tower.	(Incorrect)
I have been to Paris and have seen the Eiffel Tower.	(Okay)
I have been to Paris and seen the Eiffel Tower.	(Better)
Is she coming to the party or go to a movie?	(Incorrect)
Is she coming to the party or going to a movie?	(Correct)

6. Read the following sentences below that have problems with parallelism. Correct the sentences using parallelism rules.

e.g.: **Data analyses should be obvious and they should be available. Data analyses should be obvious and available.**

1. The Biology class and the class about history are my favourites.
2. I study maths, history and chemistry at lyceum.
3. Alexander Graham Bell was the man who invented the telephone and he invented the phonograph, too.

4. I hope to find all information quickly and easily.

Suggested Answer: My sister is hoping to finish her degree quickly and easily.

5. I have been to England and took some photos of the country.



7. Group work. Try to make a list of topics about your speciality due to the following diagram.



“Stewardesses” is the longest word that is typed with only the left hand.

Suggestions for finding a topic:  
Discuss your ideas with your course instructor.

Discuss your ideas with a reference librarian.  
Look over the index and the article titles in a specialized encyclopedia that covers a relevant subject area or discipline.

8. Choose the topic from the list. Explain why you chose this topic by answering the following brainstorm questions.

- o **WHY** did you choose the topic? What interests you about it?
- o **WHO** are the information providers on this topic? Who might publish information about it?
- o **WHAT** are the major questions for this topic? Is there a debate about the topic?

- o **WHERE** is your topic important: at the local, national or international level?
- o **WHEN** is/was your topic important? Is it a current event or a historical issue? Do you want to compare your topic by time periods?



9. Read the text. Would you like to choose the following passage to make a report? Why/why not? Try to focus on the questions from Ex. 8.

One hundred years ago, the footballer was an amateur. This meant that he did no training and was not paid. The players worked during the week and played the match in the public park on Saturday. Playing time was ninety minutes. If you couldn't play till the end of the game, you lost your place in the team.



Football was a game for gentlemen. There were no fouls in football at that time. Winning the game was not important in the past.

Football today in Great Britain is

big business. Professional footballers often start as junior players at a local club during their early teens. If they are good, the club will invite them as players. A lot of money is spent for training good players. By the time a boy is 20, he may be playing in a first division team and be 'worth' as much as \$50,000. A player gets from \$70 to \$140 a week and the club pays all clothing and travel expenses. Training is hard and club doctors take very much care of the players. A player in Great Britain is valuable property.



10. Read the titles and choose one. Write a composition (about 100-150 words) according to it. Use the brainstorm questions. Your teacher will provide you with the topic sentences. a. Choosing a career. b. Teens and technology. c. Global problems. Use the tips and do the consolidation exercises in the Workbook before writing an essay.

# Unit 3. Choosing a title and selecting information

## Lesson 2. Identifying and selecting information



### Starter:

There are several ways of selecting information. Which of them do you use more often? Why? Discuss advantages and disadvantages of them in pairs.



1. Match words 1-9 with their definitions a-i.

1. concept (n)	a) special words or expressions used in relation to a particular subject or activity
2. trend (n)	b) be, be real
3. issue (n)	c) development or change in a situation
4. terminology (n)	d) a view in a certain direction
5. exist (v)	e) idea
6. aspect (n)	f) having a special meaning
7. database (n)	g) a topic of interest or discussion
8. information retrieval (coll)	h) a large amount of information stored in a computer system in such a way that it can be easily looked at or changed
9. significant (adj)	i) the process of finding stored information on a computer



## T.6

2. Read the statements below. Do you think they are true (✓) or false (x)? Discuss with your partner.

1. While collecting information, use only encyclopedias. \_\_\_\_\_

2. It is important to follow your instructor's (teacher's) notes. \_\_\_\_\_

3. Find and buy books and journals \_\_\_\_\_

those are relevant to your project work. \_\_\_\_\_

4. Textbooks, class handouts are very good sources of information. \_\_\_\_\_

3. Listen to the tape and check your ideas. Correct the false sentences.

4. Complete the text with words and word combinations from the box.

*database*  
*books*  
*subject research*

*aspects*  
*concepts*  
*guides*

*instructor*  
*reference resource*  
*instructor's notes*

Check out any e.g. 1) **books** that are really relevant to your project work and photocopy or download any journal articles that are really relevant. This will be the start of your working bibliography.

As you read for an overview:

- take notes on the important or interesting 2) \_\_\_\_\_, themes, issues, conflicts, and terminology that are related to your project work;

- take notes on the relationships that exist between these 3) \_\_\_\_\_ of your project work.

Textbooks, class handouts, and 4) \_\_\_\_\_ can all be very good sources of information. Often these sources will reference

other valuable sources of information. And, if it is a source referenced by your 5) \_\_\_\_\_, you can be confident that he/she considers it to be reliable.

These will tell you the most important encyclopedias, dictionaries, handbooks, 6) \_\_\_\_\_, and other 7) \_\_\_\_\_

\_\_\_\_\_ for your subject. They are also a good place to find call numbers relevant to a broad subject area. 8) \_\_\_\_\_ are often linked on library web sites.

**Listen again and check your answers.**

5. Answer to the questions with your partner.

1. How do you know ...

- the key terminology of your project work?
- whether there is enough information?
- whether your project work idea is too broad or too narrow?

2. What do you do if there is very little information?

3. What do you do if there is a large amount of information?

# Unit 3. Choosing a title and selecting information



6. Fill in the gaps with appropriate conjunctions.

e.g.: Check out **both** books and websites that are really relevant to your project work.

1. **Neither** photocopying... downloading these documents is allowed.
2. You can buy **either** printed books ... e-books in this book shop.
3. You must **not only** take notes, ... analyse them for your project work.
4. Textbooks are **as** useful .... class handouts.
5. Your teacher will check your essay **whether** it is original ... plagiaristic.
6. Writing project work is **not** easy, ... interesting.

7. Write down sentences using the following correlative conjunctions.

both . . . and

1. \_\_\_\_\_
2. \_\_\_\_\_

not only . . . but also

1. \_\_\_\_\_
2. \_\_\_\_\_

not . . . but

1. \_\_\_\_\_
2. \_\_\_\_\_

either . . . or

1. \_\_\_\_\_
2. \_\_\_\_\_

neither . . . nor

1. \_\_\_\_\_
2. \_\_\_\_\_

whether . . . or

1. \_\_\_\_\_
2. \_\_\_\_\_

as . . . as

1. \_\_\_\_\_
2. \_\_\_\_\_

## Correlative conjunctions

Conjunctions that are used in pairs to join sentences or phrases that carry the same general meaning and tone are called **correlative conjunctions**. They are so called because they are always used together and convey the same relative meaning. Here is a brief list of common correlative conjunctions:

both . . . and	neither . . . nor
not only . . . but also	whether . . . or
not . . . but	as . . . as
either . . . or	

e.g:

1. **Both** English **and** Welsh are spoken in Wales.
2. **Either** your teacher **or** your group mate should give you feedback.
3. I don't know **whether** to choose this topic **or** not.



- 11% of people are left-handed.
- August has the highest percentage of birds.
- The average person falls asleep in 7

minutes.

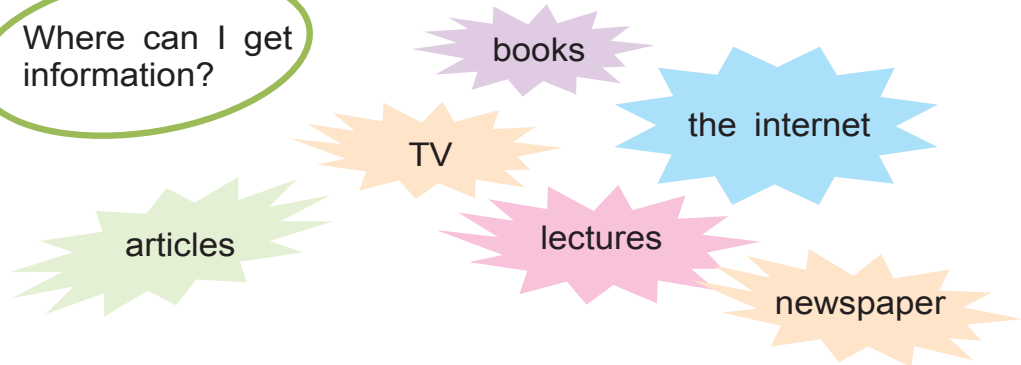
- Lemons contain more sugar than brain.
- The Hawaiian alphabet has 12 letters.
- Reindeer like bananas.



8. Discuss the following questions with your partner.



Where can I get information?



- Which of these sources do you use? How often?
- What other sources do you use to get information?
- Is the source well-known one?

9. One of the sentences in the following texts is irrelevant to the main idea of the paragraph. Underline the sentence.

1. The longest-lived creature in the insect world is the queen termite (ant). She has been known to live for over 50 years. During that time, the queen can lay over 30,000 eggs each day. So in her 50 years of life, it is possible for her to give a birth to half a billion children. Some termite hills can be over six meters high.

2. For many years, all books were written by hand. Because it took so long to write one book, there were only a few of them. Most people could never own a book. Then sometime between 1450 and 1460, Johannes Gutenberg got the idea of carving separate letters and moving them to make new words. Gutenberg died at the age of 68. This was the invention of moveable type. From then on, the numbers of books printed grew quickly.

3. The solar system is believed to have formed, perhaps 5 billion years ago, from a spinning cloud of gas called a nebula. As this nebula contracted it began to spin faster and faster. Probably it spun off rings of planetary matter as it became more disk-like. These rings later contracted into planets. Earth is the third planet from the Sun.

4. The largest organ in the human body is the skin. One of the skin's functions is to help regulate the amount of body heat that flows in and out of the body. Heavy smoking ages skin very quickly. When it is cold, we cover the skin with extra layers of clothing to slow down the outward flow of heat. When it is hot, evaporation of sweat cools us down.



10. Choose one of the essay topics. Try to find out relevant information or evidence to the case.

False Advertising

Dependence on computers

Junk food

Write an argumentative essay (150-200 words) using the information you have found. Use the tips and do the consolidation exercises in the Workbook before writing essay.

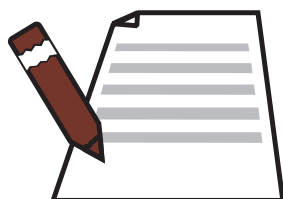
# Unit 4. What is a project?

## Lesson 1. Organising information



**Starter:**

Match the following pictures with organizing information styles.



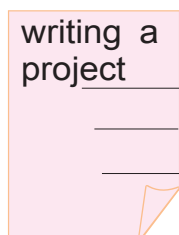
1



2

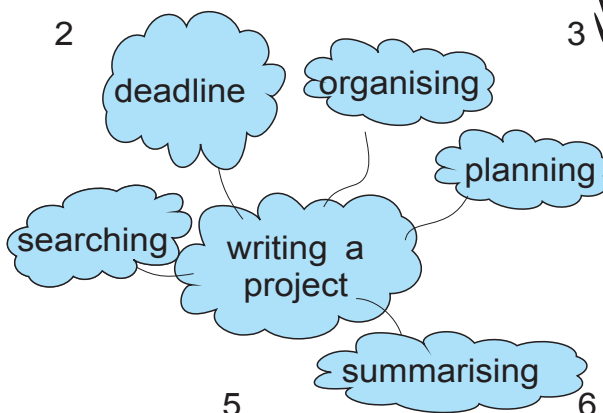


3



4

introduction  
body  
conclusion



5

Tell what is important.  
Tell it in a way that makes sense  
Try not to tell too much

6

- a. Marking b. Annotating c. Outlining d. Mind mapping e. Note taking f. Summarising

1. Separate words and fill in the blanks using given synonyms of the each word.

synthesis category paraphrase fact mention analyse chronological organise  
conclusion main summarise topic

1.		plan out, prepare, run, think of (v)	7.		truth, reality, event (n)
2.		basic, fundamental, central (adj)	8.		classification, family, type (n)
3.		examine, investigate, look over, study (v)	9.		closing, decision, outcome, solution, understanding (n)
4.		Historical, sequential (adj.)	10.		resume, sum, sum up (v)
5		reward, restate, interpret (v)	11.		name, refer, report (v)
6		content, subject, theme, thesis (n)	12.		analyse, break down, take apart (v)



T.7

2. Listen to professor Rakhimov's lecture. Fill in the gaps using new vocabulary.

1. Select important (1) \_\_\_\_\_ that are relevant to your topic. These answer the "who, what, when, where, how, and how many" questions.
2. Record (2) \_\_\_\_\_ ideas using short phrases or abbreviations.
3. (3) \_\_\_\_\_ - put what you have found in your own words.
4. (4) \_\_\_\_\_ the main ideas. What are the most important points?
5. (5) \_\_\_\_\_ the source. Include the title, author(s), publisher(s), Web site address (if online), date, pages.
6. (6) \_\_\_\_\_ and (7) \_\_\_\_\_ your notes. Is there unimportant information that you can delete? Be sure to keep the important information but you don't need duplicate material. Group related



information by (8) \_\_\_\_\_, in (9) \_\_\_\_\_ order, by (10) \_\_\_\_\_, etc.

7. (11) \_\_\_\_\_ what you have collected. What information can you combine? What (12) \_\_\_\_\_ can you draw from what you gathered?

3. Listen to the tape again. What is the best summary of the lecture?

- a. information analyses;
- b. organizational problems;
- c. the tips for organising information;
- d. the tips for paraphrasing the words.



4. Answer these questions. If possible, ask someone else the same questions.

1. How do you organize your selected information?
2. Where do you usually search for relevant information?
3. Could you share your own organizing information tips?

# Unit 4. What is a project?



5. Make the suitable questions for the following sentences using the question words in brackets.

1. She selected important facts while reading the text. (what)
2. You should record main ideas. (what)
3. They do their homework at night. (when)
4. Prof. Rakhimov gave us lecture. (who)
5. That is a book about writing a project. (what)
6. She searched for information for an hour. (how long)
7. He studies math at the university. (what)
8. We have an English class every day. (how often)
9. I didn't bring my dictionary today. (why)
10. They are learning wh/special questions. (what kind)

## Special questions

### USE:

Who?	Person
Where?	Position, Place
When?	Time, Occasion, Moment
Why?	Reason, Explanation
What?	Specific thing, Object
Which?	Choice, Alternative
How?	Manner, Way, Form

### Subject/Object questions

Look at these two questions:

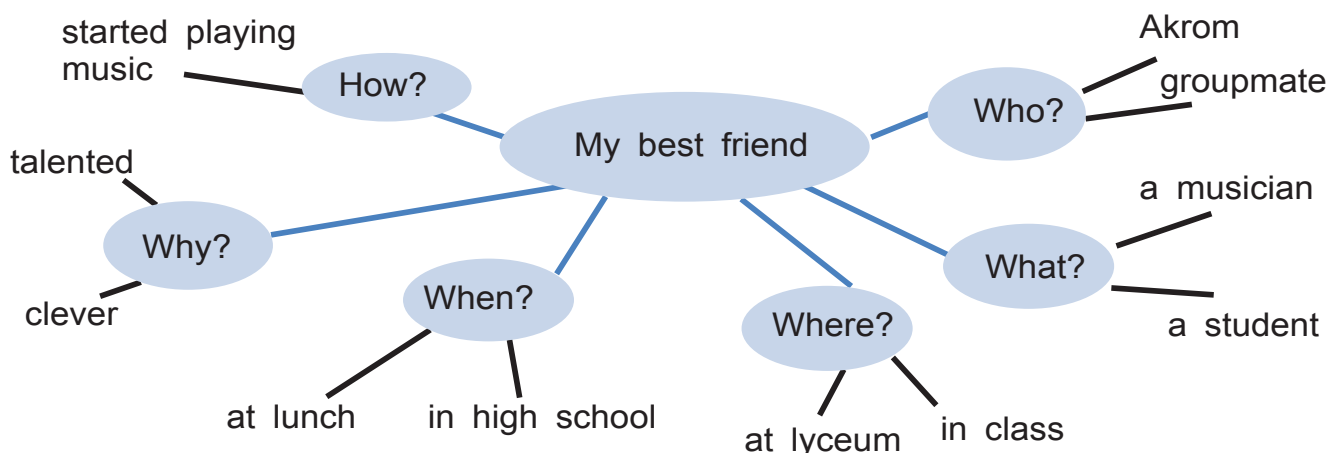
Who does your friend help? My friend helps me.

Who is object, so we call them object questions.

Who helps your friend? I help my friend.

Who is subject, so we call them subject questions.

6. Think about your best friend. Using the mind map, take notes about him/her and retell it to your partner.



**e.g.: My best friend is Akrom, my groupmate. We met with him in high school at lunch...**

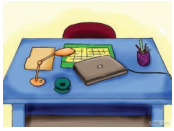


- The most commonly used letter in the alphabet is E.
- The least used letter in the alphabet is Q.
- *Dreamt* is only word that ends in mt.

- The oldest word in the English language is "town".
- The word "Strengths" is the longest word in the English language with just one vowel.



7. How to be organised? Match the pictures 1-7 with the sentences a-g.



1



2



3



4



5



6



7

- a) Multitask.
- b) Put it back.
- c) Make a to-do list.
- d) Set a time frame.
- e) Organize your space.
- f) Make more decisions.
- g) Use a calendar.

8. Rearrange paragraphs in chronological order.

**A)** During the Middle Ages, 1100-1500 AD in Europe, the use of the umbrella disappeared completely. Then it appeared again in Italy in the late sixteenth century. By 1680, the umbrella was used in France and later in England.

**B)** By the eighteenth century, the umbrella was used against rain in most of Europe and started to become popular worldwide. Umbrellas have not changed much in style during all this time; however, it wasn't until the twentieth century that umbrellas began to be made in a variety of colors.

**C)** The first people to use it were probably the Chinese in the eleventh

B.C. The umbrella spread to ancient Egypt and Babylon. At that time it was a symbol of honor and authority, the umbrella was used only for royalty or by those in high offices. It is believed that the first people to use the umbrella as protection against rain were the ancient Romans.

**D)** It seems natural to open an umbrella when it rains. But actually the umbrella was not invented for protection against rain. It was first used as a shade against the sun. Nobody knows who first invented it, but the umbrella was used in very ancient times.

9. Fill in the table using the information above. Try to retell the text using the questionnaire table.



When?	Where?	What happened?	What for?
Ancient times			
11 BC			
11 BC			
Middle ages			
16 <sup>th</sup> century			
By the 18 <sup>th</sup> century			
20 <sup>th</sup> century			



10. Think of some inventions. Plan and research information. Create and fill in the questionnaire table using the information. Write a report about invention. (100-150 words) Use the tips and do the consolidation exercises in the Workbook before writing an essay.

# Unit 4. What is a project?

## Lesson 2. Getting feedback from a tutor



Starter:

Match the following pictures with organizing information styles.



1. Sort out the words into the following parts of speech.

Vocabulary	Noun	Verb	Adjective	Phrasal verb
include				
solar				
summary				
aims				
outcomes				
benefit				
significance				
research				
health				
put in				
improve				
rural				



T.8

2. Listen and fill in the gaps.

### Ulugbek`s Project proposal

<b>Project title</b>	“Technology on cleaning a)_____by the help of solar energy”
<b>Project summary</b>	This technology will provide people with b)_____ drinking water
<b>Aims</b>	The realization of the project will improve the population`s c)_____.
<b>Background</b>	There are problems with drinking water in d)_____places.
<b>Timetabling</b>	e)_____months.

3. Listen again and fill in the tutor`s feedback summary

#### Tutor`s feedback summary

Good Points:

Areas for improvement:



4. Look at Ulugbek`s Project proposal. Taking into account the tutor`s remarks, what would you add to his new version of the project proposal? Discuss it with your partner.

#### Your feedback summary

Good Points:

Areas for improvement:

# Unit 4. What is a project?



5. Fill in the blanks using appropriate form of the linking verbs from the box.

*prove, sound, be, seem, feel, became, remain*

1. Well, that \_\_\_\_\_ good.
2. Ulugbek's project summary \_\_\_\_\_ "This technology will provide people with safe drinking water".
3. The summary \_\_\_\_\_ too short.
4. Drinking water \_\_\_\_\_ problem in rural places.
5. Water shortage still \_\_\_\_\_ problematic.
6. The timetabling \_\_\_\_\_ to be extremely short.
7. Ulugbek \_\_\_\_\_ a little bit worried.

## Linking verbs.

**Linking verbs** don't show action like ordinary verbs. They rather link or connect the subject to a subject complement, the part of the sentence that follows the verb.

**This is a list of common linking verbs:**

appear, be, become, feel, get, grow, look, prove, remain, seem, smell, stay, taste, turn...

**These are the verbs that can be linking verbs in some sentences and action verbs in other sentences: *look, smell, appear, prove, sound, feel, remain, taste, grow...***

**Compare:**

You *look* tired. (linking verb)

He is *looking* for you. (action verb)

Your friend *appears* upset (linking verb)

He *appeared* suddenly (action verb)

You've just *proved* yourself to be smart. (l.v)

The opposition *proved* too strong for him. (a.v)

**NOTE!** Linking verbs are followed by adjectives while action verbs followed by adverbs.

6. Decide if each verb is an action verb or linking verb.

1. The students looked determined after a pep talk from the tutor.  
a) looked - linking  
b) looked - action
2. Claire looked at all of the questions.  
a) looked - linking  
b) looked - action
3. These diaries remain a valuable link to the past.  
a) remain - linking  
b) remain - action
4. My friend's exhibit remained on display for a month.  
a) remain - action  
b) remain - linking
5. Ulugbek appeared satisfied with his project  
a) appear - action  
b) appear - linking
6. Before I could leave, my friend appeared at the door.  
a) appear - linking  
b) appear - action

**DID YOU KNOW?**

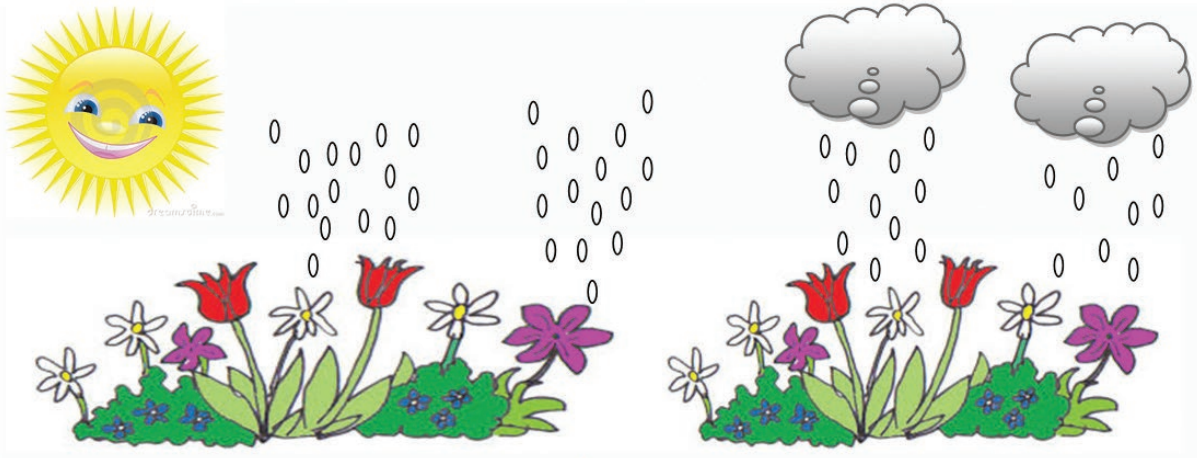
Teachers are creative and original. No two teachers do things exactly the same. Even when they use another teacher's ideas they often put their own spin on them.



Thanks teachers for never giving up.



7. Look at the picture below. How can you associate it with the topic?



8. Read the definitions about feedback. Sort out the following pieces of feedback into negative and positive.

A **positive feedback** helps learners develop self-assessment skills by encouraging them to recognize strengths and weaknesses in their own performance. It boosts the confidence of employees and improves their productivity. They feel appreciated as their efforts are recognized, inspiring them to contribute. The examples begin with a green arrow .

A **Negative feedback** at work can be painful, but if you're able to turn it into a positive learning experience, it can actually be your key to success. The examples begin with a red arrow.

- You were a much better worker before \_\_\_\_\_
- Hey John. Great job. Excellent presentation. You did well... But that's not what I was looking for... \_\_\_\_\_
- You need to become a dynamic speaker!! \_\_\_\_\_
- You're used to managing elephants;

you need to learn how to manage giraffes. (Note: this person did not work at a zoo.) \_\_\_\_\_

- Your growth is like a tree branching out in all directions. \_\_\_\_\_
  - Your sense of urgency does not go unnoticed. Your passion is exemplary. \_\_\_\_\_
  - Thanks for taking the load while I travel around — you're the best. Always in a good mood even when more tasks are heaped on you! \_\_\_\_\_
  - We value you!
  - You always provide great service to both fellow employees and the public. They always walk away with a smile.
- \_\_\_\_\_
- Your review skills are good, but try to limit your conversation and let your employees have a chance to speak. It is supposed to be a tool to open up communication.
- \_\_\_\_\_



9. Try to give feedback to your friend's study (100-150 words). Remember, your feedback should be helpful for your friend. Use the tips and do the consolidation exercises in the Workbook before writing an essay.

# Unit 5. Data

## Lesson 1. Searching and analyzing data



Starter:



Share the most interesting ideas with the whole group. Tell in what ways you agree or disagree with them.

- What do you think is the best way to search for information?
- What are the advantages and

disadvantages of them?

- How can you successfully collect and analyze data?
- What should you pay attention to while searching for particular information?

1. Read the new words and their definitions. Discuss your understanding with your partner.

- **facilities** (*noun*): usually buildings with different types of equipment and offices

- Full-time students can use all of the university facilities, including the library and gym.

- **reference materials** (*noun*): generally books such as dictionaries and encyclopedias that can not be checked out

- I'm sorry, but reference materials can only be used in the library. They cannot be checked out.

- **house** (*verb*): preserve, hold, contain

- The special collection on the fifth floor houses our rare books.

- **circulation desk** (*noun*): the main desk where you check out books

- Please go to the circulation desk to check out these books.

- **periodicals** (*noun*): magazines,

journals, and newspapers

- You can find that magazine in our periodicals section straight down this hall.

- **back issues** (*noun*): older periodicals, sometimes over several months old

- Back issues of *Time* magazine can be found on the third floor.

- **renew** (*verb*): check out again

- Yes, I'd like to renew this book, please.

- **overdue books** (*noun*): books that have been checked past the due date

- I have two overdue books that need to be returned to the library.

- **faith** (*noun*): strong belief in something, esp. without proof or evidence.

- Though he couldn't prove it, he had faith that the package would arrive on time.



T.9

2. Listen to the conversation and fill in the blanks with missing words.

Hello and welcome to the (1)\_\_\_\_\_ library. This (2)\_\_\_\_\_ tour will introduce you to our library's facilities and operating hours.

First of all, the library (3)\_\_\_\_\_ of books, reference materials, and other resources are found on levels one to four of this building. Level one houses our humanities and map collections. On level two, you will find our circulation (4)\_\_\_\_\_, current periodicals and journals, and our copy facilities. Our (5)\_\_\_\_\_ and engineering sections can be found on level three. You can also find back issues of periodicals and journals older

than six months on this level. Finally (6)\_\_\_\_\_ rooms, our microfilm collection, and multimedia center are located on level four.

Undergraduate students can check out up to five books for two weeks. Graduate students can check out fifteen books for two months. Books can be (7)\_\_\_\_\_ up to two times. There is a 50-cents-a-day late (8)\_\_\_\_\_ for overdue books up to a (9)\_\_\_\_\_ of \$15.00. Periodicals and reference books cannot be checked out.

The library is open (10)\_\_\_\_\_, 8:00 a.m. to 10:00 p.m., and on Saturdays from 9:00 a.m. to 8:30 p.m. The library is closed on Sundays.

3. Listen to the conversation again and answer the following questions.

- Where would you go to check out books?  
A. Level 1      B. Level 2  
C. Level 3      D. Level 4
- Where is the most likely place to find a book on learning to speak French?  
A. Level 1      B. Level 2  
C. Level 3      D. Level 4
- Where would you find a January 1996 issue of Time Magazine?

- How much would you have to pay in late fees if you had a book that was 45 days overdue?  
A. \$5.50      B. \$11.00  
C. \$15.00      D. \$22.50
- When does the library close on Friday nights?  
A. 8:30 PM      B. 9:00 PM  
C. 9:30 PM      D. 10:00 PM



4. Discuss these questions in sub-groups. Then tell the class your group's general ideas about the library.

*e.g.: Nowadays many students prefer the Internet to library. However, my friends and I often visit libraries...*

- How often do you visit your library?
- Write down as many different types of resources and services you can find at a library.
- What famous libraries of the world do you know?
- Can you suggest a local library to your friends? Why/Why not?

Note! Give reasons and supporting ideas for your answers.

# Unit 5. Data



5. Fill in the gaps using appropriate form of the verbs in the brackets (active or passive voices).

**e.g.: This taped tour will introduce you to our library facilities and operating hours.**

1. Reference materials and other resources \_\_\_\_\_ on levels one. (to find)
2. On level two, you will \_\_\_\_\_ our circulation desk. (to find)
3. Our science and engineering sections can \_\_\_\_\_ on level three. (to find)
4. You can also \_\_\_\_\_ back issues of periodicals and journals older than six months on this level. (to find)
5. The multimedia center \_\_\_\_\_ on level four. (to locate)
6. Undergraduate students can \_\_\_\_\_ up to five books for two weeks. (to check out)
7. Graduate students can \_\_\_\_\_ fifteen books for two months. (to check out)
8. Books can \_\_\_\_\_ up to two times. (renew)
9. Periodicals and reference books cannot \_\_\_\_\_. (to check out)

### Use of the passive

There are several times when the passive voice is useful:

1. we don't know who did the action (the agent):

*My wallet has been stolen. Somebody has stolen my wallet.*

2. we think the agent is not important:

*Our house is being painted. XYZ Company is painting our house.*

3. the agent is obvious:

*I am paid weekly. My company pays me weekly.*

4. the agent is everyone:

*The emergency services can be called by dialling 999. cf: The public can call the emergency services by dialling 999.*

6. Complete the sentences (Active or Passive voice). You must use either *simple present* or *simple past*.

The Statue of Liberty was given to the United States by France. It (1).....(be) a present on the 100<sup>th</sup> anniversary of the United States. The Statue of Liberty (2)..... (design) by Frederic Auguste Bartholdi. It (3)..... (complete) in France in July 1884. In 350 pieces, the statue then (4).....(ship) to New York, where it(5)..... (arrive) on 17 June 1885. The pieces (6)..... (put) together and the opening ceremony (7).....

(take) place on 28 October 1886. The Statue of Liberty (8)..... (be) 46 m high (93 m including the base). The statue (9)..... (represent) the goddess of liberty. She (10)..... (hold) a torch in her right hand and a tablet in her left hand. On the tablet you (11).....(see / can) the date of the Declaration of Independence (July 4, 1776). Every year, the Statue of Liberty (12).....(visit) by many people from all over the world.



• The first library classification system was set up during the Han Dynasty. In North America, it is believed that personal collections of books were brought over to the continent by French settlers in the 16th century.  
• The world's most expensive book ever purchased was bought by Bill Gates at

an auction for \$30.8 million dollars. The title of the book is Codex Leicester by Leonard da Vinci.

• Tim Berners-Lee coined the phrase "World Wide Web" in 1990.

• Email was already around before the World Wide Web came.



7. Working in sub-groups. Discuss the following quotes about technology.

- All of the biggest technological inventions created by man - the airplane, the automobile, the computer - says little about his intelligence, but speaks volumes about his laziness.  
Mark Kennedy
- Humans have become the tools of their tools.  
Henry David Thoreau
- Computers have lots of memory but no imagination.  
Author Unknown
- Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.  
Bill Gates

8. Read the following text and do the True/False task.

**What is the Internet?**

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite, a set of communications protocols, to serve billions of users worldwide. The internet has reshaped and redefined most traditional communications media including telephone, music, film, and television. This has given birth to new services. Newspaper, book and other print publishing are adapting to Web site technology, or are reshaped into blogging and web feeds.

The Internet has enabled or accelerated new forms of human interactions through instant messaging, Internet forums, and social networking. Online shopping has boomed both for

major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The origins of the Internet reach back to research of the 1960s, commissioned by the United States government in collaboration with private commercial interests to build robust, fault-tolerant, and distributed computer networks. The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.1 billion people - nearly a third of Earth's population use the services of the Internet.

1. The internet has completely dethroned traditional media.  
a) true    b) false
2. The internet has had an impact on commerce.  
a) true    b) false

3. The internet was first introduced in the 1990s.  
a) true    b) false
4. More than a quarter of the Earth's population is Internet users  
a) true    b) false



9. More and more students are using the Internet for conducting research versus going to the library. However, what are the advantages and disadvantages of both. Choose either one for your essay topic. Use the tips and do the consolidation exercises in the Workbook before writing an essay.

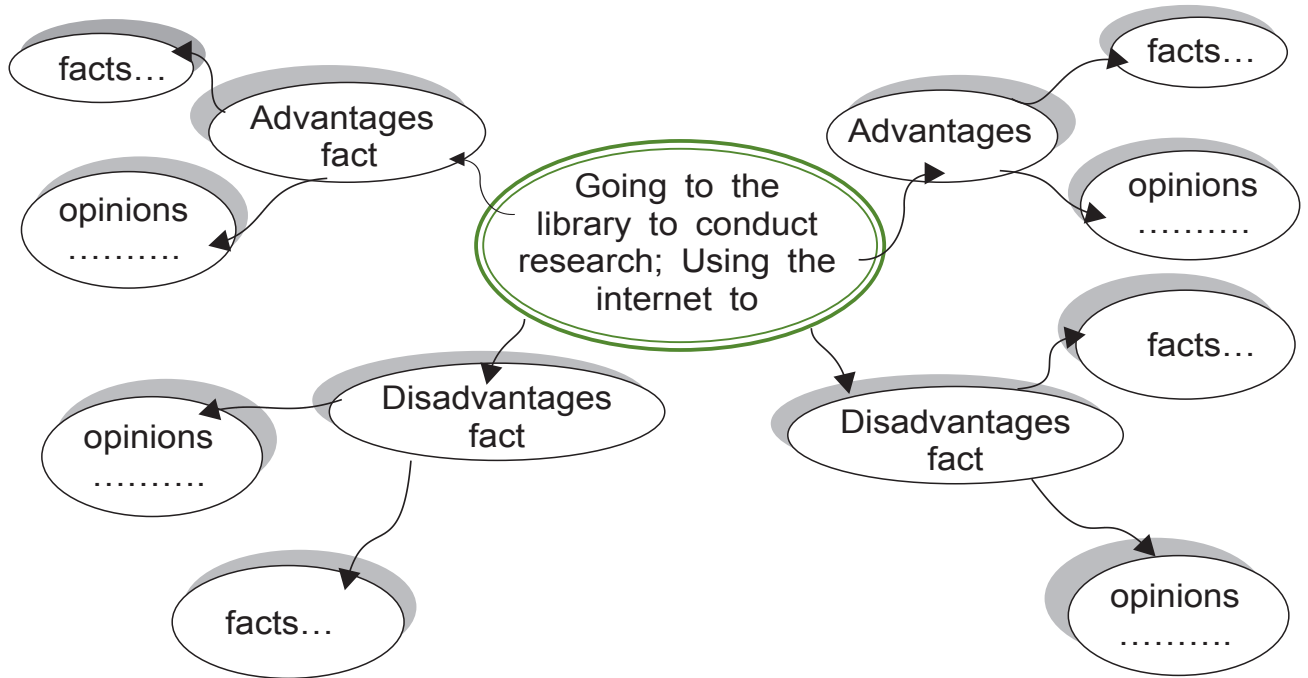
# Unit 5. Data

## Lesson 2. Using facts, opinions, arguments and presenting data



**Starter:**

Work in small groups. Choose the topic from previous lesson. "Going to the library to conduct research" or "Using the internet to search data".



- Try to make a presentation about the topic using your poster.
  - Use the following phrases for your report in order to express your argument.

1	<b>In my experience...</b>	
2	<b>Speaking for myself...</b>	
3	<b>In my opinion...</b>	
4	<b>Personally, I think...</b>	
5	<b>I believe that...</b>	
6	<b>I'd suggest that...</b>	
7	<b>I'd like to point out that...</b>	
8	<b>As far as I'm concerned...</b>	
9	<b>If you ask me.....</b>	
10	<b>Speaking of....</b>	
11	<b>As I said before....</b>	



T.10

2. Listen to the tape. Choose one right opinion (a or b) from each of the following pairs of topic statement due to the text.

1. a) Computer games are very popular with the adolescent.

b) Computer games are not as popular as education.

2. a) Young people solve their social and personal problems with the help of video games.

b) Video games cause social, educational and personal problems.

3. a) Youngsters who spend a great deal of time in front of monitor are more sociable.

b) Youngsters who spend a



great deal of time in front of monitor are far from interaction.

4. a) Young generation are likely to be overweight and not healthy as previous generation.

b) Previous generation suffered from obesity and diabetes while young generation keep fit and healthy.

5. a) Fighting scenes are always pleasant for users.

b) Fighting scenes are usually ignored by users.

3. Mark the paragraphs with numbers 1-5 in order to organize information.

\_\_\_-A) In addition, the games themselves are often quite violent and dangerous. For example, there are games which show graphic fighting scenes where the most brutal is most applauded. The language tends to be violent which further adds to the problems of the lack of interaction and social skills.

\_\_\_-B) Firstly, youngsters who spend a great deal of time in front of a monitor are not studying, playing sport, socialising or learning about life. The skills which they need in order to interact with others and succeed in the real world are not being nurtured.

\_\_\_-C) Computer games have been popular for decades now and many households have at least one.

However, it can be seen that playing these games cause social, educational and personal problems of several kinds both to youngsters and society.

\_\_\_-D) It is easy to imagine the effects of such games on young minds. If we wish children to grow up to become well-adjusted members of society, these games should be more tightly controlled.

\_\_\_-E) Moreover, studies have shown that this generation of young males is actually growing less than previous generations due to lack of exercise. Following from this, they are more likely to be overweight and less healthy, so more prone to diseases such as diabetes.

Listen and check your answers.



4. Working in groups. Using facts and opinions from the passage express your own opinions and thoughts about the topic. You will be given the instruction by your teacher.

# Unit 5. Data



5. Try to finish the sentences with your own words.

1. I didn't study well.  
Therefore,.....
2. I didn't study well.  
Nevertheless,.....
3. Math was hard for me in high school. Likewise, .....
4. My friend was late to class again.  
In fact, .....
5. There are lots of online dictionaries. For instance .....
6. I know that I should do my homework. Yet .....
7. She doesn't like learning grammar. On the other hand, .....
8. In conclusion,.....

6. Fill in the gaps with the transition verbs from the box.

*Consequently, In addition, Undoubtedly, Otherwise, What's more, Therefore, In conclusion, However, For example.*

Computer games have been popular for decades now. **e.g.: 1) Undoubtedly,** many households have at least one. (2)\_\_\_\_\_, it can be seen that playing these games cause social, educational and personal problems of several kinds both to youngsters and society.

The skills which they need in order to interact with others and succeed in the real world are not being improved. (3)\_\_\_\_\_, this generation is actually growing less than previous generation due to lack of exercise.

Firstly, youngsters who spend a great deal of time in front of a monitor are not studying, playing sport, socialising

## Transition Words (at the beginning of a sentence)

meaning	Transition Words
addition	in addition, additionally, moreover, what's more
cause/result	therefore, consequently
choice	on the other hand
similarities	similarly, likewise
concession	nevertheless,yet
condition	otherwise
opposites	however, nevertheless, on the other hand,
emphasis	in fact, undoubtedly,
example	for example, as an example, for instance.
conclusion	in conclusion, after all, all in all, finally,
time	then, next, later, earlier

or learning about life. (4)\_\_\_\_\_, they are more likely to be overweight and less healthy, so more prone to diseases such as diabetes.

(5)\_\_\_\_\_, the games themselves are often quite violent and dangerous.(6)\_\_\_\_\_, there are games which show graphic fighting scenes where the most brutal is most applauded.(7)\_\_\_\_\_, the language tends to be violent which further adds to the problems of the lack of interaction and social skills.

(8)\_\_\_\_\_, it is easy to imagine the effects of such games on young minds. If we wish children to grow up to become well-adjusted members of society, these games should be controlled. This is where we need to be careful. (9)\_\_\_\_\_, we run the risk of losing generation with great ideas.



**Bill Gates' First Business.** Before Microsoft, Bill Gates was apparently counting cars. His first business was Traf-o-data, a company that read raw data from roadway traffic counters to create meaningful reports for traffic controllers. Bill Gates designed a traffic control system for Seattle when he was only 15!



7. Read each statement and then write F (fact) or O (opinion). Explain your choice.

e.g.: ***The fastest land dwelling creature is the Cheetah.*** F

1. There seems to be too much standardized testing in public schools. \_\_\_\_\_
2. It is wrong for people under the age of 21 to drink alcohol. \_\_\_\_\_
3. Sister Carrie was written by Theodore Dreiser. \_\_\_\_\_
4. Lord of the Rings: Return of the King won eleven Oscars (Academy

Awards). \_\_\_\_\_

5. The price of gas has grown to become too expensive. \_\_\_\_\_
6. Chicken has more protein than carrots. \_\_\_\_\_
7. Cell phones emit radiation that may or may not cause brain cancer. \_\_\_\_\_
8. People should not be allowed to talk on cell phones in a movie theatre. \_\_\_\_\_

8. Underline the key vocabulary of the topic sentence and find their synonyms from the introduction part. Find the sentences and words which describe arguments.

**Computers are being used more and more in education and some people believe there will soon be**

Technology is being used increasingly in the classroom and some people believe that educators will become redundant. I somewhat disagree that teachers will be replaced by machines.

The main reason why I think that teachers are essential is because they encourage and discipline students. Many people find it difficult to be interested in learning new things. Therefore, educators have to try to make classes more interesting and stimulate students' desires for learning. Also, in the case of young people, teachers often need to force students to learn through the use of punishments.

Another reason why teachers are needed is because they can teach young people important skills and values. This is because educators

**no role for the teacher in the class.**

**To what extent do you agree or disagree?**

serve as role models to their students and teach them how to appropriately interact with their peers. Therefore, if people only learn using machines they will lose the opportunity to learn important social skills and values.

However, studying over the internet certainly offers a lot of convenience. First, we are able to study in the comfort of our own homes, without the need to commute to school. Second, we can choose to study at any time we like even in the middle of the night.

In summary, I somewhat disagree that machines can replace teachers. This is because teachers can encourage students to learn and teach them how to interact with other people. Although, computers do offer the ability for people to learn anywhere at any time.

9. Write down some facts, opinions, and arguments about the topic, then create your essay.



TOPIC: Today students are very dependent on their mobile phones. Can cell phones be educational tools? To what extent do you agree or disagree

Facts	Opinions	Arguments

Use the tips and do the consolidation exercises in the Workbook before writing an essay.