


INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN



# ENGLISH COURSE BOOK



For the first year students of  
History of Islam and source  
studies specialization

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O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi  
Din ishlari bo'yicha qo'mita  
O'zbekiston xalqaro islom akademiyasi

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5120300 - Tarix (islom tarixi va manbashunosligi) yo'nalishi  
1-kurs talabalari uchun

# Xorijiy til (Ingliz tili) fanidan O'quv qo'llanma

## **Authors' note**

The present Course Book covers all areas of English language from elementary level learners to pre intermediate in the field of history and source studies. Due to the importance of authentic knowledge, every effort has been made to ensure that the material presented in the following Course Book. Also, given the importance of History, most of the terms are presented in their original and the translation of their meanings. The aim here to help the student read the texts and understand its meanings. Each lesson is followed by exercises covering questions and writing exercises about the topics.

One striking feature in the Course Book of the colorful artwork used in this text book appeals to learners. As technology is becoming an embedded part of education, a number of tasks are dedicated to use it fruitfully. Learners likely use the applications which are given in sections.

Since the book informs learners about country study, history and literature, we can say the topics are integrated with other subjects. Furthermore, in order to enhance the learners' world of view a lot of tasks related to culture and foreign traditions are also involved. This hopefully bounds to attract the readers' attention, stimulate, and amuse as well as educate them. The lessons aim is to acquaint the students with the usage of English language and to enhance the Vocabulary in every aspect. As each lesson covers the tasks to improve reading skill and to review Grammar sections, the learners tend to acquire expertise in terms of topics. There is also a particular section for writing exercises, which aids to improve writing skills. At the end of each lesson, the assignments are provided to improve their critical thinking and work on themselves. As for speaking skill, the lessons constitute specific passages and assignments that serve for enlarging their number of new words and phrases and speaking fluency.

**M.Ulmasbaeva D.Khasanova**

# **ENGLISH COURSE BOOK**

**For the 1<sup>st</sup> year students**

**of History of Islam and source studies specialization**

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In our country great attention is paid to the creation of modern textbooks and manuals for teaching foreign languages, especially English, as well as the training of qualified specialists with their help. This Course manual is also intended to achieve this goal and it was designed according to the syllabus for Year 1 students of History direction of International Islamic academy of Uzbekistan. The topics of this manual tend to give opportunities to the learners in improving their communication skill, enlarging topic related vocabulary and broadening their expertise in country studies, as the themes are based on Communicative Language Teaching. Since topics are related to different cultures, learners hopefully improve their intercultural competence and tolerance to traditions of different countries.

This manual was reviewed and recommended for publication in accordance with the Order of Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated September 9, 2022, № 302-130

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# UNIT 1. Where are you from?

## 1.1. PEOPLE, COUNTRIES, NATIONALITIES; LANDMARKS.



1. **Speaking:** Work in pairs. Match the photos (1-4) with four of the adjectives and Nouns in the list below

**Adjectives:** Ancient, fast, capital city, vibrant, interesting, helpful, easy, relaxing, crowded, tiny, old, magnificent, skyscrapers, old-fashioned, cosmopolitan, seemingly prosperous, real, chirping, high

**Nouns:** city, airport, bread, mosque, capital, park. Sea, ocean, inner house, monument. Statue of Liberty, desert, beach, souvenir

# UNIT 1. Where are you from?

## 2. Where are the people from?



Hello! My name's is Simon and I come from **America, New York**. Where are you from?



Hi there!  
I'm Jaloliddin! I come from \_\_\_\_\_



Hello! Nice to meet you.  
My name's Abdulloh. I am from \_\_\_\_\_



Hello everybody!  
My name's Emir! I am from \_\_\_\_\_

## 3. Answer the questions using cities and countries from exercises 1

Where do people go to ...

1. See a lot of skyscrapers? \_\_\_\_\_
2. See the ocean? \_\_\_\_\_
3. Witness the inner and outside houses? \_\_\_\_\_
4. Taste traditional hamburger? \_\_\_\_\_
5. Visit an ancient mosque? \_\_\_\_\_
6. See the ancient city? \_\_\_\_\_
7. Get admission for the biggest aquarium? \_\_\_\_\_
8. Have a rest in Central Park? \_\_\_\_\_
9. Buy some handcraft souvenirs? \_\_\_\_\_
10. Travel along the desert? \_\_\_\_\_



# UNIT 1. Where are you from?

## 4. Work in pairs. Complete the gaps in the quiz using words from Ex. 1

1) This is a photo of \_\_\_\_\_. Where is it?

- A. Uzbekistan
- B. Austria
- C. The USA

2) When you fly to Domodedovo \_\_\_\_\_, which country you are going?

- A. Germany
- B. Russia
- C. The Ukraine



3) When you want to try the \_\_\_\_\_ with special taste, you should you visit?

- A Poland
- B Uzbekistan
- C Pakistan

4) \_\_\_\_\_ Miracle Garden is World's Largest Flower Garden, which I've ever seen.

- A Warsaw
- B Dubai
- C Singapore



# UNIT 1. Where are you from?

## Word building: Collocations

5. Describe the photo. What is specific feature of it?



## 6. Reading

Read the text and check your ideas from exercise 5. Would you like to live in skyscrapers? Would you rather see the World from top?

*Once skyscrapers around the world were full of offices, not apartments. In 2000, only three buildings higher than 200m had apartments in them. Today there are more than 250, many of them luxury apartments for rich people who want to live the high life. Better technology makes life at the top easier. Lifts can now travel much faster, more than 40 mph. Also, the buildings don't move so much in the wind anymore. So, what's it like to live on top of the world?*

Roz Kaldor -Aroni is CEO of a medical research charity. She and her husband lived in another skyscraper before they moved into the 91 floor Eureka Tower in 2006. At nearly 300m, it was then the world's tallest apartment block. They live on one of the highest floors of the building, with their son, Gideon, and Roz loves it. It's not because of the apartment itself, she says: 'It's very much about looking outside. It's not about the inside.' She never gets bored with the view. 'Every time I look out of the window it looks different - I notice something new.' They are

# UNIT 1. Where are you from?

building an even taller block of apartments nearby. 'We will lose part of our view', says Roz, 'but we can't really complain.' When she's ready to drive Gideon to school, Roz doesn't listen to traffic reports. I just look out of the window,' she says.

'I have two ways we can go, and I can see the traffic from here and take the better one.' There's no need to check the weather, either - you can see where the clouds are. But you can't see the ground when the clouds are low! Nature can seem a long way away, but it's only a three-minute walk to the park. 'When Gideon was little,' Roz says, 'he came back from a friend's and said, "Mummy, we played in the park", and I said, "No, that was their garden!" The family are fine with heights, but visitors sometimes find it more difficult. 'We had one babysitter who was so stressed out, she couldn't come back.' And people's ears often pop on the journey up, just like in an airplane!

## 7. Complete the building collocations. The missing words are all in the text in exercise 6. Check the meaning of all the collocations.

1. Move into \_\_\_\_\_ / \_\_\_\_\_
2. Get \_\_\_\_\_ / \_\_\_\_\_
3. Look out of \_\_\_\_\_ / \_\_\_\_\_
4. Listen to \_\_\_\_\_ / \_\_\_\_\_
5. Come back \_\_\_\_\_ / \_\_\_\_\_
6. Pop on \_\_\_\_\_ / \_\_\_\_\_
7. Drive to \_\_\_\_\_ / \_\_\_\_\_

## 8. Complete the sentences with the verbs below. Use the correct form. There is an extra verb which you do not need.

*Come back   listen to   get off   move to   pop on   drive to*

1. My former neighbor \_\_\_\_\_ from his new flat
2. I would rather walk to my school than \_\_\_\_\_ in the mornings.
3. The woman who was sleeping next to my seat wanted to \_\_\_\_\_ the bus.
4. My friend prefers watching online news than \_\_\_\_\_ the radio.
5. People usually \_\_\_\_\_ other apartments, when their houses are demolished.

# UNIT 1. Where are you from?

## 2.2. GRAMMAR: THE VERB “TO BE”; INDEFINITE ARTICLE

### 1. Read the dialogue and tell the class where is Jonathan from.

**Max:** Can I have a look to your photo?

**Jonathan:** Yes, sure. This is my hometown

**Max:** Really? Is it? But you look like an Englishman.

**Jonathan:** Yes, I am English, but I was born there. So, \_\_\_\_\_ is my motherland

**Max:** This country is famous for its ancient and modern cities. Especially, tourists adore with patterns in buildings.

**Jonathan:** Not only crafts, but also ist fruit, local cuisine, and bread are also popular among guests

**Max:** what about local people? I heard they are hospitable

**Jonathan:** Yes, you are right. I am so proud of being from this country.

**Max:** Will you invite me to your country?

**Jonathan:** Certainly! Be my guest!

### 2. Find all the examples of be in the dialogue in exercise 1. Complete the Learn this! box. Use short forms.

#### REMEMBER THIS! *be*

#### *Affirmative*

I \_\_\_\_\_

He/she/it \_\_\_\_\_

You/we/they are

#### *Interrogative*

Am I?

\_\_\_\_\_ he/she/it?

\_\_\_\_\_ you/we/they?

#### *Negative*

I'm not

He/ She / It isn't

You/ we/ they aren't

#### *Short answers:*

Yes, I'm/ No, I'm not

Yes, he/she/ it \_\_\_\_\_

No, he/ she/ it isn't

# UNIT 1. Where are you from?

3. Write two sentences with the verb be, one affirmative and one negative. Which is true for you? Which is false? Write T or F?

1. Our country \_\_\_ situated in Asia \_\_\_\_\_
2. Ottawa \_\_\_ capital of New Zealand \_\_\_\_\_
3. We \_\_\_\_\_ at university \_\_\_\_\_
4. Our teacher \_\_\_\_\_ very tall \_\_\_\_\_
5. I \_\_\_\_\_ 18 years old \_\_\_\_\_
6. My friends \_\_\_\_\_ all girls \_\_\_\_\_
7. Our University has a book café and it \_\_\_\_\_ quite comfortable \_\_\_\_\_
8. Greece \_\_\_\_\_ an ancient country \_\_\_\_\_
9. Amir Temur \_\_\_ pride of Uzbeks \_\_\_\_\_
10. Internet \_\_\_ source of information \_\_\_\_\_

## 4. Speaking: Chain game.

Complete the questions with the correct form of the verb be. Then ask and answer the questions in pairs.

- 1 \_\_\_\_\_ you from Uzbekistan?
- 2 \_\_\_\_\_ your learning platform easy?
- 3 \_\_\_\_\_ we outside of the class?
- 4 \_\_\_\_\_ your friends all at this University?
- 5 \_\_\_\_\_ you above 20?
- 6 \_\_\_\_\_ I from Andijan?
- 7 \_\_\_\_\_ you interested in geographical names?
- 8 \_\_\_\_\_ they at a café right now?
- 9 \_\_\_\_\_ active at social sites?
- 10 \_\_\_\_\_ you good at cooking?

Are you  
from  
Uzbekistan?

Yes, I am

# UNIT 1. Where are you from?

## 5. Reading:

Can you guess what is the passage about by looking some words in bold?  
What do you think where is the described place is located?

I come from **a small town** called Sur, Oman. First of all, it's is very green and has many **beaches and mountains**. My hometown has a very small population and the people are very **friendly**. It also has a small city center or down town area and you can find many **shops and restaurants**. For example, sea food restaurants supermarkets. Furthermore, my hometown is a coastal town as a results, there are many boats and ships called dhows made by a small traditional wooden **ship factory**. In addition, there are many fishermen around so you can eat many kinds of cheap fish. It is very hot in the summer and warm in the winter. There are many parks and museums in my hometown. Many tourists visit my hometown in the winter time because of the pleasant weather and the can see the turtles and their little ones.

**What title might be possible for this passage?**

- *My town is my pride*
- *My home town*
- *Where are you from?*

**Circle the indefinite articles in the text and try to explain their usage. Then compare your explanation with given grammar rules below.**

## 6. Grammar.

### Usage of the indefinite article “a/an”

Use the indefinite article *a* or *an* only with a singular count noun whose specific identity is not known to the reader. Use *a* before nouns that begin with a consonant sound, and use “*an*” before nouns that begin with a vowel sound.

- Use the article *a* or *an* to indicate any non-specified member of a group or category.

*I think **an** animal is in the garage*

*That man is **a** scoundrel.*

*We are looking for **an** apartment.*

- Use the article *a* or *an* to indicate one in number (as opposed to more than one).  
*I own **a** cat and two dogs.*

# UNIT 1. Where are you from?

- Use the article *a* before a consonant sound, and use *an* before a vowel sound.  
*a boy, an apple*

Sometimes an adjective comes between the article and noun:

*an unhappy boy, a red apple*

- The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

*an apple, some apples*

***Noun + a/ an NOUN***

1. The USA is a country
2. The Aral is a sea
3. Uzbekistan is a country
4. Asia is a continent

## 7. Make some sentences with geographical names and tell the class



***Noun + a/an + Adjective + Noun***

1. Uzbekistan is a big country
2. The USA is a huge continent
3. My hometown is a lovely place
4. New York is a vibrant city

# UNIT 1. Where are you from?

**Describe your hometown. Try to use all given grammatical patterns above and given requirements**

**When you describe your hometown, please make sure that you have mentioned followings:**

- location
- Size of city or town
- Food
- Weather
- Transportation
- People
- Do you like/ dislike?
- How do you feel about your home town?

## 8. Writing

Team work: Work within a group and write about your hometown. Choose a city/town and describe it with partners.



## 9. Project work

Choose one city and describe it by using the indefinite article. Mention its geographical name, location with adjectives.



# UNIT 2. A friend in need

## 2.1. FACIAL FEATURES



### 1. Lead in.

- What do you know about this fairy tale?
- Who is a real friend?
- Can you translate the proverb?

### Input section

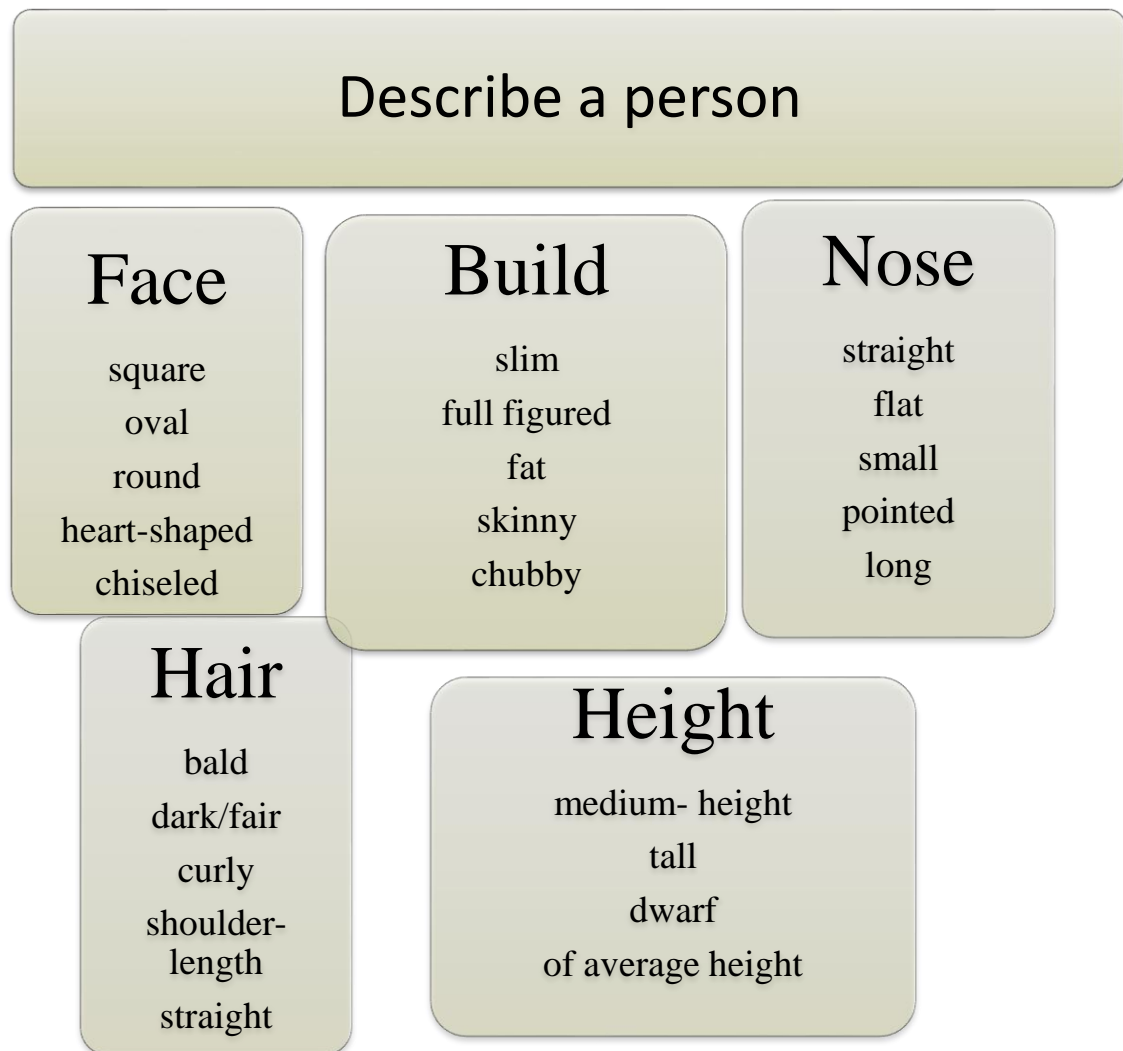
#### 2. Description of people

Let's say you want to describe a friend, a family member or a boss. You will probably use a few kinds of information.

- **Appearance** is what someone looks like on the outside.
- **Mannerisms** are the ways that someone acts or behaves.
- **Character traits** are the little things that make someone who they are. In other words, they make up someone's personality.
- **Emotions** are what someone feels at a certain time.

# UNIT 2. A friend in need

There is useful vocabulary for describing all of these rules



### 3. Practice. Who am I?

Write a name of person who is famous for everyone and stick it on a shoulder of another student. Describe his appearance using adjectives above. The person should be given only “Yes/No” questions in order to be easy to answer.

You may choose one the celebrities from below.

*e.g: Does he tall? Yes/ No*

*Has he dark skin? Yes/No*

*Is she slim? Yes/ No*

## Unit 2. A friend in need



### 4. SPEAKING:

Work in pairs. Describe someone in class. Can your partner guess who it is?

*She has got long straight hair. Her eyes are big and black. She is wearing a white blouse and black skirt...*

Is she Muslima?

## UNIT 2. A friend in need

5. **PRACTICE.** Fill in the correct word(s).

- 1 He hasn't got long hair. He's got \_\_\_\_\_ hair
- 2 She hasn't got dark hair. She's got \_\_\_\_\_ hair
- 3 Sarah and Kate are twenty-four \_\_\_\_\_ old
- 4 Gordon isn't \_\_\_\_\_ He's short.
- 5 He hasn't got big eyes. He's got \_\_\_\_\_ eyes
- 6 Tony is short and slim and he \_\_\_\_\_ a beard.
- 7 \_\_\_\_\_ you have straight hair?

6. Tell your partner what clothes you usually wear when:

- A. You are at school
- B. You go out with friends
- C. You are relaxing at home
- D. You do sport
- E. You are at university

*When I'm at work, I usually wear...*

7. **PRACTICE.** Find the mistakes. Pay attention to grammar and word choices.  
The first is done for you.

### THE DESCRIPTION OF A famous PERSON

The person I am going to describe in these few lines is a famous woman. She lives in her hometown, Los Angeles ~~from~~ *of* United States of America. This celebrity is worldwide known, mainly because almost all the films she has played on tend to be blockbusters.

Her physical appearance is striking, due to her slim body shape. In fact, her height is 173 cm and she barely weights 55 kg. The most remarkable things of hers would be; her thick and glossy lips and her green expressive eyes.

Personally, she is a good-hearted woman. Actually, she raises and donates a huge amount of money to charities. In addition, she takes part in many campaigns fighting for the rights of unfortunate people.

To finish with, she has recently got married to one of the most handsome man in Hollywood. Moreover, they are parents of six children.

## UNIT 2. A friend in need

### 8. Writing.

Choose one the jobs and try to describe him/ her. Answer the following questions.  
Try to follow the given rubric.

- *Describe her/his appearance*
- *What is she/he like?*
- *Why did you choose this person?*

NOBEL-  
PRIZEWINNER

FAMOUS  
ACTRESS

GREAT  
ANCESTOR

FAMOUS  
DOCTOR

INFLUENTIAL  
POLITICIAN

SPORTSMAN

### Rubric

Word number

Task achievement

Coherence

Vocabulary

Grammar

No more 150 words

Try to answer all questions

Logically connected sentences

Description of people

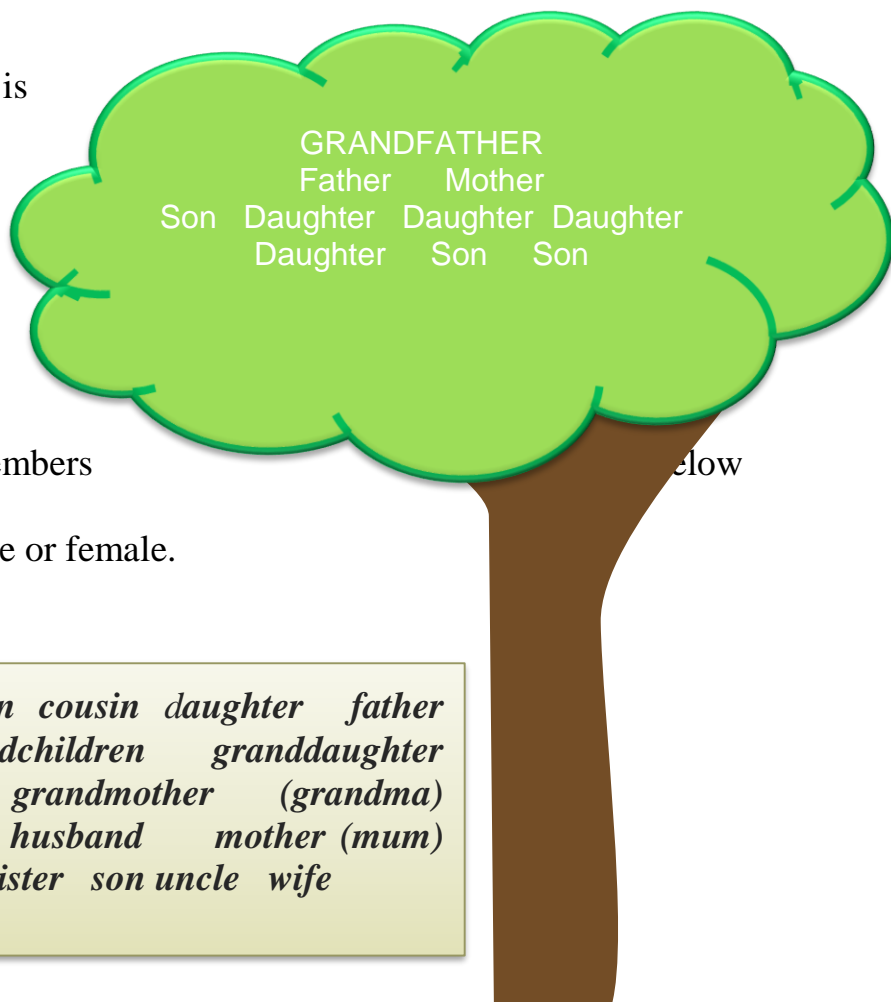
Use more verbs of “be/have”

# UNIT 2. A friend in need

## 2.2. FAMILY AND FRIENDS.

### 1. Lead in.

Can you guess what kind of tree is it? Whose family tree it might be? Can you draw your own family tree? You can add extra branches if you need or you may move out.



### 2. VOCABULARY

Work in pairs. Put the family members into three groups: a) female b) male c) male or female.

*aunt brother child/children cousin daughter father (dad) grandchild grandchildren granddaughter grandfather (grandad) grandmother (grandma) grandparent grandson husband mother (mum) nephew niece parent sister son uncle wife*

| Family members |      |                |
|----------------|------|----------------|
| female         | male | male or female |
|                |      |                |

## UNIT 2. A friend in need

a. We add **-in-law** for relationships from a marriage.

father-in-law = your husband's father/your wife's father

brother-in-law = your sister's husband/your wife's brother

b. We add **step** for relationships from a remarriage.

stepmother = your father's wife

stepsister = your stepfather's daughter/your stepmother's daughter

c. We add **great** to refer to the generation before.

great-grandfather = your mother's grandfather/your father's grandfather

great-uncle = your mother's uncle /your father's uncle

### 3. Speaking

Can you describe a family photo?  
Try to make as many sentences as you can.  
Name the people as you wish by using Vocabulary above.



# UNIT 2. A friend in need

## 4. READING

Read the text and answer the questions below

- Which characters in the show work together?
- Which characters live together?
- Can you name any other TV shows about friends?

## THE BIG BANG THEORY

It is a TV comedy about a group of friends in Pasadena, California. Leonard and Sheldon are scientists. They **work** together and they **share** a flat too. Two other friends from work, Howard and Raj, often **visit** them. Penny **lives** opposite. She works in a restaurant. She **likes** Leonard and Sheldon, but they are very different from her. A lot of the humor **comes** from this contrast. It's simple idea for a show, but millions people **watch** and **enjoy** it every week. Clearly, people **love** shows about friends!

*Can you identify the usage of the verbs in Present Simple?*

*Make some other sentences with the bold ones.*



a  
of

## 5. GRAMMAR FOCUS

### THE USAGE OF PRESENT SIMPLE

- **For habits**
  - He drinks tea at breakfast.
  - Salima only eats fish.
  - They watch television regularly.
- **For repeated actions or events**
  - We catch the bus every morning.
- **For general truths**
  - It rains every afternoon in the hot season.
  - They drive to Monaco every summer.
  - Water freezes at zero degrees.
  - The Earth revolves around the Sun.
  - Her mother is Persian.



## UNIT 2. A friend in need

- **For instructions or directions**

Open the packet and pour the contents into hot water.

You take the No.6 bus to Chorsu and then the No.10 to Abdulla Kadiri.

- **For fixed arrangements**

His mother arrives tomorrow.

Our holiday starts on the 26th March

- **With future constructions**

She'll see you before she leaves.

We'll give it to her when she arrives.

### 6. Time to practice

Feel in the gaps.

1. \_\_\_\_\_ (you / drink) coffee every day?
2. The moon \_\_\_\_\_ (go) round the earth.
3. Oil and water \_\_\_\_\_ (not / mix).
4. She \_\_\_\_\_ (play) tennis once a week.
5. He \_\_\_\_\_ (enjoy) music.
6. She \_\_\_\_\_ (not / work) in a bank.
7. I \_\_\_\_\_ (not / go) to the cinema often.
8. How often \_\_\_\_\_ (he / cook)?
9. A: How do I get to the museum? B: You \_\_\_\_\_ (go) along this road to the end.
10. \_\_\_\_\_ (he / study) French?
11. Young people usually \_\_\_\_\_ (eat) a lot.
12. We \_\_\_\_\_ (not / drink) alcohol.
13. It \_\_\_\_\_ (rain) a lot in the winter.
14. A: How does this work? B: You \_\_\_\_\_ (not / press) this button.
15. Where \_\_\_\_\_ (they / buy) food?
16. In Spain, cafés \_\_\_\_\_ (not / open) early.
17. He \_\_\_\_\_ (live) in Moscow.
18. John always \_\_\_\_\_ (work) on Fridays.
19. A: How do I pay for parking? B: You \_\_\_\_\_ (put) your money in here.
20. In Japan, people \_\_\_\_\_ (eat) a lot of fish.

# UNIT 2. A friend in need

## PRESENT SIMPLE AND FUTURE TIME

We also use the present simple to talk about:

- something that is **fixed** in the future:

*The school term **starts** next week.*

*The train **leaves** at 19.45 this evening.*

*We **fly** to Paris next week.*

- something in the future **after time words** like *when, after* and *before* and **after if** and *unless*:

*I'll talk to John **when** I see him.*

*You must finish your work **before** you **go** home.*

***If** it **rains** we'll get wet.*

*He won't come **unless** you **ask** him.*

## 6. PRACTICE

Fill the gaps with your own words

1. About 375 million people \_\_\_\_\_ English as their first language.
2. An adult human skeleton \_\_\_\_\_ about 200 bones.
3. Giant tortoises \_\_\_\_\_ for about 150 years.
4. Most spiders \_\_\_\_\_ eight eyes.
5. The human heart usually \_\_\_\_\_ about 80 times a minute.
6. On average, cats \_\_\_\_\_ about 15 hours every day.
7. Our train \_\_\_\_\_ at 5 a.m.
8. If it \_\_\_\_\_, we will postpone our match
9. Call me, when you \_\_\_\_\_ Samarkand
10. Come around, as soon as you \_\_\_\_\_ time.

## 8. Project work

Write down about your family member by using Present Simple. Try to mention

- a. his/ her habits, likes/dislikes and characters.
- b. Use time words like *when, after* and *before* and *after if* and *unless*
- c. All forms of verbs can be used

# UNIT 3. Home sweet home

## 3.1. DESCRIBING HOUSES

### 1. LEAD IN

Match the houses with their definitions. The images of houses can help you.

1. \_\_\_\_\_ is a style of house or cottage that is typically either a single story or has a second, half, or partial story, that is built into a sloped roof. They are typically small in terms of size and square footage and often are distinguished by the presence of dormer windows and verandas

2. \_\_\_\_\_ is a single standing property that doesn't share any walls with any other structure. Due to the isolation of the property, they're usually more "private" and generally more expensive than any other type of house.

3. \_\_\_\_\_ is a living area that is self-contained within only part of a building. Usually, it is situated in a building that is split up into multiple living areas for different residents.



4. \_\_\_\_\_ (also known as a park home, trailer, trailer home, house trailer, static caravan, residential caravan, motorhome) is a prefabricated structure, built in a factory on a permanently attached chassis before being transported to site.

- A. A mobile home
- B. A flat
- C. bungalow
- D. detached house

# UNIT 3. Home sweet home

## 2. VOCABULARY

Match the furniture in the photos with words from below and put the numbers of them.

*Furniture and household items bath  
bed bin blinds bookcase carpet chair  
chest of drawers clocks cooker  
cupboard curtains desk dishwasher  
hi-fi*

*lamp light mirror rug shelves  
shower sink sofa stool table toilet  
wardrobe washing machine*



## 3. Speaking: TEAM WORK

Choose one of these rooms from pictures A to D as the best place to live. Give some reasons why this room is the best. Present the class your option. Try to persuade them that your choice the most suitable. Use the following phrases if you need.

*We chose the room \_\_, because it is \_\_\_\_\_*

*There is/ are \_\_\_\_\_ there. It might be located \_\_\_\_\_ floor of the house.*

*We may \_\_\_\_\_ there in the mornings/ afternoon/ evenings, because there are \_\_\_\_\_.* We can also \_\_\_\_\_ in this room

# UNIT 3. Home sweet home

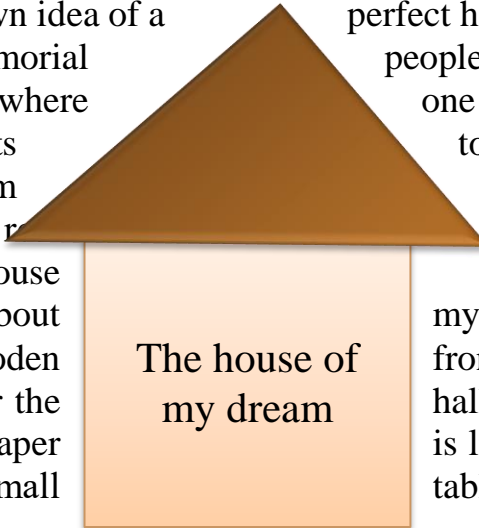


# UNIT 3. Home sweet home

## 4. READING

### Read the text and answer the question

Every person has his own idea of a perfect house. Since the time immemorial people always wanted to make their dwelling a place, where one feels comfortable and cosy, where one always wants to come back to. A dwelling of my dream is not a flat but a two-storey mansion. And as a hostess I'd like to arrange everything in the house according to my taste. Now, let me tell you about my house. When you come to the front door, wiping your feet on the door-mat, and enter the hall. The floor is covered with a fitted carpet, the wallpaper is light and has a small pattern. There's a seat and a small mirror above it.



The house of  
my dream

Then you enter the living-room. The bright full-length curtains are drawn back, and sunshine fills the room. The living-room suite, consisting of a sideboard, a bookcase, a sofa, an elegant coffee table and three armchairs, is arranged around three walls. There's a video system near the window.

On the ground floor there's also a kitchen and a bathroom. The kitchen is a very large room with a big window. There is a gas cooker with a hood, two wall-cupboards and a sink unit there. Near the opposite wall there is a dishwasher, a refrigerator and a table.

Let's go upstairs and have a look at the bedroom. The bedroom suite consists of a bed, two bedside tables and a wardrobe. The window overlooks the back yard. In my house there is also a terrace, a garage and a garden and so many other things I'd like to have; at least, in my dream house.

**Which of these houses is described?**



## UNIT 3. Home sweet home

5. **PRACTICE.** Fill the gaps using the words from the box

reasons  
example  
never  
opinion  
Course  
Larger  
idea  
quiet  
better  
neighbors  
relaxed  
hand

Some people think it's a good (1) idea to live in an apartment to live in a house. In building while other people think it's (2) \_\_\_\_\_. It's much better to live in a house. I have three great my (3) \_\_\_\_\_. It's much better to live in a house. I have three great (4) \_\_\_\_\_ for my opinion. To begin, many apartments are very noisy. You might have (5) \_\_\_\_\_ upstairs who keep you awake all night with their TV. However, most houses are very (6) \_\_\_\_\_. My family and I live in a house, for example, and we (7) \_\_\_\_\_. hear our neighbors. Secondly, you can't enjoy a yard if you live in an apartment. On the other (8) \_\_\_\_\_ most houses have a yard where you can enjoy your free time. For (9) \_\_\_\_\_ last weekend, I played soccer with my little brother in our yard. Finally, most houses are much (10) \_\_\_\_\_ than apartment homes. When you have a larger home, you feel more (11) \_\_\_\_\_. For all these reasons, I really think it's much better to live in a house! Of (12) \_\_\_\_\_.

### 6. WRITING:

Describe the house in your dream. Mention its location, general image, number of flats and specific features. Try to give detailed information.

# UNIT 3. Home sweet home

## 3.2. PREPOSITIONS OF TIME AND PLACE: AT, IN, ON

### 1. LEAD IN.

Can you describe two pictures below?  
Mention visible differences.  
Try to say where the objects are.

*e.g.: A front door is next to the big window.*



What kind of ancient houses do you know? What is the main difference between the words “ancient” and “traditional” in terms of houses?

### 2. READING

Read the passages and compare their constructions and facilities.

## Ancient and traditional houses

### Ancient Egypt Houses

During ancient times Egyptians lived in houses made from mud bricks. The annual floods brought a lot of mud which made the construction process easier. Brick makers molded mud into square shapes using wooden molds after which these were dried and hardened in the sun. The houses of the

poor were made from single walls which were one brick thick, while those rich were made from double thick walls to ensure increased security. They felt safe by building them. Wood was not used much in building due to its scarce availability in Egypt and much of it had to be imported from outside.



# UNIT 3. Home sweet home

## Traditional Houses in Iran

One of the first things that amaze tourists in Iran or even one of the reasons people decide to visit Iran is its magnificent traditional houses. No matter if you are an architecture enthusiast or not, you will be mesmerized by the ingenuity of these ancient houses. The ingenious and eco-friendly design in which the house was kept warm during cold winters and pleasant in hot summer days are so shocking. Not to mention the eye-catching designs, plasterwork, mirror works, and paintings that symbolize rich Persian concepts. The colorful flowers are another remarkable feature of these houses that attract so many visitors.

In general, they are not just a house. They are indeed a precise reflection of rich Persian culture, lifestyle, attitudes, principals, and religion. That is why visiting a traditional house in Iran is a MUST; so that you would be able to deep into people's lives and culture and gain a better understanding of how might a local live in Iran.

## Traditional Arabian Houses

Most of the regions in the Arab world such as the GCC area, Iraq, and south Egypt are hot dry zones. That is why, unlike European houses which are mostly open to allow the maximum amount of the sun and heat to enter the house, the Arab house is introverted.

This means that the daily life in the traditional Arabic house looked inside into a courtyard rather than looking outside to a front garden overlooking the street.

Some of the distinctive architectural elements that were common in the design concept of traditional Arabic houses are, the majaz (entrance), the courtyard, the combination of the qa'ah (reception area), and the malqaf (wind-catcher), and the mashrabiyyah (wooden lattice bay window). These elements were specifically chosen for climatical as well as cultural reasons.

## Traditional Uzbek Houses

The construction of Uzbek houses formed on the weather and relief of the region. That's why each city of Uzbekistan has its own traditions and even school of architecture. Because of frequent rain, snow and also earthquake people build houses with double wooden frame in the mountains. But in the cities there were houses with single frame.

In the end of XIX century houses were built without foundation. Saman (chopped straw) was the only foundation of the houses. The main material for walls was clay, mixed with straw and other ingredients.

## The plan of the houses

The yards in rich houses were double: internal and external. Women and

# UNIT 3. Home sweet home

children lived in courtyard; the external yard was used for guests. There were the most luxurious rooms. The plan of the house depended on family members, but the main rooms were kitchen, living room, hallway, some rooms, veranda and utility rooms.

In populous cities hallway often was on the first floor – balachan. The entrance door was often low – it made people to bend when they come in and out of the house. This little bow helped to show respect to the house, its owner and traditions.

Read the text and identify whether the sentences **TRUE/FALSE/ NOT GIVEN**

- People in ancient Egypt made bricks from ruins of old houses
- Egyptians used to live in double-story buildings as a safe place
- There are small gardens outside of Arabic traditional houses
- Uzbek houses are usually built depending on weather conditions
- Bowing of heads tends to show hospitality

## 3. VOCABULARY

Choose the specific features of the houses from the text for the table below

| 1 Ancient Egypt | 2 Iranian houses | 3 Arabian houses | 4 Houses in Uzbekistan | 5 your dream house |
|-----------------|------------------|------------------|------------------------|--------------------|
| Wooden molds    | Magnificent      | Introverted      | Depends on weather     | Swimming pool      |
| _____           | _____            | _____            | _____                  | _____              |
| _____           | _____            | _____            | _____                  | _____              |
| _____           | _____            | _____            | _____                  | _____              |

Check this with your partner. Share your ideas about your dream house

# UNIT 3. Home sweet home



## 4. Input Section

### OF TIME AND PLACE

|              | <b>IN</b>   | <b>ON</b>  | <b>AT</b>  |
|--------------|---|--|--|
| <b>Time</b>  | in the morning<br>in the afternoon<br>in (the) summer<br>in 2000<br>in the 1900s<br>in the 17th century<br>in the Independence holiday<br>in the next century<br>in the future<br>in the 10 years' time | on Monday<br>on Saturday<br>on June 3 <sup>rd</sup><br>on my birthday<br>on Tuesday<br>on a warm/cold day<br>on 1st October 2013<br>on Navruz day                  | at 9 am<br>at 8 o'clock<br>at 6 pm<br>at dinnertime<br>at night<br>at noon/ midday<br>at Eid<br>at weekend<br><b>at that moment</b>  |
| <b>Place</b> | in England<br>in Samarkand<br>in a boat<br>in a traffic jam<br>in a helicopter<br>in the book/ article/ essay   | On the television<br>On a bus<br>On a plane<br>On a horse<br>On the phone<br>On the floor<br>On the page<br>On the menu<br>On the Internet<br>On the Oxford street | At 675 State Street<br>At the bus stop<br>At the door<br>At the top of page<br>At someone's house<br>At the entrance<br>At the crossroads<br>At the front<br>At the bottom |



# UNIT 3. Home sweet home

## 5. PRACTICE

Read the “Input section” and underline all prepositions in the passages above.

e.g: Wood was not used much in building (place) due to its scarce availability in Egypt (place) in hot days (time)

- 1 \_\_\_\_\_ (time)
- 2 \_\_\_\_\_ (place)
- 3 \_\_\_\_\_ (place)
- 4 \_\_\_\_\_ (time)
- 5 \_\_\_\_\_ (place)

## 6. VOCABULARY

Choose the correct headings from the box for the words in the table below

| Area              | building       | climate        | <del>location</del> | opinion        |  |
|-------------------|----------------|----------------|---------------------|----------------|--|
| <b>1 Location</b> | <b>2</b> _____ | <b>3</b> _____ | <b>4</b> _____      | <b>5</b> _____ |  |
| on the coast      | Busy           | Hot            | Industrial          | Tall           |  |
| in the north-east | Crowded        | Humid          | Business            | Historic       |  |
| in the center     | Dirty          | Mild           | Financial           | Ordinary       |  |
| outdoor           | Exciting       | warm           |                     | Modern         |  |
|                   | lively         |                |                     | old            |  |

## 7. SPEAKING

**Take one of the national house of any country and describe it. Mention:**

*Where is it?*

*Approximate area?*


















*What kind of building?*

*Your own opinion about this type of house.*

# UNIT 3. Home sweet home

## 8. PAIR WORK.

Work with a partner. Take some time to do choose a right answer.

- |   |  |
|---|--|
| 1. My mother works ___ the hospital.            | <u>at</u> -in-on   |
| 2. Ben's friend studies ___ the university.     | in-at-on   |
| 3. Kate lives ___ the third floor.              |  in-at-on   |
| 4. ___ the way home we saw a beautiful bird.    |  on-in-at   |
| 5. Who is ___ the middle of the room?           |  at-in-on   |
| 6. I saw my friend ___ the doctor's.            |  in-near-at |
| 7. What have you read ___ the newspaper?        |  on-at-in |
| 8. They live ___ a small town.                  |  at-on-in |
| 9. I'll meet you ___ the station.               |  in-on-at |
| 10. There were a lot of people ___ the party.   |  at-on-in |
| 11. Who is that girl ___ this photograph?       |  on-in-at |
| 12. There are a lot of stars ___ the sky.       |  on-at-in |
| 13. I met my friend ___ the football match.     |  at-on-in |
| 14. She came home ___ a taxi.                   |  on-in-at |
| 15. We arrived ___ the airport at four o'clock. |  on-at-in |
| 16. Is David ___ school now?                    |  in-on-at |
| 17. Will you be ___ the hairdressers at five?   |  in-on-at |
| 18. Tom is ___ the concert now.                 |  at-in-on |
| 19. Who is the best sportsman ___ the world?    |  on-at-in |
| 20. Will Sam come here ___ the bus?             |  on-in-at |

# UNIT 3. Home sweet home

## 9. PRONUNCIATION

Choose the correct words from the box for the sounds in the table below. There are some extra words which are not pronounced with given sounds, despite existing of letter “a”

**That, art, daily, hat, care, airport, traditional, ancient, warm, veranda, Arab, yard, architecture, plastic, plan, main, Egyptian**

### Four sounds of letter “A”

[a:]

Art

[ei]

Daily

[//]

Hat

[]

Care

## 10. SPEAKING TIME

- 1 Can you describe the town where you grew up?
- 2 What places of interest are there in your home town? Where are they?
- 3 Is Tashkent a good place for young people? Why?
- 4 Where do young people in your town meet their friends?
- 5 What is your town like at night?
- 6 How has your town changed in the last 10 years?
- 7 Have any new buildings been built?

- a) Ask and answer the questions below about your home town with a new partner.
- b) Listen to your partner's answers and note any new ideas or vocabulary you hear.
- a) Then, ask and answer the questions again and try to improve your answers.

# UNIT 4. Free time activities

## 4.1. FREE TIME ACTIVITIES: TYPES OF SPORT

### 1. LEAD IN

What do you do in your free time? Do you do any type of sport? You may choose one of these versions.

I watch TV

I listen to music

I paint

I draw

I dance

I fly a kite

I take photos

I spend time with my family

I take a nap

I write stories

I read a book

I read the newspaper

I read magazines

I read comics

I read news online

I watch videos online

I surf the internet

I check my social media accounts

I send messages to my friends

I chat with my friends

I play cards

I play dominoes

I play scrabble



### 2. VOCABULARY

**Sports:** aerobics athletics badminton basketball climbing cycling dancing football golf gymnastics handball ice hockey ice skating judo karate roller skating running skateboarding skiing surfing swimming table tennis volleyball yoga

# UNIT 4. Free time activities

## 3. SPEAKING.

Try to speak about your favorite type of sport and use these given verbs and collocations.

|  |   |  |
|--|---|--|
|  <p><b>play</b><br/>games/team sports</p> | <p><b>-ing form</b></p> <p>verb + <b>ing</b> (ad)</p> <p><b>go</b><br/>+ verb+ing</p> |  <p><b>do</b><br/>activities/ combat sports</p> |
|--|---|--|

## 4. PRACTICE

Read the box above. Match the sports and hobbies from exercise 1 with the correct verb: **play, go and do**

Play badminton, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Go shopping, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Do yoga, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Work in pairs.

1. How many of the sports in exercise 1 does your partner do?
2. Would you like to try this activity?
3. Can you tell me the last sport you did?
4. Which sport is more useful than others?

## 5. READING/ SPEAKING:

Read the text in two minutes. Tell your partner what you can remember. Don't worry about giving exact information. You could use these phrases.

*There was something about \_\_\_\_\_*

*I don't remember the details, but it involves \_\_\_\_\_*

*There is a game which is a bit like \_\_\_\_\_*



## UNIT 4. Free time activities

# UNUSUAL SPORTS

**A.** Do you ever get bored with the same old sports? If you're tired of tennis, fed up with football or bored of basketball, don't worry. There are plenty of new and unusual sports out there for you to try. Many of these are a mix of existing sports, sometimes with a local element added.



Bassaball, for example, is a mix of football and volleyball, played on an inflatable pitch with a trampoline in the middle. To make it more exciting, it also has elements of Brazilian martial arts!



**B.** If you are very good at horse riding, you could try the national sport of Afghanistan, buzkashi. Many versions have been played in the Central Asian region for hundreds of years. The game involves players on horseback trying to get hold of a dead goat. The Afghan Buzkashi Federation wants the game to spread throughout the world and has finally written down the

rules because they hope to get Olympic status for the sport.

**C.** A sport that is more likely to become famous is kabaddi. It is popular in India and other parts of South Asia. It is similar in some ways to the game called 'tag' or 'it' which schoolchildren play. One person is 'it' and has to catch the others. In kabaddi, a 'raider' from one team tries to tag a player from the other team and then return to their own half of the field without getting caught. In some versions of the game, the raider must chant the word 'kabaddi' as he returns to his place. Kabaddi is good fun, good exercise and doesn't need any equipment. It is played at the Asian Games.



their

## UNIT 4. Free time activities

**D.** There is an unusual sport which describes itself as a 'classic mix of brains and brawn'. The game, called 'chess boxing, involves a round of chess and then a round of boxing, then another of chess, and so on. There is one minute between rounds. The first chess boxing world championship took place in 2003 in



Amsterdam and was won by a Dutchman, Iepe Rubingh. Since then, it has become more popular, particularly in Germany, the UK, India and Russia. It is a difficult sport, as players need to be very good at two very different activities and be able to switch quickly between the two.

**E.** Finally, an unusual sport that will be familiar to most of us is roshambo, which began in China about 2000 years ago and spread gradually to the rest of the world. Played by young and old, in the UK it is known as 'rock-paper-scissors'. It is surprising that it is called a sport and taken so seriously: there's a World Rock Paper Scissors Society and a league which holds championships every year. So, whatever



which kinds of sport

**Quickly scan the text to find the paragraph which contains information about these sports *as quickly as you can.***

- 1) a sport which is trying to get into the Olympic games
- 2) a sport which has been played for more than a thousand years and is based on an activity most of us know
- 3) a sport influenced by two very popular sports

# UNIT 4. Free time activities

- 4) a sport which may involve repeating a word
- 5) a sport which involves two activities which are very unlike each other

## 6. TRUE/FALSE

The following questions relate to the sections you just found. Decide if they are *True or False*.

- 1 Players of chess boxing only need to reach a high level in one of the activities.
- 2 Buzkashi got written rules long after the game first started.
- 3 Roshambo can be played by anyone, even children and the elderly.
- 4 Bossaball is played on grass.
- 5 It could be quite expensive to play kabaddi.

### HINTS to do TRUE/FALSE task

Does this statement agree with the information in the passage? Write True, False or Not Given.

1 Kabaddi is only played by men.

*Hint:* You ONLY need to read the paragraph about kabaddi, which is paragraph C.

You will already know from your initial skim reading that information about kabaddi is not found anywhere else in the text.

**Read only the relevant paragraphs. Is this information True (write T) False (write F) (write NG)?**

- 1 Bossaball is only played in Brazil.
- 2 Buzkashi is sometimes played with a sheep instead of a goat.
- 3 There are different versions of the game kabaddi.
- 4 Chess boxing is played in several different countries.
- 5 The roshambo world champion is from China.

Don't waste time going through the whole passage to find the information. Not Given answers will relate to one part of the text. Once you have read the relevant part in detail, if you can't find the information, choose Not Given.

## 7. PROJECT:

Find latest news about sport competitions at <https://breakingnewsenglish.com/> and retell in front of camera. Do not forget to shot this task in order to present the next session.

# UNIT 4. Free time activities

## 4.2. NOUN SUFFIXES

### 1. READING

With six Paralympic gold medals to his name, [David Weir CBE](#) is one of Team GB's greatest talents. Born with a congenital spinal cord transection that left him unable to use his legs, the Wallington native broke the mould from an early age, entering the London Marathon at eight years old.



## *The Paralympic Games: Spirit in Motion*

Since then, he has continued to break records and barriers, as well as inspire audiences. From the 2004 Athens Paralympic Games to the 2012 London Paralympic

Games, David won two silver medals, two Paralympic medals and gold in the 800m, 1500m, 5000m, 800m and the marathon. An outstanding speaker, David is a fountain of inspiration.

### 2. Speaking:

**Before:** Work in pairs. Look at the photos and the title of the text. What do you think the text is about?

**After:** Read the text and check your ideas in exercise 1. Do you think this is a good way to motivate other people? Give reasons.

Use these phrases if you need

I think this text is about.....  
Yes, definitely! Doing sports in .....  
is a good way....

# UNIT 4. Free time activities

## 3. INPUT SECTION

# Suffixes

| Suffix  | Meaning                 | Example          |
|---------|-------------------------|------------------|
| - age   | A result                | wreckage         |
| - ance  | An action or state      | Importance       |
| - ant   | A person                | Assistant        |
| - ee    | A person                | employee         |
| - ence  | An action or state      | Difference       |
| - or/er | A person                | Employer/Teacher |
| - ery   | A type or place of work | Bakery           |
| - ion   | A process               | Decoration       |
| - ism   | Belief or condition     | Judaism          |
| - ist   | A job                   | Journalist       |
| - ment  | An action or state      | Development      |

## 4. REMINDER:

**A.** We sometimes add -ment, -ion, and -ation to make nouns from verbs.  
*arrange - arrangement converse- conversation describe - description*

**B** We sometimes add -ness to make nouns from adjectives.  
*sad - sadness happy-happiness*

**C** with some nouns in all these groups, there is a small change in spelling (e.g. *description and happiness*).

# UNIT 4. Free time activities

## 5. PRACTICE TIME

Make nouns from the verbs and adjectives. Use the correct suffixes: -ment, -ion, -ation and -ness. Use a dictionary to help you.

- 1 advertise (verb) \_\_\_\_\_
- 2 rude (adjective) \_\_\_\_\_
- 3 inform (verb) \_\_\_\_\_
- 4 suggest (verb) \_\_\_\_\_
- 5 fit (adjective) \_\_\_\_\_
- 6 argue (verb) \_\_\_\_\_
- 7 discuss (verb) \_\_\_\_\_
- 8 explain (verb) \_\_\_\_\_

Complete the sentences with the nouns in exercise 5.

- 1 Can you give me some \_\_\_\_\_ about trains?
- 2 I saw a TV \_\_\_\_\_ for some great football boots. I think I'll buy some
- 3 \_\_\_\_\_ and diet are important if you want to stay healthy.
- 4 My brother and I had a terrible \_\_\_\_\_ yesterday. He still isn't speaking to me.
- 5 In class today, we had a \_\_\_\_\_ about the dangers of alcohol and drugs.
- 6 I was surprised at Josh's \_\_\_\_\_. He upsets a lot of people.
- 7 Can I make a \_\_\_\_\_? Let's go out for dinner tonight.
- 8 Our math teacher told us how to do the calculation, but I didn't understand her \_\_\_\_\_

## 6. Pair work: SPEAKING

Match the pictures with three of these sports events from the list. Then tell your partner which events from the list you enjoy watching? Or enjoy doing?



Athletics events: 100 meters, high jump, long jump, marathon, pole vault, relay

# UNIT 4. Free time activities

## 7. Communication

Read and the dialogue. Answer the questions.

1 Which athletics event from exercise 6 do they mention?

2 Which other sports do they mention?

3 Which one do they agree to watch?

**Timur:** Hi, Rustam. It's Tom. Are you going to watch the Olympics on Saturday?

**Rustam:** Yes, I am. But I haven't got any tickets. I am going to buy them online

**Timur:** Would you like to go there together

**Rustam:** Good idea. Which events do you want to see?

**Timur:** I think the badminton at the indoor arena will be exciting. Let's go to that.

**Rustam:** I'd rather not. It starts at 8 o'clock in the morning. That's too early! I'd rather see some athletics.

**Timur:** OK. Let's try to get tickets for the stadium. The final of the men's 100 metres is at 12 o'clock.

**Rustam:** I don't think that's a good idea. Those tickets are too expensive. What about swimming at the pool? I think that would be better.

**Timur:** Yes, OK. That sounds good.

**Rustam:** Great! I'll book the tickets

## 8. WRITING:

Add the underlined phrases in the dialogue to the columns A and B

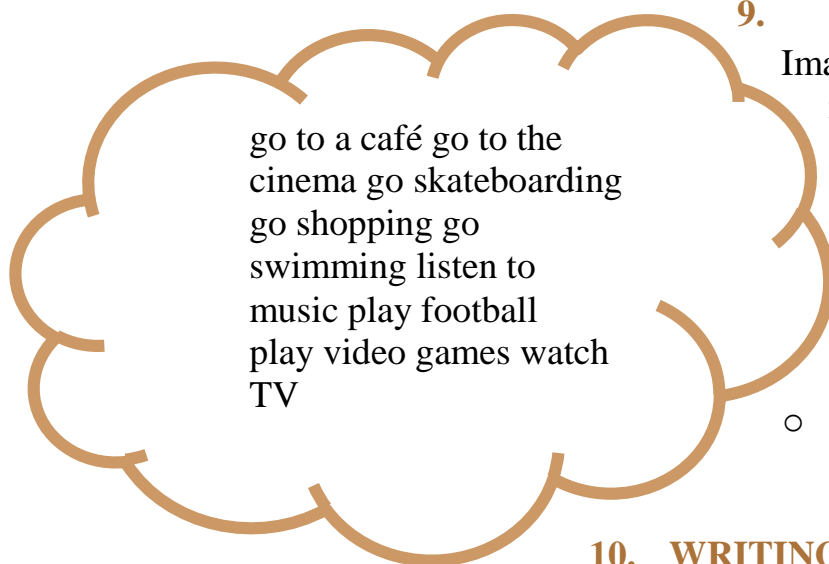
### Rejecting:

1. I don't really fancy doing that
2. \_\_\_\_\_
3. \_\_\_\_\_

### Offering:

1. I'd prefer to
2. \_\_\_\_\_
3. \_\_\_\_\_

## UNIT 4. Free time activities



### 9. PRACTICE TO WRITE:

Imagine you are writing an informal invitation letter. In pairs, take turns to suggest an activity from the list below. Using phrases from writing box.

- your partner rejects the suggestion
- suggests an alternative.

### 10. WRITING

Read the letter and tell when and where Ezoza's triathlon take place? Try to write a letter looking at the sample.

Kara- kamish 2/1,  
Almazar district  
B99 7HL  
22 March 2021

Dear Iskandar,

Thanks for your letter. Sorry I didn't reply sooner. My exams finished last week, and tomorrow the summer holidays start. Guess what! I'm going to take part in a triathlon. It's taking place in Hyde Park in London, and I'm already training for it. I run, swim or cycle every day. You need quite a lot of equipment. My parents bought me a really good bike and helmet for my birthday. I've already got a wetsuit, but I'll need to buy goggles and new running shoes before the race. It's quite a big event and I think there'll be a lot of spectators. Anyway, that's all for now. Write soon.

Love,  
E'zoza

*PS The triathlon is at the end of July. It would be great if you could come and cheer me on!*



# UNIT 5. Birds of feather

## 5.1. DESCRIBING ANIMALS COMPARATIVE AND SUPERLATIVE ADJECTIVES

### CLASS ACTIVITY:

1. Divide into three groups. Stand up and categorize the animals into 6 boxes.

*Camel, butterfly, bee, cat, calf falcon, bear, snake, lizard, ant, crocodile dolphin eagle elephant koala frog giraffe gorilla hippo kangaroo lion monkey squirrel shark snail snake spider tiger tortoise whale wolf woodpecker*

---

|        |       |      |        |          |        |
|--------|-------|------|--------|----------|--------|
| Insect | Birds | Fish | Mammal | Reptiles | Others |
|--------|-------|------|--------|----------|--------|

### Pronunciation:

2. Find the similar sound in the words from the names of species above

|       |              |     |               |
|-------|--------------|-----|---------------|
| shark | [a:]<br>calf | bee | [i:]<br>eagle |
|-------|--------------|-----|---------------|

### SPEAKING:

#### 3. Teamwork. Game “Crocodile”

Students are divided into three teams and get the images of animals from the teacher. Take some time and turn by turn they mime the animals to their team members.



*Do not use any words!*

# UNIT 5. Birds of feather

Whisker

A



Tail

B



Claw

C



Paw

D



Shell

E



Feather

F



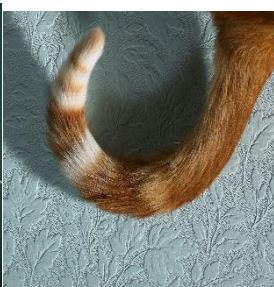
Beak

G



Stripes

H



Fins

I



## Vocabulary:

### Pair work.

#### 4. PARTS OF ANIMALS

1. Put the pictures in a right cell and match them with a correct letters A- I

*For example: Whisker is in the picture G*

1. Make some questions and give them to your partner.

e.g: *What are tigers look like?*

They have long and white whiskers, very sharp claws.

*What else do you know about them?*

Well, actually not more.

They usually live about 12-15 years in South Africa, Australia...

2. Ask answer questions about the photos above using the words in it.

What animal is in picture I?

I think it is a fin of a dolphin.

3. Write a short description of any animal and give to your neighbor. A creature in a short passage should be found according to the description.

*This animal has a long tail, with stripes. They love eating meat and small animals. Sometimes they look like big cats*

---



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# UNIT 5. Birds of feather

## INPUT

### Comparative and superlative degrees of adjectives

When to use

We use comparative adjectives and adverbs to compare one person or thing with another person or thing.

- ✓ Today is hotter than yesterday.
- ✓ I think wolves are more intelligent than the foxes.
- ✓ Can you drive faster? – I'm late

We can repeat comparatives with and to say how something changes.

- ✓ White tigers and rhinos are becoming less and less.
- ✓ The sky grew darker and darker and we knew the storm would break soon.

We can use two different comparatives with the to say how something changes as something else changes.

- ✓ The faster lions run, the louder they screamed.
- ✓ The taller she grew, the thinner she became.

We use superlative adjectives and adverbs to compare one person or thing with several other people or things of the same kind.

- ✓ September is the busiest month for Africa.
- ✓ Angelina Jolie was the person who donated for Africa last year.

We often use superlatives with the present perfect to talk about a particular life experience.

- ✓ That was the funniest animal I've seen this year.
- ✓ That bear swam the fastest he has ever swum to reach a shore.

## UNIT 5. Birds of feather

How to form?

We make comparatives in two ways: by adding -er or by putting more in front of the adjective or adverb.

- ✓ This hotel is cheaper than the one on the beach.
- ✓ Life for marine animals in the ocean is more peaceful than in the river.

We usually use than with the comparative, but not always.

- ✓ Dolphin's better than whale at tennis.
- ✓ Can you talk more quietly, please - I'm trying to work.

We make superlatives by adding -est or by putting most in front of the adjective or adverb.

- ✓ It's the cheapest zoo in town.
- ✓ He spoke the most confidently in the final interviews.

We usually use the before the superlative, but we sometimes use a possessive adjective.

- ✓ August is the driest month in Australia.
- ✓ December is our busiest time of year for polar bears.

For adjectives and adverbs with one syllable, add -er in the comparative form, and

What about spelling?

-est in the superlative form. If the adjective or adverb already ends in -e, then just add -r (comparative) or -st (superlative).

- ✓ Adjective/adverb: great nice fast
- ✓ Comparative: greater nicer faster
- ✓ Superlative: greatest nicest fastest
- ✓ If an adjective ends in a vowel + consonant, double the last letter before adding

# UNIT 5. Birds of feather

## GRAMMAR PRACTICE:

### 4. Read the Input Section. Then complete the sentences below with the comparative or superlative form of the adjectives in brackets.

- 1 Sharks are \_\_\_\_\_ (dangerous) than crocodiles.
- 2 Crocodiles are \_\_\_\_\_ (slow) than most humans on land.
- 3 Tigers are the \_\_\_\_\_ (heavy) of the big cats.
- 4 Giraffes are the \_\_\_\_\_ (tall) land animals.
- 5 Dolphins are \_\_\_\_\_ (intelligent) than gorillas.
- 6 Baby gorillas are \_\_\_\_\_ (big) than human babies

### 5. Choose whether each sentence requires the comparative or superlative form:

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. This is _____ book in the whole store.<ol style="list-style-type: none"><li>a) more expensive</li><li>b) the most expensive</li></ol></li><li>2. That shirt is _____ than the other one.<ol style="list-style-type: none"><li>a) dirtier</li><li>b) the most dirty</li></ol></li><li>3. Peter was laughing hard, but his wife was laughing even _____!<ol style="list-style-type: none"><li>a) the hardest</li><li>b) harder</li></ol></li><li>4. He is _____ man that I know.<ol style="list-style-type: none"><li>a) stronger</li><li>b) the strongest</li></ol></li><li>5. Robert is never on time. He always arrives _____ than the rest of us.<ol style="list-style-type: none"><li>a) later</li><li>b) the latest</li></ol></li></ol> | <ol style="list-style-type: none"><li>6. That is _____ song I've ever heard!<ol style="list-style-type: none"><li>a) better</li><li>b) the best</li></ol></li><li>7. Your cat is _____ than ours.<ol style="list-style-type: none"><li>a) smaller</li><li>b) the smallest</li></ol></li><li>8. I thought this test would be difficult, but it's _____ test I've ever taken.<ol style="list-style-type: none"><li>a) the easiest</li><li>b) easier</li></ol></li><li>9. Out of all the films I've seen, this one is _____.<ol style="list-style-type: none"><li>a) sadder</li><li>b) the saddest</li></ol></li><li>10. Your answer is wrong, but it's _____ than the other students' answers.<ol style="list-style-type: none"><li>a) the most correct</li><li>b) more correct</li></ol></li></ol> |
|--|---|

# UNIT 5. Birds of feather

## 6. PRONUNCIATION

Choose the correct words from the box for the sounds in the table below. There are some extra words which are not pronounced with given sounds, despite existing of letter "O"

**Work, comparative, object, torch, strong, house, ocean, most, dolphin, more, short, south, correct, polite, store, out, spoke**

**Four sounds of letter "O"**

| [ou:] | [o:] [ long shwa] | [o]    | [shwa]      |
|-------|-------------------|--------|-------------|
| home  | Work              | object | Comparative |

## SPEAKING

**7. Work in pairs. Ask and answer questions about the animals below. Use the comparative form of the adjectives. Do you agree with your partner?**

- 1 cunning/ a wolf or a fox
- 2 ugly/a frog or a snake
- 3 beautiful /a butterfly's wings or a tiger's face
- 4 frightening/a snake or a spider
- 5 intelligent /a bee or a bear
- 6 rare/a tiger or a wolf
- 7 strong /a crocodile's mouth or a whale's tail
- 8 loyal / a dog or a cat

- 9 necessary for people/ a cow or a horse
- 10 environmentally-friendly/ a falcon or a woodpecker
- 11 dangerous/ a bear or a leopard
- 12 stubborn/ a donkey or a zebra
- 13 fast/ a hare or deer
- 14 fury/ a koala or a squirrel
- 15 slow / a tortoise or a snail

Which is more environmentally friendly a falcon or a woodpecker?

I don't agree/ I agree with you

A woodpecker

Why do you think so?

# UNIT 5. Birds of feather

## 5.2. DESCRIBING ANIMALS WRITING A GUIDELINE

### MISSING SOUNDS

1. Tick the words which have an unpronounced consonant

|        |            |
|--------|------------|
| Snail  | Deer       |
| Calf   | Hippo      |
| Zebra  | Wolf       |
| Kitten | Woodpecker |
| Tiger  | Turtle     |
| Koala  | Bear       |

### VOCABULARY PRACTICE:

2. Read the text about the zoo and put the missing words in a guideline from the box

Injury walk emergencies feeding safety pets

## The Louisville Zoological Gardens

Is a non-profit organization and state zoo of Kentucky, is dedicated to its mission to “Better the Bond Between People and Our Planet” by providing excellent care for animals, a great experience for visitors, and leadership in conservation education. The Zoo’s collections which include botanical

gardens are accredited by the Association of Zoos and Aquariums (AZA). The Louisville Zoo is also an agency of Louisville Metro Government.

## UNIT 5. Birds of feather

### Guideline of state zoo for guests:

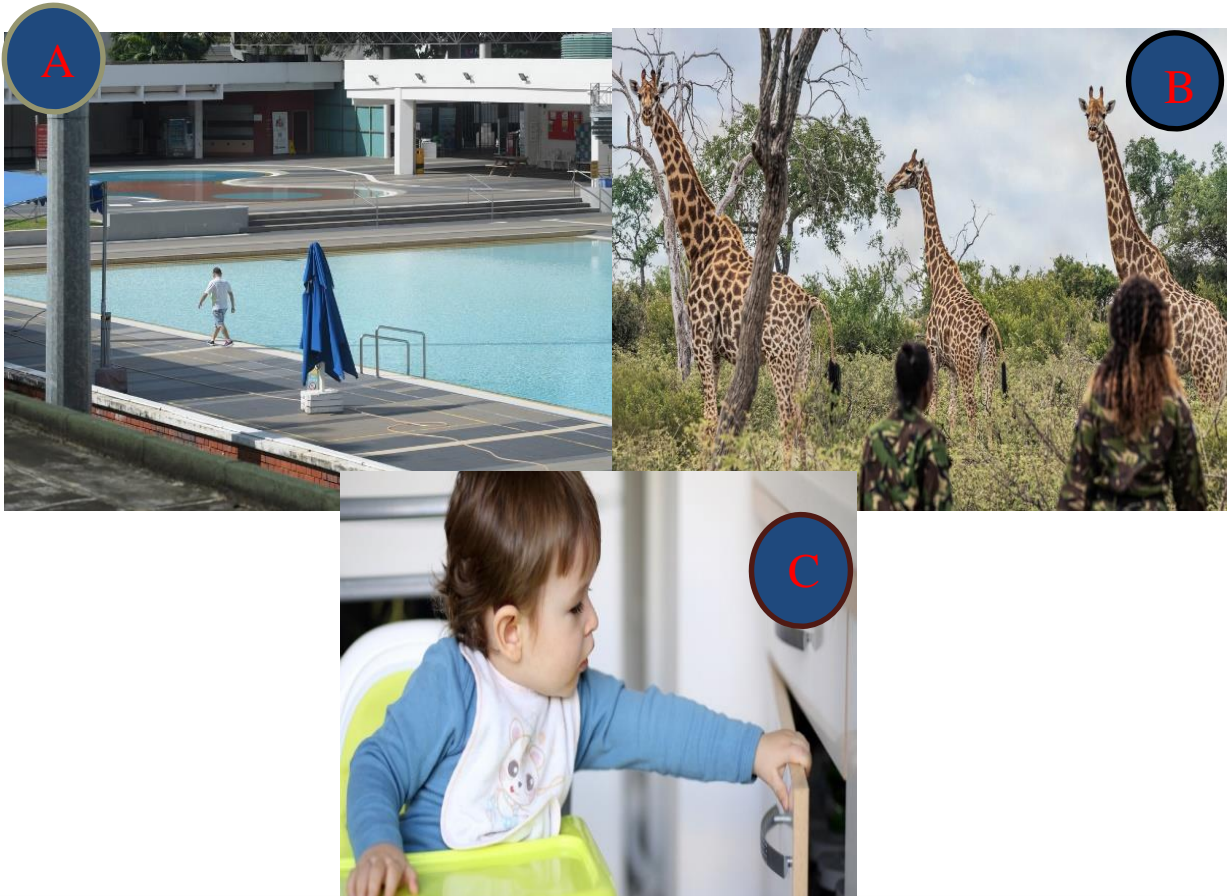
- ❖ We ask that for the safety of the animals and visitors, guests follow our rules and 1 \_\_\_\_\_ guidelines:
- ❖ Children must be supervised at all times.
- ❖ Students must stay with their assigned leader at all times. There must be one adult chaperone for every ten children.
- ❖ Selfie-sticks, balloons, bicycles, skateboards, skates, hover boards, heely skate shoes, glass containers or other items that could 2 \_\_\_\_\_ animals or people are not allowed on Zoo grounds.
- ❖ Visitors may have radios in public places if they keep them at a low volume.
- ❖ Be respectfully quiet. Shouting disturbs animals and other guests.
- ❖ No 3 \_\_\_\_\_ are allowed at the Zoo except for service animals. Emotional-support, comfort and companion animals are not permitted for the safety of our collection. Please notify the Zoo's reception area or ticket taker about your service dog.
- ❖ Alcoholic beverages are not allowed to be brought on Zoo grounds by guests.
- ❖ Intoxication. If you see a visitor that appears to be drunk or on drugs causing a disturbance of any sort or threatening to harm an animal or guest, please contact a Zoo staff member for assistance. The Zoo reserves the right to refuse admittance to such persons and to request them to leave. Please do not call 911 as the Zoo staff is trained to manage issues and 4 \_\_\_\_\_.
- ❖ Unauthorized drones over Zoo property are not allowed.
- ❖ For your safety in the Zoo, please 5 \_\_\_\_\_. Don't run.
- ❖ For your safety and to help preserve the valuable plant and tree collection, please do not pick any plants or leaves.
- ❖ 6 \_\_\_\_\_ animals is prohibited throughout the Zoo except in Zoo approved areas! This is to ensure the health and safety of the animals. If you see a guest feeding an animal, please contact a Zoo staff member



# UNIT 5. Birds of feather

## PRACTICE:

3. Match the photos with three guidelines from below.



### Guideline # 1

- Give animals room. The best way to stay safe when watching wildlife is to give animals room to move.
- Stay a minimum distance of 25 yards from most wildlife and 100 yards from predators like bears and wolves.
- Do not disturb. Even when you're farther away, leaving wildlife alone can help your viewing experience—plus it's the law
- Store your food and stash your trash. Feeding wildlife in parks can make them come looking for more. Tell a ranger if you come into physical contact with wildlife.
- Warn a ranger if you see wildlife that are sick, dead, or acting strangely, including wildlife that approach you.

# UNIT 5. Birds of feather

## Guideline # 2

- Keep handles of pots and pans toward the back of the stove.
- Use safety locks to secure oven doors and knobs.
- All sharp objects should be stored safely out of reach.
- Keep hot foods and liquids away from the edges of counters and tables; they should be out of reach.
- Use cabinet and refrigerator locks.
- All cleaning products should be stored in locked cabinets.
- Keep a fire extinguisher in room adjacent to the kitchen
- Be sure all your electricity points are covered with sockets

## Guideline # 3

- Check ordinances and codes for safety requirements.
- Use non-slip materials on the pool deck, diving board and ladders.
- The steps of the pool ladder should be at least three inches' wide
- Electrical equipment should be installed by a licensed electrician
- Check with a professional pool contractor to be sure the depth is sufficient for a diving board or slide.
- Keep children out when there is no supervision and the fence should be constructed
- Never push others into the pool

## INPUT: WRITING How to organize a guideline?

- Use short sentences and paragraphs.
- Use simple, everyday words rather than complex terminology.
- Write in a style that is appropriate for your target audience.
- Write in a direct, conversational style (but avoid idioms, colloquialisms, and jargon).
- Be specific rather than general.
- Use active verbs.

## UNIT 5. Birds of feather

### 4. SPEAKING:

**Imagine your friend is going to adopt a rabbit as a pet. There is a guideline which is to be followed. You should explain every point as an example.**

*A rabbit's environment refers to any area the rabbit has access to. It includes where the rabbit eats, sleeps, exercises and excretes. The environment should be sufficient to allow the rabbit to do all of the following:*

- *rest asleep*
- *eat and drink*
- *exercise and explore*
- *interact with companions*
- *play*
- *chew*
- *scent mark*
- *look out for danger and companions.*



**Choose one point with your partner and try to describe it.**

- ✓ Environment for your rabbit
- ✓ Transporting your rabbit
- ✓ If you are away
- ✓ Feeding for your rabbit
- ✓ Water for your rabbit
- ✓ Rabbit behaviour
- ✓ Handling your rabbit
- ✓ Health of your rabbit
- ✓ Dental care for rabbits
- ✓ Breeding and reproduction of rabbits

### 5. WRITING:

**Write any guideline which you wish to visitors/ children/ online learners/ zoo and park visitors. After completing it, check you work.**

- Did you follow the rules of writing guideline?
- Did you keep in mind your target audience?
- Did you avoid any slangs, idioms and jargons?

# UNIT 6. Come rain or shine.

## 6.1. WEATHER DESCRIPTION

### 1. CLASS ACTIVITY

Students are divided into three groups and complete the table  
What are the good and bad things about these types of weather?  
Change partners and share what you wrote

|             | Good | Bad |
|-------------|------|-----|
| Rain        |      |     |
| Drizzle     |      |     |
| Snow        |      |     |
| Strong wind |      |     |
| Fog         |      |     |
| Sunshine    |      |     |
| Thunder     |      |     |

### 2. VOCABULARY

Hurricane, blizzard, blow, Celsius, heat, wave, flood, frost landslide drought  
drizzle, dust storm wildfires mild, mud, satellite, drops, thunder, mist, storm,  
thunder, massive destruction,

Rank these with your partner. Put the most dangerous at the top. Change partners often and share your rankings.

- hurricane
- blizzard
- heat wave
- flood
- landslide
- drought
- dust storm
- wildfires

# UNIT 6. Come rain or shine.

## 3. READING

### Before you read

**TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- a. Scientists say the satellite will cause a revolution in space. T / F
- b. The satellite cost a billion dollars. T / F
- c. The satellite can take photos ten times faster than other satellites. T / F
- d. The pictures from the satellite are like those from black and white TVs. T / F
- e. The satellite will give us real-time photos of the weather. T / F
- f. The satellite will help airplanes to avoid turbulence. T / F
- g. We will not have to rely on weather information that is 15 minutes old. T / F
- h. Weather forecasters will wait patiently to use the satellite. T / F

## Powerful weather satellite put into space

The USA has put into space the world's most advanced and powerful weather satellite. Scientists say it will revolutionize how we predict the weather and how we look at weather events. The National Oceanic and Atmospheric Administration said its \$1 billion Geostationary Operational Environmental Satellite (GOES-R) will take weather photographs five times faster than other satellites, and with four times higher image quality. The NOAA said: "Without a doubt, GOES-R will revolutionize weather forecasting as we know it." A weather forecaster said the difference in the speed and quality of the satellite's images is like the difference between old black and white TV pictures and today's HD televisions. The new satellite will give us powerful, real-time images and information. These will make the world a safer place. Airline pilots will receive better data to stay away from turbulence. The satellite will be able to zoom in on severe weather events to get much more detailed and accurate pictures. This will help emergency services to warn people more quickly and reduce the costs to human life and property. People will have better information about hurricanes, tornadoes, flooding, volcanic ash clouds, and wildfires. A scientist at the National Oceanic and Atmospheric Administration said: "It will give the weather as it's looking now rather than the weather that happened 15 to 30 minutes ago." The NOAA said weather forecasters couldn't wait to use it.

# UNIT 6. Come rain or shine.

## After you read

4. Match the following synonyms. The words in bold are from the news article.

- |                  |               |
|------------------|---------------|
| 1. advanced      | a. lower      |
| 2. revolutionize | b. picture    |
| 3. quality       | c. occurred   |
| 4. image         | d. gap        |
| 5. difference    | e. modern     |
| 6. receive       | f. rough air  |
| 7. turbulence    | g. excellence |
| 8. reduce        | h. buildings  |
| 9. property      | i. get        |
| 10. happened     | j. transform  |

## 5. PAIR WORK: Check your memory

Answer the following comprehension-check questions

- Which country launched the satellite?  
\_\_\_\_\_
- How much did the satellite cost?  
\_\_\_\_\_
- How much faster are the satellite's photos than those of other satellites? \_\_\_\_\_
- How many times better is the image quality?  
\_\_\_\_\_
- What did a weather forecaster compare today's HD televisions to?  
\_\_\_\_\_
- What will be a safer place because of the satellite's images?  
\_\_\_\_\_
- What will the satellite help airplanes to avoid?  
\_\_\_\_\_
- What kind of weather events will the satellite zoom in on?  
\_\_\_\_\_
- What kind of ash was mentioned in the article?  
\_\_\_\_\_
- Who can't wait to use the satellite? \_\_\_\_\_

# UNIT 6. Come rain or shine.

## 6. Practice

Fill the gaps with the words in the box

*faster quality advanced  
billion today's other  
predict doubt*



The USA has put into space the world's most (1) \_\_\_\_\_ and powerful weather satellite. Scientists say it will revolutionize how we (2) \_\_\_\_\_ the weather and how we look at weather events. The National Oceanic and Atmospheric Administration (NOAA) said its \$1 (3) \_\_\_\_\_ Geostationary Operational Environmental Satellite (GOES-R) will take weather photographs five times (4) \_\_\_\_\_ than (5) \_\_\_\_\_ satellites, and with four times higher image quality. The NOAA said: "Without a (6) \_\_\_\_\_, GOES-R will revolutionize weather forecasting as we know it." A weather forecaster said the difference in the speed and (7) \_\_\_\_\_ of the satellite's images is like the difference between old black and white TV pictures and (8) \_\_\_\_\_ HD televisions

## 7. SPEAKING

Write five weather related question and give them other three students. During the interview try to write the answers down.

|            | Student 1 | Student 2 | Student 3 |
|------------|-----------|-----------|-----------|
| <b>Q 1</b> |           |           |           |
| <b>Q 2</b> |           |           |           |
| <b>Q 3</b> |           |           |           |
| <b>Q 4</b> |           |           |           |

# UNIT 6. Come rain or shine.

## 8. PRACTICE

**Put the correct words from the table below in the above article.**

The USA has put (1) \_\_\_\_ space the world's most advanced and powerful weather satellite. Scientists say it will revolutionize how we (2) \_\_\_\_ the weather and how we look at weather events. The National Oceanic and Atmospheric Administration (NOAA) said its \$1 billion Geostationary Operational Environmental Satellite (GOESR) will (3) \_\_\_\_ weather photographs five times faster than other satellites, and with four times higher image (4) \_\_\_\_\_. The NOAA said: "Without a doubt, GOES-R will revolutionize weather forecasting (5) \_\_\_\_ we know it." A weather forecaster said the difference in the speed and quality of the satellite's images is like the difference between old black and white TV pictures and (6) \_\_\_\_ HD televisions. The new satellite will give us powerful, (7) \_\_\_\_-time images and information. These will make the world a safer place. Airline pilots will receive better data to stay away from turbulence. The satellite will be able to zoom (8) \_\_\_\_ on severe weather events to get much more detailed and accurate pictures. This will help emergency services to warn people more quickly and reduce the (9) \_\_\_\_ to human life and (10) \_\_\_\_\_. People will have better information about hurricanes, tornadoes, flooding, volcanic ash clouds, and wildfires. A scientist at the NOAA said: "It will give the weather (11) \_\_\_\_ it's looking now rather than the weather that happened 15 to 30 minutes ago. The NOAA said weather forecasters couldn't (12) \_\_\_\_ to use it.

1. (a) ante (b) onto (c) unto (d) into
2. (a) precinct (b) dictate (c) predate (d) predict
3. (a) fake (b) take (c) bake (d) make
4. (a) qualify (b) quantity (c) quality (d) quash
5. (a) was (b) is (c) as (d) has
6. (a) today's (b) two days (c) today's' (d) today's'
7. (a) really (b) real (c) reality (d) realism
8. (a) in (b) up (c) at (d) with
9. (a) prices (b) costs (c) benefits (d) expenses
10. (a) properly (b) prosperously (c) property (d) propelling
11. (a) has (b) was (c) as (d) is
12. (a) hold (b) endure (c) patient (d) wait



## UNIT 6. Come rain or shine.

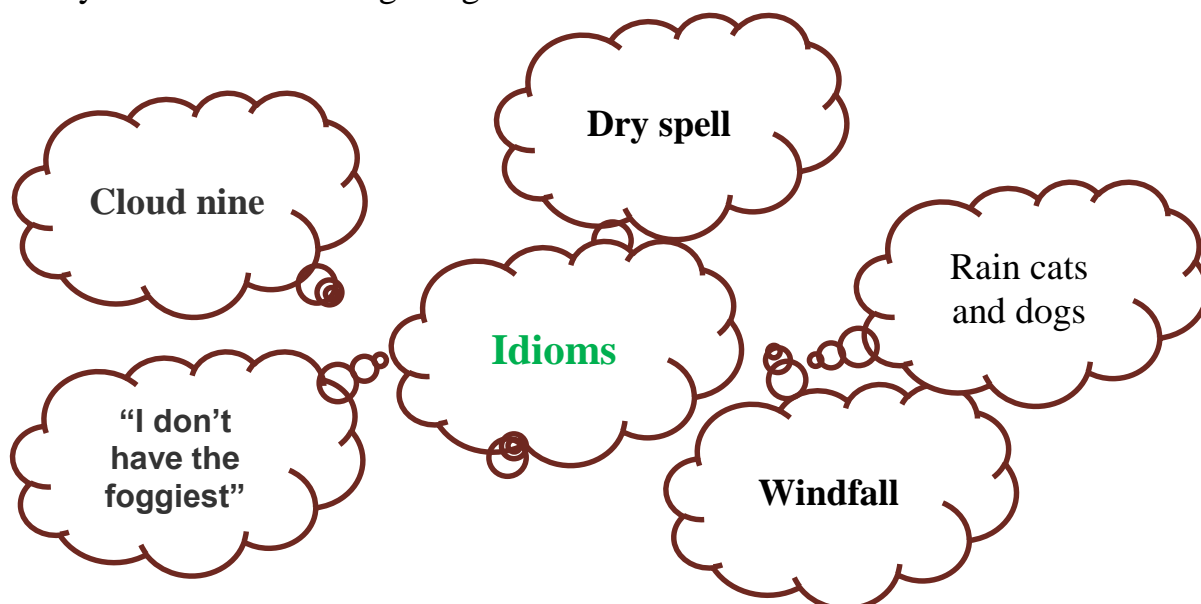
9. Match the weather related idioms with their definitions

1. **To brighten up** –
2. **To take a shine to** –
3. **To make hay when the sun shines** –
4. **Come rain or shine** –
5. **To chase rainbows** –
6. **To save for a rainy day** –
7. **To wait for a raindrop in the drought** –
8. **Right as rain** –
9. **To take a rain check** –
10. **Into each life some rain must fall** –

- a. to become more cheerful
- b. to develop a liking for
- c. to make the most of an opportunity while it lasts
- d. whatever the weather/situation
- e. to pursue something that is impossible/impractical
- f. to put something aside for a future time in which it may be needed
- g. to wait/hope for something which has little chance of happening
- h. fit and healthy
- i. to refuse an offer, while demonstrating enthusiasm to accept it in the future
- j. everyone must experience difficulties or ill fortune at one time or another

### 9. Guess what?

Try to find the meanings of given idioms



# UNIT 6. Come rain or shine.

## 10. Intonation

Native speakers in Britain use **falling tags** extensively, even when they're not expecting an answer:

Terrible weather, ↘ isn't it?

He'll just have to wait, ↘ won't he?

Other Question Tags

Positive statement and positive tag with **rising intonation** is another possible type of question tag:

Nice drizzle ↗ is it?

It fell off a lorry, ↗ did it?

## 11. TESTS

Write the correct answer in a final column

|   | Questions  | A        | B       | C       | D       | E             | F        | Correct answer |
|---|--|----------|---------|---------|---------|---------------|----------|----------------|
| 1 | What do you need to fly a kite?  | blizzard | puddles | shower  | smog    | snow          | wind     |                |
| 2 | What do you need if you want to ski?                                   | hail     | sleet   | smog    | snow    | wind          | umbrella |                |
| 3 | What do we call the grey things in the sky that we see on a rainy day? | clouds   | puddles | smog    | sunburn | Thunder storm | wind     |                |
| 4 | What keeps you dry in the rain?  | blizzard | clouds  | puddles | smog    | Thunder storm | umbrella |                |
| 5 | What is the name for small pieces of ice falling from the sky?         | cloud    | hail    | puddles | shower  | smog          | thunder  |                |

# UNIT 6. Come rain or shine.

## 6.2. GLOBAL WARMING

### 1. Group activity

Match the activities with appropriate weather.

|                                      |                             |
|--------------------------------------|-----------------------------|
| Its pouring                          | Making snowman              |
| Its hot and sunny                    | Flying kites                |
| Its partially cloudy, but very windy | Walking in a forest. park   |
| It's snowing                         | Trying to stay at home      |
| It's drizzling                       | Having sunbath              |
| It's gloomy                          | Try to avoid and survive    |
| There is flood                       | Take an umbrella beforehand |

### 2. Speaking Pair work

**Give the questions below to you partner and after interviewing, present the interview to the class**

- What's the weather like in your country?
- Does the weather affect your mood?
- How do rainy days make you feel?
- What's your favourite season of the year?
- What do you like to do when it's hot?
- What do you usually do in the winter?
- How many seasons does your country have?

### 3. Key phrases and grammar for your speech:

**It is + adjective** = A description of the weather

- **It is** sunny today.
- **It's** hot and humid today.
- **It's** a nice day today.

We can also say:

**It is a + adjective + day** (or morning/afternoon/night)

- **It's** a fine day.
- **It's** a windy afternoon.

**It is + verb-ing** = This type of weather is happening now.

# UNIT 6. Come rain or shine.

- It's drizzling outside.
- It's snowing.
- Take an umbrella, it's raining.

You can also use **it is** in different tenses

- **It was** cold yesterday.
- **It will be** cloudy tomorrow.

When you are learning vocabulary about the weather, it is important to remember that some of the words have a noun form, a verb form and/or an adjective form. For example:

- Rain: (noun) The game was cancelled because of the **rain**.
- Rain: (verb) I think it is going to **rain** later.
- Rainy: (adjective) It's a **rainy** day.

It pays to learn the different forms of each word and when they are used.

## Nouns and Adjectives

Many times when we are talking about the weather, we can add the letter Y to the end of a noun to make it an adjective.

- rain (noun) - rainy (adjective)
- sun (noun) - sunny (adjective)
- wind (noun) - windy (adjective)
- cloud (noun) - cloudy (adjective)
- fog (noun) - foggy (adjective)

Sentences using weather vocabulary

- It is usually **chilly** and **damp** in autumn, sometimes with **rain** or **drizzle**.
- I'm so glad there is a **breeze** right now otherwise it would be very hot.
- It is so **humid** that I've had to change my shirt twice already.
- It's a **blustery** day; make sure your umbrella doesn't blow away.
- Take a sweatshirt because it's a little **chilly** outside

# UNIT 6. Come rain or shine.

## 4. Practice: Role-play

Communicative activity. Choose one type of weather and make a dialogue on this topic using grammar and phrases above.

|                |                 |                 |
|----------------|-----------------|-----------------|
| <b>Drizzle</b> | <b>Sunny</b>    | <b>Sunshine</b> |
| <b>Rainbow</b> | <b>Blustery</b> | <b>Breeze</b>   |
| <b>Hail</b>    | <b>Fog</b>      | <b>Humid</b>    |

## 5. Description of a photo

**Describe the photo with the help of given words**

*Smoke, melt, pollute, chimney, factories, ice blocks, pour out, global warming, animals, fossil fuels, car fumes*



## 6. Practice

Fill in the gaps through the words from the box. All of them describe global warming. Try to comprehend the meaning of the passage and causes of environmental problem.

Climate fossil global greenhouse ice rain renewable sea surface

# UNIT 6. Come rain or shine.

## GLOBAL WARMING

- ❖ The Earth is heating up. The average 1) \_\_\_\_\_ temperature is 0.75°C higher now than it was 100 years ago.
- ❖ When we burn 2) \_\_\_\_\_ fuels, they give off 3) \_\_\_\_\_ gases like carbon dioxide (CO<sub>2</sub>). This causes 4) \_\_\_\_\_ warming.
- ❖ We have cut down over 50% of the Earth's 5) \_\_\_\_\_ forests in the last 60 years. These are important because they remove CO<sub>2</sub> from the atmosphere and add oxygen. They are also home to over half of the world's plant and animal species.
- ❖ Some scientists believe that by 2050, about 35% of all plant and animal species could die out because of 6) \_\_\_\_\_ change.
- ❖ 7) \_\_\_\_\_ levels are rising and the polar 8) \_\_\_\_\_ caps are melting.
- ❖ Scientists say that fossil fuels like coal and gas may run out by the year 3000. So we need to develop alternatives, such as 9) \_\_\_\_\_ energy and nuclear energy.

### 7. Input section

#### PHRASAL VERBS

**a** Some phrasal verbs have a meaning which is similar to the meaning of the main verb (e.g. to use up = to use all of something).

**b** Other phrasal verbs have a meaning which is completely different from the meaning of the main verb (e.g. to carry on = to continue).

# UNIT 6. Come rain or shine.

## 8. PRACTICE

Find nine phrasal verbs in the texts in exercise above. Match five of them with the definitions below. Check the meaning of the others in the dictionary. Are the meanings similar to the main verbs or different?

1. Continue \_\_\_\_\_
2. Delay \_\_\_\_\_
3. Stop using or doing sth \_\_\_\_\_
4. Take care of \_\_\_\_\_
5. Think of \_\_\_\_\_

## 9. PRACTICE

Complete the phrasal verbs in the sentences with the words below. All the verbs are in the texts in exercises 2 and 4.

cut down looked out up up used

1. Internet cafés are dying \_\_\_\_\_ because people use smartphones instead.
2. My dad \_\_\_\_\_ down the tree in the front garden.
3. Kate gave \_\_\_\_\_ chocolate because she wants to be healthier.
4. Supermarkets are causing small shops to close \_\_\_\_\_
5. We've \_\_\_\_\_ up all the bread. Can you buy some more?
6. You can heat \_\_\_\_\_ the soup in the microwave.
7. \_\_\_\_\_ I after my little brother while Mum was out.

## 10. PRACTICE

Complete the useful phrases with the words below.

believe disagree honest opinion see seems true wrong

Expressing opinions

I think /I don't think that... In my 1) \_\_\_\_\_, .... I 2) \_\_\_\_\_ that...

It 3) \_\_\_\_\_ to me that .... To be 4) \_\_\_\_\_, .... As I 5) \_\_\_\_\_ it,

**Agreeing and disagreeing** I agree /6) \_\_\_\_\_ with (Emma) that.... (Tom) is right/ 7) \_\_\_\_\_ to say that... because ... It's 8) \_\_\_\_\_ that.. (but...)

# UNIT 6. Come rain or shine.

## 12. PROJECT WORK

Nature has created our environment and every living being like animal, birds, insects, trees and plants. They all have the right to live their life in their way, but the human is the most disturbing living being. We human are destroying nature for our and need and greed, which we will pay in the form of disaster. Such a disaster is 'Global Warming' about which, you can learn through the sets of 10 causes below.

**Read them carefully and write your ideas in a short text.**

- ❖ average rise of earth's temperature.
- ❖ dangerous for life on earth.
- ❖ to melt the glaciers
- ❖ floods, droughts and other climate disasters.
- ❖ the agriculture and productivity of soil
- ❖ The sudden forest-fire
- ❖ monsoon winds and intensity of rain.
- ❖ animals and birds on extinction
- ❖ health related problems

**Follow the rubric. Put ( ) if you could. Try to give positive answers**

| <b>Nº</b> | <b>SELF ASSESSMENT</b>                        | <b>YES</b> | <b>NO</b> |
|-----------|---|------------|-----------|
| <b>1</b>  | Did I mention the reasons for global warming? |            |           |
| <b>2</b>  | Did I make more than five sentences?          |            |           |
| <b>3</b>  | Were there any causes that I gave?            |            |           |
| <b>4</b>  | Did I use all vocabulary of this lesson?      |            |           |
| <b>5</b>  | Did I give my own opinion?                    |            |           |



# UNIT 7. Clothes make the man

## 7.1. TYPES OF CLOTHES

### 1. Class activity:

Work within a group. Divide the words into right column. Use a dictionary if you need. You have to answer the questions „What to where?“ and „Why to wear?“



Jumper  
Sneakers  
Hoodie  
Vest  
High heels  
Flip flops  
Handbag  
Tank top  
Boots  
Shorts  
Polo shirt

Umbrella  
Dress  
Socks  
Swimsuit  
Coat  
Straw hat  
Cap  
Scarf  
Tie  
Bow tie  
Purse

Ring  
Gloves  
Scarf  
Umbrella  
Boots  
Stockings  
Earmuffs  
Hair clip (U.K)  
Hair band  
Necklace  
Pocket watch

|                               | What? | Why? |
|-------------------------------|-------|------|
| <b>Birthdays</b>              |       |      |
| <b>University</b>             |       |      |
| <b>Every day</b>              |       |      |
| <b>Wedding</b>                |       |      |
| <b>15-year-olds at school</b> |       |      |
| <b>Trips</b>                  |       |      |
| <b>Cinema/ Theater</b>        |       |      |

# UNIT 7. Clothes make the man

## 2. Writing card:

Rank your favourite clothes from 1 to 5 by importance and write the reasons. Use key phrases if you need.

|                |  |
|----------------|--|
| Casual wear    |  |
| Sports wear    |  |
| Uniforms       |  |
| Suit           |  |
| National dress |  |

*I prefer \_\_\_\_\_, because wearing \_\_\_\_\_ makes me better/ feel myself comfortable/ I proud of/ ...*

## 3. Pair work:

Match the images of the clothes ( A-E) according to nations and period of time



*XI century in Mongolia  
 XV- XVI century in Europe  
 XVI century in Turkey  
 XVIII century in Russia  
 XIX century in America*



# UNIT 7. Clothes make the man

## 4. Can you describe their clothing?

Ask and answer about way of different clothes in different times. Make a simple dialogue. Use the given vocabulary if you need.

*casual, smart, clingy, comfortable, embroidered, trendy, close-fitting, scruffy, unfashionable, elegant, sophisticated, loose-fitting, baggy, ill-fitting, oversized, tailormade, open-necked, woolen,*

## 5. READING

**Read the text about clothing. Answer the five questions below and find a suitable headline**

Clothing is something we all should wear in order to fit in to society. The act of wearing clothing is a choice in some indigenous societies while in a more modern culture you could find yourself in trouble with the police if you choose not to wear clothes. Clothes are easily accessible and can be bought in most high street shops. Supermarkets are also beginning to sell clothes. Clothes are for keeping people warm or serving as protection from the strong burning sun. Certain items of clothing can be expensive, especially if it is made by a well-known brand or is a particular design. While clothing is affordable for most people, the price usually depends on the quality of the material used to make the item and its brand name. In most countries clothing is taxed, while food is not. This is probably because clothing can be considered as a luxury item, especially if it is of very good quality. The type of clothing that is worn usually depends on the occasion. People that attend a wedding usually wear formal clothes. Men often wear suits and women wear dresses. Formal and smart clothing is often worn in times of celebration. People often wear different clothing at work. Some jobs require people to wear a special uniform which should be worn by all employees. A pilot, doctor or air hostess may be required to wear a uniform so that all the staff can be easily recognized. Other jobs are less strict and may allow people to wear casual clothes. Construction workers are usually asked to wear protective clothing, especially when the site is considered highly dangerous.

People often choose to wear comfortable clothing inside their own home. This choice of clothing may be very different to the clothing they would normally wear outside. Some people even stay in their bedclothes all day on the weekend when they plan to relax and not go anywhere. People often wear clothing which matches their current state of health or their age. Pregnant women are likely to wear baggy clothes, while youths often wear tighter clothing to show their figure. Younger

# UNIT 7. Clothes make the man

females often wear high heeled shoes while elderly people tend to wear more comfortable shoes which will allow them to walk with ease.

- 1) When can items of clothing be expensive?
  - A) When they are from the supermarket.
  - B) When they are taxed too much.
  - C) When it is a well-known brand or design.
  - D) When they are in the sale.
  
- 2) What kind of job requires workers to wear protective clothing?
  - A) Pilots
  - B) Construction workers
  - C) Doctors
  - D) Air hostess
  
- 3) How do some youths usually like to wear their clothes?
  - A) Baggy
  - B) Tight
  - C) Short
  - D) Long
  
- 4) What type of clothing is worn in times of celebration?
  - A) Formal
  - B) Casual
  - C) Protective
  - D) Bedclothes
  
- 5) Who is more likely to wear baggy clothing?
  - A) Youths
  - B) Workers
  - C) Pregnant ladies
  - D) Elderly people

## 6. PROJECT WORK

**Group presentation. Find any kind of national clothes as an example and its origin, style, current usage of them.**

**ORIGIN** Kimonos came to Japan from China. They were worn underneath clothes as an undergarment. "Kimono" was the Japanese word for clothing. Now however, the word "kimono" refers to one type of Japanese dress.

# UNIT 7. Clothes make the man

Kimonos are robes with long sleeves. The sleeves are very wide. Kimonos are also shaped like a "T." People wear a very wide belt with their kimonos. This belt is called an "obi." They are traditionally wrapped around your body from left to right. In fact, only the dead are wrapped right to left!

**STYLE** Kimonos were very popular for a long time. As they began getting more popular, people became interested in different colors and fabrics. They matched bright fabrics with seasons. Also, in the past you could match colors to social and political class. By looking at someone's kimono, you could tell what part of society they belonged to.

**CURRENT USAGE** There are many reasons why the kimono became less popular. Western countries influenced Japan. This made people adopt western style clothing. At one point, people in government were made to wear pants and jackets. They were not allowed to wear kimonos! This is no longer a rule.

## 7. PRACTICE

### Put the words in the right order

1. not follow normal fashion get more respect People who do.  
\_\_\_\_\_
2. how the examined view status colleagues we social Her.  
\_\_\_\_\_
3. of Rather someone than scruffily think dressed badly.  
\_\_\_\_\_
4. sign of confidence People believe that dressing down is a.  
\_\_\_\_\_
5. upsides you're deviate are If to there willing  
\_\_\_\_\_
6. a Bellezza experiments number conducted of.  
\_\_\_\_\_
7. non how - people conformity reacted to Test.  
\_\_\_\_\_
8. were the bigger spenders The ones in the sports gear.  
\_\_\_\_\_
9. unshaven an rated Students professor clad – T-shirt  
\_\_\_\_\_
10. responsible be may down dress who Entrepreneurs.  
\_\_\_\_\_

# UNIT 7. Clothes make the man

## 8. Circle the correct word

Researchers at the Harvard Business School claim / exclaim that people who do not follow "normal fashion" get more respect from the others / others. Doctoral / Doctored student Silvia Bellezza and two of her colleagues examined how we view the society / social status and competence of people who do not conform to "normal" ways of dressing / dresses. They discovered that the more / most outlandishly people dress, the more respect they get. Participants in the research considerable / considered others who had a "weirder" fashion to be more unique / unicorn-like. Researchers said that rather than think bad / badly of someone scruffily dressed, many people believe that dressing down is a sign of confidence. Ms Bellezza said: "If you're willing to deviate, there are upsides / insides."

## 9. SPELLING

Look at the exercises 7 and 8. All these words are taken from both of tasks

1. two of her leogsulaec \_\_\_\_\_
2. social status and npeocemtce \_\_\_\_\_
3. reewird fashion \_\_\_\_\_
4. fiycsulrf dressed \_\_\_\_\_
5. a sign of diccnfonee \_\_\_\_\_
6. If you're willing to eevdait \_\_\_\_\_
7. how people reacted to non-omcrytnfio \_\_\_\_\_
8. expensive uebustqoi \_\_\_\_\_
9. sales tnaasistss \_\_\_\_\_
10. an asnunhev, T-shirt-clad professor \_\_\_\_\_

# UNIT 7. Clothes make the man

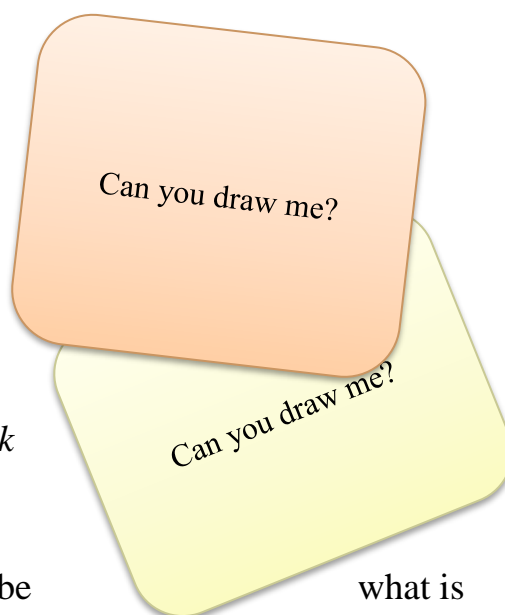
## 7.2. FASHION. PRESENT CONTINUOUS

### Can you draw?

#### 1. Pair work: Write. Read. Draw.

Take a sheet of paper in a shape of a card. Describe a person as an example and read it to your partner. According to your description he will draw a photo.

\*\*\* Hello. My name is Fozil. I am a boy. I am eleven years old. I am a student. I am tall and thin. I am wearing a blue and purple cap. I am wearing a yellow and black scarf. I am wearing a brown t-shirt, a red shirt, a grey jumper and a pair of blue jeans because it's very cold. I am wearing red socks and black trainers. \*\*\*



2. Why are using Present Continuous to describe worn?

What kind of other usages of this Tense do you know?

what is

### 2. Spelling

Write a right order for types of clothes

1. Relopu \_\_\_\_\_

2. Weatres \_\_\_\_\_

3. Storures \_\_\_\_\_

4. Osk s \_\_\_\_\_

5. T boso \_\_\_\_\_

6. J upe m r \_\_\_\_\_

7. I e t \_\_\_\_\_

8. K l s t r \_\_\_\_\_

9. U s l t \_\_\_\_\_

10. R e a r g n l \_\_\_\_\_

11. J p a s m y a \_\_\_\_\_

12. D a s n l a s \_\_\_\_\_

# UNIT 7. Clothes make the man

## 3. GRAMMAR FOCUS. Usage of PRESENT CONTINUOUS

| Rules                        | Explanation:   | For example:   |
|------------------------------|--|--|
| Thing that are happening now | You can use the present continuous to describe immediate events taking place in the current moment:  | <i>“She is having online class right now and cannot answer the phone.”</i><br><i>“They’re not using Zoom platform at the moment.”</i>                              |
| Temporary events             | For longer actions that may be taking place for a temporary period only, you can use the present continuous tense to describe them. It can be used for any temporary situation, no matter how long or short it is.                         | <i>“He’s reading the history of Islam at the moment.”</i><br><i>“I am attending cooking classes”</i><br><i>“My mother-in-law is watching a Turkish soap opera”</i> |
| A new pattern or habit       | A really interesting way of using the present continuous tense is to describe events or actions that are new and different from events in the past. In this case, the tense can be used to highlight the contrast between the old and new. | <i>“These days, young people are using Facebook pages more than they used to a few years ago.”</i><br><i>“The days are becoming longer and hotter”</i>             |
| A complain                   | It can also be used to describe a regular habit that someone has – whether it is a good habit, or a bad one!   | <i>“You’re always running late with all your deadlines for lms”!</i><br><i>“My sister is always remaining something at home, when she leaves work”</i>             |
| Future plans                 | When describing something that will take place in the future, the present continuous tense can be used   | <i>“We are preparing for a completion of “sumalyak” on March the 21<sup>st</sup>”</i>  |



# UNIT 7. Clothes make the man

## 4. PRACTICE

### 1) Which verbs forms are in the Present Progressive?

- a) infinitive + -ed
- b) infinitive + -ing
- c) infinitive + -s
- d) am + infinitive + -ing
- e) are + infinitive + -ing
- f) to be + infinitive + -ing

### 2) Which verbs forms are correct?

- a) she is puting
- b) she is putting
- c) she is runing
- d) she is running
- e) she is siting
- f) she is sitting

### 5) What are typical signal words for the Present Progressive?

- a) Listen!
- b) always
- c) Look!
- d) at the moment
- e) now
- f) often

### 3) Which short/contracted forms are correct?

- a) I'm singing
- b) he's singing
- c) she's singing
- d) we're singing
- e) your singing
- f) you're singing

### 4) Which verbs forms are correct?

- a) we are makeing
- b) we are making
- c) we are writeing
- d) we are writing

### 6) Which sentences/questions are in the Present Progressive?

- a) She drives a taxi.
- b) He is 13.
- c) I am watering the flowers.
- d) She isn't helping her mother.
- e) Are you listening to the radio?
- f) We are painting the walls.

### Put the words in the correct order to make sentences.

A. learning / are / currently / history / Mesopotamia/ of /you ?

.....

B. Likes/ my/ fashion/ sister / watching / show/

.....

C. Group mates/ catwalk/ are/ enjoying/ your /participating?

.....

D. I / after / COVID 19/ getting/ virus/ better / am / from

.....

# UNIT 7. Clothes make the man

E. making / breakfast / is / this morning / Dad/ ?  
.....

F. aren't / tonight / costumes / the actors / wearing/  
.....

G. to New York / at the moment / flying / I / am / .  
.....

H. listening to / you / music / are / ?  
.....

I. a picture / isn't / the artist / now / painting / .  
.....

J. Is / right/ he / coffee/ making/ now/ a / cup/ ?  
.....

## 5. Present Tense – Simple or progressive

1. Look. She is **wearing/ wears** her sister's blouse
2. How often do you wear/ are you wearing uniform at University? Is it compulsory for you?
3. They normally **have/ are having** lunch at two. They are leading/ lead hectic lifestyle
4. She is always **watches / watching** fashion shows. She finds it the most captivating pastime
5. **Are you working/ do you work** in Paris this week? Are you free at weekend?
6. You **buy/ are buying** new clothes every Saturday!
7. I played football at school but now I **prefer/ am preferring** swimming
8. I have no idea what the book is about. **Can you tell/are you telling** me what it's about?
9. John **is having/ has** a difficult time at the university this year
10. **Are you telling/ do you tell me** this urgent news so patiently?
11. My father **reads/ is reading** everything about cars, but nothing about bicycles.
12. The moon **goes/ is going** round the earth. What about the Sun?
13. Do you see those men at the door? – They **are looking/ look** at us very strangely

# UNIT 7. Clothes make the man

## 6. READING

Read the text about fashion and answer the questions below.

### FASHION – THE WORLD OVER

Today, dedicated followers of fashion look to cities such as New York City, London, Paris and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries, this means that there are four collections – one each for spring, summer, autumn and winter. The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world?



Early Western travellers going to the East noted that fashion and styles changed slowly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of Ming China of rapidly changing fashions in Chinese clothing. History shows us that changes in costume often took place at times of economic or social change, which occurred in ancient Rome and the medieval Arabian Peninsula. Then a long period without major changes would follow.

At this time, most weaving, embroidery, cutting and stitching was hand-crafted by skilled craftsmen and seamstresses. Many textiles originated in countries such as China, where exquisite silks were produced and Turkey with its rich history of embroidery and clothing styles influenced by Central Asia and the Far East. Until the mid-nineteenth century, in Europe and America most clothing was therefore custommade by skilled dressmakers and tailors. This meant that following fashion trends was clearly an expensive past-time.

In the twentieth century, mechanised production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced. It led the development of haute couture and, much later, affordable branded clothing which was the offshoot of haute couture. Mass production meant that clothing became much cheaper and more widely available,

## UNIT 7. Clothes make the man

yet at the same time was easily adapted to meet the designers' demands. As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.

To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the textiles and styles that people chose to wear. Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same about their own designer labels. There are designer or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.

### 7. PRACTICE

**Choose the 5 statements from A-H below that are TRUE according to the information given in the text opposite. Write the letters of the TRUE statements in the boxes provided (in any order)**

- A. Fashion designers can be found almost everywhere in the world.
- B. Many people wear expensive sports gear.
- C. Mass production has not made designer brands accessible to more people. Bridal wear is more often than not exclusively designed.
- D. Changes in clothing did not coincide with economic and social movement. Following fashion trends has not always been easy.
- E. There were generally few fashion trends in China.
- F. Many processes were done by machine during the early 20th century

### 8. PAIRWORK: GAP FILLING

**Complete sentences 1-5 with a word, phrase or number from the text (maximum 3 words). Write the word, phrase or number in the space provided.**

1. Early travellers to the Far East believed that fashion changed \_\_\_\_\_.
2. Dressmakers and tailors had to be very \_\_\_\_\_.
3. Haute couture was very \_\_\_\_\_.
4. Designer clothing became more \_\_\_\_\_.
5. People are still particularly \_\_\_\_\_ about the way they dress.

# UNIT 7. Clothes make the man

## 9. MATCHING

Read the passage again. Find the words and match the key words to the definition

|                     |  |
|---------------------|--|
| 1. Weaving          | a) A lot of clothes made at the same time                      |
| 2. Embroidery       | b) Something constructed by hand                               |
| 4. Stitching        | c) People who made suits for men                               |
| 5. Dressmakers      | d) A machine used at home or in industry to make clothe        |
| 6. Tailors          | e) Sewing designs using needle and thread                      |
| 7. Wool             | f) Using scissors on fabric                                    |
| 8. Hand-made        | g) Women who made dresses for women                            |
| 9. Mechanized       | h) The process of joining fabric pieces with needle and thread |
| 10. Sewing machine  | i) A fabric made from sheep                                    |
| 11. Mass production | j) Processes using machines.                                   |
|                     | k) Making fabric from yarn                                     |

## 10. Project work.

### WRITING

Write about current fashion for both gender. Mention their preferences in terms of clothing style. Do not forget about using Present Continuous Tense. Follow the given rubric for the assignment.

|  |              |
|--|--------------|
| Sentences are connected logically<br>Points are revealed fully. Lexical and grammatical accuracy are reached | Excellent    |
| Good paragraphing by logical order of sentences. However word choices are needed to be improved              | Good         |
| Sentences are quite simple and poorly linked each other. The task is hardly revealed.                        | Satisfactory |
| Too simple sentences, which are far from task achievement.   | Near to fail |

# UNIT 8. Enjoy your meal

## 8.1. PLURALS. COUNTABLE/UNCOUNTABLE NOUNS. FEW/LITTLE, A FEW/ A LITTLE

### 1. Your wish list

**What do you want from the food you eat? Put these qualities in order of importance for you (1= most important)**

- Tasty
- Healthy
- Low-fattening
- High calories
- Home-made
- Fried or roasted
- Full of meat

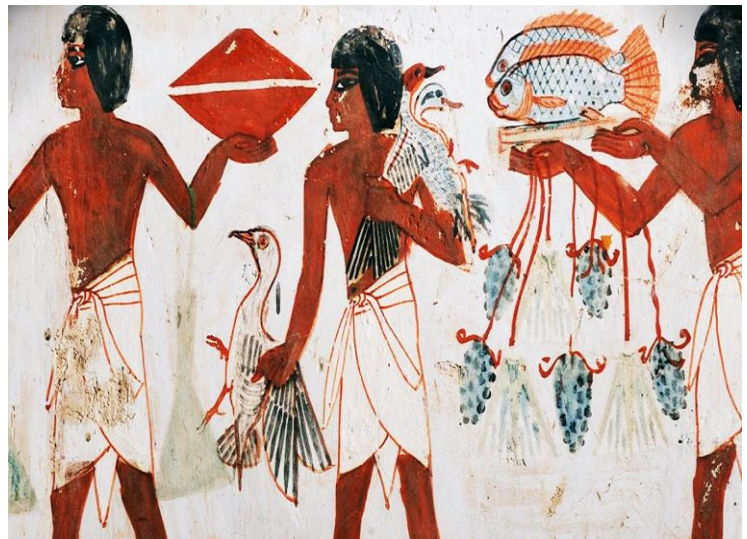
Discuss your answer in your team and as a whole class. Whose rating was the most reliable? Did you change your mind?

### 2. READING

**A. Read the introduction to the article. What is the special about eating habits of ancient people of Egypt?**

#### WHAT DID PEOPLE EAT IN ANCIENT EGYPT?

*The River Nile had a regular cycle that gave Egypt her three seasons: the time of inundation (when the land was covered with water), the time of coming forth (when the crops sprouted in the fertile fields), and the time of summer (when the harvested ground baked beneath the hot sun).*



Most years saw a magnificent harvest of cereal (barley and emmer wheat, which could be used to make bread, cakes and beer); vegetables (beans, lentils, onions, garlic, leeks, lettuces and cucumbers), and fruits (including grapes, figs and dates). In addition, there was abundant wild fowl and Nile fish, cattle farmed by the wealthy, and smaller animals (sheep, goats, pigs, geese) kept by the humbler households.

While the elite dined off meat, fruit, vegetables, and honey-sweetened cakes enhanced by the finest of wines, the poor were limited to a more monotonous diet of bread, fish, beans, onions and garlic washed down with a sweet, soupy beer.

# UNIT 8. Enjoy your meal

## B. Pair work. What do you think?

- ❖ What kind of names of food did you see?
- ❖ Were they healthier, tastier or fast to cook?
- ❖ Was the same cuisine in rich and ordinary people?
- ❖ Are the names of food countable or uncountable?

## 3. GRAMMAR FOCUS

**Some** and **any** are known as “general determiners”. They are used to modify nouns, specifically to tell us that the noun phrase is general.

### 1. Countable or uncountable nouns:

*We don't have **any** time to get popcorn before the film starts.* (Time is uncountable)

*We still have **some** apples on the tree.* (Apples are countable)

### 2. Singular or plural nouns:

*We don't have **any** chicken left for dinner.* (Chicken is singular)

*It's such nice weather! Let's invite **some** friends round for a BBQ.* (Friends is plural)

## Exceptions

There are some exceptions to these rules. We can use **some** in questions when offering something or making requests:

*Would you like **some** milk and sugar in your tea?*

*Can I get you **something** to drink while you wait?*

*Shall we invite **some** friends round?*

*I left my wallet at home; can I borrow **some** money for lunch.*

We sometimes use **much** and **many** in positive statements when:

### 1. They are used with *so*, *as* or *too*:

*I think he has **too many** assignments to upload! I don't think he can do them.*

*Sarah has **so much** money at the moment; she must be earning a lot!*

*John makes **as much** money as Sarah.*

# UNIT 8. Enjoy your meal

Too is often used before **much** and **many** to mean: 'more than was needed'. For example, 'I bought *too much* fruit at the market. We'll never eat it all before it goes off!' and 'There are *too many* people in the waiting room.'

We use 'so' rather than 'very' before **much** and **many** in positive statements to emphasise a large quantity of something. So you would say: 'We have *so much* work to do today!' and not 'We have *very much* work to do today!'.

'As **much** as' or 'as **many** as' are used to make a comparison and show that something is the same as or equal to something else. For example, 'There are *as many* at this meeting as there were at the previous one.'

## When do I use *few* and when do I use *little*?

- **Little** is used with singular, uncountable nouns and **few** is used with plural, countable nouns to mean 'not as much' or 'not as many'. For example:

*The play made little sense to me, but I'm glad you enjoyed it.* (sense is uncountable)

*She didn't want to go, but she had little choice.* (choice is uncountable) = she didn't have much choice.

- *There are few people that I think would be qualified for the job.* (people is countable) = there aren't many people qualified for the job.

*There are few tourists at this time of year so the beaches are nice and quiet.* (tourists is countable) = there aren't many tourist

## 4. PRACTICE

### Circle the correct answers.

1. There aren't some / any help.
2. Do you know some / any Americans?
3. We need some / any more coffee.
4. She's got some / any interesting recipe.
5. I didn't have some / any breakfast today

### Fill in the blanks with **much**, **many**, and **a lot of**.

1. John hasn't \_\_\_\_\_ money.
2. There is \_\_\_\_\_ gold in the bag
3. I haven't got \_\_\_\_\_ spaghetti in my plate!
4. There aren't \_\_\_\_\_ cars in the street.
5. Are there \_\_\_\_\_ apples



# UNIT 8. Enjoy your meal

## Choose the correct item.

1. Have got \_\_\_\_\_ fruit in fridge?  
A) many B) much C) a lot of
2. There is \_\_\_\_\_ sugar in my tea.  
A) much B) a little C) a lot of
3. Can I have \_\_\_\_\_ sugar, please?  
A) a few B) a little C) little
4. How \_\_\_\_\_ oranges are on the table?  
A) many B) a few C) much

## Fill in a little or a few.

1. \_\_\_\_\_ lemonade
2. \_\_\_\_\_ melon
3. \_\_\_\_\_ milk
4. \_\_\_\_\_ sweets
5. \_\_\_\_\_ spinach

## Write sentences with *some*

1. (Ask for coffee) \_\_\_\_\_
2. (Offer read) \_\_\_\_\_
3. (Offer rice) \_\_\_\_\_
4. (Ask for tomatoes) \_\_\_\_\_
5. (Offer more potatoes) \_\_\_\_\_

## Put in much or many.

1. We haven't got \_\_\_\_\_ bread.
2. Do you drink \_\_\_\_\_ coffee?
3. I don't eat \_\_\_\_\_ meat.
4. I haven't got \_\_\_\_\_ ham.
5. There aren't \_\_\_\_\_ eggs here.

## 5. READING

Is food always tasty? What kind of food can be disgusting? Would you visit to see exhibitions of disgusting food?

Read the article which is announced at <http://breakingnewsenglish.com>

### DISGUSTING FOOD MUSEUM OPENS IN SWEDEN (NOVEMBER, 2018)

There is a museum for everything. The latest one to open may turn you off your dinner. It is the Disgusting Food Museum, which opened this week in Sweden. It will allow people to analyze why they love or hate certain foods. They might also think



## UNIT 8. Enjoy your meal

about alternative food sources. The museum's founder explained why he started it. He was researching the effect meat had on the environment. He then thought about different sources of protein, like insects.

He said: "If you ask people if they want to eat bugs, they say 'that's gross.' Maybe I can make them reconsider." The museum will challenge four of our five senses - smell, touch, sight and taste. There is food from around the world that some people think is "disgusting". However, people in other parts of the world think this food is normal. It is a regular part of their diet. The food exhibits include food like fried tarantula, fermented shark and sheep eyeball juice. The founder said we could all eat any food, but our culture teaches us what food is not tasty. He said: "What we find disgusting has to be learned - it's purely cultural." He added: "One of my worries is that it will start [smelling] in here."

### 6. PRACTICE

**TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

- The article says a new Museum of Everything museum has opened. T / F
- The museum wants to make people hate different kinds of food. T / F
- The museum started after the founder did research on vegetables. T / F
- The founder wants people to think about eating insects. T / F
- The museum will challenge all of our five senses. T / F

### 7. SYNONYM MATCH:

 (The words in bold are from the news article.)

|                      |                             |
|----------------------|-----------------------------|
| 1. latest            | a. other                    |
| 2. <b>disgusting</b> | b. <b>smelling</b>          |
| 3. analyze           | c. <b>change one's mind</b> |
| 4. alternative       | d. <b>revolting</b>         |
| 5. <b>reconsider</b> | e. <b>displays</b>          |
| 6. exhibits          | f. areas                    |
| 7. parts             | g. most recent              |
| 8. <b>totally</b>    | h. <b>concerns</b>          |
| 9. worries           | i. examine                  |
| 10. <b>stinking</b>  | j. <b>completely</b>        |

# UNIT 8. Enjoy your meal!

## 8.2. Eating out

1. LEAD IN. Look at the pictures of different dishes. Which ingredients do you think are used to prepare each one? Match the pictures with the words in the box

|              |                 |                  |                |
|--------------|-----------------|------------------|----------------|
| <i>beef</i>  | <i>tomatoes</i> | <i>soy souse</i> | <i>rice</i>    |
| <i>egg</i>   | <i>onion</i>    | <i>cheese</i>    | <i>chicken</i> |
| <i>lamb</i>  | <i>garlic</i>   | <i>ginger</i>    | <i>chilies</i> |
| <i>flour</i> | <i>carrots</i>  | <i>yogurt</i>    | <i>spices</i>  |



2. PAIR WORK. With a partner, discuss your favorite food. What ingredients are used to make it?

# UNIT 8. Enjoy your meal!

## 3. READING. Jigsaw reading

### The 5 Most Unusual Restaurants in the World

#### 1. Ithaa Restaurant, Maldives

The meaning of Ithaa is ‘*mother of pearl*’. This restaurant takes the first place on our list because of its location, design, and [amazing food](#) and service. Built 16 ft. (4.8 m) below the sea level in the wonderful Maldives, this is definitely something to put on your bucket list.

The restaurant seats a maximum of 14 guests at a time. You can reach it by walking down a spiral staircase. Part of the Conrad Maldives

Rangali resort, this restaurant will provide you with an unforgettable view of the fish species and the reef.



#### 2. Vertigo Restaurant and Moon Bar, Bangkok

Are you afraid of heights? If you are not, this is a restaurant you must visit! Located at the top of a skyscraper, this restaurant is part of the Banyan Tree Hotel. Featuring a great *Sky Bar* with an elongated deck, you can enjoy a floating feeling while consuming a cocktail!

Photo credit: bangkok.com

# UNIT 8. Enjoy your meal!



### 3. Vista Restaurant, Cambodia

Photo credit: pandotrip.com

Situated in the middle of the Koh Rong Archipelago in Sihanoukville, Cambodia, this restaurant is part of a private hotel. Guests can reach the restaurant by walking over a bridge situated over clear vast ocean water. The famous chefs employed here prepare

delicious fresh food by combining Western cuisine and local flavors.

### 4. The Disaster Café, Lloret de Mar, Spain

When you heard the name, what did you first think of? Well, in this case – think earthquakes! The Disaster Café is a marvelous restaurant with an amazing design and an even better idea behind it. Guests who eat here can experience simulated



earthquakes with 7.8 Richter scale while being completely safe!



### 5. Ice Restaurant, United Arab Emirates

The United Arab Emirates is one of the most popular places on Earth, and for many reasons. It is no wonder that one of their restaurants takes a spot on this list – this location is popular for its

unique and splendid architecture and design. Right there in the United Arab Emirates, you can find a restaurant named *Ice Restaurant*. As its name tells you, this restaurant is fully made of ice! The owners use nothing else but ice for the interior, so you might want to grab a coat and warmer clothing if you decide to visit it. With the hot climate in the area, this is quite a chilling experience. You might not be able to spend a lot of time in it because of the cold, but it will definitely stick to your memory!

# UNIT 8. Enjoy your meal!

## 4. GROUP WORK. Answer the questions.

- 1) What is famous for Ithaa/Vertigo/ Vista/ The Disaster café/Ice Restaurant?
- 2) Where these restaurants are located?
- 3) What type of dishes do these restaurants offer?
- 4) Which of them would you prefer to visit? Why/Why not?
- 5) Have you heard about unusual restaurants in your country?

## 5. VOCABULARY. Synonym and paraphrasing.

5.1. Choose the option, A, B, or C, which does NOT mean the same as the first sentence.

1. The price of food in the restaurant is cheap.
    - A. The price of meal in the restaurant is responsible.
    - B. The restaurant is excellent if you want a budget meal.
    - C. The food in the restaurant is overpriced.
  2. Marco cooked us a really tasty meal.
    - A. The meal Marco prepared was delicious.
    - B. Marco cooked us a really unappetizing meal.
    - C. The meal Marco made for us was mouth-watering.
  3. We were served food that was cooked in old fashioned way.
    - A. The meal we had was very contemporary in style.
    - B. The meal we had was very traditional.
    - C. The meal was made from historic recipe.
  4. When I went to Thailand, I really enjoyed trying the street food.
    - A. I really liked tasting the food that was sold outdoors in Thailand.
    - B. In Thailand, I loved the food we bought from stalls in the streets.
    - C. I enjoyed eating in restaurants when I was in Thailand.
  5. The chef at the Lodge Hotel is very skillful.
    - A. The chef at the Lodge Hotel is bad at his job.
    - B. The chef at the Lodge Hotel has a lot of experience.
    - C. The chef at the Lodge Hotel is highly trained.
  6. I did not like the soup it was too spicy.
-

# UNIT 8. Enjoy your meal!

- A. The soup had too much pepper.
- B. The soup was not tasty
- C. The soup was a bit too hot to my taste

5.2. Underline the words, which helped you find the answers.

## 6. SPEAKING. Ordering in the restaurant.

Look at the menu and read the dialogues. Pay attention to highlighted phrases. Act out similar dialogues

### British money:

£1 = one pound

£1.80 = one pound eighty

75p = seventy-five pence

SA: **Can I have** a hamburger, please?

SB: Yes, here you are.

SA: **Thanks.** How much is it?

SB: It's one pound sixty. Anything else?

SA: **No, thanks.**

\*\*\*\*

W: **May I take your order, please?**

M: **I'd like** fish and chips.

L: And the cheese sandwich for me, please.

W: Of course. **Would you like something to drink?**

L: **Just** tea, **please.**

W: Very well. Would you like to order your dessert, now?

L: **Just** some ice-cream, please.

W: Is everything all right?

L: **Yes, thank you.**

M: **Can we have the bill, please?**

W: **Of course,** sir. One moment ...



# UNIT 8. Enjoy your meal!

## 7. Pronunciation

Listen to your teacher and tick. Listen again and repeat.

|                   | /s/ | /z/ | /ʒ/ |
|-------------------|-----|-----|-----|
| <b>cakes</b>      |     |     |     |
| <b>loaves</b>     |     |     |     |
| <b>glasses</b>    |     |     |     |
| <b>sandwiches</b> |     |     |     |
| <b>cherries</b>   |     |     |     |
| <b>carrots</b>    |     |     |     |

## 8. Writing. Read the advertisement for a restaurant and complete the table.

### Shohona restaurant



Shohona's is the new family restaurant on Mirzo Ulug'bek Street and it's open for lunch and dinner every day.

The food is very well cooked. There are a lot of tasty dishes to choose from, such as palov, kebab, grilled, roast chicken, fish, soups and lots of different salads. The

drinks tea, coffe, juice. For dessert have slice of the chef's superb apple pie or a piece of chocolate cake.

A meal for two people costs about \$20. The service is excellent with very helpful and friendly waiters. The restaurant is open from eight in the morning till ten in the evening.

"Shohona" is a great restaurant for any occasion. Don't miss the chance to try its various dishes, but remember to book a table first

([Phone: +98999 776 02 01](tel:+989997760201)) Enjoy your meal.



# UNIT 8. Enjoy your meal!

|                           |  |
|---------------------------|--|
| <i>Name/Type:</i>         |  |
| <i>Location:</i>          |  |
| <i>Main course/Dishes</i> |  |
| <i>Dessert:</i>           |  |
| <i>Cost:</i>              |  |
| <i>Service:</i>           |  |
| <i>Opening hours:</i>     |  |
| <i>Recommendation:</i>    |  |

*Use the plan below and the text to write an advertisement for your favorite restaurant in your country.*

## **Plan**

**Para 1:** *name of restaurant, type & location*

**Para 2:** *dishes & desserts*

**Para 3:** *cost, service and opening hours*

**Para 4:** *recommendation*

# UNIT 9. TIMES CHANGE...

## 9.1. Where were you yesterday?

Past: was/were/could

1. **Lead in.** Ask and answer the following questions with your partner.

**Where were you.....?**

- at two o'clock yesterday afternoon
- last Saturday evening
- at seven o'clock this morning
- at this time yesterday
- last Monday morning



2. **Read** the questions complete the answers.

| Present  | Past   |
|--|--|
| What day is it today?<br>It is _____                         | What day was yesterday?<br>It was _____  |
| What month is it now?<br>It is _____                         | What month was it last month?<br>It was _____  |
| Where are you now?<br>I'm _____                              | Where were you yesterday?<br>I was _____   |
| Are you in Samarkand?<br>_____, I am.<br>_____, I am not.    | Were you in Samarkand in 2020?<br>_____, I was.<br>_____, I was not.                   |
| Can you speak English?<br>_____, I can.<br>_____, I cannot.  | Could you speak English when you were seven?<br>_____, I could.<br>_____, I could not. |
| Can your friend swim?<br>Yes, _____ can.<br>No, _____ can't. | Could your friend swim when he was five?<br>Yes, _____ could<br>No, _____ could not    |

# UNIT 9. TIMES CHANGE...

3. Grammar. Complete the table with the past of *to be*

|                  | Positive | Negative |
|------------------|----------|----------|
| <b>I</b>         | was      | wasn't   |
| <b>You</b>       | were     | weren't  |
| <b>He/She/It</b> |          |          |
| <b>We</b>        |          |          |
| <b>They</b>      |          |          |

*was born*

I was born in 1990. NOT *I am born...*

She was born in Andijan.

## Questions

|       |      |             |       |
|-------|------|-------------|-------|
| Where | was  | he/she      | born? |
| When  | were | we/you/they |       |

*Could/couldn't*

What is the past of *can*? Positive \_\_\_\_\_ Negative \_\_\_\_\_

*Could* and *couldn't* have the same form in all persons.

*Could* is followed by the infinitive (without *to*).

## Questions

|      |       |                               |     |
|------|-------|-------------------------------|-----|
| What | could | I<br>he/she/it<br>we/you/they | do? |
|------|-------|-------------------------------|-----|

### Yes/No Questions

*Could* you/she/they/etc.

*drive?*

*cook?*

### Short answers

*Yes, she could.*

*Yes, they could.*

*No, we couldn't.*

## UNIT 9. TIMES CHANGE...

4. **Practice.** Complete the sentences with the past of the verb *to be* and *can*.

- 1) I wasn't at school yesterday because I \_\_\_\_\_ ill.
- 2) My parents \_\_\_\_\_ at work last week. They \_\_\_\_\_ on holiday in Spain.
- 3) Where \_\_\_\_\_ you last night? I phoned but you \_\_\_\_\_ at home.
- 4) I \_\_\_\_\_ read and write when I \_\_\_\_\_ just five.
- 5) My sister \_\_\_\_\_ read until she \_\_\_\_\_ seven.

5. **Reading.** Look at the photos. Who are the children? What can they do? Why are they 'child prodigies'?



### CHILD PRODIGIES

**Marc Yu** is an American musical child prodigy, who is best known for playing the piano and the cello. He was born on January 5, 1999, in California, USA. He could play the piano when he was three. He could play the cello when he was six. Last year he played with Lang Lang, the famous Chinese pianist, in New York. They were a big success.

**Cleopatra Stratan** is a Moldovan-born Romanian singer, the youngest person ever to score commercial success. She was born on October 7th, 2002 in Moldova, near Romania. She could sing beautifully when she was just two years old. When she was three, she made an album, *La vârsta de trei ani*. Her album was a big success. 150,000 were sold round the world.

# UNIT 9. TIMES CHANGE...

**Group A.** Read about Marc Yu. Answer the questions

- When and where was Marc Yu born?
- How old was Marc when he could play the piano/the cello?
- Who is Lang Lang?

**Group B.** Read about Cleopatra. Answer the questions.

- When and where was Cleopatra Stratan born?
- How old was she when she could sing?
- How old was she when she made an album?

**6. Pair work.** Work with a partner from the other group. Tell your partner about your person.

**7. Group work. Talking about you.**

Work in groups. Ask and answer questions about you.

1. When/born?
2. Where/born?
3. Where/ born?
4. How old were you when you could...?

- |        |                  |                            |
|--------|------------------|----------------------------|
| • walk | • swim           | • speak a foreign language |
| • talk | • ride a bike    |                            |
| • read | • use a computer |                            |

**8. Write about your friend using your notes from exercise 7.**

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# UNIT 9. TIMES CHANGE...

## 9.2. Then and Now

1. **Lead in.** Look at the pictures. Which picture shows

- a mud house
- a restaurant
- an Uzbek arba
- a souvenir shop
- a train
- a chaykhana



2. Bukhara is one of the ancient cities of Uzbekistan. Look at the pictures again and try to guess what there was/wasn't on Bukhara 100 years ago?

# UNIT 9. TIMES CHANGE...

3. **Reading.** Read an article about Bukhara and answer the questions below. Then explain words in bold.

## Bukhara - The Capital of Islamic Culture

This week on our Then & Now page, we are looking at Bukhara. Bukhara is one of the most **ancient** cities of Uzbekistan and it is supposed to be founded in the 13th cent. B.C. during the reign of Siyavushids who came to **power** 980 years before Alexander the Great. The city was a large **commercial center** on the Great Silk Road. Bukhara is also called the city of poetry and fairy tales, as the whole old city is full of legends and stories!



Bukhara lies **west** of Samarkand and was a center of learning **renowned** throughout the Islamic world. It is the **hometown** of the great Sheikh Bakhouddin Nakshbandi. He was a central figure in the development of the **mystical** Sufi approach to philosophy, religion and Islam. In Bukhara there are more than 350 mosques and 100 religious



colleges. Its fortunes waxed and waned through succeeding empires until it became one of the great Central Asian Khanates in the 17th century.

At first, Bukhara seems exactly the **same** as it was hundred years ago, but **in fact** it is a different place today. Before few tourists could

# UNIT 9. TIMES CHANGE...

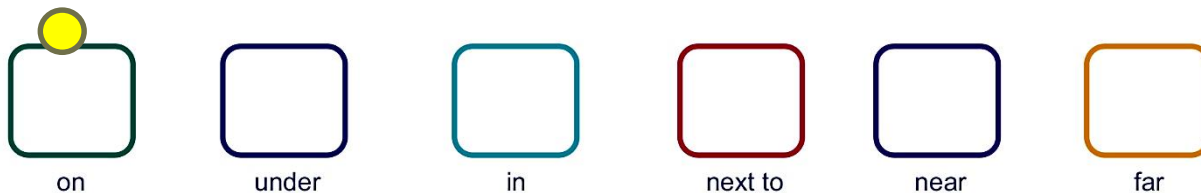
**reach** Bukhara. There wasn't an airport or any train station in those days. There were only horses and **arbas** for getting around. There weren't modern houses, only small **mud houses**. There wasn't electricity or **running water**. Bukhara was a quiet place - there weren't any hotels or restaurants back then.

Today, up to one million tourists can visit Bukhara **annually**. Now there is an airport and train station with a high speed train "Afrosiyob. There are also cars, and buses. Life is very easy now. It has got new, modern houses and a lot of money. It has also got electricity and running water and it is very **busy** now. There are **guest houses**, hotels, restaurants and lots of souvenir shops. However, the city breathes of an architectural genius that is seldom found in our modern **metropolises**.

|                             |  |
|-----------------------------|--|
| 1) Where is Bukhara?        | 2) Could many tourists reach the city a hundred years ago? Why (not)?        |
| 3) How old is this city?    | 4) What did the people have for getting around?                              |
| 5) Who was born in Bukhara? | 6) What can you find on Bukhara today that wasn't there a hundred years ago? |

**4. Grammar.** Prepositions of place. Look at the prepositions below the shapes and draw a ball as an example.

**5. Practice.** Look at the map below and complete the sentences with appropriate prepositions from exercise 4.

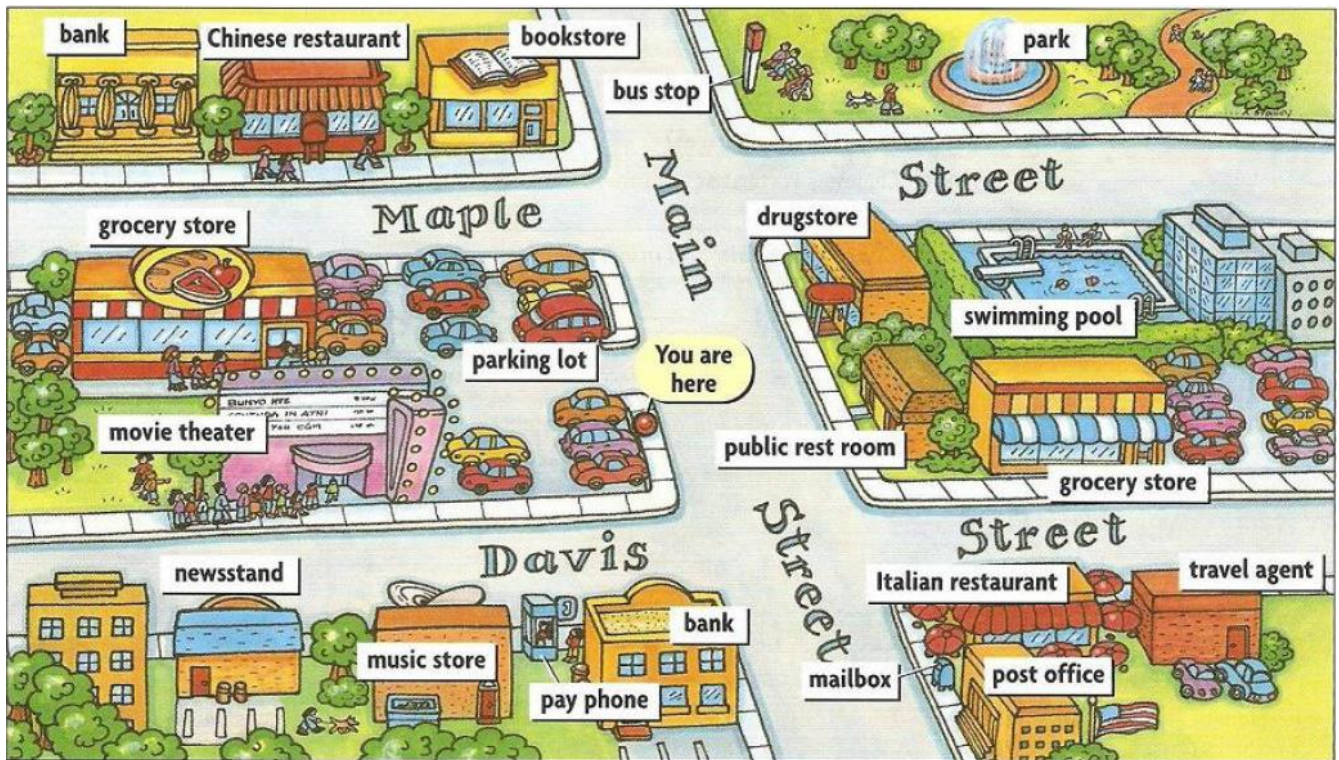


The ball is on the table.





# UNIT 9. TIMES CHANGE...



- 1 The swimming pool is ..... the drugstore.
- 2 The Chinese restaurant is ..... the bank and the bookstore.
- 3 The music store is ..... the bank.
- 4 The mail box is ..... the post office.
- 5 The park is ..... the corner of Main Street and Maple Street.

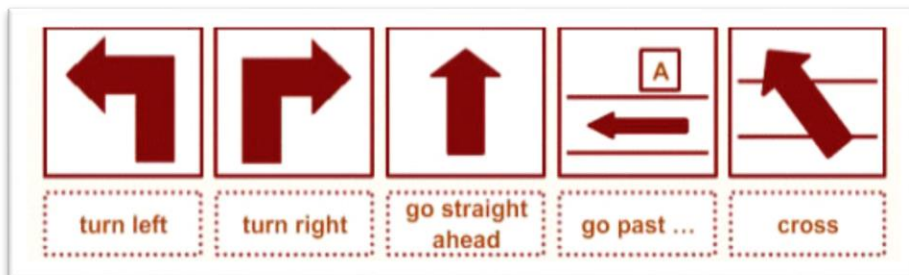
**6. Pair work.** Ask and answer with your pairs.

Where is.....?

- grocery store
- bank
- post office
- bus stop
- movie theater
- bookstore
- parking lot
- drugstore, etc.

# UNIT 9. TIMES CHANGE...

7. **Giving directions.** *You are at the parking lot.* Look at the town map in Ex. 5 and fill in the missing words. Then in pairs use the prompts to act out similar dialogues.



A: Excuse me, 1) ..... you tell me the way to the bank?

B: Yes, of course. Go straight up Main Street, then take the first turning 2) ..... Go straight ahead King Street. The bank is 3) ..... the Chinese restaurant.

A: Thank you very much.

- *You're at the bank and you want to go to the grocery store.*
- *You're at the post office and you want to go to the park*
- *You're at the music store and you want to go to the swimming pool.*
- *You're at the movie theater and you want to go to the bookstore.*

8. **Writing.** Use the plan below to write an article (60 - 90 words) about your hometown. Use the article in Ex. 3 as a model. **Start like this:** *This week on our Then and Now page, we are looking at.... (name of a place). This area is now completely different to what it was like fifty years ago.*

**Plan:**

**Introduction**

**Para 1:** *State the name of the place*

**Body** *Write what life was like then (what there was/were, there wasn't/weren't, what people didn't have and what they could do).*

**Para 2:** *Write about what life is like now (what there is/are, what people have got and what people can do).*

**Conclusion**

**Para 4:** *Say how nice is the place nowadays*

# UNIT 10. The Price of Fame

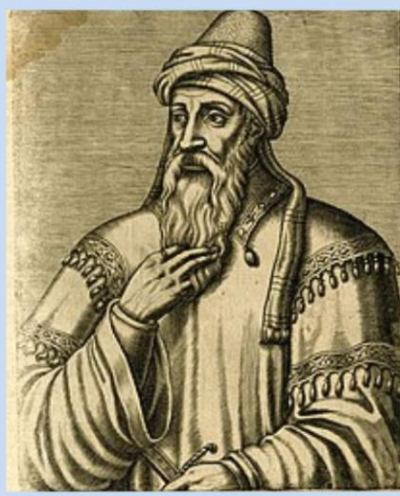
## 10.1. Famous people and their achievements

1. **LEAD IN.** Label the pictures with the name of famous people.

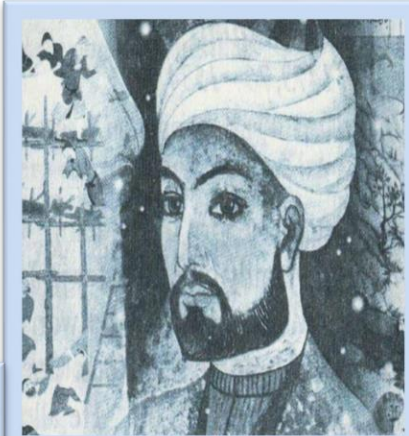
- 1) Al-Nasir Salah al-Din Yusuf ibn Ayyub
- 2) Islam Abduganiyevich Karimov
- 3) Kamaliddin Behzad
- 4) Mahmudkhodja Behbudiy



b) \_\_\_\_\_  
**1875 – 1919**



c) \_\_\_\_\_  
**1137 – 1193**



a) \_\_\_\_\_  
**1455-1535**



d) \_\_\_\_\_  
**1938 – 2016**

2. **Pair work.** Ask and answer about these people as an example.

*S1: Who was Islam Karimov?*

*S2: He was the first president of Uzbekistan. When was he born?*

*S1: He was born in 1938. When did he die?*

*S2: He was died in 2016.*

# UNIT 10. The Price of Fame



## A. Famous singer

Sevara Nazarkhan is an Uzbek singer, songwriter, and musician. Her musical style incorporates Uzbek folk and contemporary music. She lives in Tashkent, but also she has a house in UK, where she records her songs. Nazarkhan is famous not only in Uzbekistan but worldwide as well. She travels a lot.

- a. Read the text B about her childhood and answer the questions.
- A. Where and when was she born?
- B. Were her parents musicians?
- C. Was she talented?
- b. Complete the sentences about Sevara with the verb *live*.
- 1) Now she \_\_\_\_\_ in Tashkent.
- 2) When she was a child, she \_\_\_\_\_ in Andijan.

**3. READING.** Do you know this person? Read the text A. Underline the verbs. Answer the questions.

1. Is Sevara Nazarkhan famous?
2. Where does she live and work?
3. Does she travel a lot?

## B. Her childhood

Sevara Nazarkhan was born on December 23, 1976 in Andijan, Uzbekistan. Her mother was music teacher and her father was a musician. They lived in a small house in the village. The role of her mother was especially important in the life of Sevara Nazarkhan. As a music teacher, she often gave her daughter vocal lessons. Her father also took part in the formation of Sevara. From an early age, he played her the *dutar* - an old Uzbek instrument - instilling in the girl a love of Asian folk music. In 1998, she moved to Tashkent, where she applied to the State Conservatory of Uzbekistan, where she studied the features of stage vocal. She started her career in the band *Sideris*, led by well-known producer and musician Mansur Toshmatov. The group of four girls quickly became known, but she was more successful as a solo singer.

# UNIT 10. The Price of Fame

- c. Read text B and find the Past simple of *be, live, play, start, apply* and *study*. How is the past simple formed?

## 4. GRAMMAR. Past Simple. Look at these questions.

- *Where **does** Sevara live?*
- *Where **did** she live when she was a child?*

**Did** is the past form of **do** and **does**.

We use **didn't** (=did not) to form negative

- *She **didn't** sing in the band Sideris*

We use past simple for the completed action in the past and will not happen again.

| Past Simple form |  |
|------------------|--|
| Positive         | I/he/she/it/you/we/they <b>watched</b> TV last night                                 |
| Negative         | I/he/she/it/you/we/they <b>didn't watch</b> TV last night                            |
| Questions        | When <b>did</b> I/he/she/it/you/we/they <b>watch</b> TV?                             |
| Yes/No questions | <b>Did</b> I/he/she/it/you/we/they <b>watch</b> TV last night?                       |
| Short answers    | Yes, I/he/she/it/you/we/they <b>did</b><br>No, I/he/she/it/you/we/they <b>didn't</b> |

**Time expressions:** *yesterday, ago, in 1980, last Monday/night/week/month/year, etc.*

## Past simple – spelling of regular verbs

|   |  |
|---|--|
| The normal rule is to add <i>-ed</i> .  | <i>work – worked</i><br><i>start – started</i>   |
| If the verbs ends in <i>-e</i> , add <i>-d</i> .  | <i>live – lived</i><br><i>love – loved</i>       |
| If the verb has only one syllable and one vowel and one consonant, double the consonant, and add <i>-ed</i> | <i>stop – stopped</i><br><i>plan – planned</i>   |
| Verbs that end in a consonant + <i>-y</i> , change to <i>-ied</i> .   | <i>study – studied</i><br><i>carry – carried</i> |

See Irregular verbs at the end of the book.

# UNIT 10. The Price of Fame

5. **Practice.** Write past form of the following verbs. Which are regular? Which are irregular?

lose \_\_\_\_\_ learn \_\_\_\_\_ go \_\_\_\_\_ do \_\_\_\_\_ become \_\_\_\_\_  
give \_\_\_\_\_ spend \_\_\_\_\_ return \_\_\_\_\_ create \_\_\_\_\_ leave \_\_\_\_\_

6. **Put the verbs in brackets into the past simple. Then explain underlined words.**

The member of Renaissance and Alisher Navoi's **apprentice**, Kamaliddin Behzod \_\_\_\_\_ (**be**) the great artist and **miniaturist**. He was born in 1455 in a **poor** family in Herat.

He \_\_\_\_\_ (**lose**) his parents as a child and was brought up by the famous painter Mirak Nakkosh. He \_\_\_\_\_ (**learn**) from him the secrets of **carving**. Due to his **inquisitive** mind and being a hard-worker, his talent was increasing day by day.

Soon he \_\_\_\_\_ (**become**) popular as an artist in Herat. In 1512, he \_\_\_\_\_ (**go**) to the city of Tabriz, where he \_\_\_\_\_ (**spend**) 25 years of his life continuing his creative works. Nevertheless, he \_\_\_\_\_ (**return**) to his hometown Herat and later in 1537 \_\_\_\_\_ (**die**) there. Kamaliddin Behzod \_\_\_\_\_ (**leave**) very rich **heritage** to his



generations. At present, his 30 paintings and various miniatures are known to us. He \_\_\_\_\_ (**create**) the images of Husayn Baykaro, Abdurahmon Jomiy, and Shaybonikhon with great **proficiency**. Yet more than 40 miniatures \_\_\_\_\_ (**depict**) with the meetings of Husayn Baykaro and the pictures drawn to the works of different **scholars** \_\_\_\_\_ (**score**) him big successes both in the East and West. Another his contribution to the development of art \_\_\_\_\_ (**be**) the **establishment** of his school which he \_\_\_\_\_ (**name**) by his own name "Behzod". Behzod \_\_\_\_\_ (**leave**) an **unforgotten trace** in history and his creative works have been respected up to now.

# UNIT 10. The Price of Fame

7. **Read** the text about Behzod again and correct the sentences as an example.

a) Behzod learned the secrets of carving from Alisher Navoi.

*a. Wrong! Behzod didn't learn the secrets of carving from Alisher Navoi. he learned it from Mirak Nakkosh.*

b) He became popular as a musician in Heart.

c) He spent 20 years of his life in Tabriz.

d) He died in 1535.

e) He created the image of Amir Temur.

f) He succeeded only in the East.

g) He named his school by his first teacher's name.

8. **Pair work.** Now ask and answer questions about Kamoliddin Behzod using *who/what/where/when*.

*Who was Kamoliddin Behzod?*

9. **Writing.** Write down two things you did yesterday and two things you did not do yesterday. Choose from the list. You can use your own ideas.

*study, make a cake, play football, cut the grass, watch TV, cook dinner, listen to music, do the shopping, go for a walk, buy clothes*

*Ex.: I made a cake yesterday but I didn't cook dinner.*

# UNIT 10. The Price of Fame

## 10.2. Writing a biography

### Lead in.

1. **Speaking.** Use the prompts and time expressions below, and in pairs, act out short dialogues as an example.

When was the last time you ...

**Prompts**

- have a party?
- write letter?
- buy new clothes?
- tidy your room?
- visit your parents?
- visit your grandparents?

**Time expressions**

- a week/month/ ago
- yesterday morning
- two weeks ago
- three days ago
- last Saturday/month

A: *When was the last time you bought new clothes?*

B: *The last time I bought a new clothes was two weeks ago. How about you?*

A: *The last time I bought new clothes was last Saturday.*

2. Read the dialogue and fill in the missing words. Act out similar dialogues.

A: ..... was the last time you visited a museum?

B: Last Monday

A: ..... Museum did you visit?

B: I visited the State Museum of the History of Uzbekistan.

A: ..... did you go with?

B: I went with my group mates.

- go to a party
- go to theatre
- go out for dinner
- go shopping
- go to concert
- go to a park
- go on a picnic



# UNIT 10. The Price of Fame

3. **Pronunciation.** Listen to your teacher and tick.

|         | /t/ | /d/ | /Id/ |
|---------|-----|-----|------|
| visited |     |     |      |
| cooked  |     |     |      |
| played  |     |     |      |
| smiled  |     |     |      |
| waited  |     |     |      |
| lived   |     |     |      |
| danced  |     |     |      |
| looked  |     |     |      |

4. **Reading.** Read the questions and guess the answers, then read the text check your answers.

- Who was Mahmudkhodja Behbudiy?
  - The first song writer in Uzbekistan
  - The first play writer in Uzbekistan
- Where and when was he born?
  - 20 January 1875 in Samarkand
  - 20 January 1877 in Bukhara
- What were his interests in his early years?
  - Religion and politics
  - History and geography
- What kind of talent did he have when he was young?
  - Writing articles
  - Playing musical instrument
- When was his first trip to abroad?
  - in 1903
  - in 1899
- When did he write his first play “Padarkush” (“The Patricide”)?
  - in 1913
  - in 1908

# UNIT 10. The Price of Fame

Mahmudkhodja Behbudiy was a Jadid activist, writer, journalist and leading public figure. He was born on 20 January 1875 in Samarkand in middle-class family, and his father was one of the biggest representatives of Islam. From his early years, he was interested in religion and politics. Meanwhile, he spent his most of time on reading literature and history books. He showed his talent in writing articles for various magazines from early ages and had trips to different cities of the world like Istanbul. After an eight-month trip to Arabia, Transcaucasia, Istanbul and Cairo in 1899, which brought him into contact with the cultural movements in Islam in the wider world, he started his public career in Central Asia in 1903. He subscribed to Ismail Gaspirali's *Tercüman* and changed his name from ibn Behbud Chodscha to Behbudiy. He also wrote articles in support of Jadidism in all Central Asian newspapers and in 1913 launched *Ayina* ("The Mirror"), a weekly magazine, which he published almost by himself for twenty months. He also published the newspaper *Samarkand*.

During his lifetime, Behbudiy made important contributions to Uzbek literature. By the time of his death, he had written more than 200 articles, textbooks and theatre plays for various magazines and newspapers, including *Tercüman* and *Vaqt*.

- 1903: *Muntaxabi jug'rofiyai umumiy* (Textbook for Geography)
- 1904: *Kitob-ul-atfol* (Children's book)
- 1904: *Muxtasari tarixi islom* ("A Brief History of Islam")
- 1908: *Russiyaning qisqacha jug'rofiyasi* ("The Geography of Russia")
- 1913: *Padarkush* ("The Patricide")

Behbudiy was one of the first jadid leaders in Uzbekistan with Abdurashidkhanov Munavvar qori. As many other representatives of jadism, he was caught and killed by the government in 1919, when he was in Qarshi. After his death, Qarshi city was renamed to his name and was called as "Behbudiy" from 1920 until 1930.

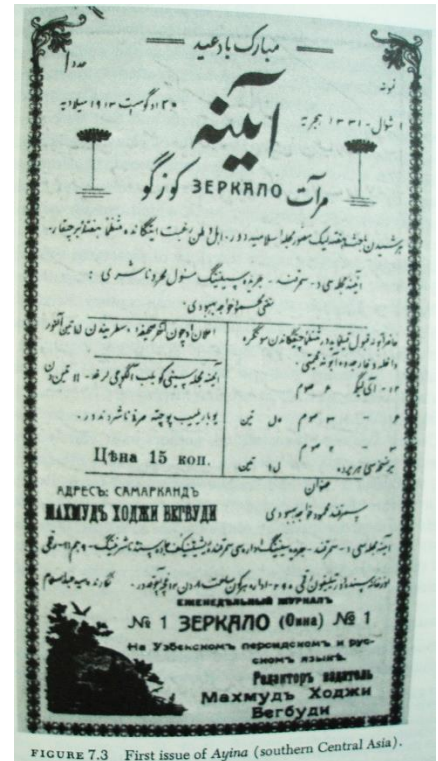


FIGURE 7.3 First issue of *Ayina* (southern Central Asia).

# UNIT 10. The Price of Fame

## 5. Writing. A biography about a person

When we write a biography about a person, who has died, we start with the person's full name, what he/she is famous for and the date and place he/she was born. We then write about the important events/achievements in his/her early and later years in chronological order. We end the biography with when and where he/she died. We use past tenses.

6. Use the plan below to write short biography of famous people of Uzbekistan. Use Ex. 4 as a model.

### Plan

**Para 1:** *full name, what he is famous for, date/place of birth*

**Para 2:** *important dates in his life in chronological order – early years/later years*

**Para 3:** *about his death*

# UNIT 11. See new places meet new faces

## 11.1. Different places

1. **Lead in.** Think of a town or city in your country. Say where it is.

it is in the  
north/south/east/west

... near the  
mountains/sea

... on the River...

2. **Pair work.** Look at the pictures. Do you recognize these places? Where are they?  
Match the adjectives in the box to the pictures.

ancient, beautiful, boring, modern, cosmopolitan, rural, crowded, expensive,  
famous, huge, lively, fascinating, noisy, tall, small, old, new, clean, polluted



# UNIT 11. See new places meet new faces

3. **Speaking.** Read the conversation and practice with your partner. What are the differences between Dubai and Samarkand?

A: Which do you prefer, Dubai or Samarkand?

B: Well, I would like to visit Dubai.

A: Samarkand is **more interesting** than Dubai for me.

B: It is true, but Dubai is the **most modern** one.

A: Yes, you are right. However, it is **noisier than** Samarkand.

B: Yes, but it is **more fascinating** than Samarkand.

4. **Pair work.** Look at the pictures in Ex.2 and compare the places using the adjectives below, as an example.

*noisier, more expensive, cleaner, quieter, more modern, more polluted, cheaper, older, more crowded*

*Dubai is noisier than Samarkand*

*Dubai is more expensive than Samarkand.*

## 5. GRAMMAR FOCUS

*Dubai is bigger than Samarkand*

1. Regular comparative adjectives add **-er** or **more**. Write the comparative forms.

big **bigger**    romantic \_\_\_\_\_    small \_\_\_\_\_

What are the rules? When do we add **-er**? When do we use **more**?

2. Some adjectives are irregular. good **better**    bad \_\_\_\_\_

# UNIT 11. See new places meet new faces

## Form

|  | Adjectives                | Comparative                          | Superlative  |
|--|---------------------------|--------------------------------------|--|
| <b>One – syllable adjectives</b>       | old<br>safe<br>big<br>hot | older<br>safer<br>bigger*<br>hotter* | the oldest<br>the safest<br>the biggest*<br>the hottest* |
| <b>Adjectives ending in –y</b>         | noisy<br>dirty            | noisier<br>dirtier                   | the noisiest<br>the dirtiest                             |
| <b>Two or more syllable adjectives</b> | boring<br>beautiful       | more boring**<br>more beautiful      | the most boring**<br>the most beautiful                  |
| <b>Irregular adjectives</b>            | good<br>bad<br>far        | better<br>worse<br>further           | the best<br>the worst<br>the furthest                    |

\*Adjectives which end in one vowel and one consonant double the consonant.

fit → **fitter**      thin → **thinner**

\*\*Most two-syllable adjectives use more and most, but some two-syllable adjectives use *-er/ -est*.

modern → more modern → most modern  
 polite → more polite → most polite  
 quiet → quieter/quietest  
 clever → cleverer/cleverest

1. We can make a comparison stronger using *much* and *a lot*.

*London is **much more beautiful** than Paris.*

*Dave's **a lot more handsome** than Pete.*

2. Adverbs also have comparatives.

*He works **harder than** you.*

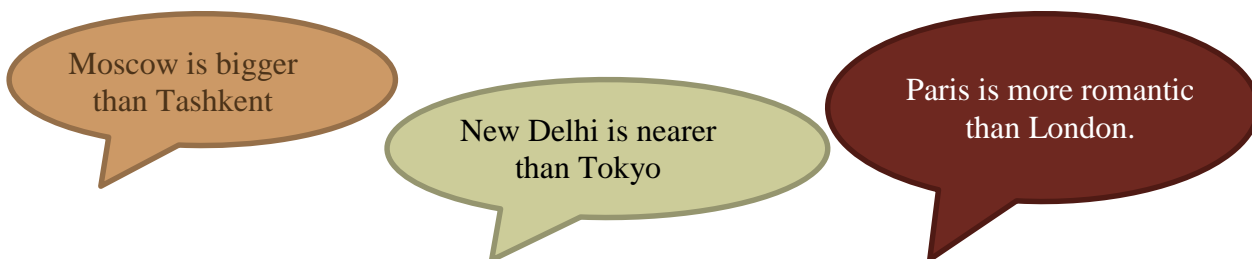
*Can you **come earlier** than 8.30?*

# UNIT 11. See new places meet new faces

## 6. Practice. Complete conversations using the comparative form of the adjectives.

- A: New York is **older than** London. (old)  
B: No, isn't! New York is much **more modern** ! (modern)
- A: Tokyo is \_\_\_\_\_ Bangkok. (cheap)  
B: No, it isn't! Tokyo is much \_\_\_\_\_ ! (expensive)
- A: Seoul is \_\_\_\_\_ Beijing. (big)  
B: No, it isn't! Seoul is much \_\_\_\_\_ ! (small)
- A: Johannesburg is \_\_\_\_\_ Cape Town. (safe)  
B: No, it isn't! It is much \_\_\_\_\_ ! (dangerous)
- A: Taxi drivers in New York are \_\_\_\_\_ taxi drivers in London. (good)  
B: No, they aren't! They are much \_\_\_\_\_ ! (bad)

## 7. Group work. Work in small groups. Compare two capital cities you know.



## 8. Complete these sentences with superlative adjectives.

- The **tallest** building in London is Canary Wharf. It's 235 metres.
- The \_\_\_\_\_ hotel is the Lanesborough. It costs €7,000 per night!
- The \_\_\_\_\_ park in central London is Hyde Park. It's 142 hectares.
- The \_\_\_\_\_ tourist attraction is the London Eye. It has visitors a day.
- The \_\_\_\_\_ building is Buckingham Palace. Everyone knows who lives there.
- The \_\_\_\_\_ restaurant for spotting celebrities is The Ivy. They all go there.

# UNIT 11. See new places meet new faces

9. **Pair work.** Work with your partner. Imagine you are both millionaires. Who's got the best house?

## Student A's house has

- 8 bedrooms on the 1<sup>st</sup> floor
- 5 bedrooms on the 2<sup>nd</sup> floor
- 10 bathrooms
- a ballroom
- an enormous garden
- swimming pool
- six garages



## Student B's house has

- 10 bedrooms
- 7 bathrooms
- private parking
- a dining hall
- a cinema
- a tennis court
- a private golf course



I've got a bigger house than you!

I don't think so. I've got 10 bedrooms!

That's nothing! I've got 8 bedrooms on the 1<sup>st</sup> floor and...



# UNIT 11. See new places meet new faces

## 11.2 DESCRIPTION OF A PLACE

1. Lead in. Read about the three hotels.

### The best hotels of the world

#### Baccarat Hotel & Residences, New York

- 8 years old
- 114 rooms
- 800\$-2100\$ a night
- swimming pool
- 16 km from La Guardia Airport



2. Correct the false sentences.

- 1) The Baccarat hotel is cheaper than Macakizi. ✗  
*No, it isn't. It's more expensive.*
- 2) The Mandarin Oriental is the cheapest. ✓
- 3) The Macakizi is the oldest hotel.
- 4) Mandarin Oriental is smaller than Baccarat hotel.
- 5) The Macakizi is the smallest hotel.
- 6) The Baccarat is the biggest hotel.
- 7) The Baccarat is nearer the airport than Mandarin Oriental.
- 8) Macakizi is the furthest from the airport/

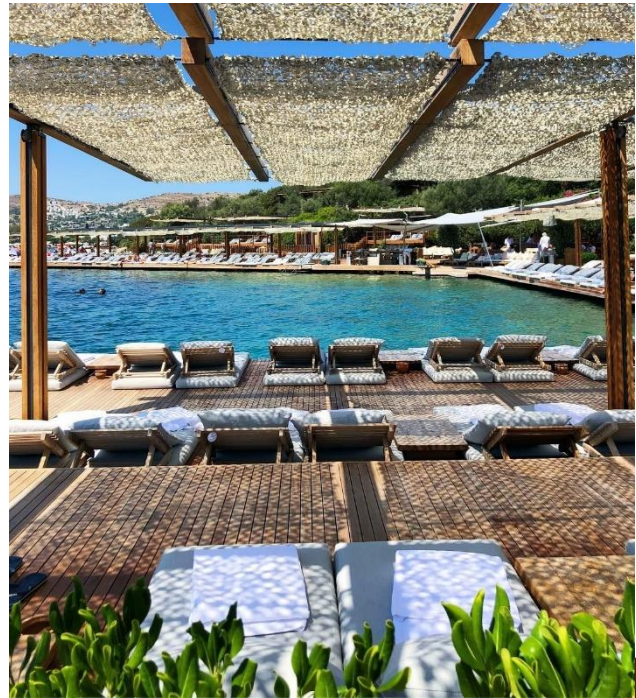
3. Which is the best hotel in your town/city? Talk about it.

# UNIT 11. See new places meet new faces



## Mandarin Oriental, Tokyo

- 16 years old
- 178 rooms
- 300\$-1000\$ a night
- swimming pool
- 15.3 km from the Haneda Airport (HND)



## MAÇAKIZI HOTEL, Bodrum

- 44 years old
- 74 rooms
- 600\$-800\$ a night
- swimming pool
- 40 km from Bodrum Airport

4. **Vocabulary.** Match the words in Column A to the words in Column B to make collocations.

### Column A

1. designer
2. film
3. heavy
4. unforgettable
5. sunny
6. double-decker
7. tasty
8. friendly

### Column B

- a. trip
- b. weather
- c. star
- d. people
- e. clothes
- f. dishes
- g. bus
- h. traffic

# UNIT 11. See new places meet new faces

5. Use words from the list to write the synonyms of the underlined words in the spaces below.

*boring, fascinating, areas, well-known, unforgettable, quiet*



A visit to Paris is a 1) memorable experience. Here you can see lots of 2) interesting sights or enjoy lunch in one of the many 3) famous restaurants in the city. Paris has a large number of different 4) districts you can visit and many excellent shops where you buy fashionable clothes. The nightlife in Paris is very popular with visitors. You can spend an evening at the theatre; enjoy a drink in a café or go for a 5) peaceful walk along the riverside. Don't miss the chance to visit Paris! There is never a 6) dull moment.

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

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

3. \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

# UNIT 11. See new places meet new faces

6. **READING.** Read the text and Fill in the gaps in the text with the appropriate sub-headings.

*Eating out, Places to Visit, Nightlife, Shopping, Accommodation, Introduction*



1. \_\_\_\_\_  
Istanbul, formerly Constantinople, ancient Byzantium, largest city and principal seaport of Turkey. It was the capital of both the Byzantine Empire and the Ottoman Empire. The greatest European city, the cradle of civilization and the magical place where East and West meet each other. Millenniums of history, tradition, culture and art are collected in this overwhelming city.
2. \_\_\_\_\_  
Whatever your budget, you can find and book your ideal place in Istanbul. Sultanahmet neighborhood and Sultanahmet hotels are mostly
3. \_\_\_\_\_  
preferred with the travelers that are a true enthusiast of history and want to see the city's historic sites, such as the most visited museums, palaces, mosques, etc. It is the best way to get the most out of the city's sights, sounds, and scents. And you'll be in the heart of the ancient Constantinople. You can experience and feel the rich Byzantine heritage and the glory of the Imperial Capital here.
3. \_\_\_\_\_  
How to even point out the top sights in Istanbul when this magnificent city has hundreds of them. Hagia Sophia and Sultanahmet (the Blue

## UNIT 11. See new places meet new faces

Mosque) - these two essential architectural wonders stare at each other on the same square which is why tourists often visit them one after another. Next, Topkapi Palace is a 'must' among all the visitors. It is a UNESCO World Heritage Site built in the 15th century. In the district of Besiktas, you will find one of the most beautiful palaces in Istanbul, on the shore of the Bosphorus Strait. Dolmabahçe palace served as an administrative center of the Ottoman Empire.

#### 4. \_\_\_\_\_

There is no place like Istanbul when it comes to food. Here you can find thousands of places to eat, whether you want to try Turkish delicacies or something international, this city has it all, and the choice is really hard! In Istanbul, you will find a lot of cafeteria-style restaurants where mostly working-class eats in breaks. The best ones you can find are Tarihi Karaköy Balık Lokantası, a place with affordable traditional meals, Kantin where the menu changes all the time, serving high-quality seasonal meals, and Gram Kanyon, freshly prepared vegetables and daily specials.

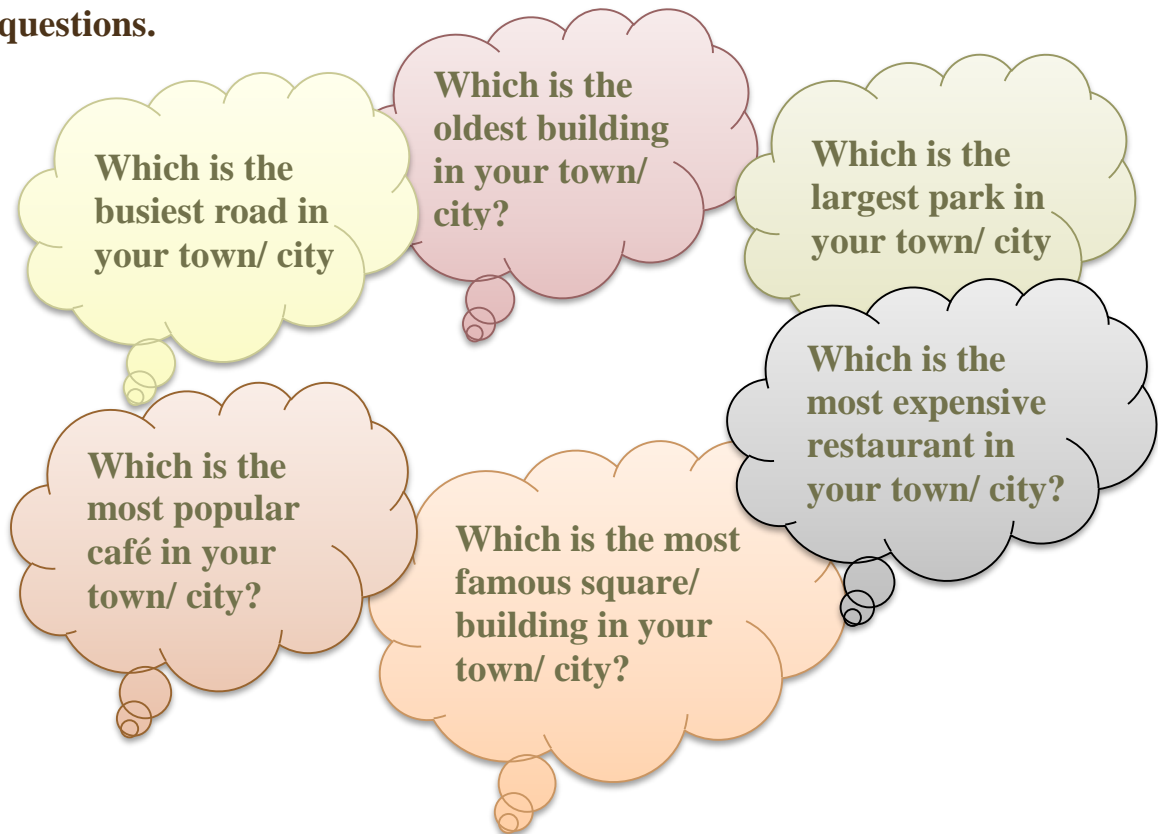
Beyoğlu still holds the title of the best nightlife in Istanbul. Half of the population seems to descend on this district, especially on Fridays and Saturdays. Visiting its lively street Nevizade is a 'must'. It is located parallelly with Istiklal Caddesi and it's so popular that its name became a synonym for nightlife in Istanbul. When all the other spots close, Minimüzikhol is a place that works till sunlight playing some of the best techno music. For a fancy night out with the most spectacular view visit the aforementioned 360 Istanbul. For those who would like to hear some good live music and performances, visit Jolly Joker Balans.

#### 6. \_\_\_\_\_

Is there a better place to do shopping than Istanbul? You can find so many places where you can get the best out of your budget and return home with authentic souvenirs, clothes and accessories from original brands and more. One cannot visit Istanbul without buying in Grand Bazaar and Spice Bazaar. These two bazaars have nearly 400 shops together and there you can find basically anything.

# UNIT 11. See new places meet new faces

7. **SPEAKING.** Pair work. Ask and answer with your partner the following questions.



8. **WRITING.** A description of a Place. Follow the tips below and write an article about your city/town.

- When we write an **article** for a **magazine describing a place**, we may give the information under suitable **sub-headings**.
- We **start** by stating the **name** of the place and its **location**, then we give a **short** general **description** of the place.
- After that, we talk about where visitors can **stay** (accommodation), places to **visit** or **eat** at, where to go **shopping** and the **nightlife**.
- We end by giving an overall **impression** of the place. **Adjectives** make our description more interesting.
- We normally use **present tenses** in this type of writing.

# UNIT 12. Time will tell

## 12.1. WHEN I GROW UP...

### 1. Lead in. Match the pictures A-F with the sentences 1-6.

#### When I grow up...

- 1) I am going to be a scientist.
- 2) I am going to be a doctor
- 3) I am going to be a teacher
- 4) I am going to be a firefighter
- 5) I am going to be an architect
- 6) I am going to be a musician.



#### 1.1. Now, speak about the children as examples.

- *The boy in picture B is going to be a doctor*
- *The girl in picture C is going to be ...*

# UNIT 12. Time will tell

2. What are they going to do? Match column A to column B, then make sentences using *so*.

| <i>A</i>                                | <i>B</i>                  |
|---|---------------------------|
| 1. Joe doesn't like working at the café | a. study really hard      |
| 2. Richard needs to lose weight         | b. sunbathe in the garden |
| 3. Sally wants to pass her exams        | c. take ballet lessons    |
| 4. David has got a new job in Paris     | d. find another job       |
| 5. Tina wants a nice suntan             | e. start French lessons   |
| 6. Lucy likes dancing                   | f. join a gym             |

*Joe doesn't like working at the café, so he is going to find another job....*

### 3. GRAMMAR FOCUS.

- The verb to be +going to expresses future plans.

Complete the table.

|              |                         |
|--------------|-------------------------|
| I _____      | going to leave tomorrow |
| You _____    |                         |
| He/she _____ |                         |
| We _____     |                         |
| They _____   |                         |

What are the questions and negatives?

- Is there much difference between these two sentences?
  - *I am leaving tomorrow*
  - *I am going to leave tomorrow*



# UNIT 12. Time will tell

- We use **be going to** to talk about future plans and intentions.
- We use the **present continuous** to talk about fixed future arrangements.
  - *I'm going to fly to Poland Soon.*
  - *I'm flying to Poland at 7 o'clock.*
- We also use **be going to** for predictions based on evidence in the present.
- We also use the **present continuous** for actions happening now, at the moment of speaking,
  - *There are dark clouds in the sky. It's going to rain.*
  - *It is raining.*

We use **will**:

- to make predictions.
  - *In 100 years' time, there will be underwater cities.*
  - *It will be cold and rainy tomorrow,*
- to make on-the-spot decisions.
  - *I'll have soup first, then steak and chips.*
  - *I'm hungry. I'll make myself a sandwich.*

**Time expressions** used with future tenses: tomorrow, soon, next week/month/etc, the day after tomorrow, etc.

**It will be + adjective:** *It will be rainy tomorrow.*

**There will be + noun:** *There will be rain tomorrow*

# UNIT 12. Time will tell

## 4. PRACTICE.

- 4.1. Choose activities from the list and say three things you are going to do at the weekend, and three things you are not going to do.

*stay at home, watch TV, meet my friends, have a party, play football, study for a test, fly to Samarkand, listen to music and relax, clean my room*

*I am not going to clean my room.*

*I am going to listen to music and relax.*

- 4.2. Look at Tom and Mary's diary below. Then, use the present continuous form to say what their arrangements are for this week, as in the example.



*Ex: They are taking their dog to the vet on Monday*

---

---

# UNIT 12. Time will tell

4.3. Read the prompts and match them to the correct on-the-spot decisions, then make sentences, as in the example.

|                        |                                 |
|------------------------|---------------------------------|
| I'm cold.              | take a medicine                 |
| There's no bread left. | put a jumper on                 |
| I've got headache.     | call a mechanic                 |
| It's a sunny morning.  | go to the supermarket           |
| These socks are dirty. | put them in the washing machine |
| The car isn't working. | have breakfast in the garden    |

4.4. Fill in the gaps with *will* or the correct form of *be going to*.

A: Why did Mum and Dad buy so much meat?

B: They invite \_\_\_\_\_ the Jacksons to dinner tomorrow.

A: I'm cold.

B: I \_\_\_\_\_ put the heating on.

A: The washing machine isn't working!

B: I \_\_\_\_\_ phone the repair man.

A: My jacket's still at the dry cleaner's.

B: I know. I \_\_\_\_\_ pick it up this afternoon.

A: I need to go to the station.

B: Okay, I \_\_\_\_\_ take you in the car.

A: I can't do my homework!

B: Ask Dad. I'm sure he \_\_\_\_\_ help you.

A: Did you phone grandma?

B: Not yet, but I \_\_\_\_\_ phone her this evening.

A: What's on TV tonight?

B: I'm not sure. I \_\_\_\_\_ look in the TV guide.

A: I've got a headache.

B: I \_\_\_\_\_ bring you an aspirin.

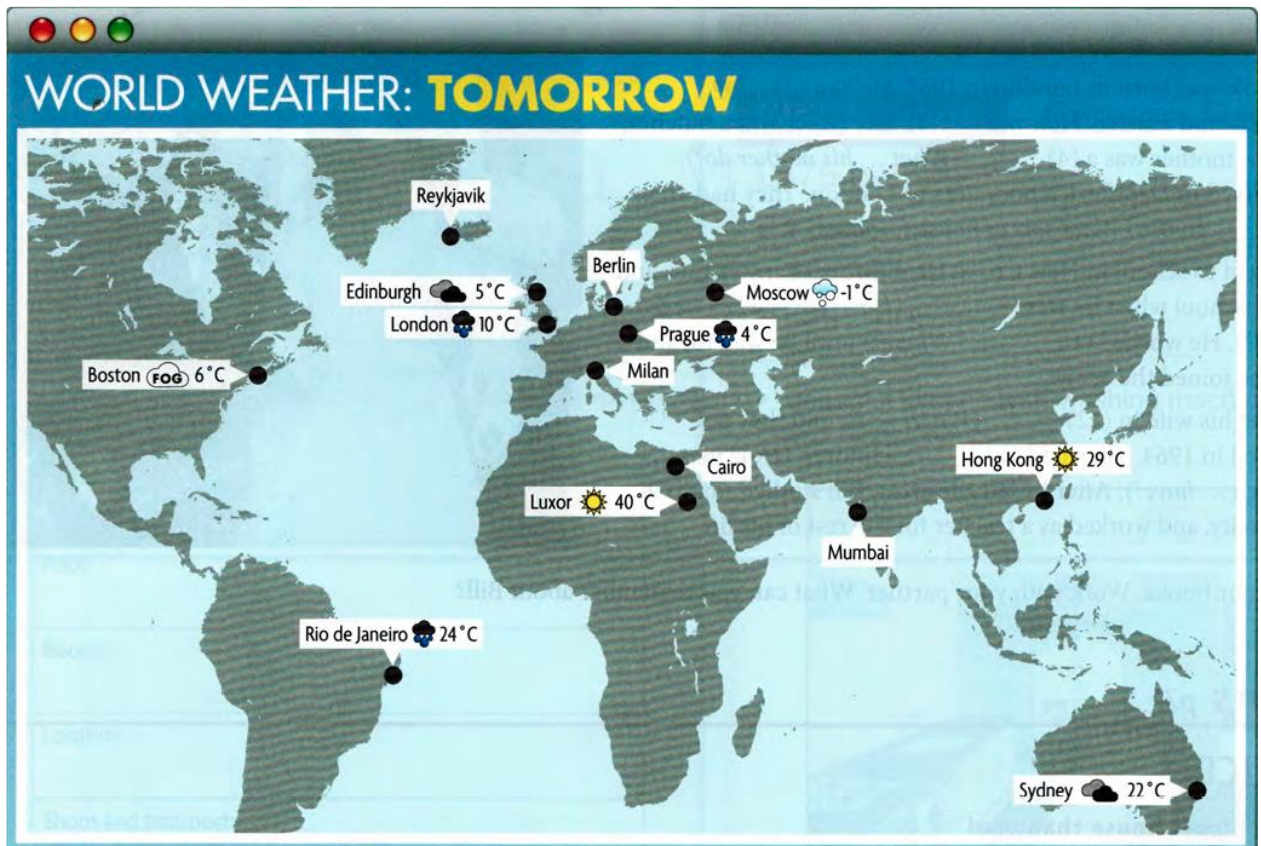
A: Why is Karen wearing her trainers?

B: She \_\_\_\_\_ play tennis with Ray.

# UNIT 12. Time will tell

4.5. Look at the map below and complete the table with the information about world weather in pairs. In pairs, ask and answer questions, as in the example:

*Will it be sunny in Cairo tomorrow? Yes, it will.*

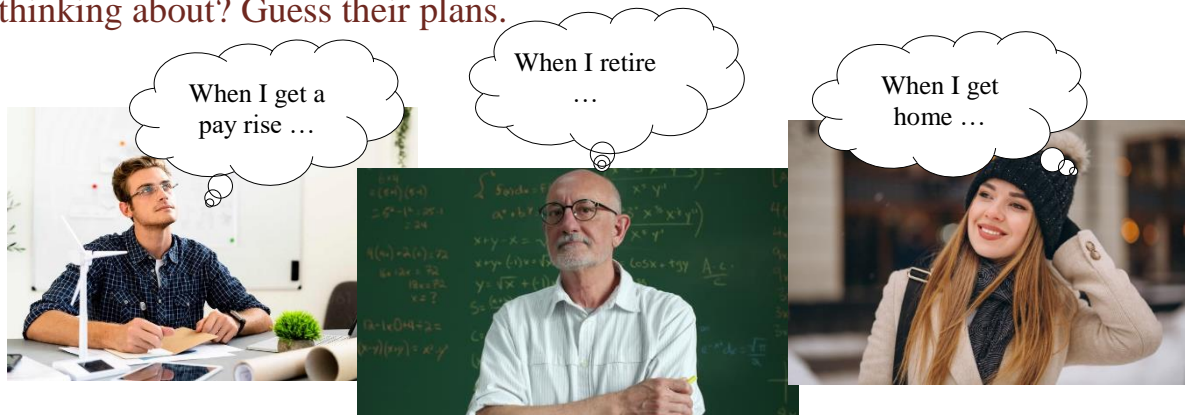


| S= sunny  |       | C= cloudy |           | Fg= foggy |          | R= rainy |       | Sn=snowy |                |       |          |
|-----------|-------|-----------|-----------|-----------|----------|----------|-------|----------|----------------|-------|----------|
| City      | type  | temp (C)  | City      | type      | temp (C) | City     | type  | temp (C) | City           | type  | temp (C) |
| Berlin    | R     | 7         | Milan     | Fg        | 9        | Boston   | _____ | _____    | Moscow         | _____ | _____    |
| Cairo     | S     | 18        | Mumbai    | C         | 18       | Edinburg | C     | 5        | Prague         | _____ | _____    |
| Hong Kong | _____ | _____     | Reykjavik | Sn        | -4       | London   | R     | 10       | Rio de Janeiro | R     | 24       |
| Luxor     | S     | 40        | Sydney    | _____     | _____    |          |       |          |                |       |          |

# UNIT 12. Time will tell

## 12.2. FUTURE PLANS

1. **Lead in.** Look at the pictures. What are the people doing? What are they thinking about? Guess their plans.



2. Work in small groups. What are you going to do after the lesson? Ask and answer questions.

- watch TV
- read a book
- have a meal
- see your friends
- do some shopping
- do your homework
- go on the internet
- cook a meal
- clean your room

**Are you going to watch TV?**

**Yes, I am.**

**No, I am not.**

3. Tell the class some of the things you and your partner are or aren't going to do.

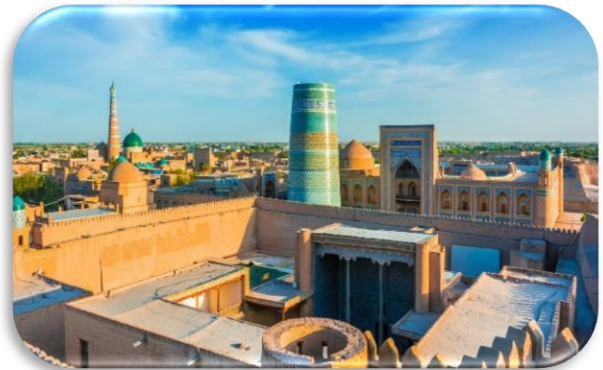
**We are both are going to have a meal.**

**I am going to do my homework, but Aziza isn't. She is going to clean her room.**

# UNIT 12. Time will tell

4. **Going on the holiday.** Temur and Aziza are going to Egypt for a holiday. Sanjar is going to Khiva. Look at the chart. Complete the questions and answers about their holiday plans.

|               | Temur and Aziza  | Sanjar                  |
|---------------|------------------|-------------------------|
| How/travel?   | lane             | train                   |
| Where/stay?   | hotel            | guest house             |
| How long/stay | a week           | 5 days                  |
| What/do?      | see the Pyramids | visit historical places |



- How are Temur and Aziza going to travel there? *They 're going by plane.*
- What about Sanjar? \_\_\_\_\_
- Where \_\_\_\_\_? They \_\_\_\_\_.
- Where \_\_\_\_\_? He \_\_\_\_\_.
- How long \_\_\_\_\_? They \_\_\_\_\_.
- How long \_\_\_\_\_? He \_\_\_\_\_.
- What \_\_\_\_\_? They \_\_\_\_\_.
- What \_\_\_\_\_? He \_\_\_\_\_.

5. **Pair work.** Now, think about a place that you are going to visit this summer. Write notes about your accommodation, duration of your holiday and things to do. Ask and answer with your pair about your holiday plans.

## UNIT 12. Time will tell

**6. Reading.** Read the letter and match the paragraphs with their descriptions. Then answer the questions below.

- Salutation \_\_\_\_\_
- Your plans and intentions with reasons \_\_\_\_\_.
- Your arrangements \_\_\_\_\_.
- Closing remarks \_\_\_\_\_.
- Reasons for writing a letter \_\_\_\_\_.

- a. *Dear Diyora,*
- b. *I've got some great news. Bobur and I are going on holiday for a whole month. Guess where Hawaii!*
- c. *We're leaving on 1st June. We both love swimming, so we're going to stay at a fabulous hotel right next to the beach. I'm going to relax as much as possible because I'm quite tired after working hard all this year.*
- d. *We're coming back from our holidays on 30th June, and I've got lots of plans for the rest of the summer. First, I'm going to work at a café because I want to earn some extra money and buy a new car. I'm also going to join a gym to lose some weight. Finally, I want to find a better job in autumn, so I'm going to start a computer course.*
- e. *Oh, I nearly forgot! On 16th August we're having a garden party to celebrate Richard's birthday. Please try to come. You're welcome to spend the night here*
- f. *Well, that's all for now. Hope to see you soon.*

*Love,  
Dildora*

# UNIT 12. Time will tell

1. Where is Dildora going to spend her summer holiday?
2. What is Dildora going to do during her holiday?
3. What are Dildora 's plans for the rest of the summer?
4. When is Dildora having a party? Why?

## 7. **Writing.** A letter to a friend about your plans

- When we write a letter to a friend about our plans, we divide the letter into *four* paragraphs.
- We *start* with *Dear + our friend's first name*.
- In this type of letter, we use *be going to* to talk about our plans/intentions and the *present continuous* to talk about fixed future arrangements.
- To express reason or purpose, we use *so, because* or *to-infinitive*.
- We end the letter with *Love Best Wishes/Yours*, + our first name,

Write a letter to a friend telling him/her about your plans and inviting him/her to your house for a special event. Use the plan below to help you, as well as the letter in Ex. 6.

### **Plan**

Dear + (your friend's first name,)

### **Introduction**

**Para 1:** reason for writing the letter

### **Main Body**

**Para 2, 3:** your plans & intentions with reasons

**Para 4:** your arrangements - invite him/her to your house for a special event

### **Conclusion**

**Para 5:** closing remarks (eg. See you soon,)

Love,

(your first name)



# Extra materials

## Pre-Islamic Arabia

Pre-Islamic Arabia refers to the Arabian Peninsula prior to the rise of Islam in the 630s.

Some of the settled communities in the Arabian Peninsula developed into distinctive civilizations. Sources for these civilizations are not extensive, and are limited to archaeological evidence, accounts written outside of Arabia, and Arab oral traditions later recorded by Islamic scholars. Among the most prominent civilizations were Thamud, which arose around 3000 BCE and lasted to about 300 CE, and Dilmun, which arose around the end of the fourth millennium and lasted to about 600 CE. Additionally, from the beginning of the first millennium BCE, Southern Arabia was the home to a number of kingdoms, such as the Sabaeen kingdom, and the coastal areas of Eastern Arabia were controlled by the Iranian Parthians and Sassanians from 300 BCE.

Pre-Islamic religion in Arabia consisted of indigenous polytheistic beliefs, Ancient Arabian Christianity, Nestorian Christianity, Judaism, and Zoroastrianism. Christianity existed in the Arabian Peninsula, and was established first by the early Arab traders who heard the gospel from Peter the apostle at Jerusalem (Acts 2:11), as well as those evangelized by Paul's ministry in Arabia (Galatians 1:17) and by St Thomas. While ancient Arabian Christianity was strong in areas of Southern Arabia, especially with Najran being an important center of Christianity, Nestorian Christianity was the dominant religion in Eastern Arabia prior to the advent of Islam.

### Nomadic Tribes in Pre-Islamic Arabia

One of the major cultures that dominated the Arabian Peninsula just before the rise of Islam was that of the nomadic Bedouin people. The polytheistic Bedouin clans placed heavy emphasis on kin-related groups, with each clan

# Extra materials

lustered under tribes. The immediate family shared one tent and can also be called a clan. Many of these tents and their associated familial relations comprised a tribe.

Although clans were made up of family members, a tribe might take in a non-

related member and give them familial status. Society was patriarchal, with inheritance through

the male lines. Tribes provided a means of protection for its members; death to one clan member meant brutal retaliation.

Non-members of the tribe were viewed as outsiders or enemies. Tribes shared common ethical understandings and provided an individual with an identity. Warfare between tribes was common among the Bedouin, and warfare was given a high honor. The difficult living conditions in the Arabian Peninsula created a heavy emphasis on family cooperation, further strengthening the clan system.

The Bedouin tribes in pre-Islamic Arabia were nomadic-pastoralists. Pastoralists depend on their small herds of goats, sheep, camels, horses, or other animals for meat, milk, cheese, blood, fur/wool, and other sustenance. Because of the harsh climate and the seasonal migrations required to obtain resources, the Bedouin nomadic tribes generally raised sheep, goats, and camels. Each member of the family had a specific role in taking care of the animals, from guarding the herd to making cheese from milk. The nomads also hunted, served as bodyguards, escorted caravans, and worked as



# Extra materials

mercenaries. Some tribes traded with towns in order to gain goods, while others raided other tribes for animals, women, gold, fabric, and other luxury items.

## Origin of Jewish and Other Tribes

The first mention of Jews in the areas of modern-day Saudi Arabia dates back, by some accounts, to the time of the First Temple. Immigration to the Arabian Peninsula began in earnest in the 2nd century CE, and by the 6th and 7th centuries there was a considerable Jewish population in Hejaz, mostly in and around Medina. This was partly because of the embrace of Judaism by leaders such as Abu Karib Asad and Dhu Nuwas, who was very aggressive about converting his subjects to Judaism, and who persecuted Christians in his kingdom as a reaction to Christian persecution of Jews there by the local Christians. Before the rise of Islam, there were three main Jewish tribes in the city of Medina: the Banu Nadir, the Banu Qainuqa, and the Banu Qurayza. Arab tribes, most notably the Ghassanids and Lakhmids, began to appear in the south Syrian deserts and southern Jordan from the mid 3rd century CE, during the mid to later stages of the Roman Empire and Sassanid Empire. The Nabatean civilization in Jordan was an Aramaic-speaking ethnic mix of Canaanites, Arameans, and Arabs. According to tradition, the Saudi Bedouin are descendants of two groups. One group, the Yemenis, settled in southwestern Arabia, in the mountains of Yemen, and claimed they descended from a semi-legendary ancestral figure, Qahtan (or Joktan). The second group, the Qaysis, settled in north-central Arabia and claimed they were descendants of the Biblical Ishmael.

## Arabian Cities

Cities like Mecca and Medina acted as important centers of trade and religion in pre-Islamic Arabia. Although the majority of pre-Islamic Arabia was nomadic, there were several important cities that came into being as

# Extra materials

centers of trade and religion, such as Mecca, Medina (Yathrib), Karbala, and Damascus. The most important of these cities was Mecca, which was an important center of trade in the area, as well as the location of the Kaaba (or Ka'ba), one of the most revered shrines in polytheistic Arabia. After the rise of Islam, the Kaaba became the most sacred place in Islam.

Islamic tradition attributes the beginning of Mecca to Ishmael 's descendants. Many Muslims point to the Old Testament chapter Psalm 84:3–6 and a mention of a pilgrimage at the Valley of Baca, which is interpreted as a reference to Mecca as Bakkah in Qur'an Surah 3:96. The Greek historian Diodorus Siculus, who lived between 60 BCE and 30 BCE, wrote about the isolated region of Arabia in his work *Bibliotheca historica*, describing a holy shrine that Muslims see as Kaaba at Mecca: "And a temple has been set up there, which is very holy and exceedingly revered by all Arabians." Some time in the 5th century, the Kaaba was a place to worship the deities of Arabia's pagan tribes. Mecca's most important pagan deity was Hubal, whose idol had been placed there by the ruling Quraysh tribe and remained until the 7th century.

## The City of Mecca

In the 5th century, the Quraysh tribes took control of Mecca and became skilled merchants and traders. In the 6th century, they joined the lucrative spice trade, since battles in other parts of the world were causing traders to divert from the dangerous sea routes to the more secure overland routes. The Byzantine Empire had previously controlled the Red Sea, but piracy had been increasing. Another previous route, which ran through the Persian Gulf via the Tigris and Euphrates rivers, was also threatened by exploitations from the Sassanid Empire, and disrupted by the Lakhmids, the Ghassanids, and the Roman–Persian Wars.

Mecca's prominence as a trading center eventually surpassed the cities of Petra and Palmyra. Historical accounts also provide some indication that goods from other continents may also have flowed through Mecca. Camel

# Extra materials

caravans, said to have first been used by Muhammad 's great-grandfather, were a major part of Mecca's bustling economy. Alliances were struck between the merchants in Mecca and the local nomadic tribes, who would bring goods—leather, livestock, and metals mined in the local mountains—to Mecca to be loaded on the caravans and carried to cities in Syria and Iraq. Historical accounts provide some indication that goods from other continents may also have flowed through Mecca. Goods from Africa and the Far East passed through en route to Syria. The Meccans signed treaties with both the Byzantines and the Bedouins to negotiate safe passages for caravans and give them water and pasture rights. Mecca became the center of a loose confederation of client tribes, which included those of the Banu Tamim. Other regional powers such as the Abyssinian, Ghassan, and Lakhm were in decline, leaving Meccan trade to be the primary binding force in Arabia in the late 6th century.

The harsh conditions and terrain of the Arabian peninsula meant a near-constant state of conflict between the local tribes, but once a year they would declare a truce and converge upon Mecca in a pilgrimage. Up to the 7th century, this journey was undertaken by the pagan Arabs to pay homage to their shrine and drink from the Zamzam Well. However, it was also the time each year when disputes would be arbitrated, debts would be resolved, and trading would occur at Meccan fairs. These annual events gave the tribes a sense of common identity and made Mecca an important focus for the peninsula.

## **The City of Medina (Yathrib)**

Although the city of Medina did not have any great distinction until the introduction of Islam, it has always held an important place in trade and agriculture because of its location in a fertile region of the Hejaz. The city was able to maintain decent amounts of food and water, and therefore was an important pit stop for trade caravans traveling along the Red Sea. This

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was especially important given the merchant culture of Arabia. Along with the port of Jidda, Medina and Mecca thrived through years of pilgrimage. During the pre-Islamic period up until 622 CE, Medina was known as Yathrib, an oasis city. Yathrib was dominated by Jewish tribes until around 400 CE, when several Arab tribes gained political power. Medina is celebrated for containing the mosque of Muhammad. Medina is 210 miles (340 km) north of Mecca and about 120 miles (190 km) from the Red Sea coast. It is situated in the most fertile part of the Hejaz territory, where the streams of the vicinity converge. An immense plain extends to the south; in every direction the view is bounded by hills and mountains.

In 622 CE, Muhammad and around 70 Meccan Muhajirun believers left Mecca for sanctuary in Yathrib, an event that transformed the religious and political landscape of the city completely. The longstanding enmity between

the Aus and Khazraj tribes was dampened as many tribe members, and some local Jews, embraced Islam. Muhammad, linked to the Khazraj through his great-grandmother, was agreed on as civic leader.



The Muslim converts native to Yathrib—whether pagan Arab or Jewish—were called Ansar (“the Patrons” or “the Helpers”). According to Ibn Ishaq, the local pagan Arab tribes, the Muslim Muhajirun from Mecca, the local Muslims (Ansar), and the Jews of the area signed an agreement, the Constitution of Medina, which committed all parties to mutual cooperation under the leadership of Muhammad. The nature of this document as recorded

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by Ibn Ishaq and transmitted by Ibn Hisham is the subject of dispute among modern Western historians. Many maintain that this “treaty” is possibly a collage of different agreements, oral rather than written, of different dates, and that it is not clear when they were made. Other scholars, however, both Western and Muslim, argue that the text of the agreement—whether it was originally a single document or several—is possibly one of the oldest Islamic texts we possess.

## Muhammad (p.b.u.h) and the Rise of Islam

### Overview

Muhammad unified Arabia into a single religious polity under Islam. Muslims and Bahá’ís believe he is a messenger and prophet of God. The Quran, the central religious text in Islam, alludes to Muhammad’s life. Muhammad’s life is traditionally defined into two periods: pre-hijra (emigration) in Mecca (from 570 to 622 CE) and post-hijra in Medina (from 622 until 632 CE). There are also traditional Muslim biographies of Muhammad (the sira literature), which provide additional information about Muhammad’s life. Muhammad is almost universally considered by Muslims as the last prophet sent by God to mankind. While non-Muslims regard Muhammad as the founder of Islam, Muslims consider him to have restored the unaltered original monotheistic faith of Adam, Noah, Abraham, Moses, Jesus, and other prophets.

### Childhood

Muhammad was born around the year 570 CE to the Banu Hashim clan of the Quraysh tribe, one of Mecca’s prominent families. His father, Abdullah, died almost six months before Muhammad was born. According to Islamic tradition, Muhammad was sent to live with a Bedouin family in the desert, as desert life was considered healthier for infants. Muhammad stayed with

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his foster mother, Halimah bint Abi Dhuayb, and her husband until he was two years old. At the age of six, Muhammad lost his biological mother, Amina, to illness and was raised by his paternal grandfather, Abd al-Muttalib, until he died when Muhammad was eight. He then came under the care of his uncle Abu Talib, the new leader of Banu Hashim.

## Adolescence and Early Adulthood

While still in his teens, Muhammad accompanied his uncle on trading journeys to Syria, gaining experience in commercial trade, which was the only career open to him as an orphan. Islamic tradition states that when Muhammad was either nine or twelve, while accompanying a caravan to Syria he met a Christian monk or hermit named Bahira, who is said to have foreseen Muhammed's career as a prophet of God. Little is known of Muhammad during his later youth; available information is fragmented, and it is difficult to separate history from legend. It is known that he became a merchant and "was involved in trade between the Indian ocean and the Mediterranean Sea." Due to his upright character during this time, he acquired the nickname "al-Amin," meaning "faithful, trustworthy," and "al-Sadiq," meaning "truthful."

Muhammad worked as a trader for Khadija, a widow, until he married her in 595 CE at the age of 25. The marriage lasted for 25 years and was reported to be a happy one. Muhammad relied upon Khadija and did not enter into a marriage with another woman during his first marriage. After Khadija's death, Khawla bint Hakim suggested that Muhammad that should marry Sawda bint Zama, a Muslim widow, or Aisha, daughter of Um Ruman and Abu Bakr of Mecca. Muhammad is said to have asked for arrangements to marry both.

According to a text collected by historian Ibn Ishaq, Muhammad was involved with a well-known story about setting the Black Stone in place in the wall of the Kaaba in 605 CE. The Black Stone, a sacred object, had been removed to facilitate renovations to the Kaaba. The leaders of Mecca could

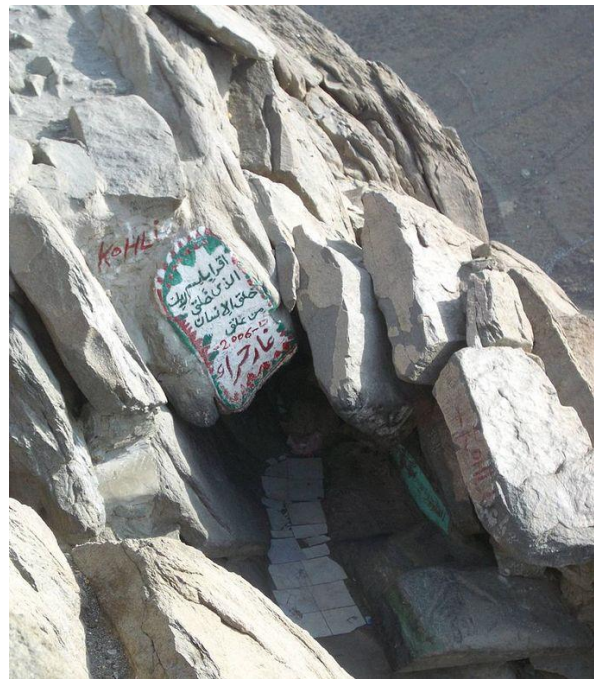


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not agree on which clan should have the honor of setting the Black Stone back in its place. They agreed to wait for the next man to come through the gate and ask him to choose. That man was the 35-year-old Muhammad, five years before his first revelation. He asked for a cloth and put the Black Stone in its center. The clan leaders held the corners of the cloth and together carried the Black Stone to the right spot; then Muhammad set the stone in place, satisfying all who were present.

## Muhammad's First Revelations

When he was nearly 40, Muhammad began spending many hours alone in prayer and speculating over the aspects of creation. He was concerned with the “ignorance of divine guidance” (Jahiliyyah), social unrest, injustice, widespread discrimination (particularly against women), fighting among tribes, and abuse of tribal authorities prevalent in pre-Islamic Arabia. The moral degeneration of his fellow people,



and his own quest for a true religion, further lent fuel to this, with the result that he began to withdraw periodically to a cave called Mount Hira, three miles north of Mecca, for contemplation and reflection. During this period Muhammad began to have dreams replete with spiritual significance that were fulfilled according to their true import; this was the commencement of his divine revelation. Islamic tradition holds that during one of his visits to Mount Hira in the year 609 CE, the angel Gabriel appeared to him and commanded Muhammad to recite verses that would later be included in the

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Quran. Upon receiving his first revelations, Muhammad was deeply distressed. When he returned home, he was consoled and reassured by Khadijah and her Christian cousin. Muhammad feared that others would dismiss his claims as evidence of him being possessed. The initial revelation was followed by a pause of three years (a period known as *fatra*) during which Muhammad felt depressed and further gave himself to prayers and spiritual practices. When the revelations resumed, he was reassured and began preaching.

## The Quran

Muslims believe that the Quran was verbally revealed from God to Muhammad through the angel Gabriel gradually over a period of approximately 23 years, beginning on 22 December 609 CE, when Muhammad was 40, and concluding in 632 CE, the year of his death. At the beginning of these revelations, Muhammad was confident that he could distinguish his own thoughts from the messages. Sahih al-Bukhari narrates Muhammad describing the revelations as, “Sometimes it is (revealed) like the ringing of a bell,” and Aisha reported, “I saw the Prophet being inspired Divinely on a very cold day and noticed the sweat dropping from his forehead (as the Inspiration was over).”

Muhammad’s first revelation, according to the Quran, was accompanied by a vision. The agent of revelation is mentioned as the “one mighty in power,” the one who “grew clear to view when he was on the uppermost horizon. Then he drew nigh and came down till he was (distant) two bows’ length or even nearer.” The Islamic studies scholar Welch states in the Encyclopaedia of Islam that he believes the graphic descriptions of Muhammad’s condition at these moments may be regarded as genuine, because he was severely disturbed after these revelations. According to Welch, these seizures would have been seen by those around him as evidence for the superhuman origin



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of Muhammad's inspirations. However, Muhammad's critics accused him of being a possessed man, a soothsayer or a magician, since his experiences were similar to those claimed by such figures well known in ancient Arabia. Welch additionally states that it remains uncertain whether these experiences occurred before or after Muhammad's initial claim of prophethood.

The Quran describes Muhammad as "ummi," which is traditionally interpreted as "illiterate," but the meaning is more complex. Medieval commentators such as Al-Tabari maintained that the term induced two meanings: firstly, the inability to read or write in general, and secondly, the inexperience or ignorance of books or scriptures. However, priority was given to the first meaning. Muhammad's illiteracy was taken as a sign of the genuineness of his prophethood. For example, according to Fakhr al-Din al-Razi, if Muhammad had mastered writing and reading he possibly would have been suspected of having studied the books of the ancestors. Some scholars such as Watt prefer the second meaning.

According to the Quran, one of the main roles of Muhammad is to warn the unbelievers of their punishment at the end of the world. The Quran does not explicitly refer to Judgment Day, but provided examples from the history of extinct communities and warns Muhammad's contemporaries of similar calamities. Muhammad did not only warn those who rejected God's revelation, but also dispensed good news for those who abandoned evil, listening to the divine words and serving God. Muhammad's mission also involves preaching monotheism; the Quran commands Muhammad to proclaim and praise the name of his Lord and instructs him not to worship idols or associate other deities with God.

The key themes of the early Quranic verses included the responsibility of man towards his creator; the resurrection of the dead, God's final judgment followed by vivid descriptions of the tortures in Hell and pleasures in Paradise; and the signs of God in all aspects of life. Religious duties required of the believers at this time were few: belief in God, asking for forgiveness of sins, offering frequent prayers, assisting others, particularly those in need,

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rejecting cheating and the love of wealth (considered to be significant in the commercial life of Mecca), being chaste, and not killing newborn girls.

## **Rise of Islam in Mecca**

According to Muslim tradition, Muhammad's wife Khadija was the first to believe he was a prophet. She was followed by Muhammad's ten-year-old cousin Ali ibn Abi Talib, close friend Abu Bakr, and adopted son Zaid. Around 613, Muhammad began to preach to the public. Most Meccans ignored and mocked him, but he did begin to gain followers. There were three main groups of early converts to Islam: younger brothers and sons of great merchants; people who had fallen out of the first rank in their tribe or failed to attain it; and the weak, mostly unprotected foreigners.

## **Basic Tenets and Practices of Islam**

Islam is a monotheistic and Abrahamic religion articulated by the Quran, which is considered by its adherents to be the verbatim word of God (Allah), and, for the vast majority of adherents, by the teachings and normative example (called the sunnah, composed of accounts called hadith) of Muhammad. An adherent of Islam is called a Muslim. Muslims believe that God is one and incomparable and that the purpose of existence is to worship God. Nearly all Muslims consider Muhammad to be the last prophet of God. Muslims also believe that Islam is the complete and universal version of a primordial faith that was revealed many times before through prophets including Adam, Noah, Abraham, Moses, and Jesus. Muslims believe the Quran to be both the unaltered and the final revelation of God. Religious concepts and practices include the Five Pillars of Islam and following Islamic law, which touches on virtually every aspect of life and society, from banking and welfare to the status of women and the environment.

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**The Five Pillars of Islam** are five basic acts in Islam; they are considered mandatory by believers and are the foundation of Muslim life. They are summarized in the famous hadith of Gabriel. The Five Pillars are:

1. **Shahada** (faith): there is only one God (Allah), and Muhammad is God's messenger. It is a set statement normally recited in Arabic: *lā 'ilāha 'illā-llāhu muḥammadun rasūlu-llāh* (لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَسُولُ اللَّهِ) "There is no god but God (and) Muhammad is the messenger of God."
2. **Salat** (prayer): consists of five daily prayers, the names referring to the prayer times: Fajr (dawn), Dhuhur (noon), 'Aṣr (afternoon), Maghrib (evening), and 'Ishā' (night). All of these prayers are recited while facing in the direction of the Kaaba in Mecca, and are accompanied by a series of set positions including bowing with hands on knees, standing, prostrating, and sitting in a special position.
3. **Zakāt** (charity): the practice of charitable giving based on accumulated wealth. It is the personal responsibility of each Muslim to ease the economic hardship of others and to strive towards eliminating inequality. Zakāt consists of spending a portion of one's wealth for the benefit of the poor or needy, like debtors or travelers.
4. **Sawm** (fasting): three types of fasting are recognized by the Quran: ritual fasting, fasting as compensation for repentance, and ascetic fasting. Ritual fasting is an obligatory act during the month of Ramadan. The fast is meant to allow Muslims to seek nearness to and look for forgiveness from God, to express their gratitude to and dependence on him, to atone for their past sins, and to remind them of the needy.
5. **Hajj** (pilgrimage to Mecca): every able-bodied Muslim is obliged to make the pilgrimage to Mecca at least once in his or her life. The main rituals of the Hajj include walking seven times around the Kaaba, termed Tawaf; touching the Black Stone, termed Istilam; traveling seven times between Mount Safa and Mount Marwah, termed Sa'yee; and symbolically stoning the Devil in Mina, termed Ramee.

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## Muhammad Starts Preaching

During the first three years of his ministry, Muhammad preached Islam privately, mainly among his near relatives and close acquaintances. According to Muslim tradition, Muhammad's wife Khadija was the first to believe he was a prophet. She was followed by Muhammad's ten-year-old cousin Ali ibn Abi Talib, close friend Abu Bakr, and adopted son Zaid. According to Islamic belief, in the fourth year of Muhammad's prophethood, around 613, he was ordered by God to make his propagation of this monotheistic faith public. Muhammad's earliest teachings were marked by his insistence on the oneness of God, the denunciation of polytheism, belief in the last judgment and its recompense, and social and economic justice. Most Meccans ignored and mocked him, though a few became his followers. There were three main groups of early converts to Islam: younger brothers and sons of great merchants; people who had fallen out of the first rank in their tribe or failed to attain it; and the weak, mostly unprotected foreigners.

## Opposition in Mecca

According to Ibn Sad, one of Muhammad's companions, the opposition in Mecca started when Muhammad delivered verses that condemned idol worship and polytheism. However, the Quran maintains that it began when Muhammad started public preaching. As Islam spread, Muhammad threatened the local tribes and Meccan rulers because their wealth depended on the Kaaba. Muhammad's preaching was particularly offensive to his own Quraysh tribe because they guarded the Kaaba and drew their political and religious power from its polytheistic shrines.

The ruling tribes of Mecca perceived Muhammad as a danger that might cause tensions similar to the rivalry of Judaism and Bedouin Polytheism in Yathrib. The powerful merchants in Mecca attempted to convince Muhammad to abandon his preaching by offering him admission into the

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inner circle of merchants and an advantageous marriage. However, Muhammad turned down both offers.

At first, the opposition was confined to ridicule and sarcasm, but later morphed into active persecution that forced a section of new converts to migrate to neighboring Abyssinia (present day Ethiopia). Upset by the rate at which Muhammad was gaining new followers, the Quraysh proposed adopting a common form of worship, which was denounced by the Quran. Muhammad himself was protected from physical harm as long as he belonged to the Banu Hashim clan, but his followers were not so lucky. Sumayyah bint Khabbab, a slave of the prominent Meccan leader Abu Jahl, is famous as the first martyr of Islam; her master killed her with a spear when she refused to give up her faith. Bilal, another Muslim slave, was tortured by Umayyah ibn Khalaf, who placed more and more rocks on his chest to force his conversion, until he died.

## **Death of Khadijah and Abu Talib in 619 CE**

Muhammad's wife Khadijah and uncle Abu Talib both died in 619 CE, the year that became known as the "year of sorrow." With the death of Abu Talib, Abu Lahab assumed leadership of the Banu Hashim clan. Soon after, Abu Lahab withdrew the clan's protection from Muhammad, endangering him and his followers. Muhammad took this opportunity to look for a new home for himself and his followers. After several unsuccessful negotiations, he found hope with some men from Yathrib (later called Medina). The Arab population of Yathrib were familiar with monotheism and were prepared for the appearance of a prophet because a Jewish community existed there as well. They also hoped, by the means of Muhammad and the new faith, to gain supremacy over Mecca; the Yathrib were jealous of its importance as the place of pilgrimage. Converts to Islam came from nearly all Arab tribes in Medina; by June of the subsequent year, seventy-five Muslims came to Mecca for pilgrimage and to meet Muhammad.

# Extra materials

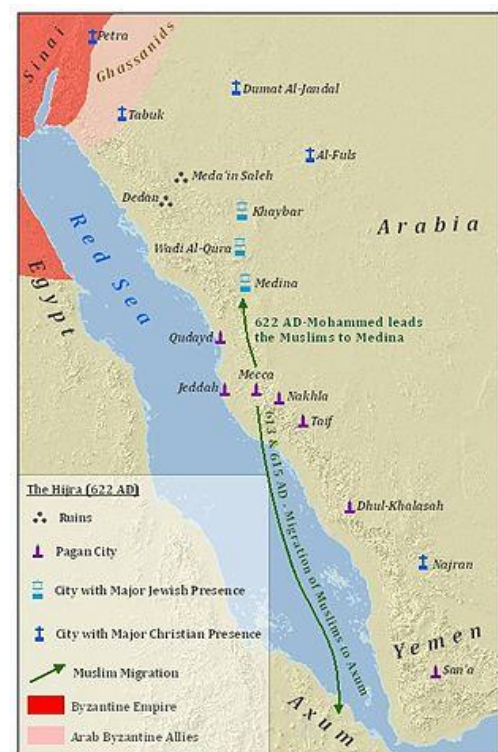
## The Delegation from Medina

A delegation from Medina, consisting of the representatives of the twelve important clans of Medina, invited Muhammad as a neutral outsider to serve as the chief arbitrator for the entire community. There was fighting in Yathrib (Medina) mainly involving its Arab and Jewish inhabitants for around a hundred years before 620. The recurring slaughters and disagreements over the resulting claims, especially after the battle of Bu'ath, in which all the clans were involved, made it obvious that the tribal conceptions of blood feud and an eye for an eye were no longer workable unless there was one man with authority to adjudicate in disputed cases. The delegation from Medina pledged themselves and their fellow citizens to accept Muhammad into their community and physically protect him as one of their own.

## The Hijra in 622 CE

The Hijra is the migration of Muhammad and his followers from Mecca to Medina, 320 kilometers (200 miles) north, in 622 CE. Muhammad instructed his followers to emigrate to Medina until nearly all of them left Mecca. According to tradition, the Meccans, alarmed at the departure, plotted to assassinate Muhammad. In June 622, when he was warned of the plot, Muhammad slipped out of Mecca with his companion, Abu Bakr.

On the night of his departure, Muhammad's house was besieged by the appointed men of Quraysh. It is said that when Muhammad emerged from his





# Extra materials

house, he recited a verse from the Quran and threw a handful of dust in the direction of the besiegers, which prevented them seeing him. When the Quraysh learned of Muhammad's escape, they announced a large reward for bringing him back to them, alive or dead, and pursuers scattered in all directions. After eight days' journey, Muhammad entered the outskirts of Medina, but did not enter the city directly. He stopped at a place called Quba, some miles from the main city, and established a mosque there. After a fourteen-days stay at Quba, Muhammad started for Medina, participating in his first Friday prayer on the way, and upon reaching the city was greeted cordially by its people.

## **Muhammad in Medina**

Among the first things Muhammad did to ease the longstanding grievances among the tribes of Medina was draft a document known as the Constitution of Medina, "establishing a kind of alliance or federation" among the eight Medinan tribes and Muslim emigrants from Mecca. The document specified rights and duties of all citizens and the relationship of the different communities in Medina (including between the Muslim community and other communities, specifically the Jews and other "Peoples of the Book"). The community defined in the Constitution of Medina, Ummah, had a religious outlook, also shaped by practical considerations, and substantially preserved the legal forms of the old Arab tribes.

The first group of pagan converts to Islam in Medina were the clans who had not produced great leaders for themselves but had suffered from warlike leaders from other clans. This was followed by the general acceptance of Islam by the pagan population of Medina, with some exceptions.

## **Reconciliation and Consolidation of the Islamic State**

Around 628 CE, the nascent Islamic state was somewhat consolidated when Muhammad left Medina to perform pilgrimage at Mecca. The Quraysh

# Extra materials

intercepted him on route and made a treaty with the Muslims. Though the terms of the Hudaibiyyah treaty may have been unfavorable to the Muslims of Medina, the Quran declared it a clear victory. Muslim historians suggest that the treaty mobilized the contact between the Meccan pagans and the Muslims of Medina. The treaty demonstrated that the Quraysh recognized Muhammad as their equal and Islam as a rising power.

## Islam Ascendant

After eight years of warring with Mecca and finally conquering the city in 630 CE, Muhammad united Arabia into a single Islamic state.

## The Constitution of Medina

Upon his arrival in Medina, Muhammad unified the tribes by drafting the Constitution of Medina, which was a formal agreement between Muhammad and all of the significant tribes and families of Medina, including Muslims, Jews, Christians, and pagans. This constitution instituted rights and responsibilities and united the different Medina communities into the first Islamic state, the Ummah.

An important feature of the Constitution of Medina is the redefinition of ties between Muslims. It set faith relationships above blood ties and emphasized individual responsibility. Tribal identities were still important, and were used to refer to different groups, but the constitution declared that the “main binding tie” for the newly created



# Extra materials

development of the small group of Muslims in Medina to the larger Muslim community and empire. While praying in the Masjid al-Qiblatain in Medina in 624 CE, Muhammad received revelations that he should be facing Mecca rather than Jerusalem during prayer. Muhammad adjusted to the new direction, and his companions praying with him followed his lead, beginning the tradition of facing Mecca during prayer.

## **Beginning of Armed Conflict**

Economically uprooted by their Meccan persecutors and with no available profession, the Muslim migrants turned to raiding Meccan caravans. This response to persecution and effort to provide sustenance for Muslim families initiated armed conflict between the Muslims and the pagan Quraysh of Mecca. Muhammad delivered Quranic verses permitting the Muslims, “those who have been expelled from their homes,” to fight the Meccans in opposition to persecution. The caravan attacks provoked and pressured Mecca by interfering with trade, and allowed the Muslims to acquire wealth, power, and prestige while working toward their ultimate goal of inducing Mecca’s submission to the new faith.

## **Battle of Badr**

In March 624, Muhammad led three hundred warriors in a raid on a Meccan merchant caravan. The Muslims set an ambush for the caravan at Badr, but a Meccan force intervened and the Battle of Badr commenced. Although outnumbered more than three to one, the Muslims won the battle, killing at least forty-five Meccans. Muhammad and his followers saw the victory as confirmation of their faith, and Muhammad said the victory was assisted by an invisible host of angels. The victory strengthened Muhammad’s position in Medina and dispelled earlier doubts among his followers.

# Extra materials

## **Battle of Uhud**

To maintain economic prosperity, the Meccans needed to restore their prestige after their defeat at Badr. Abu Sufyan, the leader of the ruling Quraysh tribe, gathered an army of 3,000 men and set out for an attack on Medina. Muhammad led his Muslim force to the Meccans to fight the Battle of Uhud on March 23, 625 CE. When the battle seemed close to a decisive Muslim victory, the Muslim archers left their assigned posts to raid the Meccan camp. Meccan war veteran Khalid ibn al-Walid led a surprise attack, which killed many Muslims and injured Muhammad. The Muslims withdrew up the slopes of Uhud. The Meccans did not pursue the Muslims further, but marched back to Mecca declaring victory.

For the Muslims, the battle was a significant setback. According to the Quran, the loss at Uhud was partly a punishment and partly a test for steadfastness.

## **Conquest of Mecca and Arabia**

After eight years of fighting with the Meccan tribes, Muhammad gathered an army of 10,000 Muslim converts and marched on the city of Mecca. The attack went largely uncontested and Muhammad took over the city with little bloodshed. Most Meccans converted to Islam. Muhammad declared an amnesty for past offenses, except for ten men and women who had mocked and made fun of him in songs and verses. Some of these people were later pardoned. Muhammad destroyed the pagan idols in the Kaaba and then sent his followers out to destroy all of the remaining pagan temples in Eastern Arabia.

Following the conquest of Mecca, Muhammad was alarmed by a military threat from the confederate tribes of Hawazin, who were raising an army twice the size of Muhammad's. The Banu Hawazin were old enemies of the Meccans. They were joined by the Banu Thaqif, who adopted an anti-Meccan policy due to the decline of the prestige of Meccans. Muhammad defeated the Hawazin and Thaqif tribes in the Battle of Hunayn.

# Extra materials

At the end of the 10th year after the migration to Medina, Muhammad performed his first truly Islamic pilgrimage, thereby teaching his followers the rules governing the various ceremonies of the annual Great Pilgrimage. In 632, a few months after returning to Medina from the Farewell Pilgrimage, Muhammad fell ill and died. By the time Muhammad died, most of the Arabian Peninsula had converted to Islam, and he had united Arabia into a single Muslim religious polity.

## Spread of Islam

In the years following the Prophet Muhammad's death, the expansion of Islam was carried out by his successor caliphates, who increased the territory of the Islamic state and sought converts from both polytheistic and monotheistic religions.

### Overview

The expansion of the Arab Empire in the years following the Prophet Muhammad's death led to the creation of caliphates occupying a vast geographical area. Conversion to Islam was boosted by missionary activities, particularly those of Imams, who easily intermingled with local populace to propagate religious teachings. These early caliphates, coupled with Muslim economics and trading and the later expansion of the Ottoman Empire, resulted in Islam's spread outwards from Mecca towards both the Atlantic and Pacific oceans and the creation of the Muslim world. Trading played an important role in the spread of Islam in several parts of the world, notably southeast Asia.

Muslim dynasties were soon established and subsequent empires such as those of the Abbasids, Fatimids, Almoravids, Seljukids, and Ajuurans, Adal and Warsangali in Somalia, Mughals in India, Safavids in Persia, and Ottomans in Anatolia were among the largest and most powerful in the world. The people of the Islamic world created numerous sophisticated

# Extra materials

centers of culture and science with far-reaching mercantile networks, travelers, scientists, hunters, mathematicians, doctors, and philosophers, all contributing to the Golden Age of Islam. Islamic expansion in South and East Asia fostered cosmopolitan and eclectic Muslim cultures in the Indian subcontinent, Malaysia, Indonesia, and China.

Within the first century of the establishment of Islam upon the Arabian Peninsula and the subsequent rapid expansion of the Arab Empire during the Muslim conquests, one of the most significant empires in world history was formed. For the subjects of this new empire, formerly subjects of the greatly reduced Byzantine and obliterated Sassanid empires, not much changed in practice. The objective of the conquests was of a practical nature more than anything else, as fertile land and water were scarce in the Arabian Peninsula. A real Islamization therefore only came about in the subsequent centuries.

## Conversions to Islam

Historians distinguish between two separate strands of converts of the time. One is animists and polytheists of tribal societies of the Arabian Peninsula and the Fertile crescent; the other is the monotheistic populations of the Middle Eastern agrarian and urbanized societies.

For the polytheistic and pagan societies, apart from the religious and spiritual reasons each individual may have had, conversion to Islam “represented the response of a tribal, pastoral population to the need for a larger framework for political and economic integration, a more stable state, and a more imaginative and encompassing moral vision to cope with the problems of a tumultuous society.” In contrast, for sedentary and often already monotheistic societies, “Islam was substituted for a Byzantine or Sassanian political identity and for a Christian, Jewish or Zoroastrian religious affiliation.” Initially, conversion was neither required nor necessarily wished for: “[The Arab conquerors] did not require the conversion as much as the subordination of non-Muslim peoples. At the

# Extra materials

outset, they were hostile to conversions because new Muslims diluted the economic and status advantages of the Arabs.”

Only in subsequent centuries, with the development of the religious doctrine of Islam and with that the understanding of the Muslim Ummah, did mass conversion take place. The new understanding by the religious and political leadership led in many cases to a weakening or breakdown of the social and religious structures of parallel religious communities such as Christians and Jews. With the weakening of many churches, for example, and with the favoring of Islam and the migration of substantial Muslim Turkish populations into the areas of Anatolia and the Balkans, the “social and cultural relevance of Islam” were enhanced and a large number of peoples were converted.

During the Abbasid Caliphate, expansion ceased and the central disciplines of Islamic philosophy, theology, law, and mysticism became more widespread, and the gradual conversions of the populations within the



The Great Mosque of Kairouan

empire occurred. Significant conversions also occurred beyond the extents of the empire, such as that of the Turkic tribes in Central Asia and peoples living in regions south of the Sahara in Africa through contact with Muslim traders active in the area and Sufi orders. In Africa it spread along three routes—across the Sahara via trading towns such as Timbuktu, up the Nile Valley through the Sudan up to Uganda, and across the Red Sea and down East Africa through settlements such as Mombasa and Zanzibar. These initial conversions were of a flexible nature.

The Arab-Muslim conquests followed a general pattern of nomadic conquests of settled regions, whereby conquering peoples became the new

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military elite and reached a compromise with the old elites by allowing them to retain local political, religious, and financial authority. Peasants, workers, and merchants paid taxes, while members of the old and new elites collected them.

## **Policy Toward Non-Muslims**

The Arab conquerors did not repeat the mistake made by the Byzantine and Sasanian empires, who had tried and failed to impose an official religion on subject populations, which had caused resentments that made the Muslim conquests more acceptable to them. Instead, the rulers of the new empire generally respected the traditional middle-Eastern pattern of religious pluralism, which was not one of equality but rather of dominance by one group over the others. After the end of military operations, which involved the sacking of some monasteries and confiscation of Zoroastrian fire temples in Syria and Iraq, the early caliphate was characterized by religious tolerance, and people of all ethnicities and religions blended in public life. Before Muslims were ready to build mosques in Syria, they accepted Christian churches as holy places and shared them with local Christians. In Iraq and Egypt, Muslim authorities cooperated with Christian religious leaders. Numerous churches were repaired and new ones built during the Umayyad era.

Some non-Muslim populations did experience persecution, however. After the Muslim conquest of Persia, Zoroastrians were given dhimmi (non-Muslim) status and subjected to persecutions; discrimination and harassment began in the form of sparse violence. Zoroastrians were made to pay an extra tax called Jizya; if they failed, they were killed, enslaved, or imprisoned. Those paying Jizya were subjected to insults and humiliation by the tax collectors. Zoroastrians who were captured as slaves in wars were given their freedom if they converted to Islam.



# Extra materials

## The Islamic Golden Age

The Islamic Golden Age refers to a period in the history of Islam, traditionally dated from the 8th century to the 13th century, during which much of the historically Islamic world was ruled by various caliphates and science, economic development, and cultural works flourished. This period is traditionally understood to have begun during the reign of the Abbasid caliph Harun al-Rashid (786–809) with the inauguration of the House of Wisdom in Baghdad, where scholars from various parts of the world with different cultural backgrounds were mandated to gather and translate all of the world's classical knowledge into the Arabic language.

The end of the age is variously given as 1258 with the Mongolian Sack of Baghdad, or 1492 with the completion of the Christian Reconquista of the Emirate of Granada in Al-Andalus, Iberian Peninsula. During the Golden Age, the major Islamic capital cities of Baghdad, Cairo, and Córdoba became the main intellectual centers for science, philosophy, medicine, and education. The government heavily patronized scholars, and the best scholars and notable translators, such as Hunayn ibn Ishaq, had salaries estimated to be the equivalent of those of professional athletes today.

The School of Nisibis and later the School of Edessa became centers of learning and transmission of classical wisdom. The House of Wisdom was a library, translation institute, and academy, and the Library of Alexandria and the Imperial Library of Constantinople housed new works of literature. Nestorian Christians played an important role in the formation of Arab culture, with the Jundishapur hospital and medical academy prominent in the late Sassanid, Umayyad, and early Abbasid periods. Notably, eight generations of the Nestorian Bukhtishu family served as private doctors to caliphs and sultans between the 8th and 11th centuries.

# Extra materials

## Pursuit of knowledge

Abbasid Caliphs Harun al-Rashid and his son, al-Ma'mun, who followed him, established a House of Wisdom in Baghdad—a dedicated space for scholarship. The House of Wisdom increased in use and prestige under al-Ma'mun's rule, from 813 to 833. He made a special effort to recruit famous scholars to come to the House of Wisdom. Muslims, Christians, and Jews all collaborated and worked peacefully there.



## The translation movement

Caliphs like al-Rashid and al-Ma'mun directly encouraged a translation movement, a formal translation of scholarly works from Greek into Arabic. The Abbasid rulers wanted to make Greek texts, such as Aristotle's works, available to the Arab world. Their goal was to translate as many of these famous works as possible in order to have a comprehensive library of knowledge and to preserve the philosophies and scholarship of Greece. The Abbasids aimed to have philosophy, science, and medicine texts translated. In addition to Arab Muslim scholars, Syrian Christians translated Syriac texts into Arabic as well.

Why were the Abbasids so interested in a massive translation undertaking? In addition to their desire to have a comprehensive library of knowledge and the Qur'an's emphasis on learning as a holy activity, they also had a practical thirst for medical knowledge. The dynasty was facing a demand for skilled doctors—so having as much knowledge as possible for them to access was a must.

One way the Abbasid dynasty was able to spread written knowledge so quickly was their improvements on printing technology they had obtained from the Chinese; some historians believe this technology was taken after

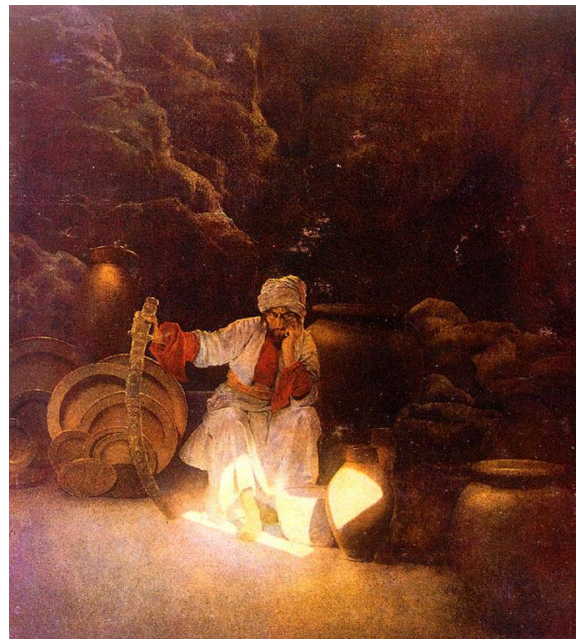
# Extra materials

lost the battle, the Abbasids captured knowledgeable paper makers as prisoners of war, forcing them to reproduce their craft.

In China, papermaking was a practice reserved for elites, but the Arabs learned how to produce texts on a larger scale, establishing paper mills which made books more accessible. In turn, Europeans eventually learned these papermaking and producing skills from Arabs.

## Literature and Philosophy

With the introduction of paper, information was democratized and it became possible to make a living from simply writing and selling books. The use of paper spread from China into Muslim regions in the 8th century, and then to Spain (and then the rest of Europe) in the 10th century. Paper was easier to manufacture than parchment and less likely to crack than papyrus, and could absorb ink, making it difficult to erase and ideal for keeping records. Islamic paper makers devised assembly-line methods of hand-copying manuscripts to turn out editions far larger than any available in Europe for centuries. The best known fiction from the Islamic world is *The Book of One Thousand and One Nights*, which took form in the 10th century and reached its final form by the 14th century, although the number and type of tales vary. Christians (particularly Nestorian Christians) contributed to the Arab Islamic civilization during the Ummayyad and the Abbasid periods by



Painting of the Ali Baba story in *The Book of One Thousand and One Nights* by Maxfield Parrish

Christians (particularly Nestorian Christians) contributed to the Arab Islamic civilization during the Ummayyad and the Abbasid periods by

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translating works of Greek philosophers to Syriac and then to Arabic. During the 4th through the 7th centuries, scholarly work in the Syriac and Greek languages was either newly initiated or carried on from the Hellenistic period. Many classic works of antiquity might have been lost if Arab scholars had not translated them into Arabic and Persian and later into Turkish, Hebrew, and Latin. Islamic scholars also absorbed ideas from China and India, and in turn Arabic philosophic literature contributed to the development of modern European philosophy.

## **Ibn Rushd**

Ibn Rushd, also known by his Latinized name Averroës (April 14, 1126–December 10, 1198), was an Al-Andalus Muslim polymath, a master of Aristotelian philosophy, Islamic philosophy, Islamic theology, Maliki law and jurisprudence, logic, psychology, politics, Andalusian classical music theory, medicine, astronomy, geography, mathematics, physics, and celestial mechanics. Averroes was born in Córdoba, Al-Andalus, present-day Spain, and died in Marrakesh, present-day Morocco.

The 13th-century philosophical movement based on Averroes' work is called Averroism. Both Ibn Rushd and the scholar Ibn Sina played a major role in saving the works of Aristotle, whose ideas came to dominate the non-religious thought of the Christian and Muslim worlds. Ibn Rushd has been described as the “founding father of secular thought in Western Europe.” He tried to reconcile Aristotle's system of thought with Islam. According to him, there is no conflict between religion and philosophy; rather they are different ways of reaching the same truth. He believed in the eternity of the universe. Ibn Rushd also held that the soul is divided into two parts, one individual and one divine; while the individual soul is not eternal, all humans at the basic level share one and the same divine soul.

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## Science and Mathematics

The Arabs assimilated the scientific knowledge of the civilizations they had conquered, including the ancient Greek, Roman, Persian, Chinese, Indian, Egyptian, and Phoenician civilizations. Scientists recovered the Alexandrian mathematical, geometric, and astronomical knowledge, such as that of Euclid and Claudius Ptolemy.

Persian scientist Muhammad ibn Mūsā al-Khwārizmī significantly developed algebra in his landmark text, *Kitab al-Jabr wa-l-Muqabala*, from which the term “algebra” is derived. The term “algorithm” is derived from the name of the scholar al-Khwarizmi, who was also responsible for introducing the Arabic numerals and Hindu-Arabic numeral system beyond the Indian subcontinent. In calculus, the scholar Alhazen discovered the sum formula for the fourth power, using a method readily generalizable to determine the sum for any integral power. He used this to find the volume of a paraboloid.

## Medicine

Medicine was a central part of medieval Islamic culture. Responding to circumstances of time and place, Islamic physicians and scholars developed a large and complex medical literature exploring and synthesizing the theory and practice of medicine. Islamic medicine was built on tradition, chiefly the theoretical and practical knowledge developed in India, Greece, Persia, and Rome. Islamic scholars translated their writings from Syriac, Greek, and Sanskrit into Arabic and then produced new medical knowledge based on those texts. In order to make the Greek tradition more accessible, understandable, and teachable,



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Islamic scholars organized the Greco-Roman medical knowledge into encyclopedias.

## Art

Ceramics, glass, metalwork, textiles, illuminated manuscripts, and woodwork flourished during the Islamic Golden Age. Manuscript illumination became an important and greatly respected art, and portrait miniature painting flourished in Persia. Calligraphy, an essential aspect of written Arabic, developed in manuscripts and architectural decoration.

## Arabesque

Typically, though not entirely, Islamic art depicts nature patterns and Arabic calligraphy, rather than figures, because many Muslims feared that the depiction of the human form is idolatry and thereby a sin against God, forbidden in the Quran. There are repeating elements in Islamic art,



such as the use of geometrical floral or vegetal designs in a repetition known as the arabesque. The arabesque in Islamic art is often used to symbolize the transcendent, indivisible, and infinite nature of God. Mistakes in repetitions may be intentionally introduced as a show of humility by artists who believe only God can produce perfection, although this theory is disputed.

## Calligraphy

The traditional instrument of the Arabic calligrapher is the qalam, a pen made of dried reed or bamboo. Qalam ink is often in color, and chosen such

# Extra materials

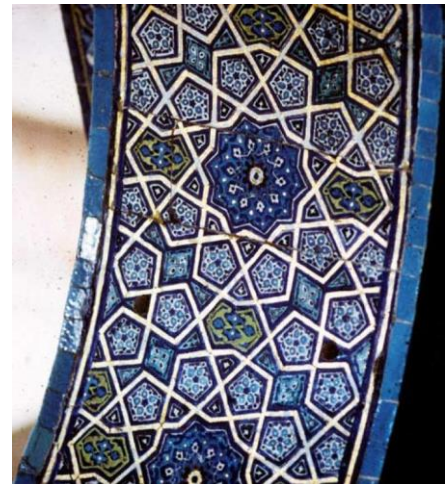
that its intensity can vary greatly, so that the greater strokes of the compositions can be very dynamic in their effect. Islamic calligraphy is applied on a wide range of decorative mediums other than paper, such as tiles, vessels, carpets, and inscriptions. Before the advent of paper, papyrus and parchment were used for writing.

Coins were another support for calligraphy. Beginning in 692, the Islamic caliphate reformed the coinage of the Near East by replacing visual depiction with words. This was especially true for dinars, or gold coins of high value, which were inscribed with quotes from the Quran.

By the 10th century, the Persians, who had converted to Islam, began weaving inscriptions on elaborately patterned silks. These calligraphic-inscribed textiles were so precious that Crusaders brought them to Europe as prized possessions. A notable example is the Suaire de Saint-Josse, used to wrap the bones of St. Josse in the abbey of St. Josse-sur-Mer near Caen in northwestern France.

## Architecture and Tilework

There were many advances in architectural construction, and mosques, tombs, palaces, and forts were inspired by Persian and Byzantine architecture. Islamic mosaic art anticipated principles of quasicrystalline geometry, which would not be discovered for 500 more years. This art used symmetric polygonal shapes to create patterns that can continue indefinitely without repeating. These patterns have even helped modern scientists understand quasicrystals at the atomic levels.



# Extra materials

## 4 Cities in Uzbekistan: One of the World's Ancient Civilizations

### I. Bukhara

Bukhara is estimated to be about 2300 years old. It was conquered by Alexander the Great and was also once ruled by the Kushan Empire. However, when the Samanids later came into power, they created a large feudal state, with Bukhara as its



capital. It was part of what came to be called the Golden Road, the meeting point of the northern and southern branches of the Great Silk Road, and hence a great center for commerce, religion, and culture.

In Sanskrit, Bukhara means “Monastery,” and was revered the Medieval Muslim East as a stronghold of the faith. In the 10th century, Bukhara became a scientific and cultural center, home to famous poets like Rudaki and Dakiki, and Avicenna, the great scientist and physician.

By the mid 19th century, Russia and Britain were both trying to gain control of Central Asia: Russia from the north and Britain from India in the south. Isolated since the time of the Silk Routes, Central Asia had not seen Western visitors for hundreds of years. Although Russia gained control of much of the region by 1868, Bukhara managed to keep its Emir as the master of the city. Inside the high walls, a strong anti-westerner sentiment was always present, fanned by the Emir himself. In 1918 the Russian revolution spread to Uzbekistan, but Bukhara never really fell into the fold until the city was



# Extra materials

almost destroyed and thousands of people were massacred by the Red Army on September 6, 1920.

Although Soviet rule lasted until 1991, the city never lost its Eastern culture and atmosphere, or its independent spirit. With more than 140 architectural monuments dating back to the Middle Ages, Bukhara is today a “museum town” with lots of history to see.

## II. Khiva

Khiva is located in the Khorezm oasis inside the great Karakum Desert. While the Khorezm khanate was famous in the 4th century B.C. the actual date of origin of Khiva is lost in the mists of time. Some



archaeologists believe it was founded about the same time as the birth of Christ, and was named after the ancient well of Kvivak, said to have been discovered by Shem, the Son of Noah. The remains of that ancient well are in the old city, and you are likely to see many newlyweds who come here to drink for good luck.

In the 10th century, the region was home to great philosophers, including Abu Ali Bin Sina (Avicenna) and was the center of a major agricultural civilization, whose armies routed the Roman legions of Marcus Crassus. Its power derived from sitting astride the great caravan routes from east to west,

# Extra materials

## III. Samarkand



Samarkand was founded at the same time as Babylon, Memphis, Athens, and Rome – almost 2500 years ago. It has been called the “Pearl of the Muslim World,” “Eden of Ancient

East,” and “Rome of the East.”

Samarkand has been conquered many times – by Alexander the Great, Genghis Khan, and Tamerlane, for instance. Tamerlane made it his capital and named it the “Center of the Universe.” Here was a mix of those from Iran, India, Persia, and Mongolia, and being the central part of the Silk Road, was additionally influenced by China, the Middle East, and Europe. Samarkand saw its glory at the height of trade on the Silk Road, beginning in the 2nd century and lasting until the 16th century.

In May 1868, Samarkand fell to the Russian Empire, caught up in what is now known as The Great Game. Under Russian rule the city changed its face; buildings and walls were torn down and the city was turned into a Russian military fortress. After the Russian Revolution, Samarkand became capital of the Uzbek Soviet Socialist Republic.

Despite the destruction of the early Russian era and the Soviet “imports” of factories and concrete buildings, the city remains one of the most historical and beautiful in Central Asia. Today, the independent Uzbek Republic is working to bring back the glory and beauty of its ancient pearl.

# Extra materials

## IV. Tashkent

Tashkent, or at least the region around it, has been home to humans for over 3,000 years. There is no written record of a settlement, however until Arabs took control of the area in the 8th century A.D. and the city flourished with trade along the silk route.



The Arabs remained in control until the arrival of Ghengis Khan in the 13th century. By this time it had already become one of the largest and most influential cities in Central Asia. With the fall of Ghengis Khan, the city passed to the control of Tamerlain. By 1449, Tamerlain's great empire fell into anarchy, and the city eventually came under the control of the Khanate of Kokhand.

By 1865, Russian forces controlled the city and made it the capital of Russian Turkistan. When the Central Soviet Government broke Turkistan up into several regions, Tashkent replaced Samarkand as the capital of the Uzbek SSR in 1930, and today it is the capital of an independent Uzbekistan. The largest city in Central Asia, Tashkent boasts the region's only subway system, and is a splendid mix of old and new. The city was partially destroyed in a 1966 earthquake, and efforts continue even today to rebuild the old section of the city. As it is the largest center for cotton production in Asia, amongst certain age groups, it is hard to find someone who didn't travel to Tashkent as a Soviet youth to work in the cotton fields for a summer. As the main transportation hub (both air and rail) for Central Asia, most travelers to the region will likely pass through Tashkent.

# Word list.

## UNIT 1

|                    |                      |
|--------------------|----------------------|
| actor              | /ˈæktər/             |
| actress            | /ˈæktɹəs/            |
| above              | /əˈbʌv/              |
| again              | /əˈgeɪn/             |
| age                | /eɪdʒ/               |
| Ankara             | /ˈæŋkərə/            |
| answer             | /ˈɑːnsə/             |
| Argentina          | /ˌɑːdʒənˈtiːnə/      |
| artist             | /ˈɑːtɪst/            |
| astronaut          | /ˈæstrənɔːt/         |
| be from            | /biː frəm/           |
| be pleased         | /biː pliːzd/         |
| Beijing            | /ˈbeɪˈdʒɪŋ/          |
| below              | /biːləʊ/             |
| boarding school    | /ˈbɔːdɪŋ skuːl/      |
| Brasil             | /brəˈzɪl/            |
| by the way         | /baɪ ðə weɪ/         |
| call               | /kɔːl/               |
| Canada             | /ˈkænədə/            |
| capital            | /ˈkæpɪtəl/           |
| cardinal number(s) | /ˈkɑːdɪ.nəl ˈnʌm.bə/ |
| cathedral          | /kəˈθiː.drəl/        |
| check              | /tʃek/               |
| China              | /ˈtʃaɪnə/            |
| college            | /ˈkɒlɪdʒ/            |
| complete           | /kəmˈpliːt/          |
| copy               | /ˈkɒpi/              |

|           |                 |
|-----------|-----------------|
| correct   | /kəˈrekt/       |
| country   | /ˈkʌntri/       |
| dancer    | /ˈdɑːnsə/       |
| dialogue  | /ˈdaɪəlɒg/      |
| doctor    | /ˈdɒktə/        |
| Dublin    | /ˈdʌblɪn/       |
| each      | /iːtʃ/          |
| Edinburgh | /ˈɛdɪnbərə/     |
| Egypt     | /ˈiːdʒɪpt/      |
| engineer  | /ˌendʒɪˈniə/    |
| England   | /ˈɪŋɡlənd/      |
| exactly   | /ɪgˈzæktli/     |
| example   | /ɪgˈzɑːmpl/     |
| Excuse me | /ɪkˈskjuːz miː/ |
| explain   | /ɪkˈspleɪn/     |
| farmer    | /ˈfɑːmə/        |
| favourite | /ˈfeɪvərɪt/     |
| fill in   | /fɪl ɪn/        |
| Finland   | /ˈfɪnlənd/      |
| football  | /ˈfʊtbɔːl/      |
| foreign   | /ˈfɔːrɪn/       |
| friend    | /frend/         |
| gap       | /gæp/           |
| guess     | /ges/           |
| Glasgow   | /ˈglɑːzɡəʊ/     |
| great     | /ɡreɪt/         |
| Greece    | /ɡriːs/         |
| History   | /ˈhɪstəri/      |

|                  |                          |
|------------------|--------------------------|
| Hungary          | /'hʌŋgəri/               |
| in bold          | /ɪn bəʊld/               |
| India            | /'ɪndiə/                 |
| in pairs         | /ɪn peə s <sup>r</sup> / |
| information      | /,ɪnfə'meɪʃən/           |
| introduce        | /'ɪntrə'dju:s/           |
| Ireland          | /'aɪələnd/               |
| issue            | /'ɪʃu:/                  |
| Italy            | /'ɪtəli/                 |
| Japan            | /dʒə'pæn/                |
| job              | /dʒɒb/                   |
| label            | /'leɪbl/                 |
| leader           | /'li:də/                 |
| list             | /lɪst/                   |
| magazine         | /'mægə'zi:n/             |
| Manchester       | /'mæntʃɪstə/             |
| mark             | /mɑ:k/                   |
| married          | /'mæriɪd/                |
| Maths            | /mæθs/                   |
| mean             | /mi:n/                   |
| Mexico           | /'meksɪkəʊ/              |
| missing          | /'mɪsɪŋ/                 |
| model            | /'mɒdl/                  |
| Moscow           | /'mɒskəʊ/                |
| musician         | /'mju:'zɪʃən/            |
| nationality      | /'næʃə'nælɪti/           |
| neighbour        | /'neɪbə/                 |
| new              | /nju:/                   |
| New Delhi        | /nju: 'delt/             |
| nice             | /naɪs/                   |
| Nice to meet you | /naɪs tə mi:t ju:/       |

|                     |                      |
|---------------------|----------------------|
| note                | /nəʊt/               |
| object              | /'ɒbdʒɪkt, əb'dʒekt/ |
| ordinal number(s)   | /'ɔ:dɪnl 'nʌm.bər/   |
| origin              | /'ɒrɪdʒɪn/           |
| other               | /'ʌðə/               |
| page                | /peɪdʒ/              |
| peace of paper      | /pi:s əv 'peɪpə/     |
| people              | /'pi:pl/             |
| person              | /'pɜ:sn/             |
| personal pronoun    | /'pɜ:snl 'prəʊnəʊn/  |
| pilot               | /'paɪlət/            |
| player              | /'pleɪə/             |
| please              | /pli:z/              |
| Pleased to meet you | /pli:z tə mi:t ju:/  |
| Poland              | /'pəʊlənd/           |
| postman             | /'pəʊstmən/          |
| pretend             | /'prɪ'tend/          |
| project             | /'prɒdʒekt/          |
| pronunciation       | /prə'nʌnsɪ'eɪʃən/    |
| question            | /'kwɛstʃən/          |
| reader              | /'ri:də/             |
| responsible         | /rɪs'pɒnsəbl/        |
| Russia              | /'rʌʃə/              |
| Scotland            | /'skɒtlənd/          |
| section             | /'sekʃən/            |
| sentence            | /'sentəns/           |
| Spain               | /speɪn/              |
| sport               | /spɔ:t/              |
| student             | /'stju:dənt/         |
| table               | /'teɪbl/             |

|         |                |
|---------|----------------|
| talk    | /tɔ:k/         |
| teacher | /'ti:tʃə/      |
| the USA | /ðə ju: ɛs eɪ/ |
| too     | /tu:/          |
| try     | /traɪ/         |
| Turkey  | /'tʃ:ki/       |

|          |            |
|----------|------------|
| vet      | /vɛt/      |
| verb     | /vɜ:b/     |
| waiter   | /'weɪtə/   |
| waitress | /'weɪtrɪs/ |
| Warsaw   | /'wɔ:sɔ:/  |

## UNIT 2

|                |                    |
|----------------|--------------------|
| ability        | /ə'bilɪti/         |
| advertisement  | /əd've:tɪsmənt/    |
| all right      | /,ɔ:l'raɪt/        |
| Arab           | /'ærəb/            |
| area           | /'eəriə/           |
| be missing     | /bi: 'mɪsɪŋ/       |
| beard          | /bɪəd/             |
| big            | /bɪg/              |
| brown          | /'braʊn/           |
| build          | /bɪld/             |
| Bye            | /baɪ/              |
| card           | /kɑ:d/             |
| central        | /'sentrəl/         |
| certainly      | /'sɜ:tənli/        |
| cheek          | /tʃi:k/            |
| chin           | /tʃɪn/             |
| club           | /klʌb/             |
| complexion     | /kəm'plekʃən/      |
| computer games | /kəm'pjʊ:tə geɪmz/ |
| cook           | /kʊk/              |
| curly          | /'kɜ:li/           |
| dancing        | /'dɑ:nsɪŋ/         |
| dark           | /dɑ:k/             |

|                     |                      |
|---------------------|----------------------|
| Denmark             | /'denmɑ:k/           |
| describe            | /dɪs'kraɪb/          |
| double              | /'dʌbl/              |
| each                | /i:tʃ/               |
| ear                 | /ɪə/                 |
| eye                 | /aɪ/                 |
| fair                | /fɛə/                |
| fast                | /fɑ:st/              |
| fat                 | /fæt/                |
| flattish            | /flætɪʃ/             |
| Florence            | /'flɒrəns/           |
| full                | /fʊl/                |
| greeting            | /'gri:tɪŋ/           |
| guitar              | /gɪ'tɑ:ɹ/            |
| hair                | /heə/                |
| Have a nice evening | /hæv ə naɪs 'i:vnɪŋ/ |
| hear                | /hɪə/                |
| hear from sb        | /hɪə frəm 'sʌmbədɪ/  |
| height              | /haɪt/               |
| helicopter          | /'helɪkɔptə/         |
| help sb up          | /help 'sʌmbədɪ ʌp/   |
| here's              | /hɪə z/              |
| home address        | /həʊm ə 'dres/       |

|                 |                   |
|-----------------|-------------------|
| hope            | /həʊp/            |
| How are things? | /hau a:ʔ θɪŋs/    |
| join            | /dʒɔɪn/           |
| last            | /lɑ:st/           |
| later           | /'leɪtəʔ/         |
| Libya           | /'lɪbɪə/          |
| light           | /laɪt/            |
| like            | /laɪk/            |
| lips            | /lɪps/            |
| live            | /lɪv, laɪv/       |
| long            | /lɒŋ/             |
| look like       | /lʊk laɪk/        |
| love            | /lʌv/             |
| madam           | /'meɪdæm/         |
| Mediterranean   | /,medɪtə'reɪniən/ |
| middle-aged     | /'mɪdl 'eɪdʒd/    |
| most            | /məʊst/           |
| motorbike       | /'məʊtəbaɪk/      |
| moustache       | /məʊ'stɑ:ʃ/       |
| mouth           | /maʊθ/            |
| northern        | /'nɔ:ðən/         |
| Norway          | /'nɔ:weɪ/         |
| nose            | /nəʊz/            |
| of course       | / əʊ kɔ:s/        |
| old             | /əʊld/            |
| pale            | /peɪl/            |
| part            | /pɑ:t/            |
| pen pal         | /pɛn pæl/         |
| pen-friend      | /pɛn frend/       |
| phone number    | /fəʊn 'nʌm.bər/   |
| plane           | /pleɪn/           |

|              |                  |
|--------------|------------------|
| quite        | /kwaɪt/          |
| rather       | /'rɑ:ðəʔ/        |
| reading      | /'ri:dɪŋ/        |
| request      | /rɪ'kwest/       |
| right        | /raɪt/           |
| Saudi Arabia | /sɑʊdɪ ə'reɪbɪə/ |
| say goodbye  | /seɪ gud baɪ/    |
| See you      | /si: ju:/        |
| sentence     | /'sentəns/       |
| short        | /ʃɔ:t/           |
| sign         | /saɪn/           |
| skiing       | /'ski:ɪŋ/        |
| skin         | /skɪn/           |
| slanting     | /'slɑ:ntɪŋ/      |
| slim         | /slɪm/           |
| small        | /smɔ:l/          |
| southern     | /'sʌðən/         |
| speak        | /spi:k/          |
| spell        | /spel/           |
| straight     | /streɪt/         |
| such as      | /sʌtʃ əz/        |
| Sweden       | /'swɪ:dn/        |
| tall         | /tɔ:l/           |
| teeth        | /ti:θ/           |
| thin         | /θɪn/            |
| trumpet      | /'trʌmpɪt/       |
| type         | /taɪp/           |
| usually      | /'ju:ʒʊəli/      |
| walk         | /wɔ:k/           |
| wavy         | /'weɪvɪ/         |
| well         | /wel/            |
| well-built   | /wel bɪlt/       |

|           |              |
|-----------|--------------|
| wide      | /waɪd/       |
| yellowish | /'jel.əʊ.ɪʃ/ |

|       |       |
|-------|-------|
| young | /jʌŋ/ |
|-------|-------|

### UNIT 3

|                 |                     |
|-----------------|---------------------|
| a lot           | /ə lɒt/             |
| also            | /'ɔ:lsoʊ/           |
| armchair        | /'ɑ:mtʃeə/          |
| attic           | /'ætɪk/             |
| attractive      | /ə'træktɪv/         |
| avenue          | /'ævənju:/          |
| balcony         | /'bælkəni/          |
| bargain         | /'bɑ:gɪn/           |
| bath            | /bɑ:ð/              |
| bathroom        | /'bɑ:θrɒm/          |
| beautiful       | /'bjʊ:tɪfʊl/        |
| bedroom         | /'bedrɒm/           |
| bedside cabinet | /'bedsaɪd 'kæbɪnɪt/ |
| bedside table   | /'bedsaɪd 'teɪbl/   |
| behind          | /brɪ'haɪnd/         |
| bench           | /bentʃ/             |
| block of flats  | / blɒk əv /flæts/   |
| bookcase        | /'bʊkkeɪs/          |
| Boston          | /'bɔ:stən/          |
| brush           | /brʌʃ/              |
| building        | /'bɪldɪŋ/           |
| cabin           | /'kæbɪn/            |
| carpet          | /'kɑ:pɪt/           |
| chalet          | /'ʃæleɪ/            |
| cheap           | /tʃi:p/             |
| child's bedroom | /tʃaɪldz 'bedrɒm /  |
| chimney         | /'tʃɪmni/           |

|                |                    |
|----------------|--------------------|
| city centre    | /'sɪti 'sɛntər /   |
| comfortable    | /'kɒmfətəbl/       |
| cooker         | /'kʊkə/            |
| cost           | /kɒst/             |
| cupboard       | /'kʌbəd/           |
| curtain        | /'kɜ:tɪn/          |
| cushion        | /'kʊʃən/           |
| desk           | /desk/             |
| dining room    | /'daɪnɪŋ rʊm/      |
| dining table   | /'daɪnɪŋ teɪbl/    |
| dishwasher     | /'dɪʃ,wɒʃə/        |
| door           | /dɔ:ɹ/             |
| double bed     | /'dʌbl bed/        |
| downstairs     | /'daʊn'steəz/      |
| dressing table | /'dresɪŋ teɪbl/    |
| estate agent   | /ɪs'teɪt 'eɪdʒənt/ |
| expensive      | /ɪks'pensɪv/       |
| far from       | /fɑ:ɹ frɒm /       |
| farm           | /fɑ:m/             |
| farmhouse      | /fɑ:m haʊs/        |
| fireplace      | /'faɪəpleɪs/       |
| first floor    | /fɜ:st flɔ:ɹ/      |
| flat           | /flæt/             |
| floor          | / flɔ:ɹ/           |
| flower         | /'flaʊə/           |
| for rent       | /fɔ:ɹ rent /       |
| for sale       | /fɔ:ɹ seɪl/ /      |



|                 |                    |
|-----------------|--------------------|
| fridge          | /frɪdʒ/            |
| furniture       | /'fɜ:nɪtʃə/        |
| garage          | /'gærɑ:ʒ/          |
| grass roof      | /grɑ:s ru:f/       |
| great           | /greɪt/            |
| ground floor    | /graʊnd flɔ:ʔ/     |
| half            | /hɑ:f/             |
| Home sweet home | /həʊm swi:t həʊm / |
| houseboat       | /'haʊsbəʊt/        |
| huge            | /hju:dʒ/           |
| inside          | /'ɪn'saɪd/         |
| key             | /ki:/              |
| kitchen         | /'kɪtʃɪn/          |
| lamp            | /læmp/             |
| lane            | /leɪn/             |
| large           | /lɑ:dʒ/            |
| let me see      | /let mi: si:/      |
| let's go        | /lets gəʊ/         |
| living-room     | /'lɪvɪŋ rʊm/       |
| location        | /ləʊ'keɪʃən/       |
| lovely          | /'lʌvli/           |
| made of         | /meɪd ɒv,/         |
| main            | /meɪn/             |
| mile            | /maɪl/             |
| mirror          | /'mɪrə/            |
| modern          | /'mɒdən/           |
| month           | /mʌnθ/             |
| mountain        | /'maʊntɪn/         |
| mud hut         | /mʌd hʌt/          |
| near            | /nɪə/              |
| Nigeria         | /'naɪ'dʒɪəriə/     |

|               |              |
|---------------|--------------|
| only          | /'əʊnli/     |
| outside       | /'aʊt'saɪd/  |
| per month     | /pɜ:ʔ mʌnθ/  |
| perfect       | /'pɜ:fɪkt/   |
| picture       | /'pɪktʃə/    |
| pillow        | /'pɪləʊ/     |
| plantpp plant | /plɑ:nt/     |
| pleasant      | /'pleznt/    |
| plural        | /'plʊərəl/   |
| poster        | /'pəʊstə/    |
| pretty        | /'prɪti/     |
| price         | /praɪs/      |
| quite         | /kwaɪt/      |
| rent          | /rent /      |
| right now     | /raɪt naʊ /  |
| river         | /'rɪvə/      |
| road          | /rəʊd/       |
| roof          | /ru:f/       |
| room          | /rʊm/        |
| rug           | /rʌg/        |
| shop          | /ʃɒp/        |
| shower        | /'ʃaʊə/      |
| single bed    | /'sɪŋgl bed/ |
| singular      | /'sɪŋgjʊlə/  |
| sink          | /sɪŋk/       |
| size          | /saɪz/       |
| sofa          | /'səʊfə/     |
| sound         | /saʊnd/      |
| spacious      | /'speɪʃəs/   |
| stairs        | /'steəz/     |
| street        | /stri:t/     |
| study         | /'stʌdi/     |

|                     |                |
|---------------------|----------------|
| swimming-pool       | /ˈswɪmɪŋ pu:l/ |
| Switzerland         | /ˈswɪtsələnd/  |
| table               | /ˈteɪbl/       |
| take (sb somewhere) | /teɪk/         |
| time                | /taɪm/         |
| toilet              | /ˈtɔɪlɪt/      |
| towel               | /ˈtaʊəl/       |
| upstairs            | /ʌpˈsteəz/     |

|           |             |
|-----------|-------------|
| vase      | /vɑ:z/      |
| view      | /vju: /     |
| village   | /ˈvɪlɪdʒ/   |
| wall      | /wɔ:l/      |
| wardrobe  | /ˈwɔ:drəʊb/ |
| washbasin | /ˈwɒʃbeɪsn/ |
| window    | /ˈwɪndəʊ/   |
| wonderful | /ˈwʌndəfʊl/ |
| wood      | /wʊd/       |

## UNIT 4

|                |                    |
|----------------|--------------------|
| a bit          | /bɪt/              |
| actually       | /ˈæktʃʊəli/        |
| aged           | /ˈeɪdʒd/           |
| appearance     | /əˈpiərəns/        |
| ask            | /ɑ:sk/             |
| aunt           | /ɑ:nt/             |
| Best wishes    | /best wɪʃɪz/       |
| bicycle        | /ˈbaɪsɪkl/         |
| bossy          | /ˈbɒsi/            |
| brother        | /ˈbrʌðə/           |
| camp           | /kæmp/             |
| character      | /ˈkærɪktə/         |
| cinema         | /ˈsɪnəmə/          |
| classic music  | /ˈklæsɪk ˈmju:zɪk/ |
| clean          | /kli:n/            |
| clever         | /ˈklevə/           |
| conclusion     | /kənˈklu:ʒən/      |
| cousin         | /ˈkʌzn/            |
| daughter       | /ˈdɔ:tə/           |
| do the ironing | /du: ðə ˈaɪənɪŋ/   |

|                |                    |
|----------------|--------------------|
| early          | /ˈɜ:lɪ/            |
| enjoy          | /ɪnˈdʒɔɪ/          |
| every          | /ˈevri/            |
| exercise       | /ˈeksəsaɪz/        |
| family         | /ˈfæmɪli/          |
| family tree    | /ˈfæmɪli           |
| father         | /ˈfɑ:ðə/           |
| finish         | /ˈfɪnɪʃ/           |
| fish           | /fɪʃ/              |
| fly            | /flaɪ/             |
| free time      | /fri: taɪm/        |
| full time      | /fʊl taɪm/         |
| get up         | /get ʌp/           |
| give           | /gɪv/              |
| go fishing     | /gəʊ ˈfɪʃɪŋ/       |
| go on a picnic | /gəʊ ɒn ə ˈpɪknɪk/ |
| go shopping    | /gəʊ ˈʃɒpɪŋ/       |
| good-looking   | /ˈgʊdˈlʊkɪŋ/       |
| gorgeous       | /ˈgɔ:dʒəs/         |
| grandfather    | /ˈgrændˌfɑ:ðə/     |

|              |                  |
|--------------|------------------|
| grandmother  | /'græn,mʌðəʔ/    |
| grandparents | /'græn,pɛərənts/ |
| group        | /gru:p/          |
| hate         | /heit/           |
| hospital     | /'hɒspɪtl/       |
| husband      | /'hʌzbənd/       |
| identify     | /aɪ'dentɪfaɪ/    |
| introduction | /,ɪntrə'dʌkʃən/  |
| kind         | /kaɪnd/          |
| late         | /leɪt/           |
| lazy         | /'leɪzɪ/         |
| letter       | /'letəʔ/         |
| listen to    | /'lɪsn tʊ/       |
| local        | /'ləʊkəl/        |
| main body    | /meɪn 'bɒdɪ/     |
| maniac       | /'meɪniæk/       |
| meet         | /mi:t/           |
| member       | /'membəʔ/        |
| minute       | /'mɪnɪt/         |
| mother       | /'mʌðəʔ/         |
| nephew       | /'nevju:/        |
| next to      | /nekst tʊ/       |
| niece        | /ni:s/           |
| not bad      | /nɒt bæd/        |
| occupation   | /,ɒkjʊ'peɪʃən/   |
| open         | /'əʊpən/         |

|                     |                       |
|---------------------|-----------------------|
| parents             | /,peərənts/           |
| park                | /pɑ:k/                |
| passport            | /'pɑ:spɔ:t/           |
| patient             | /'peɪʃənt/            |
| primary school      | /'praɪməri sku:l/     |
| relatives           | /'relətɪvz/           |
| rock music          | /rɒk 'mju:zɪk/        |
| rude                | /ru:d/                |
| shoes               | /ʃu:z/                |
| sister              | /'sɪstəʔ/             |
| son                 | /sʌn/                 |
| start               | /stɑ:t/               |
| surgeon             | /'sɜ:dʒən/            |
| T-shirt             | /'ti:ʃɜ:t/            |
| That's all about me | /ðəts ɔ:l ə'baʊt mi:/ |
| theatre             | /'θɪətəʔ/             |
| though              | /ðəʊ/                 |
| travel              | /'trævl/              |
| uncle               | /'ʌŋkl/               |
| wash                | /wɒʃ/                 |
| watch               | /wɒtʃ/                |
| wife                | /waɪf/                |
| work at             | /wɜ:k æt/             |
| write back          | /raɪt bæk/            |

## UNIT 5

|                    |                      |
|--------------------|----------------------|
| always             | /ˈɔ:lweɪz/           |
| angry              | /ˈæŋɡrɪ/             |
| animal             | /ˈænɪmə/             |
| aquarium           | /əˈkwɛəriəm/         |
| around the clock   | /əˈraʊnd ðə klɒk/    |
| arrival            | /əˈraɪvəl/           |
| arrive at          | /əˈraɪv æt/          |
| ask for more       | /ɑ:sk fɔ:ɾ mɔ:ɾ/     |
| at the moment      | /æt ðə ˈməʊmənt/     |
| be afraid of (sth) | /bi: əˈfreɪd əv/     |
| because            | /biˈkɒz/             |
| bird               | /bɜ:d/               |
| bored              | /bɔ:ɾd/              |
| boring             | /ˈbɔ:ɪŋ/             |
| breakfast          | /ˈbrekfəst/          |
| catch the train    | /kætʃ ðə treɪn/      |
| chemist            | /ˈkemɪst/            |
| clock face         | /klɒk feɪs/          |
| close              | /kləʊs, kləʊz/       |
| club               | /klʌb/               |
| countryside        | /ˈkʌntrɪsaɪd/        |
| cover evenings     | /ˈkʌvə ˈi:vnɪŋz/     |
| customer           | /ˈkʌstəmə/           |
| day                | /deɪ/                |
| departure          | /dɪˈpɑ:ɾʃə/          |
| dinner             | /ˈdɪnə/              |
| do the washig up   | /du: ðə ˈwɒʃɪŋ ʌp/ / |

|                     |                      |
|---------------------|----------------------|
| dolphin trainer     | /ˈdɒlfɪn ˈtreɪnə/    |
| during              | /ˈdʒʊərɪŋ/           |
| early bird          | /ˈɜ:lɪ bɜ:d/         |
| feed                | /fi:d/               |
| feel                | /fi:l/               |
| field               | /fi:ld/              |
| generally           | /ˈdʒenərəli/         |
| get dressing        | /get ˈdresɪŋ/        |
| go climbing         | /gəʊ ˈklaɪmɪŋ/       |
| go dancing          | /gəʊ ˈdɑ:nsɪŋ/       |
| go for long walks   | /gəʊ fɔ:ɾ lɒŋ wɔ:ks/ |
| go jogging          | /gəʊ ˈdʒɒŋɪŋ/        |
| go windsurfing      | /gəʊ ˈwɪndsɜ:fɪŋ/    |
| guest               | /gest/               |
| gym                 | /dʒɪm/               |
| happy               | /ˈhæpi/              |
| have a breakfast    | /hæv æ ˈbrekfəst/    |
| have a shower       | /hæv æ ˈʃaʊə/        |
| have lessons        | /hæv ˈlesns/         |
| Holland             | /ˈhɒlənd/            |
| late-night shopping | /leɪt-naɪt ˈʃɒpɪŋ/   |
| life                | /laɪf/               |
| lunch-time          | /ˈlʌntʃtaɪm/         |
| man                 | /mæn/                |
| milk the cows       | /mɪlk ðə kaʊs/       |
| museum              | /ˈmju:ˈziəm/         |
| never               | /ˈnevə/              |

|               |                  |
|---------------|------------------|
| night         | /naɪt/           |
| night owl     | /naɪt əʊl/       |
| often         | /'ɒfən/          |
| open air      | /'əʊpən ɛə/      |
| open late     | /'əʊpən leɪt/    |
| opening hours | /'əʊpənɪŋ əʊə'z/ |
| owl           | /əʊl/            |
| party         | /'pɑ:ti/         |
| picnic        | /'pɪknɪk/        |
| playing-field | /'pleɪɪŋ fi:ld/  |
| post-office   | /pəʊst 'ɒfɪs/    |
| practise      | /'præktɪs/       |
| rarely        | /'reəli/         |
| relax         | /rɪ'læks/        |
| restaurant    | /'restərɒŋ/      |
| satisfied     | /'sætɪsfɑ:d/     |
| shark trainer | /ʃɑ:k 'treɪnə/   |
| singer        | /'sɪŋə/          |

|                 |                  |
|-----------------|------------------|
| sleep           | /sli:p/          |
| sometimes       | /'sʌmtaɪmz/      |
| sorry           | /'sɒri/          |
| special         | /'speʃəl/        |
| stressed        | /strest/         |
| studio          | /'stju:diəʊ/     |
| tell the time   | /tel ðə taɪm/    |
| tense           | /tens/           |
| the Dutch       | /ðə dʌtʃ/        |
| tired           | /'taɪəd/         |
| tiring          | /'taɪərɪŋ/       |
| train           | /treɪn/          |
| typical         | /'tɪpɪkəl/       |
| village team    | /'vɪlɪdʒ ti:m/   |
| was born        | /wɒz bɔ:n/       |
| weekend         | /'wi:k'end/      |
| work long hours | /wɜ:k lɒŋ əʊə'z/ |

## UNIT 6

|                         |                |
|-------------------------|----------------|
| Africa                  | /'æfrɪkə/      |
| America                 | /'ə'merɪkə/    |
| Antarctica              | /'ænt'ɑ:ktɪkə/ |
| Australia               | /'ɒs'treɪliə/  |
| baby                    | /'beɪbi/       |
| body                    | /'bɒdi/        |
| butterfly               | /'bʌtəflaɪ/    |
| cage                    | /keɪdʒ/        |
| carrot                  | /'kærət/       |
| carrot and stick policy |                |
| chimpanzee              | /'tʃɪmpæn'zi:/ |

|             |                 |
|-------------|-----------------|
| cold        | /kəʊld/         |
| collie      | /'kɒli/         |
| deer        | /diə/           |
| distance    | /'dɪstəns/      |
| easily      | /'i:zɪli/       |
| eastern     | /'i:stən/       |
| eucalyptus  | /'ju:kə'lɪptəs/ |
| farm animal | /fɑ:m 'ænɪməls/ |
| feather     | /'feðə/         |
| feet        | /fi:t/          |
| female      | /'fi:meɪl/      |
| fin         | /fɪn/           |

|             |                |
|-------------|----------------|
| forest      | /ˈfɒrɪst/      |
| friendly    | /ˈfrendli/     |
| front       | /frʌnt/        |
| fruit       | /fru:t/        |
| funny       | /ˈfʌni/        |
| fur         | /fɜːr/         |
| group       | /gru:p/        |
| hunt        | /hʌnt/         |
| ice         | /aɪs/          |
| India       | /ˈɪndiə/       |
| insect      | /ˈɪnsɛkt/      |
| intelligent | /ɪnˈtelɪdʒənt/ |
| jump        | /dʒʌmp/        |
| lay eggs    | /leɪ ɛɡz/      |
| learn       | /lɜːn/         |
| leaves      | /li:vz/        |
| leg         | /leg/          |
| lettuce     | /ˈletɪs/       |
| male        | /meɪl/         |
| mammal      | /ˈmæml/        |
| mane        | /meɪn/         |
| mouse       | /maʊs/         |
| mice        | /maɪs/         |
| noise       | /nɔɪz/         |

|               |                   |
|---------------|-------------------|
| other         | /ˈʌðə/            |
| Pacific Ocean | /pəˈsɪfɪk ˈəʊʃən/ |
| person        | /ˈpɜːsn/          |
| plain         | /pleɪn/           |
| pouch         | /paʊtʃ/           |
| reptile       | /ˈreptail/        |
| rooster       | /ˈruːstə/         |
| sea lion      | /siː ˈlaɪən/      |
| sharp claws   | /ʃɑ:p klɔ:s/      |
| sheep         | /ʃi:p/            |
| skin          | /skɪn/            |
| smile         | /smaɪl/           |
| stripe        | /straɪp/          |
| tail          | /teɪl/            |
| thigh         | /θaɪ/             |
| trunk         | /trʌŋk/           |
| unusual       | /ʌnˈjuːʒʊəl/      |
| vegetable     | /ˈvedʒɪtəbl/      |
| warm sea      | /wɔ:m siː/        |
| weight        | /weɪt/            |
| whisker       | /ˈwɪskə/          |
| wild          | /waɪld/           |
| wing          | /wɪŋ/             |
| world         | /wɜːld/           |

## UNIT 7

|        |          |
|--------|----------|
| appear | /əˈpɪə/  |
| autumn | /ˈɔ:təm/ |
| beach  | /bi:tʃ/  |
| blow   | /bləʊ/   |
| boot   | /bu:t/   |

|                |                 |
|----------------|-----------------|
| cap            | /kæp/           |
| Christmas tree | /ˈkrɪsməs triː/ |
| climate        | /ˈklaɪmɪt/      |
| cloudy         | /ˈklaʊdi/       |
| coat           | /ˈkəʊt/         |

|                |                   |
|----------------|-------------------|
| decorate       | /ˈdekəreɪt/       |
| dress          | /dres/            |
| drive a car    | /draɪv ə kɑːr/    |
| foggy          | /ˈfɒɡɪ/           |
| freezing cold  | /ˈfriːzɪŋ kəʊld/  |
| glove          | /ɡlʌv/            |
| habit          | /ˈhæbɪt/          |
| Happy New Year | /ˈhæpi njuː ˈjɪə/ |
| hat            | /hæt/             |
| heavy          | /ˈheɪvɪ/          |
| hot            | /hɒt/             |
| imagine        | /ɪˈmædʒɪn/        |
| jacket         | /ˈdʒækɪt/         |
| keep warm      | /kiːp wɔːm/       |
| make a snowman | /meɪk æ ˈsnəʊmæn/ |
| miss           | /mɪs/             |
| pick flowers   | /pɪk ˈflaʊəz/     |
| pyjamas        | /piˈdʒɑːməz/      |
| rainy          | /ˈreɪnɪ/          |
| ride a horse   | /raɪd e hɔːs/     |
| sandcastle     | /ˈsændˌkɑːsl/     |
| season         | /ˈsiːzn/          |

|                    |                     |
|--------------------|---------------------|
| Season's greetings | /ˈsiːznz ˈɡriːtɪŋz/ |
| shine              | /ʃaɪn/              |
| snow heavily       | /snəʊ ˈhevɪli/      |
| snowy              | /ˈsnəʊɪ/            |
| spring             | /sprɪŋ/             |
| summer             | /ˈsʌmər/            |
| sunbathe           | /ˈsʌnbæɪð/          |
| sunny              | /ˈsʌni/             |
| sunshade           | /ˈsʌnʃeɪd/          |
| swimming costume   | /ˈswɪmɪŋ ˈkɒstjuːm/ |
| temperature        | /ˈtemprətʃə/        |
| throw snowballs    | /θrəʊ ˈsnəʊbɔːlz/   |
| tie                | /taɪ/               |
| tight              | /taɪt/              |
| try on             | /traɪ ɒn/           |
| warm               | /wɔːm/              |
| wear               | /weə/               |
| weather            | /ˈweðə/             |
| weather chart      | /ˈweðə ʃɑːt/        |
| windy              | ˈwɪndɪ/             |
| winter             | /ˈwɪntər/           |

## UNIT 8

|              |                |
|--------------|----------------|
| bill         | /bɪl/          |
| book a table | /bʊk ə ˈteɪbl/ |
| bottle       | /ˈbɒtl/        |
| bowl         | /bəʊl/         |
| busy         | /ˈbɪzɪ/        |
| carton       | /ˈkɑːtən/      |

|           |            |
|-----------|------------|
| cereal    | /ˈsɪəriəl/ |
| cup       | /kʌp/      |
| cut       | /kʌt/      |
| delicious | /dɪˈlɪʃəs/ |
| dessert   | /dɪˈzɜːt/  |
| dinner    | /ˈdɪnər/   |

|                  |                 |
|------------------|-----------------|
| dinner party     | /'dɪnə' 'pɑ:tɪ/ |
| dish             | /dɪʃ/           |
| drink            | /drɪŋk/         |
| eat              | /i:t/           |
| food             | /fu:d/          |
| forget           | /fə'get/        |
| fork             | /fɔ:k/          |
| frying-pan       | /'fraɪŋ pæn/    |
| glass            | /glɑ:s/         |
| grilled          | /grɪld/         |
| hand             | /hænd/          |
| helpful          | /'helpfʊl/      |
| home-made        | /'heʊmmeɪd/     |
| how many         | /haʊ 'meni/     |
| how much         | /haʊ mʌtʃ/      |
| hungry           | /'hʌŋgrɪ/       |
| instead          | /ɪn'sted/       |
| juice            | /dʒu:s/         |
| knife            | /naɪf/          |
| leave            | /li:v/          |
| light meal       | /laɪt mi:l/     |
| loaf             | /ləʊf/          |
| lunch            | /lʌntʃ/         |
| meat             | /mi:t/          |
| cold meats       |                 |
| miss the chance  | /mɪs ðə tʃɑ:ns/ |
| moment           | /'məʊmənt/      |
| occasion         | /ə'keɪʒən/      |
| on this occasion |                 |
| order            | /'ɔ:də/         |
| packet           | /'pækɪt/        |

|                |                   |
|----------------|-------------------|
| pepper steak   | /'pepə' steɪk/    |
| pick up        | /pɪk ʌp /         |
| piece of       | /pi:s əv/         |
| plate          | /pleɪt/           |
| polite         | /pə'laɪt/         |
| popular        | /'pɒpjʊlə/        |
| recommendation | /,rekəmen'deɪʃən/ |
| rice           | /raɪs/            |
| rich sauce     | /rɪtʃ sɔ:s/       |
| roast chicken  | /rəʊst 'tʃɪkɪn/   |
| serve          | /sɜ:v/            |
| service        | /'sɜ:vɪs/         |
| shopping list  | /'ʃɒpɪŋ/          |
| slice          | /slaɪs/           |
| smoked fish    | /sməʊkt fɪʃ/      |
| snack          | /snæk/            |
| something else | /'sʌmθɪŋ els/     |
| spoon          | /spu:n/           |
| stall          | /stɔ:l/           |
| strong coffee  | /strɒŋ 'kɒfi/     |
| superb         | /su:'pə:b/        |
| sweet          | /'swi:t/          |
| tasty          | /'teɪstɪ/         |
| tea            | /ti:/             |
| afternoon tea  | /'ɑ:ftə'nu:n ti:/ |
| high tea       | /haɪ ti:/         |
| thirsty        | /'θɜ:stɪ/         |
| this way       | /ðɪs weɪ/         |
| tough          | /tʌf/             |
| traditional    | /trə'dɪʃənəl/     |



## UNIT 9

|                  |                     |
|------------------|---------------------|
| airport          | /'eəpɔ:t/           |
| ancient          | /'eɪnfənt/          |
| bank             | /bæŋk/              |
| best friend      | /best frend/        |
| between          | /brɪ'twi:n/         |
| brick            | /brɪk/              |
| bus stop         | /bʌs stɒp/          |
| by bus           | /baɪ bʌs /          |
| clothes          | /kləʊðz/            |
| coast            | /kəʊst/             |
| corner           | /'kɔ:nəʳ/           |
| cottage          | /'kɒtɪdʒ/           |
| department store | /dɪ'pɑ:tmənt stɔ:ʳ/ |
| difficult        | /'dɪfɪkəlt/         |
| doll             | /dɒl/               |
| donkey           | /'dɒŋki/            |
| easy             | /'i:zi/             |
| electricity      | [ɪlek'trɪsɪtɪ]      |
| ferry            | /'ferɪ/             |
| few              | /fju:./             |
| film             | /fɪlm/              |
| fire escape      | /faɪə ɪs'keɪp/      |
| fire station     | /faɪə 'steɪʃən/     |
| fishing boat     | /'fɪʃɪŋ bəʊt/       |
| football match   | /'fʊtbɔ:l mætʃ/     |
| game             | /geɪm/              |
| get around       | /get ə'raʊnd/       |
| give directions  | /grɪv dɪ'rekʃən/    |

|                        |                    |
|------------------------|--------------------|
| guest house            | /gest haʊs/        |
| hard                   | /hɑ:d/             |
| hospital               | /'hɒspɪtl/         |
| in fact                | /ɪn fækt/          |
| in front of            | /ɪn frʌnt əv/      |
| island                 | /'aɪlənd/          |
| it seems               | /ɪt si:mz/         |
| left                   | /left/             |
| money                  | /'mʌni/            |
| to make money          |                    |
| danger money           |                    |
| I've got no money left |                    |
| narrow                 | /'nærəʊ/           |
| noisy                  | /'nɔɪzi/           |
| nowadays               | /'naʊədeɪz/        |
| on                     | /ɒn/               |
| on foot                | /ɒn /fʊt/          |
| opposite               | /'ɒpəzɪt/          |
| outside wall           | /'aʊt'saɪd wɔ:l/   |
| pet                    | /pet/              |
| place                  | pleɪs/             |
| police station         | /pə'li:s 'steɪʃən/ |
| port                   | /pɔ:t/             |
| public baths           | /'pʌblɪk bɑ:ðz/    |
| reach                  | /ri:tʃ/            |
| right                  | /raɪt/             |
| running water          | /'rʌnɪŋ 'wɔ:təʳ/   |

|               |                  |
|---------------|------------------|
| school        | /sku:l/          |
| souvenir shop | /su:və'nɪər ʃɒp/ |
| sports centre | /spɔ:ts 'sentə/  |
| state         | /steɪt/          |
| stone         | /stəʊn/          |
| straight down | /streɪt daʊn/    |

|                        |                         |
|------------------------|-------------------------|
| supermarket            | /'su:pə,mɑ:kɪt/         |
| take the first turning | /teɪk ðə fɜ:st 'tɜ:nɪŋ/ |
| toy                    | /tɔɪ/                   |
| train station          | /treɪn 'steɪʃən/        |
| warehouse              | /'weəhaʊz/              |
| west                   | /west/                  |
| years ago              | /'jɪəz ə'gəʊ/           |

## UNIT 10

|              |                |
|--------------|----------------|
| achievement  | /ə'tʃi:vmənt/  |
| admire       | /əd'maɪə/      |
| album        | /'ælbəm/       |
| all-boy band | /bænd/         |
| audition     | /ɔ:'dɪʃən/     |
| ball         | /bɔ:l/         |
| bassoon      | /bə'su:n/      |
| biography    | /baɪ'ɒgrəfi/   |
| cavalier     | /kævə'lɪə/     |
| chemistry    | /'kemɪstri/    |
| complete     | /kəm'pli:t/    |
| compose      | /kəm'pəʊz/     |
| concerto     | /kən'tʃɔ:təʊ/  |
| continue     | /kən'tɪnju:/   |
| discover     | /dɪs'kʌvə/     |
| divorcee     | /dɪ'vɔ:si:/    |
| divorced     | /dɪvɔ:'st/     |
| Earl         | /ə:l/          |
| education    | /,edʒu'keɪʃən/ |
| event        | /ɪ'vent/       |
| fairy tale   | /'feəri teɪl/  |

|                       |                            |
|-----------------------|----------------------------|
| famous for sth        | /'feɪməs/                  |
| fan                   | /fæn/                      |
| flute                 | /flu:t/                    |
| for short             | /ʃɔ:t/                     |
| gold record           | /gəʊld 'rekɔ:d/            |
| haircut               | /'heəkʌt/                  |
| height of sb's career | /haɪt ev 'sʌmbədɪz kə'riə/ |
| important             | /ɪm'pɔ:tənt/               |
| in need               | /ɪn ni:d/                  |
| kindness              | /'kændnɪs/                 |
| laughing              | /'lɑ:fɪŋ/                  |
| leukaemia             | /lu:'ki:mɪə/               |
| marriage              | /'mæɪrɪdʒ/                 |
| mathematics           | /mæθə'mætɪks/              |
| medicine              | /'medɪsn,'medɪsm/          |
| nanny                 | /'næni/                    |
| Nobel Prize           | /nəʊ'bel praɪz/            |
| nurse                 | /nɜ:s/                     |
| opera                 | /'ɒpərə/                   |
| owner                 | /'əʊnə/                    |

|            |               |
|------------|---------------|
| penicillin | /ˌpenɪˈsɪlɪn/ |
| perform    | /pəˈfɔ:m/     |
| physics    | /'fɪzɪks/     |
| poor       | /pʊə/         |
| popular    | /'pɒpjələ/    |
| president  | /'prezɪdənt/  |
| priest     | /pri:st/      |
| professor  | /prəˈfesə/    |
| radium     | /'reɪdɪəm/    |

|                |                             |
|----------------|-----------------------------|
| receive        | /rɪˈsi:v/                   |
| record company | /rɪˈkɔ:d 'rekɔ:d 'kʌmpəni / |
| role           | /rəʊl/                      |
| scientist      | /'saɪəntɪst/                |
| sick           | /sɪk/                       |
| talented       | /'tæləntɪd/                 |
| tragic         | /'trædʒɪk/                  |
| wedding        | /'wedɪŋ/                    |
| world war      | /wɜ:lɪd wɔ:ɾ/               |

## UNIT 11

|               |                   |
|---------------|-------------------|
| accommodation | /əˌkɒməˈdeɪʃən/   |
| afford        | /əˈfɔ:d/          |
| birthplace    | /'bɜ:θpleɪs/      |
| brochure      | /'brɔʃjʊə/        |
| canal boat    | /kəˈnæl bəʊt/     |
| celebrity     | /sɪˈlebrɪtɪ/      |
| coin          | /kɔɪn/            |
| convenient    | /kənˈvi:nɪənt/    |
| desert        | /dɪˈzɜ:t, 'dezət/ |
| designer      | /dɪˈzɑ:nə/        |
| drink         | /drɪŋk/           |
| entertainment | /ˌentəˈteɪnmənt/  |
| exciting      | /ɪkˈsaɪtɪŋ/       |
| fascinating   | /'fæsɪneɪtɪŋ/     |
| fashionable   | 'fæʃnəbl/         |
| film star     |                   |
| footprint     | /fʊtprɪnt/        |
| gift          | /gɪft/            |
| handprint     | /hændprɪnt/       |
| heavy traffic | /'hevi 'træfɪk/   |

|                               |                              |
|-------------------------------|------------------------------|
| however                       | /haʊˈevə/                    |
| ideal                         | /aɪˈdɪəl/                    |
| Luxembourg                    | /'lʌksəmbə:g/                |
| main road                     | /meɪn rəʊd/                  |
| memorable                     | /'memərəbl/                  |
| Mexican                       | /'meksɪkən/                  |
| moon                          | /mu:n/                       |
| nightclub                     | /'naɪtklʌb/                  |
| nightlife                     | /'naɪtlaɪf/                  |
| open-air                      | /ˌəʊpənˈeə/                  |
| open-topped double-decker bus | /ˌəʊpənˈtɒptˈdʌbl dekeɪ bʌs/ |
| pack with                     | /pæk wɪð/                    |
| peaceful                      | /'pi:sfʊl/                   |
| peacefulness                  | /'pi:sfʊlnɪs/                |
| popular with                  | /'pɒpjələ wɪð/               |
| probably                      | /'prɒbəblɪ/                  |
| pub                           | /pʌb/                        |
| romantic                      | /rəʊˈmæntɪk/                 |

|                               |                   |
|-------------------------------|-------------------|
| sightseeing                   | /ˈsaɪt, siːɪŋ/    |
| square                        | /skwɛə/           |
| staff                         | /stɑːf/           |
| star                          | /stɑː/            |
| street performer              | /stri:t pəˈfɔːmə/ |
| the State of the Vatican City | /ˈvætɪkən/        |

|                  |                |
|------------------|----------------|
| three-star hotel |                |
| unforgettable    | /ˈʌnfəˈgetəbl/ |
| various          | /ˈvɛəriəs/     |
| visitor          | /ˈvɪzɪtə/      |
| Wales            | /weɪlz/        |
|                  |                |

## UNIT 12

|                 |                  |
|-----------------|------------------|
| accept          | /əkˈsept/        |
| Aquarius        | /əˈkwɛəriəs/     |
| argue with      | /ˈɑːɡjuː/        |
| Aries           | /ˈɛəri/          |
| ballet lessons  | /ˈbæleɪ ˈlesnz/  |
| breathe         | /briːð/          |
| Cancer          | /ˈkænsər/        |
| Capricorn       | /ˈkæprɪkɔːn/     |
| computer course | /kəmˈpjʊːtə /    |
| earn            | /ɜːn/            |
| event           | /ɪˈvent/         |
| evidence        | /ˈeɪdɪns/        |
| extra money     | /ˈɛkstrə ˈmʌni/  |
| fabulous        | /ˈfæbjʊləs/      |
| fire brigade    | /faɪə ˈbrɪˈgeɪd/ |
| flying cars     | /ˈflaɪɪŋ kɑːz/   |
| food pills      | /fuːd ˈpɪlz/     |
| for the rest of |                  |
| garden party    | /ˈɡɑːdn ˈpɑːtɪ/  |
| Gemini          | /ˈdʒɛmɪnaɪ/      |
| good news       |                  |

|                 |                   |
|-----------------|-------------------|
| have fun        |                   |
| health          | /helθ/            |
| health problems |                   |
| honest          | /ˈɒnɪst/          |
| horrible        | /ˈhɒrɪbl/         |
| invitation      | /ˌɪnvɪˈteɪʃən/    |
| journey         | /ˈdʒɜːni/         |
| Leo             | /ˈliːəu/          |
| Libra           | /ˈliːbrə/         |
| lose money      | /luːz ˈmʌni/      |
| lose weight     | /luːz weɪt/       |
| lucky           | /ˈlʌki/           |
| oxygen mask     | /ˈɒksɪdʒən mɑːsk/ |
| perhaps         | /pəˈhæps/         |
| Pisces          | /ˈpaɪsiːz/        |
| plan            | /plæn/            |
| pollution       | /pəˈluːʃən/       |
| raincoat        | /ˈreɪnkəʊt/       |
| Sagittarius     | /sædʒɪˈteəriəs/   |
| Scorpio         | /ˈskɔːpiə/        |
| short journey   | /ʃɔːt dʒɜːni/     |

|                   |                      |
|-------------------|----------------------|
| star sign         | /stɑːr sɑɪn/         |
| Taurus            | /'tɔːrəs/            |
| trip              | /trɪp/               |
| try               | /traɪ/               |
| underwater cities | /'ʌndə'wɔːtə' sɪtiz/ |

|               |                |
|---------------|----------------|
| vehicle       | /'viːɪkl/      |
| Virgo         | /'vɜːgəʊ/      |
| weather chart | /'weðə' tʃɑːt/ |
| welcome to    | /'welkəm tʊ/   |

# IRREGULAR VERBS

When you use a simple past form or a past participle form of a verb, some verbs are regular verbs and some verbs are irregular verbs. If a verb is regular, the past simple and past participle end in **-ed**. But when the past simple and past participle don't end in **-ed**, the verb is irregular. The following verbs are irregular verbs.

| <b>Infinitive</b> | <b>Simple Past</b> | <b>Past Participle</b> |
|-------------------|--------------------|------------------------|
| to awake          | awoke              | awoken                 |
| to be             | was                | been                   |
| to beat           | beat               | beat                   |
| to become         | became             | become                 |
| to begin          | began              | begun                  |
| to bend           | bent               | bent                   |
| to bite           | bit                | bitten                 |
| to bleed          | bled               | bled                   |
| to blow           | blew               | blown                  |
| to break          | broke              | broken                 |
| to bring          | brought            | brought                |
| to build          | built              | built                  |
| to burn           | burnt/burned       | burnt/burned           |
| to buy            | bought             | bought                 |
| to catch          | caught             | caught                 |
| to choose         | chose              | chosen                 |
| to come           | came               | come                   |
| to cost           | cost               | cost                   |
| to cut            | cut                | cut                    |
| to deal           | dealt              | dealt                  |
| to dig            | dug                | dug                    |
| to do             | did                | done                   |
| to draw           | drew               | drawn                  |
| to dream          | dreamt/dreamed     | dreamt/dreamed         |
| to drink          | drank              | drunk                  |
| to drive          | drove              | driven                 |
| to eat            | ate                | eaten                  |
| to fall           | fell               | fallen                 |
| to feed           | fed                | fed                    |

|               |                |                |
|---------------|----------------|----------------|
| to feel       | felt           | felt           |
| to fight      | fought         | fought         |
| to find       | found          | found          |
| to fly        | flew           | flown          |
| to forget     | forgot         | forgotten      |
| to freeze     | froze          | frozen         |
| to get        | got            | got            |
| to give       | gave           | given          |
| to go         | went           | gone           |
| to grow       | grew           | grown          |
| to hang       | hung           | hung           |
| to hang       | hanged         | hanged         |
| to have (got) | had            | had            |
| to hear       | heard          | heard          |
| to hide       | hid            | hid            |
| to hit        | hit            | hit            |
| to hold       | held           | held           |
| to hurt       | hurt           | hurt           |
| to keep       | kept           | kept           |
| to know       | knew           | known          |
| to lay        | laid           | laid           |
| to lead       | led            | led            |
| to learn      | learnt/learned | learnt/learned |
| to leave      | left           | left           |
| to let        | let            | let            |
| to lie        | lay            | lain           |
| to light      | lit            | lit            |
| to lose       | lost           | lost           |
| to make       | made           | made           |
| to mean       | meant          | meant          |
| to meet       | met            | met            |
| to pay        | paid           | paid           |
| to prove      | proved         | proved/proven  |
| to put        | put            | put            |
| to read       | read           | read           |
| to ride       | rode           | ridden         |
| to ring       | rang           | rung           |
| to rise       | rose           | risen          |
| to run        | ran            | run            |

|               |               |               |
|---------------|---------------|---------------|
| to say        | said          | said          |
| to see        | saw           | seen          |
| to sell       | sold          | sold          |
| to send       | sent          | sent          |
| to shake      | shook         | shaken        |
| to shine      | shone         | shone         |
| to shoot      | shot          | shot          |
| to show       | showed        | showed/shown  |
| to shut       | shut          | shut          |
| to sing       | sang          | sung          |
| to sit        | sat           | sat           |
| to sleep      | slept         | slept         |
| to smell      | smelt/smelled | smelt/smelled |
| to speak      | spoke         | spoken        |
| to spend      | spent         | spent         |
| to stand      | stood         | stood         |
| to steal      | stole         | stolen        |
| to stick      | stuck         | stuck         |
| to stink      | stank/stunk   | stunk         |
| to swear      | swore         | sworn         |
| to swim       | swam          | swum          |
| to take       | took          | taken         |
| to teach      | taught        | taught        |
| to tear       | tore          | torn          |
| to tell       | told          | told          |
| to think      | thought       | thought       |
| to throw      | threw         | thrown        |
| to understand | understood    | understood    |
| to wear       | wore          | worn          |
| to win        | won           | won           |
| to write      | wrote         | written       |



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