

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI

JIZZAX POLITEXNIKA INSTITUTI

ENGLISH

Ingliz tili fandan
1bosqich talabalari uchun
va mashqlar to'plami



Tuzuvchi: Mustafakulova H.A.

So'zboshi

Milliy dasturning eng muhim xususiyatlaridan biri, xorijiy tillarni puxta egallaydigan, O'zbekistonimizning xalqaro andozalardagi taraqqiyotini ta'minlay oladigan, dadil, mustaqil fikrlaydigan, malakali, bilimli va ma'nan boy kadrlarni tayyorlashdan iborat.

Mazkur o'quv qo'llanma chet tili asosiy mutaxassislik bo'lmagan ingliz tili dasturi asosida tuzilgan bo'lib, talabalarni mutaxassislik doirasida bo'lgan ilmiy adabiyotni o'qishi, tushunishi, ingliz tilida o'rganilayotgan mavzu bo'yicha o'zaro suhbat qila olishlarini ko'zda tutadi.

So'nggi yillarda mamlakatimizda ta'lim sohasini rivojlantirish, ayniqsa, chet tillarni o'rganish va o'qitishning kompleks tizimini shakllantirish borasida ko'plab chora-tadbirlar amalga oshirilmogda.

Bu borada 2. 012. yil 10 dekabrda mamlakatimizning birinchi Prezidenti I.A.Karimov tomonidan qabul qilingan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli qaror fikrimizning yorqin misolidir.

Mazkur qarorning asosiy maqsadi zamonaviy pedagogik va axborot kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan o'sib kelayotgan yosh avlodni chet tillarini o'qitish, shu tillarda ravon so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirishdan iboratdir.

Jahonga yuz tutayotgan hamda jahon hamjamiyatida o'z o'rniga ega bo'lib borayotgan mamlakatimiz yoshlari kelgusida mamlakatimiz nufuzini yanada oshirishlari, shuningdek, ilm-fan sohasidagi yutuqlardan samarali foydalana olishlari va jahon intellektual mulkidan doimiy ravishda boxabar bo'lib turishlari uchun ham chet tillardan birini, ayniqsa ingliz tilini yanada yaxshiroq va puxta egallashlari lozimligi mazkur qarorda o'z aksini topgan.

Mazkur o'quv qo'llanmada chet tilini o'rganishdagi halqaro standartlarda ko'zda tutilgan O'qish (Reading), Tinglab tushunish (Listening), Gapirish (Speaking), Yozuv(Writing) ko'nikmalariga katta o'rin berilganligi bilan ham aqamiyatlidir.

O'quv qo'llanmada texnika oliy o'quv yurtlarida tahsil oluvchi 1-3 bosqich talabalariga mo'ljallangan bo'lib, mazkur o'quv materiallari talabalar bilim, tafakkur doiralarini kengaytirishda, malaka hamda ko'nikmalarini oshirishda, pirovardida ingliz tilini chuqurroq o'zlashtirishlarida qo'l keladi.

Mualliflar

I semester
Lesson 1

UBIQUITY OF ENGLISH

OBJECTIVES:

- have a clear idea about how the English language has become widespread;
- revise Past/ Present/Future Tenses of the English language in active use;
- teach and practice how to write a mind-mapping;

Skills to be practiced: listening, speaking, reading, writing

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STARTER

Focus students' attention on the photographs and elicit the given questions

Photo title answers: spider man, no smoking, parking, joy stick

Ask students to share their own answers associating their life evidence with photos.

LISTENING

1. Pair work: Draw students' attention on the photos. Let them guess where the photos are taken. They guess about the functions of particular places in the photos.

Possible answers:

Photo A presents a cafe with 'The Old Pub' notice, located in Navoi Street. "The Old Pub" destination caters cool drinks for customers. Photo B views 'Finn Flare' shop in the city center. It offers great choice of casual wearing.

Note, that at first sight the views with English notice/title/ announcements/advertisements seem to be photographed in any English speaking cities, in fact, the foreign language stream has already flown into Uzbekistan as well. Moreover, the population is continuously acquiring English words in their colloquial use. E.g.: carwash, all males in Uzbekistan visually recognize it to be the place offering the cleaning service for automobiles.

2. Focus students' attention on the questions for some seconds. Play the recording and give them some time to circle the correct answer. Check the answers with the whole group.

1	2	3	4
c	c	a, b	a

TAPESCRIPT

Wide spread use of English today is obvious, and the fact of its becoming a global language is inevitable. Presently, it has spread its roots all over the world. In the field of politics, economics and diplomacy English became an essential skill. Hence, students of all directions and specialties are highly interested in language acquisition. The environment itself supports learners, providing them with language bits from all around.

The Internet makes learning process incredibly easier, in ways that were not possible before. It makes it easier to connect with people who speak different languages. An enormous amount of information is processed in English, and more than half the world's technical and scientific papers are published in English as well.

The widespread use of English has been a great argument. The Chinese government is promoting the teaching of Mandarin in order to establish Chinese as the new international language.

Yet the difficulty in means of writing Chinese characters, and the tonal nature of the language, make it unlikely to come out as a preferred language for not native speakers of Chinese. Another case is French. French used to be the language of diplomacy and the preferred language of international exchange. Educated people in Europe, as well as the Americas, Africa, Asia and the Middle East were proud to speak French. However, this is much less so the case today. And subsequently Esperanto, is offered up as an alternative. It was offered as a politically neutral international language. It also has been constructed quite rationally and easy to learn, but in the foreseeable future no society is likely to change English as a highly convenient means of international communication to any other language.

Text: Working language

A lingua Franca (LF) is a working language is used by different populations to communicate when they do not share a common language. It is also called a bridge language, venicular language or unifying language. Generally, a lingua franca is a third language that it is distinct from the native language of both parties involved in the communication, sometimes for commercial reasons ("trade language"), but also for diplomatic and administrative convenience, and as a means of exchanging information between scientists and other scholars of different nationalities.

The use of may be almost as old as language itself. Certainly, they have existed since antiquity. The term originates with one such language, Mediterranean LF. Latin and Greek were the LF of the Roman Empire.

Arabic was another early LF to develop because of the sheer size of the Islamic Empire dating back to the 7th century. Arabic also served as a LF of science and diplomacy in the 1200's because at that time, more books were written in Arabic than in other language. Still in some European languages (including Georgian), there are some Arabic words as admiral, algorithm or aubergine.

Malay was the LF Southeast Asia and was used by Arabic and Chinese traders there prior to the arrival of the Europeans. Once they arrived, people like the Dutch and British also used Malay to communicate with the native peoples.

In fact, in its time, distinct spheres used to have distinct LF, for example, Latin – in science. In 1687, Isaac Newton published his "Mathematic Principles of Natural Philosophy" in Latin. English interpretation was published only 42 years later after his death.

Today, LFs play an important role in global communication as well. Examples of LFs remain numerous, and exist on every continent. The most obvious example as of the early 21st century is English. The United Nations defines its official languages as Arabic, Chinese, English, French, Russian, and Spanish. The official language of international air traffic control is English. In certain countries, the LF is also used as the national language; e.g., Urdu is the LF of Pakistan as well as the national language.

Writing:

Ex-5. Read the text again. Which of the following bits information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. _____
2. A greater number of books in XIII century were written in the Arabic language. _____
3. Before Malay, people used Arabic in Southern Asia. _____
4. Isaac Newton's book was published after his death. _____
5. Still, there are some lingua francs in different places. _____
6. Nowadays, all the pilots communicate in their own lingua franca. _____

Lesson 2

Working Language. Mind Maps, Verb Forms (revision)
English in Tashkent, Widespread use of English

OBJECTIVES:

- have a clear idea about how the English language has become widespread;
- teach and practice how to write a mind-mapping;

Skills to be practiced: listening, speaking, reading, writing

English in Tashkent

The same is about our own country. Wherever you go or whatever you deal with you surely stumble on something in English. Not only in capital Tashkent but in distant regions you can come across English expression.

For instance, here in Tashkent even in some areas like Chorsu, Chopon ota or Kukcha where national bias are favored, one may count out lots of English words used in ads, brand names, tabloids and so on.

Therefore language acquisition is now less laborious owing to the whole environment contributes its improvement.

Also less actual is the argument of lacking due environment, because basic words are mostly known for inveterate housewives as well.

SPEAKING

3. Group work.

Draw students' attention to the pictures and identify the people on the photo. Tell them to make a list of some other English words known among particular groups of people such as students, housewives, tradesmen in Uzbekistan.

Groups share their findings with the whole group:

4. Tell students to match the tense titles in the box with the sentences 1-12. Check the answers.

Students	Housewives	Tradesmen
- i-phone	- supermarket	- price
- chips	- blender	- please
- sensor	- mixer	- yes/no
- marker	- combiner	- money
- interactive board	- freezer	- how much
- Megaplanet	- lady	- good
- playstation	- perfume	- very well
	- shop/shopping	- come here
	- make up	- ok
		- business
		- bu

- | | |
|-----------------------|-------------------------------|
| 1. Present Continuous | 7. Present Perfect |
| 2. Past Tense | 8. Present Perfect Continuous |
| 3. Past Perfect | 9. Future Continuous |
| 4. Present Simple | 10. Past Perfect Continuous |
| 5. Future with 'will' | 11. Future with 'be going to' |
| 6. Past Continuous | 12. Future Perfect |

1. Ask students to read the descriptions a-l and decide which sentence in exercise 1 matches the descriptions.

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

READING

7. Encourage students to look at the photos and answer the questions.

Photo 1: depicting ancient times when the kings ruled the government the language communicators were the interpreters. (It is the same at present.) Deep in history the language of communication was Lingua Franca.

Photo 2: people of modern society are having discussion.

Possible answers

1. people of ancient and modern society (photos 1,2) are interacting;
 2. people of different nationality/oriental and European people;
 3. with the help of interpreter, guests may know host language;
8. Ask students to read the text and match the definitions 1-6 to the highlighted words and expressions in the text.
 1. the medium, method, or tool used to obtain a result or achieve an end - as a means of;
 2. to come or bring into being - originates
 3. very steep - sheer size;
 4. before; until -prior to;
 5. time in the past when smth or smone was popular or common - in its time;
 6. easy to see or understand; evident - obvious;

9. Encourage students to decide which of the following pieces of information is not given (N.G) in the text. Check the results.

3) Before Malay, they used Arabic in Southern Asia. NG

WRITING

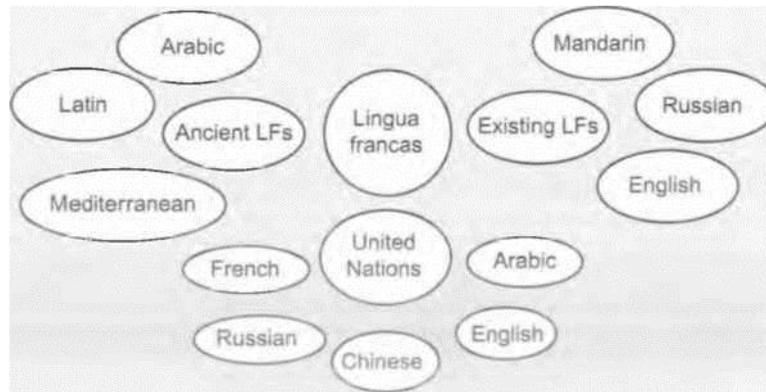
Mind maps

State that mind maps help people to brainstorm and organize their ideas.

10-Direct students' attention to the mind maps and let them choose appropriate central theme for it.

- a. Having a single language as an official international

11. Provide students with the Handout 1 and they complete the mind map according to the text on previous page. They may add some more options if available. Check the mind map results.



12. Encourage students to read the questions and instruct them in writing 2 paragraphs using the map in Ex.11.

Do you know that?
More people in China speak English than in the United States

Lesson 3

INFORMATION AND SECURITY

Intellectual Property, Infringement of Copyright Issues

OBJECTIVES

- analyze the different types of information attacks
- listen to the detailed information

Skills to be emphasized: listening, speaking, reading, writing

STARTER

Focus student's attention to the picture and facilitate question- answer activity.

LISTENING

THREATS <ul style="list-style-type: none">• Hacking• Ideological pressure• Infringe copyright		TREATS <ul style="list-style-type: none">• Immune tolerance• Law on Intellectual Property• Updating Software
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Possible explanation:

Hacking - to get into someone else's computer system without permission in order to find out information or do something illegal, (solution: encryption firewalls)

E.g.: Computer hacking has become very widespread over the last decade.

A programmer has managed to hack into some top-secret government data. Ideological pressure - (solution: having own ideas, not having ideological gap)

Infringement copyright - an action that breaks a rule, law, etc (solution: taking patent)

State that besides above mentioned security tools the VIGILANCE can be a reliable protection for all kinds of attacks.

Group work: Ask students to discuss the questions and share their findings with the whole class.

Picture A representing sweets can be a good sample of infringement copyright, as the producer tried to 'own' the product by changing some letters of the famous trademark Rafaello into Raffaello and Reffaello.

2. Give students some seconds to listen to the tape. Ask them to list down the University names whose students have been interviewed.

- a. National University of Uzbekistan
- b. Tashkent Islamic University
- c. Tashkent State University of Law
- d. Tashkent University of Information Technology

3. Ask students to write the student-interviewee names with the listed questions to which they have answered.

1. Sanobar Azimova
2. Sanobar Azimova
3. Sevara Nizomova
4. Sevara Nizomova
5. Shuhrat Jalilov / Oybek Halilov

6. Shuhrat Jalilov / Oybek Halilov

TAPESCRIPT

- Today we are going to check students' ideas about Information Security and find out whether they know how to avoid information attacks. So, now we are in front of the Uzbekistan National University. Hi, can you answer a couple of questions, please? It's like a survey.

- -Ok.

- Will you introduce yourself, please?

- I'm Shuhrat Jalilov, a second year student of this University.

- Thank you, er, the question is How do you understand Ideological Pressure?

- Er, hmm, let me think... oh, maybe someone tries to make us follow his/her ideas oh, maybe religion, or they may try to persuade us to buy their product, not letting us think properly. Pressure maybe not direct, it can be done by supporting financially. It may have a philosophical impact, making you believe that it is the right way. It is usually with purpose, like political maybe.

- How can we protect our youth from Ideological Pressures?

- Hmm, first of all the adults who teach him, I mean parents, teachers should know which is the right way, which is not. Some people say that we should protect our youth from ideological pressures. But I think differently, if a person has not immunity to be protected against strange ideologies he can be influenced no matter how old he is. You remember some adults were affected by religious extremism, terrorism and other hostile ideologies. We should have immune tolerance against such er such lets say attacks. Parents should know whom their children communicate via social sites.

Now we are in front of Tashkent Islamic University.

Hi, could you spare your precious time for giving an answer to a couple of questions, please? It is like a survey.

- Ok, with pleasure.

- What is your name and specialty?

- Oybek Halilov, a first year student of Informatics and Information Technology Faculty.

- How do you understand Ideological Pressure?

- Oh, it has ending "logos" it means subject, so it is a subject which studies ideas. As for the pressure... I know there is a "high blood pressure", (ha ha), oh here - dictionary says - "the use of persuasion or intimidation to make someone do something", ahh, it is like making people follow one's ideas. Err, maybe, like forcing someone to accept one's religion or tradition or, maybe, a life style. I have been warned against missionary activities, religious extremism, fundamentalism ideas and how they work in our environment.

- How can we protect our youth from Ideological Pressures?

- I think, we have only one way to protect them. It is paying attention to their spirituality seriously. Educational system at secondary schools, colleges, lyceums and high schools must be perfect from spiritual point of view. We should be attentive to secondary school students because they just begin to be independent from constant care and control of teachers and parents. And 'ideological enemies'⁴ often deal with this group of society. If we choose this way, our youth will have their own ideas. Otherwise, they will be uneducated and have a big ideological gap. We should teach them our traditions, religion, and political point of view.

Let me give the floor to the student of Tashkent Sate University of Law.

- Your name, please?

- I am Sanobar Azimova.

- How do you understand IT attacks?

- It is like securing or protecting information from external attacks. Most vulnerable is software, viruses, malwares and other spywares can be tools of hackers' attacks. As you know IT threats are rising day by day and it is becoming hard to secure computers, err, not only personal computers but governmental IT systems also, err, banks also suffer from IT attacks. So, they should be secured. Programmers are creating up to date antivirus.

How can we get protected from IT attacks?

- Err; most prevalent of those methods is antivirus. It is such a program that has its own bases of all viruses and cures them. It scans our computer and detects dangerous files. Famous of them are Dr,Web, Avast, Kasperskiy, and EsetNod32. Besides, any computer has its own means of protecting. It is firewall. Firewall is the first "wall" between computer and internet. It doesn't let viruses come into your computer. Then, we should avoid some untrustworthy sites, spam's, and use some programs that view all the files of your computer. The survey is on having a step through the doorsteps welcoming into Tashkent University of Information Technology. Can I have some minutes of your time to the valuable survey, please?

-Yes, I am all ears!?

-Your name and title, please?

- I am Sevara Nizomova, a first year student of this University.

- How do you understand Intellectual Property?

- Well generally speaking, it is everything that is created or invented by human intellect. For example, literary works, artistic works, such as books, songs, movies, computer programs, and etc, ah, then there are symbols, trademarks, designs, inventions (they are also called industrial property). Authors take patents if they want and if they are the first, if it is possible and other users copy them only with the agreement of the owners.

- How can we protect Intellectual Property?

- We should protect it somehow, as there are greedy attacks. But stopping infringement copyright is not an easy thing. We have to get special licence or a patent for our inventions till others own it officially. So, then, if someone suddenly copies intellectual property such as books, songs, programs, whatever without authors' agreement, owners would certainly have a just reason of putting the law on them, on that person. And eventually that law breaker obviously must pay a fine or will be sent to prison (ha ha). But it is too difficult to prove. But the law does not work in everywhere, for example, in far villages people can easily make fool of others showing others works as their own masterpieces.

4. Group work. Encourage students to work in small teams to discuss the infringement of copyright cases of what they have heard or witnessed. Elicit the possible consequences of the illegal cases with the whole group.

5. Students form adverbs from adjectives. They use the formed adverbs in sentences. Check the form and usage of adverbs in sentences.

GRAMMAR

Adjective	Adverb	Possible examples
Confidential	Confidentially	All information supplied will be treated confidentially.
Dramatic	Dramatically	Your life changes dramatically when you have a baby.
Critical	Critically	They were both critically injured in the crash.
Suspicious	Suspiciously	The manager noticed two clients acting suspiciously in front of the cash desk.

Traditional	Traditionally	The annual meetings are traditionally held in the presence of all senators.
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Extreme	Extremely	The gamers played extremely well.
Artificial	Artificially	Most strawberries sold in supermarkets have been grown artificially.

6. Ask students to complete the statements selecting proper adverbs from the box. Check the appropriateness.

1. If somewhere there is an ideological gap, it is naturally ruled over by an alien ideology.
2. We should openly admit that our goal is to win hearts of people, primarily of the youth.
3. When ideologists affect nation's or people's mentality in a definite country or region, they may change even behaviors completely.
4. Certain states and political groups try to influence people ideologically.
5. Ideological pressure is hardly recognized while economic and political forces are felt immediately.

READING

7. Encourage students to work in pairs. Ask them to read the quote and share their ideas in pairs. Let some of them present their approach to the whole class.

8. Give students some time to read the paragraphs and match them with the suitable headings. Check the matching results.

- a. Difference between attacks
- b. Hacking
- c. Intellectual Property
- d. Ideological Pressure

9. Draw a circle in the centre of the board and write 'INFORMATION ATTACK' in it. Have students contribute to the cluster in turn taking the following detailed information presented in the text.

WRITING

Describing a pie chart

10. Focus students attention on the pie chart and ask them what the diagram presents. If they find it difficult to understand it move to the next task where the diagram titles are listed.

Possible answers:

The diagram is about Statistics showing the scope of data lost by industry, namely Medical, Business, Education, Financial and Government.

Tell students to read the headings and choose the most relevant. All options are correct depending on students' choice.

Ask students to read and answer the questions.

Pie chart

1. Medical Healthcare
 2. Banking, credit, financial
 3. Government, Military.
 4. Security system works well not only to save data but also to keep its confidentiality.
11. Allow students some time to write a description of the reviewed chart following the template. Remind them to follow an essay structure: introduction, body, conclusion.

Possible description:

The pie chart shows data breach rates in the five largest spheres, namely healthcare, business, education, banking and military.

Losses of government and educational spheres are almost the same with 9.9% and 10.7% respectively.

12. Ask students to draw a pie chart with imaginative percentage of internet users by age (the old, adults, teens, youngsters) in Uzbekistan. They write an essay. Word limit: 150 words.

Lesson 4

Speeding of Information. Describing Process, Adjectives and Adverbs; Grammar: Degrees of comparison; Doing exercises

- use adverbs in appropriate places
- practice how to write a pie chart description

Grammar material: Degrees of Comparison-Sifat darajalari

1. Shaxs yoki buyumning belgisini bildirgan soʻzlar sifat deyiladi:

A young man – *yosh kishi*; a young woman – *yosh ayol*; young people – *yosh kishilar*.

2. Sifat faqat darajalar boʻyicha oʻzgarishi mumkin: long – *uzun*, longer – *uzunroq*, longest – *eng uzun*.

3. Sifatlar oddiy va yasama boʻladi:

a) Oddiy sifatlar qoʻshimcha olmagan sifatlardir: big – *katta*, short – *kalta*, black – *qora*, red – *qizil*.

b) Yasama sifatlarga old yoki orqa qoʻshimchasini yoki har ikkalasini olgan sifatlar kiradi: natural – *tabiiy*, incorrect – *notoʻgʻri*, unnatural – *notabiiy*.

Eng koʻp tarqalgan qoʻshimchalar (suffiksalar):

— ful : useful – *foydali*, doubtful – *shubhali*;

— less : helpless – *ojiz*, useless – *befoyda*;

— ous : famous – *mashhur*, dangerous – *xavfli*;

— al : formal – *rasmiy*, central – *markaziy*;

— able, -ible: eatable – *yeb boʻladigan*, accessible – *hammabop*, *yengil*.

Eng koʻp tarqalgan old qoʻshimchalar :

un- : unhappy – *baxtsiz*, unequal – *teng emas*, *noteng*;

in- : incomplete – *tugallanmagan*, indifferent – *farqsiz*.

4. Ikkita soʻzdan yasalib bitta maʼnoni bildiruvchi sifatlar qoʻshma sifatlar deyiladi:

dark-blue – *toʻq koʻk*, snow-white – *qordek oq*.

5. Sifat gapda aniqlovchi va ot-kesimning tarkibida keladi:

The large box is on the table. (aniqlovchi) – Katta quti stol ustida.

The box is large. (ot-kesimning tarkibiy qismi)

Sifat darajalari turlari –Types of Degrees of Comparison)

Sifatning uchta darajasi bor:

1. Oddiy (the Positive Degree);
2. Qiyosiy (the Comparative Degree);
3. Orttirma (the Superlative Degree);.

M: The Mississippi is a long river. (long-oddiy daraja.).

Mississippi uzun daryo.

Qiyosiy darajada ikkita shaxs yoki buyum qiyoslanadi.

Orttirma daraja uch yoki undan ortiq shaxs yoki buyum qiyoslanadi va bittasining darajasi hammasidan ziyoda boʻladi.

Sodda sifatlarning (bir, ikki boʻgʻinli sifatlarning) qiyosiy darajasi –er qoʻshimchasini qoʻshish bilan, orttirma darajasi -est qoʻshimchasini qoʻshish bilan yasaladi:

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
sharp — oʻtkir	sharper — oʻtkirroq	sharpest — eng oʻtkir
cold — sovuq	colder — sovuqroq	coldest — eng sovuq

deep — chuqur	deeper — chuqurroq	deepest — eng chuqur
busy — band	busier — bandroq	busiest — eng band
dirty — ifl os	dirtier — ifl osroq	dirtiest — eng ifl os
clever — aqlli	cleverer — aqlliroq	cleverest — eng aqlli
narrow — tor	narrower — torroq	narrowest — eng tor
able — layoqatli(qodir)	abler — layoqatliroq	ablest — eng layoqatli
noble — himmatli	nobler — himmatliroq	noblest — eng himmatli
polite — odobli	politer — odobliroq	politest — eng odobli
severe — shafqatsiz	severer — shafqatsizroq	severest — eng shafqatsiz
sincere — sofdil, samimiy	sincerer — sofdilroq	sincerest — eng sofdil
simple — (oddiy) sodda	simpler — soddarroq	simplest — eng sodda
common — oddiy	commoner — oddiyroq	commonest — eng oddiy

Qiyosiy va orttirma darajalarni yasaganda quyidagi imlo qoidalariga rioya qilinadi:

a) agar sifat o'qilmaydigan e harfi bilan tugagan bo'lsa, -er va -est qo'shimchalari qo'shilganda sifat oxiridagi o'qilmaydigan e harfi tushib qoladi:

large -katta larg-er larg-est
brave- jasur brav-er brav-est
ripe- pishgan rip-er rip-est

b) agar sifat qisqa unidan keyin bitta undosh bilan tugagan bo'lsa, qiyosiy va orttirma darajalarning qo'shimchasi qo'shilganda oxirgi undosh ikkilantiriladi:

big-katta bigger biggest
hot-issiq hotter hottest
thin-yupqa thinner thinnest
wet-nam wetter wettest

c) agar sifat undoshdan keyin kelgan y harfi bilan tugagan bo'lsa, qiyosiy va orttirma darajalarning qo'shimchasi qo'shilganda oxirgi y harfi i harfiga aylanadi:

busy - band busier - bandroq busiest - juda band
easy - oson easier - osonroq easiest – juda oson
dirty - iflos, kir dirtier - iflosroq dirtiest – juda iflos, kir

d) agar sifat oxiridagi y unidan keyin kelgan bo'lsa qo'shimcha qo'shilganda y saqlanib qoladi:

gay-*sho'x* gayer - *sho'xroq* the gayest-*juda sho'x*

Ko'pgina ikki bo'g'inli hamda uch va ko'p bo'g'inli sifatlarning qiyosiy darajasi sifatning oldiga more, orttirma darajasi sifatning oldiga most so'zlarini qo'yish bilan yasaladi:

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
active — faol	more active	most active
famous — mashhur	more famous	most famous
diffi cult — qiyin	more diffi cult	most diffi cult
comfortable — qulay	more comfortable	most comfortable
interesting — qiziq	more interesting	most interesting

Orttirma darajadagi sifat bilan kelgan ot aniq artikl bilan ishlatiladi. Ba'zan ot tushib qolganda ham artikl saqlanib qoladi:

M:

This is the shortest way to the station.

Bu stansiyaga eng yaqin yo'l.

This is the most interesting story in this book.

Bu ushbu kitobdagi eng qiziq hikoya.

The Moscow underground is the best in the world.

Moskva metrosi dunyodagi eng yaxshi metro.

Ba'zi sifatning darajalari qoidaga bo'ysunmasdan o'zgaradi:

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
good — yaxshi bad — yomon little — oz much, many — ko'p	better — yaxshiroq worse — yomonroq less — ozroq more — ko'proq	best — eng yaxshi worst — eng yomon least — eng oz most — eng ko'p

Far sifatining qiyosiy va orttirma darajalarida ikkitadan shakl bor:

Oddiy daraja	Qiyosiy daraja	Orttirma daraja
far — uzoq	farther — uzoqroq further — uzoqroq,	farthest — eng uzoq furthest — eng uzoq,

Home task

Writing:

Ex-4. Sifat darajalariga misollar yozing

Lesson 5

STUDYING WITH MULTIPLE SOURCES, Interview: Data Collection, Studying with Multiple Source

OBJECTIVES

- Explore various types of study sources
- Practice how to give appropriate referencing
-

STARTER

Focus students' attention on the pictures. Let them tell what the people in photos are doing and what they have in common. Possible answers:

Picture A presents learning environment in the lecture hall.

Picture B depicts the group of learners in nature working out a project work outline/searching for information via their laptop or mobile phones/ reviewing online or offline information for the meaningful content of their presentation and etc...

Picture C views the scene in which the learners are working using different sources in resource center.

LISTENING

1. Ask students to fill in the gaps using the words from the box.

1	2	3	4	5	6
undoubtedly	contend	stumble	commonalities	conception	route

2. Tell students to spend 15 seconds to review the statements. Play the tape. Ask them to number the statements putting 1-5 sequencing them according to the listening script.

- a. 1 b. 3 c. 2; d. 5 e. 4

TAPECRIFT

..... O! Thanks! Now, will you share your opinion about using Multiple Sources and why should we use it in studying process? Would you like to begin Mr. Tursunov:

Some people prefer studying from single material; others contend that multiple sources are more suitable for learning. Some believe it is less complicated route and get concentrated on one material. However, recent researches point to the effectiveness of using multiple sources when studying or learning.

To use multiple sources best, you should refer to secondary sources when you stumble upon something you can't understand or doubt and when primary source is not available. For example, unless you attend the seminar or conference, where you can listen to the authors directly, seeing their emotions and feeling their tone which undoubtedly contribute your comprehension, you may use the publication of the articles from that event, you know.... , as it's said in the proverb 'half a loaf is better than no bread'.

.... Now... Miss Karimova.....

First, one should be taught to use multiple sources properly. Because lectures, interviews novels, electronic media and surely internet which are believed to be multiple sources materials are not that easy to understand and mostly demand great analytical procedure. Take as an example..., long and less constructed documents tend to be more confusing. Subsequently, picking up information here is much more challenging then in short and well-structured texts. Comparing with single sources, multiple sources tend to create richer understanding, engage with facts, circumstances and can be even conflicting. The matter,

one should be taught is analyzing commonalities, evaluating conflicts and ability to filter the context so that it fits worked out objective.

As for me

... o.. yes Mr. Bahodirov If speaking about multiple sources I consider it necessary to provide learners with some recommendations:

First of all read your primary source thoroughly to provide factual framework from which to begin, as it was mentioned by (Miss Karimova) find out the objective. Refer to shorter, more focused sources; improve your evaluative skills working with multiple sources; understand the connection and don't learn by heart details which can be easily forgotten; attend seminars discussions and conferences to improve your conception, Again as it was said by (Mr. Tursunov): 'try to work with primary sources'. Nevertheless, don't give up if not possible feel free to refer to secondary one - publication.

3. Allow students some time to review the recommendations. Play the tape again. Students tick the mentioned information in the listening material.

1. Consider the impact of, and evaluate conflicts ✓
2. Try to use a primary source ✓
3. Analyse commonalities ✓
4. Use in-class or on-line discussion time -
5. Engage sources with facts ✓
6. Refer to a secondary source if primary one is not available ✓
7. Practice and familiarize materials -
8. Practice with multiple texts to improve your evaluative skills ✓

4. Ask students to read the sentences and complete the table deciding whom the statements belong to.

Speaker 1	Speaker 2	Speaker 3
c	a	b

5. Pairwork. Encourage students to discuss the questions and share their partner's choice with the whole class.

READING

7. Pairwork. Draw students' attention to the photos. Getting a hint from the photos students guess what the upcoming text is going to be about.

The upcoming text is about using different types of sources.

8. Allow students some time to read the text. They make a selection of the most suitable title out of 4 offered ones to the reading passage.

Studying with multiple sources.

9. Give students some time to read the questions and organize a discussion.

Possible answers:

a) lectures, textbooks, fiction stories, novels, interviews, biographies, duplicates handouts, original source materials, electronic media, Internet, b, c, d) Students' own answers.

10. Pair work. Ask students to look at the writings and say out the differences.

- Direct citing - Paraphrasing

11. Tell students to list down at least three reasons stating why the referencing is needed.

a. Avoiding plagiarism c. Proving the idea

b. Indicating the source

12. Ask students to rank the reference order following the samples presented in Ex.12.

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

13. Tell students to paraphrase or quote the given ideas using phrases for giving references from the box.

Lesson 6

Benefits of Using Multiple Sources. Giving References, Comparisons as...as, not so/as ...as.

- Use the comparatives with as... as...
- Practice how to give appropriate referencing

1. Studying with multiple source;

Multiple sources comprise the following: lectures, textbooks, fictional stories, novels, interviews and biographies, handouts, original source materials, electronic media, internet and others.

Studying with multiple sources offers a fundamentally different view of the learning process from the traditional studying based on the use of single source to complicated, up-to-date ways of the study i.e. studying with multiple sources, where new knowledge is achieved through confrontation among different sources. Furthermore, it is not only getting additional information and perspectives from different sources, but also implementing acquired knowledge in actions in real life.

Studying with multiple sources has a number of advantages and disadvantages:

To begin with advantages, it teaches learners to be effective and find proper use of the received material, which encourages students to be creative, selective and develop their analytical skills and the most important thing is adapting acquired knowledge, where needed and using it in real life.

It helps learners to impede their learning by analyzing, recognizing or synthesizing and filtering information as these skills impact the development of a person.

At the level advantages, studying with multiple sources has a number of disadvantages like challenges in understanding of they received material because of their academic nature and tremendous size while processing, time consumptions owing to the variety of sources, concealment of bias and others.

Finally, in addition to these practical benefits studying with multiple sources provides a wide of opportunities in being more self-confident and enterprising. Furthermore, multiple sources can greatly improve and dress experience of learners if they know how to use them properly.

Speaking

Ex-2: Answer the following questions:

1. Which sources of study have been mentioned in the text?
2. Are more inclined to use traditional primary sources or up-to-date ways of studying? Why?
3. To what extent do you think studying with multiple sources is better than using a single source?
4. To what extent did the author use references in the text?

GRAMMAR

Comparisons as.. ..as, not so/as.. ..as.

6. Ask students to make up sentences of their own using given comparatives. Students' own answers.
7. Tell students to find which words in A column would go with the one in B in order to form common comparative expressions with asas.

a	b	c	d	e	f	g	h	i	j	k	1
7	11	8	2	6	9	3	5	10	4	1	12

8. Ask students to complete the sentences with the suitable expressions in Ex. 7.
 1. as blind as a bat
 2. as flat as a pancake
 3. as dry as a bone
 14. as proud as a peacock
 15. as thin as a rake
 4. as fresh as a daisy
 5. as slippery as an eel
 6. as weak as a kitten
 9. as stubborn as a mule

Do you know that?

The first newspaper was published in 1734, in the UK. The title of the newspaper was "The Lloyd's List"

The first email was sent by computer engineer Ray Tomlison in 1971. He used @ (at) symbol in email addresses to separate username and computer's name. Nowadays, this symbol is being used all around the world.

Lesson 7

ON-LINE ETIQUETTE, Real Life Behavior and On-line Behavior, Problems of Working on the Net.

OBJECTIVES

- explore the concept of 'Netiquette'
- use phrasal verb 'look' with different particles in various practical contexts

- practice how to write an e-mail

Skills to be practiced: listening, speaking, reading, writing

STARTER

Drawing students' attention to the photos and let them share the differences.

Possible answers:

Photo A represents online communication.

Photo B shows face to face interaction.

LISTENING

1. Ask students to sort out expressions in the box into two columns. Check the sorting results.

Real life behaviour	Online way of behaviour
a, d, e, g, j, i	b, c, f, h, i, k, l

2. Tell students to match the words and phrases with their definitions.

1. Surf the net	to spend time finding and looking at things on the internet
2. Browse website	to search information on the internet
3. Virtual life	computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world
4. Spam	inappropriate messages send on the internet to a large number of users.
5. Databases	programs which allow you to store, look at or change a large amount of
6. Computer-literate	have experience of working with computers and know how to use them
7. Crash	a sudden failure which puts a system out of action
8. A bug	software error
9. Back up	making extra copies of data in case the original is lost or damages
10. Bullying	to be often unkind to someone or hurt other people

11. Addiction	the fact or state of being unable to stop doing something
12. Hacking/cracking	breaking into someone else's computer system, often on a network to steal or change, or destroy information as a form of cyber-terrorism

3. Allow students some seconds to review the form. Note that information comes at random. Play the tape. Students fill in the forms.

Speaker 1	Speaker 2
Name: Tom,	Name: Lola,
Occupation: school boy,	Occupation: second year student,
Start using internet: at the age	Start using internet: a year ago / first
13,	course,
Speaker used internet for	Speaker used internet for academic
entertaining 7 gaming,	purpose/ socializing,
Problems: addiction /	Problems: spamming, hacking,
	cracking

TAPESCRIPT

Hi, I am Tom. You must be confused to hear me, thinking what problems this little boy can have. Although I am just in form 7, my life has already become a disaster.

Everything started on my 13 th birthday. I was so delighted when my father gifted me a laptop full of modem softwares and you know, moreover it was connected to internet via Wi-Fi. Wow, it was exactly the one I was dreaming of for the last years. We are five children in our family and we can't always afford to have everything we want. So you can understand what a laptop meant to me. I dived into net. World wide web whirled me and I started to browse websites looking for something entertaining. Social nets and on-line games attracted my attention most of all. First I started spending hours then whole days sitting in front of a computer getting nervous if I have lost in Counter strike, the game which is popular with teens. Or I've got used to chatting with my on-line friends about all kind nonsense. I was addicted to the net and couldn't imagine a second without it. I ate being on-line, went to school not leaving it, and I fell asleep embracing my laptop. I got along with different guys whom I looked up who lived in our region. Their influence on me was increasing day by day. My virtual life was fascinating. It was much more exciting than a real life. It lasted till I fell out with my chaps. Then the thriller started. Oh my God, it was horrible. They threatened me using impolite words, looking down on me. I was bullied on-line. I logged out, thinking that the nightmare would stop, but I was wrong. Bullying transferred into my real life. Guys chased me picking on me, putting me down and beating me. I didn't know what to do. I was threatened to be killed if I tell something to somebody. They do it on purpose just to entertain themselves. I am afraid... I am scared of them.

Now, I am going to be dropped out of school as I've failed my exams and my dad is called to school. He was so proud of me. But now.. (sigh) I need your help...

Hello, Dears. I am Lola, a second year student. Since I entered the University, Internet became my best friend. By surfing the net I got acquainted with various useful sites, created my e-mail account, enlarged my database, improved my computer-literate skills, and expanded my

network by making friends not only from our country but also from all over the world. By means of internet I have improved my IT skills and knowledge in my subjects, as I am used to calling up web-based materials I required to know. At the push of button I am able to get anything I need.

Huh, (laughter) Just incredible! But... You know guys, on the other day, I got a strange e-mail, that was in my Spam box. I opened it in order to read it considering it a usual message I often deliver or get. At a sudden, my computer crashed and refused to obey me, you know. I didn't catch on what was happening, (voice up) Consequently, I couldn't deal with it. Next day I took my treasure (laughs) to the computer programmer who set out that my kid/laptop had been hacked or cracked, something like that, and it had such a bug that consumed my information, (pity sigh) Oh, my God, being 20 years old I have no idea about cracking and hacking, (laughs with sorrow.) However, because of them I lost all my material I was collecting so long, even my own articles and research work results, as I didn't have a back up copy of my work, (*sigh*), I am sure it is illegal for anybody to destroy somebody's information this way. It is unfair! Spamming, cracking, hacking on purpose... (with anger and sorrow for her material) I think we should figure out a solution to cope with these kind of stuff. We should...

4. Tell students to listen to the tape again and fill in the gaps using no more than three words.

- | | |
|---------------------------------|-------------------------|
| 1. in front of | 9. dropped out of |
| 2. popular with | 10. got acquainted with |
| 3. addicted to | 11. catch on |
| 4. got along with / looked up | 12. deal with |
| 5. influence on | 13. set out |
| 6. fell out with | 14. illegal for anybody |
| 7. looking down on | 15. figure out |
| 8. picking on / putting me down | |

5. **Groupwork. Focus students' attention on the photos**, name the problems. The teams offer solutions.

- a. bullying b. addicting c. hacking/cracking

Lesson 8

<p>Ten Rules of Netiquette, e-mail, Comment, Phrasal Verbs</p> <ul style="list-style-type: none"> • practice how to write an e-mail <p>Skills to be practiced: listening, speaking, reading, writing</p>
--

GRAMMAR: Phrasal verb ‘look’

5. Ask students to match the phrasal verbs with their definitions.

Look ahead	G	Look back	j
Look for	H	Look round	f
Look forward to	D	Look through	e
Look in	I	Look to	a
Look on	K	Look up	b
Look out	c		

6. Tell students to complete the sentences using phrasal verbs in Ex. 6. **Looking to**

1. To look up
2. Looking ahead
3. Looking back
4. Look for
5. Look through
6. Looked around
7. Look out!
8. Look on
9. Look forward to

READING

7. Pairwork. Encourage students working in pairs and make a list of Do's and Don'ts of being on line.

Do's

- be ethical; be low-abiding;
- avoid plagiarism;
- be polite

Don'ts

- don't be abusive in anyway; don't use offensive language; don't forward spam, jokes
- don't use capital letters all the time as this is known as shouting and can be very offensive to some people

8. Tell students to read the text and match the titles with the paragraphs.

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

10. Ask students to read the statements and decide whether the statements are true, false, or not given.

- | | | | |
|-------|-------|-------|-------|
| 1. NG | 3. T | 5. F | 7. NG |
| 2. T | 4. NG | 6. NG | 8. F |

11. Draw students' attention to the letters and find out the differences.

Letter A is a sample of an informal letter having been written to a pen friend. It has no strict structure.

Letter B is a sample of an formal letter having a specific aim and proper structure.

Inform students about Do's and Don'ts to be followed in e-mail writing using the notes below.

Teacher's notes DO'S

- Use an informative subject line, which says what the email is about.
- Write the most important information first.
- Use numbers and bullet points to make the message clearer.
- Use simple grammar. Avoid things like the passive. (As emails are fast means of communication, they tend to be less wordy and complex than formal letters.)
- Write short sentences.

- Use paragraphs to keep the email clear and easy to understand

DON'TS

- Write 'hello' as your subject line.
- Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.
- Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)
- Use capital letters to write fully words as in emails, this is considered shouting.
- Use different fonts in the email (the recipient's computer may not be compatible)
- Use Italics (the reason may be misunderstood, due to cultural differences).
- Use exclamation marks.
- Use abbreviations like coz and uni, as the recipient may not understand them. • Use acronyms like BTW for the same reason.

• Use smileys. They may be misunderstood and come across as unprofessional. **12. Tell students to read the jumbled parts of email and put them into the proper order.**

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

13. Ask students to sort out the items in the box into relevant columns. They may get some hints looking at the formal letter sample in Ex. 11 and 12. Match the classification results.

Salutations	Previous Contact	Reason for email	Content			Closing	Signature	Attachment
			Bad news Apologizing	Request	Good news			
a, P	e, l, r	c, d,	s	f, h, q		b, g, k, m, n, o	U	t

14. Encourage students to compose a formal letter to mtrk@inbox.uz requesting for monthly/termly/yearly subscription for 'Yoshlik' journal. Pair up the students and give time for peer editing focusing on the proper structure.

Lesson 9
REVIEW 1

Lesson 10

LEARNING STRATEGIES, Types of Strategies,
Discussing Meta-cognition

- listen to the gist and listen to a detailed information;
- enlarge the lexical stock of on the given topic
- get introduced to pre-writing strategies, learn about their techniques.
- Skills to be practiced: listening, speaking, reading, writing.

STARTER

Focus students' attention on the photos. Give them some time to explore learning strategies reflected in them. Possible answers:

Pictures A and C show people who are building or working out their correct strategies to be a success or achieve something in life.

Picture B is with chess game description in which players should have exact strategy to defeat the enemy. Usually people compare the life with a chess board where men using some strategies can win much.

Questions should be answered by students, their personal ideas on learning strategies. If students face some understanding problems in answering the questions, paraphrase the questions for them.

Eg.: What is your learning strategy? How do you learn things better? / What are the effective ways of learning in your experience?

LISTENING

1. Ask students to match the words and phrases 1-10 and their definitions a-j.

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

2. Give students some time to review the statements. Play the tape. They listen to the material and decide whether the statements are true(T), false(F).

1	2	3	4	5	6	7	8
F	F	T	T	T	F	T	F

3. Play the tape again. Students fill in the gaps with appropriate words from the audio material.

a. prior c. closer e. approach
b. strategies/goals d. organizing f. subgroups

TAPESCRIPT

- In order to find out more information about learning strategies we are going to talk to Professor Brian Johnson who has made a number of valuable inputs to methodology. Mr. Brian, we are glad to meet you at our studio today.

- I am also happy to be here with you, thank you for your invitation.

- Mr. Brian, today we are going to discuss problems of learning strategies.
- Well, it's a good idea.
- Can you tell us what learning strategies there are in general?
- Firstly, we should find out what strategy is. Strategy is a way of doing something; it is a person's own decision to which way to go with this or that strategy; it can be applied to any field, to any job. Everyone has a strategy of living. Our deeds, actions, achievements even falls are controlled or just formulated by our life strategies as well!
- Mr. Brian, as our most listeners are the youth, mostly students of different specialties, they are eager to understand what are learning strategies are? Why are they so important to be found out?
- Learning strategy is a key to better studying, achieving top results in any sphere, as it is a person's approach to learning or using information. If learners are not aware of their learning strategies or do not use them at all they may face a number of problems while studying, and in future even while upgrading professional careers as well. Learning strategies assist us to solve problems or avoid them, lead to cooperative thinking.
- Oh, I've never expected that it is such a global issue for studying! As far as I know, there are a lot of types of learning strategies. Which of them are the most important ones?
- All of them are essential and somehow connected with each other. But here I would like to focus on some of them. Let's speak about meta- cognitive ones, they are general learning strategies. Reflecting upon your own thinking and learning is meta-cognitive thinking. They are considered to be one of the most effective for learners. Some types of them: organizing or planning strategy, students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them to cope with any task. Or let's take monitoring strategy, where learners question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down. Personalizing strategy is also important to know, students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.
- I came across another type of learning strategy while preparing for the programme: task-based learning strategies. What specific features do they have?
- The «Task-Based Learning Strategies») focus on how students can use their own resources to learn most effectively. By focusing students' attention on their resources, we emphasize their ability to take responsibility for their own learning. There are four different subgroups of them: strategies that use what you know, strategies that use your imagination, strategies that use your organizational skills, strategies that use a variety of resources. They are responsible for (cut down here)

SPEAKING

4. Tell students to read the questions and answer them.
 - a. Strategy is an approach, a way, a tool to find out the solutions to problems. Life strategy is some ideas or our plans to achieve something good during our living. Each of us has a special life approach, life plans which are sometimes called life strategies as well.
 - b. Meta-cognitive learning strategy is a general strategy, where learners reflect on their own thinking, such learning strategies are very effective ones.
 - c. Organizing or planning strategies, monitoring strategy, personalising strategy are some types of meta-cognitive learning strategies. They assist learners to get to their studying deeper.

GRAMMAR

5. Ask students to look at the pictures and make as many sentences as possible using modal verb forms.
6. Tell students to complete the sentences using should, must, have to. Check the answers
 - a. should c. could e. can
 - b. must or should d. dare
7. Encourage students to paraphrase the sentences using should, must, have to. They can use one and the same modal verb more than once.

READING

- a. You should assist your younger brother with his studying.
 - b. They must fulfill all tasks by Saturday.
 - c. Everyone was able to cope with difficulty as we knew proper strategies.
 - d. Life can teach us unwritten rules we are not intending to face.
 - e. Could I help you to analyze your results?
8. Ask students to read the title of the text and guess the upcoming text plot. Elicit students' ideas.
9. Allow students some time to read the text and choose the best title for paragraphs 1-3.
1. c 2. b 3. A
10. Pairwork. Tell students to give synonyms to the underlined words in the text and explain what meaning they present in the context.

notion - idea, opinion, belief, conception, impression, sentiment, estimation;

to direct - to guide, to show, to lead;

to manage - to succeed, to bring about, to arrange, to make work;

to assess - to assign, to determine, to appraise;

cooperative - collaborative;

Lesson 11

Effectiveness of Learning Strategies. Writing Strategies; Modal verbs; OBJECTIVES

- use the complex modal verb forms in different communicative situations

WRITING

11. Encourage students to work in groups of 3-4. Let them list down some learning strategies mentioned in this lesson.

Answers can really be different here. But there are some possible replies. Firstly, a strategy of life was mentioned in listening tape. That is one of the most essential; strategies for a human-being as it can be a decisive point at achieving or losing some issues in life. Another important strategy is a learning strategy which can be useful for achieving good results at one's studies. Meta-cognitive strategy was also mentioned in the lesson. Reflecting upon your own thinking is a meta-cognitive strategy. Organizing or planning strategy is also important for both students and workers as well. Personalising strategy is also important to know, students relate information to their feelings, opinions or personal experiences in order to remember and understand it better.

12. Ask learners to write their own learning strategies according to their own experience in. Possible answers.

What strategies do I have?	How helpful are they?
A strategy of life	It can really support me to plan future deeds of mine and to predict my future career;
Task-Based Learning Strategies	They can really be useful to cope with some problems in my studying.

13. Let students write at least three reasons why they are going to acquire new learning strategies and how. Possible answers:

The first reason to acquire new strategies is to ease the fulfillments of plans in life or study;

A learning strategy is something which can assist learners to improve their studying;

Some learning techniques should involve easy, innovative comfortable methods of learning;

To improve one's standard learning style is to master new methods and techniques of studying;

I would like to implement some new learning styles into my life;

Lesson 12

EFFECTIVE STUDY HABITS, TV Interview with a Psychologist, Learning Styles

OBJECTIVES

- find the most effective habit for themselves and improve it
 - differ the usage of “verb + ing” and “verb + to” construction with the change of meaning
 - enlarge the lexical stock on the given topic
- Skills to be practiced: listening, speaking, reading, writing.

STARTER

Focus students' attention on the photos. Ask them what is described in them and what do these pictures have in common.

Possible answers:

Pictures show different study habits of different people. Some people work in libraries more effectively while others prefer group study. Some people have the habit of learning in nature and prefer quiet places or study outdoors.

Draw students' attention at the list of study habits and choose the most effective one for them.

LISTENING

1. Ask students to fill in the gaps with appropriate words from the box and form the phrases
1. to ask for 3. to improve 5. to leave 7. to share
2. to try out 4. to keep 6. healthy 8. to seem.
2. Play the tape. Tell students to listen to the interview with a psychologist advising parents how to teach their children to learn. While listening ask them to fill in the table with the advice given by the psychologist.

PHSYCOLOGIST	ADVICE
Advice 1	Getting organized
Advice 2	Following a routine

Advice 3	Getting creative
Advice 4	Determining a set place
Advice 5	Talking to their teachers out of class
Advice 6	Teaching healthy lifestyle habits for test days
Advice 7	Encouraging them to learn their learning style
Advice 8	Note-taking
Advice 9	Taking breaks

TAPESCRIPT

I - interviewer, P - psychology

Welcome to our TV Show. Today's our guest is famous psychologist Feruza Akbarova and today we are going to have a hot topic “Do you teach your kids HOW to learn?”.

I: Good morning, Feruza. Welcome to our show!

P: Thank you. Good morning.

I: Mrs.Feruza can you give us some pieces of advice how to improve our kids good study habits.

P:-Yes, first thing is get organized. Seriously, teach your kids how to organize their binders, bags, etc. Also, if you have older kids, give them the skills to keep an assignment planner. Get them in the habit of writing their tasks down. And next thing is following a routine. Make a hard-fast homework time in your child's schedule. Little ones particularly benefit from predictability. There's less resistance when the time is already built into day. Besides that getting creative is also very helpful. Getting creative isn't just for the little ones. Older children can find what habits are effective for them individually by trying out several techniques: flash cards, rewriting notes, making up songs, making a game out of studying.

I: And I think the place where you are studying is also important?

P: Yes, of course. You should determine a set place for kids to study. It helps them get into the mindset. Maybe it is a desk in their room, your family office, or the dining room table? Make sure their location is stocked with supplies. My kids never really liked studying in their rooms, so I made them a little tote with pens, pencils, markers, scissors, etc. We pulled it out during homework and then stashed it out of sight until the next day. Encouraging your kids to talk to their teachers is also effective.

In a world of email and instant communication, it is important to teach your kids how to email their teacher and ask for clarification. Some kids are too embarrassed to raise their hand in class if they get behind, show them other ways to communicate if that is the case. And don't forget to teach healthy lifestyle habits for test days. Encourage kids to go to sleep on time and eat a healthy breakfast on test days. As they get older, the tests come with higher stakes, so healthy habits will really play into their success. And please, encourage them to learn their learning style. When they bring home an assignment or test with a great grade, ask them what they think helped them the most. A pattern may start to emerge. You can also encourage them note-taking. Note-taking is a learned skill. Either the teacher suggests it or he/she doesn't. Encourage your child to do it anyway. Show them how. And don't forget that older kids have a lot of pressures. Studying from start to finish is too much. Encourage them to take breaks. Depending on the kid, maybe a 10 minute break every 30-50 minutes will help re-center them. For some people, the prospects of a two hour study session seems so overwhelming, they don't want to begin. Teach them how to recognize their time limits.

1:0.K. Feruza, thank you very much for your useful advices. We hope our parents got useful information from today's show. Thank you for being with us.

P: Thank you.

I: Dear parents do you teach your kids HOW to learn? If so, how do you do it? If you want to share with your experience

3. Ask students to fill in the missing parts of the sentences as it is given in the listening material. Play the tape again and check the answers.

- | | | |
|--------------------|----------------|-----------------|
| 1. resistance | 4. embarrassed | 7. pressures |
| 2. rewriting notes | 5. stakes | 8. overwhelming |
| 3. determine | 6. Grade | |

4. Pairwork. Find out if students have the similar habits as mentioned by the psychologist. Then direct them to ask the list of questions from their partner. Encourage students to tell the whole class about their partner's study habits and decide whether they are effective for them.

GRAMMAR

Verb + ing or verb + to

5. Focus students' attention on grammar part and check their background knowledge if they know the difference between "go on doing" and "go on to do" or "remember doing" and "remember to do".

State that some verbs can be followed by the full infinitive or the -ing form with little or no change in meaning. For example:

The students continued to study in the library all afternoon.

The students continued studying in the library all afternoon.

These verbs are: begin; can't bear/stand; continue; hate; intend; love; prefer; start

Some verbs can be followed by both the full infinitive and the -ing form. The choice depends on the meaning.

I remember my friends at school playing computer games after the lessons, (past memory)

Remember to do your homework before going out. (don't forget) These verbs are: consider; forget; go on; imagine; learn; like; mean; regret; remember; stop; teach; try;

1. Ask students to read the sentences and decide if both sentences have the same meaning or not

WRITING

2. Draw students attention to the table. Ask them to read the tips to write a diary, choose the correct one and put a tick.

3. •/ 5. ✓ 7. S 8. S

Tell students to look at the types of diaries and write what could be included to the following diaries.

Ask students to write a memory diary about their study habits.

Lesson 13

Forget What you Know about Good Study Habits.

Diary Writing, Gerund or Infinitive

- enlarge the lexical stock of on the given topic
- get introduced to pre-writing strategies, learn about their techniques.

GRAMMAR

Verb + ing or verb + to

5. Focus students' attention on grammar part and check their background knowledge if they know the difference between "go on doing" and "go on to do" or "remember doing" and "remember to do".

State that some verbs can be followed by the full infinitive or the -ing form with little or no change in meaning. For example:

The students continued to study in the library all afternoon.

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Some verbs can be followed by both the full infinitive and the -ing form. The choice depends on the meaning.

I remember my friends at school playing computer games after the lessons, (past memory)

Remember to do your homework before going out. (don't forget) These verbs are: consider; forget; go on; imagine; learn; like; mean; regret; remember; stop; teach; try;

3. Ask students to read the sentences and decide if both sentences have the same meaning or not

1. x iy 3. ^ 4. x 5. x

4. Tell students to complete the text with the -ing or to-infinitive form of the verbs in brackets.

- a. getting d. to think g. paying
b. to take
e. to remember
c. shopping f. writing

READING

5. Ask students to match the words with their definitions.

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

6. Allow students some time to read the article from the newspaper and while reading they fill in the missing parts of the text a-g with the phrases 1-7.

a. 4 b. 7 c. 6 d. 5 e. 1 f. 2

7. Give students some time to read the questions and answer them according to the text

8. Ask students to read the psychological test and answer the questions by using 1-5 scale. After they have found their scores read the following results to them

45-50 points: Your study habits reflect excellent strategies. If your grades don't reflect them, talk to your teacher at your academic assistance center.

40-44 points: Your study habits reflect excellent strategies. Have some questions made you pause? Consider improving your effectiveness: begin by reviewing one question.

35-39 points: You may have some good habits, but there is area for improvement. Select one particular question, and focus on improving that one: for example, time management and place.

30-34 points: There is much for improvement. Even if your test scores are O.K, it's not likely that are getting the most out of your study strategies.

Below 29 points: Look at the bright side: with a little professional help, you can make a big difference. Your teacher can help you start to become a better learner and understand better. Good luck!

WRITING

9. Draw students attention to the table. Ask them to read the tips to write a diary, choose the correct one and put a tick.

4. •/ 5. ✓ 7. S 8. S

Tell students to look at the types of diaries and write what could be included to the following diaries.

Ask students to write a memory diary about their study habits.

Lesson 14

SUCCEEDING IN LIFELONG LEARNING

OBJECTIVES

- explore the successful ways of lifelong learning
- practice Present Perfect and Present Perfect Continuous
- write reflective autobiography

STARTER

Focus students' attention on the posts. Let them share their understandings about the notes with the whole group.

LISTENING

1. Pair work: Allow students some time to read the words and word combinations in the box and guess their meaning.

tremendous - great in amount and level enable - make someone able to do something frustration - when you feel annoyed or less confident affluence - prosperity, abundance

fast track - the quickest, but usually most competitive, route to success or progress

neutral - not noticeable

accomplish - finish something successfully

the pay off - award you get out of your effort

working your way - style

towards - to

preferably - if possible

start off - to make something begin by doing something add up - to have a particular result or effect discipline - training which produces obedience'

2. Ask students to use the words from the box and complete the sentences.

- | | |
|---------------------------|--------------------------|
| 1. Towards | 7. the pay off |
| 2. Enables | 8. working your way |
| 3. frustration, affluence | 9. preferably, start off |
| 4. fast track | 10. add up |
| 5. tremendous | 11. discipline |
| 6. accomplish | |

TAPSCRIPT

If you don't develop the habit of reading each day, attending seminars and courses regularly and listening to audio programs in your car as you move around, somewhere, someone else is doing this. And, that person will be in the raise, and you will lose.

For good news, if an average person who develops the lifelong learning, will eventually run circles around genius, then who goes and watches television each night. This is perhaps no habit of a more guaranteed your success in life and a habit of continuous personal and professional improvement. The pay off in improve results in your field will be tremendous. For the best pay off, award is that you become more optimistic and positive. You will have more energy you'll be more creative you'll be happier person as you continue to grow and grow towards realization of your four potential.

The habit of continuous learning enables average people to become top performers in their field. It enables people to go from rags to riches, it enables people to rise from poverty and frustration to affluence and success. Continuous learning opens every door for you; it increases your intelligence and creativity and puts you on to the fast track in your career.

Continuous learning like nature is neutral, anyone can use it to accomplish extraordinary things in your life, it's one of the best habits you can ever develop and the pay off from Continuous learning will last you all the days of your life. You know, you can actually earn up to eight college degree each year. How? By reading for 30 to 60 minutes each day you will be walking your way towards becoming one of the knowledgeable people in your field.

Let me break this down for your thought, you have it clearly, if you read for 30 -60 minutes each day, preferable in the morning before you start off, this will add up to about one book per week. The average American reads less than one book per year. If you read one book per week this will add up to about 50 books each year. As it happens to earn a PhD from a major university requires the reading and syntheses individual dissertation of about 30-50 books. If you would read one book per week, 50 books per year you'd get equivalent of a practical PhD in your field each year. If you continuing reading this this level, 50 books per year, you will have read 500 books in next ten years. And if you read 500 books in your field in the world where the average person reads less than one book per year, do you think that this might give you an age? You bet!

The fact is, you would quickly become one of the most knowledgeable, most expert, and highest paid person in your field. If you simply to develop the habit of reading each morning in your field for 30-60 minutes. I have never met anyone, anywhere throughout the world who has not transformed their life in their career by the habit of daily reading.

You must also discipline yourself to leave the television or radio off, to put the newspaper aside, perhaps to arise a little earlier in the morning, so you can invest in your mind. This investment in yourself, who give you one of a highest pay off in terms of results, awards and satisfaction that you will ever enjoy from anything that you do.

- 3. Draw students' attention on the photo. Let them guess what the upcoming track is going to sound about. Answers may vary.**
- 4. Ask students to look through the list of recommendations below. Play the tape. Tell them to listen to the tape and decide if the statements are true or false.**
2. F 3. T 4. F 5. T 6. F'
- 5. Let students choose the most suitable title to the listening material and prove their selection.**
- 6. Groupwork. Allow students some time to prepare a poster illustrating the idea given in the listening material. Let them present to the whole group.**

Lesson 15

Ibn Sina (Avicenna) (980-1037), Survey Report, Present Perfect and Present Perfect Continuous

GRAMMAR

Present Perfect and Present Perfect Continuous

7. Ask students to match the beginnings a-d with the endings 1-4 to make four important rules about the use of Present Perfect and Present Perfect Continuous.

- a. 3 b. 2 c. 1 d. 4

8. Pairwork. Ask students to read the sentences and choose the most appropriate form of the verb. Check the answers. Tell students to complete the sentences

- a. Ever eaten
b. Have you been driving
c. Have you taken
d. Have you heard
e. Have you had
f. Have you ever been
1. I first met Bobur when he was ten
2. I have been against from the start
3. She has been learning English since she was a child
4. English has become ubiquitous over 15 years

READING

9. Ask students to read the descriptions and decide who they belong to.

1. b 2. a 3. c

10. Tell students to match the words in column A with the definitions in B.

1. a 2. b 3. g 4. f 5. e 6. d 7. c

Ibn Sina (Avicenna)

Abu Ali al-Husayn ibn Abdullah ibn Sina, known in the West as Avicenna, was the outstanding philosopher, physician, scientist, and mathematician who lived around 980-1037 AD. He was born in the village of Afshana near Bukhara. He is also known as al-Sheikh al-Rais which means «The Sage of the Sages» a title that was given him by his students. In the West he was famous as the «Prince of Physicians» for his famous “al-Qanun” (The Canon). By the age of 10 ibn Sina would memorize and recite the holy Koran.

His next six years, the young man devoted to studying Islam Jurisprudence, Philosophy, Logic and Natural Science and became familiar with Euclid and Almagest. At the age of 17 ibn Sino became interested in Medicine and considered it, as he used to say himself, «not difficult». By this time, he was already a practicing physician, mostly self-taught.

Ibn Sina is well known for his great contribution to Medicine and Philosophy, he wrote about 450 works of which 240 are extant. His most famous and important books were the Book of Healing «Kitab ash- Shifa» and the “The Canon of Medicine” (al-Qanun fi al-Tibb). It is considered to be the largest ever written medical reference with more than one million words.

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The canon remained the world’s most important source on the subject, till the

XVIIth century. It was translated into Latin by Gerard of Cremona in the XII th century.

Ibn Sino was able to diagnose cancer and used surgical operations to remove it. He also attributed stomach ulcers to psychological factors, such as tension and depression, and physical factors affecting the stomach.

He used to ascribe infections on the air to some diseases. This led to the use of quarantines to control the spread of infectious diseases. Many worldwide famous doctors would refer to his works as the most reliable source until XVII- XVIII th centuries. His portrait hangs in the Hall of the Faculty of Medicine in the University of Paris.

WRITING

11. Ask students to read the sections of a sufficient autobiography and order them 1-4.

a.* 3 b. 1 c. 4 d. 2

12. Tell student to read the options and decide which section in Ex.1 they belong to.

1. b 2. d 3. a 4. c

13. Ask students to put the names of sections A-C in Ex.4 using the options from Ex.1

1. d 2. a 3. c

Encourage students to write paragraphs following the template presented.

Lesson 16

SOCIAL RESPONSIBILITY, The song “Man in the Mirror” Case Studies

TAPESCRIPT

Man in the Mirror

by Michael Jackson I'm gonna make a change, for once in my life It's gonna feel real good, gonna make a difference, gonna make it right...

As I turn up the collar on my favorite winter coat This wind is blowin' my mind I see kids on the street with not enough to eat.

Who am I, to be blind, pretending not to see their needs?

A summer's disregard, a broken bottle top, and a one man's soul They follow each other on the wind, ya know?

'Cause they got nowhere to go

That's why I want you to know

I'm starting with the man in the mirror, I'm asking him to change his ways.

And no message could have been any clearer.

If you wanna make the world a better place, take a look at yourself, and then make a change.

I've been a victim of a selfish kind of love, it's time that I realize.

That there are some with no home, not a nickel to loan.

Could it be really me, pretending that they're not alone?

A willow deeply scarred, somebody's broken heart, and a washed-out dream.

They follow the pattern of the wind you see, cause they got no place to be.

That's why I'm starting with me.

I'm starting with the man in the mirror, I'm asking him to change his ways.

And no message could have been any clearer.

If you wanna make the world a better place, take a look at yourself, and then make a change.

I'm starting with the man in the mirror, I'm asking him to change his ways.

No message could have been any clearer.

If you wanna make the world a better place, take a look at yourself and make that change.

You gotta get it right, while you got the time, cause when you close your heart, you can't close your ... your mind.

1. Play the tape again. Ask students to listen to the tape for the second time and complete the table with shortenings. Let them compare the forms in pairs.

Shortenings	Complete form
gonna	going to
blowin'	blowing
ya	you
wanna	want to
gotta	get to

2. Team up students. Distribute the case studies on the Handout 2. Give them time to review the case and think about the solutions to the cases in Handout 2. You may use two quite different activities for the task. Refer to a. and b. points.

a. Students work out possible solution to the case and present it to the whole class;

b. Students act out the situations presenting how they would behave in the 'hero's position.

Note: Students may follow the steps for making ethical decisions given in Student's book to solve the problem.

Lesson 17

Good Uzbek Deeds. Anecdote, Narrative Tenses

GRAMMAR

Narrative Tenses

State that the set of past tenses mostly used in retelling the previous events is called narrative tenses.

3. Pairwork. Ask students to complete the blanks with proper tense verb forms and compare their choices with partners. Check their variations with the whole class.

Cat saved family from house fire

Damira Nasirova was woken up at 4:45 a.m. by the cries of the family cat, Momiqoy, coming from the garage. Damira went downstairs to see what the fuss had been about. What she saw was smoke and flames; she quickly grabbed the cat and rushed back inside to wake up her husband and their five children.

The fire destroyed the garage and a bedroom. None of the family was harmed thanks to the cat's cries. As an interesting side note, none of the family had been fond of the cat before this incident; however Damira Nashirova claimed "We love it now. This thing is getting some tuna tonight!"

4. Pairwork. Tell students to complete the blanks with proper tense verb forms and compare them with partners. Check their variations with the whole class.

Gorilla Saved a Boy from being Attacked

On August 16 1996 in the Brookfield Zoo, a 3 year old boy fell into a Gorilla enclosure and lost consciousness. Binti Jua a female Lowland Gorilla, guarded the young boy from the other Gorillas in the enclosure, she then cradled him in her arm while her own 17 month old baby was on her back and carried him 60 feet to an entrance where zoo-keepers could retrieve him.

READING

5. Ask students to read the given quotes and share their perception about them in real life.

Statements	Story 1	Story 2
The story relates to a family and its friends	✓	
The story relates to physical needs	✓	
I saw what happened in the story		✓
What happened in the story relates to an ethnic group or tribe		✓
What happened in the story relates to community, region, or country		✓
The story relates to food and shelter		✓
The story makes me feel inspired	✓	✓

The Only Time you should Look down at Someone is when you are Helping them Up

This quote means that you should not judge others by your own standards based on how they look or what they are wearing etc. We should accept a person for what they are . The only time you look down on a person is when you help pick them up.

It's everyone's personal responsibility not to let the actions or words of others bring you down, but for those people in the limelight (anyone out their spreading a message) it's OUR responsibility to choose our words carefully and send a message that is inclusive.

All that is Required for Evil to Prevail is for Good Men to do Nothing

This quote means that there are many injustices in the world but we can correct it and prevent others from suffering the same fate if we stand as one and uphold what is true, fair and just.

6. Encourage students to read the stories of different people and tick the relevant column boxes.

Note: Each story and statement may have several and the same ticks depending on students' comprehension.

7. Encourage students to give metaphoric definition to the word Good Deed.

Possible answers:

Good deed is like the stream of river as it quenches thousands of thirsty creatures.

- Good deed is like the sun as it presents the source of energy to flora and faunas.

Lesson 18

REVIEW 2 FINAL CONTROL WORK

II semester

1 – kurs II – SEMESTR (36 soat)					
№	M a v z u	Ajra til gan soat	Y P T	Oy va kun	O'qitu vchi imzosi
1	SERVICE MANAGEMENT Interview with a Successful Businessman, Well – established Service management	2	Listening, Speaking		
2	Development of Service management. Transactional letters, <i>Relative Clause Pronouns</i>	2	Reading Grammar		
3	HUMAN RESOURCE MANAGEMENT Staff Management, Theoreticians about Development of HRM	2	Listening, Reading,		
4	A Letter Written by HR Manager to his Son	2	Listening, Reading,		
5	Cover letter, <i>Reported Verbs</i>	2	Grammar		
6	FINANCE MANAGEMENT Interview with student, organization leaders, case risks	2	Speaking Listening,		
7	Risk taking and managing	2	Listening,		
8	New reports, modal verbs expressing advice	2	Reading, Grammar		
9	REVIEW 3	2	Writing		
10	CAREER RESPONSIBILITY: A Job Interview, Cases and Consequences of Career Responsibilities	2	Listening, Speaking		
11	Career responsibility is one of the leading stages to promotion	2	Reading, Speaking		
12	Paragraph Writing, <i>To be supposed to</i>	2			
13	PROFESSIONAL DEVELOPMENT. Professional Development Opportunities, Professionally Developed Person	2	Listening, Speaking		
14	The Main Factors of Personal Development.	2	Grammar		
15	LATEST ACHIEVEMENTS. Recent Achievements	2	Listening,		
16	The Main Factors of Personal Development.	2	Speaking		
17	The Worst Invention of the Mankind. Inventions that Changed the World	2	Reading,		
18	REVIEW 4	2	Grammar		
	Total hours:	72			

Mustaqil ta'lim mashg'ulotlariga ajratilgan soatlar:

1 semestr – 24 soat

2 semestr – 24 soat

Jami mustaqil ta'lim 48 soat

№	Mavzuning nomi	Soat	Adabiyotlar
I – SEMESTR 24 SOAT			
1	Four types of syllables and reading rules of English vowels.	2	English phonetics
2	Consonants in English language and reading rules	2	English phonetics
3	Monoftongs and diftongs. Reading rules	2	English phonetics
4	Syllable, stress and intonation	2	English phonetics
5	Indefinite and definite articles	2	English grammar
6	Nouns. Singular and plural forms. Countable and uncountable nouns.	2	English grammar
7	Pronouns. Personal and Possessive pronouns.	2	English grammar
8	Auxiliary verbs “to be”, “to do” and “to have” in Present, Past, Future. Indefinite tenses.	2	English grammar
9	Text : My Family	2	English in topics
10	Constuctions there is/ are. Text “About my friend “	2	English grammar
11	Prepositions in English.	2	English grammar
12	Numerals. Cardinal and ordinal numerals.	2	English grammar
II – SEMESTR 24 SOAT			
1	Indefinite pronouns: Some , Any , No .	2	English grammar
2	The main forms of the verbs .	2	English grammar
3	The Present Indefinite tense.	2	English grammar
4	The Past Indefinite tense. Regular and irregular verbs.	2	English grammar
5	Regular and irregular verbs.	2	English grammar
6	Text “Uzbekistan”	2	Internet web- site
7	The Future Indefinite tense.	2	English grammar
8	Text “National symbols of the Republic of Uzbekistan”	2	English in topics
9	Types of questions . General question.	2	English grammar
10	Alternative question.	2	English grammar
11	Disjunctive questions.	2	English grammar
12	Special question.	2	English grammar

Foydalanilgan adabiyotlar:

1. Scale Up: teacher's book Course 1: darslik / Boqiyeva Gulandom, Rashidova Feruza [va boshq.]. - Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015. - 120 b.
2. Scale Up: teacher's book Course 2: darslik / Boqiyeva Gulandom, Rashidova Feruza [va boshq.]. - Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015. - 96 b.
3. Scale Up: teacher's book Course 3: darslik / Boqiyeva Gulandom, Rashidova Feruza [va boshq.]. - Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015. - 96 b.
4. Колькалова О.А. «Учитесь говорить по английски».
5. Maklin A. « Ingliz tili bilan yuzma- yuz» (o'qish kitobi)
6. Muxiddinova G. “ English “ . Uchebnik
7. Saliev .I.S. «Учебник английского языка для студентов бакалавров экономического направления ».
8. ArakinD«Практический курс английского языка - курс ». 2003 й
9. Salimova .L. «Учебник английского языка для финансистов ».
10. A.Tuychiev. , S.Abdullayev «English for technical higher education students – beginning level». 2002yil
11. Martin Seviar. “Word Wise”
- 12.Jumanazarov X.M, Xamzayev A.A English : Pedagogika oliy o'quv yurtlari,nomutaxassis yo'nalish talabalari uchun o'quv uslubiy qo'llanma. –Toshkent : ”Navro'z”, 2013. 444 b
13. Study skills in English for higher – education students in Uzbekistan .

Qo'shimcha adabiyotlar:

1. Warner's “English Grammar and Composition ”.
 2. Iglika Stoynezhka, Diana Mihailova. “English for Computing ”.
 3. Deniza Zahariyeva, Iva Nikolov “Technical English ”.
 4. Н.А.Бонк и др. «Учебник английского языка».
- Different foreign materials, newspapers and journals.