

Thematic English

for Turkish Philology Students

TASHKENT – 2025

ANNOTATION FOR THE ESP BOOK

Title: Thematic English (for Turkish Philology Students)

Annotation:

This book is designed for students specializing in English for Specific Purposes (ESP) and aims to develop their language proficiency through a series of carefully crafted thematic lessons. Each topic introduces relevant vocabulary, phrases, and concepts while integrating speaking, listening, reading, and writing skills.

The topics covered include a diverse range of engaging and practical subjects such as “Work and Leisure,” “Causatives,” “Consumer Society,” “Globalization,” “Wildlife: Animal Life,” “Precise Sentences,” “Successful Writing Aspects,” “Living in Fear,” “Fair Trade,” and “Socializing.” These themes reflect contemporary issues, fostering both linguistic competence and critical thinking.

Each lesson incorporates:

- Vocabulary-building activities and contextual phrases.
- Reading passages with comprehension questions.
- Structured speaking exercises, including role-plays and debates.
- Writing tasks to enhance coherence and clarity.
- Listening practices that focus on real-world applications.

Additionally, self-study tasks encourage students to independently deepen their understanding of each topic, promoting learner autonomy and confidence. This book is ideal for both classroom use and individual study, offering a comprehensive approach to mastering English in academic and professional contexts.

Audience:

This book is intended for intermediate to advanced-level ESP students, particularly those pursuing studies in Turkish Philology and other humanities fields, who seek to enhance their English proficiency for academic, professional, and global settings.

INTRODUCTION

Welcome to *English for Turkish Philology Students*, a textbook designed specifically for undergraduate students who are learning English as a second language. This book aims to provide you with the language skills and knowledge you need to succeed academically and professionally, with a special focus on thematic lessons relevant to your field of study.

Learning English in the context of Turkish philology presents a unique opportunity to connect your understanding of language, literature, and culture with practical communication skills. Each chapter in this book is built around engaging topics such as work and leisure, causatives, globalization, and socializing, helping you to expand your vocabulary, improve your grammar, and enhance your speaking, listening, reading, and writing abilities.

Throughout the book, you will encounter:

- **Thematic Vocabulary and Phrases:** Key terms and expressions related to each topic, accompanied by exercises to reinforce understanding.
- **Integrated Skill Activities:** Tasks designed to develop your ability to communicate effectively in both academic and real-world settings.
- **Critical Thinking Challenges:** Opportunities to analyze, reflect, and discuss various issues in depth.
- **Self-Study Tasks:** Exercises to encourage independent learning and build confidence in using English.

Whether you are preparing for professional opportunities, academic presentations, or personal growth, this book will guide you step by step to achieve your goals. By the end of this course, you will have gained not only linguistic competence but also a deeper appreciation for the global relevance of your studies.

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Lesson 1,2

Objective:

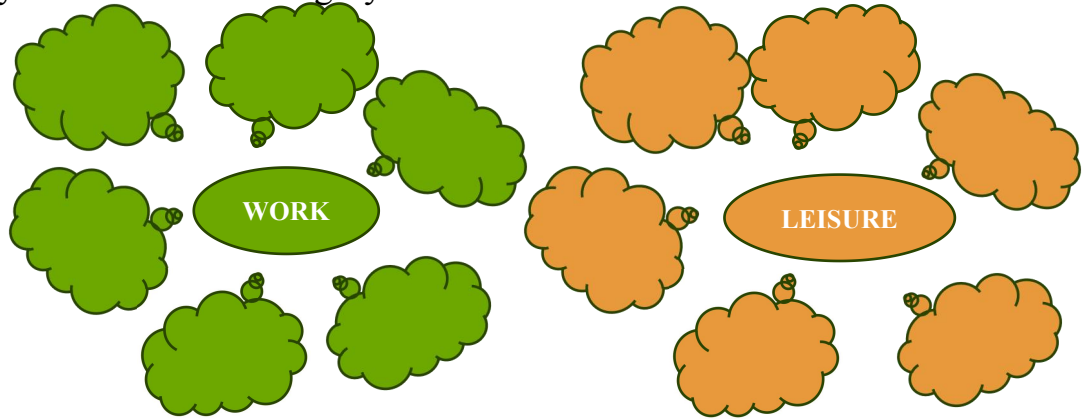
UNIT 1. WORK AND

LEISURE

Students will learn and practice vocabulary and phrases related to work and leisure.

1. Warm-up Activity: Brainstorming

In pairs or small groups, discuss and brainstorm as many words or phrases as you can for each category.



Students will discuss and write about work-life balance in Turkey.

Answer the following questions?

1. How do these terms connect to your daily life?
2. Do you think work and leisure are balanced in Turkey?

Students will improve their reading, speaking, listening, and writing skills.

2. Vocabulary Matching

1	Working overtime	a	a situation where work hours can be adjusted to fit personal schedules.
2	Team building	b	feeling physically and emotionally exhausted due to overwork.
3	Weekend getaway	c	taking time off work while still receiving a salary.
4	Job satisfaction	d	a short trip taken for relaxation or leisure, usually over the weekend

**Grammar
structure**

**1. Present
Simple for
Routines and
Habits**

**Form: Subject +
base verb (add -s
for third person
singular).**

**Use: To talk
about regular
activities related
to work and
leisure.**

Examples:

1. I work from 9 a.m. to 5 p.m. every weekday.
2. She takes a yoga class every weekend.

5	Flexible hours	e	the ability to manage both work responsibilities and personal life effectively.
6	Burnout	f	A sense of fulfillment and happiness derived from one's job.
7	Work-life balance	g	Spending extra hours at work beyond the usual schedule.
8	Freelancing	h	H. A method of working independently, often as a contractor rather than a full-time employee.
9	Paid leave	i	I. Activities designed to improve communication and collaboration in a group or team.
10	Career advancement	j	J. Progression or promotion in one's career, such as a raise or a higher position.

3. Grammar practice activity

Look at the “grammar structure” part. Read information and fill the sentences with correct form.

1. He _____ (relax) by reading books after work.
2. They _____ (go) hiking every Saturday.
3. She _____ (enjoy) painting in her free time.
4. I _____ (take) short breaks during my workday to stay focused.
5. My father _____ (watch) documentaries about history every evening.
6. We _____ (play) volleyball on the weekends with our friends.
7. The employees _____ (have) a team-building session every Friday.

8. You _____ (spend) too much time working and not enough relaxing.
9. Ali _____ (listen) to Turkish music while commuting to work.
10. The company _____ (organize) an annual picnic for its staff.

4. Reading Activity: Short Passage

Read the text below and answer the following questions.



1 What are some of the challenges in achieving a good work-life balance in Turkey?

1 How can flexible work hours help employees better manage their work and personal life?

1 What are the benefits of organizing team building activities for employees?

1 What are the advantages and disadvantages of freelancing as a way to achieve better work-life balance?

1 How can paid leave and opportunities for career advancement contribute to job satisfaction and work-life balance?

1 What are some of the key strategies mentioned in the text for companies and employees to improve the quality of work and personal life in Turkey?

1 What is the overall message or main point of the text regarding work-life balance in Turkey?

WORK-LIFE BALANCE IN TURKEY



In Turkey, many people are talking about how to achieve a good work-life balance. Balancing work and personal life is important, and it can be challenging in a busy society. Some companies ask employees to work long hours, which may lead to burnout. To prevent this, it is important to find jobs that offer flexible hours. This allows employees to have more control over their time, making it easier to manage both work and personal life.

One way to improve job satisfaction is by organizing team building activities. These activities help employees bond and create a positive work environment. Sometimes, companies plan a weekend getaway, where workers can relax and enjoy time away from the office. These experiences can make employees feel valued and appreciated, boosting their morale.

Additionally, more people are turning to freelancing as a way to achieve a better work-life balance. Freelancers often have the freedom to set their own schedules, allowing them to work when they are most productive and have more time for personal activities. However, freelancing requires self-discipline and can sometimes lack the stability that traditional jobs offer.

In Turkey, many companies are starting to recognize the importance of offering paid leave and opportunities for career advancement. Taking time off can help employees recharge and return to work more focused and productive. Knowing that there are opportunities to grow in one's career can also increase job satisfaction and motivate employees to perform better.

Despite the challenges, achieving a fulfilling balance between work and life is possible in Turkey. By focusing on flexible hours, avoiding excessive working overtime, and enjoying good job satisfaction, employees can lead happier and healthier lives. Whether through organized events or adjusting work schedules, both companies and workers can find ways to improve the quality of work and personal life.



4. Listen the dialogue and make role play

M Mike

Hey, Dave! Are you free this weekend?

D Dave

No, unfortunately not. I have to work overtime on Saturday. Again.

M Mike

That sucks. What about Friday night? We could have a **team building** activity with the guys from the office. You know, that new escape room everyone has been talking about?

D Dave

Sounds fun, but I promised my wife we'd go on a **weekend getaway** together. Trying to make up for all those long hours at the office.

M Mike

Yeah, I totally get it. **Job satisfaction** is important too. How are things going at work anyway?

D Dave

Not great. This project has been super stressful and exhausting. I'm starting to feel like I might be experiencing **burnout** soon.

M Mike

You should talk to your boss about having more **flexible hours**. Maybe even consider **freelancing** if things don't improve.

D Dave

I wish. But I need every penny of my salary right now. And I definitely can't afford to take any unpaid leave.

M Mike

Well, maybe there's some other way to achieve better **work-life balance**. Have you thought about **career advancement** opportunities within the company?

D Dave

Honestly, no. It feels like I'm just stuck in an endless cycle of deadlines and targets.

M Mike

That's not good. Maybe it's time to start applying elsewhere. Or even start looking into becoming your own boss and **freelancing** full-time.

D Dave

Hmm, I'll have to think about it. Thanks for the advice, Mike. It's always good to have someone to vent to.



5. Wrap-Up

Write: "What is one new word or idea you learned from this lesson?"



Assign homework: Write about an ideal workday and leisure activity combination.

Target words

№	Word	Definition
1	Occupation	A person's regular job or profession.
2	Employer	A person or organization that hires people to work for them.
3	Employee	A person who works for an employer.
4	Workload	The amount of work that a person has to do.
5	Shift	A set period of time during which someone works (e.g. morning shift).
6	Overtime	Time spent working beyond normal working hours.
7	Leisure	Time when you are free from work or duties and can relax.
8	Hobby	An activity done regularly in one's free time for pleasure.
9	Deadline	The latest time or date by which something must be completed.
10	Retirement	The period of life when a person stops working, usually because of age.

True / False Activity

Read the sentences and decide if they are **True (T)** or **False (F)** according to the vocabulary meanings above.

1. A *hobby* is something you do only when you are paid for it.
2. *Overtime* means working longer than usual hours.
3. An *employer* is the same as an *employee*.
4. *Leisure* refers to free time used for relaxation.
5. *Workload* means how many workers a company has.
6. A *shift* can be in the morning, afternoon, or at night.
7. *Retirement* happens when someone starts their first job.
8. A *deadline* is the date or time when a task must be finished.
9. An *occupation* describes a person's job or profession.
10. *Leisure* and *work* mean exactly the same thing.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Record yourself talking about your work and leisure habits. Answer these prompts:

- Describe your work routine.
- Share your favorite leisure activities.
- Explain how you balance work and free time.

Lesson 3,4

Objective:

UNIT 2. CAUSATIVES

Understand and use causative structures (e.g., "have something done," "make someone do something").

Apply causative grammar to real-life work and leisure contexts.

1. Warm-up Activity

Look at the pictures and answer the following questions.

1. What do you think is happening in this picture?
2. Who is doing the action, and who is receiving the service?

1



2



3



2. Explanation of Causatives

1. **Have/Get something done** (for services)

Form: Subject + have/get + object + past participle

Use: To describe paying or asking someone to do something for you.

Example: I had my car repaired yesterday.

2. **Make someone do something** (for force or persuasion)

Form: Subject + make + object + base verb

Example: The manager made us work overtime.

3. Let someone do something (for permission)

Form: Subject + let + object + base verb

Use: To describe allowing someone to do something.

Example: My boss lets me leave early on Fridays.

3. Contextual Practice: Fill-in-the-Blanks

Look at the “grammar structure” part. Read information and fill the sentences with correct form.

1. He _____ (relax) by reading books after work.
2. They _____ (go) hiking every Saturday.
3. She _____ (enjoy) painting in her free time.
4. I _____ (take) short breaks during my workday to stay focused.
5. My father _____ (watch) documentaries about history every evening.
6. We _____ (play) volleyball on the weekends with our friends.
7. The employees _____ (have) a team-building session every Friday.

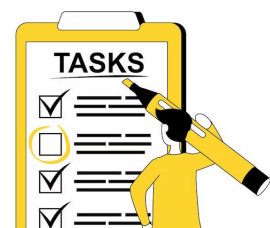
4. Speaking Activity

Work in pairs to role-play situations where causatives are used.





5. Error Correction Activity



Identify and correct errors in the following sentences. Use the appropriate causative structure and ensure the sentence is grammatically correct.

1. The manager let the employees to work from home during the renovation.

2. We had the roof repair after the storm, but it still leaks in some areas.

3. She made her younger brother apologized for breaking the vase.

4. They got the gardener to planting flowers in the backyard last spring.

5. My parents had me to clean my room every weekend when I was a child.

6. He lets his dog run freely in the park despite the leash rules.

7. The hotel staff make the guests to follow a strict check-in procedure.

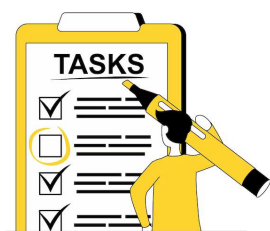
8. I got my assistant send the invitations for the meeting, but some were delivered late.

9. She made her students rewriting the entire report due to plagiarism issues.

10. We had our family photograph take by a famous photographer in the city.

6. Contextual Gap-Fill Exercise

Complete the sentences with appropriate causative structures and advanced vocabulary.



1. We _____ (have) the entire house _____ (renovate) by a top-rated contractor.

2. The CEO _____ (make) the team _____ (develop) a strategy within a tight deadline.

3. I _____ (get) my legal documents _____ (translate) by a certified expert before submitting them.

4. My professor _____ (let) me _____ (present) my research findings at the conference.

5. The parents _____ (force) their teenager _____ (apologize) for the rude behavior.

7. Listen the dialogue

Listen and complete the sentences using the correct causative form: *let, get, make (2), having, have (3), made, getting*.

John:

Hey Maria, I'm planning to _____(1) a big party for my birthday next month. I want everything to be perfect. Could you help me out with some of the arrangements?

Maria:

Of course! What do you need help with?

John:

Well, I was thinking about _____(2) the house decorated professionally. I want it to look amazing, so I'm thinking about _____(3) the decorators to handle everything.

Maria:

That sounds like a good idea. It's so much easier than doing it yourself. What else do you need?

John:

I was also planning to _____(4) some catering for the food. I'll _____(5) the chefs to prepare a special menu, something more exciting than the usual snacks. And I've already _____(6) the DJ play some specific tracks I love for the night.

Maria:

That's awesome! And what about drinks?

John:

I'll _____(7) the bartender choose the drinks for the evening. He's really good at mixing cocktails, so I'll trust his judgment. I might even _____(8) the bar area set up outside in the garden.

Maria:

Sounds like it's going to be a fantastic party! Do you want me to help with the guest list?

John:

Yes, please! Can you _____(9) sure to invite a few of my cousins? I'll also _____(10) the invitations sent out next week. It'll be great to have everyone there!

Maria:

Absolutely, I'll send them the invites. I'm sure it's going to be one to remember!



№	Word	Definition
1	Causative	A grammatical structure used when one person causes another person to do something.
2	Have something done	A causative form showing that someone arranges for another person to do a task for them (e.g. <i>I had my hair cut</i>).
3	Get something done	Similar to <i>have something done</i> , often used in informal English (e.g. <i>I got my car repaired</i>).
4	Make someone do something	To force or strongly persuade someone to do something.
5	Let someone do something	To allow or permit someone to do something.
6	Help someone (to) do something	To assist someone in completing an action.
7	Force	To use power or pressure to make someone do something against their will.
8	Allow	To give permission for something to happen.
9	Persuade	To convince someone to do something through reasoning or discussion.
10	Encourage	To give someone confidence or support to do something.

True / False Activity

Read the sentences and decide if they are **True (T)** or **False (F)** based on the meanings above.

1. The structure *have something done* means you do the action yourself.
2. *Make someone do something* expresses giving permission.
3. *Get something done* can replace *have something done* in informal speech.
4. If you *let* someone do something, you allow them to do it.
5. *Force* and *allow* have the same meaning.
6. *Persuade* means to convince someone politely to do something.
7. *Help someone (to) do something* expresses support in doing an action.
8. *Encourage* means to stop someone from doing something.
9. *Causative* verbs show that one person causes another to act.
10. *Have* and *get* causatives are always used with an infinitive without *to*.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Record yourself talking about situations in your personal or professional life where you use causative structures. Answer the following prompts:

Prompts:

1. **Describe a situation at work where you had something done (e.g.,**

a report, a task, or a service).

- Example: "I had my team create a presentation for an important meeting last week."

2. Describe a service you got or hired recently (e.g., home cleaning, repairs, or a personal service).

- Example: "I got my house cleaned by professionals last weekend."

3. Explain something you allowed or let someone do.

- Example: "I let my friend borrow my laptop to work on her project."

Optional:

- Share your recording with a classmate or teacher for feedback on your use of causative structures.

Lesson 5,6

Objective:

UNIT 3. HOLIDAY

ORGANIZING

Students will learn vocabulary and phrases related to holiday planning and organizing.

Students will discuss and write about holiday arrangements, including accommodation, transportation, and activities.

Students will improve their reading, speaking, listening, and writing skills through practical tasks on planning holidays.

1. Warm-up Activity: Guess



Scan QR code, watch the video and make a guess the topic.

Answer the following questions.

1. What are some popular tourist destinations in Turkey that people typically visit for holidays?
2. What types of accommodations are most used by tourists in Turkey (e.g., hotels, resorts, Airbnb)?
3. What traditional activities or events can tourists experience during holidays in Turkey?
4. What are the best times of the year to travel to Turkey for a beach holiday or sightseeing?
5. What travel tips would you give someone coming to Turkey for a holiday?

*Grammar structure***2. Vocabulary: matching activity****1. Future Simple**

(will)

Form:

Subject + will +
base verb

Usage:

To make
spontaneous
decisions or express
predictions about
holiday plans.

Example:

"I'll visit
Cappadocia during
my trip to Turkey."

1	Itinerary	a	Activities where tourists visit landmarks and famous places.
2	Accommodation	b	A detailed plan or schedule for a trip or journey.
3	Excursion	c	A place to stay, such as a hotel or hostel, during a trip.
4	Tour operator	d	A short trip or outing, often for leisure or exploration.
5	Resort	e	A company that organizes and sells holiday packages.
6	Package deal	f	A location with facilities for relaxation and recreation, such as a beach or mountain area.
7	Customs	g	A combination of travel and accommodation services sold together at a set price.
8	Sightseeing	h	Rules about refunds or changes if you cancel your booking.
9	Cancellation policy	i	The procedures travelers must follow when entering or leaving a country.
10	Travel insurance	j	A type of insurance that covers unexpected events while traveling, such as cancellations or medical emergencies.

3. Grammar practice activity**2. Be Going To**

Form:

Subject + be
(am/is/are) + going
to + base verb

Look at the “grammar structure” part. Read information and fill the sentences with correct form.

- I _____ (book) a flight to Paris next month, but I still need to decide whether to fly economy or business class.
- We _____ (go) on a beach holiday this summer, and we're already looking for resorts that offer all-inclusive packages.
- He _____ (stay) at a luxury resort for two weeks, where he plans to enjoy spa treatments and private tours of the surrounding area.
- They _____ (explore) the city tomorrow with a local guide who will take them to hidden historical landmarks.

Divide the class into small groups. Each group must plan a holiday for a group of people, considering aspects like destination, accommodation, transportation, and activities. Answer the following questions:

- Where will you go?
- What type of accommodation will you choose?
- What activities will you do during the holiday?
- How will you get there?
- What is your budget?

5. Reading Activity: Short Passage

Read the text below and answer the following questions.

1. What are the key considerations when planning a holiday?

2. How can choosing the right accommodation impact your holiday experience?

3. What are the potential benefits of booking through a reputable tour operator?

4. What are the advantages of staying at a resort during your holiday?

5. Why is it important to consider travel insurance when planning a holiday?

6. How can understanding the customs and traditions of your destination country enhance your travel experience?



HOLIDAY ORGANIZING

Planning a holiday can be both exciting and daunting, with numerous considerations to

4. Listen the dialogue and make role play



E Emily

Hi Lucy, have you started planning our holiday yet?

L Lucy

Yes, I just received the **itinerary** from the **tour operator** this morning. Looks like we'll be staying at a **resort** near Florence for 9 days.

E Emily

That sounds perfect! What's included in the **package deal**?

L Lucy

Well, it says here that all meals and some excursions are covered. But we're responsible for arranging our own **sightseeing** and transportation within the city.

E Emily

Okay, let me look into accommodations then. Do you have a budget we should stick to?

L Lucy

Yeah, the whole trip shouldn't cost more than £1500 per person. And make sure to check the **cancellation policy** as well.

E Emily

Good idea. We don't want any surprises if something comes up and we need to cancel. Did the **tour operator** mention anything about **customs** or **travel insurance**?

L Lucy

Yes, they advised us to research **customs** procedures before departure and also recommended getting **travel insurance** in case of any unforeseen circumstances.

E Emily

Great, I'll do my research on that today. Thanks for organizing everything, Lucy!

L Lucy

No problem, I'm just ready to relax and explore Italy with you!

5. Homework Assignment

Target words

№	Word	Definition
1	Itinerary	A detailed plan of a journey, including places to visit and times of travel.
2	Reservation	An arrangement made in advance to secure a place, service, or accommodation.
3	Accommodation	A place where travelers stay, such as a hotel, hostel, or guesthouse.
4	Package tour	A holiday that includes travel, accommodation, and sometimes meals, all arranged by a travel company.
5	Travel agent	A person or company that arranges trips, flights, and hotels for clients.
6	Destination	The place to which someone is going or being sent.
7	Budget	The amount of money you plan to spend on your trip.
8	Sightseeing	The activity of visiting famous or interesting places as a tourist.
9	Passport	An official document that allows you to travel to foreign countries.
10	Insurance	A financial arrangement that provides protection against travel risks, such as illness or lost luggage.

True / False Activity

Read each statement and decide if it is **True (T)** or **False (F)** based on the meanings above.

1. An *itinerary* shows a detailed plan of your trip.
2. *Accommodation* refers to the people you meet during a trip.
3. A *package tour* is usually more expensive because you arrange everything yourself.
4. A *travel agent* helps organize flights and hotel bookings.
5. Your *budget* tells you how much money you can spend.
6. A *passport* is optional for international travel.
7. *Insurance* protects you against unexpected problems during your trip.
8. *Sightseeing* means staying inside your hotel and resting.
9. A *destination* is the place where your journey ends.
10. A *reservation* is made before the trip to secure a service.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Holiday Mood Board

Objective:

Create a digital or physical mood board for your ideal holiday using images, words, and phrases.

Instructions:

1. **Pick your dream destination** (e.g., a tropical beach, a mountain retreat, or a cultural city).
2. **Collect images** that represent your ideal holiday activities,

accommodation, and scenery (you can use online resources like Pinterest or magazines).

3. **Include 5–10 key words or phrases** related to your holiday (e.g., relaxation, adventure, local cuisine, beach activities).
4. **Reflect** on your holiday choice: Why did you choose this destination? What would your perfect day look like there?

Optional:

- Share your mood board with a classmate or teacher and explain the choices you made.

Lesson 7,8

Objective:

UNIT 4. LANGUAGES AND COUNTRIES

*Students will learn
and practice
vocabulary.*











1. Warm-up Activity

Match flags with their names (Wales, The UK, Canada, Ireland, India, The USA, England, Scotland, Northern Ireland, Australia).

*Students will
discuss and write
about the role of
language in
shaping cultures
and identities.*

*Students will
improve their
speaking, listening,
reading, and
writing skills
through tasks that
explore*

*multilingualism and
the connections
between language
and country.*

2. Vocabulary matching.

Match the country with its official or widely spoken language(s).

1	Germany	a	French
2	Spain	b	German
3	Japan	c	Spanish
4	France	d	Japanese
5	Brazil	e	Mandarin

6	India	f	Italian
7	Italy	g	Hindi, English
8	China	h	Portuguese

3. Discussion: Language and Identity

Divided some groups and discuss the following questions.

- How does learning a new language influence a person's understanding of a country's culture?
- Do you think language is a reflection of a country's identity? Why or why not?
- How do different countries preserve their languages and cultures in a globalized world?

4. Media Activity

Work in pairs to role-play situations where causatives are used.



Grammar structure 5. Video Summary GapFill Activity

Watch the video again and fill the gaps.

Nationalities as Adjectives: **Describe people or things: She is French.**

Languages as Nouns: **Used with verbs like “speak”: She speaks French.**

Structure: **Subject + is/are + Nationality Adjective Example: They are Italian.**

The text provides an overview of various countries and their corresponding _____(1). It highlights Canada, where Canadians predominantly speak _____(2), and China, where the Chinese primarily communicate in _____(3). Other countries mentioned include _____(4), each with its unique language and nationality. For instance, _____(5), while _____(6). The text also covers nations like _____(7), detailing their respective languages and national identities. This succinct presentation underscores the _____(8) found across the globe. Overall, it serves as an _____(9).

6. Contextual Gap-Fill Exercise

Complete the sentences with the correct nationality adjective or language. Use the context to decide if it requires a nationality or a language.

- Subject + speaks/speak + Language **Example: They speak Italian.**
1. She speaks _____ (French) fluently and is learning _____ (Swiss) German to communicate with her relatives.
 2. They are _____ (Italian), but they also speak _____ (Italian) and a bit of _____ (English) for their work.
 3. My friend is _____ (Brazilian) and speaks _____ (Portuguese) at home, but she’s taking a course in _____ (Spanish) to travel to Spain.
 4. He is _____ (Japanese) and speaks both _____ (Japanese) and _____ (English) because he works in an international company.
 5. I am _____ (American) and I speak _____ (English), but I’m trying to improve my _____ (French) for an upcoming trip to Paris.

7. Listen the dialogue

Listen and complete the sentences using the correct causative form:

Spanish (2), Spain (2), French, German, Italian, Chinese, French, Japan

J John

Hey, Lisa! How are you doing?

L Lisa

Hi John, I'm great. I've been studying _____(1) every day this week.

J John

Oh, really? Why is that? Did you decide to go on a trip to _____(2)?

L Lisa

No, but my company just opened an office in _____(3) and I want to communicate with my colleagues there.

J John

That's impressive! Have you made any progress so far?

L Lisa

Yes, I can now introduce myself and ask basic questions in _____(4).

J John

¡Muy bien! You're becoming a real polyglot!

L Lisa

Thanks, but I still have a long way to go. Luckily, the language school offers a variety of classes in different levels.

J John

What other languages do they offer?

L Lisa

_____ (5)...you name it. They even have intensive courses for those who need to learn a new language quickly.

J John

Sounds like a great opportunity. Maybe I should enroll too and brush up on my rusty _____ (6) skills.

L Lisa

Oh, don't worry, John. It's not as bad as you think. Plus, learning a new language also expands your cultural knowledge and understanding.

J John

Yeah, you're right. Speaking of cultural knowledge, have you traveled to any foreign countries recently?

L Lisa

Yes, I went to _____ (7) last month and it was amazing! The culture, food, and people were all so different from what I'm used to. And their language is fascinating too.

J John

Wow, sounds like a wonderful experience. I'll definitely keep that in mind for my next destination.

5. Wrap-Up

Write: One new fact they learned about a country and its language.



Target words

№	Word	Definition
1	Nationality	The legal belonging of a person to a particular country (e.g., Uzbek, British).
2	Language	A system of communication used by people of a particular nation or community.
3	Culture	The customs, arts, social institutions, and achievements of a particular group or nation.
4	Tradition	A long-established custom or belief passed down from generation to generation.
5	Dialect	A regional or social variety of a language with its own pronunciation and vocabulary.
6	Accent	A distinctive way of pronouncing a language, often associated with a particular region.
7	Multilingual	Able to speak and understand several languages.
8	Official language	The language legally recognized by a country for government and formal use.
9	Translation	The process of changing words from one language into another.
10	Interpreter	A person who translates spoken language orally between people who speak different languages.

True / False Activity

Decide if each statement is **True (T)** or **False (F)** according to the definitions above.

1. *Nationality* refers to the language a person speaks.
2. *Dialect* means a regional form of a language.
3. A *translator* and an *interpreter* always do exactly the same work.
4. *Culture* includes art, music, and traditions of a society.
5. A *tradition* is something newly created by one generation.
6. A *multilingual* person speaks only one language.
7. *Accent* refers to how words are pronounced.
8. The *official language* of a country is used in schools and government.
9. *Translation* changes spoken language only.
10. Knowing several languages can make communication across countries easier.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Title: Role-Playing as a Traveler

Instructions:

Record yourself answering these prompts:

- If you were to visit a country where you don't speak the language, how would you communicate?
- What three phrases would you want to learn in the local language, and why?

Optional: Share the recording with your teacher or a classmate for feedback.

Lesson 9,10

Objective:

UNIT 5. TELL AND ASK WITH THE INFINITIVES.

Learn and practice

the structure

"tell/ask + someone

+ to-infinitive."

Differentiate

between "tell"

(giving instructions

or orders) and

"ask" (making

requests or

inquiries).

Improve their

reading, listening,

speaking, and

writing skills using

the target structure.

1. Warm-up Activity: Guess the Request or Command

Write request or command.

Instruction/Request	Type (R/C)
Close the window.	
Please bring me some water.	
Turn off the lights.	
Can you lend me your pen?	
Don't talk during the presentation.	
Could you help me carry these boxes?	
Stop making so much noise.	
Would you mind explaining this to me?	
Finish your homework before dinner.	
Can you show me how to use this app?	
Don't forget to lock the door.	
Could you send me the meeting details?	
Keep the volume down.	
Can you tell me the way to the station?	
Submit the report by Friday.	
Would you mind lending me your notes?	
Stop interrupting others.	
Could you pass me the salt?	
Take out the trash, please.	
Can you explain this grammar rule?	

Grammar structure**2. Grammar practice activity**

Rewrite the direct speech sentences using "tell" or "ask" with the infinitive.

Form:

**Tell/Ask + Object
+ to + Base Verb**

Usage:

**Tell: Used to give
instructions or
orders.**

**"She told him to
finish the report."**

**Ask: Used to make
polite requests or
inquiries.**

**"He asked me to
help him with the
project."**

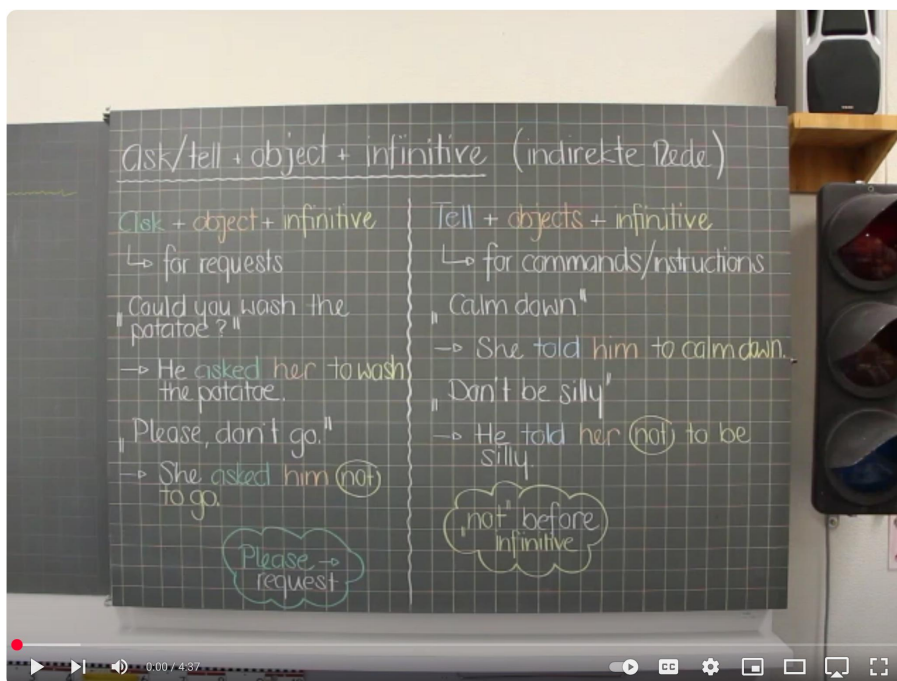
Negative Form:

**Tell/Ask + Object
+ not to + Base
Verb**

**"They told us not
to leave early."**

Direct Speech Sentence	Example Transformation
1. Could you help me organize the event next weekend?	
2. Don't leave the documents on the desk overnight.	
3. Please remind Sarah to bring her passport tomorrow.	
4. Finish the project by the end of the week.	
5. Don't let anyone enter the meeting room without permission.	
6. Can you explain the new policy to the staff?	
7. Don't forget to send the invitations by Friday.	
8. Please encourage the team to participate in the workshop.	
9. Be sure to double-check the calculations before submitting the report.	
10. Could you ask John to join the meeting on time?	

3. Reading Activity: Short Passage



Watch the video and answer the multiple choice questions.

1. What is the main difference between “ask + object + infinitive” and “tell + object + infinitive” as discussed in the video?

- A. “Ask” is used for commands, while “tell” is used for requests.
- B. “Ask” is used for requests, while “tell” is used for instructions.
- C. “Ask” is used for negative sentences, while “tell” is used for positive sentences.
- D. “Ask” is used for polite requests, while “tell” is used for direct commands.

2. According to the video, how should a negative request be reported using “ask + object + infinitive”?

- A. She asked him to not go.
- B. She asked him not to go.
- C. She told him to not go.
- D. She told him not to go.

3. What is the purpose of using the word “please” in a sentence, as discussed in the video?

- A. To indicate a command
- B. To make a negative statement
- C. To show politeness
- D. To give instructions

4. When reporting a command using “tell + object + infinitive”, what should be done if the original sentence was negative?

- A. The word “not” should be placed before the infinitive.
- B. The word “not” should be placed after the infinitive.
- C. The word “not” should be placed before the object.
- D. The word “not” should be omitted from the reported speech.

5. Which of the following sentences correctly demonstrates the use of “tell + object + infinitive” as described in the video?

- A. She asked him to calm down.
- B. She told him to calm down.
- C. She asked him not to be silly.
- D. She told him not to be silly.

6. According to the video, which phrase indicates that a request is being made, rather than a command?

- A. Watch the potato.
- B. Don't go.
- C. Could you watch the potato?
- D. She told him to go.

7. Which structure should be used to report a polite request using “ask

+ **object + infinitive**”?

- A. She asked him to go.
- B. She told him to go.
- C. She asked him not to go.
- D. She told him not to go.

4. Consolidation task

Watch the video again and make 5 sentences used structure with “ask” and “tell”.

1. _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____



5. Reading activity.

Identify and underline all instances of "tell" and "ask" with infinitives.

Emma and Oliver were sitting in the bustling university café, discussing their upcoming group project on instructional design. There was a lively atmosphere, with students chatting, the aroma of freshly brewed coffee wafting through the air.

"Have you ever thought about how important clear instructions are?" Emma asked, sipping her cappuccino. "I mean, think about the confusion when instructions aren't explicit."

Oliver nodded in agreement. "Absolutely. It's like when you're building flat-pack furniture without clear guidelines—utter chaos."

"Exactly," Emma continued. "And it's not just about clarity. Effective instructions must also be thorough but concise. Too much information can overwhelm people, while too little leaves them puzzled."

"Right," Oliver replied. "It's a balancing act, isn't it? You need to provide just enough detail to guide the user without drowning them in words."

Emma smiled. "Yes, and the order of information is crucial too. It has to be logical, guiding them from one step to another seamlessly. Otherwise, you risk leaving them disoriented, not knowing which step to follow next."

"Do you remember when the professor asked us to review that poorly written manual last semester?" Oliver asked. "It was a perfect example of what not to do."

Emma chuckled. "Oh yes, I remember that. And do you recall how she told us to rewrite it as part of the exercise?"

Oliver grinned. "Yes, and we had to spend hours making it functional."

Emma nodded. "That's why for our project, I think we should test how people respond to our instructions. We could ask a small group to try them and give feedback."

"That's smart," Oliver said. "We should also tell them to note any parts they find unclear or difficult to follow."

Emma raised her cup. "To successful instructions and stress-free assembly!"

Oliver clinked his mug with hers, saying, "And to a smooth and creative project."



5. Wrap-Up

Write: "What is one new word or idea you learned from this lesson?"

Target words

№	Word / Phrase	Definition
1	Infinitive	The base form of a verb, usually with <i>to</i> (e.g. <i>to go, to study</i>).
2	Bare infinitive	The infinitive form of a verb without “to” (e.g. <i>make him do it</i>).
3	Tell someone to do something	To give an instruction or order (e.g. <i>She told me to wait</i>).
4	Ask someone to do something	To make a polite request (e.g. <i>He asked me to help him</i>).
5	Advise someone to do something	To suggest or recommend an action (e.g. <i>The teacher advised us to revise</i>).
6	Order someone to do something	To command or require someone to do something.
7	Remind someone to do something	To make someone remember to do something.
8	Warn someone not to do something	To tell someone to avoid a dangerous or bad action.
9	Allow someone to do something	To give permission to do something.
10	Encourage someone to do something	To give confidence or motivation to act.

True / False Activity

Decide whether each statement is **True (T)** or **False (F)** based on the vocabulary above.

1. The *infinitive* always includes “to” in every sentence.
2. The *bare infinitive* is used after *make* and *let*.
3. *Tell someone to do something* expresses a polite request.
4. *Ask someone to do something* is softer and more polite than *tell*.
5. *Advise someone to do something* means to suggest what is best.
6. *Warn someone not to do something* means to recommend doing it immediately.
7. *Remind someone to do something* helps a person remember an action.
8. *Order someone to do something* means to politely invite a person to act.
9. *Allow someone to do something* means to give permission.
10. *Encourage someone to do something* means to stop them from acting.

Reference.

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Self-Study Task

Record a short voice note (2-3 minutes) where you explain how to give clear instructions. Talk about the importance of clarity, sequence, and

using the right medium (text, video, diagrams). Share one example from your experience where clear instructions made a difference.

Lesson 11,12

Objective:

UNIT 6. WRITING A REPORT

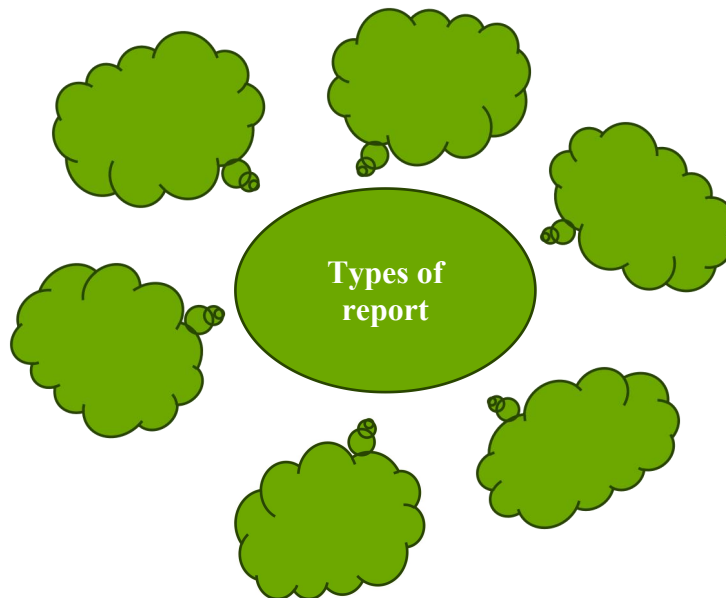
Students will learn the structure and key components of a report.

Students will practice using formal language and appropriate tone for writing reports.

Students will develop their writing skills by analyzing and writing their own reports.

1. Warm-up Activity: Guess the Report Type

Identify the type of report and discuss its purpose and structure in pairs.



2. Structure of report

Structure:

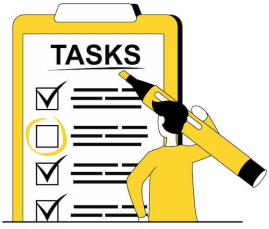
1. Passive Voice: Often used in reports to focus on the action rather than the person performing it. Example:

- The survey was conducted over a period of two weeks.
- The results were analyzed using statistical methods.

2. Formal Language: Avoid informal language and contractions.

Example:

- **Informal:** We got the data from the survey.
- **Formal:** The data was obtained from the survey.



3.
in-the-

Contextual
Practice: Fill-
Blanks



Based on the above picture match the table.

Section	Heading
This section explains the problem or purpose of the report.	Introduction
Describes the methods and procedures used in the study.	Methods
Summarizes the findings or outcomes.	Results



Example of
Short Report
in English

Provides the analysis and draws conclusions	Conclusion
---------------------------------------------	------------

Watch the video and answer the following question.

1. What is the purpose of the report?

2. What is the main finding or conclusion?

3. What recommendations were made?

6. Speaking Activity:

In pairs, one student will present a short report on a given topic (e.g., the results of a class survey on study habits). The other student will listen and provide feedback on the clarity, structure, and formal language used in the presentation.



5. Reading Activity



Read the report and fill the title of each paragraph (Executive Summary, Introduction, Methodology, Findings, conclusion, Recommendations, Discussion)

Sample Report: Student Satisfaction Survey

Title Page:

Title: Student Satisfaction Survey on Online Learning

Author: John Doe

Date: January 2025

Institution: XYZ University

This report presents the results of a survey conducted to assess student satisfaction with the online learning platform at XYZ University. The survey focused on the ease of use, quality of content, and overall learning experience. The findings indicate that while students appreciate the flexibility of online courses, many feel that the interaction with instructors and peers is insufficient. Recommendations for improving engagement, course content, and technical support are provided.

The transition to online learning has become a significant part of education at XYZ University, especially during the COVID-19 pandemic. This report aims to assess student satisfaction with the current online learning platform. The purpose of this survey was to identify key areas where improvements can be made to enhance the online learning experience.

Purpose:

The survey aimed to evaluate three main aspects:

- The effectiveness of the learning platform.
 - The quality of course materials.
 - The level of interaction and engagement in online classes.
-

A survey was conducted among 150 students from various departments at XYZ University. The survey included 10 multiple-choice questions and 3 open-ended questions. The responses were collected through an online form, and the data was analyzed using statistical methods to determine trends and areas of improvement. The survey focused on students who had completed at least one online course during the previous semester.

- **Ease of Use:** 70% of students reported that they found the online learning platform easy to navigate.
 - **Quality of Content:** 60% of students felt that the course content was comprehensive but needed more interactivity.
 - **Instructor Interaction:** 50% of students felt that the level of interaction with instructors was insufficient, citing a lack of timely responses to questions.
 - **Peer Interaction:** 40% of students reported minimal interaction with peers, suggesting that group discussions and collaborative projects could be improved.
 - **Technical Issues:** 30% of students experienced technical difficulties, such as slow load times or connectivity problems during classes.
-

The survey results indicate that while the online learning platform at XYZ University is generally effective, there are several areas for improvement. Students are satisfied with the platform's ease of use and content quality but desire more engagement opportunities with instructors and peers.

1. **Increase Interaction with Instructors:** Develop a strategy to ensure

that instructors are more available to respond to student inquiries, perhaps by scheduling regular office hours or offering more interactive sessions.

2. **Enhance Peer Interaction:** Introduce more collaborative tools, such as discussion forums or group projects, to encourage peer-to-peer interaction.
3. **Improve Technical Support:** Invest in better technical support services to address connectivity and technical issues promptly.
4. **Increase Content Interactivity:** Add more interactive elements to courses, such as quizzes, multimedia content, and live discussions, to increase student engagement.

After reading the report, students should identify:

- The **Introduction and Purpose:** What is the goal of the survey, and why was it conducted?
- The **Methods Section:** How was the data collected, and who were the participants?
- The **Findings or Results:** What were the key findings of the survey?
- The **Recommendations and Conclusion:** What actions does the report suggest based on the findings?

In groups, students will discuss the format and language used in the report.

They should consider:

- How the language in the report is formal and objective.
- The clarity of the structure and organization of the report.

5. Wrap-Up

Assign homework: Write a report on a topic of your choice (e.g., an analysis of student behavior, a review of a local business, or a summary of a research article). The report should include:

- Introduction

		on a specific topic.
2	Introduction	The opening section of a report that outlines the purpose and background of the topic.
3	Findings	The main results or discoveries presented in the body of a report.
4	Conclusion	The final part that summarizes key points and states the overall result or opinion.
5	Recommendation	A suggestion for future action or improvement based on the report's findings.
6	Objective	The main goal or purpose of writing the report.
7	Data	Factual information (numbers, statistics, evidence) used to support the report.
8	Analysis	The detailed examination and interpretation of the collected data.
9	Formal language	Polite, structured, and impersonal style of writing used in reports.
10	Summary	A brief overview of the main ideas or results in a shorter form.

True / False Activity

Read each sentence carefully and decide if it is **True (T)** or **False (F)** according to the definitions above.

1. A *report* is an informal letter written to a friend.

2. The *introduction* explains what the report is about and why it was written.
3. *Findings* show the results or evidence gathered during research.
4. The *conclusion* presents new data that hasn't been mentioned before.
5. *Recommendations* are suggestions for further improvement or actions.
6. The *objective* is the same as the conclusion.
7. *Data* can include numbers, charts, and factual evidence.
8. *Analysis* means studying and explaining the meaning of data.
9. *Formal language* uses slang and contractions like “don't” or “wanna.”
10. A *summary* briefly presents the main points of a report.

Reference.

- Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
 3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-study task

Write a **short report (120–150 words)** on **one of the following topics**:

- A survey of your classmates' study habits
- Students' satisfaction with online classes
- Energy-saving practices in your university

Structure your report as follows:

1. **Title** – clear and concise
2. **Introduction** – purpose and background

3. **Findings** – 2–3 key results (you may create simple data)
4. **Conclusion and Recommendation** – summarize and suggest improvements

Use at least **5 vocabulary words** from Unit 6 (e.g., *objective, data, findings, conclusion, recommendation*).

Lesson 13,14

Objective:

UNIT 7. PEOPLE.

LIFESTYLE

Students will learn and practice vocabulary and phrases related to people's lifestyles across different cultures and environments.

Students will discuss how lifestyle choices influence health, work, and social behavior.

Students will improve their reading, speaking, listening, and writing skills by analyzing different perspectives on modern lifestyles, including technological impacts.

1. Warm-up Activity: Lifestyle Bingo

Students must fill their Bingo cards by finding classmates who match the activities or habits listed.

Drinks coffee every morning	Goes jogging or walking daily	Likes to cook at home	Has tried a new hobby recently	Uses social media often
Prefers reading books over watching TV	Commutes by bicycle or public transport	Volunteers in community activities	Shops online regularly	Enjoys traveling abroad
Watches movies or series at night	Is a fan of healthy eating trends	Owens a pet and spends time caring for it	Practices yoga or Pilates	Enjoys gardening
Often eats out at restaurants	Loves staying up late	Sleeps for more than 8 hours daily	Takes naps during the day	Travels frequently
Likes to eat healthy food	Works from home	Follows a strict workout routine	Enjoys outdoor sports	Practices mindfulness or meditation

Grammar structure**Form and Usage:****Comparatives:**

"Rural lifestyles are simpler than urban lifestyles."

Superlatives:

"Among all lifestyles, the minimalist lifestyle

is the most sustainable."

Usage:

To compare different lifestyles or aspects of people's lives.

Examples:

A nomadic lifestyle is more adventurous than a settled one.

2. Vocabulary: matching activity

1	Urban vs. Rural	a	A way of life that focuses on moving from place to place rather than settling in one location.
2	Nomadic	b	Customs, beliefs, and practices passed down through generations in a specific community.
3	Minimalist	c	A lifestyle where individuals prioritize their physical health and exercise routines.
4	Luxurious	d	A lifestyle characterized by simplicity and owning fewer possessions.
5	Work-life balance	e	Living in areas with fewer buildings and more natural surroundings, often in the countryside.
6	Sustainable living	f	Behaviors and routines people develop in their interactions with others.
7	Social habits	g	A lifestyle focused on balancing professional responsibilities and personal activities.
8	Cultural traditions	h	Living in a city or town with access to many amenities and opportunities.
9	Fitness-oriented	i	A lifestyle centered on luxury, wealth, and high-end comforts.
10	Materialistic	j	A way of living that minimizes environmental impact and focuses on renewable resources.

3. Grammar practice activity

Look at the "grammar structure" part. Read information and fill the sentences with correct form.

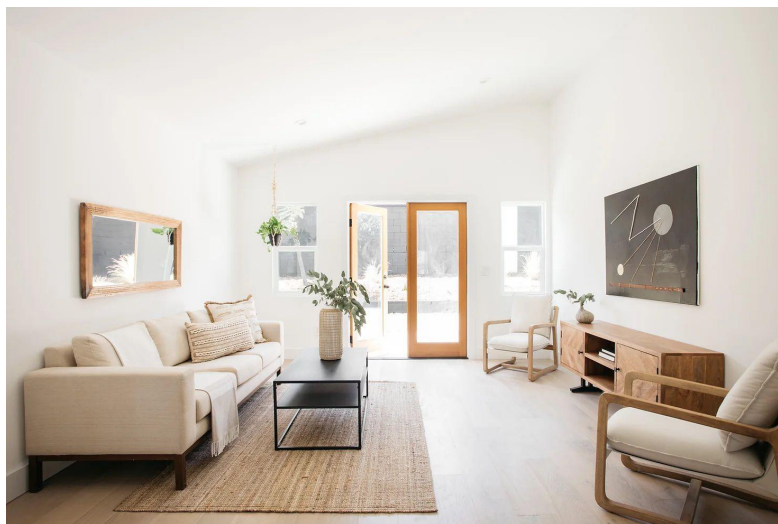
1. Urban areas are _____ (crowded) than rural areas.
2. Among all lifestyles, the minimalist lifestyle is the _____ (practical).

3. A nomadic lifestyle is _____ (interesting) than a sedentary one.
4. Luxurious lifestyles are often _____ (expensive) than sustainable ones.
5. Work-life balance is the _____ (important) aspect of modern living.
6. Social habits in urban areas are _____ (dynamic) than in rural areas.
7. Sustainable living is considered _____ (beneficial) than materialistic living.
8. Of all the lifestyles, the fitness-oriented lifestyle is the _____ (healthy).
9. Nomadic lifestyles are _____ (challenging) than minimalist lifestyles.
10. Cultural traditions in rural areas are often the _____ (authentic).

4. Speaking Task: Plan a Group Holiday

Is a minimalist lifestyle better than a luxurious lifestyle?





5. Reading Activity: Short Passage

Read the text below and answer the following questions.

1. What are the key differences between urban and rural living that the text highlights?

2. How does the text describe the nomadic lifestyle, and what are the values associated with it?

3. What are the main characteristics of a minimalist lifestyle, and how does it contrast with a luxurious way of living?

4. Why has sustainable living become an important social habit, and what practices does it involve?

5. How does the text suggest that people are maintaining their cultural identity in a globalised world?

6. What is the relationship between a fitness-oriented lifestyle and a materialistic approach, as presented in the text?

7. What does the text suggest about the diversity of lifestyles and how they reflect personal values and priorities?
-

GLOBAL LIFESTYLES

In today's world, there is a wide variety of global lifestyles that people adopt. One might consider the contrast between urban vs. rural living. Urban environments often foster a fast-paced life with access to modern amenities, while rural areas might provide a slower pace, closer to nature, and with a strong sense of community. Some people, however, choose to have a nomadic lifestyle, constantly moving from one place to another, valuing freedom and new experiences over stability.

A minimalist lifestyle is gaining popularity, where individuals live with less and focus on essential items, reducing clutter to improve mental clarity. In contrast, some prefer a luxurious way of living, valuing high-end goods and comfort. Achieving a good work-life balance is crucial for many, as it allows them to enjoy personal time and family life without being overwhelmed by work pressures.

Sustainable living has become a critical social habit as individuals become more aware of their impact on the environment. This includes adopting eco-friendly practices, reducing waste, and supporting local produce. Moreover, people increasingly embrace cultural traditions to maintain their identity in a globalised world. For instance, festivals and traditional cuisines are celebrated to connect with one's heritage.

A fitness-oriented lifestyle is also noteworthy, as many include physical activities in their daily routine to improve health and wellbeing. On the other hand, a materialistic approach often drives people to acquire more possessions, equating happiness with the number of things they own. Ultimately, each lifestyle reflects personal values and priorities, showcasing the diversity in how people choose to live their lives across the globe.

Target words

№	Word / Phrase	Definition
1	Personality	The combination of qualities and characteristics that make a person unique.
2	Lifestyle	The way a person lives, including habits, activities, and daily routines.
3	Habit	A regular action or behavior that someone does often.
4	Attitude	A person's feelings or opinions about something or someone.
5	Generation	A group of people born and living around the same period.
6	Culture	The customs, beliefs, and social practices of a particular group or society.
7	Value	A belief or principle that is important to a person or society.
8	Hobby	An activity that a person enjoys doing in their free time.
9	Routine	A fixed and regular way of doing things every day.
10	Well-being	The state of being healthy, comfortable, and happy in life.

True / False Activity

Read the following sentences and mark them **True (T)** or **False (F)** according to the meanings above.

1. A *habit* is something a person does once in a lifetime.
2. *Lifestyle* refers to how people live their daily lives.
3. *Personality* describes a person's physical appearance only.
4. *Attitude* shows how someone feels or thinks about something.
5. *Generation* means a person's job or occupation.
6. *Culture* includes traditions, language, and shared customs.
7. *Values* are beliefs that people consider important.
8. *Routine* means doing different things every day.
9. *Well-being* means having good health and happiness.
10. A *hobby* is an activity done for enjoyment during free time.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Writing

Write a short essay (150-200 words) on the topic: *Describe your ideal lifestyle and explain why it suits you best.*

Lesson 15,16

Objective:

UNIT 8. CONSUMER SOCIETY

Students will learn and practice vocabulary related to consumerism and materialism.

Students will discuss and write about the impact of consumerism on individuals and society.

Students will improve their reading, speaking, listening, and writing skills while analyzing the topic.

1. Warm-up Activity

Read statements, choose one option and justify your choice.

№	Statement	Agreement	Disagreement	Neutrality
1	Owning more things makes people happier.			
2	Advertising influences us more than we think.			
3	People in consumer societies waste too much.			

2. Vocabulary matching.

Match the vocabulary with their definitions.

1	Disposable income	a	Goods produced with minimal environmental impact.
2	Impulse buying	b	Techniques used to persuade consumers to buy products.
3	Sustainable products	c	Buying products that do not harm people, animals, or the environment.
4	Planned obsolescence	d	Valuing possessions over other aspects of life.
5	Ethical consumerism	e	Buying more than necessary.
6	Advertising strategies	f	The money left after essential expenses.
7	Overconsumption	g	A lifestyle focused on owning fewer things.
8	Brand loyalty	h	Making unplanned purchases.
9	Minimalism	i	Preference for a specific brand over

10	Materialism	j	Designing products to have a limited lifespan.
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3. Discussion

Topic: "Is consumerism beneficial or harmful to society?"

Instructions:

- Divide the class into two groups: Pro-consumerism and Anti-consumerism.
- Each group prepares arguments to support their position.
- Groups present their arguments, followed by a short rebuttal.

4. Media Activity

Watch the video and answer the following T/F questions.



WHAT IS CONSUMER BEHAVIOR? (With Real World Examples)



1. The author claims that

consumer behaviour is solely about purchasing physical products. _____

2. According to the author, consumers often feel satisfaction or regret

Grammar structure 3. The author suggests that consumer behaviour is a static process that does not change over time. _____

Using quantifiers 4. The video indicates that understanding consumer behaviour can assist marketers in developing effective strategies. _____

(e.g., much, many, a lot of, little, few) to discuss 5. The author states that consumers are influenced by both internal processes and external factors in their decision-making. _____

consumption. 6. The video asserts that consumers are less likely to donate to charities when they think about time rather than money. _____

Examples: 7. The author emphasises that consumer behaviour encompasses the actions of individuals, groups, and organisations in relation to products and services. _____

Many people buy products they don't need.

There is little awareness about the impact of overconsumption.

5. Contextual Gap-Fill Exercise

Read the grammar structure and complete the sentences. (many, few 3x, a lot of 2x, a few, much 2x, little)

1. There are _____ advertisements during prime time television.
2. _____ people recycle their old electronics.
3. Companies spend _____ money on marketing campaigns.
4. Very _____ brands focus on sustainability.
5. _____ of the products we buy are unnecessary.
6. There is _____ awareness about the consequences of fast fashion.
7. _____ consumers consider the environmental impact before purchasing.
8. We have _____ options for sustainable products in this store.
9. _____ effort is needed to reduce waste in a consumer society.
10. Only _____ people are willing to pay more for eco-friendly goods.

n.

A lot of advertising targets young consumers.

In contemporary society, one cannot overlook the profound impact that a consumer-driven economy has on our daily lives. With an increase in _____(1), consumers are often caught in a cycle of _____(2), driven by sophisticated _____(3) designed to captivate attention and encourage spending. These strategies frequently appeal to emotions, creating a perception of necessity around items that may ultimately lead to _____(4). Yet, this constant cycle presents challenges, one of which is the phenomenon of _____(5). Many products are designed with limited lifespans to ensure that consumers return to purchase the latest model. This not only ensures a steady stream of revenue for companies but also exacerbates the burden on natural resources, pressing the need for _____(6). In response, a growing cohort of consumers advocate for _____(7), choosing products that are manufactured with consideration for environmental sustainability and fair labour practices.

In stark contrast, _____(8) has emerged as a lifestyle counter-movement, promoting the notion that less is more. By focusing on quality rather than quantity, minimalists aim to detach themselves from the pitfalls of consumer culture, seeking a more meaningful life with fewer possessions. However, even within this framework, maintaining _____(9) poses a paradox. Companies with a reputation for producing high-quality and ethical products still hold sway over consumers who are mindful of their purchasing habits. The delicate balance involves making informed choices, ensuring what we buy aligns with our personal values and needs. This awareness can help curb _____(10), encouraging individuals to question whether their purchases contribute towards a clutter-free and purpose-driven life. Being a discerning consumer in today's market means acknowledging the impact of our choices, not just on ourselves, but on the planet at large. On the flip side, corporations have



Nº	Word / Phrase	Definition
1	Consumer	A person who buys and uses goods or services.
2	Advertisement	A message that tries to persuade people to buy a product or service.
3	Brand	A name or symbol that identifies a company's products.
4	Luxury	Something expensive that is not necessary but gives pleasure or comfort.
5	Discount	A reduction in the usual price of something.
6	Goods	Physical products that are bought and sold.
7	Service	Work done for others, such as banking, cleaning, or teaching.
8	Market	A place (real or online) where goods and services are bought and sold.
9	Consumption	The act of using or buying goods and services.
10	Sustainable shopping	Buying products that are environmentally friendly and socially responsible.

True / False Activity

Read the following statements and decide if they are **True (T)** or **False (F)** according to the meanings above.

1. A *consumer* is someone who produces goods.
2. An *advertisement* tries to convince people to buy something.
3. A *brand* is a government law that controls trade.
4. *Luxury* items are essential for daily life.

5. A *discount* means paying less than the original price.
6. *Goods* refer to physical items that can be bought or sold.
7. A *service* is a physical object like a car or phone.
8. *Market* can refer to both online and traditional shops.
9. *Consumption* is the process of buying and using things.
10. *Sustainable shopping* means buying products that harm the environment.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Task: Record a 1-2 minute speech on the following topic:

"How has consumerism influenced your lifestyle and shopping habits?"

Instructions:

1. Include these points in your speech:
 - Your shopping habits (e.g., online vs. in-store shopping).
 - Examples of items you buy frequently and why.
 - Your thoughts on the influence of advertising or trends on your purchases.
 - Any sustainable or ethical shopping practices you follow.

Optional: Share your recording with a classmate or teacher for feedback on fluency, pronunciation, and structure.

Lesson 17,18

Objective:

UNIT 9.

GLOBALIZATION

Students will learn and practice vocabulary and phrases related to globalization.

Students will discuss and write about the effects of globalization on culture, economy, and society.

Students will improve their reading, speaking, listening, and writing skills.

1. Warm-up Activity: Brainstorming

Look at the pictures. Answer the following questions.

- What makes these items global?
- How do they influence other cultures?



2. Vocabulary Matching

1	Multinational corporations	a	The steps of making, distributing, and delivering products worldwide.
2	Cultural exchange	b	Rules or taxes set by governments to limit imports or exports.

Grammar structure

Form:

Cause: Because of globalization, many products are now cheaper.

Effect: As a result of globalization, traditional cultures are changing.

Examples:

Due to economic integration, countries are more interdependent.

As a result of outsourcing, jobs have shifted to developing nations.

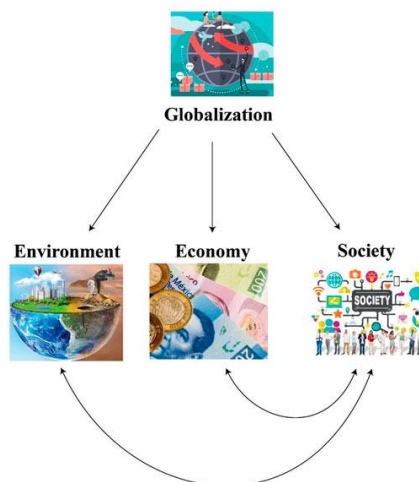
4	Trade barriers	d	Allowing goods, services, and investments to move freely across countries by reducing restrictions.
5	Outsourcing	e	Adjusting global products or services to fit local needs and preferences.
6	Global supply chain	f	Sharing and learning ideas, traditions, and practices between different cultures.
7	Homogenization	g	Removing taxes or limits on trade between countries to make it easier.
8	Localization	h	Using resources carefully to meet today's needs without harming the future.
9	Free trade	i	Making cultures, products, or practices look the same globally, sometimes reducing diversity.
10	Sustainable	i	Moving jobs or businesses

3. _____ the removal of trade barriers, countries can now engage in free trade more easily.
4. Homogenization occurs _____ multinational corporations promoting similar products globally.
5. _____ outsourcing, many jobs are relocated to countries with lower labor costs.
6. Economic integration has grown stronger _____ advancements in technology and communication.
7. _____ free trade agreements, countries benefit from greater access to global markets.
8. As a result of _____, local traditions are shared across borders, enriching cultural understanding.
9. _____ focusing on sustainable development, many companies are reducing their carbon footprint.
10. Global supply chains have become more efficient _____ improved logistics and transportation systems.

4. Speaking

Topic:

Does globalization do more harm or good?



Instructions:

- Divide students into small groups to discuss.



- Group A: Argues for the benefits of globalization (e.g., economic growth, access to technology).
- Group B: Highlights the drawbacks (e.g., environmental impact, cultural loss).
- Present conclusions to the class.



4. Reading Activity: Short Passage

Read the text below and answer the following questions.

1. What are some of the principal benefits that globalization offers?

2. How can the removal of trade barriers pose challenges for local economies?

3. What is the concept of outsourcing, and how can it impact local employment prospects?

4. How can the homogenization of cultures be a potential drawback of globalization?

5. What is the role of localization in addressing the challenges posed by globalization?

6. Why is the consideration of sustainable development an important aspect of the globalization debate?

7. What is the key challenge in navigating the complexities of globalization?

THE PROS AND CONS OF GLOBALIZATION

In recent decades, the concept of globalization has been prolifically discussed across various platforms. The phenomenon brings with it a plethora of advantages and disadvantages that are becoming more apparent as the world becomes increasingly interconnected. One of the principal benefits it offers is the proliferation of multinational corporations, which facilitate the transfusion of ideas and spur cultural exchange between distinct regions. As these companies expand their reach, their influence extends to diverse markets, promoting economic integration that was previously unimaginable.

However, such integration often leads to a dissolution of trade barriers, which, while beneficial for free trade, can also pose challenges for local economies. The removal of these barriers allows for goods and services to flow more freely, yet it can equally place smaller local industries at risk of being overshadowed by larger, international competitors. This leads us to the notion of outsourcing, a double-edged sword in which jobs are relocated to regions where they can be performed more cost-effectively, sometimes at the expense of local employment prospects.

Furthermore, the establishment of a global supply chain can streamline processes and reduce costs, providing consumers with access to a broader array of products. Despite this, the overarching influence of globalization can result in the homogenization of cultures, diluting the unique attributes that define distinct societies. In contrast, efforts made towards localization seek to preserve these unique elements by tailoring global operations to local tastes and preferences, thereby fostering a balance between global influences and local traditions.

Moreover, the debate surrounding globalization often touches upon the necessity of sustainable development. While the increased interconnectedness facilitates economic growth, it also presents significant environmental challenges. A growing consensus suggests that without careful consideration of sustainability, the long-term ramifications could outweigh the immediate economic benefits. In essence, maintaining the delicate equilibrium between fostering economic growth and safeguarding the planet should be an integral part of the discourse on globalization.

In conclusion, globalization is a multifaceted issue possessing both beneficial aspects and inherent drawbacks. The challenge lies in maximising the positive elements like cultural exchange and economic integration, while mitigating issues like homogenization and unsustainable practices. As we continue to navigate this global landscape, it remains imperative to focus on achieving a harmonious coexistence that respects both global aspirations and local realities.



5. Wrap-Up

Write: "What is one new word or idea you learned from this lesson?"

Assign homework: Write an essay (100-150 words) on the following topic:
Is globalization beneficial for your country? Why or why not?
Include at least two advantages and two disadvantages with examples.



Target words

№	Word / Phrase	Definition
1	Globalization	The process by which businesses, cultures, and societies become connected and interdependent worldwide.
2	Economy	The system of production, distribution, and consumption of goods and services in a country or the world.
3	Trade	The buying and selling of goods and services between countries or regions.
4	Outsourcing	The practice of getting goods or services from an outside supplier, often in another country, to reduce costs.
5	Multinational company	A large business that operates in several countries.
6	Cultural exchange	The sharing of ideas, traditions, and customs between different societies.
7	Communication technology	Tools and systems (like the internet, phones, or satellites) that help people exchange information globally.
8	Integration	The process of combining or bringing together different countries, economies, or systems.
9	Inequality	The unfair difference in income, opportunities, or living conditions among people or countries.
10	Free market	An economic system in which prices and trade are determined by competition without government control.

True / False Activity

Decide if each statement is **True (T)** or **False (F)** according to the meanings above.

1. *Globalization* connects countries through trade, culture, and technology.
2. The *economy* only refers to money people save in banks.
3. *Trade* means exchanging goods and services between countries.
4. *Outsourcing* usually increases production costs.
5. A *multinational company* operates only in its home country.
6. *Cultural exchange* helps people learn about other nations' traditions.
7. *Communication technology* allows global sharing of information.
8. *Integration* means separating economies and communities.
9. *Inequality* refers to equal access to opportunities.
10. A *free market* is controlled by government price regulations.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Writing Task

Task:

Write a short paragraph (100–150 words) explaining how globalization has impacted your country. Use at least **5 vocabulary words** from the lesson

(e.g., cultural exchange, trade barriers, outsourcing, multinational corporations, sustainable development).

Optional:

Share your paragraph with a classmate or teacher for feedback on your use of vocabulary and sentence structure.

Lesson 19,20

Objective:

UNIT 10. WILD LIFE.

ANIMAL LIFE

Students will learn and practice vocabulary and phrases related to wildlife and animal life

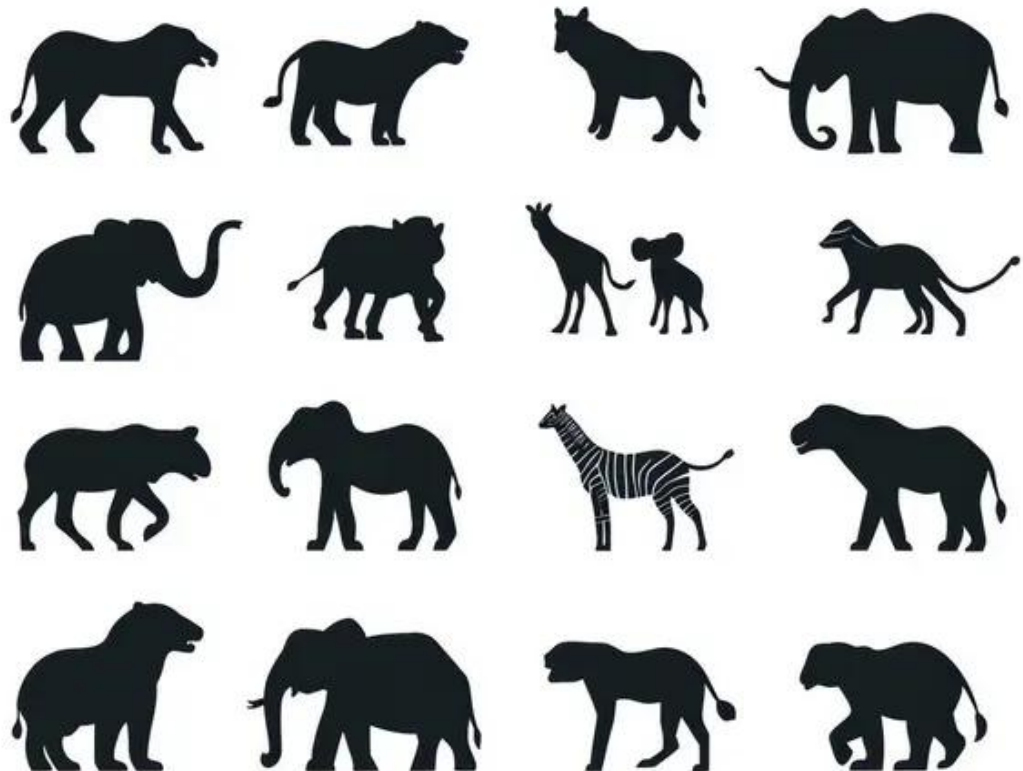
Students will discuss the importance of biodiversity and conservation efforts.

Students will improve their reading, speaking, listening, and writing skills.

1. Warm-up Activity

Look at the pictures and answer the following question.

1. Guess the animals and describe their habitats.

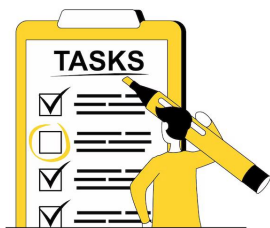


2. Vocabulary matching.

1	biodiversity	a	the variety of life in the world or a particular habitat or ecosystem.
2	endangered species	b	the practice of reintroducing species that have been driven out of an area.
3	habitat destruction	c	animals or plants that are at risk of disappearing from the world.

4	conservation efforts	d	the killing, trapping, or capturing of wild animals for illegal trade.
5	predator and prey	e	the balance between animals that hunt others and the animals they hunt.
6	ecosystem	f	efforts to protect and restore the natural environment, often focused on endangered species.
7	extinction	g	a place where animals can live and be protected in their natural habitat.
8	poaching	h	the death of all members of a species, resulting in their permanent disappearance from earth.
9	wildlife sanctuary	i	damage or loss of natural habitats due to human activity or natural disasters.
10	rewilding	j	a community of living organisms interacting with each other and their environment.

3. Contextual Practice: Fill-in-the-Blanks



Match the words to their definitions or use them to complete sentences:

- _____ refers to the variety of life forms in an ecosystem.
- Protecting _____ species is crucial to maintaining ecosystems.
- _____ happens when animals are hunted illegally.
- A(n) _____ is a place where wildlife is protected and allowed to live freely in their natural environment.
- The reintroduction of animals to a habitat where they have been previously wiped out is known as _____.
- _____ refers to the balance between animals that hunt other animals and the animals that are hunted.
- The loss of species due to changes in their environment or hunting is known as _____.
- _____ includes actions taken to protect or restore the natural environment, especially endangered species.

9. _____ refers to the destruction of natural environments, often due to human activity such as deforestation.

10. The _____ of a species occurs when there are no remaining members of that species left on Earth.



4. Role play

Create a scenario where one student is a wildlife conservationist and another is a poacher. They will discuss the importance of stopping illegal hunting and protecting endangered species.



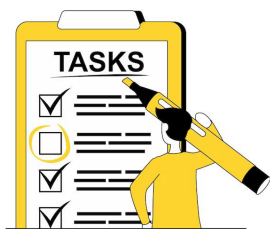
5. Media

activity

Scan QR code. Watch the video and discuss with your partner.



6. Reading activity



Read the text and answer the following questions.

In recent years, the importance of biodiversity has come to the forefront of discussions concerning the preservation of our planet. As countless endangered species face the looming threat of extinction, efforts to combat this concerning trend have intensified. One of the primary contributors to this plight is the illegal practice of poaching, which continues to devastate populations of animals across the globe.

The destruction of natural habitats only exacerbates the situation, pushing numerous species to the brink. Without an appropriate habitat, animals struggle to find food, reproduce, and ultimately survive. Each ecosystem is delicately balanced, with each organism playing a crucial role. When one species is removed from this delicate balance, the entire ecosystem can suffer disproportionately.

To alleviate these issues, various conservation strategies have been implemented worldwide. These include the establishment of wildlife sanctuaries, which provide a safe haven for threatened animal species and enable them to thrive without the constant threat of human intervention. Such sanctuaries help to preserve not only individual species but also their natural environment.

Predator and prey relationships form an essential component of the balance within ecosystems, controlling populations and maintaining ecological stability. Disruption to these interactions, whether caused by human intervention or environmental changes, can have far-reaching consequences. For instance, an increase in the number of a particular predator due to a decrease in human interference might initially seem beneficial. However, without corresponding increases in prey availability, this can lead to starvation and further challenges for the predator.

Public awareness and education about the significance of biodiversity

and the urgent need to protect endangered species have also been instrumental in driving global conservation efforts. People are more informed than ever before about the critical state of many animal populations and are increasingly supportive of measures aimed at their protection.

Nevertheless, to ensure the survival of species on the brink of extinction, a collaborative approach is necessary. Governments, environmental organisations, local communities, and individuals must all play their part in safeguarding the future of our planet's wildlife. By advocating for sustainable practices and opposing harmful activities like poaching, humanity can work towards a future where animal populations can flourish once more.

1. What is one of the primary factors contributing to the decline of endangered species?
 - A. Climate change
 - B. Illegal poaching
 - C. Overpopulation
 - D. Lack of funding
2. According to the text, what happens when an ecosystem's balance is disrupted?
 - A. It becomes more stable
 - B. It has no significant impact
 - C. The entire ecosystem can suffer disproportionately
 - D. New species quickly replace lost ones
3. What is the main purpose of wildlife sanctuaries?
 - A. To generate income for local communities
 - B. To provide a safe environment for threatened species
 - C. To study animal behaviour
 - D. To create tourist attractions

4. How do predator and prey relationships contribute to ecosystem stability?
- A. By increasing biodiversity
 - B. By controlling populations
 - C. By creating new habitats
 - D. By reducing human interference
5. What approach does the text suggest is necessary to protect endangered species?
- A. Individual efforts only
 - B. Government intervention alone
 - C. A collaborative approach involving multiple stakeholders
 - D. Increasing hunting restrictions
6. What role does public awareness play in conservation efforts?
- A. It has no significant impact
 - B. It drives global conservation initiatives
 - C. It increases poaching activities
 - D. It reduces government funding
7. What is the primary challenge facing endangered species according to the text?
- A. Limited food resources
 - B. Destruction of natural habitats
 - C. Lack of scientific research
 - D. Insufficient breeding programmes

5. Wrap-Up

***Write:** Divide the class into groups, and assign each group an endangered species to research. Students will present information on the species' habitat, diet, the causes of its endangerment, and what can be done to protect it..*



1	Wildlife	Animals, birds, and plants that live and grow naturally in their environment, not domesticated or cultivated.
2	Habitat	The natural environment where a plant or animal lives and grows.
3	Endangered species	A type of animal or plant that is at serious risk of extinction.
4	Extinction	The complete disappearance of a species from the Earth.
5	Conservation	The protection and preservation of the natural environment and wildlife.
6	Ecosystem	A community of living organisms interacting with each other and their physical environment.
7	Predator	An animal that hunts and eats other animals.
8	Prey	An animal that is hunted and eaten by another animal.
9	Poaching	The illegal hunting, killing, or capturing of wild animals.
10	Biodiversity	The variety of different species of plants and animals in an environment.

True / False Activity

Read the statements below and decide if they are **True (T)** or **False (F)** based on the definitions above.

1. *Wildlife* includes only animals that live in zoos.
2. A *habitat* is where an animal or plant naturally lives.
3. *Endangered species* are animals that are completely extinct.

4. *Extinction* means a species no longer exists on Earth.
5. *Conservation* aims to protect nature and wildlife.
6. An *ecosystem* includes only plants, not animals.
7. A *predator* hunts other animals for food.
8. *Prey* refers to animals that are hunted by predators.
9. *Poaching* is a legal way to control wild animal populations.
10. *Biodiversity* means having many different living species in an area.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Project Task

Create a poster to raise awareness about protecting endangered species.

Lesson 21,22

Objective:

UNIT 11. PRECISE SENTENCE

Students will learn and practice how to write concise and accurate sentences.

Students will analyze and improve sentence clarity.

Students will enhance their writing and editing skills..

1. Warm-up Activity: Guess

Simplify the sentences, ensuring they retain the meaning while making the sentences more concise.

1. In light of the fact that the deadline for the project is approaching rapidly, it is absolutely necessary for all team members to ensure that their individual tasks are completed on time.

Example: As the deadline approaches, all team members must complete their tasks on time.

2. She went into great detail explaining every single step of the process because she wanted to make absolutely sure that everyone understood exactly what was required.

3. The teacher gave an incredibly long explanation about why it is so important to pay close attention to even the smallest details when working on a project like this one.

4. Due to the fact that the road was blocked because of a major accident that happened earlier in the day, we were forced to take a longer route, which caused us to arrive late.

5. It is my personal opinion that individuals who live in urban areas have lifestyles that are far busier and more hectic compared to those who live in rural areas, where life is generally slower and more relaxed.

Grammar structure

Tips for Precision:

1. Avoid Redundancy:
Original: He returned back to his home.
Precise: He returned home.

2. Choose Strong Verbs Over Weak Verbs and Adverbs:
Original: She walked slowly into the room.
Precise: She strolled into the room.

3. Remove Repetitive Ideas:
Original: In my opinion, I personally believe this idea is correct.
Precise: I believe this idea is correct.

4. Be Specific:
Original: The company has many problems.
Precise: The company struggles with high turnover and low profits.

6. He is a person who always takes the time to explain things in a way that is simple and easy to understand, no matter how complex the topic might be.

7. The instructions provided were not as detailed as they could have been, which led to a lot of confusion and made the task much more difficult to complete than it needed to be.

8. At this point in time, we are actively considering various options and possibilities in order to find the most effective solution to the problem that we are currently facing.

9. The fact that she always arrives early and is fully prepared for every single meeting is one of the reasons why she is such a respected and valued team member.

10. Many people these days tend to buy things they don't really need simply because they are on sale or because they think they might need them in the future, which often results in unnecessary clutter.

2. Media activity

Scan QR code. Watch the video and present arguments using concise and precise sentences.

Example:

- Wordy: I strongly believe that the lifestyle which involves owning fewer possessions is definitely the best because it helps people to focus on what truly matters.

- Precise: Minimalism helps people focus on what matters most.



4. Match wordy and precise sentences

1	The instructions that were provided were not as clear or detailed as they should have been, which caused confusion."	a	We must finish the project by Friday.
2	At this particular point in time, we are actively considering a number of potential solutions to address the issue at hand.	b	She speaks loudly in the library.
3	The fact that she always arrives early and is fully prepared is one of the reasons she is so respected.	c	Urban areas are busier than rural ones.
4	Many people buy items they don't actually need, simply because they are on sale, which leads to clutter.	d	The blocked road delayed our arrival.
5	Videos, while being a highly effective medium for delivering instructions, can take a lot of time to produce and watch.	e	He explains complex topics clearly.
6	It is absolutely necessary for us to ensure that this project is completed by the	f	The vague instructions caused confusion.

	deadline, which is Friday.		
7	She always speaks in a very loud manner whenever she happens to be in the library.	g	We're exploring solutions to the problem.
8	In general, people who live in urban areas tend to lead lifestyles that are much busier and more hectic compared to those in rural areas.	h	Her preparation makes her a valuable team member.
9	Due to the fact that the road was blocked because of an accident earlier in the day, we arrived later than planned.	i	Buying unnecessary items creates clutter.
10	He is a person who always takes the time to explain topics, no matter how complicated, in a simple and easy-to-understand manner.	j	Videos are effective but time-consuming.

5. Writing Activity: Transforming a Paragraph

Rewrite the following paragraph more precisely.



Walmart is well known in the North American continent and U.S. for being the nation's largest food retailer (Supermarket News). Since it is the nation's largest food retailer, its plan for promoting healthy diets would turn out to be very effective in fighting diseases such as obesity.

Walmart is well known through the nation. That is simply because it is known for having cheap prices and a wide range of choices for all goods. These goods do not just include foods, but it also has consumer goods such as clothing, pharmaceutical products, and finally electronics. Another factor that really assisted Walmart in getting where it is right now is the services it offers. These services include tire changing, photo help center, and the banking services that are placed in the Walmart store. These services make it easier for the consumer to shop at Walmart and make this store the one destination they always want to go for almost every necessity they need in life.

5. Homework Assignment

Create Precise Sentences

Write five sentences of your own about any topic (e.g., daily life, hobbies, school, or current events). Then, simplify or revise each sentence to make it as precise and clear as possible.



Target words

№	Word /	Definition
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	Phrase	
1	Precision	The quality of being exact, clear, and accurate in expression.
2	Clarity	The quality of being easy to understand and free from confusion.
3	Concise	Expressing an idea in a few clear and necessary words without unnecessary details.
4	Ambiguity	A situation when a sentence or phrase has more than one possible meaning.
5	Redundancy	Using more words than necessary, often repeating the same idea.
6	Coherence	Logical connection and flow of ideas in a sentence or paragraph.
7	Subject-verb agreement	The grammatical rule that the verb must match the subject in number and person.
8	Transition	A word or phrase used to link ideas smoothly between sentences or paragraphs.
9	Active voice	A sentence structure in which the subject performs the action (e.g., <i>The teacher explained the lesson</i>).
10	Passive voice	A sentence structure in which the subject receives the action (e.g., <i>The lesson was explained by the teacher</i>).

True / False Activity

Read each statement carefully and decide if it is **True (T)** or **False (F)** based on the definitions above.

1. *Precision* means writing in a general and vague way.
2. *Clarity* helps readers easily understand your message.
3. *Concise* writing uses many adjectives to sound academic.
4. *Ambiguity* can make a sentence confusing or unclear.
5. *Redundancy* improves sentence quality by adding repetition.
6. *Coherence* means your ideas are logically connected.
7. *Subject-verb agreement* is not important in formal writing.
8. *Transition* words such as *however* and *therefore* help link ideas.
9. *Active voice* makes writing more direct and clear.
10. *Passive voice* focuses on the receiver of the action.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task

Writing Task:

Write a short paragraph (100–150 words) describing a person you admire, focusing on clarity and precision. Use at least **5 precise sentences** and avoid redundancy.

Example:

Original: "My teacher is someone who is very intelligent and also very patient with students, even if they ask a lot of questions all the time."

Precise: "My teacher is intelligent and patient, answering all student questions calmly."

Lesson 23,24

Objective:

UNIT 12. SUCCESSFUL WRITING ASPECTS

*Students will learn
and practice key
aspects of effective*

*writing, such as
clarity,
organization, and
coherence.*

*Students will
identify and apply
techniques to
improve sentence
structure and
paragraph flow.*

*Students will
improve their
reading, writing,
and critical thinking
skills.*

1. Warm-up Activity

Analyze and discuss which one is better and why. Highlight aspects like structure, clarity, grammar, and logical flow.

The global rise of e-commerce has dramatically changed the way people shop. With just a few clicks, consumers can now access products from around the world. This shift has not only increased convenience for shoppers but also created new opportunities for businesses to expand their reach. As a result, many traditional brick-and-mortar stores are adapting by offering online services, while others are focusing on enhancing the in-store experience to remain competitive.

Shopping has changed because of the internet. People can buy things from everywhere, and it's easy for them. Stores are doing things online, and some are still in business with stores. This is because people shop differently now, and businesses need to change.

2. Aspects of Successful Writing.

1. Clarity

- Avoid ambiguity.

- Example:

Wordy: Due to the fact that he was late, we started without him.

Clear: We started without him because he was late.

Organization

- Have a clear introduction, body, and conclusion.
- Use transitions for logical flow.

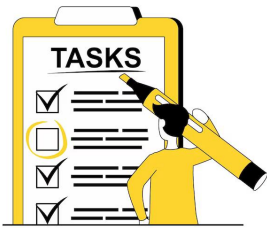
Coherence

- Ideas should be logically connected.
- Avoid abrupt shifts in topic.

Grammar and Precision

- Use correct tenses and concise sentences.

3. Analyzing Writing Samples



- identify unclear sentences.
- Suggest improvements for coherence.
- Check for grammatical errors and rewrite sentences for clarity.

The Impact of Technology in Education

The impact of technology on education has been profound and transformative. In recent years, the widespread use of the internet has provided students with unprecedented access to information, making learning more accessible and diverse. Online learning platforms, digital textbooks, and educational websites have revolutionized how students acquire knowledge. With the rise of online classes, education has become more flexible, allowing students to learn at their own pace and from anywhere in the world. This shift toward digital learning has had a positive impact on many students, enhancing their educational experience and broadening their horizons.

However, despite these advancements, not all educators have embraced technology in the classroom. Some teachers remain hesitant to incorporate digital tools and resources into their teaching practices. There are several reasons for this reluctance, including concerns about the effectiveness of technology in engaging students or the lack of proper training to use digital

training to use digital tools effectively. Moreover, many students still prefer traditional classroom methods, particularly when they are skeptical of the reliability and accuracy of online information. They may feel more comfortable with face-to-face learning, where they can interact directly with their teachers.

On the other hand, some critics argue that technology can be a distraction rather than a tool for learning. The constant availability of social media, games, and other entertainment on the internet can pull students away from their studies, leading to a decrease in productivity. In classrooms where technology is not properly managed, students may struggle to focus on academic tasks. Therefore, it is important to recognize that while technology can be an invaluable educational resource, it must be used appropriately and in moderation.

For schools to remain relevant and effective in today's fast-paced world, they must adapt to the modern educational landscape by integrating more technology into their teaching strategies. The use of educational apps, virtual classrooms, and multimedia resources can complement traditional teaching methods, making learning more interactive and engaging. However, it is crucial for educators to strike a balance between digital tools and traditional methods to ensure that students are receiving the best of both worlds.

In conclusion, technology has the potential to greatly enhance education, but it must be carefully implemented and balanced with conventional teaching techniques. By using both traditional methods and modern technology, educators can create a more dynamic and effective learning environment that meets the needs of today's students. Schools should not only focus on adapting to technological changes but also on finding a balance that allows students to thrive in a digital world without

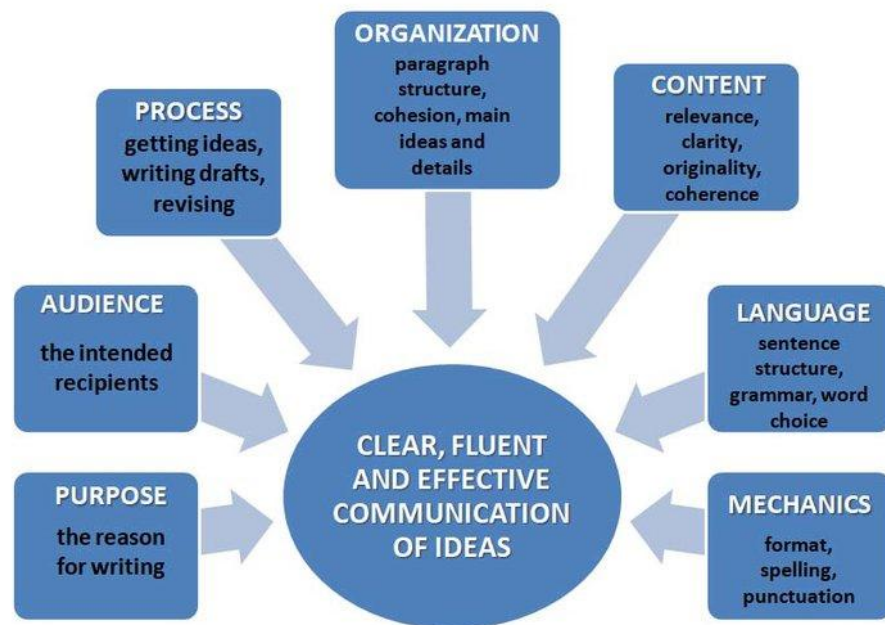
losing the benefits of traditional educational practices.

4. Discussion Activity

Discuss the following questions:

- What does the graph show about successful writing?
- Which factor appears to be most important for successful writing?
- Are there any surprising findings or trends in the graph?
- How do these factors relate to what they already know about writing?

WRITING as a **productive** skill



Write a short report (150–200 words) on the following topic:

- Which factors contribute most to success in writing? Why?
- How can students improve their writing in these areas?
- Do you agree with the results shown in the graph? Why or why not?

Target words

№	Word / Phrase	Definition
1	Structure	The organized arrangement of ideas, paragraphs, and sections in a piece of writing.
2	Coherence	The logical flow and clear connection between ideas throughout the text.
3	Cohesion	The use of linking words, pronouns, and conjunctions to connect sentences and ideas smoothly.
4	Tone	The writer's attitude or feeling expressed through word choice and style (formal, informal, serious, etc.).
5	Audience	The group of people for whom a piece of writing is intended.
6	Purpose	The reason or goal for writing — to inform, persuade, describe, or entertain.
7	Accuracy	The correctness of grammar, spelling, and punctuation in writing.
8	Style	The distinctive way a writer uses words and structures sentences.
9	Editing	The process of reviewing and improving a text for clarity, grammar, and organization.
10	Feedback	Comments or suggestions from others to help improve one's writing.

True / False Activity

Decide whether each statement is **True (T)** or **False (F)** according to the meanings above.

1. *Structure* means writing ideas in a random order.
2. *Coherence* helps ideas flow logically from one paragraph to another.
3. *Cohesion* depends on using linking devices like *however*, *because*, or *therefore*.
4. *Tone* in writing never changes according to the topic.
5. Knowing your *audience* helps choose the right words and tone.
6. *Purpose* explains why the writer is writing the text.
7. *Accuracy* includes correct spelling and punctuation.
8. *Style* refers to a writer's unique way of expressing ideas.
9. *Editing* is done before the first draft is written.
10. *Feedback* can help make future writing clearer and stronger.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Review and Analyze Samples:

1. Find two short essays on the same topic (e.g., "*The Benefits of Online Learning*"). One should be a well-written essay, and the other should be poorly written.
2. Analyze the essays based on the following:

- **Organization:** How well is the essay structured? Are there clear introduction, body, and conclusion sections?
- **Clarity:** Is the essay easy to follow and understand? Are there any confusing or vague sentences?
- **Grammar:** Are there any grammatical errors? How could they be improved?
- **Vocabulary:** Is the language precise and varied? Do the words contribute to the overall effectiveness of the essay?
- **Coherence:** Do the ideas flow logically from one point to another?

Lesson 25,26

Objective:

UNIT 13. LIVING IN A FEAR

Students will learn and practice vocabulary and phrases related to fear, anxiety, and safety.

Students will discuss and write about the causes of fear, its impact on mental health, and methods for overcoming it.

Students will improve their reading, speaking, listening, and writing skills through engaging activities.

1. Warm-up Activity

Look at the pictures and explain each of them.



2. Vocabulary Matching

1	Anxiety	a	a sudden, intense feeling of fear or discomfort that may include physical symptoms like sweating or a racing heart.
2	Phobia	b	an extreme, irrational fear of something specific.
3	Panic attack	c	a feeling of being overly suspicious or mistrustful, often without reason.
4	Paranoia	d	A strong feeling of fear that something bad ...

5	Stress	e	a state of mental or emotional strain resulting from challenging circumstances.
6	Terror	f	fear that is so intense it overwhelms and causes a strong reaction.
7	Worry	g	the uneasy feeling caused by thinking about problems or potential dangers.
8	Dread	h	a state of fear or concern about the future, often involving hesitation.
9	Apprehension	i	a sense of extreme fear or foreboding, often accompanied by a desire to avoid something.
10	Alarm	j	a sudden, heightened sense of fear or danger, sometimes signaling an urgent need to act.

3. Grammar practice activity

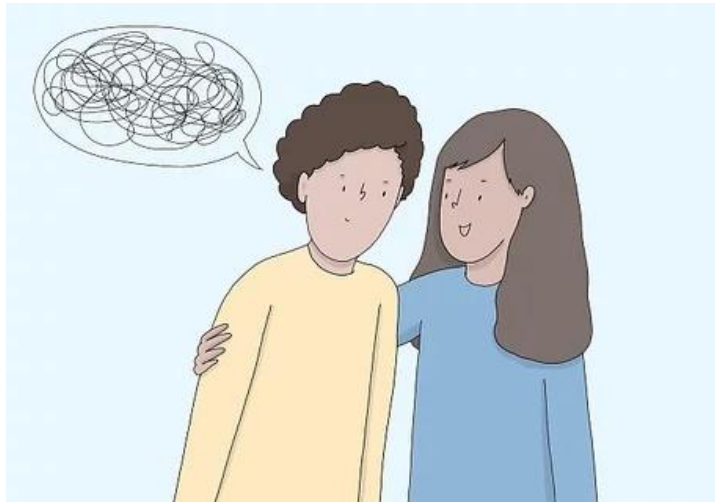
Fill-in-the-blank activity using fear-related phrases. (*a sense of unease, living in constant fear, overcome a fear, fear of the unknown, battling anxiety, paralyzed by fear, irrational fear, cope with fear, face their fears, gripped by terror*)

1. After the earthquake, many people were _____ and found it difficult to go back to their homes.
2. She always had an _____ of spiders, even though she knew they couldn't harm her.
3. Public speaking was his biggest challenge, but he worked hard to _____ and eventually became a confident speaker.
4. Many individuals feel _____ when starting a new job or moving to a different city.
5. Despite _____, he managed to give a brilliant presentation at the

6. Growing up in a war-torn area, they were used to _____ every day.
7. When the lights suddenly went out, the children were _____, thinking something bad was about to happen.
8. To build confidence, it's important to _____ instead of avoiding difficult situations.
9. The strange noise in the dark room gave her _____, but it turned out to be just the wind.
10. Learning how to _____ is essential for maintaining mental well-being in stressful situations.

4. Speaking Activity

Role-play scenarios where one person tries to calm the other down from a fearful situation (e.g., giving a presentation, a fear of flying).



- Discuss in pairs or small groups the different types of fear people experience and why.
- Share personal experiences of fear (if comfortable) or talk about common fears in society.
- Debate: Is fear a natural instinct or a social construct?



4. Reading Activity

Read the text and answer the following questions.

1. How can excessive fear lead to detrimental effects on individuals and communities?

2. What are some of the common sources of anxiety that contribute to the rise of fear in modern societies?

3. How can the spread of paranoia and misinformation within communities exacerbate social tensions and conflicts?

4. What are some of the adverse health effects, both mental and physical, that can result from a constant state of fear and apprehension?

5. What are some of the key elements of a multifaceted approach to mitigating the harmful effects of fear?

6. Why is it important to understand and address the nuanced layers of fear in today's rapidly changing climate?

7. How can communities transform terror into collective strength through

HOW FEAR AFFECTS INDIVIDUALS OR COMMUNITIES.

In recent years, the impact of fear on both individuals and communities has become increasingly apparent, especially in more interconnected societies. While some level of anxiety can serve as a protective mechanism, excessive fear can lead to detrimental effects. Understanding these implications is crucial as we attempt to navigate an ever-changing world.

For many, anxiety stems from uncertainties about the future, with financial instability, health issues, and security concerns taking centre stage. This persistent worry often manifests itself in subtle ways, gradually eroding one's sense of well-being. When allowed to fester, these nuanced emotions can burgeon into more severe conditions such as a phobia or even trigger a panic attack—which for many is a debilitating experience, rendering them unable to function in daily life.

Communities are not immune to the contagious nature of such emotions either. Paranoia can spread like wildfire, fuelled by misinformation or media sensationalism. In this state, rational discourse often gives way to heightened alarm, exacerbating the very issues it seeks to solve. The result is often public stress, manifested through social tensions and conflicts that can weaken the community fabric.

On a personal level, the constant dread of potential threats can infuse daily life with a pervasive sense of unease. This heightened state of apprehension can lead to adverse health effects, both mentally and physically, ranging from insomnia to a compromised immune system. The physiological responses to chronic stress include elevated heart rates and increased blood pressure, setting the stage for more serious health complications.

Efforts to mitigate the more harmful effects of fear require a multifaceted approach. Psychological support, community outreach, and educational programmes can play pivotal roles in building resilience. By fostering a culture of support and open communication, individuals can be equipped to face their fears rather than be immobilised by them. It is only with united efforts that communities can transform terror into collective strength, ultimately ensuring a more harmonious existence for all.

In today's rapidly changing climate, where uncertainty is often the only constant, understanding and addressing the nuanced layers of fear is imperative. Whether on a personal or communal level, how we respond to these challenges will define the future health and stability of societies around the globe.

Target words

№	Word / Phrase	Definition
1	Fear	A strong, unpleasant emotion caused by danger, pain, or threat.
2	Anxiety	A feeling of worry, nervousness, or unease about something uncertain.
3	Panic	A sudden, uncontrollable feeling of fear or anxiety that causes irrational behavior.
4	Phobia	An extreme, irrational fear of a specific object, situation, or activity.
5	Trauma	Deep emotional shock or distress caused by a terrifying or stressful experience.
6	Stress	Mental or emotional strain resulting from difficult or demanding circumstances.
7	Courage	The ability to face fear or danger with confidence and bravery.
8	Overcome	To successfully control or defeat fear, difficulty, or weakness.
9	Nightmare	A frightening or unpleasant dream that causes fear or distress.
10	Safety	The condition of being protected from danger, harm, or risk.

True / False Activity

Read the statements below and decide whether they are **True (T)** or **False**

(F) based on the definitions above.

1. *Fear* is always a positive emotion that motivates people.
2. *Anxiety* is a feeling of uneasiness about something that might happen.
3. *Panic* makes people act calmly and logically.
4. A *phobia* is an unreasonable or exaggerated fear of something specific.
5. *Trauma* can result from a very stressful or frightening experience.
6. *Stress* only affects people physically, not emotionally.
7. *Courage* means being afraid and avoiding challenges.
8. To *overcome* means to defeat fear or a difficult situation.
9. A *nightmare* is a happy and peaceful dream.
10. *Safety* is the state of being free from danger or harm.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Journal Writing:

Write a short journal entry (150-200 words) about a time you experienced fear. Address the following questions:

- What caused your fear?
- How did it make you feel physically and emotionally?
- How did you respond to it?

- Were you able to overcome the fear? If yes, how?

UNIT 14. FAIR TRADE

Lesson 27,28

Objective:

Students will learn and practice vocabulary and phrases related to fair trade, ethics, and sustainability.

Students will discuss and write about the principles of fair trade, its benefits, and its challenges.

Students will improve their reading, speaking, listening, and writing skills through case studies and interactive activities.

1. Warm-up Activity

Choose items from picture or think about the last three items you bought



(e.g., food, clothes, coffee).

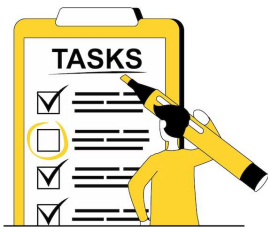
Answer the following questions.

- Where do you think these items were made?
- Who might have been involved in producing them?
- Do you think the producers were paid fairly?

2. Vocabulary

1	Networking	a	A person you know slightly but not very well.
2	Icebreaker	b	Rules for polite behavior in social or professional settings.

4	Acquaintance	d	Building relationships with people, often for professional purposes.
5	Casual conversation	e	A friendly or humorous comment or activity to start a conversation.
6	Rapport	f	A relaxed and informal type of dialogue, often about everyday topics.
7	Etiquette	g	A connection or harmonious relationship between people.
8	Body language	h	To move around a room and interact with others in a social event.
9	Social skills	i	Nonverbal communication, including gestures, posture, and facial expressions.
10	Small talk	j	Light, informal conversation typically used to avoid awkward silence.



3. Contextual Practice: Fill-in-the-Blanks

Fill in the blanks with the correct phrase from the box. Each phrase can only be used once. (ethical consumerism, supporting small-scale farmers, ensuring fair prices, closing the wage gap)

1. Many people practice _____ by purchasing products that are produced without harming the environment or exploiting workers.
2. Fair trade aims at _____ so that workers in developing countries can earn a decent living.
3. By _____, fair trade organizations help local communities thrive and reduce poverty.
4. _____ is a key goal of fair trade, as it prevents producers from being underpaid for their goods.



4. Speaking Activity

- *Discuss in pairs: Why is fair trade important?*
- *Debate: Should consumers always choose fair trade products, even if they are more expensive?*



5. Media activity



Scan Qr code watch video and fill the gaps.

The text discusses the significance of _____(1), particularly in the context of coffee production, highlighting its positive impact on _____(2). Fair trade empowers coffee farmers by enabling them to _____(3), ensuring they receive a _____(4) and a _____(5). This system not only enhances farmers' _____(6) but also mitigates the risk of _____(7). Furthermore, fair trade promotes _____(8) by prohibiting _____(9) and encouraging _____(10). The fair trade standards, developed collaboratively with _____(11), ensure compliance through _____(12). With over _____(13), consumers are encouraged to seek out the _____(14) to support these _____(15). Ultimately, the power to effect change lies in the _____(16), impacting the lives of _____(17).



7. Listen the dialogue



Listen and make a role play used from this dialogue.

A

I really enjoyed the **networking** event last night; it was great to connect with so many like-minded individuals.

B

Absolutely, it's always refreshing to meet people who are passionate about fair trade.

A

I thought the **icebreaker** activity was quite effective in getting everyone to relax.

B

Yes, it certainly eased the tension; I believe it encouraged more participation.

A

Let's **mingle** a bit more; I'd love to hear your thoughts on the latest fair trade initiatives.

B

Sure, I think there's so much potential for growth in that area.



A

It's nice to see you again; I didn't realise you were working on fair trade projects.

B

Yes, it's been a while since we were just acquaintances at that conference.

A

I had a lovely **casual conversation** with a farmer from Peru about his organic coffee.

B

That sounds fascinating! It's always enlightening to hear directly from producers.

A

We've built quite a **rapport** over our discussions on fair trade practices, haven't we?

B

Indeed, it's reassuring to know there are others who share my enthusiasm.

A

I must admit, I'm still learning the **etiquette** of these events; it can be a bit overwhelming.

B

Don't worry; everyone's here to learn and connect, just like you.

A

I noticed your **body language** was very open during the discussions; it really drew people in.

B

Thanks! I try to be approachable so that others feel comfortable sharing their ideas.

A

It's remarkable how strong **social skills** can enhance our understanding of fair trade, isn't it?

B

Definitely! They help bridge the gap between consumers and producers.

A

You know, I've never been very good at **small talk**, but these events have really helped me improve.

B

That's great to hear! It just takes a bit of practice and confidence.

Target words

№	Word / Phrase	Definition
1	Fair trade	A system of trading that ensures producers in developing countries receive fair prices and decent working conditions.
2	Producer	A person, company, or country that makes or grows goods for sale.
3	Consumer	A person who buys and uses products or services.
4	Sustainability	The ability to maintain ecological balance by avoiding the depletion of natural resources.
5	Ethical	Morally right; showing respect for fairness, justice, and honesty.
6	Wage	The money paid to workers for the work they do, usually on an hourly or daily basis.
7	Exploitation	The unfair use of someone or something for personal or financial gain.
8	Certification	Official recognition that a product meets specific fair trade or ethical standards.
9	Cooperative	An organization owned and managed by its members who share the benefits.
10	Equality	The state of being treated fairly and having the same rights and opportunities as others.

True / False Activity

Decide if the following statements are **True (T)** or **False (F)** according to the definitions above.

1. *Fair trade* focuses only on increasing profits for large corporations.
2. A *producer* is someone who makes or grows goods to sell.

3. *Consumers* are the people who buy products or services.
4. *Sustainability* aims to protect the environment for future generations.
5. *Ethical* means doing something dishonest to make money.
6. A *wage* is the payment workers receive for their labor.
7. *Exploitation* happens when workers are treated fairly and paid well.
8. *Certification* shows that a product meets fair trade standards.
9. A *cooperative* is owned and controlled by its members.
10. *Equality* means giving everyone the same opportunities and rights.

Reference.

- Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
- Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
- Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task: Speaking Task

Research and Reflect:

Research one product commonly associated with fair trade (e.g., coffee, chocolate, or clothing).

Write a short paragraph (150-200 words) answering these questions:

- Where is the product produced?
- What challenges do producers face?
- How does fair trade benefit them?

UNIT 15. SOCIALIZING

Lesson 29,30

Objective:

Students will learn vocabulary and phrases related to holiday planning and organizing.

Students will discuss and write about holiday arrangements, including accommodation, transportation, and activities.

Students will improve their reading, speaking, listening, and writing skills through practical tasks on planning holidays.

1. Warm-up Activity: Guess

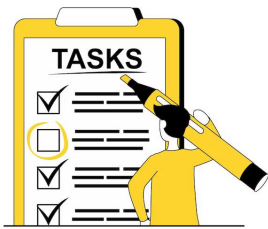
- What's your favorite way to spend a weekend?
- Have you seen any good movies or shows recently?
- What's the best place you've traveled to?
- Do you enjoy trying new foods? What's the most interesting dish you've had?
- What's something exciting you're working on right now?



2. Vocabulary Matching

1	Networking	a	A relaxed and informal type of dialogue, often about everyday topics.
2	Icebreaker	b	Light, informal conversation typically used to avoid awkward silence.
3	Mingle	c	Building relationships with others, often for professional purposes.
4	Acquaintance	d	A friendly comment or activity used to start a conversation.

5	Casual conversation	e	The ability to communicate and interact effectively with others.
6	Rapport	f	To move around a room and interact with others at a social event.
7	Etiquette	g	A person you know slightly but not very well.
8	Body language	h	A connection or harmonious relationship between people.
9	Social skills	i	Nonverbal communication, including gestures, posture, and facial expressions.
10	Small talk	j	Rules for polite behavior in social or professional settings.



3. Fill-in-the-Blank activity

Complete the sentences with the correct phrase from the box. Each phrase can only be used once. (breaking the ice, building connections, keeping the conversation flowing, finding common ground, reading the room)

1. At networking events, sharing a funny story or asking a question can help with _____ and make people feel more comfortable.
2. _____ is important during meetings to understand the mood and adjust your communication accordingly.
3. In a new social setting, asking about shared interests is a great way of _____ and starting meaningful conversations.
4. Active listening and asking follow-up questions are key to _____ during a discussion.
5. Professional events are great opportunities for _____ that could lead to future collaborations.

4. Speaking Task

Role-play scenarios:

- Meeting someone for the first time at a networking event.
- Introducing yourself and asking questions to keep the conversation going.





5. Media Task

Watch to a podcast or watch a video on mastering small talk or the importance of socializing in different cultures.



Cultural diversity in communication




⌚
🔊

2:06

Activity:

- Take notes and summarize the key points.
- Discuss the cultural differences in socializing mentioned in the audio/video.

5. Reading Activity: Short Passage

Read the text below and answer the following questions.

1. What is the primary focus of effective networking according to the text?
 - A. Collecting as many business cards as possible
 - B. Developing genuine connections and opportunities
 - C. Attending numerous social events
 - D. Exchanging contact information quickly
2. What does the text suggest about body language in networking?
 - A. It is unimportant in social interactions
 - B. It is less significant than verbal communication
 - C. It plays a crucial role in establishing rapport
 - D. It should be completely avoided in professional settings
3. What skill is described as the foundation of strong connections?
 - A. Public speaking
 - B. Small talk
 - C. Formal introductions
 - D. Professional negotiations
4. The text implies that successful networking requires:
 - A. Being loud and aggressive
 - B. Avoiding personal conversations
 - C. A genuine interest in people
 - D. Memorising complex social rules
5. What characteristic is recommended when initiating conversations?
 - A. Being overly formal
 - B. Maintaining a distant approach
 - C. Showing approachability
 - D. Avoiding eye contact

THE ROLE OF SOCIALIZING IN BUILDING RELATIONSHIPS OR TIPS FOR EFFECTIVE NETWORKING



Engaging in effective networking is an essential part of fostering meaningful relationships, both professionally and personally. The art of networking involves more than just exchanging contact information; it's about developing genuine connections that can open doors to new opportunities. A successful networker uses certain skills to navigate the initial icebreaker phase, where initiating a casual conversation with a new acquaintance can often set the tone for future interactions.

When attempting to mingle at social events or gatherings, a conscious effort should be made to observe proper etiquette. This includes respecting others' personal space and considering the importance of body language. A confident posture and a sincere smile can convey approachability, thus breaking down any social barriers. Understanding these non-verbal cues is crucial, as they often speak louder than words and play a significant role in establishing rapport with others.

Effective networkers are adept at engaging in small talk, which may seem trivial but is, in fact, the foundation of strong, lasting connections. The ability to carry on a light-hearted yet interesting conversation enables individuals to uncover shared interests or experiences, thereby creating a more personal bond. Developing these social skills not only aids in making a memorable first impression but also ensures that interactions remain pleasant and fruitful.

In conclusion, networking is a multifaceted endeavour that requires practice and a genuine interest in people. By mastering the art of mingle-ing strategically, along with the thoughtful use of etiquette and understanding of body language, one can navigate various social settings with grace and effectiveness. With these skills, your circle of relationships is

Target words

№	Word / Phrase	Definition
1	Socializing	Spending time with other people for enjoyment and communication.
2	Conversation	An informal talk between two or more people.
3	Greeting	Words or actions used when meeting someone (e.g., “Hello!”, a handshake, or a smile).
4	Small talk	Polite, light conversation about unimportant topics (e.g., weather, hobbies).
5	Body language	The way people communicate feelings or attitudes through gestures, posture, and facial expressions.
6	Politeness	Showing good manners and respect toward others.
7	Interaction	Communication or direct involvement between people.
8	Networking	Building and maintaining relationships for personal or professional purposes.
9	Invitation	A request asking someone to attend an event or activity.
10	Etiquette	Accepted social rules or customs that show good behavior in society.

True / False Activity

Decide whether the following sentences are **True (T)** or **False (F)** according to the definitions above.

1. *Socializing* means being completely alone.
2. A *conversation* always has to be formal and serious.
3. *Greeting* is a polite way to begin communication.
4. *Small talk* usually includes deep and emotional topics.
5. *Body language* can show how a person feels without words.
6. *Politeness* is an important part of good communication.
7. *Interaction* means avoiding people in social situations.
8. *Networking* is only used for fun, not for professional goals.
9. An *invitation* is a request to join an event or meeting.
10. *Etiquette* refers to polite rules for social behavior.

Reference.

1. Bakieva G., Rashidova F. "Scale up" Student's book. Course 1. Tashkent 2015
2. Bakieva G., Rashidova F. "Scale up" Workbook. Course 1. Tashkent 2015
3. Philip Kerr, Ceri Jones. Straightforward Intermediate. Student's book. Macmillan. 2012

Self-Study Task:

Practice Introducing Yourself:

- Write a script for a self-introduction at a networking event. Include:
 - Your name and background.
 - Your interests or profession.
 - A friendly question to ask the other person.

ANSWERS

Unit 1. Answer

1 activity.

Possible answer:

- Work: deadlines, meetings, promotions, professions (teacher, writer, translator).
- Leisure: hobbies, holidays, relaxation, sports.

2 activity

Answer Key:

1. Working overtime – G
2. Team building – I
3. Weekend getaway – D
4. Job satisfaction – F
5. Flexible hours – A
6. Burnout – B
7. Work-life balance – E
8. Freelancing – H
9. Paid leave – C
10. Career advancement – J

3 activity

Answer Key:

1. He relaxes by reading books after work.
2. They go hiking every Saturday.
3. She enjoys painting in her free time.
4. I take short breaks during my workday to stay focused.

5. My father watches documentaries about history every evening.

6. We play volleyball on the weekends with our friends.

7. The employees have a team-building session every Friday.

8. You spend too much time working and not enough relaxing.

9. Ali listens to Turkish music while commuting to work.

10. The company organizes an annual picnic for its staff.

Unit 2.

3 activity:

1. have, washed
2. made, prepare
3. got, to fix
4. let, borrow
5. forced, stay
6. had, created
7. got, to rehearse
8. made, rewrite
9. had, repaired
10. made, clean

7 activity

Correct answers:

1. *make*
2. *having*
3. *getting*

4. *have*
5. *get*
6. *made*
7. *let*
8. *have*
9. *make*
10. *have*

Unit 3

Activity 2

Answer Key:

1. B
2. C
3. D
4. E
5. F
6. G
7. I
8. A
9. H
10. J

Activity 3

Answer Key:

1. am going to book
2. are going to go
3. is staying
4. are exploring
5. haven't decided
6. will have traveled

7. is organizing
8. haven't booked
9. are attending
10. will probably visit

activity 5

Correct Answers:

1 The key considerations when planning a holiday include deciding on your itinerary, choosing the right accommodation, and booking through a reputable tour operator.

2 The choice of accommodation can significantly impact your holiday experience, as it can range from cosy bed and breakfasts to luxurious five-star hotels.

3 Booking through a reputable tour operator can provide peace of mind, as they have extensive experience in organising every aspect of the trip and may offer packages that cover flights, accommodation, and excursions.

4 Staying at a resort can provide a range of facilities on-site, including restaurants, pools, and entertainment, which can serve as perfect bases for sightseeing trips and organised excursions.

5 Travel insurance is important to cover any unforeseen circumstances, like medical emergencies or trip cancellations, giving you peace of mind when travelling abroad.

6 Understanding the customs, traditions, and social norms of your destination country can enrich your travel experience and often endear you to the locals.

7 When planning excursions, you should ensure that they are ones you genuinely wish to experience, as over-scheduling can lead to fatigue rather than enjoyment.

Unit 4

Activity 2

Answer Key:

1. b) German
2. c) Spanish
3. d) Japanese
4. a) French
5. e) Portuguese
6. f) Hindi, English
7. g) Italian
8. h) Mandarin

activity 5

Possible Answers:

- 1 nationalities, languages, and cultures
- 2 English and French
- 3 Mandarin and Cantonese
- 4 Egypt, England, France, Germany, India, and Italy
- 5 Egyptians speak Arabic
- 6 Germans converse in German

7 Japan, Malaysia, Mexico, the Netherlands, New Zealand, the Philippines, Portugal, Russia, South Korea, Spain, Tanzania, Turkey, and the United States

8 linguistic diversity and cultural richness

9 informative snapshot of global nationality and language

Activity 6

Answer Key:

1. French, Swiss
2. Italian, Italian, English
3. Brazilian, Portuguese, Spanish
4. Japanese, Japanese, English
5. American, English, French

Unit 5

Activity 1

Instruction/Request	Type (Tell/Ask)
Close the window.	Tell
Please bring me some water.	Ask
Turn off the lights.	Tell
Can you lend me your pen?	Ask
Don't talk during the presentation.	Tell
Could you help me carry these boxes?	Ask

Stop making so much noise.	Tell
Would you mind explaining this to me?	Ask
Finish your homework before dinner.	Tell
Can you show me how to use this app?	Ask
Don't forget to lock the door.	Tell
Could you send me the meeting details?	Ask
Keep the volume down.	Tell
Can you tell me the way to the station?	Ask
Submit the report by Friday.	Tell
Would you mind lending me your notes?	Ask
Stop interrupting others.	Tell
Could you pass me the salt?	Ask
Take out the trash, please.	Tell
Can you explain this grammar rule?	Ask

Direct Speech Sentence	Example Transformation
1. "Could you help me organize the event next weekend?"	He asked me to help him organize the event next weekend.
2. "Don't leave the documents on the desk overnight."	She told me not to leave the documents on the desk overnight.
3. "Please remind Sarah to bring her passport tomorrow."	He asked me to remind Sarah to bring her passport tomorrow.
4. "Finish the project by the end of the week."	The manager told us to finish the project by the end of the week.
5. "Don't let anyone enter the meeting room without permission."	She told the receptionist not to let anyone enter the meeting room without permission.
6. "Can you explain the new policy to the staff?"	He asked her to explain the new policy to the staff.
7. "Don't forget to send the invitations by Friday."	She told me not to forget to send the invitations by Friday.
8. "Please	He asked the team

Activity 2

encourage the team to participate in the workshop."	leader to encourage the team to participate in the workshop.
9. "Be sure to double-check the calculations before submitting the report."	The supervisor told him to double-check the calculations before submitting the report.
10. "Could you ask John to join the meeting on time?"	She asked me to remind John to join the meeting on time.

Activity 3

Correct answers:

1. B
2. B
3. C
4. A
5. B
6. C
7. A

Unit 7

Activity 2

Answer Key:

1. Urban → H
2. Rural → E
3. Nomadic → A
4. Minimalist → D

5. Luxurious → I
6. Work-life balance → G
7. Sustainable living → J
8. Social habits → F
9. Cultural traditions → B
10. Fitness-oriented → C

Unit 8

Activity 1

1. Disposable income – The money left after essential expenses.
2. Impulse buying – Making unplanned purchases.
3. Sustainable products – Goods produced with minimal environmental impact.
4. Planned obsolescence – Designing products to have a limited lifespan.
5. Ethical consumerism – Buying products that do not harm people, animals, or the environment.
6. Advertising strategies – Techniques used to persuade consumers to buy products.
7. Overconsumption – Buying more than necessary.
8. Brand loyalty – Preference for a specific brand over others.
9. Minimalism – A lifestyle focused on owning fewer things.

10. Materialism – Valuing possessions over other aspects of life.

Activity 3

Correct Answers:

1. False - The author explains that consumer behaviour includes not only buying tangible products but also services, activities, and experiences.
2. True - The author mentions that consumers can feel either satisfaction or regret based on their experiences with the usage of a product.
3. False - The author describes consumer behaviour as a dynamic process that can change over time and involve various decisions.
4. True - The author states that understanding consumer behaviour helps marketers to develop better marketing strategies and identify target consumers.
5. True - The author indicates that psychology and sociology explain how consumers are influenced by both internal processes and external factors.
6. False - The author explains that consumers tend to donate more to charities when they think about time, as it makes them more emotional.

7. True - The author emphasises that consumer behaviour refers to the study of individuals, groups, or organisations and their processes related to products and services.

Activity 7.

Correct answers:

1. disposable income
2. impulse buying
3. advertising strategies
4. overconsumption
5. planned obsolescence
6. sustainable products
7. ethical consumerism
8. minimalism
9. brand loyalty
10. impulse buying
11. advertising strategies
12. sustainable products
13. ethical consumerism
14. disposable income

Unit 9 .

Activity 3

Answers:

1. *Due to* globalization, cultural diversity is sometimes at risk.

2. As a result of *multinational corporations*, small businesses face more competition.
3. *Because of* the removal of trade barriers, countries can now engage in free trade more easily.
4. Homogenization occurs *due to* multinational corporations promoting similar products globally.
5. *Because of* outsourcing, many jobs are relocated to countries with lower labor costs.
6. Economic integration has grown stronger *because of* advancements in technology and communication.
7. *Due to* free trade agreements, countries benefit from greater access to global markets.
8. As a result of *cultural exchange*, local traditions are shared across borders, enriching cultural understanding.
9. *Because of* focusing on sustainable development, many companies are reducing their carbon footprint.
10. Global supply chains have become more efficient *due to* improved logistics and transportation systems.

Activity 4

1. One of the principal benefits of globalization is the proliferation of multinational corporations, which facilitate the transfusion of ideas and spur cultural exchange between distinct regions.
- 2 The removal of trade barriers, while beneficial for free trade, can also place smaller local industries at risk of being overshadowed by larger, international competitors.
- 3 Outsourcing is the relocation of jobs to regions where they can be performed more cost-effectively, which can sometimes be at the expense of local employment prospects.
- 4 The overarching influence of globalization can result in the homogenization of cultures, diluting the unique attributes that define distinct societies.
- 5 Efforts made towards localization seek to preserve the unique elements of local cultures by tailoring global operations to local tastes and preferences, thereby fostering a balance between global influences and local traditions.
- 6 The consideration of sustainable development is important because the increased interconnectedness facilitated by globalization also presents significant environmental challenges, and maintaining a

delicate equilibrium between fostering economic growth and safeguarding the planet should be an integral part of the discourse on globalization.

7 The key challenge in navigating the complexities of globalization is to maximise the positive elements, such as cultural exchange and economic integration, while mitigating the issues, such as homogenization and unsustainable practices.

Unit 10 actitiy 6

1. B
2. C
3. B
4. B
5. C
6. B
7. B

Unit 13

Activity 2

Answer Key:

1. Anxiety - D
2. Phobia - B
3. Panic attack - A
4. Paranoia - C
5. Stress - E
6. Terror - F
7. Worry - G

8. Dread - I
9. Apprehension - H
10. Alarm - J

3Activity

Answer Key

1. gripped by terror
2. irrational fear
3. overcome a fear
4. fear of the unknown
5. battling anxiety
6. living in constant fear
7. paralyzed by fear
8. face their fears
9. a sense of unease
10. cope with fear

unit 14

activity 2

Answer Key:

1. Networking - D
2. Icebreaker - E
3. Mingle - H
4. Acquaintance - A
5. Casual conversation - F
6. Rapport - G
7. Etiquette - B
8. Body language - I
9. Social skills - C
10. Small talk - J

Activity 5

Correct answers: 1. fair trade, 2. farmers' livelihoods in developing countries, 3. form cooperatives, 4. minimum price for their products, 5. premium for community development, 6. financial stability, 7. exploitative practices, such as child labour, 8. environmental sustainability, 9. genetically modified organisms, 10. responsible water usage, 11. producers and businesses, 12. independent monitoring, 13. 30,000 fair trade products available globally, 14. fair trade mark in their shopping, 15. ethical practices, 16. choices made by consumers., 17. over 1.5 million farmers and workers worldwide

Unit 15

Activity 2

Answer Key:

1. Networking - C
2. Icebreaker - D
3. Mingle - F
4. Acquaintance - G
5. Casual conversation – A

6. Rapport - H

7. Etiquette - J
8. Body language - I
9. Social skills - E
10. Small talk - B

Activity 3

Answer Key:

1. breaking the ice
2. reading the room
3. finding common ground
4. keeping the conversation flowing
5. building connections

unit 15

Correct answers:

1. B
2. C
3. B
4. C
5. C

GLOSSARY

1. **Acquaintance** – A person you know slightly but not very well.

2. **Active Listening** – Fully concentrating, understanding, responding, and remembering what is being said.
3. **Adaptability** – The ability to adjust to new conditions or environments.
4. **Academic Writing** – A formal style of writing used in universities and scholarly publications.
5. **Anticipation** – The action of expecting something to happen.
6. **Body Language** – Nonverbal communication through gestures, posture, and facial expressions.
7. **Branding** – The process of creating a unique image and identity for a product or company.
8. **Casual Conversation** – Informal communication, often about everyday topics.
9. **Causatives** – Verbs that indicate the cause of an action, such as "make," "have," or "get."
10. **Collaboration** – Working together to achieve a common goal.
11. **Consumerism** – The preoccupation with the acquisition of goods.
12. **Cultural Awareness** – Understanding and being sensitive to the differences and similarities between cultures.
13. **Diversity** – The inclusion of different types of people or things.
14. **Etiquette** – A set of conventional manners and social norms.
15. **Exchange Rate** – The value of one currency for the purpose of conversion to another.
16. **Fair Trade** – Trade that ensures fair prices for producers in developing countries.
17. **Globalization** – The process of interaction and integration among people, companies, and governments worldwide.
18. **Icebreaker** – An activity or conversation that helps people relax and begin interacting.
19. **Impression Management** – The process of controlling how others perceive you.
20. **Income Gap** – The disparity in income between different groups of people.
21. **International Trade** – The exchange of goods and services between countries.
22. **Job Satisfaction** – The feeling of contentment and fulfillment derived from work.
23. **Living Wage** – The minimum income required to maintain a standard of living.
24. **Mingle** – To move around and engage in social interaction.

25. **Networking** – Building and maintaining professional relationships for mutual benefit.
26. **Nonverbal Communication** – Communicating without words, using gestures, body language, and facial expressions.
27. **Philanthropy** – The desire to promote the welfare of others, typically through charitable donations.
28. **Professional Development** – Learning opportunities and activities to enhance skills in one's career.
29. **Rapport** – A close, harmonious relationship where the people or groups understand each other's feelings or ideas.
30. **Social Skills** – The abilities to interact effectively with others in various social situations.
31. **Sustainability** – The ability to maintain ecological balance by avoiding depletion of natural resources.
32. **Small Talk** – Casual conversation about light and non-controversial subjects.
33. **Stakeholder** – A person or organization with an interest or concern in something, especially in business or project development.
34. **Stress Management** – Techniques used to cope with stress and maintain mental health.
35. **Supply Chain** – The sequence of processes involved in the production and distribution of a commodity.
36. **Stereotyping** – Generalizing or assuming characteristics about an individual based on their group membership.
37. **Tension** – Mental or emotional strain, often caused by stressful situations.
38. **Time Management** – The process of planning and exercising control over the amount of time spent on specific activities.
39. **Virtual Reality (VR)** – A simulated experience created by a computer.
40. **Work-Life Balance** – Maintaining a healthy balance between work responsibilities and personal life.
41. **Workplace Etiquette** – The accepted practices and behaviors in a professional environment.
42. **Zoning Out** – Losing focus or becoming mentally distracted.

43. **Stereotype** – A widely held but oversimplified idea of a particular type of person or thing.
44. **Volunteering** – Offering your time or services to help others without expecting payment.
45. **Global Market** – A marketplace that is influenced by worldwide economic activities.
46. **Interpersonal Skills** – Skills used to interact effectively with others, including listening, speaking, and understanding.
47. **Fair Wage** – A wage that is considered reasonable for the work performed.
48. **Consumer Choice** – The selection made by consumers regarding products or services.
49. **Collaboration Tools** – Software and technology designed to help teams work together on projects.
50. **Crisis Management** – The process of handling and responding to critical situations.

Part 1: Vocabulary & Definitions (Multiple Choice)

Choose the correct definition for each term.

1. **What is the definition of 'Acquaintance'?**
 - a) A person you know well
 - b) A person you know slightly
 - c) A person you work with
 - d) A person you trust
2. **Which term refers to nonverbal communication through gestures and posture?**
 - a) Social skills
 - b) Body language
 - c) Networking
 - d) Etiquette
3. **What is 'Small Talk'?**
 - a) Deep conversations about complex topics
 - b) Light, informal conversation
 - c) Negotiation in business
 - d) Communication through body gestures
4. **Which of these terms refers to the ability to adjust to new conditions?**
 - a) Adaptability
 - b) Stress management
 - c) Impression management
 - d) Networking
5. **Which term best describes the rules for polite behavior in social settings?**
 - a) Social skills
 - b) Etiquette
 - c) Rapport
 - d) Small talk
6. **What is the meaning of 'Networking'?**
 - a) Building and maintaining professional relationships

- b) Writing formal emails
 - c) Discussing financial topics
 - d) Working in a team
7. **Which term refers to the ability to communicate effectively with others?**
- a) Rapport
 - b) Social skills
 - c) Acquaintance
 - d) Branding
8. **What is the definition of 'Globalization'?**
- a) A local business expansion
 - b) The process of cultural exchange between countries
 - c) The spread of technology
 - d) The merging of national economies into one global market
9. **Which of these terms is used to describe a fair price for goods or services?**
- a) Fair Trade
 - b) Global Market
 - c) Supply Chain
 - d) Brand Identity
10. **What does 'Sustainability' mean?**
- a) The ability to maintain ecological balance
 - b) The ability to manage work stress
 - c) The process of outsourcing work
 - d) The importance of global collaboration

Part 2: Fill in the Blanks (Vocabulary Application)

Complete the sentences using the correct term from the list.

11. _____ is important when building relationships in the workplace and helps create mutual respect.
12. A successful business model often involves _____ with other companies in your industry.

13. _____ can be challenging for producers in developing countries who do not receive a fair price for their goods.
14. The ability to manage _____ is critical for maintaining mental health in stressful situations.
15. _____ refers to activities designed to engage people and ease initial awkwardness at social events.
16. Understanding _____ helps you understand how to express ideas without speaking, such as through gestures.
17. _____ allows people to adjust to diverse environments and solve new problems effectively.
18. _____ helps people feel comfortable interacting with others, whether at a social gathering or in a professional setting.
19. _____ refers to an informal conversation where participants talk about neutral topics like the weather or hobbies.
20. _____ promotes environmental protection by using renewable resources and reducing waste.

Part 3: True or False

Decide whether the statement is true or false.

21. True/False: Networking is only useful for making personal relationships.
22. True/False: Fair trade is about ensuring that all workers earn the same wage.
23. True/False: Body language is only relevant in face-to-face communication.
24. True/False: Small talk is often used in professional settings to break the ice and build rapport.
25. True/False: Globalization only refers to the spread of technology.
26. True/False: Rapport is created when people feel comfortable and understand each other's feelings.
27. True/False: Etiquette is important for maintaining professionalism and respect in a social environment.
28. True/False: The supply chain only deals with the shipping of goods.

29. True/False: Adaptability is essential for success in both personal and professional life.
30. True/False: Crisis management involves responding to emergencies and managing critical situations.

Part 4: Matching (Concepts)

Match each term with its correct description.

- 31. **Networking**
- 32. **Rapport**
- 33. **Small Talk**
- 34. **Body Language**
- 35. **Sustainability**
- 36. **Etiquette**
- 37. **Causatives**
- 38. **Fair Trade**
- 39. **Acquaintance**
- 40. **Globalization**

- A. Light, informal conversation to build relationships
- B. The spread and integration of economies and cultures across the globe
- C. Nonverbal communication through posture, gestures, and expressions
- D. Working with others to improve relationships and mutual goals
- E. A set of rules for proper behavior in social and professional settings
- F. The use of verbs that indicate the cause of an action
- G. The ability to maintain ecological balance and avoid resource depletion
- H. A person you know slightly but not very well
- I. A trade practice that ensures fair wages and conditions for workers
- J. A process of communicating that builds mutual trust and understanding

Part 5: Short Answer Questions

Answer the following questions in a few sentences.

- 41. How does networking contribute to professional success?

42. Why is body language an essential part of communication?
43. How can small talk be useful in a social or professional setting?
44. What does "fair trade" aim to address, and why is it important for global trade?
45. How can someone improve their social skills in a workplace environment?
46. Explain the role of "rapport" in building professional relationships.
47. What are some key aspects of etiquette that help create a respectful social environment?
48. How does "sustainability" impact business practices in modern society?
49. Describe the difference between an acquaintance and a close friend.
50. What are some challenges that come with globalization in the business world?