O`ZBEKISTON RESPUBLIKASI XALQ TA`LIM VAZIRLIGI
NAVOIY DAVLAT PEDAGOGIKA INSTITUTI
XORIJIY TILLAR FAKULTETI

“INGLIZ TILI LEKSIKASI” KAFEDRASI

“TIL ASPEKTLARI AMALIYOTI” FANIDAN

O`QUV-USLUBIY

MAJMUA

NAVOIY SHAHRI

O`ZBEKISTON RESPUBLIKASI XALQ TA`LIM VAZIRLIGI
NAVOIY DAVLAT PEDAGOGIKA INSTITUTI

“Tasdiqlayman”

Ilmiy-uslubiy kengash raisi

Prof. X.I.Ibragimov_____

“____” _____2014y

XORIJIY TILLAR FAKULTETI

“INGLIZ TILI LEKSIKASI” KAFEDRASI
“ TIL ASPEKTLARI AMALIYOTI” FANIDAN
1-2 SEMESTR UCHUN O`QUV-USLUBIY
MAJMUA

BAKALAVRIAT YO`NALISHI: 5111400 –Xorijiy tillar va adabiyoti
(ingliz tili va adabiyoti)

NAVOIY

O`QUV-USLUBIY MAJMUAMUNDARIJASI

	Tarkib mazmuni	
1.	O’quv dasturi	
2.	Ishchi dastur	
3.	Ta’lim texnologiyasi	
4.	Masalalar va mashqlat to’plami	
5.	Testlar	
6.	Nazorat uchun savollar (JN, ON, YaN)	
7.	Umumiy savollar	
8.	Tarqatma materiallar	
9.	Glossariy	
10.	Referat mavzulari	
11.	Adabiyotlar ro’yxati	
12.	Tayanch konspekt	
13.	O’quv materiallari (ma’ruza matni, o’quv qo’llanmalar)	
14.	Xorijiy manbalar	
15.	Kurs ishi mavzulari	
16.	Annotasiyalar	
17.	Muallif haqida ma’lumot	
18.	Foydali maslahatlar	
19.	Normativ hujjatlar	
20.	Baholash mezonlari	

Ingliz tili amaliy kursi fani dasturi bakalavuriyat talabalarida o`rta umumta'lim maktablari, akademik litsey va kasb hunar kollejlarida amaliy mashg`u1otlar, olib boorish, ko`nikma va malakalarni shakllantirish uchun xizmat qiladi.

Tuzuvchilar:
Ocilova N.U. - "Ingliz tili leksikasi" kafedrasi o'qituvchisi
Iskanova N.P - "Ingliz tili leksikasi" kafedrasi o'qituvchisi
Ochilov H.B. - "Ingliz tili leksikasi" kafedrasi o'qituvchisi

Taqrizchi:

D.Sh.Qodirova – "Ingliz tili nazariyasi va metodikasi" kafedrasi o'qituvchisi

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ BD-3.04
2013 йил 28 август

Олий ва ўрта махсус таълим вазирлигининг 2013 йил 28 августдаги 319–сонли буйруғи билан тасдиқланган

ЧЕТ ТИЛИ АМАЛИИ КУРСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси: 100 000 - Гуманитар соҳа

Таълим соҳаси: 110 000 - Педагогика

Таълим йўналиши: 5111400 - Хорижий тил ва адабиёти (тиллар бўйича)

Тошкент – 2013

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Исамухаммедова Н. – "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси доценти, ф.ф.н.;
Иргашева С. – "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Носирова Г. – АнДУ, катта ўқитувчи;
Алимова К. –"Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Мухаммедова Н. – "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Ким О. – "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Ниязова З. – "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси ўқитувчиси;
Эшонқулова Н. – "Иккинчи чет тилини интенсив ўқитиш" кафедраси ўқитувчиси

Бош маслаҳатчи:

Род Болайто – Буюк Британия, Норич тил ўқитиш институти

Тақризчилар:

Вест Р. – Буюк Британия, мустақил эксперт
Ирисқулов М. – ЎзДЖТУ профессори, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)_

КИРИШ

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Амалдаги Давлат таълим стандартлари, ўқув режа ва фан дастурларини такомиллаштириш эҳтиёжи ҳам ана шу ислоҳотлар натижасида юзага келди. Хусусан, Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида “Олий таълим муассасаларида чет тилларни ўқитиш тизимини янада такомиллаштириш чора-тадбирлар дастури” ишлаб чиқилган бўлиб, унда чет тиллар бўйича Давлат таълим стандартлари, ўқув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўқув жараёнига татбиқ этиш устувор вазифалардан бири сифатида белгиланган.

Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги ҳужжатида тил эгаллашга ўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари бўйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарори билан тасдиқланди.

Мазкур дастурни ишлаб чиқишда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборгаолинди. Унда **чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари** олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича С1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, такомиллаштирилган Давлат таълим стандартларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатгаолинди.

Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларга касбий йўналиш доирасида тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг

асосий вазифаси умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Мазкур дастур бўйича таълим олган талабанинг:

- чет тилини эгаллаш Умум Европа стандартларига кўра С1 даражасида (даражалар тавсифи иловада келтирилган) ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларига эга бўлиши;
- ўрганилаётган чет тилининг халқаро мулоқотдаги роли;
- тил ўрганиш жараёнлари ҳамда уларнинг тил ўрганишдаги роли ва аҳамияти;
- ўқув материалларини танқидий таҳлил қилиш, баҳолаш, маҳаллий шароитга мослаштириш ва янгиларини ярата олиш;
- дарсни режалаштиришда изчилликни таъминлаш ҳамда машғулот олиб бориш;
- чет тилини ўқитишнинг турли услублари ва тил ўқитишдаги турли ёндашувлар;
- тил ўқитилаётган гуруҳ ва шароитга мос равишда ўқитиш услубларини танлаш ва тўғри қўллай олиш;
- таълим олувчилар билимини баҳолашнинг турли шакл ва методлари;
- эгаллаган билимлардан касбий ва илмий фаолиятда унумли фойдаланиш бўйича билим, малака ва кўникмаларга эга бўлиши талаб этилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Чет тил амалий курси (немис, француз, испан тиллари) фани мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Мазкур фан умумкасбий фан ҳисобланади ва тўрт йил давомида модулларга ажратилган ҳолда ўргатилади. Ўқув режанинг адабиётшуносликка, методикага, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг ишлаб чиқаришдаги ўрни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан филология_ва тилларни ўқитиш таълим йўналишининг асосий ихтисослик фани ҳисобланади. Олий таълим муассасасини ушбу таълим йўналиши бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва

консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Фан бўйича талабалар билимини баҳолаш

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани бўйича талабалар билими рейтинг тизими асосида баҳоланади. Дастурда модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани икки асосий – лингвистик ва методик курсга бўлинади.

Лингвистик курс қуйидаги модулларни ўз ичига олади:

- интеграллашган тил кўникмалари;
- оғзаки нутқ амалиёти (тинглаш ва гапириш);
- ўқиш;
- ёзма нутқ амалиёти;
- коммуникатив грамматика;
- коммуникатив лексика (сўз бойлигини ошириш);
- дискурс (матн) таҳлили;
- ўрганилаётган чет тили халқаро мулоқот тили сифатида;
- мустақил таълим кўникмалари;
- аудиторияда ўқитувчи нутқи.

Методик курс қуйидаги модуллардан таркиб топади:

- чет тилини ўрганиш жараёнлари;
- чет тилини ўқитиш тамойиллари ва ёндашувлар;
- тил кўникмаларини интеграллашган ҳолда ўқитиш;
- тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув;
- тил бўйича билимларни баҳолаш турлари ва мезонлари;
- ўқув материалларини танлаш ва янгиларини яратиш;
- махсус йўналиш (соҳа) ларда чет тилини ўқитиш;
- дарсни режалаштириш;
- аудиторияни ўрганиш (тадқиқ) этиш;
- маданиятлараро мулоқот компетенциясини ривожлантириш;
- турли ёшдагиларга чет тилини ўқитиш.

Лингвистик курс: коммуникатив грамматика модули

Коммуникатив грамматика модули талабаларга 1- курсда ўқитилади.

Фаннинг асосий мақсади**:**

- ўрганилаётган тил грамматикасини мулоқотда тўғри қўллашни ўргатиш;
- мулоқот жараёнида грамматик формаларни тўғри қўллай олиш кўникмаларини шакллантириш;
- талабаларнинг тил моделлари ва структуралари хақидаги билимларини ошириш.

Коммуникатив грамматика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

Талабалар 1 курс якунига келиб:

- грамматик структуралар (содда, мураккаб ва қўшма гаплар ва ҳ.к.) ни мулоқотда қўллаш;
- структураларни фарқлай олиш, уларни оғзаки ва ёзма нутқда тўғри ишлатиш;
- ўрганилаётган тил грамматикаси модел ва структураларининг ўзига хос хусусиятларини ажрата олиш ва уларни ўзлаштириш учун ўз она тили тизими билан таққослаш;
- мулоқотда грамматик хатоларга йўл қўймаслик;
- мустақил равишда ўрганилаётган тил грамматикасига оид ўқув адабиётларидан унумли фойдалана олишлари лозим.

Коммуникатив грамматика модули мазмуни

- артикллар ва аниқловчилар;
- от (қўшма отлар, саноқли/саноқсиз отлар);
- олмошлар;
- феъл (м.н.: феъл замонлари, феъл майллари, нисбатлари, модал феъллар, феълли бирикмалар, феълнинг ноаниқ шакллари: инфинитив, ҳозирги/ўтган замон равишдошлари, ҳ.к.);
- сифат (қиёсий даража, орттирма даража);
- равиш (равиш ясалиши);
- боғловчилар;
- синтаксис: содда, мураккаб ва қўшма гаплар: эргашган қўшма гаплар;
- грамматик категориялар: ўзлаштирма гаплар, фараз маъносини ифодалаш
- грамматик формалар/функциялар;
- сўроқ сўзлар, савол\жавоб ва инкор
- сон

Дастурнинг информацион-методик таъминоти

Грамматик билимлар фақат назарияга асосланган маълум қолипдаги қоидалардан иборат бўлмай, балки грамматик ҳодисанинг коммуникатив нутқда айнан қандай ва қайси ўринларда қўлланилиши орқали тушунтирилади. Бунда асосан қуйидагиларга:

- тил ўрганишга қаратилган машқларда ижтимоий-маданий мулоқот эътиборга олиниши;
- вазифаларга асосланган машқларда грамматика ва тил функциялари табиийроқ қўлланилган ва талабалар уларни ўз кундалик нутқларида ҳам қўллай олишлари;

- матнга асосланган машқлар ҳам ўқиш ҳам тинглаб тушунишни ўз ичига олиши, шу орқали талабага грамматикани ва функцияларни қўллай олишни ўргатиш;
- ўрганилаётган чет тили грамматикаси моделларини ажрата олиш ва уларни ўз она тили грамматик тизими билан таққослашга эътибор қаратилади. Бу мақсадларга эса тинглаб тушуниш ва ўқишга мўлжалланган каттароқ ҳажмдаги матнлар устида ишлаш орқали эришиш мумкин

Кутилаётган натижалар

Талабалар:

- мулоқот мазмунли ва жарангдор чиқиши учун грамматик шаклларни тўғри қўллай олишлари;
- грамматика бўйича мустақил тил ўрганиш стратегияларини эгаллайдилар.

Талабалар билимини баҳолаш турлари ва мезонлари

- баҳолаш предмети: ўтилган грамматик моделлар ва мавзулар.
- баҳолаш усуллари ва методлари: турли тест методларидан ташкил топган тестлар (матнларга асосланган машқлар: матнни тўлдириш, хатоларни аниқлаш ва ҳ.к.)

жорий назорат (аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, лойиҳалар, интервью ва роли ўйинлар);

оралиқ назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва роли ўйинлар);

якуний назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва роли ўйинлар);

Коммуникатив грамматика модули давомида эгалланган билим ва кўникмалар сўзлашиш ва ёзувни баҳолаш мезонларида ҳам ўз аксини топиши мумкин.

Лингвистик курс: коммуникатив лексика (сўз бойлигини ошириш) модули. 1 – курс

Коммуникатив лексика 1-4 семестрлар давомида ўқитилади.

Фаннинг мақсади:

- луғат бойлигини ошириш;
- ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини фарқлаш ва ишлата билиш кўникмаларини ривожлантириш;
- луғат бойлигини бойитиб боришнинг мақбул усулларидан фойдаланишни ўргатиш

Коммуникатив лексика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

1- курс сўнггида талабалар қуйидаги:

- ўзларига таниш бўлган мавзу контекстида сўз маъносини англаш (воқеалар баёни, ҳис-ҳаяжон, мақсад, истак, хоҳиш ва ҳ.к.);
- таниш, иш ва кундалик ҳаётга тааллуқли бўлган мавзуларда (оила, севимли машғулот, иш, саёҳат ва ҳ.к.) сўз ва ибораларни тўғри қўллай олиш;
- ўрганилаётган чет тилидаги сўзлар талаффузи хусусиятларини (интонация, урғу ва ҳ.к.) фарқлаш;

- шахсий хусусият ва имкониятларидан келиб чиқиб луғат бойлигини оширишнинг мутаносиб усулларини танлаш;
- луғат бойлигини ошириш учун манбалар (луғатлар, регистерлар, сўз кўрсаткичлари ва бошқалар) дан фойдаланиш кўникма ва малакаларга эга бўладилар.

Коммуникатив лексика модули мазмуни

1- курсда ўрганиладиган мавзулар доирасида**:**

- синонимлар, антонимлар, омонимлар;
- сўз оилалари (мас., ҳайвонот оламига оид сўзлар);
- турғун бирикмалар;
- идиомалар;
- адабий тил ва шева (диалект) ўртасидаги фарқлар;
- фразеологик иборалар;
- лексик системалар;
- сўз ясалиши хусусиятлари;
- қисқартмалар;
- предлоглар

Дастурнинг информацион-методик таъминоти

- кенг қамровли луғат бирликлари билан таништириш мақсадида манбалар (материаллар)ни тўплаш ва талабаларни таъминлаш. (талабалар ўқиб ёки тинглаб янги сўзларни ўрганиш орқали сўз бойликларини оширишлари учун). Бундай машқларда асосий эътибор янги сўзлар ва лексик бирликларга қаратилади. Шу сабабли материаллар ёзма ва оғзаки матн кўринишида бўлиши мумкин.
- сўз маъносини контекстда тушуниш учун матнга асосланган вазифалар. Бу турдаги машқ ва топшириқлар сўзларни алоҳида сўз рўйхати сифатида эмас, балки тил системасининг уйғун қисми сифатида ўрганишга имкон беради.
- луғат бирликларидан контекстда фойдаланишга мўлжалланган машқлар. Бу турдаги машқлар талабаларнинг ўз шахсий хусусиятларини (ҳаёт тарзи, шахсий қизиқишлари, ва ҳ.к.) эътиборга олиб тил ўрганишларини таъминлайди.
- билимни шакллантирувчи машқлар. Бундай машқлар талабаларнинг ижтимоий-маданий мулоқотда луғат бирликларини ишлатиш нормаларидан хабардор бўлишлари ва бу нормалардан ўринли фойдаланишларини таъминлаши лозим.

Кутилаётган натижалар

Талабалар:

- ✓ 1-курсда муҳокама этилган мавзуларга тегишли актив ва пассив лексикани ўзлаштирадилар;
- ✓ маълум мавзулар бўйича мулоқот олиб бориш учун етарли даражада луғат бойлигига эга бўладилар.

Талабалар билимини баҳолаш турлари ва мезонлари

- баҳолаш предмети:

курс мазмунида келтирилган луғат бирликлари

- баҳолаш усуллари ва методлари:

турли методлардан фойдаланиб тузилган тестлар (матнга асосланган вазифалар (мас., матнни тўлдириш, хатони топиш ва ҳ.к.) интервью, ролли ўйинлар, портфолио ва ҳ.к.); талабаларнинг ўз-ўзини баҳолаш жараёни (сўровномалар, портфолио, кундалик тутиш ва ҳ.к.);

- баҳолаш турлари:

Жорий назорат - аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, проектлар, интервью ва ролли ўйинлар);

Оралиқ назорат - матнга асосланган вазифалардан иборат турли методлардан фойдаланиб тузилган тестлар, интервью ва ролли ўйинлар;

Якуний назорат - матнга асосланган вазифалардан ташкил топган тестлар.

Лингвистик курс: коммуникатив лексика (сўз бойлигини ошириш) модули. 2 – курс

Фаннинг мақсад ва вазифалари:

- луғат бойлигини ошириш;
- талабаларнинг сўзларни ўрганиш ва мулоқотда қўллай олиш қобилиятларини ривожлантириш;
- янги сўзларни ўрганиш ва ёдда сақлашнинг мос усуллардан фойдаланишга ўргатиш.

Кутилаётган натижалар:

Иккинчи курс якунига келиб талаба:

- шахсий қизиқишлари, касбий йўналиши ва ижтимоий-маданий мавзулардаги сўзларнинг маъносини билиши;
- сўз ва ибораларни шахсий қизиқишлари, мутахасислиги ва ижтимоий-маданий мавзуларда тўғри қўллай олиши;
- шахсий қизиқишлари, мутахасислиги ва ижтимоий-маданий мавзуларда қўлланиладиган сўзларнинг талаффуз қоидаларини ўзлаштириши ва мулоқот жараёнида ишлатиши;
- турли контекстларда сўз ва ибораларнинг қўлланилишини ўрганишда манбалардан (луғатлар, сўзлар мослашуви) унумли фойдалана олиши;
- ибора ҳамда оғзаки нутқ да қўлланиладиган сўзларнинг кўчма ва тўғри маносини билиши ва тўғри қўллаши;
- сўзларни контекстга мос услубда танлай олиш ҳамда улардан оғзаки ва ёзма мулоқотда эркин фойдаланиш малакасини эгаллайди.

Коммуникатив лексика модули мазмуни

2 курсда ўтиладиган мавзулар доирасида:

- услубларни бир-биридан фарқлашга йўналтирилган қатор идиоматик ифодалар ва оғзаки сўзлашувдаги сўзлар;
- жаргон ва идиомаларни қўллаш;
- ибора ва ифодаларни мулоқотнинг турли вазиятларида ишлата олиш (мулоқотга киришиш учун сўз навбати олиш, вақтдан ютиш мақсадида муқаддима ва хулоса ибораларини ишлатиш каби);
- тингловчини чалғитмаган ҳолда сўзларга эквивалент бўлган терминларни қўллаш;

- лексик боғлиқлик - синоним, антоним, омонимларни ўринли қўллай олиш;
- лексик бирликлар;
- маълум мавзуга доир сўзлар йиғиндиси (*атроф-муҳит, инсон характери ва б.*);
- ўзгармас иборалар ва лексик бирликлар;
- маълум бир сўзнинг диалектларда турлича қўлланилиши;
- фразеологик бирликлар, феъллар;
- сўз ясалишининг ўзига хос хусусиятлари;
- қисқартма сўзлар;
- сўз бирикмалари;
- қариндош ва бир оилага мансуб сўзлар;
- профессионал ва академик терминология
- контекстга мос бўлган ҳамда корпус-анализ базасидаги сўзларни тўғри ишлатиш;
- луғат билан ишлай олиш (бир ва икки тилли, китоб/электрон/онлайн луғатлар);
- нотаниш сўз маносини контекстдаги маъносига кўра тахминан аниқлай олиши;
- ўрганишнинг турли усуллари (ёдлаш, кунлик режа, ассосиация орқали ўрганиш ва ҳоказо) дан тўғри фойдалана олиши лозим.

Ўқитиш ва ўрганиш методлари

- сўзларнинг маъносини контекстдан топиш учун ёзма машқлар;
- сўзларни контексда ишлатиш учун матнга асосланган вазифалар;
- ўзлаштирилган билимларни мустаҳкамлаш ва такомиллаштиришга мўлжалланган топшириқлар;
- луғатдан тўғри фойдаланишга асосланган машқлар;
- сўзларни турли матнда ишлатиш усуллари.

Талабалар билимини баҳолаш турлари ва мезонлари

Жорий баҳолаш

- дарсда қатнашиш;
- сўзларни контекстда ишлатиш учун машқлар (матн/жадвал тўлдириш, муайян феълларни қўллаш учун саҳна кўринишлари);
- нотаниш матндан сўзларнинг маъносини топишга йўналтирилган машқлар (сўз ясалиши, мослаштириш, сўзларнинг контекстда қўлланилган маъносини фарқлай олиш учун манбалардан фойдаланиш (луғатлар)

Оралиқ баҳолаш

- билимни ўзгарганинни аниқлайдиган тест 1 (билим ҳам стратегияга асосланган)
- тест 2

Якуний баҳолаш

- якуний тест(билим ҳам стратегияга асосланган)

Дастурнинг информацион – методик таъминоти

Мазкур дастурда ҳар бир модул мазмунидан сўнг машғулотларни

самарали ташкил этиш ва мавзуларни ўқитиш технологиялари келтирилган. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади.

Фойдаланиладиган адабиётлар рўйхати

Инглиз тили бўйича тавсия этиладиган асосий адабиётлар:

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback]
3. Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback]
4. The writer's workplace with readings (6th ed.). Student edition
5. Diana L. Fried-Booth. Project work.
6. Exploring Grammar in Context. CUP 2000
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback]
9. English Vocabulary in Use – Cambridge University Press
10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004
11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - T.: Филолог, 2004
12. Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -T.: Филолог, 2005.
13. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. T.: Филолог, 2005.
14. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]

Қўшимча адабиётлар

1. Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)
2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman
4. *Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave
5. *ELA Guide (2009) Tashkent: British Council
6. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson

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7. Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson.
8. Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP

Интернет сайтлари:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. http://www.learnenglish.org.uk/
9. www.educationuk.org
10. http://www.bbc.co.uk\worldservice\learningenglish/
11. http://www.channel4.com\learning\
12. http://www.better-english.com\exerciselist.html
13. http://www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. http://www.englishclub.com\index.htm
15. http://www.bbc.co.uk\schools\teachers

16. http://education.leeds.ac.uk\edu-mwe/eltwww.htm
17. www.Grammarly.com/Grammar

Изоҳ: Чет тил амалий курси модулларини ўқитишда ҳар бир тил хусусияти ва ахборот олиш имкониятларидан келиб чиқиб, асосий ва қўшимча ўқув адабиётлари рўйхатига ўзгартиришлар киритилиши мумкин. Ишчи ўқув дастурларини тузишда ҳар бир ўқитувчи ягона дарсликка таяниб қолмасдан интернет метариаллари – электрон таълим ресурслари базасидан фойдаланиб модуллар бўйича ўқув материалларини янгилаб бориши кўзда тутилади.

1 - илова

ЯНГИ ДАСТУРНИНГ АНЪАНАВИЙ ДАСТУР БИЛАН ҚИЁСИЙ ТАҲЛИЛИ

АНЪАНАВИЙ ДАСТУР	ЯНГИ ИШЛАБ ЧИҚИЛГАН ДАСТУР
Тил ўқитиш асосан маъруза ва семинар машғулотлар тарзида, кўпгина ҳолларда ягона дарсликка асосланган ҳолда олиб борилади ва уларнинг мазмуни мунтазам равишда янгиланиб борилмайди	Тил ўқитиш интерфаол усулларга асосланган бўлиб, асосан амалий машғулотлар тарзида олиб борилади ва биргина дарсликка таяниб қолинмаганлиги сабабли ўқитишнинг турли манбаларидан фойдаланилган ҳолда мос равишда янгилик ва ўзгартиришлар киритиб борилади.
Тилни ўрганишда асосий эътибор лексика грамматика ва фонетика назариясини ўрганишга қаратилиб тил кўникмаларини ривожлантириш эътибордан четда қолган. Тил ўрганишнинг асосий усуллари қуйидагилар: ёд олиш; овоз чиқариб ўқиш; ўқиб гапириб бериш, конспект; маърузалар тинглаш; рефератлар ёзиш (ўз фикрини баён қилмаган ҳолда) ва бошқалар.	Тил кўникмаларини жаҳон таълим стандартларига мос равишда, амалда кенг қўллаш орқали ривожлантириш асосий мақсад қилиб олинган. Шундан келиб чиққан ҳолда тил ўрганишнинг асосий усуллари: □ лойиҳа иши; □ баҳс- мунозара/дебат; □ иншо; □ презентациялар; □ муаммоли вазиятларга ечим топиш; □ кичик ҳажмдаги тадқиқот иши ва бошқалар. (Ҳар бир фан учун мос келадиган тил ўрганиш усуллари ишчи ўқув дастурларида батафсил келтирилади)
Ўқитувчи ҳар 3 йилда бир марта режабўйича малака ошириш курсларини ўтайди.	Ўқитувчи 1 йилда 2 маротаба дастурдоирасида уюштириладиган семинар-тренингларда қатнашади. Шу билан бир қаторда ўз таълим муассасаларидаги дастур координаторлари билан ҳамжиҳатликда фаолият юритиб, ўз малака ва билимларини такомиллаштириб борадилар.
Ўқитувчи ўз вазифасини белгиланган дастур бўйича анъанавий методларбўйича дарс ўтиш ва берилган тайёр тестлар воситасида талабалар билимини баҳолашдан иборат, деб ҳисоблайди ва шу билан чегараланиб қолади.	Ўқитувчи нафақат дарс бериш билан шуғулланади, балки дарс учун зарур бўлган ўқув материаллари устида ишлайди ва талабалар билимини баҳолаш учун мос равишда баҳолаш усулларини ишлаб чиқади ва амалга татбиқ этади.
Дастур қатъий белгилаб қўйилганлиги, янгиланмаслиги сабабли ўқитувчида турғунлик кайфиятини уйғотади ва янги билим ва кўникмаларни эгаллашиштиёқини сўндиради	Янги дастур ўқитувчидан ўз устида мунтазам равишда ишлашни тақозо этади ва бу ўз навбатида касб маҳоратини ошириш билан бир қаторда янги билим ва кўникмаларни ривожлантиришга хизматқилади.
Дастурда талабаларнинг мустақил таълимига соатлар ажратилган бўлсада аниқ ишлаб чиқилган кўрсатма ва йўриқномалар мавжуд	Янги дастурда талабаларни мустақил таълимга олишга ўргатувчи махсус модул (мустақил таълим кўникмалари) киритилган бўлиб,

эмас.	талабалар биринчи курсдан бошлаб мазкур фанни ўрганадилар. Шунингдек, ҳар бир ишчи ўқув дастурида талабанингмустақил ўқиб ўрганишига вазифа ва топшириқлар кўрсатиб ўтилади ва уларнибажариш учун аниқ кўрсатмалар мисолларёрдамида берилади.
Тилни ўрганиш жараёнида талаба учун ўқитувчи асосий билим берувчи сифатида намоён бўлади. Талабанингбилим олиш имкониятлари фақатгинаўкитувчи даражасида чекланиб қолган ва талаба мустақил тарзда билим олишдан чекиниб, ўқитувчига тўлиқ тобе бўлибқолган.	Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда талаба ўқитувчини билим берувчи ва баҳоловчи сифатида эмас балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) ролида кўради.
Талабалар тил ўрганиш билан бир қаторда тил ўқитиш методикаси фанидан маърузалар тинглаб, ажратилган соатлар доирасида семинар машғулотларида қатнашадилар.	Талабалар тил ўрганиш билан бир қаторда тил ўқитиш методикаси фанидан 3 ўқув йили давомида ўқитиладиган, 12 модулни ўз ичига олган махсус амалий дастур орқали бўлажак чет тили ўқитувчиси учун зарур бўлган билим ва кўникмаларни ўрганадилар.
Талаба асосан тил ўрганиш билан чегараланиб қолган бўлиб, танқидий фикрлашни ривожлантириш бироз эътибордан четда қолган.	Талаба тил кўникмаларини ривожлантириш билан бир қаторда бир неча трансферебл кўникмалар (инглизча transferable skills, танқидий фикрлаш, бошланғич илмий тадқиқот кўникмалари, гуруҳ бўлиб ишлаш кабилар) ни эгаллайди.

2-илова

“Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрларга кўра чет тилини эгаллашдаги асосий кўникмалар ва босқичлар тавсифи (The Common European Framework of Reference)		
Тил кўникмалари	***A1***	***A2***
Тинглаб тушуниш	Кишилар секин ва аниқ гаплашишганда ўзим ва оилам ҳақидаги сўз ва ибораларни тушунаман	Ўзимга таниш мавзуларга (масалан, содда баён қилинган оила, харид, маҳаллий ҳудудлар,касб, иш) оид кўп ишлатиладиган сўз ва ибораларни тушунаман. Қисқа, аниқ, содда хабар ва эълонларнинг асосий мазмунини тушуна оламан.
Ўқиш	Ўқиш жараёнида сода гаплар (жой номлари) билан баён этилган сўз ва ибораларни тушунаман. (м.н., харид қилинган буюмларни қўллаш бўйича кўрсатмалар, белгилар, жадваллар ва ҳ.к.)	Жуда қисқа, сода матнларни (қайдлар, эслатмалар, кўрсатмалар) ўқиб тушуна оламан. Кундалик ҳаётга тааллуқли (эълон, реклама, меню) матнлардан ўзимга керакли бўлган маълумотларни топа оламан. Қисқа ва содда ёзилган шахсий хатларни ўқиб тушунаман.

Оғзаки мулоқот	Зарурат туғилганда содда саволлар бера оламан ва шундай саволларга жавоб қайтара оламан. Суҳбатдошим мен гапирган гапларни такрорлаганда/ тўғрилаганда менга катта ёрдам бўлади.	Кундалик ҳаётга тааллуқли мураккаб бўлмаган ва таниш мавзуларда мулоқотга кириша оламан. Баъзида яхши тушуна олмасамда мулоқотни давом эттириш учун ўзимга ёққан ва ёқмаган нарсалар ҳақида гапира оламан, истакларимни содда тилда баён эта оламан.
Монолог	Яшаётган манзилим ва таниш кишиларни содда гаплар билан таърифлай оламан. Шунингдек, дўкон ва меҳмонхоналарда ишлатилиши мумкин бўлган гапларни гапира оламан.	Оила, кундалик ҳаёт, турмуш тарзи, таълим олган муассасаларим ва касбимни таърифлаш учун сўзлар танлай оламан ва иборалар туза оламан.
Ёзиш	Содда ва қисқа жумлаларни, масалан почта орқали жўнатиладиган хат (открытка) ларга ёзиладиган гапларни ёза оламан. Шахсий маълумотлар (исм, фамилия, миллат ва манзилим) киритилиши талаб этиладиган махсус бланкларни тўлдира оламан.	Қисқа ва сода қайдларни ёза оламан. Масалан, дўстимга сода гаплар асосида хат ёза оламан.

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Тил кўникмалари	***B1***	***B2***
Тинглаб тушуниш	Ўзимга таниш бўлган мавзулар бўйича (иш, мактаб, ҳордиқ ва б.) аниқ айтилган гапнинг асосий мазмунини англай оламан. Бунда асосан матндаги муҳим сўзларга аҳамият қаратган ҳолда бутун гап мазмунини тушунишга ҳаракат қиламан.	Маъруза ва телевидение орқали бериладиган катта ҳажмдаги нутқни, таниш мавзулардаги қийинроқ нутқни тушунаман. ТВ ва радио орқали бериладиган янгиликларни тинглаб, томоша қилиш жараёнида муҳокама қилинаётган мавзуларнинг асосий ғоясини англай оламан. Адабий тилда намойиш Қилинадиган фильмлар мазмунини яхши тушунаман.
Ўқиш	Кундалик турмуш ва ишга тааллуқли сўзлар асосида тузилган матнларни тушуниш мен учун қийинчилик туғдирмайди. Хатларда баён этилган воқеа-ҳодисалар, жойлар, ҳиссиётлар ва тилакларни тушунаман.	Долзарб мавзулардаги мақолаларни ўқиб тушуна оламан. Замонавий насрий асарларни ўқиб мазмунини тушунаман. Чунки асарни ўқиётганимда унинг сўзма-сўз таржимасига эмас, балки асосий ғоясига эътибор қаратаман.
Оғзаки мулоқот	Мен ўрганаётган чет тилида худи она тилида гаплашгандек	Тил соҳиблари билан эркин мулоқот олиб бора оламан.

	гаплаша оладиган кишилар билан кундалик мавзуларда суҳбат қура оламан. Оила, хобби, касбий фаолият каби мавзулардаги суҳбатларга осонликча қўшила оламан ҳамда ўз фикр-мулоҳаза, ҳис-туйғу ва таасуротларимни билдира оламан.	Таниш мавзулар муҳокамасида фаол иштирок эта оламан. Шунингдек, тил соҳибларидан интервью олиш ва ўз навбатида уларнинг саволларига жавоб қайтариш менга қийинчилик туғдирмайди.
Монолог	Содда гаплар билан воқеа-ҳодисалар, орзу-истак ва Ниятларимни ифодалай оламан. Бадиий асар ёки фильм сюжетларини гапириб, таасуротларимни билдира оламан.	Мени қизиқтирган мавзулар бўйича аниқ ва батафсил гаплар туза оламан, тегишли мавзуларга оид воқеа-ҳодиса, нарсаларнитаърифлай оламан. Мавзу юзасидан фикримни билдириб, ютуқ ва камчиликларни кўрсатиб, ўз нуқтаи назаримни баён эта оламан.
Ёзиш	Таниш ёки мени қизиқтирган мавзуларда содда гаплар билан мазмунли матнлар ёза оламан. Гувоҳи бўлган воқеалар юзасидан олган таассуротларим ҳақида хат ёза оламан	Мени қизиқтирган мавзулар бўйича маълумотлар бера оламан ва улар юзасидан ўз фикрларимни баён эта оламан Мавзу бўйича ўз қарашларимни, салбий ёки ижобий жиҳатларни аниқ ифода эта оламан.

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Тил кўникмалари	***C1***	***C2***
Тинглаб тушуниш	Равон баён қилинмасада, давомий нутқни тушуниш мен учун қийинчилик туғдирмайди. Радиоэшиттириш, фильм ва теледастурларни қийинчиликсиз тушунаман.	Нотаниш кишилар билан эркин мулоқот қила оламан. Шу жумладан телефон орқали ҳам. Ҳар қандай оғзаки (жонли ёки ёзиб олинган) нутқни тил соҳиблари томонидан тез гапирилганда ҳам тинглаб тушуна оламан. Нутқ тезлигидан қатъий назар (м.н., теледастурлар) ҳар қандай нутқни тушунаман. Шевага кўникишимга бироз вақт кетади.
Ўқиш	Катта ҳажмдаги мураккаб бадиий матнларни ва ашёвий далилларга асосланган информатив характердаги матнларни ўқиб тушуна оламан. Стилистик хусусиятларига кўра матннинг қайси жанрга тегишли эканлигини аниқлай	Матндаги маълумот қай даражада муҳимлиги ва матн мазмунига мос баён қилинганлигини баҳолай оламан. Тез ўқишнинг турли усулларидан (асосий ғояни англаш учун ўқиш, керакли маълумотни матндан қидириш усули ва б.)

	оламан. Соҳамга оид махсус мақолалар ва йирик ҳажмли техник кўрсатмаларни тушунаман.	фойдаланиб, деярли барча турдаги ёзма матнларни, yo'zma matnlarni, хусусан тезислар, тузилиши ва баён этилган тили мураккаб бўлган қўлланмалар, илмий мақола ва бадиий асарларни қийинчиликсиз ўқиб тушуна оламан.
Оғзаки мулоқот	Мулоқот учун зарур бўлган ибораларни излашга кўп вақт сарфламасдан фикримни ифода эта оламан. Шахсий ва касбий фаолиятимда чет тилидан эркин ва самарали фойдалана оламан. Муқобил вариантлар бера оламан, эҳтимол ва эҳтиёжни баҳолай оламан.	Ҳар қандай мулоқот ва мунозарада иштирок эта оламан. Ибора, идиома ва сўз бирикмаларини мулоқотда ўринли қўллайман. Мулоқот жараёнида сўз ва ибораларнинг яширин, кўчирма маъноларини ҳам қўллаган ҳолда ўз фикримни эркин билдира оламан.
Монолог	Воқеа-ҳодисалар, учрашув, йиғилишларнинг аниқ ҳисоботини ва мураккаб мавзулар бўйича изчил таъриф бера оламан. Киноя, ҳазил, англашилмовчиликларни ўз вақтида илғаб, шунга мос жавоб қайтара оламан.	Суҳбатдош муҳим маълумотларни англай олиши учун гапларни мазмунга мос услуб ва мантиқий кетма-кетликда самарали ва аниқ ифодалай оламан.
Ёзиш	Ўз фикрларимни баён этиб, турли қарашларнинг салбий ва ижобий жиҳатларини таърифлаб аниқ ва равон матн ёза оламан. Асосий эътиборни муҳим масалаларга қаратиб, мураккаб мавзулар юзасидан хат, ҳисобот, баён ва мақолалар ёза оламан. Ўз ёзма нутқимда тилнинг стилистик воситаларидан кенг фойдаланаман.	Мантиқий изчилликни таъминлаган ҳолда маълум бир услубга мос аниқ матнлар ёза оламан. Муҳим маълумотларни ўзида акс эттирувчи мураккаб хатлар, ҳисобот ва мақолаларни ишончли далиллар келтирган ҳолда изчил ва самарали ёза оламан. Бадиий, илмий, шунингдек соҳага оид адабиётларга тақриз ёза оламан.

VOCABULARY 1

Introduction
Compulsory for English majors
80 hours for practical classes over Year 1, semesters 1 and 2

Aims
- to enlarge the range of students' vocabulary
- to develop students' ability to recognise and use words in communication
- to enhance students' use of appropriate strategies for building and storing vocabulary

Objectives
By the end of Year 1 students will be able to:
- recognise word meaning in the context of topics they are familiar with (description of events, feelings, ambitions, dreams, wishes, etc.)
- identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life (family, hobbies, work, travel, etc.)
- recognise and use stress patterns of words relevant to the topics they are familiar with
- recognise and apply a range of strategies for guessing, storing and learning vocabulary
- make appropriate use of resources (e.g. paper, electronic and on-line dictionaries etc.) to build their vocabulary
- identify the difference between active and passive vocabulary for their own needs

Indicative content
(Relevant to topics for Year 1)
Lexical systems
- Lexical relationships - synonymy, antonymy, homonymy (e.g. *knight – night, a book – to book*), hyponymy (e.g. *animal – cat, dog, cow*)
- Word fields (words relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro*, *pros and cons*)
- Idioms (e.g. *to bucket down*)
- Varieties e.g. *autumn* (BrE) – *fall* (AmE)
- Word formation (e.g. compound nouns and adjectives, suffixes, prefixes and roots)
- Abbreviations (*UN, UK, www, Ltd.*)
- Collocations (e.g. *pay attention, black coffee*, also adjectives and verbs + prepositions, e.g. *dependent on, look at, include in)*

Strategies
- Dictionary training (monolingual/bilingual, paper/electronic/on-line)
- Guessing meaning from context
- Different ways of organising vocabulary notebooks (e.g. visual, webs, T-sheets, etc.)
- Different ways of learning (e.g. learning by heart, setting daily targets, learning by association, mnemonics, etc.)

Approaches to teaching and learning
- Text-based tasks for inferring meaning of vocabulary from context
- Task-based activities for using vocabulary in context
- Awareness raising activities
- Dictionary research activities
- Work on vocabulary notebooks

Learning outcomes
Students should have developed:
- their active and passive vocabulary on the topics dealt with during Year 1.
- the ability to use their active vocabulary for communication on Year 1 topics.
- a range of strategies for guessing, storing and learning vocabulary.

Assessment profile

Semester 1

Continuous Assessment • activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.); • text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) • Vocabulary notebooks (use of different vocabulary organising/building strategies) • participation	**40%** 10% 10% 10% 10%
Mid-course Assessment • Test 1 (both knowledge and strategy based: see specifications) • Test 2	**30%** 15% 15%
Final assessment Final Test (both knowledge and strategy based: see specifications)	**30%**

Semester 2

Continuous Assessment • activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.); • text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) • participation	**40%** 10% 10% 10% 10%
Mid-course Assessment • Test 1 (both knowledge and strategy based: see specifications) • Reflection	**30%** 15% 15%
Final assessment Final Test (both knowledge and strategy based: see specifications)	**30%**

Indicative bibliography

McCarthy, M. and O'Dell, F. (1999) *English Vocabulary in Use - Elementary*. Cambridge: CUP

McCarthy, M. and O'Dell, F. (2004) *English Phrasal Verbs in Use.* Cambridge: CUP

Redman, S. (1997) *English Vocabulary in Use – Pre-intermediate*. Cambridge: CUP

Thomas, B.J. (1986) *Intermediate Vocabulary*. Harlow: Longman

Thomas, B.J. (1990) *Elementary Vocabulary*. Harlow: Longman

VOCABULARY 1
Assessment specifications

1. Class and homework tasks:

- Tasks focussing on active use of vocabulary should be on the use of vocabulary for communication (e.g. text/table completion, labelling, interview, etc.)
- Tasks focussing on passive recognition of meaning should be on inferring meaning of vocabulary from context (e.g. matching, word-formation, etc.)

Assessment criteria

- Appropriate use of vocabulary in context
- Range of vocabulary (see Indicative content in Vocabulary Course Description)
- Task fulfilment
- Fluency
- Recognition of meanings of words in context
- Use of appropriate vocabulary building strategies

2. Tests

Progress and Final Tests should be based both on knowledge of vocabulary covered during the semester as well as on strategies developed.

a. Knowledge based tasks: these should focus on students' ability to use the vocabulary covered during the semester in communication
b. Strategy based tasks: these should focus on the strategies students use for dealing with vocabulary, e.g. strategies for guessing meaning of the word from context/based on its grammatical form, use of parallel expressions (synonyms, antonyms, etc) for avoiding repetition, associating words, etc.

1. Tests have several text-based tasks using different test methods (multiple choice, open/banked gap filling, matching, error identification/correction etc.)
2. Each task should be based on a separate text and have several questions/items (see sample tasks below).
3. Texts for text-based tasks should be on the topics covered during the semester. These should be the new texts that students haven't worked with before.
4. Difficulty level of the texts should be similar to the ones which students have worked with so far
5. Length of the texts: 100-250 words each.
6. Instructions to tasks should be clear.
7. There should be an example at the beginning of each task to help students how to complete the task.
8. Focus of questions/items in tasks should be on the elements of Indicative Content covered so far (see Vocabulary Course Description)
9. Correct answer for a question/item is assigned with 1 point, wrong answer is assigned with 0 point.
10. Keys for open gap filling, word formation and error identification tasks may have more than one correct answer for each question/item.

Sample Progress and Final Test Tasks:

1. Banked gap filling

Task 1

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

~~a) another~~	b) at	c) extra	d) though
e) to	f) too	g) wonderful	h) wondering

Dear Harry,

Since I won't be able to send you (0) ___***a***___ letter soon, happy birthday. I am having a great time here with Viktor (1) _____ his house, I hope you are doing well with your aunt and uncle. Even (2) _____ I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were

(3) _____ afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) _____ careful since you do seem to run into him often. I've also been (5) _____ about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

Key: 1b, 2d, 3f, 4c, 5h

Focus: this type of task focuses on student's knowledge of vocabulary items from the vocabulary list. The strategy that students apply in this task is recognition of the word which should be used in the given context: deciding whether the word suits the gap semantically (meaning) and grammatically (form).

2. Multiple choice

Task 1

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Dear Harry,

Since I won't be able to send you (0) ___***c***___ letter soon, happy birthday. I am having a great time here with Viktor (1) _____ his house, I hope you are doing well with your aunt and uncle. Even (2) _____ I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) _____ afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) _____ careful since you do seem to run into him often. I've also been (5) _____ about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

0	a) other	b) none	~~c) another~~	d) neither
1	a) at	b) in	c) on	d) to
2	a) since	b) though	c) for	d) as
3	a) moreover	b) besides	c) else	d) too
4	a) extra	b) added	c) spare	d) farther
5	a) wondered	b) wonderful	c) wondering	d) wonder

Key: 1a, 2b, 3d, 4a, 5c

Focus: this type of task focuses on student's knowledge of vocabulary items from the options. The strategy that students apply in this task is recognition of the word which should be used in the given context: deciding whether the word suits the gap semantically (meaning) and grammatically (form).

3. Open gap filling

Read the text below. Some words are missing from the text. Use only <u>one</u> word to complete each gap. There is an example at the beginning (0).

Dear Harry,

Since I won't be able to send you (0) _***another***_ letter soon, happy birthday. I am having a great time here with Viktor (1) _____ his house, I hope you are doing well with your

aunt and uncle. Even (2) _____ I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) _____ afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) _____ careful since you do seem to run into him often. I've also been (5) _____ about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

Key: 1 at, 2 though, 3 too, 4 extra/more/super, 5 wondering/thinking

Focus: this type of task focuses on student's ability to recall the words. The strategy that students apply in this task is recalling the word which should be used in the given context from their memory and deciding whether the word suits the gap semantically (meaning) and grammatically (form).

4. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only <u>one</u> word on each line. Spelling is important in this task; the answer must contain <u>no</u> spelling errors to be accepted as correct. There is an example at the beginning (0).

Dear Harry,

Since I won't be able to send you another letter soon, happy birthday. I am (0) ***<u>having</u>*** **(have)** a great time here with Viktor at his house, I hope you are doing well with your aunt and uncle. Even though I've been with Viktor, I have been doing a lot of (1) _____ (**think**), especially about what Dumbledore said last year. Since You-Know-Who (most wizards were too afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be extra (2) _____ (**care**) since you do seem to run into him often. I've also been wondering about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

Key: 1 thinking, 2 careful

Focus: this type of task focuses on student's knowledge of form and use of vocabulary items. The strategy that students apply in this task is deciding which from of the word suits the gap semantically (meaning) and grammatically (form).

5. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Read the text and find the words/phrases which mean:

1. returned _____
2. meet unexpectedly _____
3. learn something new _____

Dear Harry,

Since I won't be able to send you another letter soon, happy birthday. I am having a great time here with Viktor at his house, I hope you are doing well with your aunt and uncle. Even though I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were too afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be extra careful since you do seem to run into him often. I've also been wondering about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

Key: 1 is back, 2 run into, 3 find out

Focus: this type of task focuses on student's knowledge of vocabulary items used in the text. The strategy that students apply in this task is finding the words with similar meanings used in the text.

3. Reflection

- Tasks should focus on students' reflection on and analysis of their own vocabulary building strategies

Write about 300 words based on one the following: Reflect on how you learned vocabulary throughout the course and comment on the strategies you used. Were they effective or not and why? Give examples to support your points.

- **Criteria for assessment**

Task response (number of words, relevance)	5%
Ability to reflect on the learning experience and analyse vocabulary building strategies used.	5%
Support	3%
Coherence and cohesion	2%
Total	15%

4. Vocabulary notebooks

Entries in notebooks will contain pieces of writing how students organise their vocabulary (different ways of organising vocabulary), reflection on which vocabulary organising strategies are appropriate/efficient for students

Entry 1: Topic, the vocabulary of which you learned: (e.g. Sport) _____ Way(s) of organising vocabulary you used: (e.g. webs, visuals) _____ • Which vocabulary organising way was appropriate and effective for you to learn the vocabulary of this topic? Why? • How did context help you to understand the meaning of words? • Write at least 100 words to answer these questions.

- **Criteria for assessment**

Systematic organisation of vocabulary notebooks	3%
Evidence of use and analysis of different vocabulary building strategies (e.g. guessing the meaning of a word from context,	4%

exploiting grammar forms and syntax to guess the meaning of a word)	
Evidence of understanding of the use of words in context	3%
Total	10%

GRAMMAR IN CONTEXT

Introduction
Compulsory for English majors, 160 hours over semesters 1 and 2

Aims
- to develop students' awareness of the relationship between form and meaning of grammar structures in context
- to enable students to use grammatical forms appropriately in communication

Objectives
By the end of Year 1 students will:
- be able to use grammatical structures to convey meaning in communication
- be able to recognise and use structures appropriately both in spoken and written English
- be able to understand the link between form and meaning of new grammar structures in different communicative settings
- be able to notice the characteristic features of English grammatical patterns and structures and compare them with those in L1 to enhance learning of those patterns and structures
- be able to understand the importance of accuracy in communication
- be able to use grammar reference books independently.

Indicative content

Communicative views of grammar
- form vs. function
- notions and functions
- communicative grammatical categories e.g. expressing hypothetical meaning, ways of reporting speech, modal meaning, ways of comparing and contrasting, ways of linking ideas etc.

The grammatical system
- parts of speech
- articles and determiners
- the verb phrase
- conjunctions
- syntax
- questions, answers, negatives
- quantifiers
- areas of L1 interference

Strategies
- effective use of grammar reference books
- noticing and awareness raising

Approaches to teaching and learning
The teaching in this course should focus on the use of grammar for communicative purposes and not on grammatical structures as isolated objects of study. This is likely to involve:

- Text based tasks
- Seminar discussions
- Awareness raising activities

- Training in use of grammar reference books
- Student led question and answer sessions
- Activities to compare English with L1

Learning outcomes

By the end of Year 1 students should have developed:

- their ability to communicate effectively and accurately using appropriate grammatical forms
- increased awareness of the relationship between grammatical form and communicative function
- autonomous learning strategies in the area of grammar

Assessment profile

Semester 1

Continuous Assessment • Participation • use of grammatical structures in spoken context • use of grammatical structures in written context • text analysis tasks • matching form with function	**40** % 10% 10% 10% 5% 5%
Mid-course Assessment Text-based tasks task 1 task 2 task 3	**30%** 10% 10% 10%
Final assessment Grammar test	**30%**

Semester 2

Continuous Assessment Participation • use of grammatical structures in spoken context • use of grammatical structures in written context • text analysis tasks • matching form with function	**40%** 10% 10% 10% 5% 5%
Mid-course Assessment Text-based tasks • task 1 • task 2 Reflective writing (reflection)	**30%** 10% 10% 10%
Final assessment Grammar test	**30%**

Indicative bibliography

*Carter, R. & Hughes, R. (2000) *Exploring Grammar in Context*. Cambridge: CUP
Doff, A. & Jones, C. (2007) *Language Links.* Cambridge: CUP.
Murphy, R. (2004) *English Grammar In Use.* Cambridge: CUP
Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context.* Cambridge: CUP
*Quirk R. Et al. (1989) *A Comprehensive Grammar of the English Language.* Longman
Swan, M. (2005) *Practical English Usage.* Oxford: OUP
*Zaorob, M.L. & Chin, E. (2001) *Games for Grammar Practice*. Cambridge: CUP

GRAMMAR IN CONTEXT
Assessment specifications

Assessment criteria for continuous assessment

- **Accuracy (based on the degree to which a student speaks/writes without grammatical mistakes).**
- Task response (in tasks such as story telling, describing a picture (use of grammar structures in context), story-telling, e.g. chain story (using correct tense forms and time adverbs (use of functions for communication, e.g. by recognition tasks) etc.
- Appropriate use of grammar structures in different communicative settings
- Showing clear understanding of the link between form and meaning

The impact of the grammar course will be felt in the assessment of Speaking and Writing where accuracy will also be a criterion.

Assessment criteria for text-analysis task

- Students' ability to make a connection between grammatical choice and meaning
- Students' understanding of the use of a certain grammatical form and its link with meaning
- Students' familiarity with the grammar of different genres

Sample Text-analysis Task

Look at the following short text and answer the questions, which follow:

Man Pulled Alive From Trent

After yesterday's heavy rain, a man was pulled from the swollen River Trent in Nottingham and taken to the General Hospital where his condition was last night described as stable. His identity has not yet been established, but he is believed to be a visitor to the city and in his thirties. A police spokesman appealed for the man's rescuers to come forward, saying "When this man recovers, he will want to know who saved his life." The spokesman went on to say that the police will want to interview the man when he is well enough as they need to find out how he came to be in the water.

1. Look at the headline. Which words do you need to add to make it into a complete sentence? Why are they missing here?
2. Who pulled the man from the river?
3. Who took him to hospital?
4. Who described his condition as stable?
5. Who believes that he is a visitor to the city?
6. Give (a) a grammatical and (b) a communicative reason for your answers to questions 2, 3, 4 and 5.
7. Why did the journalist choose direct speech in one case and indirect speech in another when reporting the police spokesman's words?
8. Which rule about reported speech is broken in the last sentence? Why is it broken here?

Assessment Criteria for the task

- Student's answers to the questions show an ability to make a connection between grammatical choice and meaning.
- Answer to question 1 shows familiarity with the grammar of newspaper headlines.

- Answers to questions 2 – 6 show understanding of the use of a certain grammatical form and its link with meaning
- Answers to questions 7 & 8 show student's awareness of when a writer uses direct or indirect speech in a report, and also awareness of the relationship between form and meaning.

Speaking task specification

Students should speak on the given topic for 2 min. using the appropriate grammar structure.

Suggested topics:

- If I were a millionaire (conditionals)
- ***My plans for the future (future tenses)***
- ***What I did last week (past tense)***
- Giving instructions (imperatives, modals)
- Recommending a shop, a cinema (modals, conditionals)
- My typical day (present simple)

Assessment Criteria for the task 10%

- Accuracy (e.g. appropriate use of Past Simple and "to be", regular and irregular verbs, was/were, type of pronouns) 4 %
- Task response (could manage on time, use the certain grammar points) 3 %
- Showing clear understanding of the link between form and meaning 3 %

Sample Text-based task

Task 1

Read the text below. In most lines there is one word, which is not needed. Write this word in the space provided after each line. 1-2 lines are correct. Put a tick (√) on these lines. There are two examples at the beginning.

The problem with foreign films is that they are in foreign languages. __√__0

People are often want to see a movie in a language they don't _are_ 00

know, but they can't to understand what the actors are saying. _____Q1

There are two ways for movie makers to solve this problem – _____Q2

subtitles and dubbing. Neither method is not perfect. The disadvantages _____Q3

of subtitles are that they are not accurate or is too short. _____Q4

That is, the actor's words are do not translated correctly, or only _____Q5

part of what he says is translated. In than older films, especially, _____Q6

the subtitles are hard very to read because the words are the same _____Q7

color as the background.

Test specification

- Focus: grammar points (Mistakes which students make frequently: using "to" after modals;)
- Topic: foreign films
- Test method: spot the error
- Appropriate instruction
- Number of words: 62
- Number of items: 7 + 2 examples
- Scoring: 1 item 1score

- Source
- Key

Task 2

Read the text and complete the gaps with the words from the box. There are more words then you need. There is an example at the beginning (0).

a) are/is	b) books	c) from	d) live
e) on	f) parents	g) sleep	h) their
i) uniforms	j) where		

Where do princes go to school?

Prince William and Prince Henry, the sons of Prince Charles, attended Eton College, one of the oldest and most famous private schools in England. (0)__h____ father and grandfather attended a very different private school, Gordonstoun in Scotland.

Both Eton and Gordonstoun (8) _____ boarding schools, which mean that pupils (9) _____at the school and only see their (10) _____ during the school holidays. Pupils board at Eton and Gordonstoun (11) _____ the age of 12 or 13, but there are some boarding schools (12)_____ the pupils are only five years old.

Pupils at Eton wear very old-fashioned (13) _____. Eton boys wear tailcoats, waistcoats, pinstripe trousers and they used to wear top hats.

Test specification

- **Focus: noun; verb; preposition; vocabulary; conjunction**
- Topic: education
- Test method: banked gap filling
- Appropriate instruction
- Number of words: 115
- Number of items: 5 + an example
- Scoring: 1 item 1score
- Source
- Key

Task 3

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap in the text. Write only one word on each line. There is an example at the beginning (0).

A new language has been invented in Nicaragua. The first school for deaf (0) _children_ (child) was set up in the late 1970s with 80 (Q14) _____ (pupil). Until they started their education the pupils (Q15) _____ (do) not know how to communicate with signs. US psychologist, Ann Senghas, has (Q16) _____ (study) this community and discovered that not only did the children develop their own (Q17) _____ (sign) for words but they also have a complex grammar like all languages. This one has evolved as new generations of pupils join the school.

Test specification

Focus: one point =noun (singular and plural forms); or verb tenses;

- Topic: language
- Test method: word formation
- Appropriate instruction
- Number of words: 88
- Number of items: 4 + an example
- Scoring: 1 item 1score

- Source:
- Key:

Final Use of English (grammar) Test Specification

- **Authentic and semi-authentic text**
- **Length: number of words: 250-350**
- **Text type: more than 1 text; max 3 texts: fiction/article/advert/interview**
- **Topic: (avoid sensitive, discriminative texts)**
- **Test method: more than one test method per a text**
- **Focus: grammar points (see Indicative Content)**
- **Number of items: 36-40 items**
- **Appropriate instructions + example if necessary**
- **An answer sheet if necessary**
- **Develop key**
- **Time: 80 min**
- **Score: each item 1 score**
- **Results should be announced within a day**

Reflective writing specification

Students write reflection (about 200 - 250 words) on their use of English. It should address the following:

- Your strengths and weaknesses in grammar
- Strategies that helped you to improve your grammar
- What grammar reference book(s) you found helpful and why.
- How you are going to improve your grammar further

Assessment Criteria for reflective writing - 10%

Task fulfillment	3%
Accuracy	4%
Ability to reflect on own learning	3%

O’ZBEKISTON RESPUBLIKASI XALQ TA’LIMI VAZIRLIGI

NAVOIY DAVLAT PEDAGOGIKA INSTITUTI

Ro’yxatga olindi :
№ 1400- 3.08
“____” _____ 2014 yil

«Tasdiqlayman»
Ilmiy-uslubiy kengash raisi
prof.X.Ibragimov_____
«___» _____ 2014 y.

XORIJIY TILLAR FAKULTETI

INGLIZ TILI LEKSIKASI KAFEDRASI

TIL ASPEKTLARI AMALIYOTI
fanidan

ishchi o’quv dastur

Bilim sohasi: **100000 - Gumanitar**
Ta’lim sohasi: **140000 - Pedagogika**

Ta‘lim yo’nalishi: **5111400 – Xorijiy tillar va adabiyoti (ingliz tili va adabiyoti)**

2013- 2014

Fanning ishchi o’quv dasturi o’quv, ishchi reja dasturiga muvofiq ishlab chiqildi.

Tuzuvchi(lar):
Ochilova N. U. - Ingliz tili leksikasi kafedrasi o'qituvchisi
Ochilov X. B. - Ingliz tili leksikasi kafedrasi o'qituvchisi
Iskanova N.P. - Ingliz tili leksikasi kafedrasi o'qituvchisi

Taqrizchilar:
Qodirova.D.Sh. – "Ingliz tili nazariyasi va metodikasi" kafedrasi o'qituvchisi
Allayarova G.N. - Ingliz tili leksikasi kafedrasi o'qituvchisi

Fanning ishchi o'quv dasturi "Ingliz tilin leksikasi" kafedrasining 2014 yil 30 yanvardagi №4-son yig'ilishida muhokamadan o'tgan va fakultet ilmiy kengashida muhokama qilish uchun tavsiya etilgan.

Kafedra mudiri: _____ Erdanov Z.D.

Fanning ishchi o'quv dasturi "Xorijiy tillar" fakulteti ilmiy kengashida muhokama etilgan va foydalanishga tavsiya qilingan (2014 yil ___ _____dagi ___-sonli bayonnoma)

Fakultet ilmiy kengashi raisi: _____ Kadirov K.N.

Kelishildi:
O'quv-uslubiy boshqarma boshlig'i _____ _____

Modul 1: Amaliy leksika
Modul 2: Amaliy grammatika

Kirish

Oliy tahlimning Davlat ta’lim standartiga ko’ra “Pedagogika” ta’lim sohasida o’qitiladigan “Til aspektlari amaliyoti” fani dasturi xorijiy tilni o’rganishda zarur bo’ladigan amaliy grammatika va amaliy leksika amaliyoti tushunchalarini o’z ichiga oladi.

Fanning maqsad va vazifalari

Til aspektlari amaliyoti fani 2 ta moduldan tashkil topgan va talabalarga 1-4 semestrlar davomida o’qitiladi. Ushbu fan talabalarga lug’at boyligini oshirishga, o’rganilayotgan chet tili leksikasining muloqotdagi xususiyatlarini farqlash va ishlata bilish ko’nikmalarini rivojlantirishga, lug’at boyligini boyitib borishning maqbul usullaridan foydalana olishni o’rgatadi. Shuningdek, Amaliy grammatika moduli orqali o’rganilayotgan til grammatikasini muloqotda to’g’ri qo’llashni, muloqot jarayonida grammatik formalarni to’g’ri qo’llay olish ko’nikmalarini shakllantirishga va talabalarning til modellari va strukturalari haqidagi bilimlarini oshirishga yordam beradi.

Fan bo’yicha talabaning malakasiga qo’yiladigan talablar

1-kurs so’ngida talabalar:

- o’zlariga tanish bo’lgan mavzu kontekstida so’z mahnosini anglash (voqealar bayoni, his-hayajon, maqsad, istak, xohish va h.k.);
- tanish, ish va kundalik hayotga taalluqli bo’lgan mavzularda (oila, sevimli mashg’ulot, ish, sayohat va h.k.) so’z va iboralarni to’g’ri qo’llay olish;
- o’rganilayotgan chet tilidagi so’zlar talaffuzi xususiyatlarini (intonatsiya, urg’u va h.k.) farqlash;
- shaxsiy xususiyat va imkoniyatlaridan kelib chiqib lug’at boyligini oshirishning mutanosib usullarini tanlash;
- lug’at boyligini oshirish uchun manbalar (lug’atlar, registerlar, so’z ko’rsatkichlari va boshqalar)dan foydalanish ko’nikma va malakalarga ega bo’ladilar.
- grammatik strukturalar (sodda, murakkab va qo’shma gaplar va h.k.)ni muloqotda qo’llash;
- strukturalarni farqlay olish, ularni og’zaki va yozma nutqda to’g’ri ishlatish;
- o’rganilayotgan til grammatikasi model va strukturalarining o’ziga xos xususiyatlarini ajrata olish va ularni o’zlashtirish uchun o’z ona tili tizimi bilan taqqoslash;
- muloqotda grammatik xatolarga yo’l qo’ymaslik;
- mustaqil ravishda o’rganilayotgan til grammatikasiga oid o’quv adabiyotlaridan unumli foydalana olishlari lozim.

Fanni o’qitishda zamonaviy axborot va pedagogik texnologiyalar

Modul 1: Amaliy leksika

- **keng qamrovli lug’at birliklari bilan tanishtirish maqsadida manbalar (materiallar)ni to’plash va talabalarni tahminlash.** (talabalar o’qib yoki tinglab yangi so’zlarni o’rganish orqali so’z boyliklarini oshirishlari uchun). Bunday mashqlarda asosiy ehtibor yangi so’zlar va leksik birliklarga qaratiladi. Shu sababli materiallar yozma va og’zaki matn ko’rinishida bo’lishi mumkin.
- **so’z mahnosini kontekstda tushunish uchun matnga asoslangan vazifalar.** Bu turdagi mashq va topshiriqlar so’zlarni alohida so’z ro’yxati sifatida emas, balki til sistemasining uyg’un qismi sifatida o’rganishga imkon beradi.
- **lug’at birliklaridan kontekstda foydalanishga mo’ljallangan mashqlar.** Bu turdagi mashqlar talabalarning o’z shaxsiy xususiyatlarini (hayot tarzi, shaxsiy qiziqishlari, va h.k.) ehtiborga olib til o’rganishlarini ta’minlaydi.
- **bilimni shakllantiruvchi mashqlar.** Bunday mashqlar talabalarning ijtimoiy-madaniy muloqotda lug’at birliklarini ishlatish normalaridan xabardor bo’lishlari va bu normalardan o’rinli foydalanishlarini ta’minlashi lozim.

Modul 2: Amaliy grammatika

Grammatik bilimlar faqat nazariyaga asoslangan ma’lum qolipdagi qoidalardan iborat bo’lmay, balki grammatik hodisaning kommunikativ nutqda aynan qanday va qaysi o’rinlarda qo’llanilishi orqali tushuntiriladi. Bunda asosan quyidagilarga:

- til o’rganishga qaratilgan mashqlarda ijtimoiy-madaniy muloqot e’tiborga olinishi;
- vazifalarga asoslangan mashqlarda grammatika va til funksiyalari tabiiyroq qo’llanilgan va talabalar ularni o’z kundalik nutqlarida ham qo’llay olishlari;
- matnga asoslangan mashqlar ham o’qish ham tinglab tushunishni o’z ichiga olishi, shu orqali talabaga grammatikani va funktsiyalarni qo’llay olishni o’rgatish;
- o’rganilayotgan chet tili grammatikasi modellarini ajrata olish va ularni o’z ona tili grammatik tizimi bilan taqqoslashga e’tibor qaratiladi. Bu maqsadlarga esa tinglab tushunish va o’qishga mo’ljallangan kattaroq hajmdagi matnlar ustida ishlash orqali erishish mumkin

Kutilayotgan natijalar

Talabalar:

- 1-kursda muhokama etilgan mavzularga tegishli aktiv va passiv leksikani o’zlashtiradilar;
- Ma’lum mavzular bo’yicha muloqot olib borish uchun yetarli darajada lug’at boyligiga ega bo’ladilar.
- muloqot mazmunli va jarangdor chiqishi uchun grammatik formalarni to’g’ri qo’llay olishlari;
- grammatika bo’yicha mustaqil til o’rganish strategiyalarini egallaydilar.

Fanning amaliy mashg’ulotlari mazmuni

Amaliy leksika moduli mazmuni

1-kursda o’rganiladigan mavzular doirasida:

- sinonimlar, antonimlar, omonimlar;
- so’z oilalari (masalan, hayvonot olamiga oid so’zlar);
- turg’un birikmalar;
- idiomalar;
- adabiy til va sheva (dialekt) o’rtasidagi farqlar;
- frazeologik iboralar;
- leksik sistemalar;
- so’z yasalishi xususiyatlari;
- qisqartmalar;
- predloglar.

Amaliy grammatika moduli mazmuni

- artikllar va aniqlovchilar;
- ot (qo’shma otlar, sanoqli/sanoqsiz otlar);
- olmoshlar;
- fe’l (masalan, f’e’l zamonlari, f’e’l mayllari, passiv daraja, modal f’e’llar, f’e’lli birikmalar, f’e’lning noaniq formalari: infinitiv, hozirgi/o’tgan zamon ravishdoshlari, h.k.);
- sifat (qiyosiy daraja, orttirma daraja);
- ravish (ravish yasalishi);
- bog’lovchilar;
- sintaksis: sodda, murakkab va qo’shma gaplar: ergashgan qo’shma gaplar;
- grammatik kategoriyalar: o’zlashtirma gaplar, faraz mahnosini ifodalash;
- grammatik formalar/funktsiyalar;
- so’roq so’zlar, savol\javob va inkor;
- son.

VOCABULARY 1

Introduction

Compulsory for English majors
80 hours for practical classes over Year 1, semesters 1 and 2

Aims

- to enlarge the range of students’ vocabulary
- to develop students’ ability to recognise and use words in communication
- to enhance students’ use of appropriate strategies for building and storing vocabulary

Objectives

By the end of Year 1 students will be able to:

- recognise word meaning in the context of topics they are familiar with (description of events, feelings, ambitions, dreams, wishes, etc.)
- identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life (family, hobbies, work, travel, etc.)

- recognise and use stress patterns of words relevant to the topics they are familiar with
- recognise and apply a range of strategies for guessing, storing and learning vocabulary
- make appropriate use of resources (e.g. paper, electronic and on-line dictionaries etc.) to build their vocabulary
- identify the difference between active and passive vocabulary for their own needs

Indicative content
(Relevant to topics for Year 1)
Lexical systems
- Lexical relationships - synonymy, antonymy, homonymy (e.g. *knight – night, a book – to book*), hyponymy (e.g. *animal – cat, dog, cow*)
- Word fields (words relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro*, *pros and cons*)
- Idioms (e.g. *to bucket down*)
- Varieties e.g. *autumn* (BrE) – *fall* (AmE)
- Word formation (e.g. compound nouns and adjectives, suffixes, prefixes and roots)
- Abbreviations (*UN, UK, www, Ltd.*)
- Collocations (e.g. *pay attention, black coffee*, also adjectives and verbs + prepositions, e.g. *dependent on, look at, include in)*

Strategies
- Dictionary training (monolingual/bilingual, paper/electronic/on-line)
- Guessing meaning from context
- Different ways of organising vocabulary notebooks (e.g. visual, webs, T-sheets, etc.)
- Different ways of learning (e.g. learning by heart, setting daily targets, learning by association, mnemonics, etc.)

Approaches to teaching and learning
- Text-based tasks for inferring meaning of vocabulary from context
- Task-based activities for using vocabulary in context
- Awareness raising activities
- Dictionary research activities
- Work on vocabulary notebooks

Learning outcomes
Students should have developed:
- their active and passive vocabulary on the topics dealt with during Year 1.
- the ability to use their active vocabulary for communication on Year 1 topics.
- a range of strategies for guessing, storing and learning vocabulary.

Assessment profile
Semester 1

Continuous Assessment • activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.); • text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) • Vocabulary notebooks (use of different vocabulary organising/building strategies) • participation	**40%** 10% 10% 10% 10%
Mid-course Assessment • Test 1 (both knowledge and strategy based: see specifications) • Test 2	**30%** 15% 15%

Final assessment Final Test (both knowledge and strategy based: see specifications)	 **30%**

Semester 2

Continuous Assessment • activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.); • text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) • participation	**40%** 10% 10% 10% 10%
Mid-course Assessment • Test 1 (both knowledge and strategy based: see specifications) • Reflection	**30%** 15% 15%
Final assessment Final Test (both knowledge and strategy based: see specifications)	 **30%**

GRAMMAR IN CONTEXT

Introduction
Compulsory for English majors, 160 hours over semesters 1 and 2

Aims
- to develop students' awareness of the relationship between form and meaning of grammar structures in context
- to enable students to use grammatical forms appropriately in communication

Objectives
By the end of Year 1 students will:
- be able to use grammatical structures to convey meaning in communication
- be able to recognise and use structures appropriately both in spoken and written English
- be able to understand the link between form and meaning of new grammar structures in different communicative settings
- be able to notice the characteristic features of English grammatical patterns and structures and compare them with those in L1 to enhance learning of those patterns and structures
- be able to understand the importance of accuracy in communication
- be able to use grammar reference books independently.

Indicative content

Communicative views of grammar
- form vs. function
- notions and functions
- communicative grammatical categories e.g. expressing hypothetical meaning, ways of reporting speech, modal meaning, ways of comparing and contrasting, ways of linking ideas etc.

The grammatical system
- parts of speech

- articles and determiners
- the verb phrase
- conjunctions
- syntax
- questions, answers, negatives
- quantifiers
- areas of L1 interference

Strategies

- effective use of grammar reference books
- noticing and awareness raising

Approaches to teaching and learning

The teaching in this course should focus on the use of grammar for communicative purposes and not on grammatical structures as isolated objects of study. This is likely to involve:

- Text based tasks
- Seminar discussions
- Awareness raising activities
- Training in use of grammar reference books
- Student led question and answer sessions
- Activities to compare English with L1

Learning outcomes

By the end of Year 1 students should have developed:

- their ability to communicate effectively and accurately using appropriate grammatical forms
- increased awareness of the relationship between grammatical form and communicative function
- autonomous learning strategies in the area of grammar

Assessment profile

Semester 1

Continuous Assessment • Participation • use of grammatical structures in spoken context • use of grammatical structures in written context • text analysis tasks • matching form with function	**40** % 10% 10% 10% 5% 5%
Mid-course Assessment Text-based tasks task 1 task 2 task 3	**30%** 10% 10% 10%
Final assessment Grammar test	**30%**

Semester 2

Continuous Assessment Participation • use of grammatical structures in spoken context • use of grammatical structures in written context • text analysis tasks • matching form with function	**40%** 10% 10% 10% 5% 5%
Mid-course Assessment Text-based tasks • task 1 • task 2 Reflective writing (reflection)	**30%** 10% 10% 10%
Final assessment Grammar test	**30%**

“Til aspektlari amaliyoti” (vocabulary) fanidan mashg’ulotlarning mavzular va soatlar bo’yicha taqsimlanishi:

1-semestr

t/r	Mashg’ulot turlari	Ajratilgan soat	Mavzu nomi	Tekst turlari	Maqsadga erishishi usullari, vositalari va metodlari	Adabiyotlar, jadvallar ko`rgazmali qurollar
1	2	3	4	5	6	7
1	amaliy	2	Introduction to the course: Course syllabus, assessment specs Suffixes and Prefixes Roots and Abstract nouns			
2	amaliy	2	Describing people- character Describing people – appearance.	*People’s appearance* *People’s character*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	Stuard Redman, English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
3	amaliy	2	Idioms describing people Compound adjectives	*Talents and in born talents, genes*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
4	amaliy	2	Compound nouns-combinations of two nouns Compound nouns-verb+preposition Students’ presentations	*Stereotypes, horoscopes*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
5	amaliy	2	Countries, nationalities, and languages Distances and dimensions Success, failure, and difficulty	*Uzbekistan and Great Britain*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
6	amaliy	2	Traditions and customs(UK&Uz&USA) Time and Condition Cause, reason, purpose, and result	*Political system, national symbols of Uzbekistan and the UK*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
7	amaliy	2	Concession and contrast Addition Collective nouns	*Traditions and holidays, customs of*	Aralash, muhokama,	English Vocabulary

				Uzbekistan and the UK	bahs,- munozara, tushuntirish, suhbat	in Use Slaydlar, jadvallar, internet manbalari
8	**Amaliy**	**2**	Uncountable nouns Nouns that are usually plural Count and uncount nouns with different meanings Making uncountable nouns countable	*Sightseeing, language of Uzbekistan and the UK*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat 1					
9	**Amaliy**	**2**	Feedback on mid-term paper Working on mistakes	*Food, fruit, vegetables, salads, meat, seafood and fish*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
10	**amaliy**	**2**	Food Healthy Food and Junk Food	*Cooking and restaurants, ways of cooking food*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
11	**amaliy**	**2**	Containers and contents Texture, brightness, density, and weight	*Eating places, restaurants, pubs, chaikhanas*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
12	**amaliy**	**2**	Illness and medicine Idioms describing feeling and mood Idioms connected with problematic situations	*Illnesses, aches and pains*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
13	**amaliy**	**2**	Discourse markers Expressions with *look*	*Injures, hospital treatment, wounds*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
14	**amaliy**	**2**	Expressions with *get* Similes – *as… as…/ like…*	*At the doctor's, in hospital*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
15	**amaliy**	**2**	Words commonly mispronounced Homonyms	*Healthy lifestyle,*	Aralash, muhokama,	English Vocabulary

				smoking, alcohol drinking	bahs,- munozara, tushuntirish, suhbat	in Use Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat 2					
16	**amaliy**	**2**	Text-referring words Onomatopoeic words	Family, marriage, divorce	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
17	**amaliy**	**2**	Binomials Idioms and fixed expressions-general	Love and romance, feelings and emotions	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
18	**amaliy**	**2**	Likes, dislikes, and desires Speaking	Friends, babies, children	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
19	**amaliy**	**2**	**Review**		**takrorlash**	Testlar, Yozma ish variantlari

2-semestr

1	**amaliy**	**2**	Education Time	*School (subjects, timetable, success, failure)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
2	**amaliy**	**2**	Obligation, need, possibility and probability	*University life (Ph, Master degree)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
3	**amaliy**	**2**	Belief and opinion	*Further education, studying abroad*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
4	**amaliy**	**2**	Countries, nationalities and language Students' presentations	*Learning a language*	Aralash, muhokama,	English Vocabulary

					bahs,- munozara, tushuntirish, suhbat	in Use Slaydlar, jadvallar, internet manbalari
5	**amaliy**	**2**	Travel	*City life(problems of big cities, famous cities in the world)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
6	**Amaliy**	**2**	Miscellaneous expressions	*Life in the country (mountains, landscape)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
7	**Amaliy**	**2**	The language of signs and notices	*Roads and transportation*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
8	**Amaliy**	**2**	Sports Towns	*Towns and cities*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat					
9	**amaliy**	**2**	Feedback on mid-term paper Working on mistakes	*Sports, ball games*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
10	**amaliy**	**2**	The Arts Vacations	*Other sports (results and scores*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
11	**amaliy**	**2**	Computers and Internet Role-Play	*Music, cinema, Theatre*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
12	**amaliy**	**2**	Debate	*Show business,*	Aralash, muhokama,	English Vocabulary

				celebrities	bahs,- munozara, tushuntirish, suhbat	in Use Slaydlar, jadvallar, internet manbalari
13	**amaliy**	**2**	Internet language	*Computers and internet*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
14	**amaliy**	**2**	Multimedia tools	*Telepphones and mobile phones*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
15	**amaliy**	**2**	Proverbs Words and gender	Newspaper: daily, headlines	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat					
16	**amaliy**	**2**	Abbreviations and Acronyms Expressions with *do* and *make*	*TV and soap opera*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
17	**amaliy**	**2**	Homophones	*Homonyms and homographs*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
18	**amaliy**	**2**	Review lesson Reflection	Review	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Vocabulary in Use Slaydlar, jadvallar, internet manbalari
19	**amaliy**	**2**	**Review**		**takrorlash**	Testlar, Yozma ish variantlari
	Yakuniy nazorat					

“TASDIQLAYMAN”
Kafedra mudiri _____Z.D. Erdanov
“___”___2014 yil

DASTUR BAJARILISHINING KALENDAR REJASI
(Ma’ruza, laboratoriya, amaliyot mashg’ulotlari, kurs ishlari)

Fakultet: Foreign Languages kurs 1
Akademik guruh_____
Fanning nomi:__VOCABULARY_____
Amaliyotchi: _____

T/R	Mashg’ulot turi	Mavzu nomi va nazoratlar turi	Ajratilgan soat	Bajarilganligi haqida ma’lumot						O’qituvchi imzosi
				Rejalashtirilgan sana			Bajarilgan sana			
1	2	3	4	5			6			7
1	Practice	Introduction to the course: Course syllabus, assessment specs Suffixes and Prefixes	2							
2	Practice	Roots and Abstract nouns Describing people- character	2							
3	Practice	Describing people – appearance. Idioms describing people Compound adjectives	2							
4	Practice	Compound nouns-combinations of two nouns Compound nouns-verb+preposition Students’ presentations	2							
5	Practice	Countries, nationalities, and languages Distances and dimensions Success, failure, and difficulty	2							
6	Practice	Traditions and customs (UK& Uz& USA) Time and Condition Cause, reason, purpose, and result	2							
7	Practice	Concession and contrast Addition Collective nouns	2							
8	Practice	Uncountable nouns Nouns that are usually plural Count and uncount nouns with	2							

		different meanings Making uncountable nouns countable								
Oraliq nazorat I			Shakli yozma	Max ball			Sar-sh			
				15			**8**			
9	Practice	Feedback on mid-term paper Working on mistakes	2							
10	Practice	Food Healthy Food and Junk Food	2							
11	Practice	Containers and contents Texture, brightness, density, and weight	2							
12	Practice	Illness and medicine Idioms describing feeling and mood Idioms connected with problematic situations	2							
13	Practice	Discourse markers Expressions with *look*	2							
14	Practice	Expressions with *get* Similes – *as… as…/ like…*	2							
15	Practice	Words commonly mispronounced Homonyms	**2**							
Oraliq nazorat			Yozma test	Max ball			Sar-sh			
				15			**8**			
16	Practice	Text-referring words Onomatopoeic words	2							
17	Practice	Binomials Idioms and fixed expressions-general	2							
18	Practice	Likes, dislikes, and desires Speaking	2							

19	Practice	**Review**	2							
Yakuniy nazorat			Shakli yozma	Max ball			Sar-sh			
				30			**16**			

2-semestr

1	Practice	Education Time	2							
2	Practice	Obligation, need, possibility and Probability	2							
3	Practice	Belief and opinion	2							
4	Practice	Countries, nationalities and language Students' presentations	2							
5	Practice	Travel	2							
6	Practice	Miscellaneous expressions	2							
7	Practice	The language of signs and notices	2							
8	Practice	Sports Towns	2							
Oraliq nazorat II			Shakli yozma	Max ball			Sar-sh			
				15			**8**			
9	Practice	Feedback on mid-term paper Working on mistakes	2							

10	Practice	The Arts Vacations	2							
11	Practice	Computers and Internet Role-Play	2							
12	Practice	Debate	2							
13	Practice	Internet language	2							
14	Practice	Multimedia tools	2							
15	Practice	Proverbs Words and gender	**2**							
Oraliq nazorat			Yozma test	Max ball				Sar-sh		
				15				**8**		
16	Practice	Abbreviations and Acronyms Expressions with *do* and *mak*e	2							
17	Practice	Homophones	2							
18	Practice	Review lesson Reflection	2							
19	Practice	**Review**	2							

Yakuniy nazorat	Shakli yozma	Max ball	Sar-sh
		30	**16**

Yetakchi professor (dotsent imzosi) _____

“Til aspektlari amaliyoti” (Grammar in context) fanidan mashg’ulotlarning mavzular va soatlar bo’yicha taqsimlanishi:

t/r	Mashg’ulot turlari	Ajratilgan soat	Mavzu nomi	Tekst turlari	Maqsadga erishishi usullari, vositalari va metodlari	Adabiyotlar, jadvallar ko`rgazmali qurollar
1	**2**	**3**	**4**	**5**	**6**	**7**
1			Introduction to the course: Course syllabus, assessment specs Roots and Abstract nouns			
2	**amaliy**	**2**	Modifying noun phrases Word order in noun phrases	*Nouns (common, proper, singular, plural)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
3	**amaliy**	**2**	Compound nouns-combinations of two nouns Compound nouns-verb+preposition Students’ presentations	*Nouns (collective, compound)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
4	**amaliy**	**2**	Demonstratives in discourse Possessive structures	*Pronouns*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
5	**amaliy**	**2**	Adjectives and participles Comparatives. Comparisons of degree	*Adjectives and adverbs*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
6	**amaliy**	**2**	Articles in context Using articles in context	*Articles (indefinite\ definite)*	Aralash, muhokama, bahs,- munozara, tushuntirish,	English Grammar in context Slaydlar, jadvallar,

					suhbat	internet manbalari
7	**amaliy**	**2**	Using prepositions in context	*Determiners, prepositions*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammra in context Slaydlar, jadvallar, internet manbalari
8	**amaliy**	**2**	Sentence connectors (form and meaning) Using and problems of using coordinating conjunctions	*Conjunction, interjection*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammra in context Slaydlar, jadvallar, internet manbalari
Oraliq nazorat						
9	**amaliy**	**2**	Position of object in a sentence	*Objects (direct, indirect and complex)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammra in context Slaydlar, jadvallar, internet manbalari
10	**amaliy**	**2**	Present Time Frame: Using Simple Present Versus. Nonprogressive Verbs Future Time Frame: Using Future Versus. Past time frame(forms/ use /meaning)	*Verbs, the indefinite tenses (present, past, future)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
11	**amaliy**	**2**	Progressive Tenses (usage) Progressive aspect in Past time frame	*Continious tenses (present, past, future)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
12	**amaliy**	**2**	Perfect Progressive Tense (usage) Using Perfect and Perfect Progressive Aspects in Time Frame	*Perfect tenses (present, past and future, perfect continious)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
13	**amaliy**	**2**	Active and Passive forms of Verbs Reported Speech and Change of time Frame (use/meaning)	*Reported speech (direct and indirect)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
14	**amaliy**	**2**	Word order in noun phrases Noun and verb agreement	*Word order (sentence structure)*	Aralash, muhokama, bahs,- munozara, tushuntirish,	English Grammar4 in context Slaydlar, jadvallar,

					suhbat	internet manbalari
15	**amaliy**	**2**	Words commonly mispronounced Homonyms	*Primary parts of speech; subject and predicate*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat I					
16	**amaliy**	**2**	Position of Secondary Parts	Secondary parts of speech	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
17	**amaliy**	**2**	Posion and Usage of Attribute and Object	Attribute and Object	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
18	**amaliy**	**2**	Basic Adverbial position Use of Adverbial Clauses	Adverbial Modifier	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
19	**amaliy**	**2**	**Review**		**takrorlash**	Testlar, Yozma ish variantlari
Yakuniy nazorat						

2-semestr

1	**amaliy**	**2**	Using correct intonation in Disjunctive questions	*Questions and Answers (tag, who questions short answers)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
2	**amaliy**	**2**	Relative Clauses. Restrictive and Nonrestrictive (form/ meaning)	*Relative Clauses (subject and object defining relative clauses)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
3	**amaliy**	**2**	Passive Verbs, Passive Forms and Meaning To Get Passive form/ usage	*Voice (active and passive)*	Aralash, muhokama, bahs,- munozara, tushuntirish,	English Grammar in context Slaydlar, jadvallar,

					suhbat	internet manbalari
4	**amaliy**	**2**	One Word and Phrasal Modals. Modals expressing necessity, permission, ability, advisability, habitual actions	*Modal Verbs (can, may, must, should, ought to, need, dare)*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
5	**amaliy**	**2**	Overview of Modals in Past Time Review of modal forms	*Modal Verbs in Past*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
6	**amaliy**	**2**	Habitual actions in past	*Used to and would*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
7	**amaliy**	**2**	Positions of Non Finite Forms in Sentences	*Non finite forms of the verbs*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
8	**amaliy**	**2**	Verbs followed by infinitive Infinitives with Passive Verbs	*Infinitives*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat					
9	**amaliy**	**2**	Gerunds (form and meaning) Gerunds in other positions in a sentences	*Gerunds*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
10	**amaliy**	**2**	Participles Participles in other positions in a sentence	*Participles*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
11	**amaliy**	**2**	Verbs of urging followed by subjunctive clauses (form) Verbs that take subjunctive	*Conditionals (general)*	Aralash, muhokama, bahs,- munozara, tushuntirish,	English Grammar in context Slaydlar, jadvallar,

					suhbat	internet manbalari
12	**amaliy**	**2**	Real and probable future situations	*First Conditionals*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
13	**amaliy**	**2**	Imaginary and unlikely situations	*Second and zero conditionals*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
14	**amaliy**	**2**	Wishes and regrets	*The third conditionals*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
15	**amaliy**	**2**	Wishes and regrets	*Mixed conditionals*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
	Oraliq nazorat					
16	**amaliy**	**2**	Abbreviations and Acronyms Expressions with *do* and *mak*e	*Review*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
17	**amaliy**	**2**	Homophones	*Review*	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
18	**amaliy**	**2**	Quiz	Review	Aralash, muhokama, bahs,- munozara, tushuntirish, suhbat	English Grammar in context Slaydlar, jadvallar, internet manbalari
19	**amaliy**	**2**	**Review**	Review	**takrorlash**	Testlar, Yozma ish variantlari
	Yakuniy nazorat					

“TASDIQLAYMAN”
Kafedra mudiri _____Z.D. Erdanov
“___”_____2014 yil

DASTUR BAJARILISHINING KALENDAR REJASI
(Ma’ruza, laboratoriya, amaliyot mashg’ulotlari, kurs ishlari)

Fakultet: Foreign Languages kurs 1
Akademik guruh_____
Fanning nomi:__GRAMMAR IN CONTEXT_____
Amaliyotchi: _____

T/R	Mashg’ulot turi	Mavzu nomi va nazoratlar turi	Ajratilgan soat	Bajarilganligi haqida ma’lumot						O’qituvchi imzosi
				Rejalashtirilgan sana			Bajarilgan sana			
1	2	3	4	5			6			7
1	Practice	Introduction to the course: Course syllabus, assessment specs Roots and Abstract nouns	2							
2	practise	Modifying noun phrases Word order in noun phrases	2							
3	Practice	Compound nouns-combinations of two nouns Compound nouns –verb +preposition Students’ presentations	2							
4	Practice	Demonstratives in discourse Possessive structures	2							
5	Practice	Adjectives and participles Comparatives. Comparisons of degree	2							
6	Practice	Articles in context Using articles in context	2							
7	Practice	Using prepositions in context	2							
8	Practice	Sentence connectors (form and meaning)	2							

		Using and problems of using coordinating conjunctions								
Oraliq nazorat I			Shakli yozma	Max ball 15			Sar-sh 8			
9	Practice	Position of object in a sentence	2							
10	Practice	Present Time Frame: Using Simple Present Versus. Nonprogressive Verbs Future Time Frame: Using Future Versus. Past time frame(forms/ use /meaning)	2							
11	Practice	Progressive Tenses (usage) Progressive aspect in Past time frame	2							
12	Practice	Perfect Progressive Tense (usage) Using Perfect and Perfect Progressive Aspects in Time Frame	2							
13	Practice	Active and Passive forms of Verbs Reported Speech and Change of time Frame (use/meaning)	2							
14	Practice	Word order in noun phrases Noun and verb agreement	2							
15	Practice	Words commonly mispronounced Homonyms	**2**							
Oraliq nazorat			Yozma test	Max ball **15**			Sar-sh **8**			
16	Practice	Position of Secondary Parts	2							
17	Practice	Posion and Usage of Attribute and Object	2							
18	Practice	Basic Adverbial position Use of Adverbial Clauses	2							
19	Practice	**Review**	2							

Yakuniy nazorat			Shakli yozma	Max ball			Sar-sh			
				30			16			

1	Practice	Using correct intonation in Disjunctive questions	2							
2	Practice	Relative Clauses. Restrictive and Nonrestrictive (form/ meaning)	2							
3	Practice	Passive Verbs, Passive Forms and Meaning To Get Passive form/ usage	2							
4	Practice	One Word and Phrasal Modals. Modals expressing necessity, permission, ability, advisability, habitual actions	2							
5	Practice	Overview of Modals in Past Time Review of modal forms	2							
6	Practice	Habitual actions in past	2							
7	Practice	Positions of Non Finite Forms in Sentences	2							
8	Practice	Verbs followed by infinitive Infinitives with Passive Verbs	2							
Oraliq nazorat			Shakli yozma	Max ball			Sar-sh			
				15			8			
9	Practice	Gerunds (form and meaning) Gerunds in other positions in a sentences	2							
10	Practice	Participles Participles in other positions in a	2							

		sentence								
11	Practice	Verbs of urging followed by subjunctive clauses (form) Verbs that take subjunctive	2							
12	Practice	Real and probable future Situations	2							
13	Practice	Imaginary and unlikely situations	2							
14	Practice	Wishes and regrets	2							
15	Practice	Wishes and regrets	**2**							
Oraliq nazorat			Yozma test	Max ball				Sar-sh		
				15				**8**		
16	Practice	Abbreviations and Acronyms Expressions with *do* and *mak*e	2							
17	Practice	Homophones	2							
18	Practice	Quiz	2							
19	Practice	**Review**	2							
Yakuniy nazorat			Shakli yozma	Max ball				Sar-sh		
				30				16		

Yetakchi professor (dotsent imzosi) _____

“TASDIQLAYMAN”:
Kafedra mudiri” _____Z.D.Erdanov
“____” _____ 2014 yil

“Til aspektlari amaliyoti”fanidan mustaqil ishlari bajarilishining
kalendar tematik rejasi

t/r	Modul va mavzu nomlari	Mashg’ulot turi	Ajratilgan vaqt	Talaba mustaqil ishi mavzusi va mazmuni	Hisobot shakli	Bajarilishi haqida ma’lumot		O’qituvchi imzosi
						Soat	Oy va kun	
I Modul (Vocabulary)								
1	Describing people	amaliy	4	Idioms describing people	Doing exercises			
2	Traditions and customs	amaliy	8	Uzbek and English traditions and customs:difference and similarities	presentation			
3	Healthy food and junk food	amaliy	6	Eating habits	Writing a composition			
4	Illness and medicine	amaliy	6	At the doctor’s	Making dialogue and role playing			
5	Containers and contents	amaliy	6	At the restaurant/ At the shop	Making dialogue and role playing			
6	Towns	amaliy	7	My home town	Presentation/video			
7	Debate	amaliy	6	Interview with a show business star	Preparing a report for a newspaper			
8	Multimedia tools	amaliy	6	Translating a newspaper article	written			
	Jami:		49					
II Modul (Grammar in context)								
1	Modifying noun phrases Roots and abstract nouns	amaliy	6	Kinds of noun according to its structure	Written/ presentation			
2	Sentence connector(form and meaning)	amaliy	6	Conjunctions and interjection	Written/ presentation			
3	Position of secondary parts	amaliy	6	Primary and secondary parts of speeech	Written/ presentation			
4	Using correct intonation in disjunctive questions	amaliy	6	Kinds of questions & short answers	Written/ presentation			
5	Relative clauses.Restrictive and	amaliy	6	Relative clauses	Written/ presentation			

	Nonrestrictive (form/meaning)							
6	Modals expressing necessity,permission, ability, advisibility,habitual action	amaliy	6	Modal verbs and their equivalents	Written/ presentation			
7	Position of Non-Finite Forms in Sentences	amaliy	6	Non-finite forms oft he verb	Written/ presentation			
8	Verbs of urging followed by subjunctive clauses(form)	amaliy	7	Conditionals and wish sentences	Written/ presentation			
	Jami:		49					

Technology of teaching for "Vocabulary" lesson

Practical lesson№1: Introduction to the courseCourse syllabus, assessment specs Suffixes and Prefixes. Roots and Abstract nouns. Describing people- character

Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Introduction. Learning vocabulary –general advice 2.What does learning a new word mean? 3. Can you learn just by reading or listerning to English? 4. What's a root? How do we use suffixes and prefixes? 5. How can you describe people's character? 6. Doing exercises
The objectives of the educational process	- to introduce students with ways of describing people's character ; - to explain the learning of associated words together, using pictures and diagrams; - to introduce students with suitable ways of organizing a vocabulary notebook; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about the body, people's character; - observe suitable ways of organizing a vocabulary notebook; - learn making up sentences using suffixes and prefixes; - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster,questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher divides Ss into the subgroups and asks them to draw a suitcase. Ss in groups write their expectations from this course then share their ideas with each other; - teacher destrebutes the handout "learning vocabulary-	10 min. 50 min.

	general advice" and discusses it with Ss; - teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - teacher shows activity "tree-diagram" and Ss in groups try to draw their own diagrams; - Ss do the tasks suggested by teacher;	
Stage 3. Conclusion part	Teacher gives conclusion to the Ss participaton and awards thethe most active ones.	10 min.

Materials and resources:

McCarthy M. and O'Dell, F. (1999) English Vocabulary in use-Elementary. Cambridge University
McCarthy M. and O'Dell, F. (2004) English phrasal verbs in use. Cambridge University press
Redman, S. (1997) English Vocabulary in use-Pre-Intermediate. Cambridge University press
Thomas, B.J. (1986) Intermediate vocabulary. Longman, Harlow.
Thomas, B.J. (1990) Elementary e vocabulary. Longman, Harlow

Technology of teaching for "Vocabulary" lesson
Practical lesson№2: Describing people- appearance. Idioms describing people. Compound adjectives.
Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Introduction of word describing appearance 2.What is an idiom? 3.What idioms describing people do you remember? 4. . How can you describe people's appearance? 5. what is a compound adjective? 6. Doing exercises
The objectives of the educational process	- to introduce students with ways of describing people's character ; - to explain the learning of associated words together, using pictures and diagrams; - to introduce students with idioms describing people; - to explain the usage and formation of compound adjectives; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about the body, people's appearance; - observe ways of making up compound adjectives & their usage in speech; - learn using idioms describing people in speech; - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation,

	cluster,questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the seminar lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher divides Ss into the subgroups and asks them to draw a suitcase. Ss in groups write their expectations from this course then share their ideas with each other; - teacher destributes the handout "learning vocabulary-general advice" and discusses it with Ss; - teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - teacher shows activity "tree-diagram" and Ss in groups try to draw their own diagrams; - Ss do the tasks suggested by teacher;	10 min. 50 min.
Stage 3. Conclusion part	Teacher gives conclusion to the Ss participaton and awards thethe most active ones.	10 min.

Materials and resources:

McCarthy M. and O'Dell, F. (1999) English Vocabulary in use-Elementary. Cambridge University press
McCarthy M. and O'Dell, F. (2004) English phrasal verbs in use. Cambridge University press
Redman, S. (1997) English Vocabulary in use-Pre-Intermediate. Cambridge University press
Thomas, B.J. (1986) Intermediate vocabulary. Longman, Harlow.
Thomas, B.J. (1990) Elementary e vocabulary. Longman, Harlow

Technology of teaching for "Vocabulary" lesson
Practical lesson№3: compound nouns-combination of two nouns. Compound nouns-verb+preposition.Student's presentation
Teaching technology of the practical lesson

Time limit- 2 hours	Total number of students- 25-30
Form of the educational process	Explanation, students presentation, control, doing exercises, revision.
Problems and issues to be discussed:	To ask students what the compound nouns are. How to make up compound nouns?
The objectives of the educational process	-to show the Ss the ways of making up compound nouns, -to practice using compound nouns in different situations. - To practice all four language skills, -to develop skimming and scanning reading strategies.
Results of educational process	Ss get information about making up and using in speech compound nouns and other types of nouns
Teaching methods and techniques	Visual lecture presentation, explanation, cluster, questionary.
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work.
Teaching condition	Room supplied with modern technology as computer, projector .

Technological scheme of the lesson

Stages of the lesson	**Type of activity**	**Time (minutes)**
Stage 1 Warm up	1. Divide students into pair of four. Look at the words given in the cards and make up compound nouns 2. Comparing the results wth other groups.	10 min.
Stage 2 Main part	1. Learning the rules of making up compound nouns. 2. Answer to the questions. 3. Practice. Working in small groups and using compound nouns in situations/dialogues.	40 min.
Stage 3 Follow up	Writing. Do exercises.	20 min.
Stage 4 Conclusion	Lets make conclusion. Teacher estimates the students and assesses them.	10

Technology of teaching for "Vocabulary" lesson
Practical lesson№4: Countries, nationalities and languages. Distances and dimensions. Success, failure and difficulty.
Teaching technology of the practical lesson

Time limit- 2 hours	Total number of students- 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision.
Problems and issues to be discussed:	To show the kinds of formation of words showing nationalities and languages; words showing distance or dimension; words showing Success, failure and difficulty
The objectives of the educational process	-to enable the Ss to use words showing nationalities and languages, -to practice using words showing distance or dimension - To get the Ss speak about success, failure and difficulty -to enwiden the vocabulary of the Ss
Results of educational process	Ss will be able to speak using in speech words showing nationalities and languages, distance or dimension, success, failure and difficulty
Teaching methods and techniques	Visual lecture presentation, explanation, cluster, questionary.
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work.
Teaching condition	Room supplied with modern technology as computer, projector .

Technological scheme of the lesson

Stages of the lesson	**Type of activity**	**Time (minutes)**
Stage 1 Warm up	1. looking at the pictures students try to give information about the people of the picturew 2. Comparing the results with other S-s.	10 min.
Stage 2 Main part	1. Learning the rules of making up words showing nationalities and languages, distance or dimension, success, failure and difficulty. 2. Answer to the questions. 3. Practice. Working in small groups and making up situations/dialogues using new vocabulary.	40 min.
Stage 3 Follow up	Writing. Do exercises.	20 min.
Stage 4 Conclusion	Let's make conclusion. Teacher estimates the students and assesses them.	10

Technology of teaching for "Vocabulary" lesson
Practical lesson №5: Traditions and customs (UK&Uz&USA)
Time and condition.Cause, reason, purpose and result
Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Discussion of tradition and customs of people of the USA,the UK &Uzbekistan(using slides) 2. Conjunctions, interjections and verbs used to show cause, result and purpose 3. Punctuation rules for making up complex sentences 4. Conjunctions, interjections and verbs used to show time and condition. 5. Doing exercises
The objectives of the educational process	- to discuss with the S-s English & Uzbek traditions, to find out similarities and differences ; - to explain the usage of conjunctions in sentences; - to introduce students with verbs used to show cause, reason,result and purpose; - to give an emphasis on sequence of tenses - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about English and Uzbek traditions and compare them; - observe ways of expressing cause, reason, purpose and result of an action; - learn putting attention on sequence of tenses while speaking; - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster,questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the practical lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher divides Ss into the subgroups and asks them to draw a suitcase. Ss in groups write their expectations from this course then share their ideas with each other;	10 min.

	- teacher destrebutes the handout “learning vocabulary-general advice” and discusses it with Ss; - teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - teacher shows activity “tree-diagram” and Ss in groups try to draw their own diagrams; - Ss do the tasks suggested by teacher;	50 min.
Stage 3. Conclusion part	Teacher gives conclusion to the Ss participaton and awards thethe most active ones.	10 min.

Materials and resources:

McCarthy M. and O’Dell, F. (1999) English Vocabulary in use-Elementary. Cambridge University pr
McCarthy M. and O’Dell, F. (2004) English phrasal verbs in use. Cambridge University press
Redman, S. (1997) English Vocabulary in use-Pre-Intermediate. Cambridge University press
Thomas, B.J. (1986) Intermediate vocabulary. Longman, Harlow.
Thomas, B.J. (1990) Elementary e vocabulary. Longman, Harlow

Technology of teaching for “Vocabulary” lesson
Practical lesson№6: Concession and contrast. Addition. Collective nouns.
Teaching technology of the practical lesson

Time limit- 2 hours	Total number of students- 25-30
Form of the educational process	Explanation, students’ presentation, control, doing exercises, revision.
Problems and issues to be discussed:	To explain the usage of words verbs and adverbs showing concession; words showing contrast; words to give additional information; collective nouns and usage of verbs after them
The objectives of the educational process	-to enable the Ss to use words showing concession, -to practice using words showing contrast - To get the Ss make additions to a speech using particular words -to get the students use collective nouns correctly -to enlarge the vocabulary of the Ss
Results of educational process	Ss will be able to speak & write using in words for showing concession and contrast, for making additions, collective nouns
Teaching methods and techniques	Visual lecture presentation, explanation, cluster, quizzes.
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work.
Teaching condition	Room supplied with modern technology as computer, projector.

Technological scheme of the lesson

Stages of the lesson	Type of activity	Time (minutes)
Stage 1 Warm up	1. Ss get cards with sentences and try to translate the sentences guessing the meaning of words in bold 2. Checking up the results with other S-s.	10 min.
Stage 2 Main part	1. Learning the ways of making up sentences using words showing concession & contrast, ways of making additions using certain words; using collective nouns appropriately 2. Answer to the questions. 3. Practice. Working in small groups and making up situations/dialogues using new vocabulary.	40 min.
Stage 3 Follow up	Writing. Do exercises.	20 min.
Stage 4 Conclusion	Let's make conclusion. Teacher estimates the students and assesses them.	10

Technology of teaching for "Vocabulary" lesson
Practical lesson №7: Uncountable nouns. Nouns that are usually plural. Countable and uncountable nouns with different meanings. Making uncountable nouns countable
Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. looking through and learning kinds of uncountable nouns and their correct usage in speech; 2. learning nouns that are used in plural form and finding out the ways of using proper verb form after them; 3. Getting knowledge of using uncountable nouns in different meaning (glass/a glass, paper/a paper); 4. learning the ways of making uncountable nouns countable with the help of partitives(a slice of, a loaf of, a bar of,…) 5. Doing exercises
The objectives of the educational process	- to explain kinds of uncountable nouns ; - to show the usage of nouns in plural(trousers, scissors, sunglasses & etc); - to give an emphasis on subject and verb agreement; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about kinds of uncountable nouns; - observe the usage of nouns in plural(trousers, scissors, sunglasses & etc); - learn paying attention on subject and verb agreement ;	

- will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster, questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the practical lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher asks Ss to draw a bubble diagram and fill it with uncountable nouns they know. Teacher checks up the result and correct mistakes if they do them; - teacher distributes the handouts "partitives", "nouns in plural", " mass nouns with different meaning" and discusses it with Ss; - teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - Ss do the tasks suggested by teacher;	10 min. 50 min.
Stage 3. Conclusion part	Teacher gives conclusion according to the Ss participation and awards the most active ones.	10 min.

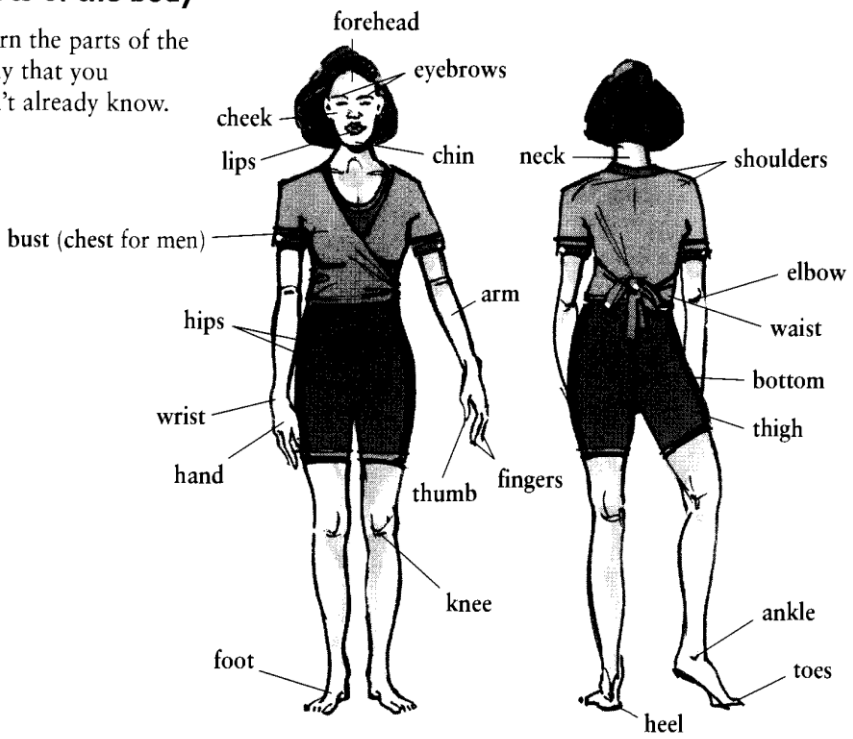
Materials and resources:

McCarthy M. and O'Dell, F. (1999) English Vocabulary in use-Elementary. Cambridge University pr
McCarthy M. and O'Dell, F. (2004) English phrasal verbs in use. Cambridge University press
Redman, S. (1997) English Vocabulary in use-Pre-Intermediate. Cambridge University press
Thomas, B.J. (1986) Intermediate vocabulary. Longman, Harlow.
Thomas, B.J. (1990) Elementary e vocabulary. Longman, Harlow

42 The body and what it does

A Parts of the body

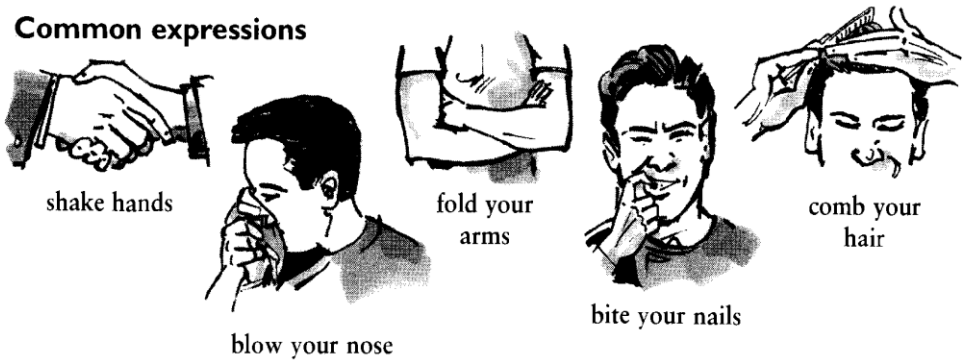
Learn the parts of the body that you don't already know.



B Physical actions

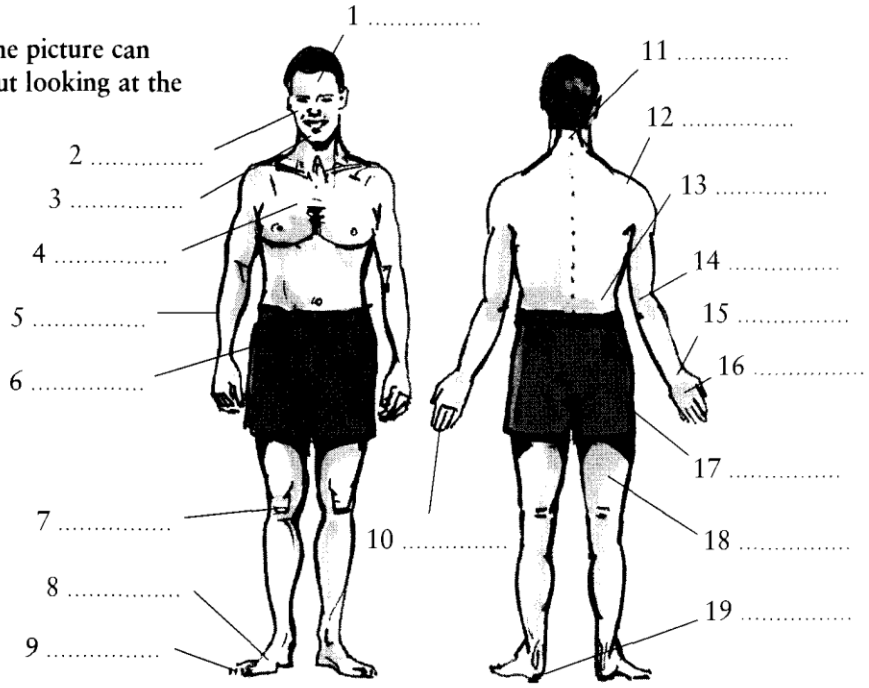
You can **breathe** through your nose or your mouth. Most people **breathe** about 12–15 times a minute.
People **smile** when they're happy, or to be polite; they **laugh** when people say something funny; they may **cry** when they're sad; they **yawn** when they're tired, or bored.
Many people **nod** their head to mean 'yes', and **shake** their head when they mean 'no'.
When you pick up something heavy, you must **bend** your knees and keep your back straight.

C Common expressions



Exercises

42.1 How much of the picture can you label without looking at the page opposite?



42.2 Match the verbs on the left with a suitable part of the body on the right to form common expressions. Use each verb and noun once only.

1 blow	your knees
2 shake	your nose
3 comb	your nails
4 fold	your head
5 bend	your arms
6 nod	your hair
7 bite	hands

42.3 What do these actions often mean? (There may be lots of possible answers.)

1 People often smile when .....
2 They often breathe quickly after .....
3 They laugh when .....
4 They may bite their nails .....
5 They blow their nose .....
6 They shake their head .....
7 And nod their head .....
8 They cry .....
9 They yawn when .....

42.4 There are fourteen words describing parts of the body, either across or down, in this word square. Can you find them?

C	E	L	B	O	W	A
H	T	I	A	E	N	R
I	O	P	C	Y	A	M
N	E	C	K	E	I	H
I	H	A	N	K	L	E
K	C	H	E	S	T	E
C	H	E	E	K	A	L

44 Describing character

A Opposites

Many positive words describing character have clear opposites with a negative meaning.

Positive	*Negative*
warm and friendly	cold and unfriendly
kind	unkind
nice, pleasant	horrible, unpleasant
generous (= happy to give/share)	mean (= never gives to others)
optimistic (= thinks positively)	pessimistic (= thinks negatively)
cheerful (= happy and smiling)	miserable (= always seems unhappy)
relaxed and easy-going	tense (= nervous; worries a lot; not calm)
strong	weak
sensitive	insensitive (= does not think about others' feelings)
honest (= always tells the truth)	dishonest

Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed** and **easy-going** about most things.

I think the weather influences me a lot: when it's sunny I feel more **cheerful** and **optimistic**; but when it's cold and raining I get very **miserable**.

He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm** and **kind**.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.

B Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive	*Negative*
hard-working	lazy (= never does any work)
punctual (=always on time)	not very punctual; always late
reliable	unreliable (= you cannot trust / depend on someone like this)
clever, bright (*infml*)	stupid, thick (*infml*)
flexible	inflexible (= a very fixed way of thinking; unable to change)
ambitious	unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.

People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.

C Using nouns

Some important qualites are expressed through nouns.

One of her great qualities is that she **uses** her **initiative**. (= she can think for herself and take the necessary action; she does not need to wait for orders all the time)

That boy has got no **common sense** (= he does stupid things and doesn't think what he is doing). His sister, on the other hand, is very **sensible**. (= has lots of **common sense**)

Exercises

44.1 **Organise these words into pairs of opposites and put them in the columns below.**

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive *Negative*

.....
.....
.....
.....
.....
.....

44.2 **What prefix forms the opposite of each of these words? (You need three different prefixes.)**

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

44.3 **How would you describe the person in each of these descriptions?**

1 He never bought me a drink all the time we were together.
2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
3 He often promises to do things but half the time he forgets.
4 She's always here on time.
5 I don't think he's done any work since he's been here.
6 She finds it difficult to meet people and talk to strangers.
7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
8 One of the great things about her is that she is so aware of what other people think or feel.
9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

44.4 **What nouns can be formed from these adjectives? Use a dictionary to help you.**

Example: kind kindness

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

44.5 **Choose three words from the opposite page which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality described on the opposite page? If possible, compare your answers with a friend.**

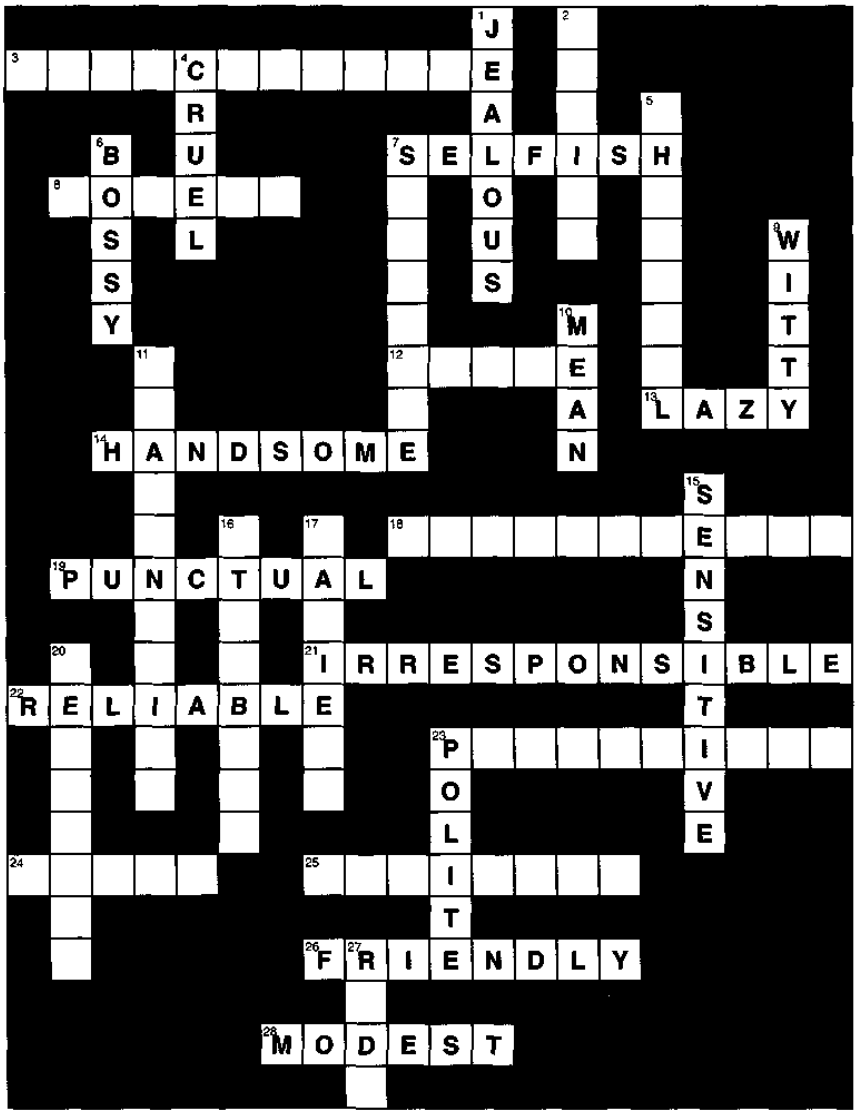
44 Half a crossword: Adjectives to describe people

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (3) Across? What's (2) Down?** etc.



Here are the words you will have to explain for Group B.

bossy	handsome	lazy	polite	selfish
cruel	irresponsible	mean	punctual	sensitive
friendly	jealous	modest	reliable	witty

From *Vocabulary Games and Activities 1* by Peter Watcyn-Jones © Penguin Books 2001

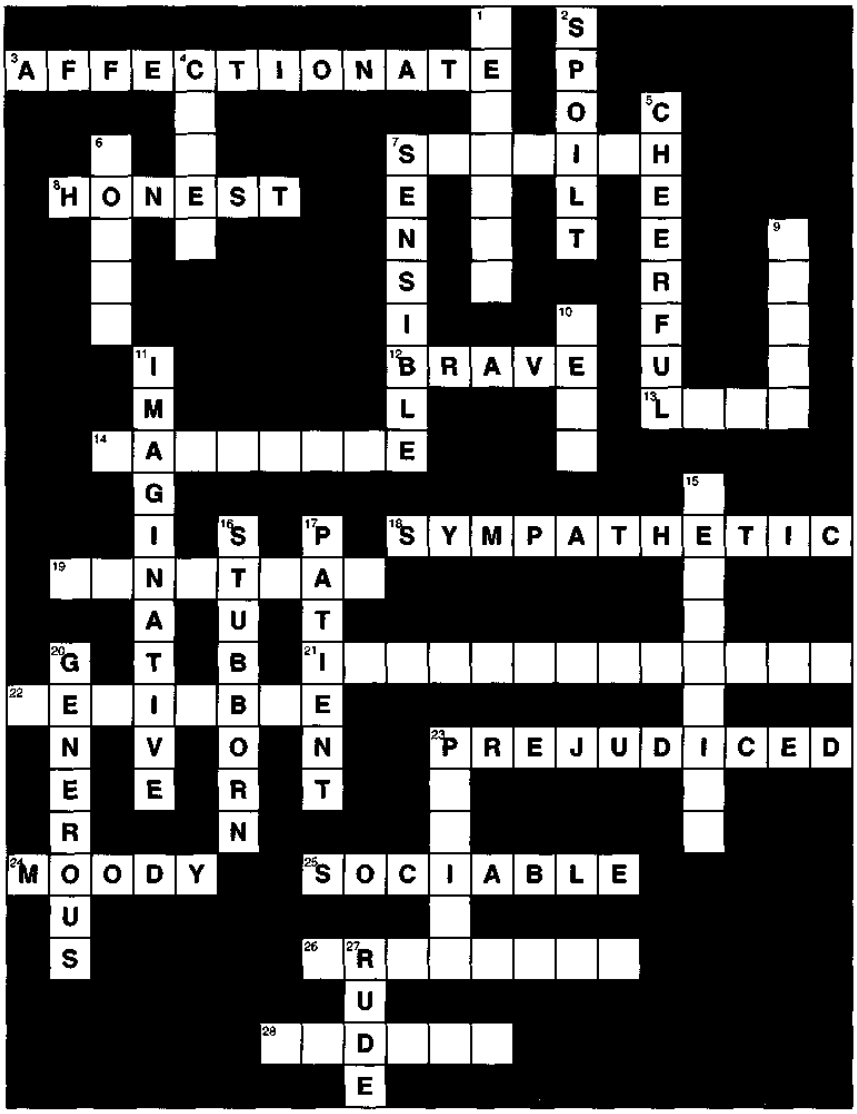
44 Half a crossword: Adjectives to describe people

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (7) Across? What's (1) Down?** etc.



Here are the words you will have to explain for Group A.

affectionate	generous	moody	rude	spoilt
brave	honest	patient	sensible	stubborn
cheerful	imaginative	prejudiced	sociable	sympathetic

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Lesson № 2

Warm up

1 Elicit: *eyes*, *hair*, *skin*.

On the board, write: *curly*, *dark*, *fair*, *long*, *short*, *straight*, *wavy*.

2 Make sentences about students, or famous people, to teach/revise the adjectives, e.g. *Paulo has got short hair. Tina's hair is long and curly*. Include *dark/fair skin* and eye colour.

3 Ask them to describe a student in class, so others can guess who they are describing.

Main activity

Listening

1 Put students into groups of four. Give each group one copy of the complete photocopy.

2 Tell them they are going to hear information about a lost child. They must find the child on their photocopy.

3 Play the recording twice. Ask each group to decide which child is lost. Ask if they want to listen again.

4 Check their answers:

Answer key
The missing girl is the last picture.

Speaking

1 Tell students they are going to play a game.

2 Give one student in each group the photocopy of the complete page. Put the separate cards in a pile face down. Students take a card each.

3 Explain the rules:

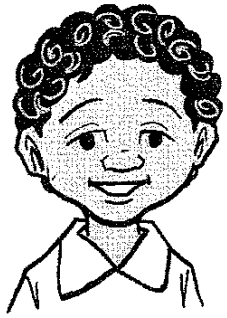
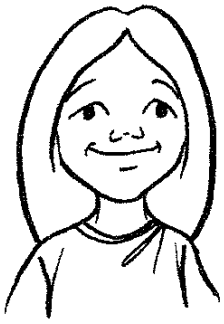
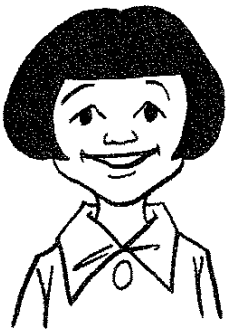
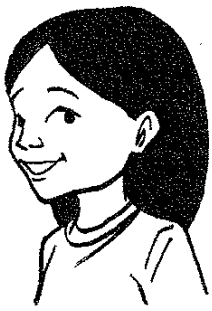
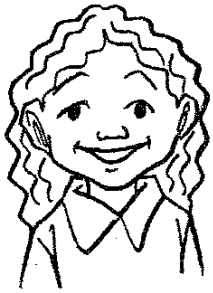
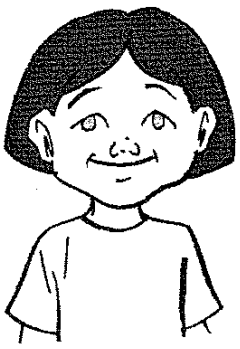
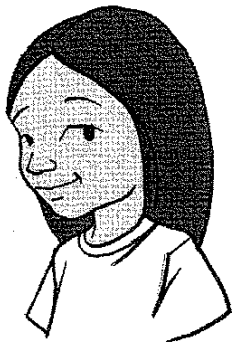
- The student with the photocopy of the complete page describes one of the children, but does not show which one. They must not describe the child on their own card.
- If nobody has the card with that child on it, they give the photocopy of the page to the next student, and they describe a child.
- When someone thinks that they have got the card with the lost child, they show it to the speaker.
  - If they have got the correct card, they keep it and take another from the pile. They cross out that picture on the photocopy. Students must not describe crossed out pictures.
  - If the card is wrong, they put the card on the bottom of the pile and take another. They do not cross out the picture on the photocopy.
- The game continues until all the pictures are crossed out and all the children are found. The person with the most cards is the winner.

4 Start the game and go around checking students are following the rules.

5 When the games are finished, ask how many cards each winner has, to find the class champion.

Follow up

- Each student draws a picture of a face, and writes a description on a separate piece of paper.
- Collect the drawings and give them out randomly. Check that nobody has got their own drawing back.
- Students move around the class describing the picture they have got. They can ask questions about the pictures, but they must not show them to each other.
- They make a note of who might have their picture.
- When everyone thinks they have found their own picture, they look to find out who is right and wrong.

1 eyes: brown	2  eyes: brown	3 eyes: blue	4 eyes: blue
5  eyes: brown	6  eyes: brown	7  eyes: brown	8 eyes: blue
9  eyes: brown	10 eyes: brown	11 eyes: brown	12  eyes: blue
13  eyes: brown	14 eyes: brown	15 eyes: blue	16 eyes: blue

Describing character

Opposites

Many positive words describing character have clear opposites with a negative meaning.

Positive	**Negative**
warm and friendly	cold and unfriendly
kind	unkind
nice, pleasant	horrible, unpleasant

generous (= *happy to give/share*) mean *(= never gives to others*)
optimistic *(= thinks positively*) pessimistic (= *thinks negatively*)
cheerful *(= happy and smiling*) miserable (= *always seems unhappy*)

relaxed and easy-going	tense (= *nervous; worries a lot; not calm)*
strong	weak
sensitive	insensitive *(= does not think about others' feelings*)

honest (= *always tells the truth*) dishonest

Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed and easy-going** about most things.

I think the weather influences me a lot: when it's sunny I feel more **cheerful and optimistic**; but when it's cold and raining I get very **miserable.**

He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm and kind.**

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.

Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive	**Negative**
hard-working	lazy (= *never does any work*)
punctual (=*always on time)*	not very punctual; always late
reliable	unreliable (= *you cannot trust / depend on someone like this*)
clever, bright ***(infml)***	stupid, thick ***(infml)***
flexible	inflexible (= *a very fixed way of thinking; unable to change*)
ambitious	unambitious (= *no desire to be successful and get a better job)*

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**. People often say the British are very **reserved** (= ***do not show their feelings***), but when you get to know them they can be very **emotiona**l like anyone else.

Using nouns

Some important qualites are expressed through nouns.

One of her great qualities is that she uses her **initiative.** (= *she can think for herself and take the necessary action; she does not need to wait for orders all the time*)
That boy has got **no common sense** (= he *does stupid things and doesn't think what he is doing*).
His sister, on the other hand, is very **sensible.** (= **has lots of common sense)**

Exercises

Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerf	generous	unpleasa		stupid miserable

Positive Negative

44.2 What prefix forms the opposite of each of these words? (You need three different prefixes.)

Kind flexible friendly honest reliable sensitive ambitious pleasant

44.3 How would you describe the person in each of these descriptions?

1 He never bought me a drink all the time we were together.
2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
3 He often promises to do things but half the time he forgets.
4 She's always here on time.
5 I don't think he's done any work since he's been here.
6 She finds it difficult to meet people and talk to strangers.
7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
8 One of the great things about her is that she is so aware of what other people think or feel.
9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

44.4 What nouns can be formed from these adjectives? Use a dictionary to help you.

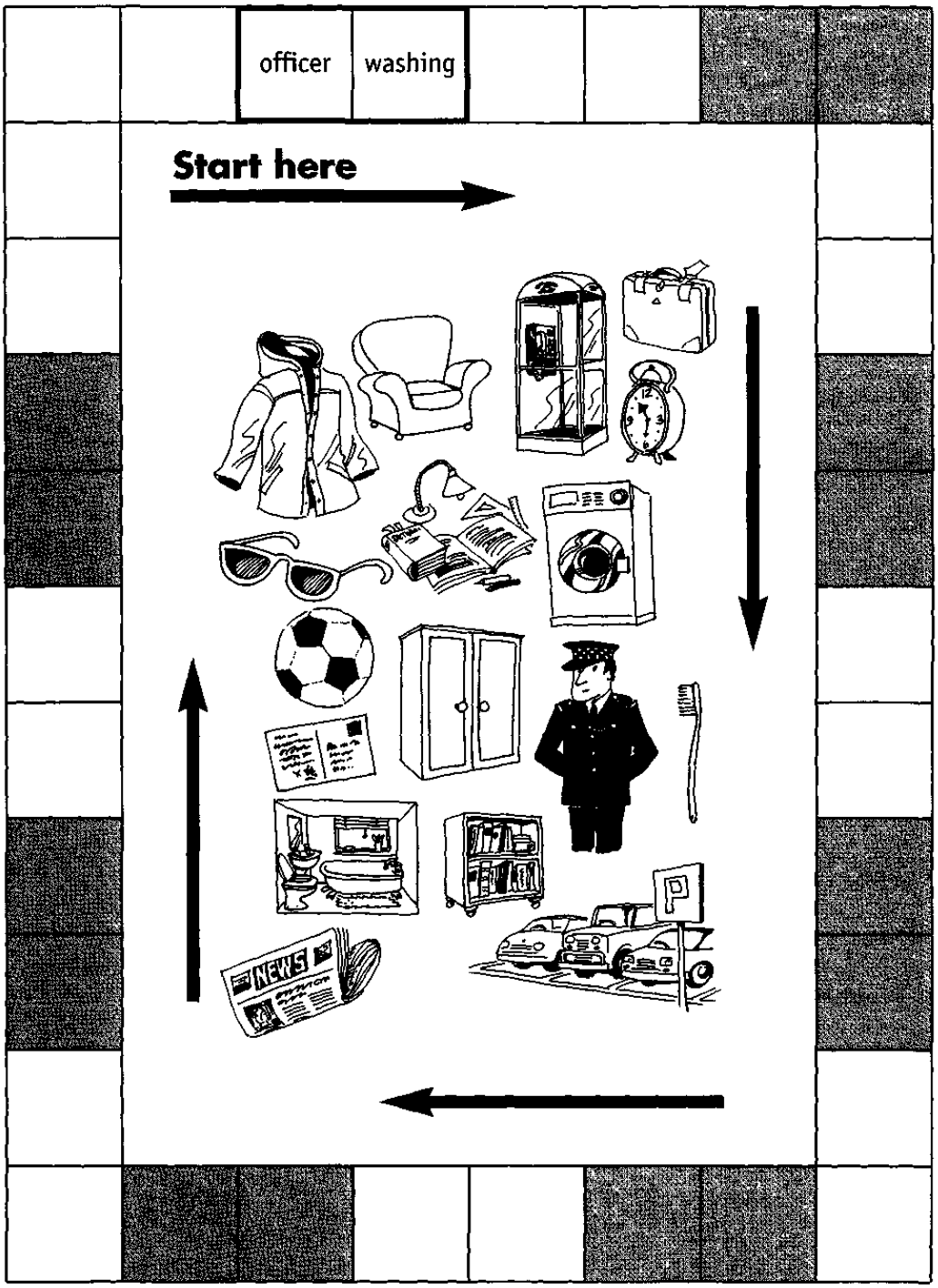
Example: kind **kindness**

punctual optimistic reliable lazy confident generous ambitious stupid sensitive strong flexible shy

Choose three words from the opposite page which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality described on the opposite page? If possible, compare your answers with a friend.

7 Dominoes: Compound nouns 1

Board



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7 Dominoes: Compound nouns 1 Dominoes

case	arm	glasses	tooth	park	home	case	alarm
paper	phone	ball	rain	machine	bath	board	police
chair	suit	room	car	clock	sun	box	post
brush	foot	card	cup	coat	news	work	book

7 Dominoes: Compound nouns 1 Dominoes

case	arm	glasses	tooth	park	home	case	alarm
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chair	suit	room	car	clock	sun	box	post
brush	foot	card	cup	coat	news	work	book

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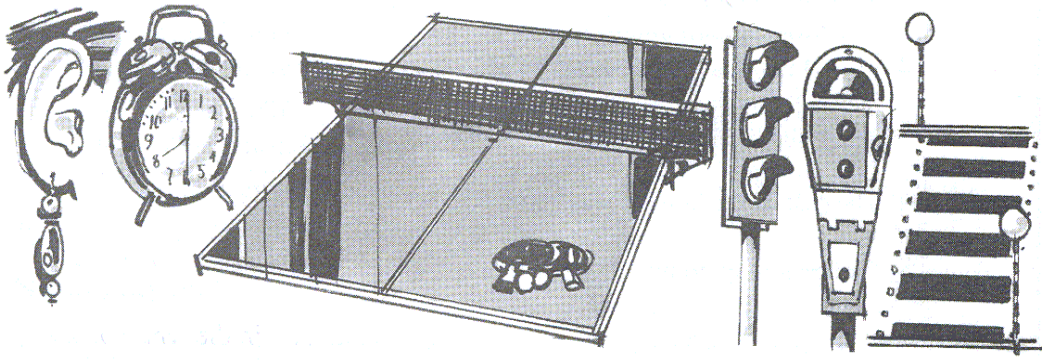
11 Compound nouns

A Formation

A compound noun is formed from two nouns, or an adjective and a noun. Here are some common examples.



alarm clock	dining room (= the room where you eat meals)
credit card	film star (e.g. Tom Cruise, Jodie Foster)
table tennis	brother-in-law (= your sister's husband, your husband's brother)
T-shirt	income tax (= the tax you pay on your salary)
earring	writing paper (= paper for writing letters)
sunglasses	washing machine (= the machine for washing clothes)
traffic lights	cheque book (= a book which has cheques)
tin opener	baby-sitter (= he/she looks after children when parents are out)
parking meter	*mother tongue (= your first language)
*first aid	*science fiction (= stories about the future)
*pedestrian crossing	*box office (= where you buy tickets in cinemas and theatres)

B One word or two?

Compound nouns are usually written as two words (e.g. credit card), but sometimes they are joined by a hyphen (e.g. baby-sitter), or written as one word (e.g. sunglasses). Unfortunately there is no rule for this, so you may need to check in a dictionary.

C Pronunciation

The main stress is usually on the first part (e.g. parking meter) but sometimes it is on both parts (e.g. mother tongue). In A, the compounds marked *all have the stress on both parts. Some dictionaries show the stress on compounds.

D Forming new compounds

Quite often, one part of a compound forms the basis for a number of compound nouns.

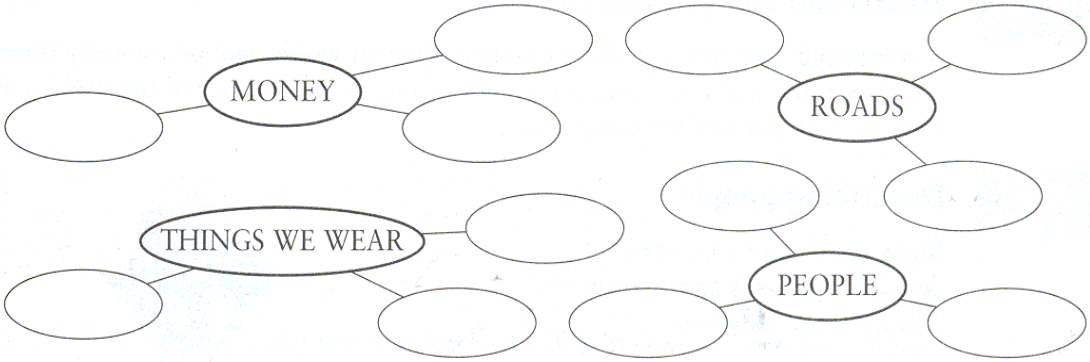
post/ticket/box office traffic lights/warden/jam film/pop/rock star

brother/sister/father/mother -in-law dining/sitting/waiting room

Note: A **traffic jam** is a long line of cars which are moving slowly because the road is busy; and **traffic wardens** patrol the streets to make sure you are not parked in the wrong place illegally. You buy theatre tickets at the **box office** and train tickets at the **ticket office**.

Exercises

11.1 Find compound nouns on the opposite page connected with each of these topics.



11.2 Complete these sentences with suitable compound nouns, then see if you can find them on the opposite page.

1 I'm late because there was a terrible ..... in the centre of town.
2 Humphrey Bogart was a famous ..... in the forties and fifties.
3 My ..... didn't ring this morning and I didn't wake up until 9.30.
4 When I got to the surgery, I had to sit in the ..... for forty minutes before I could see the dentist.
5 Mary really wanted to see the film but she couldn't find a ..... for the children, so she had to stay at home.
6 When I'm driving I always wear ..... if it's very bright and sunny.
7 You have to pay ..... on your salary in Britain; the amount depends on how much you earn.
8 I often have the same problem: I park the car next to a ....., and then I discover that I don't have the right money.
9 In some countries you have to have a ..... box in your car for minor injuries and illnesses.
10 My brother loves ....., but I prefer true stories about the present or the past.

11.3 Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary.

Examples: brother-in-law ...mother-in-law.....
table tennis ...table leg.....

dining room	.....	traffic lights	.....
film star	.....	sunglasses	.....
credit card	.....	post office	.....
toothpaste	.....	hairdryer	.....

Now mark the main stress on each of the compound nouns you have created.

11.4 Try creating your own compound nouns. Choose two or three common words and then try to form compound nouns from them. When you have two or three possibilities, check in a dictionary to see if your words exist. Start with these.

..... book *or* book .....
..... card

41 Countries, nationalities and languages

A Who speaks what where?

Country	*Nationality*	*Language*
Germany	German	German
France	French	French
Italy	Italian	Italian
Spain	Spanish	Spanish
Britain	British	English
Portugal	Portuguese	Portuguese
Japan	Japanese	Japanese
Korea	Korean	Korean
China	Chinese	Mandarin (also Cantonese)
Thailand	Thai	Thai
Australia	Australian	English
The United States of America	American	English
Saudi Arabia	Saudi Arabian	Arabic
Brazil	Brazilian	Portuguese
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss-German, French, Italian
Egypt	Egyptian	Arabic
Holland	Dutch	Dutch
Mexico	Mexican	Spanish
Russia	Russian	Russian
Israel	Israeli	Hebrew
Greece	Greek	Greek
Turkey	Turkish	Turkish
Argentina	Argentinian	Spanish

B The people

When you are talking about people in general from a particular country, there are some nationalities that you can make plural with an 's', but others can only be formed with the definite article (and no plural 's'):

Brazilians		The British
Germans		The French
(The) Italians	are (usually very ...)	The Swiss are (usually very ...)
Russians		The Dutch
Israelis		The Japanese

Note:

- With both groups you can also use the word 'people': British people, German people, etc.
- When you talk about one person from these countries, you need to add woman/man/person to the group on the right: a Brazilian but a Japanese person; a German but a Swiss person, etc.

Exercises

41.1 Answer these questions without looking at the opposite page.

1 Write down three countries where the first language is English.
2 What language is spoken in Brazil?
3 What are people from Holland called?
4 Write down three languages spoken in Switzerland.
5 What language is spoken in Saudi Arabia?
6 What nationality are people from Sweden?
7 What language is spoken in Mexico?
8 What are people from Egypt called?
9 What is the first language in Israel?
10 Where do people speak Mandarin?

41.2 Mark the main stress on the words in the box, and practise saying them.

Japan	Japanese	Brazilian	Egyptian	Arabic	Italian
Austria	Australia	Chinese	Portuguese	Saudi Arabia	

What do you notice about the stress on words ending *-ia*, *-ian*, and *-ese*?

41.3 Complete these sentences with the name of the people from the country on the right.

Examples: I've worked a lot with ...Germans.....
I've spent a lot of time with ...the French....

1 We do a lot of business with .....
2 ..... are usually hard-working.
3 I have always found ..... very friendly.
4 People often say that ..... are reserved.
5 ..... are very organised.
6 I met a lot of ..... on my trip to Athens.

Germany
France
Japan
Israel
Brazil
Britain
Switzerland
Greece

41.4 Complete these sentences.

1 Bangkok is the capital of .....
2 Buenos Aires is the capital of .....
3 Ankara is the capital of .....
4 Seoul is the capital of .....
5 Cairo is the capital of .....
6 Riyadh is the capital of .....
7 Athens is the capital of .....
8 Tel Aviv is the capital of .....
9 Stockholm is the capital of .....
10 Lisbon is the capital of .....

41.5 Can you identify these languages?

1 Здравствуйте
2 안녕하세요
3 Ciao
4 你好吗
5 Γεια σου
6 你好嗎
7 goede dag
8 Hola
9 Grüezi
10 Bonjour
11 Hej!

41.6 Have you met someone from each of the countries on the opposite page? Go through the list and tick the ones you have.

92 Distance, size and dimension

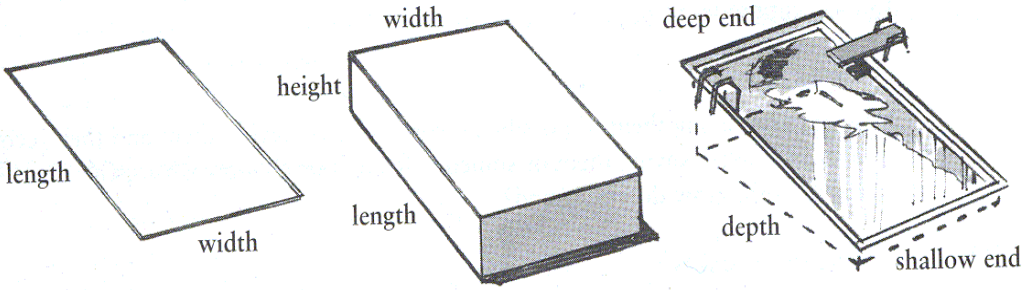
A Distance

The most common way of asking about distance is probably: **How far is it?** Here are two more common questions, and some expressions often used in the reply.

Is it **a long way?**	No, **just round the corner.** / **a couple of minutes' walk** (= very near).
Is it **very far?**	No, **not far.** / No, about **five or ten minutes' walk** (= quite near).
Is it a long way?	Yeah **quite a long way.** / Yeah, over a mile.
Is it very far?	Yes it's **a long way.** / Yes it's miles. / Yes it's **too far to walk.**

Note: We can use **far** in a question or negative but not in a positive statement on its own, e.g. we don't say 'it's far', we say 'it's a long way'. But we can say 'it's too far to walk'.

B Size and dimension



We can describe size using the nouns above or the adjectives formed from them, like this:

What's the **length/width/height/depth/size** of ...? *or* How **long/wide/high/tall/deep/big** is ...?

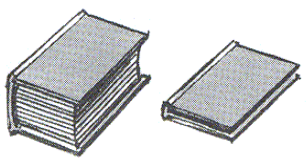
Note:

- We generally use **tall** to describe people, trees and buildings; and **high** to describe mountains. We also say **high-rise buildings.**
- Notice also that in the answer to these questions, an adjective follows the measurement:
  The garden is about ten metres **wide.** (= **The width** is about ten metres.)

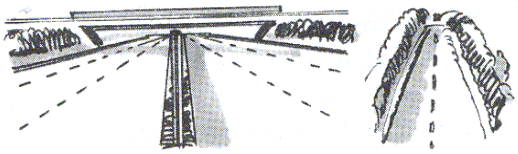
C Size in people and things

We use different words to describe the size of people and things:

a **tall** girl (≠ a **short** girl)
a **fat** person (≠ a **thin** person) See Unit 43 for more details.
a **long** book (= many pages) (≠ a **short** book)
a **deep** lake (= many metres) (≠ a **shallow** lake)



a **thick** book (≠ a **thin** book)



a **wide** road (≠ a **narrow** road)

Note: We can use **big** or **large** to describe size in English, but not **great.** For English speaking people, **great** (*infml*) = fantastic. But we can use **great** before **big** to say that something is very big, e.g. I saw a **great big** dog in the park.
If you want to ask about size in clothes, you say: **What size are you?** *or* **What size (shoes) do you take?** If you don't know, then you need someone to **measure** you.

Exercises

Lesso
n №
5

92.1 Think about the room/place you are in now and answer these questions, using some of the expressions from the opposite page.

1 How far is it to the nearest shop?
2 How far is it to a bank?
3 Is it very far to the nearest bus stop?
4 Is it very far to a post office?
5 Is it a long way to the nearest swimming pool?
6 Is it a long way to the next big town?
7 How far is the nearest railway station?
8 Is it far to the centre of town?

If possible, ask someone else the same questions and compare your answers.

92.2 Write down eight different questions you could ask about the distance, size or dimensions of the things in the pictures.

92.3 Contradict the speaker in the sentences below. Look at the example first.

Example: A: Is it a long film?
B: No, it's quite short.

1 A: Is he a bit fat?
B: No, he's .....
2 A: The water's quite deep, isn't it?
B: No, ...
3 A: Their office is in quite a low building, isn't it?
B: No, ...
4 A: Is the road very wide at that point?
B: No, ...
5 A: It's a fairly boring place, isn't it?
B: No, ...
6 A: He's quite tall, isn't he?
B: No, ...
7 A: They only live in a small place, don't they?
B: No, it's .....

36

A

B

C

D

Exercises

36.1 Combine the two sentences into one sentence using *so*, *so that*, *because*, *as*, or *since*. More than one answer is possible in some sentences.

1 I didn't phone you. It was very late.
2 I turned up the radio in the lounge. I could hear it in the kitchen.
3 The restaurant was full. We went to the bar next door.
4 I stayed at home. I was expecting a phone call.
5 It's a very large city. You have to use public transport a lot.
6 I learned to drive. My mother didn't have to take me to the riding school every week.

36.2 Transform these sentences using *because of*. Make any changes that are necessary.

Example: He couldn't play because he had an injured shoulder.
He couldn't play because of his injured shoulder.

1 She got the job because her qualifications are excellent.
2 The weather was terrible, so we couldn't eat outside.
3 She had to stay at home because she has a broken ankle.
4 The light was very bad, so the referee had to stop the game.
5 The flowers died because it was so dry.
6 The traffic was very heavy. I was half an hour late.

36.3 Read this memo from a manager to the staff. Fill the gaps with suitable words or phrases.

To: All staff
From: The Manager
Date: 9.8.96
Subject: Temporary roadworks

From next Monday (and continuing throughout the week), there will be roadworks on all major approach roads to the factory. (1)_____ this will (2)_____ considerable delays, could I please ask staff to leave home a few minutes early in the morning (3)_____ everyone arrives on time.
I have been told that these roadworks could also (4)_____ severe traffic congestion. (5)_____ it may be advisable to leave your cars at home and use public transport instead.
Thank you for your cooperation in this matter.
DP

36.4 These sentences are all about learning English. Complete them in a logical way.

1 I want to improve my English because .....
2 I bought myself a walkman so that I .....
3 I study English at the weekend as .....
4 I always write words down in my notebook so that .....
5 I don't get many opportunities to practise my English. Consequently, ...
.....
6 My brother has got a number of American friends. As a result, ...
.....
7 If he could speak almost perfect English, it could lead to .....
8 Some people find English difficult because of .....

90 Time

A Prepositions: at, on, in

at a specific time	e.g. at 8 o'clock, at 3.30, at midnight
on a day	e.g. on Monday, on July 14, on the second day
in a period	e.g. in the morning, in April, in 1995

Important exceptions are: **at Christmas, at Easter, at the weekend, at night**

B Words often confused

Some time prepositions are easily confused. These are common problems:

I will stay here **until** she phones. (= I will go after she has phoned)
I will be in the office **until** 4 o'clock. (= I will leave the office at 4 o'clock)
I will be in the office **by** 4 o'clock. (= I will arrive at the office not later than 4 o'clock)
I'll be back home **by** lunchtime. (= I will arrive home not later than lunchtime)

I've worked in this office **for** six months. (for + a period of time)
I've worked in this office **since** May. (since + a point in time)

I worked for a newspaper **during** the war / 1990 / the summer. (this tells you 'when')
I worked for a newspaper **for** four years / six months. (this tells you 'how long')
[NOT I worked for the newspaper ~~during four years~~.]

Note: **During** a period may mean a part of that period or the whole period, e.g. 'during the war' can mean part of the war or the whole war. The context usually makes it clear, but if we want to stress or emphasise that an action occupied the whole period, we often use **throughout**, e.g. It rained throughout the night. (= it didn't stop raining)

I'm going back to Spain **in** ten days' time. (= ten days from now)
We arranged our next meeting **for** April 7th. (= to be on April 7th)

C Approximate times: past and future

I've known my dentist **for ages** (= for a long time), but I haven't been for a check-up **recently/lately** (= e.g. in the last few months).
I haven't seen Tom **recently/lately** (= e.g. in the last few weeks).
I used to go to an Australian dentist but that was **a long time ago** (e.g. 5–10 years ago).
My sister went to the dentist **the other day** (= a few days ago).
This dictionary will be OK **for the time being** (= for now / until I need a better one).

D Periods of time

There are 60 **seconds** in a minute; 60 minutes in an hour, 24 hours in a day, 7 days in a week, 2 weeks in a **fortnight**, 52 weeks in a year, 10 years in a **decade**; 100 years in a **century**.

E Time passing: take and last

My English course **lasts** ten weeks. (= it continues for ten weeks)
How long does the film **last**? (= How long is it from the beginning to the end?)
It **takes** me (= I need) half an hour to get to school.
We can walk but it'll **take** (= we'll need) a long time.

Exercises

90.1 Complete the text with *at*, *on*, or *in*.

There's one bus from London which gets here (1)..... ten o'clock (2)..... the morning and then another which gets in (3)..... four o'clock (4)..... the afternoon. That's (5)..... weekdays, but (6)..... the weekend the timetable is a bit different. (7)..... Saturday there are still two buses but the second one arrives (8)..... five thirty; (9)..... Sunday there is just the one bus (10)..... two o'clock. And (11)..... the winter, the service doesn't run at all (12)..... Sundays.

90.2 Cross out the incorrect answers.

1 The teacher told us to finish our homework by/until Monday.
2 We can't leave by/until the others get back.
3 I've been in the army for/since I was eighteen.
4 They've worked here for/since/during six months.
5 I visit my uncle every week for/since/during the winter.
6 I was at university for/since/during four years.
7 She's going back to France in/after three months' time.
8 He left the office during/throughout the lunch break.
9 It was hot during/throughout August; we didn't have one day under 30 degrees.
10 I booked a table in the restaurant by/for next Saturday. I hope that's OK.

90.3 Can you complete these sentences with the correct number?

1 The Olympic Games usually lasts about ..... weeks.
2 Rembrandt was born in the .....th century.
3 President Kennedy died in ..... That's ..... years ago.
4 It takes approximately ..... hours to fly from Tokyo to New York.
5 Some athletes can run 100 metres in less than ..... seconds.
6 The ..... was the decade in which the USA and USSR (at that time) were both trying to be the first country to put a man on the moon.

90.4 Replace the underlined time expressions with more 'approximate' time expressions.

1 I went to the library three days ago.
2 This dictionary isn't great but it'll be OK until I'm more advanced.
3 I haven't been to the cinema for the last three weeks.
4 And I haven't been to a concert for three or four years.
5 I went to Egypt with my parents but that was ten years ago.

90.5 Complete these sentences about yourself and your country.

1 On weekdays I usually get up at ..... and leave home at .....
2 I always clean my teeth in .....
3 I don't go to school/college/work on .....
4 I usually have a holiday in .....
5 I have been in my present school/college/job for .....
6 I have been studying English since .....
7 I haven't spoken English since .....
8 It takes me ..... to get to school/college/work.
9 You can't get a driving licence until .....
10 It rains quite a lot during .....

33 Time and sequence

A When and as soon as

I'll phone my uncle **when** I get home. / **As soon as** I get home I'll phone my uncle.
When you've finished you can go home. / You can go home **as soon as** you've finished.

Note: The meaning is the same, but **as soon as** suggests it is more *immediate*. Note also that both items can be followed by the present tense or the present perfect (but not *will*).

B Two things happening at the same time

Pat wrote some letters **while** I cooked the dinner. (two actions in the same period of time)
The accident happened **while** I was on my way to work. (Here there is a longer action 'on my way to work' and a shorter action 'the accident'. We can also use **when** or **as** here.)
I saw him (**just**) **as** I came out of the office. (For two very short actions we use **as** (not **while**), and we often use **just as** to emphasise that these two short actions happened at exactly the same moment: He opened the door **just as** I touched the handle.)

C One thing after another

We met the others in the cafe, and **then** we went to the match.
I finished my homework, **after that** I played a couple of computer games.
After my visit to New York, I decided to have a rest.
We had something to eat **before** we went out.

Note: We can also follow before and after with an **-ing** form:

After visiting New York, I ... We had something to eat **before** going out.

D A sequence of actions

We had a great holiday. **First of all** we spent a few days in St. Moritz. **Then / After that** we drove down to the Italian Riviera and stayed in Portofino for a week. **Finally**, we went back to Switzerland and visited some old friends in Lucerne.

Note:

- If one action happens soon after the other, we often use **afterwards** in place of **after (that)**: First of all we met the others for a meal, and **afterwards** we went to the disco.
- If you want to say that something happened after a lot of time and/or a lot of problems, you can use **eventually** or **in the end**.

  We took several wrong turnings and the traffic was awful, but **eventually** we got there.

E A sequence of reasons

There are different combinations of words and phrases we can use here:

SON: Why can't we go away this weekend?
DAD: **First(ly)** because I'm busy this weekend. **Second(ly)** you've got a lot of school work to do. And **third(ly)** we're planning to go away next weekend.

Note:

- We can also start with the phrases **to begin with / to start with**.
- In spoken English we can start with **for one thing**, followed by **and for another (thing)**.
- For the second or final reason,we sometimes use **(and) besides** or **anyway** (*infml*):

  We can't go to that club because it's too far. And **besides**, I'm not a member.

Exercises

33.1 Cross out the incorrect answers. Sometimes both answers are correct.

1 I'll give them your message as soon as I get / will get there.
2 Maria cleaned the kitchen as/while I did the bathroom.
3 We must go to that gallery before leave/leaving.
4 I had a lot of problems at the shop but eventually/finally they agreed to give me a refund.
5 The phone rang while / just as I was leaving the house.
6 The letter arrived while/as we were getting ready.

33.2 Complete these sentences in a suitable way.

1 We had a game of squash and afterwards .....
2 I'll meet you as soon as .....
3 I must remember to lock the back door before .....
4 I think I dropped the letter as .....
5 I looked up half of the words in my dictionary while .....
6 We had to wait for hours but eventually .....
7 My car is too big for you to drive. And besides, ...
8 I saw him break the window just as .....

33.3 Add a final sentence (starting with a suitable link word or phrase) to each of these texts.

1 A: Why do you want to stay in this evening when we could go to Karl's party?
B: Well, for one thing because my ex-boyfriend will be there and I really don't want to see him. .....
2 A: What did you do?
B: First of all we spent a few days in Paris. After that we took the train down to Marseilles and stayed with friends. .....
3 A: Why can't we send one of our staff to the conference?
B: Well, to start with, I don't think that the company should send anyone to the conference. And .....

33.4 You spent a week at a hotel and had these problems:

- There was very little variety in the food.
- The service was very slow.
- When you mentioned this to the staff, they were very rude.

The manager was on holiday during your stay, so you have decided to send a letter of complaint. Write the next part of this letter and then look at the model answer for the whole letter in the answer key.

```
Dear Sir/Madam

I have just returned from a week's break at The
Royal Malvern Hotel, and I am writing to express my
dissatisfaction with the food and service provided
in your restaurant.
```

Technology of teaching for "Grammar in context" lesson

Practical lesson№1: Introduction to the course:Course syllabus, assessment specs Modifying noun phrases. Root and Abstract nouns. Word order in noun phrases.

Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Introduction. Learning grammar –general advice 2.How does learning grammar help using correct language? 3. What's a root noun? 4. How to differ abstract nouns? 5. Word order in noun phrases 6. Doing exercises
The objectives of the educational process	- to give general information about ways of using and understanding grammar in context; - to explain the difference between root and derived nouns; - to explain the usage of abstract nouns; - to explain formation of noun phrases; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about the role of grammar structures in understanding and speaking correctly; - observe difference between root and derived nouns; - learn using abstract nouns in speech; - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster,questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the seminar lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher divides Ss into the subgroups and asks them to draw a suitcase. Ss in groups write their expectations from this course then share their ideas with each other; - teacher destrebutes the handout "learning vocabulary-general advice" and discusses it with Ss;	10 min. 50 min.

	- teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - teacher shows activity "tree-diagram" and Ss in groups try to draw their own diagrams; - Ss do the tasks suggested by teacher;	
Stage 3. Conclusion part	Teacher gives conclusion to the Ss participaton and awards thethe most active ones.	10 min.

Materials and resources:

1. Carter, R. & Hughes, R. (2000) Exploring Grammar in Context. Cambridge: CUP
2. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP.
3. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP
4. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge:CUP
5. Quirk R. Et al. (1989) A Comprehensive Grammar of the English Language.Longman

Technology of teaching for "Grammar in context" lesson
Practical lesson№2: Compound nouns- combination of two nouns. Compound nouns- verb+preposition. Student's presentations
Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Forming and using compound nouns in speech 2. Kinds of compound nouns 3. Compound nouns formed from verb and preposition 4. Doing exercises
The objectives of the educational process	- to introduce students with ways of forming compound nouns ; - to explain the usage of compound nouns in speech; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about the compound nouns and their formation; - observe ways of using compound nouns in speech; - - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster,questionary;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

Technological scheme of the seminar lesson

Stages of the lesson	**Type of activity**	**Time ("= minutes)**
Stage 1 Warm up activities	Teacher suggests game for activating students; Teacher gives question for motivating students;	10 min.
Stage 2. Main part	- teacher divides Ss into the subgroups and asks them to draw a suitcase. Ss in groups write their expectations from this course then share their ideas with each other; - teacher destrebutes the handout "learning vocabulary-general advice" and discusses it with Ss; - teacher gives a number of clues which Ss may be able to use to help them work out the meaning of an unfamiliar word; - teacher shows activity "tree-diagram" and Ss in groups try to draw their own diagrams; - Ss do the tasks suggested by teacher;	10 min. 50 min.
Stage 3. Conclusion part	Teacher gives conclusion to the Ss participaton and awards thethe most active ones.	10 min.

Materials and resources:

1. Carter, R. & Hughes, R. (2000) Exploring Grammar in Context. Cambridge: CUP
2. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP.
3. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP
4. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge:CUP
5. Quirk R. Et al. (1989) A Comprehensive Grammar of the English Language.Longman

10 Roots

A

Many words in English are formed from Latin roots. These words are often considered fairly formal in English. Here are some examples of the more common Latin roots, with some of the English words derived from them.

SPECT see, look

You should **respect** your parents / the laws of a country. [look up to]
The police **suspected** he was guilty but they had no proof. [had a feeling]
Many pioneers travelled west in America to **prospect** for gold. [search]

VERT turn

I tried the new make of coffee but I soon **reverted** to my old favourite brand. [went back]
Missionaries went to Africa to **convert** people to Christianity. [change beliefs]
The royal scandal **diverted** attention from the political crisis. [took attention away]

PORT carry, take

How are you going to **transport** your things to the States? [send across]
Britain **imports** cotton and **exports** wool. [buys in, sells out]
Our opinions are **supported** by a considerable amount of research. [held up]

DUC, DUCT lead

She was **educated** at a very small private school. [went to school]
He **conducted** the orchestra with great vigour. [led]
Japan **produces** a lot of electronic equipment. [makes]

PRESS press, push

She was **impressed** by his presentation. [full of admiration and respect]
This weather **depresses** me. [makes me feel miserable]
She always **expresses** herself very articulately. [puts her thoughts into words]

POSE, PONE place, put

The meeting has been **postponed** until next week. [changed to a later date]
The king was **deposed** by his own son. [put off the throne]
The government have **imposed** a sizeable tax increase. [put into force]

B

The examples above are of verbs only. Note that for all the verbs listed, there is usually at least one noun and at least one adjective as well. Here are some examples.

verb	*person noun*	*adjective*	*abstract noun*
inspect	inspector	inspecting	inspection
advertise	advertiser	advertising	advertisement
deport	deportee	deported	deportation
introduce	introducer	introductory	introduction
oppress	oppressor	oppressive	oppression
compose	composer	composite	composition

11 Abstract nouns

A

An abstract noun represents an idea, experience or quality rather than an object that you can touch. For example, **happiness**, **intention** and **shock** are abstract nouns but pen, bed and trousers are not.

B

Suffixes are letters added to the end of words to make new words.
Certain suffixes are used frequently in abstract nouns. The most common are **-ment**, **-ion**, **-ness** and **ity**. The suffix **-ion** sometimes becomes **-tion**, **-sion**, **-ation** or **-ition**.
-ment, and **-ion**, are usually used to make verbs into abstract nouns.

The suffixes **-ness** and **-ity** are added to adjectives.

Here are some examples of abstract nouns using those suffixes.

achievement	action	aggressiveness	absurdity
adjustment	collection	attractiveness	anonymity
amazement	combination	bitterness	complexity
discouragement	illusion	carelessness	curiosity
improvement	imagination	consciousness	generosity
investment	production	friendliness	hostility
replacement	recognition	tenderness	prosperity
retirement	reduction	ugliness	sensitivity

C

Less common suffixes that form abstract nouns are **-ship**, **-dom**, **-th** and **-hood**.

The suffixes **-ship** and **-hood** are usually added to other nouns to form abstract nouns. The suffix **-th** is added to an adjective to form an abstract noun and **-dom** can combine with either a noun or an adjective.

Here are some examples of abstract nouns using those suffixes.

apprenticeship	boredom	breadth	adulthood
companionship	freedom	depth	brotherhood
membership	kingdom	length	childhood
ownership	martyrdom	strength	motherhood
partnership	stardom	warmth	neighbourhood
relationship	wisdom	width	(wo)manhood

D

Many abstract nouns do not use any suffix at all. Here are some examples.

anger	belief	calm	chance
faith	fear	humour	idea
luck	principle	rage	reason
sense	sight	speed	thought

TIP

When you learn a new adjective, find out if it has an abstract noun based on the same root and note it down in your vocabulary book with the adjective, for example, warm, warmth (abstract noun).

You will find more examples of the use of suffixes in Units 8 and 10 and of abstract nouns in Units 64 and 65.

Exercises

12.1 Fill the blanks with the words from the box to form new compound adjectives. Use a dictionary if necessary.

bald	bright	British	broad	brown	hands
dust	fire	fool	hard	round	home
hot	kind	high	narrow	pig	polo
problem	ready	single	soft	tax	wide

1 .... -eyed .....

2 .... -proof .....

3 .... -minded .....

4 .... -necked .....

5 .... -made .....

6 .... -free .....

7 .... -headed .....

8 .... -hearted .....

12.2 Put the words in E opposite into any categories which will help you learn them.

12.3 List as many compound adjectives beginning with *self*, as you can. Mark them *P* or *N* for positive or negative characteristics, or write *neutral*.

12.4 Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

EXAMPLE Is he working full-time? No, part-time.

1 Isn't she rather short-sighted?
2 Is your brother well-off?
3 Would you say the boy is well-behaved?
4 Are her shoes high-heeled?
5 Is this vase mass-produced?
6 Do they live in south-east England?

12.5 Think of two more nouns that would frequently be associated with any ten of the compound adjectives listed in E opposite.

12.6 Add a preposition from the list below to complete appropriate compound adjectives.

back	up	out	off	on	of

1 She's done the same low-paid job for so long that she's really fed-..... with it now.
2 The two cars were involved in a head-..... collision.
3 He has a very casual, laid-..... approach to life in general.
4 It'll never happen again. It's definitely a one-..... situation.
5 He's a smash hit here but he's unheard-..... in my country.
6 She bought a cut-..... paper pattern and made her own dress.

12.7 Which of the adjectives from this unit could you use to describe yourself or your friends or members of your family?

2 Nouns

2.1 One-word nouns

2.1A Noun endings: people who do things/people who come from places

[> LEG 2.2, App 2]

Study: ★★

1 We use some words only as nouns: e.g. *desk, hat, tree*, etc.

2 However, we often make nouns from other words by adding different endings or **suffixes** and sometimes making other small changes. For example, if we add *-er* to a verb like *play*, we get the noun *player*; if we add *-ity* to the adjective *active*, we get the noun *activity*. There is no easy rule to tell us which endings to use to make nouns.

3 Typical endings which make nouns:
people who do things: *act**or**, assist**ant**, begg**ar**, driv**er**, engine**er**, histor**ian**, pian**ist**.*
people who come from places: *Athen**ian**, Berlin**er**, Milan**ese**, Muscov**ite**, Rom**an**.*

Write: Give the nouns which describe people who do things or who come from places.
Use these noun endings: *-an, -ant, -ar, -er, -ian, -ist, -or*. Some are used more than once.

1 He *acts* very well. He's a fine ...actor...
2 Don't *beg*. You're not a .....
3 I can't play the *piano*. I'm not a .....
4 She *drives* well. She's a good .....
5 I'm from *Berlin*. I'm a .....
6 She's from *Athens*. She's an .....
7 Manuel *assists* me. He's my .....
8 She always tells *lies*. She's such a .....
9 He's from *Texas*. He's a .....
10 Anna is studying *history*. She's a fine .....

2.1B Nouns formed from verbs, adjectives, other nouns [> LEG 2.2-3, Apps 2, 3.2]

Study: ★★

1 Some nouns have the same form as verbs: *act, attempt, blame, book, call, copy, cost, dance, fall, fear, help, joke, kiss, laugh, try, vote, wait, walk, wash, wish.*

2 Typical endings which make nouns from:
– verbs: *accept**ance**, agree**ment**, arriv**al**, behav**iour**, discover**y**, know**ledge**, possess**ion**.*
– adjectives: *absen**ce**, activ**ity**, anxi**ety**, constan**cy**, happi**ness**.*
– other nouns: *boy**hood**, king**dom**, luna**cy**, mouth**ful**, sex**ism**.*

And note *-ing* forms used as nouns: *I've given your shirt an iron**ing**.* [> 2.2A, 16.5]

Write: Give the nouns derived from verbs, adjectives or other nouns. Use these endings: *-age, -hood, -ation, -ion, -ful, -ence, -ency, -ness, -al, -(er)y, -ment, -ety, -ism, -ity, -ing.*

1 I *decided this*. It was my ...decision...
2 Don't be so *anxious*. Control your .....
3 Ann's a *socialist*. She believes in .....
4 We all want to be *happy*. We all seek .....
5 We all *agree*. We're all in .....
6 Who *discovered* this? Who made this .....?
7 We'll all *arrive*. We'll be met on .....
8 I was a *child* then. That was in my .....
9 She is *absent*. Can you explain her .....?
10 I'll *post* this. What's the .....?
11 *Try* again. Have another .....
12 Be more *efficient*. Improve your .....
13 Don't be so *curious*. Control your .....
14 *Address* this envelope. I'll give you the .....
15 I *refused* their offer. My ..... is final.
16 I *warned* you. I gave you enough .....
17 Put it in your *mouth*. Take one .....
18 Can you *explain* it? Is there an .....?
19 They *tried* him. I was at the .....
20 Don't *argue*. I don't want an .....

2 Nouns

2.1 One-word nouns

2.1A Noun endings: people who do things/people who come from places

[> LEG 2.2, App 2]

Study: ★★

1 We use some words only as nouns: e.g. *desk, hat, tree*, etc.

2 However, we often make nouns from other words by adding different endings or **suffixes** and sometimes making other small changes. For example, if we add *-er* to a verb like *play*, we get the noun *player*; if we add *-ity* to the adjective *active*, we get the noun *activity*. There is no easy rule to tell us which endings to use to make nouns.

3 Typical endings which make nouns:
people who do things: *act**or**, assist**ant**, begg**ar**, driv**er**, engine**er**, histor**ian**, pian**ist**.*
people who come from places: *Athen**ian**, Berlin**er**, Milan**ese**, Muscov**ite**, Rom**an**.*

Write: Give the nouns which describe people who do things or who come from places.
Use these noun endings: *-an, -ant, -ar, -er, -ian, -ist, -or*. Some are used more than once.

1 He *acts* very well. He's a fine ...*actor*...
2 Don't *beg*. You're not a .....
3 I can't play the *piano*. I'm not a .....
4 She *drives* well. She's a good .....
5 I'm from *Berlin*. I'm a .....
6 She's from *Athens*. She's an .....
7 Manuel *assists* me. He's my .....
8 She always tells *lies*. She's such a .....
9 He's from *Texas*. He's a .....
10 Anna is studying *history*. She's a fine .....

2.1B Nouns formed from verbs, adjectives, other nouns [> LEG 2.2-3, Apps 2, 3.2]

Study: ★★

1 Some nouns have the same form as verbs: *act, attempt, blame, book, call, copy, cost, dance, fall, fear, help, joke, kiss, laugh, try, vote, wait, walk, wash, wish.*

2 Typical endings which make nouns from:
– verbs: *accept**ance**, agree**ment**, arriv**al**, behav**iour**, discover**y**, know**ledge**, possess**ion**.*
– adjectives: *absen**ce**, activ**ity**, anxi**ety**, constan**cy**, happi**ness**.*
– other nouns: *boy**hood**, king**dom**, luna**cy**, mouth**ful**, sex**ism**.*

And note *-ing* forms used as nouns: *I've given your shirt an iron**ing**.* [> 2.2A, 16.5]

Write: Give the nouns derived from verbs, adjectives or other nouns. Use these endings: *-age, -hood, -ation, -ion, -ful, -ence, -ency, -ness, -al, -(er)y, -ment, -ety, -ism, -ity, -ing.*

1 I *decided this*. It was my ...*decision*...
2 Don't be so *anxious*. Control your .....
3 Ann's a *socialist*. She believes in .....
4 We all want to be *happy*. We all seek .....
5 We all *agree*. We're all in .....
6 Who *discovered* this? Who made this .....?
7 We'll all *arrive*. We'll be met on .....
8 I was a *child* then. That was in my .....
9 She is *absent*. Can you explain her .....?
10 I'll *post* this. What's the .....?
11 *Try* again. Have another .....
12 Be more *efficient*. Improve your .....
13 Don't be so *curious*. Control your .....
14 *Address* this envelope. I'll give you the .....
15 I *refused* their offer. My ..... is final.
16 I *warned* you. I gave you enough .....
17 Put it in your *mouth*. Take one .....
18 Can you *explain* it? Is there an .....?
19 They *tried* him. I was at the .....
20 Don't *argue*. I don't want an .....

2.1C Nouns and verbs with the same spelling but different stress

[> LEG 2.3.1, App 3.1]

Study: ★★

1 With some words, when the stress is on the **first syllable**, the word is a **noun**. When the stress is on the **second syllable**, it is a **verb**. The meanings are related:
noun: *We have finished Book 1. We have made good* ***'progress.***
verb: *We are now ready to* ***pro'gress*** *to Book 2.*

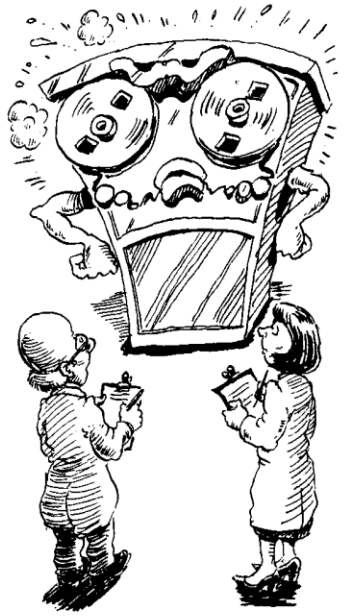
2 The meanings can also be quite different:
noun: *My son's* ***'conduct*** *at school hasn't been very good.*
verb: *Mahler used to* ***con'duct*** *the Vienna Philharmonic.*

Write: Underline the syllable that you would stress when speaking.

1 I need a *permit* to work in this country.
2 I can't *permit* you to park here.
3 Will they *increase* my salary next year?
4 I'm looking for an *increase* in salary.
5 Joy *objects* to your proposal.
6 Don't treat me as if I were an *object.*
7 We've had complaints about your *conduct.*
8 I'll *conduct* you to your seat.
9 This is the *entrance* to the building.
10 Gloria will *entrance* you.
11 Do you want to buy this *record*?
12 Let me *record* your voice.
13 I've brought you a *present.*
14 Please *present* my compliments to him.
15 I must *protest* at your proposal.
16 The proposal didn't go without *protest.*
17 I've got an Australian *accent.*
18 Please *accent* every syllable.
19 Our *exports* have increased this year.
20 We *export* everything we make.
21 I'll *escort* you to your new office.
22 You'll need an *escort.*
23 Our *imports* have increased.
24 We *import* too much.

2.1D Context

Write: Refer to the words in brackets and put in the right nouns.



The computer was having a tantrum!

COMPUTER TANTRUMS

A clever computer built at Imperial College, London, often suffers from (*bore*) [1] *boredom* . The computer was built to find out about human (*communicate*) [2] ..... . The computer acquired a simple vocabulary in the same way as babies do: through (*babble*) [3] ..... . It is common (*know*) [4] ..... that when babies babble, it is a (*prepare*) [5] ..... for speech. When babies make sounds like real words, they are encouraged to remember them. With (*encourage*) [6] ..... from their parents, babies quickly build up their vocabulary. In the same way, the clever computer learnt to use real words. For example, it learnt to identify a black cat. It was then shown a white cat to test how good it was at (*recognize*) [7] ..... . It refused to co-operate because the (*solve*) [8] ..... to the problem was too easy. At first this (*refuse*) [9] ..... puzzled scientists, but then they decided the computer was having a tantrum. 'It just sits there and goes on strike,' a (*science*) [11] ..... said. 'These clever computers must also be taught good (*behave*) [10] ..... .'

Countable and uncountable nouns

I

Nouns can be either **countable** or **uncountable.** Countable nouns are those which can have the word a/an before them or be used in the plural. Uncountable nouns are not used with **a/an** or in the plural. This sentence includes countable nouns in bold:
• We've got three **children,** two **cats,** and a **dog.**
This sentence includes uncountable nouns in bold:
• It was good to get out into the **countryside** and breathe in some fresh **air.**
Some nouns in English are normally uncountable; in many other languages they are countable:
• There's always lots of **housework** to do. • Her **jewellery** must have cost a fortune.
Here are some more nouns like this: **accommodation, advice, applause, assistance, baggage, camping, cash, chaos, chess, clothing, conduct, courage, cutlery, dancing, dirt, employment, equipment, evidence, fun, furniture, harm, health, homework, housing, information, leisure, litter, luck, luggage, machinery, money, mud, music, news, nonsense, parking, pay, permission, photography, poetry, pollution, produce, progress, publicity, research, rubbish, safety, scenery, shopping, sightseeing, sunshine, transport, underwear, violence, weather, work.**
Sometimes a noun is used uncountably when we are talking about the whole substance or idea, but countably when we are talking about
• recognised containers for things. Compare:
• I prefer **tea** to coffee. *and* • Three **teas** (= cups of tea), please.
• a type, brand or make of thing. Compare:
• There's **cheese** in the fridge. *and* • There were dozens of **cheeses** (= kinds of cheese) to choose from.
• a particular example of a physical or concrete thing. Compare:
• She has blonde **hair.** *and* • There's **a hair** in my soup!
• a particular instance of a substance or an idea. Compare:
• The statue was made of **stone.** *and* • **I** had **a stone** in my shoe.
• She was always good at **sport.** *and* • Football is mainly **a** winter **sport** in Britain.
There are many nouns like this, including **beer, coffee, water; fruit, shampoo, toothpaste, washing powder; cake, chicken, land, noise, rain, snow, sound, space, stone; abuse, (dis)agreement, business, conversation, difficulty, dislike, fear, improvement, language, life, pain, pleasure, protest, success, thought, war.**
Some nouns have different meanings when they are used countably and uncountably. Compare:
• Bolivia is one of the world's largest producers of **tin.** (= the metal) *and*
• The cupboard was full of **tins.** (= metal food containers)
Other nouns like this include **accommodation, competition, glass, grammar, iron, jam, lace, paper, property, room, sight, speech, time, work.**
Some nouns that are usually used uncountably can be used countably, but only in the *singular,* including **education, importance, knowledge, resistance, traffic:**
• She has **an** extensive **knowledge** of property prices in this area.
• The decision to build the bridge later took on **an** unexpected strategic **importance.**
The noun **damage** can be used countably, but only in the *plural:*
• Sue is claiming **damages** (= money paid as compensation) for the injuries caused.

Agreement between subject and verb(1)

i

If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed by a plural verb; that is, the verb **agrees with** the subject. Compare:
• **She** *lives* in China. *and* • **More people** *live* in Asia than in any other continent.
When the subject of the sentence is complex the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled. Notice how the verb, in italics, agrees with the main noun:
• Many leadingCfnemEersX)f the opposition party *have* tried to justify the decision.
• The onl<excuie)that he gave for his actions *was* that he was tired.
Some nouns with a singular form can be treated either as singular (with a singular verb) or plural (with a plural verb):
• **The council** *has* (or *have)* postponed a decision on the new road.
Other words like this include **association, audience, class, club, college, committee, community, company, crowd, department, electorate, enemy, family, firm, generation, government, group,**

jury, orchestra, population, press, public, school, staff, team, university, and the names of specific organisations such as **the Bank of England, the BBC, IBM, Sony.** We use a singular verb if we see the institution or organisation as a whole unit, and a plural verb if we see it as a collection of individuals. Often you can use either with very little difference in meaning, although in formal writing (such as academic writing) it is more common to use a singular verb.
In some contexts a plural form of the verb is needed. We would say:
• The committee usually **raise** their hands to vote 'Yes', *(not* ...raises its hands...)
as this is something that the individuals do, not the committee as a whole. In others, a singular form is preferred. We would say:
• The school is to close next year, *(not* The school are...)
as we are talking about something which happens to the school as a building or institution, not to the individuals that comprise it.
Some nouns are usually plural and take a plural verb. These include **belongings, clothes, congratulations, earnings, goods, outskirts, particulars (=** information), **premises (= building), riches, savings, stairs, surroundings, thanks:**
• The company's earnings *have increased* for the last five years.
The nouns **police** and **people** also always have a plural verb. The noun **whereabouts** can be used with either a singular or plural verb.
Some nouns always end in -s and look as if they are plural, but when we use them as the subject of a sentence they have a singular verb (see also Unit 52C):
• The **news** from the Middle East *seems* very encouraging.
Other words like this include **means** (= 'method' or 'money'); some academic disciplines, e.g. **economics, linguistics, mathematics, phonetics, politics, statistics, physics;** some sports, e.g. **gymnastics, athletics;** and some diseases, e.g. **diabetes, measles, rabies.** However, compare:
academic disciplines
• **Politics** *is* popular at this university.
• **Statistics** *was* always my worst subject.
• **Economics** *has* only recently been recognised as a scientific study.
general use
• Her **politics** *are* bordering on the fascist.(= political belief)
• **Statistics** *are* able to prove anything youwant them to. (= numerical information)
• The **economics** behind their policies *are* unreasonable. (= the financial system)

EXERCISES

51.1 *In the following sentences (i) underline the complex noun that is the subject; (ii) circle the main noun in the subject; and (in) write the verb in brackets in the space either as a singular verb or plural verb so that it agrees with the main noun. (A)*

51.2

1 The(jssues)which have been considered in the previous section *Q^W.* us to speculate on problems that learners might encounter, (allow)
2 Smuggling illegal immigrants out of Mexico against the law. (be)
3 The country's first general election since it won independence to be held next month, (be)
4 The only people who are interested in the book to be lawyers, (seem)
5 The view of the manufacturing and tourist industries that the economy is improving, (be)
6 An early analysis of the results that the Socialists have won. (show)
7 Reliance only on written tests of English to measure language ability to be a cheap option, (appear)
Complete the following extracts from newspapers with either **was/were** *or* **has/have.** *If both singular and plural forms are possible, write them both. (B & C)*
The crowd growing restless as the day got hotter.]
2 (^Sony announced rising profits for the third year running.]
UNIT
5 1
3 The police issued a warrant for Adamson's arresu
4 CWhen she was found, her face was bruised and her clothes torn.,
5 *{The* public a right to know how the money is to be spent.
6 *)* Thomas was thought to be in Spain, although his exact whereabouts unknown??

7 yThe stairs leading to the exit steep and dangerous, said the report.

51.3 *Correct any mistakes in these sentences or put a S if they are already correct. (A & D)*

1 The island's politics is complex, with over twelve parties competing for power.
2 Gymnasts from over 40 countries are competing in Madrid this weekend.
3 Economics has become an increasingly popular course at university.
4 The latest news of the earthquake survivors are very disturbing.
5 Jim's politics has changed considerably since he was in his twenties.
6 Diabetes are an illness caused by too much sugar in the blood.
7 Recent government statistics show a sharp decline in crime.
8 Women's gymnastics are no longer dominated by eastern Europeans.
9 Statistics are now compulsory for all students taking a course in engineering.
10 Most years, over three hundred athletes competes in the games.
11 The economics of the plan is worrying investors.
11 Measles is still a fairly serious childhood disease in some countries.

Agreement between subject and verb(2)

D Some phrases with a plural form are thought of as a single thing and have a singular verb. These include phrases referring to measurements, amounts and quantities:

With **any of, each of, either of, neither of,** or **none of** and a **plural noun** we can use a *singular* or *plural* verb. However, we prefer a singular verb in careful written English.	• I don't think **any** of them *knows* (or *know)* where the money is hidden. • **Neither of** the French athletes *has* (or *have)* won this year.
With **a/the majority of, a number of, a lot of, plenty of, all (of),** or **some (of)** and a **plural noun** we use a *plural* verb. But if we say **the number of,** we use a singular verb.	• **A number of** refugees *have* been turned back at the border. • **The number of** books in the library *has* risen to over five million.
With **any of, none of, the majority of, a lot of, plenty of, all (of), some (of)** and an **uncountable noun** we use a *singular* verb.	• **All** the furniture *was* destroyed in the fire.
With **each** and **every** and a **singular noun** we use a *singular* verb. (For **each of,** see above.)	• **Every** room *has* its own bathroom, *but* • The boys *have* **each** drawn a picture.
With **everyone, everybody, everything** (and similar words beginning **any-, some-** and **no-)** we use a *singular* verb.	• Practically **everyone** *thinks* that Judith should be given the job.

O • About **three metres** *separates* the runners in first and second places.

• • The **fifty pounds** he gave me *was* soon spent.

When a subject has two or more items joined by *and*, we usually use a plural verb:

• **Jean and David** *are* moving back to Australia.

However, phrases connected by *and* can also be followed by singular verbs if we think of them as making up a single item:

• **Meat pie and peas** *is* Tom's favourite at the moment, ***(or*** Meat pie and peas *are...)*

Other phrases like this include **fish and chips,** and **research and development** (or **R** and **D).**

When a subject is made up of two or more items joined by **(either) ...or...** or **(neither) ...nor...** we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English), and a plural verb if it is plural:

• **Either** the station **or the cinema** *is* a good place to meet, *(or ...are...* in informal English)
• **Neither** the President **nor his representatives** *are* to attend the meeting.

If the last item is singular and the previous item plural, we can use a singular or plural verb:

• **Either** the teachers **or** the principal *is* (or *are)* to blame for the accident.

After **per cent** (also **percent** or %) we use a singular verb:

• An inflation rate of only 2 per cent **makes** a big difference to exports.
• Around 10 per cent of the forest **is** destroyed each year.

However, in phrases where we can use **of + plural noun** we use a plural verb:

• I would say that about 50 per cent *of the houses* **need** major repairs.
• Of those interviewed, only 20 per cent (= of people interviewed) **admit** to smoking.

But where we use a singular noun **that** can be thought of either as a whole unit or a collection of individuals, we can use a singular or plural verb (see also Unit 51B):

• Some 80 per cent *of the electorate* **is** expected to vote, *(or* ...are expected...)

Lesson №2

C o m p o u n d n o u n s (1)

When we want to give more specific information about someone or something, we sometimes use a noun in front of another noun. For example, we can use a **noun + noun** combination to say what something is made of, where something is, when something happens, or what someone does:

• rice pudding a glasshouse the kitchen cupboard hill fog a night flight
a morning call a language teacher a window-cleaner

When a particular combination is regularly used to make a new noun, it is called a COMPOUND NOUN. We sometimes make compound nouns which consist of more than two nouns:

• a milk chocolate bar an air-traffic controller a dinner-party conversation

Some compound nouns are usually written as one word (e.g. **a tablecloth),** some as separate words (e.g. **waste paper),** and others with a hyphen (e.g. **a word-processor).** Some compound nouns can be written in more than one of these ways (e.g. **a golf course** *or* **a golf-course).**

A good dictionary will tell you how a particular compound noun is usually written.

Even if the first noun has a plural meaning, it usually has a singular form:

• an address book (= a book for addresses; *not* an addresses book)
a car park (= a place for parking cars; *not* a cars park)

However, there are a number of exceptions. These include:

• nouns that are only used in the plural, or have a different meaning in singular/plural or countable/uncountable:
• **a clothes shop** (compare **a shoe shop)**
a customs officer the arms trade
• cases such as
• **the building materials industry the publications department**

when we refer to an institution of some kind (an industry, department, etc.) which deals with more than one item or activity (building materials, publications). Compare:

• the **appointment** board (= the board which deals with a particular appointment)
the **appointments** board (= the board which deals with all appointments)

To make a compound noun plural we usually make the second noun plural:

• **coalmine(s) office-worker(s) tea leaf / tea leaves**

^However, in compound nouns that consists of two nouns joined by **of** or **in,** we make a plural *form by making the first noun plural:

• **bird(s) of prey rule(s) of thumb commander(s)-in-chief**
a darts match a glasses case (= for spectacles)
a communications network a savings account

Notice that we say:

• **a ten-minute speech**

but we can say:

• a two-third *{or* **two-thirds) majority**
a 60-piece orchestra a five-year-old child
a five-time *(or* **five-times) winner**

Some compound nouns consist of **-ing + noun.** (This **-ing** form is sometimes called a 'gerund', 'verbal noun', or '-ing noun'.) The **-ing** form usually says what function the following noun has:

• a living room drinking water (a pack of) playing cards chewing gum
a dressing gown a turning-point a working party

Other compound nouns consist of a **noun + -ing:**

• fly-fishing film-making sunbathing risk-taking life-saving

Compound nouns (2) =
54.1
54.2

EXERCISES

When Luis can't remember the exact name of something in English he describes it instead. Do you know what he is describing in the underlined sections? The answers are compound nouns made from the following words. (A)

bargain friend ground hunters language mother package
pedestrian pen precinct sign staff tongue tour

1 'Jo n n works for an airline. He doesn't fly, but he's one of the people who work in the airport

building.' **ground sfca-ff**
2 'He works in town in that area where there are shops, but no cars or buses are allowed to -go.'
3 'During the sales in the shops, there were lots of people looking to buy things at low prices.'
4 'It's someone I often exchange letters with, but I've never met.'
5 'We're going on a holiday arranged by a travel company. It includes accommodation, flights, and so on.'
6 'Portuguese is the first language that I learned when I was a baby.'
7 'My friend can't talk. He uses hand and body movements to show what he means.'
What do you call...? (B)
1 a shelf for books **a. book sHel/f**
2 a train which carries goods
3 a test to detect drugs
4 a case for putting pencils in
5 a film lasting two hours
6 the pages of a book that lists the contents
7 an expert in robotics
8 a shop which sell toys
9 an essay which is four pages long
10 an issue of human rights
54.3 *Michael Warren is at an interview for a job in a film production company. He has been asked why he wants the job, and this is part of his answer. Suggest compound nouns to fill in the spaces in this text. One of the parts of the compound is given in brackets. Choose the other part from the* **-ing** *forms below. (C)*
•jffl **advertising answering breathing cutting losing mailing making**
s£t' **recording selling turning waiting**
UNIT
5 4
Just after I left university, I met an old friend who offered me the opportunity to join his company, Phono, selling a new type of mobile phone. I organised a(n) (1) *.<^yrMm..<*™mm...* (campaign) and set up a(n) (2) (list) with the names and addresses of people who might be interested in it. The main (3) (point) of the phone was that it included a(n) (4) (machine), and was the only one of its kind on the market at the time. At first the demand was so great that there was a(n) (5) (list) of people wanting to buy one. Unfortunately, a year later Sonex brought out its new video phone, and this was the (6) (point) for Phono. Demand for our phone plummeted. We did a lot of (7) (cost) to try to save money, but it wasn't long before we knew we were fighting a(n) (8) (battle) and decided to close the company. I've been out of work for a few months now, but this has given me the (9) (space) to decide what I want to do next. When I worked for Phono, I helped produce a(n) (10) (video) to advertise the product. I enjoyed this a lot, and that's why I'd now like to get into **(11)** (film).
109
C o m p o u n d n o u n s (2)
B
Sometimes a **noun + noun** is not appropriate and instead we use **noun + 's + noun** (possessive form) (see Unit 53) or **noun + preposition + noun.** In general, we prefer **noun + 's + noun:**
• when the first noun is the user (a person or animal) or users of the item in the second noun:
• **a baby's bedroom a lion's den a women's clinic**
• when the item in the second noun is produced by the thing (often an animal) in the first:
• **goat's cheese duck's eggs cow's milk**
(Compare **lamb chops, chicken drumsticks** (= the lower part of a chicken's leg) when the animal is killed to produce the item referred to in the second noun.)
• when we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:
• **a woman's face a boy's arm a whale's tail a giraffe's neck**
a pen top a computer keyboard the window frame
We prefer **noun + preposition + noun:**
• when we talk about some kind of container together with its contents. Compare:
• **a cup of tea** (= a cup with tea in it) *and* • **a tea cup** (= a cup for drinking tea from)
• **a box of matches** (= a box with matches in) *and* • **a matchbox** (= a box made to put matches in)
• when the combination of nouns does not necessarily refer to a well-known class of items.

Compare:
• **a grammar book** (a well-known class of books) *but*
• **a book about cats** *(rather than* 'a cat book')
• **income tax** (a recognised class of tax) *but*
• **a tax on children's clothes** *(rather than* 'a children's clothes tax')
Some compound nouns are made up of nouns and prepositions or adverbs, and related to twoand three-word verbs (see Unit 114). Compare:
• Mansen **broke out** of the prison by dressing as a woman. (= escaped) *and*
There was a major **break-out** from the prison last night. (= prisoners escaped)
• Everyone has **put in** a lot of effort to make the course successful, *and*
Universities in Germany and Denmark will have an **input** into the project.
• **I lay down** on the sofa and was soon asleep, *and*
You look tired. Why don't you go and have a **lie-down.**
a Countable compound nouns related to two- and three-word verbs have a plural form ending in -s:
• • **read-out(s) push-up(s) intake(s) outcome(s)**
However, there are exceptions. For example:
• **looker(s)-on** *(or* **onlooker(s)) runner(s)-up passer(s)-by hanger(s)-on**
We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:
• a **state-of-the-art** (= very modern) computer **day-to-day** (= regular) control
a **head-in-the-sand** attitude (= refusing to think about unpleasant facts)
a **four-wheel-drive** vehicle (= one in which the engine provides power to all four wheels so that it can go over rough ground easily)
a **security-card-operated** door
Compound nouns (1) =

EXERCISES

55.1 *Which of these can also he expressed naturally as a* noun + noun *pattern or a* noun + 's + noun *pattern* (A)*

noun + preposition + noun	*noun + noun*	*noun + 's + noun*
1 wool from a lamb 2 a headline in a newspaper 3 a nest lived in by a bird 4 insurance for a car 5 a hole in a wall 6 the uniform worn by a nurse 7 a request for help 8 the wheel of a bicycle 9 the voice of a man 10 a cloth for drying dishes	*X*	lamb's wool

Complete the sentences on the right with appropriate compound nouns related to the two-word verbs used in the sentences on the left. (B)

1 The teacher told me off for handing in my homework late.
2 The escaped prisoners crept into an old barn and hid out until it got dark.
3 My mind flashed back to the time when I was living in Stockholm.
4 She was born and brought up in central London.
5 The rain was pouring down as we got out of the taxi.
6 As I passed by her house, I could see people dancing in the front room.
7 The injury has set back his chances of being fit to play in the final.
8 The police were waiting for the thieves. Someone must have tipped them off.

a Harry had a very strict ..!*l*!™S.i*)9... and was glad to move away from his parents,
b The children have a secret at the bottom of the garden,
c The engine fault was the latest of several in the development of the car.
d I was caught in a sudden and got soaked through,
e We received several that there would be an attempted break-out at the prison.
f My father gave me a good for knocking down his prize roses,
g The man was leaning out of the window, shouting at in the street below.
h There are a number of in the film to the time before the robbery

Try to guess the meaning of the underlined parts of these sentences from the context. (C)
1 He made a lot of pie-in-the-skv promises that I knew he wouldn't keep.
2 The actors gave a very run-of-the-mill performance, and the critics expressed their disapproval in their reports the following day.
3 We went to a number of out-of-the-way places that few tourists had visited before.
4 My good-for-nothing brother just sat in front of the TV while I did all the ironing.
5 He lived a hand-to-mouth existence, surviving on just a few pounds a week.
6 Behind-the-scenes negotiations were going on between the diplomats, away from the public eye.
7 She stayed quite calm and spoke in a matter-of-fact way about the attack.

№ 5 TESTLAR JAMLANMASI

1. While I ….. the dishes last night, I dropped a plate and broke it.

- Washed
- was washing
- had washed
- had been washing

2. Our neighbours called the police when they found out that somebody ….. into their house.

- Broke
- was breaking
- had broken
- had been breaking

3. He ….. ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.

- had felt
- Felt
- had been feeling
- was feeling

4. Mrs. Smith was busy last weekend because her grandchildren ….. with her.

- had been staying
- were staying
- Stayed
- had stayed

5. A strong wind ….. and I decided to put on a warm coat.

- Blew
- had blown
- was blowing
- had been blowing

6. Dinosaurs were the largest animals ever to live on earth, and they ….. the Earth for a very long period of time.

- Ruled
- were ruling
- had ruled

- had been ruling

7. Before Adam got married, he ….. hiking to the mountains every summer. Now he goes to the seaside with his wife.

- Went
- would go
- had gone
- had been going

8. The Browns ….. in a large house when their children were at home, but they moved to a small three-room apartment after the children grew up and left home.

- Lived
- had lived
- used to live
- were living

9. Margaret didn't wear her shoes; she was barefoot. She ….. on a piece of broken glass and cut her foot.

- Stepped
- had stepped
- was stepping
- had been stepping

10. It wasn't raining when I looked out of the window; the sun was shining. But it ….. earlier. That's why the ground was wet.

- Rained
- was raining
- had rained
- had been raining

11. The two boys came into the house. One had a black eye and the other a cut lip. They ….. .

- had been fighting
- had fought
- Fought
- were fighting

12. We ….. TV for ten minutes when the electricity went off.

- Watched
- were watching

- had watched
- had been watching

13. Before I went to bed I decided to check the front door. I was sure my sister ..... it. And I was right!

- didn’t lock
- hadn’t locked
- Locked
- had locked

14. The trouble started when Mrs. Leslie Cady ..... control of her car on a narrow mountain road.

- was losing
- Lost
- had lost
- had been losing

15. Everybody was laughing merrily while Harris ..... them a funny story.

- Told
- had told
- was telling
- had been telling

16. Where's the dog? It _____ in the garden.

- is playing
- plays
- play
- playing

17. She _____ to have a pizza.

- is going
- are going
- go
- goes

18. He _____ finished his homework.

- has just
- have just
- just
- has yet

19. It was nice _____ you.

- to meet
- at meeting
- on meeting
- to meeting

20. Please write to me ___ the wedding.

- about
- of
- on
- for

21. I cut myself when I _____.

- was shaving
- shaved
- is shaving
- had shaved

22. What ___ terrible weather!

- ___
- the
- a
- an

23. The doorbell is ringing. I _____ it.

- will get
- am going to get
- get
- got

24. You _____ show your identity card before you come in.

- must
- have to
- should
- might

25. When I _____ this book, I will give it to you.

- have read
- have readed
- read
- will read

26. She _____ hate washing up, but now she likes it.

- used to
- use to
- is used to
- was used to

27. Most computers _____ in Asia.

- are made
- make
- are make
- were make

28. If I _____ you, I wouldn't accept the proposal.

- were
- would be
- would
- am

29. When I saw him I realised I _____ him before.

- had met
- met
- have met
- meet

30. They said they _____ the music and left the pub.

- didn't like
- not like
- don't like
- like

31. The ground is covered with snow. It _____ all day.

- has been snowing
- has snowed
- was snowing
- snowed

32. After _____ to Manchester, the Johnsons felt much better.

- moving
- move
- to move
- having moved

33. I wish _____ a speech.

- to make
- making
- to do
- doing

34. We _____ been going out with each other for a year in September.

- will have
- would
- will be
- are

35. If the water had been warmer yesterday, I _____ gone swimming.

- would have
- hadn't
- wouldn't
- won't have

36. I _____ TV at 9 o'clock tonight.

- will be watching
- will watch
- will be seeing
- will see

37. Please contact me _____ time you like. I'm always available.

- any
- some
- no
- anywhen

38. I like learning English _____.

- on my own
- with myself
- on myself
- by my own

39. _____ milk is good for ___ children.

- ___, ___
- ___, the
- the, ___
- the, the

40. Please write ___ me as soon as possible.

- to
- at
- of
- on

#6 NAZORAT UCHUN SAVOLLAR(ON,JN,YaN)

Module I **Progress Test** ***1- variant***

Try to give a far-fetched description to the woman.

_____
_____
_____
_____
_____
_____
_____
_____

1. Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

a)through	b) get warm	c)about	d) within	e) go away
f) mantelpiece	g) fireplace	h) owner	i) to	j) rushed out

A traveller, who had been riding in the rain and was wet **(0) through**, arrived at a small hotel in the country. There was only one_(1)_____ in the hall and a lot of people around it. The traveller thought of a plan how to_(2)_____. He asked the hotel owner to take some fish to his horse. The hotel owner was surprised but the traveller insisted and the hotel owner did as he was asked. All the people_(3)_____ to see the horse eat fish. The traveller had the fireplace all to himself and felt comfortable. When the hotel(4)_____ returned he said, "I was sure horses do not eat fish."— "Then why did you take it (5)_____my horse?"

2. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only one word on each line. Spelling is important in this task; the answer must contain no spelling errors to be accepted as correct. There is an example at the beginning (0).

The famous (0)composer (to compose) Rakhmaninov was also a very good (1)_____(piano). When he was a small boy he was asked to play at a home party at their friends' place. Though he was only eight he was quite experienced in playing the piano and did it well. At that concert he was to play one of Beethoven's sonatas. It must be mentioned that there are several very long intervals in that sonata. In each of these intervals the boy took his hands off the keyboard and waited. During one of these intervals the old mother of the (2)_____(host) came up to him and said, "My boy, why don't you play something that you know very well?"

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

4. ***Sociable***
5. Imaginative
6. Reliable
7. Jealous
8. ***Handsome***
9. Modest
10. Selfish
11. Irresponsible

a)caring only about what you want or need without any thought for the needs or wishes of other people
b)physically attractive
c)new, original, and showing quick intelligence; creative
d)not thinking carefully enough or not caring about what might result from actions taken
e)unhappy& slightly angry because you wish you had someone else's qualities, advantages, or success
f) liking to be with people; friendly
g)deserving trust; dependable
h) tending not to talk about or make obvious your own abilities and achievements

Test

Chose the correct answer

1. I couldn't sleep this night ..... it was noisy in the next apartment.

a)because b) due to c) consequently d) whenever

2. once I saw her boy-friend hugging another girl I ..... her.

a) was telephoning b) telephoned c)had telephoned d) has telephoned

3. I am going to write her a letter …… I arrive to Brighton.

a)once b) while c) as d) during

4. The company has ……. all its goals for this year.

a) secure b) realize c) fulfill d) achieve

5.What …….. the misunderstanding between the neighbors?

a)Go under b) cope with c) bring up d) lead to

6. Can I make a ……. phone call?

a) long-distance b) short cut c) broad-minded d) deepened

7, The forest ……. for miles along the river.

a)spreads b) stretches c) expands d) grows

8.I have been to …… Argentine, …. USA,…..Great Britain and……Brazil.

a)the/a/-/the b) the/the/-/- c)-/-/the/the d)the/-/the/-

9)The swimming pool is 2 meters …… .

a) deep b)length c)lengthen d)far

10. Now that I've ……. all my responsibilities to my family, I feel I can retire and go round the world.

a) achieved b) reached c) realized d) fulfilled

11 Before I went to bed I decided to check the front door. I was sure my sister ..... it. And I was right!

a) didn't lock b) hadn't locked c) Locked d) had locked

12. Our neighbours called the police when they found out that somebody ..... into their house.

a) Broke b)was breaking c)had broken d)had been breaking

13. Mrs. Smith was busy last weekend …….her grandchildren were staying with her.

a) because b)because of c) although d) as long as

14**. We ..... TV for ten minutes when the electricity went off.**

a) had watched b) were watching c) Watched d) had been watching

15.I don't think our plan will …… .

a) come off b) can't cope with c) realize d) fulfill

Total;40 points

Module **Progress Test** ***2- variant***

Try to give a far-fetched description to the man.

_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

a) through b) selfish c) success d) within e) go away f) mantelpiece g) mindedly h) around i) to j) thinking

A young writer has just (0) managed to publish his first book. He is very proud of his (1)_____ and is boasting of it to everybody (2)_____. For more than half an hour he has been talking about his success to one of his friends who is also a writer. At last he thinks that his friend is not very much interested and apologizes saying "I am sorry to have taken so much of your time, it is so (3)_____ of me." — "Never mind," answered his friend absent-(4)_____. "You haven't taken my time at all. I've been (5)_____ over the plot of my new novel."

3. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only <u>one</u> word on each line. Spelling is important in this task; the answer must contain <u>no</u> spelling errors to be accepted as correct. There is an example at the beginning (0).

A certain king was in the habit of (0) writing (to write) verses. He thought highly of them. Since he was a king the people to whom he showed them tried to praise them too. Once he showed his verses to a wise man. The wise man didn't like them. It made the king very (1)_____(anger) and he put the man into prison. Some time (2)_____(to pass) and the king decided to set him free. The king invited him to dinner and showed him his new verses. Then he asked the wise man what he thought of them. The wise man turned to the king and said, "Send me back to prison."

4. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

1. ***Bright***
2. ***optimistic***
3. ***confident***
4. ***shy***
5. ***lazy***
6. ***sensible***
7. ***punctual***
8. ***polite***

a)arrival, doing something or having at the expected or correct time; not late

b)behaving in a way that is socially correct, and shows respect for other people's feeling

c)having or using good judgement; reasonable

d)having little doubt about yourself and your abilities

e)uncomfortable with other people & unwilling to talk to them

f)intelligent, smart, clever, brainy

g)not wiling or not wanting to work or use effort to do something

h)hopeful, emphasizing or thinking good part in a situation rather than bad part

Test

Chose the correct answer

2. **.....** the cold weather, we stayed home

a)through b0 due to c) consequently d) whenever

2. As oon as Martha saw the fire, she …….the fire department

a) was telephoning b) telephoned c)had telephoned d) has telephoned

3. I am going to write her a letter …… I arrive to Brighton.

a)once b) while c) as d) during

4. The company has ……. all its goals for this year.

a) secure b) realize c) fulfill d) achieve

5.Will you …….. with another three tasks?

a)Go under b) cope with c) bring about d) lead to

6. Can I make a ……. phone call?

a) long-distance b) short cut c) broad-minded d) deepened

7, The forest ……. for miles along the river.

a)spreads b) stretches c) expands d) grows

8.I have been to …… Argentine, …. USA,…..Great Britain and……Brazil.

a)the/a/-/the b) the/the/-/- c)-/-/the/the d)the/-/the/-

9)The river is 1235 kilometers …… .

a) depth b)length c)lengthen d)long

10. Now that I've ……. all my responsibilities to my family, I feel I can retire and go round the world.

a) achieved b) reached c) realized d) fulfilled

11 While I ..... the dishes last night, I dropped a plate and broke it.

a)Washed b) was washing c)had washed d)had been washing

12. Our neighbours called the police when they found out that somebody ..... into their house.

a) Broke b)was breaking c)had broken d)had been breaking

13. Mrs. Smith was busy last weekend …….her grandchildren were staying with her.

a) because b)because of c) although d) as long as

14.The trouble started when Mrs. Leslie Cady ..... control of her car on a narrow mountain road.

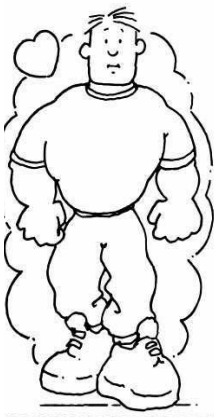
a) was losing b) Lost c) had lost d) had been losing

15.I don't think our plan will …… .

a) come off b) can't cope with c) realize d) fulfill

Total:40 points

Try to give a far-fetched description to the man.



_____
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2. Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

a) through	b) while	c) success	d) within	e) enough
f) suddenly	g) when	h) for	i) to	j) thinking

A driver who was (0) going in his car at a great speed (1)_____ the country road saw a man crossing the road and a dog following him. As the car drew near them the dog (2)_____stopped, was hit by the car and killed. The driver stopped his car and came up to the man. "I am very sorry (3)_____what has happened," he said. "Will 50 dollars be (4)_____for the killed dog?" — "Oh, yes," said the man, "50 dollars will be quite enough." The man put the money in his pocket and (5)_____ the driver disappeared in the distance, looked at the dog and thought, "I wonder whose dog it was."

3. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only <u>one</u> word on each line. Spelling is important in this task; the answer must contain <u>no</u> spelling errors to be accepted as correct. There is an example at the beginning (0).

A rich old (0)businessman (business) decided to make his will. He told his (1)_____(law) he would give 5 thousand pounds to each of his employees who had been working with him for 20 years or more. The lawyer was surprised at such generosity of the businessman. But the businessman said that he wasn't going to be generous at all because none of his employees had worked for him longer than a year. He only wanted to produce a (2)_____(favour) (3)_____(impress) on the public for he was sure it would look nice in the newspapers

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

1. modest	***a)***extremely unkind and intentionally causing pain
2. cruel	***b)***opposed to change one's mind; obstinate
3. cruel	***c)***happy and positive in feeling or attitude
4. honest	***d)***showing no fear of danger or difficult things
5. brave	***e)***extremely unkind & intentionally causing pain
6. cheerful	***f)***truthful or able to be trusted; not likely to steal, cheat, or lie
7. ***stubborn***	***g)*** tending not to talk about or make obvious your own abilities and achievements

Test

Chose the correct answer

3. ***.....*** the cold weather, we stayed home

a)through b0 due to c) consequently d) whenever

2. As oon as Martha saw the fire, she …….the fire department

a) was telephoning b) telephoned c)had telephoned d) has telephoned

3. I am going to write her a letter …… I arrive to Brighton.

a)once b) while c) as d) during

4. The company has ……. all its goals for this year.

a) secure b) realize c) fulfill d) achieve

5.Will you …….. with another three tasks?

a)Go under b) cope with c) bring about d) lead to

6. Can I make a ……. phone call?

a) long-distance b) short cut c) broad-minded d) deepened

7, The forest ……. for miles along the river.

a)spreads b) stretches c) expands d) grows

8.I have been to …… Argentine, …. USA,…..Great Britain and……Brazil.

a)the/a/-/the b) the/the/-/- c)-/-/the/the d)the/-/the/-

9)The river is 1235 kilometers …… .

a) depth b)length c)lengthen d)long

10. Now that I've ……. all my responsibilities to my family, I feel I can retire and go round the world.

a) achieved b) reached c) realized d) fulfilled

11 **While I ….. the dishes last night, I dropped a plate and broke it.**

a)Washed b) was washing c)had washed d)had been washing

12**. Our neighbours called the police when they found out that somebody ….. into their house.**

a) Broke b)was breaking c)had broken d)had been breaking

13. Mrs**. Smith was busy last weekend …….her grandchildren were staying with her.**

a) because b)because of c) although d) as long as

14.The **trouble started when Mrs. Leslie Cady ….. control of her car on a narrow mountain road.**

a) was losing b) Lost c) had lost d) had been losing

15.I don't think our plan will …… .

a) come off b) can't cope with c) realize d) fulfill

Module I **Progress Test** **1- *variant***

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Enrico Caruso, a (0)____c_____ Italian singer, often said, "No one is so well-(1)_____ as he thinks." He knew it by his own experience. Once he came to the United States to give concerts. One day he was driving to New York and his car broke (2)_____. It was near the farm and he asked the farmer to help him repair the car. When the car was repaired, Caruso paid the farmer for his work and gave him his photograph with his name on it. The farmer read the name on the photograph and (3)_____, "What (4)_____ luck! I've never dreamed of (5)_____ the greatest traveller Robinson Crusoe in my house!"

0	a) interesting	b) delicious	~~c) famous~~	d) nutritious
1	a) know	b) knowing	c) knew	d) known
2	a) down	b) besides	c) in	d) out
3	a)looked out	b)got out	c) cried out	d) worked out
4	a) another	b) a	c) the	d) any
5	a) getting	b) receiving	c) attracting	d) going

Key: 1d, 2a, 3c, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only <u>one</u> word to complete each gap. There is an example at the beginning (0).

Dear Harry,

Since I won't be able to send you (0) _***another***_ letter soon, happy birthday. I am having a great time here with Viktor (1) _____ his house, I hope you are doing well with your aunt and uncle. Even (2) _____ I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) _____ afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) _____ careful since you do seem to run into him often. I've also been (5) _____ about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,
Hermione

Key: 1 at, 2 though, 3 too, 4 extra/more/super, 5 wondering/thinking

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Module I **Progress Test** **2- *variant***

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

A passenger was (0) ___b___in a train. (1)_____ he wanted his handkerchief and couldn't find it in his pocket. He (2)_____the fellow passenger, who was in the same compartment, of stealing it. He (3)_____ to look for it and at last found it in his back pocket. He began to apologize to the fellow passenger for accusing him. "I am (4)_____ sorry, I was mistaken," he said. But the passenger said calmly, "It's all right. We were both mistaken. You thought I was a (5)_____, and I thought you were a gentleman."

0	a) crawling	~~b) travelling~~g	c) going	d) walking
1	a) Nearly	b) Finally	c) Suddenly	d) Firstly
2	a) blamed	b) accused	c) suspected	d) sentenced
3	a) went on	b) continued	c) kept on	d) stopped
4	a) completely	b) fully	c) seriously	d) awfully
5	a) thief	b) robber	c) kidnapper	d) burglar

Key: 1c, 2b, 3b, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only <u>one</u> word to complete each gap. There is an example at the beginning (0).

An American was travelling in Switzerland. Once he was taken by a local man to the hills. The man (1)_____, "Hello!" and after about five minutes the echo (2)_____. "You can't have that in America, can you?" said the Swiss. "Yes, we can," (3)_____ the American. "At my house in the hills, every night before I go to bed, I put my head out of the door and shout, 'It's time to get up.' Nine hours (4) _____the echo wakes me up."

Key: 1 shouted/ , 2 came back/returned, 3 replied/answered, 4 later

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Module I **Progress Test** **3-*variant***

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

At a school (0)_____b_____ the teacher (1) _____ the question papers to all the children, looked at her watch and said that they were to finish their work (2) _____ an hour.

The children read the question papers and started writing the answers. At ten o'clock the teacher (3) _____ the papers and saw that one of the children hadn't written anything and was (4)_____ reading his question paper. "Is any question troubling you?" the teacher asked. "Not at all," he answered, "it's the answers that are (5)_____ me."

0	a) exhibition	~~b) examin~~ation	c) extension	d) exultation
1	a) threw away	b) gathered	c) handed out	d) collected
2	a) for	b) in	c) about	d) till
3	a) collected	b) continued	c) handed out	d) joined
4	a) already	b) still	c) yet	d) just
5	a) troubling	b) trouble	c) troubled	d) troublesome

Key: 1c, 2b, 3a, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only <u>one</u> word to complete each gap. There is an example at the beginning (0).

The school teacher of History was having the last class of the school year. At the end he spoke about the (1)_____ examination in history. He said that (2)_____ pupil should devote all the remaining time (3)_____ for the final examination. "The examination papers are being typed now," he said. "Are there any questions (4)_____ the exam?" There was a long silence and then one of the pupils stood up and asked, "Who is (5) _____ the examination cards?"

Key: 1.final, 2. each 3. preparing 4. concerning 5. typing

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Choose the correct answer.

1 When you get to your ..... , you have to show your ticket to leave the station.
A destination B harbour C souvenir D passport

2 Brazil ..... coffee all over the world.
A invests B demands C exports D affords

3 How do you ..... 'csar'?
A interrupt B swear C guess D pronounce

4 Dogs make very ..... pets. They'll always stay by your side.
A mental B private C loyal D digital

5 Let's go for a swim as soon as we ..... the hotel!
A arrive B get C reach D meet

6 You have to ..... or you won't understand the explanation.
A concentrate B contact C consider D involve

7 There's a train coming. Don't stand at the edge of the ..... .
A property B link C platform D resort

8 I ..... a lot of money on my credit cards and I don't know if I can pay it back.
A own B obtain C cost D owe

(1 mark per answer)

Write one word in each gap.

Lucky accidents

Sometimes, scientists know what they (**9**) ..... looking for and they find it. At other times, things (**10**) ..... discovered by accident. Two famous examples of this are gravity and penicillin.

Isaac Newton, (**11**) ..... first used maths to describe gravity, was sitting (**12**) ..... his garden when he saw (**13**) ..... apple fall – some say it fell on his head! This made him think about why, and he realised he (**14**) ..... explain it using maths.

Alexander Fleming discovered penicillin, (**15**) ..... was the first antibiotic. It completely changed medicine. He was working (**16**) ..... his laboratory when he saw that something (**17**) ..... started growing on one of his experiments. He analysed it and realised that it (**18**) ..... be very useful in fighting disease. Sometimes luck can be a big help!

(1 mark per answer)

Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

Top tips for writers

None of us find writing easy. When you can't see the person who you're talking to, (**29**) ..... is much more difficult. You have to be (**30**) ..... to communicate your message clearly, but how do you do that? The first thing you must think about is who you're writing to. Then you can make a (**31**) ..... about how formal it should be. A letter to a friend is more like (**32**) ..... English, so your (**33**) ..... should be in your writing, while a letter to a hotel manager is formal. You also need to think about what kind of thing you're writing. The language in a story, for example, should be (**34**) ..... , but the language in a report or an article should be much more (**35**) ..... . When you're writing a formal essay giving your opinion, make sure the (**36**) ..... gives a general idea of the subject. Later, in the (**37**) ..... , you should summarise your opinion. Each time you write, you have to make (**38**) ..... about what you're going to do. If you do that right, then there's nothing to stop you becoming a good writer!	**COMMUNICATE** **CARE** **DECIDE** **SPEAK** **PERSON** **EXPRESS** **INFORM** **INTRODUCE** **CONCLUDE** **CHOOSE**

(1 mark per answer)

E Write one word in each gap.

39 Why don't you borrow a pencil ..... someone else?
40 I don't think I can cope ..... studying and having a job at the same time.
41 I finally succeeded ..... jumping over the box on my skateboard.
42 My uncle asked me to help him translate a menu ..... English.
43 Ed glanced ..... the message on his mobile phone and then carried on talking.
44 Did you know that our head teacher is married ..... an actress? I had no idea.
45 This area is famous ..... its cheese and its bread.
46 I don't know very much ..... cooking, but I can make an omelette!
47 I've always been interested ..... insects and spiders. I don't know why!
48 Jessie seemed to be getting a bit bored ..... the game, so I suggested watching TV.

(1 mark per answer)

F Match to make sentences.

49	I think I'm going to take	.....	A off, I held my dad's hand tightly.
50	As our plane took	.....	B after my younger sister when she was small.
51	Mr and Mrs Davies have split	.....	C out where the concert is going to happen.
52	I hope we manage to find	.....	D off the TV and find something else to do.
53	I often had to look	.....	E up me and my brother because my parents worked.
54	You should turn	.....	F up a musical instrument, maybe the violin.
55	I've fallen	.....	G out with Kelly because she hurt my feelings.
56	My grandmother brought	.....	H up after more than twenty years together.

(1 mark per answer)

G One word in each sentence is in the wrong form. Write the correct form.

57	It's true! Don't call me a lie.	.....
58	I need a new chair for my bedroom – this one is so comfort!	.....
59	After not speaking to her for a week, I finally forgive Gemma for not inviting me.	.....
60	It's important to get a good educate if you want a good job.	.....
61	The book is €10 and you have to pay €2 for deliver.	.....
62	Losing your keys while playing football was really care!	.....
63	I would love to be a music, but I don't play any instruments.	.....
64	Mum can speak four languages and she works as a translate.	.....
65	I spent my child on a farm, so I know a lot about animals.	.....
66	Do we have to memory all these words?	.....

(1 mark per answer)

№7 UMUMIY SAVOLLAR

General questions:

1. How we can develop our oral speech during the lesson?
2. What skills are very important in learning English?
3. What can you say about transferable skills?
4. Say a few words about the role of extracurricular work?
5. How do you spend your time in learning English?
6. Explain me the way of learning vocabulary?
7. Can you find any explanations of proverbs, sayings and quotations?
8. Can you guess the meaning without translating the material?
9. Could you design reading activity for students?
10. How can you explain the teaching oral communication skills to your group mates?
11. Why we need the translation of texts?
12. What can you say about learners' interest in language learning?
13. Show us the best methods of teaching using modern technologies?
14. Can you explain about translation and its role in learning English?
15. What are the most important skills in writing essays?
16. What are the very popular methods in teaching English?
17. Can you explain the differences between "deductive" and "inductive" methods?
18. What are the best ways of translating text?
19. What can you say about "cluster" and "icebreaker" methods?
20. Is it important learning of new words and phrases?

55 Sort out the idioms

Cards

bite someone's head off	have butterflies in your stomach	pull the wool over someone's eyes
(be) off-colour	see red	put the wind up someone
cook the books	(be) in queer street	a nightcap
(be) in a flap	(be) under the weather	(be) hard up
have kittens	a stiff	blow your top
(be) out of sorts	jump out of your skin	live from hand to mouth
one for the road	have one foot in the grave	take someone for a ride
(be) on tenterhooks	kick the bucket	Dutch courage

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55 Sort out the idioms

Group headings

ANGER/ANNOYANCE
ANXIETY/NERVOUSNESS
DEATH/CLOSE TO DEATH
UNWELL/ILL
DRINK/DRINKING
FEAR/SHOCK/SURPRISE
POVERTY
DECEIT/FRAUD/FOOLING PEOPLE

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59 Idioms quiz

Read through the following questions and write your answers on a separate piece of paper.

1 What kind of party is a **stag party**?

2 If you were at a restaurant and the person with you offered to **go Dutch**, what would this mean?

3 Our postman **passed away** last week. What has happened to him?

4 A tiresome, irritating person is often described as **a pain** in what part of the body?

5 Jim's **behind bars**. Where is he?

6 Amanda's **down in the mouth** today. How is she feeling?

7 Why wouldn't you normally go to a party in your **birthday suit**?

8 What sort of a relationship would you have with someone if you **got on like a house on fire**?

9 Why are **blacklegs** generally unpopular?

10 My uncle has been given a **golden handshake.** What has happened to him?

11 Where on the body would you find **crow's feet**?

12 How would you be behaving towards someone if you were **giving him or her the cold shoulder**?

13 What does a **gate-crasher** usually do?

14 How would you be feeling if you were **full of beans**?

15 Where (or what) would you be if you were **in the land of Nod**?

16 What's a **busman's holiday**?

17 What are you doing when you **name the day**?

18 What sort of person is an **early bird**?

19 Why don't people usually like **playing gooseberry**?

20 I've just bought **the local rag.** What have I bought?

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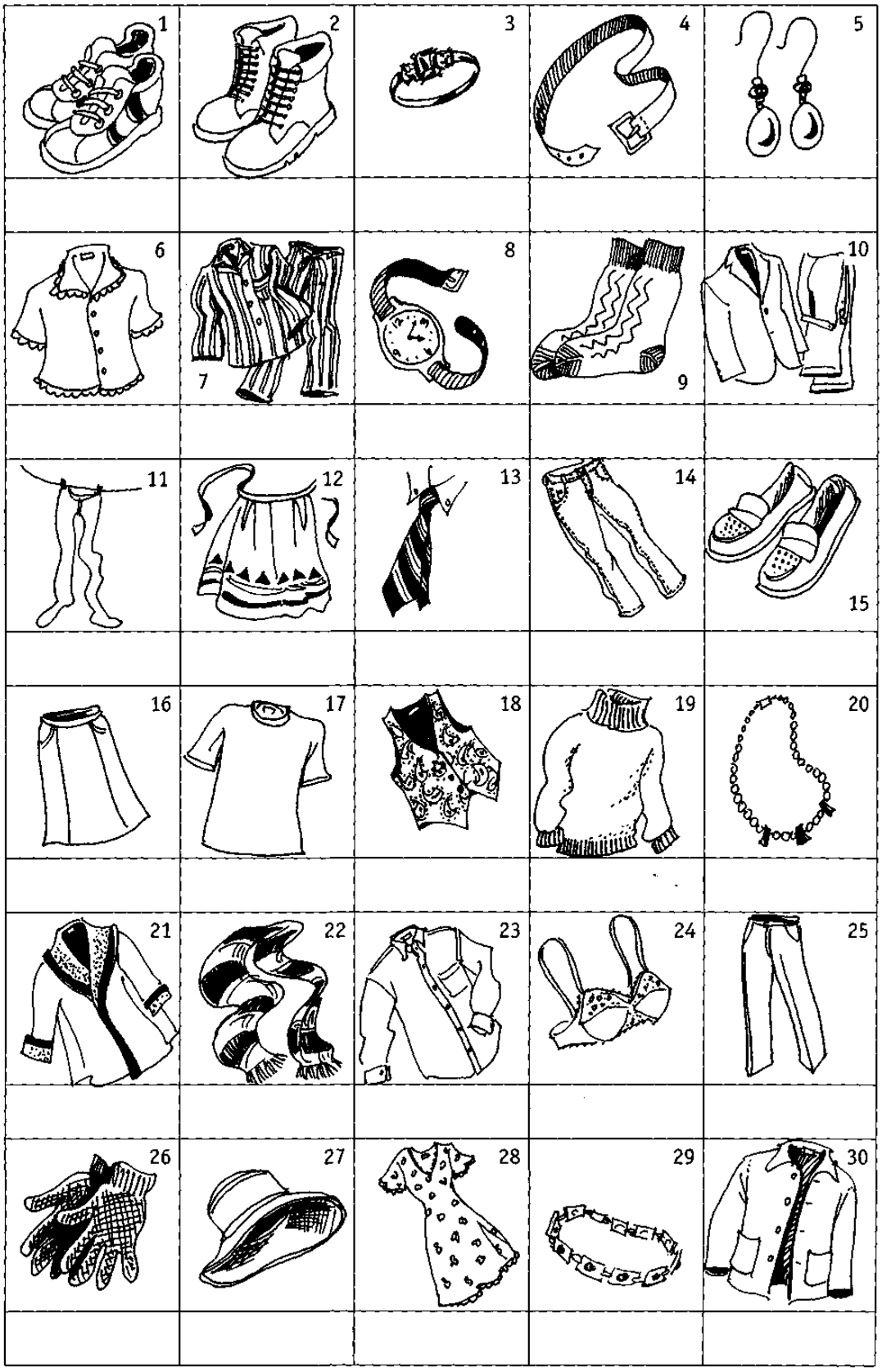
23 Board game: Clothes & accessories

Board



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23 Board game: Clothes & accessories Cards

apron	trainers	jacket	gloves
pyjamas	belt	scarf	skirt
tie	watch	blouse	hat
jumper	suit	tights	boots
coat	earrings	socks	shoes
dress	jeans	ring	T-shirt
trousers	necklace	bra	bracelet
shirt	waistcoat		

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8 Sports

SPORTS WORDS

shuttlecock	running shoes	slopes	opponent
stumps	hurdle	court	referee
cap	pole	pitch	umpire
tee	boots	golf course	game
hockey stick	sticks	track	match
bat	racquet	rink	round
ball	golf club	team	tournament
skates	net	players	championship
skis	goal	competitors	cup

8 Sports

ADDITIONAL WORDS

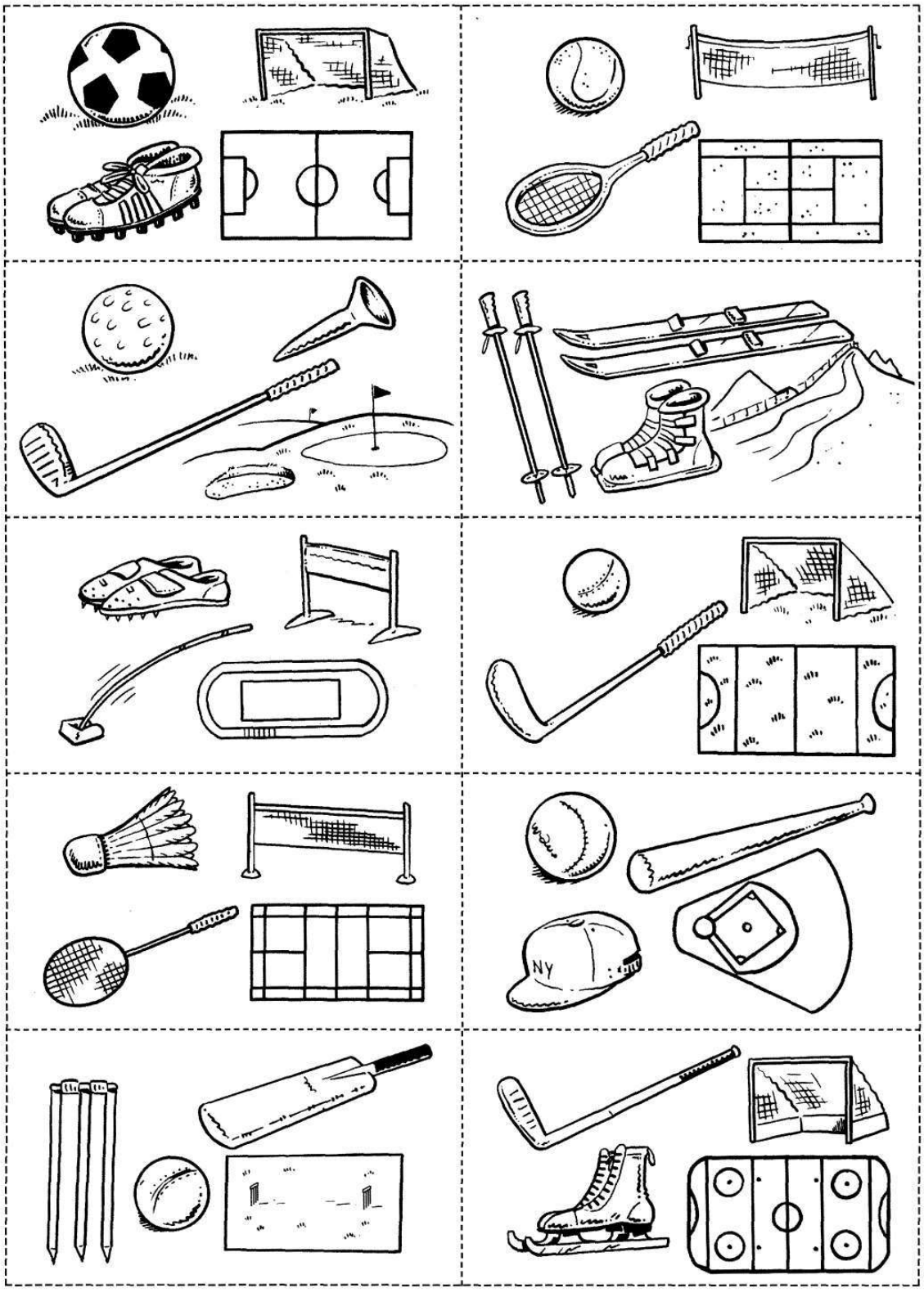
ball	ball	diamond	goal
ball	racquet	field	goal
ball	bat	court	net
ball	pitch	boots	hockey stick

QUIZ

Question: How many players are there in a baseball team? *Answer:* Nine	*Question:* Name **two** sports that need bats. *Answer:* cricket, baseball
Question: Name **two** pieces of equipment you need to play golf. *Answer:* e.g. club, ball, tee	*Question:* Which **two** sports have eleven players in a team? *Answer:* football, cricket
Question: Name **two** sports that need racquets. *Answer:* tennis, badminton	*Question:* Name **one** sport played on a court and **one** sport played on a pitch. *Answer:* court - e.g. tennis, badminton; pitch - e.g. football, cricket
Question: Name **two** sports that have nets. *Answer:* tennis, badminton	*Question:* Which sport uses a shuttlecock? *Answer:* badminton
Question: Name **two** sports that have goals. *Answer:* e.g. hockey, ice hockey, football	*Question:* Name **two** sports that are played against one opponent only. *Answer:* tennis, golf

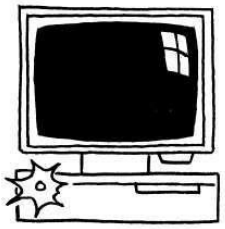
8 Sports

SPORTS PICTURES



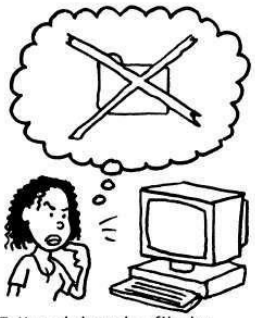
11 Computers

TROUBLESHOOTING: Problems



1 The computer is turned on but the screen is dark.

3 Typing on the keyboard produces nothing on the screen.

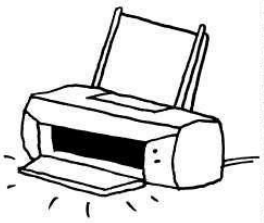


5 I've deleted a file by mistake.

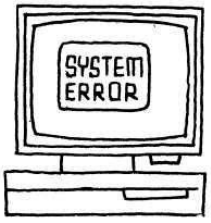
7 The cursor suddenly stops moving.

2 The mouse won't move the cursor on the screen.

4 I can't save anything onto a floppy disk.



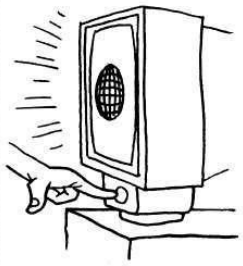
6 The printer won't print my document.



8 A message saying 'System Error' has appeared on the screen.

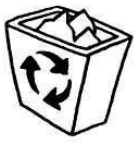
TROUBLESHOOTING: Solutions

1 Check that the monitor is switched on, or check the brightness control and turn it up.



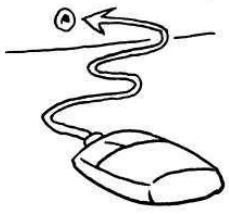
3 Check that the keyboard cable is connected to the computer.

5 Double-click the Recycle Bin icon on the desktop. Select the file. Click on the File menu, then click Restore.

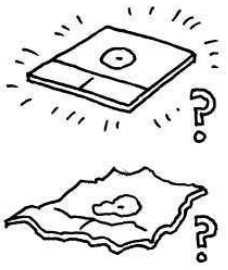


7 There is a software problem. Press Ctrl + Alt + Delete, then End Task to close the program and then try to move the cursor. If this doesn't work, turn off the computer and wait 10 seconds before turning it on again.

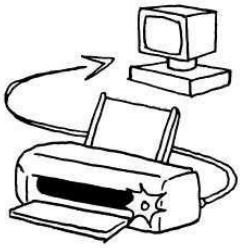
2 Check that the mouse is connected properly. If it is disconnected, plug it in and restart your computer.



4 The disk may be full or damaged. Try another disk.



6 Check that the printer is turned on and connected properly.

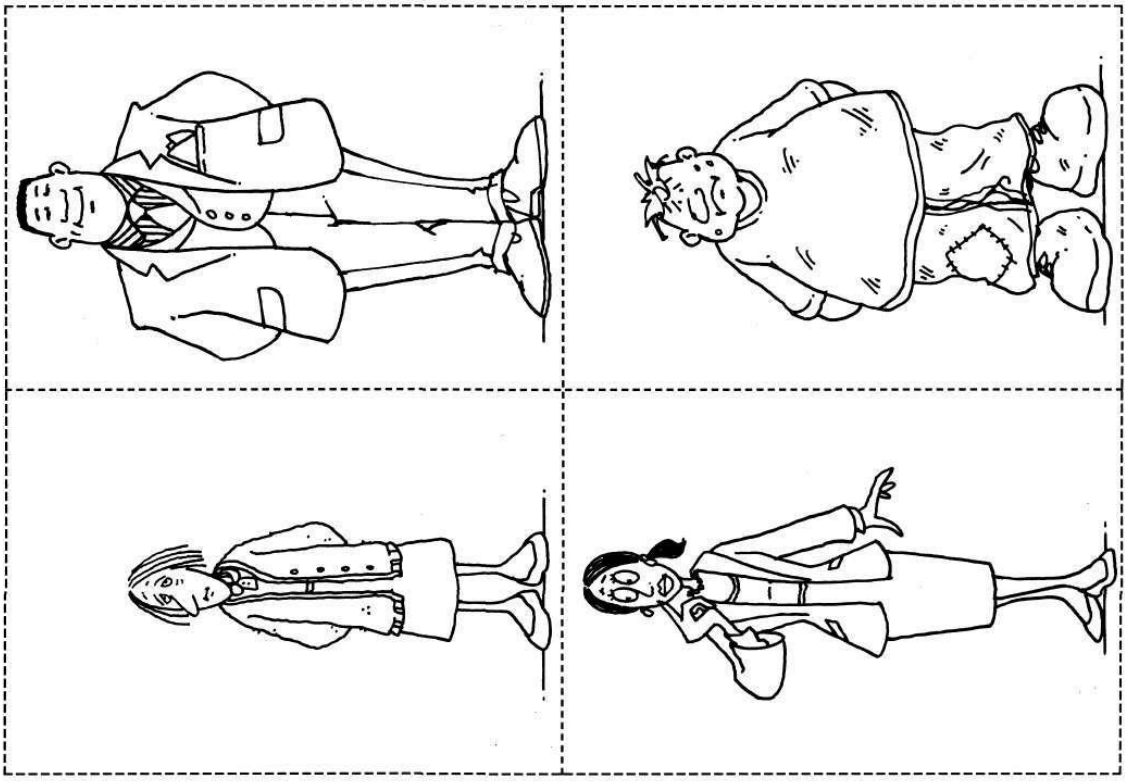


8 There is a system problem. Try turning the computer off and on again. If the error message still appears, you will have to install the program all over again or get expert help.

15 People

APPEARANCE

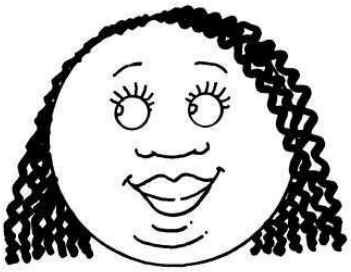
short	plump	beautiful	ugly	neatly dressed
tall	well built	attractive	smartly dressed	anxious-looking
tall	skinny	pretty	well dressed	happy-looking
medium height	slim	handsome	elegantly dressed	angry-looking
overweight	thin	good-looking	casually dressed	sad-looking
tubby	muscular	plain	scruffily dressed	tired-looking



15 People

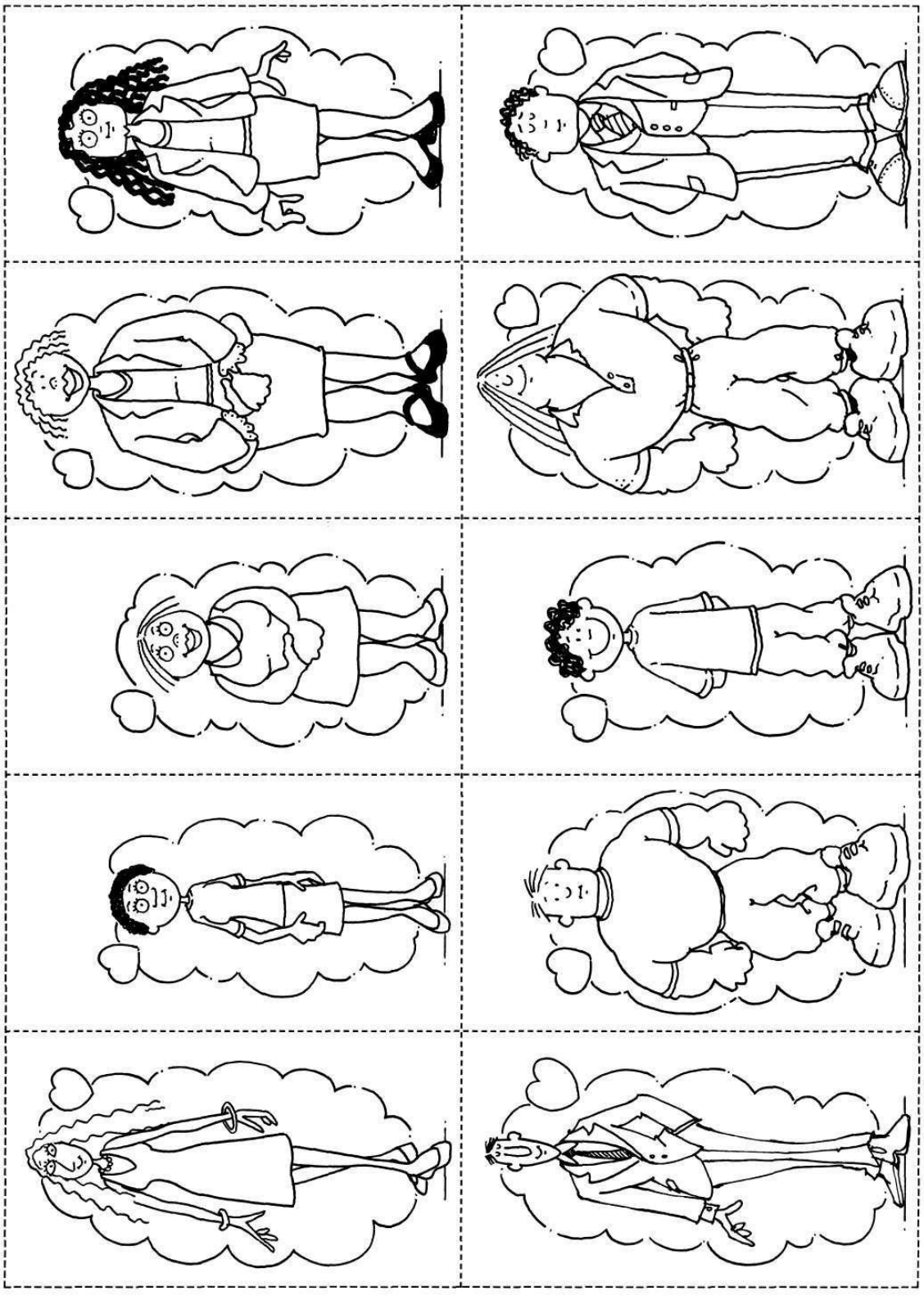
FACE AND HEAD

bald	short hair	white hair	square face	thick lips	slanting eyes
straight hair	fair hair	grey hair	round face	thin lips	almond eyes
wavy hair	black hair	long nose	oval face	thin lips	pointed chin
curly hair	brown hair	hooked nose	heart-shaped face	round eyes	pointed chin
blonde hair	long hair	snub nose	long face	round eyes	double chin
red hair	dark hair	broad nose	full lips	short hair	double chin



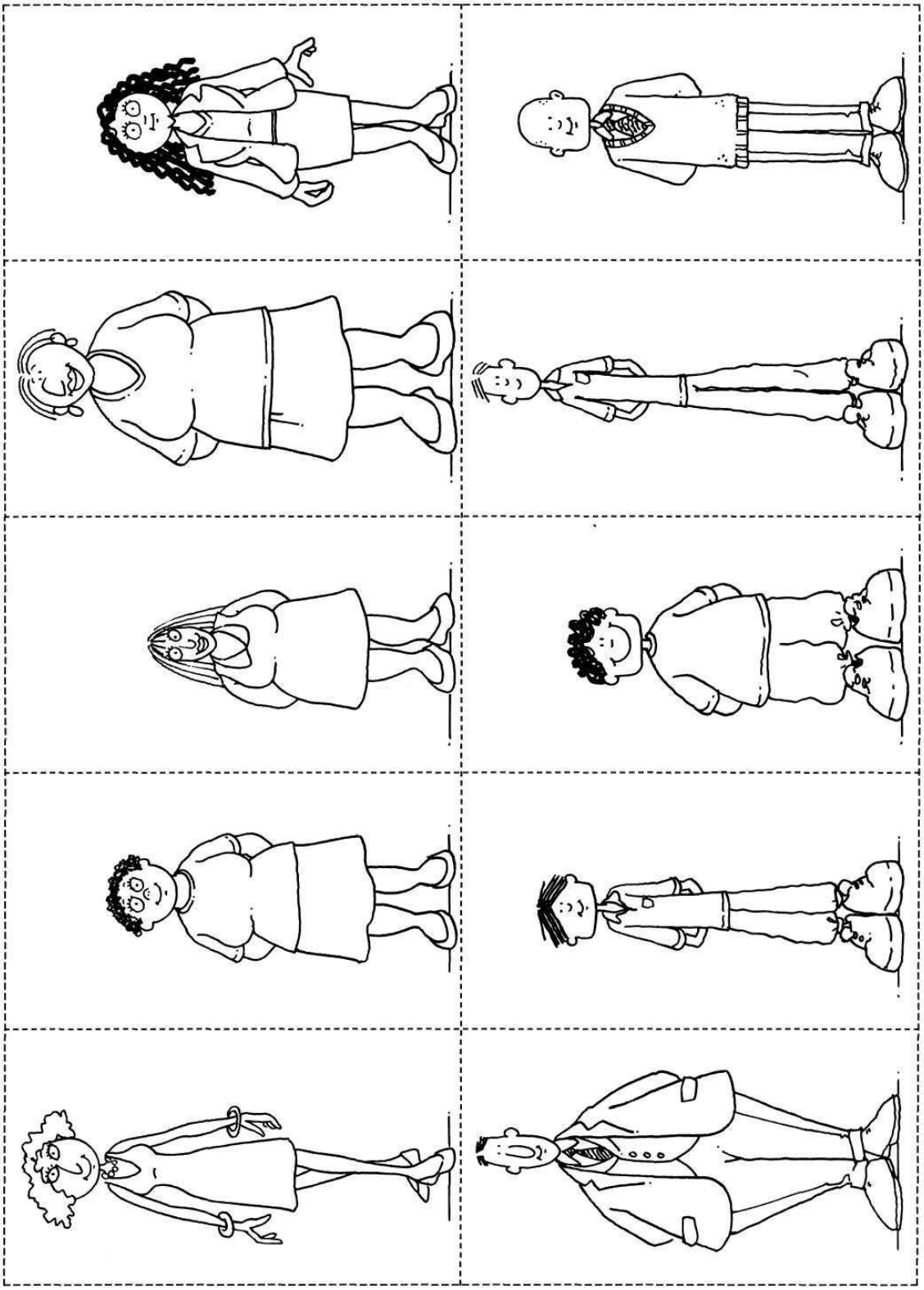
15 People

DREAM ROMANCE



15 People

AVAILABLE PARTNERS



№9 GLOSSARIY
GLOSSARY OF ENGLISH-RUSSIAN-UZBEK

Ablative	ablative kelishik	аблативный падеж
Absolute	absolyut, mustaqil	абсолютный
Abstract	Мавхум	отвлечённый
Accent	ургу, акцент	ударение акцент,
Active Auxiliary verb	Faol, aniq Узлаштирма суз	Действительный Падежное окончание
Anaphora	Анафора	Анафора
Anaphoric	Анафорик, курсатиш	Анафорический, указательный
Animate	Жонли	Одушевлённый
Animate nouns	Жонли отлар	Одушевлённое имя существительное
Antithesis	Антитеза зид	Антитеза
Antonym	Антоним,	Антоним
Apostrophe	Апостроф	Апостроф
Applied	Амалий	Прикладной
Applied linguistics	Амалий тилшунослик	Прикладное языкознание
Apposition	Изохловчи	Приложение
Archaic	Архаик, кадимий	Архаический
Archaism	Архаизм	Архаизм
Area	Ареал (худуд)	Ареал
Arcal linguistics	Ареал (худуд) тилшунослик	Ареальная лингвистика
Article	Артикл	Артикль
Artificial (language)	Суъний (тиллар)	Искусственные (языки)
Aspect	Аспект	Вид
Assimilation	Ассимиляция	Ассимиляция
Assumptive	Тахминий	Предположительный
Attribute	Аникловчи	Определение
Auxiliary	Ёрдамчи	Вспомогательный
Auxiliary verb	Ёрдамчи феъл	Вспомогательный глагол
Baby-word	Болалар тили	Детский язык
Base	Асос	База
Basic	Асосий	Основной База
Basis	Асос	База
Bilingualism	Икки тиллик	Двуязычие
Bilateral	Икки томонлама	Двусторонний
Binary	Бинар, икки томонлама	Бинарный
Borrowed word	Узлаштирма суз	Заимствованное

Borrowing	Узлаштириш	Заимствование
Caique	Калька	Калька
Cardinal number	Санок сон	Количественное числительное
Dative	Датив келишик	Дательный падеж
Dead language	Улик тил	Мёртвый язык
Declension	Турланиш	Склонение
Definite	Аник	Определённый
Definite article	Аник артикл	Определённый артикль
Degree of comparison	Сифат даражаси	Степень сравнения
Deictic	Дейктик, курсатиш	Дейктический
Deictic function	Курсатиш функцияси	Дейктическая фуркция
Demonstrative pronoun	Курсатиш олмошлари	Указательное местоимение
Dependent	Тобе	Зависимый
Derivation	Суз ясаш	Деривация
Determinative	Аникловчи	Определительный
Determining	Аникловчи	Определяющий
Diachrony	Диахрония, тарихий	Диахрония
Dialect	Диалект, шева	Диалект
Differentiation	Фарклаш	Расподобление
Direct	Воситали	Прямой
Direct object	Воситали тулдирувчи	Прямое дополнение
Discourse	Нутк	Речь
Disjunctive	Ажратувчи	Разделительный
Distributive	Дистрибутив	Дистрибутивный
Double	Жуфт	Двойной
Dual number	Иккилик сони	Двойственное число
Duration	Давомийлик	Длительность
Durative	Давомий	Длительный
Exclusive	Пасаювчи	Нисходящий тон
Expression	Пасаювчи	Нисходящий

Expressive	Интонация	Экспрессивный
Family of languages	Тиллар оиласи	Семья языков
Grammar	Грамматика	Грамматика
Grammatical	Грамматика оид	Грамматический
Grammatical analysis	Грамматик тахдил	Грамматический анализ
Grammatical categories	Грамматик категориялар	Грамматические категории
	Грамматик жинс	Грамматический род
Grammaticalisation	Грамматикапаштириш	Грамматикализация
Haplology	Гаплология	Гаплология
Harmony	Гармония, мое келиш	Гармония
Heterogeneous	Турдош булмаган	Разнородовое
Heterosyllabic , Historic (al)	Турли бугинтурлари	Гетеросиллабический
	Тарихий	Исторический
Historical grammar	Тарихий грамматика	Историческая грамматика
Homonym	Омоним	Омоним
Impersonal	Шахси ифодаланмаган	Неличный
Inanimate	Жонсиз	Неодушевлённый
Inanimate noun	Жонсиз от	Неодушевлённое имя
		существительное
Open	Очик	Открытый
Open syllable	Очик бугин	Открытый слог
Opposition	Оппозиция	Противопоставление
Oral	Огзаки	Разговорный
Progressive	Давом этувчи харакат	Прогрессив
Pronoun	Олмош	Местоимение
Proper name	Атокли от	Собственное имя
Prosody	Просодия	Просодия
Qualitative stress	Сифат ургуси	Качественное ударение
Quality	Сифат	Качество
Quantitative stress	Микдор ургуси	Количественное ударение
Quantity	Микдор	Количество
Reciprocal	Биргалик	Взаимный

Reduced form	кискартарилган шакл	Редуцированная форма
Reduction	Редукция	Редукция
Redundance t Redundant	Ошик, к^п	Избыточное
Root	Узак	Корень
Rule	Коида	Правило
Script	Ёзув	Письменность
Secondary stress	Иккинчи даражали ургу	Второстепенное ударение
Secondary tenses	Иккинчи даражали замонлар	Вторичные времена
Sentence	Гап	Предложение
Sentence stress	Гап ургуси	Фразовое ударение
Sequence of tenses	Замонлар мослашуви	Согласование времён
Synonymy	Синоним	Синоним (ия)
Syntactic,	Синтактик	Синтаксический
Syntactical	Синтаксисг а оид	Синтаксический
Syntax Synthesis	Синтаксис	Синтаксис
Synthetic (languages)	Синтез	Синтез
System	Синтетик тиллар	Синтетические языки
Temporal	Сузлар	
Tendency	Тафтология, кайтариш	Тафтология
Tense	Замонга хос	Временной

№10 REFERAT MAVZULARI

I Modul (Vocabulary)
Idioms describing people
Uzbek and English traditions and customs:difference and similarities
Eating habits
At the doctor’s
Translating a newspaper article
My home town
Interview with a show business star
At the restaurant/ At the shop

II Modul (Grammar in context)
Kinds of noun according to its structure
Conjunctions and interjection
Primary and secondary parts of speeech
Relative clauses
Kinds of questions & short answers
Modal verbs and their equivalents
Non-finite forms oft he verb
Conditionals and wish sentences

11 ADABIYOTLAR RO'YXATI

Tavsiya etilayotgan adabiyotlar ro'yxati

Asosiy adabiyotlar:

1. McCarthy, M. and O'Dell, F. (1999) English Vocabulary in Use - Elementary.Cambridge:
2. McCarthy, M. and O'Dell, F. (2004) English Phrasal Verbs in Use. Cambridge:CUP
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4. Thomas, B.J. (1986) Intermediate Vocabulary. Harlow: Longman
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9.English Grammar in Context pre-interm & interm-Macmillian
10. English Grammar in Context Advanced-Macmillian
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15. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - T.: Филолог, 2004
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2. www.bbc.co.uk/radio
3. www.climatercrisis.net
4. www.friendsunited.co.uk.
5. www.encyclopedia.com
6. http: //wikipedia.org
7. http: // info.britannica.co.uk

Qo'shimcha internet saytlari:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. http://www.learnenglish.org.uk/
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11. http://www.channel4.com\learning\
12. http://www.better-english.com\exerciselist.html
13. http://www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. http://www.englishclub.com\index.htm
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TAQRIZ

Pedagogika oily o’quv yurtlari bakalavr yo’nalishida tahsil olayotgan talabalar uchun “Til aspektlari amaliyoti” fanidan o’quv uslubiy majmua, Navoiy 2014 yil, 162 bet.

Ushbu “Til aspektlari amaliyoti” fanidan yaratilgan o’quv-uslubiy majmuada amaliy mashg’ulotlarni o’rganish bo’yicha bakalavr ta’lim yo’nalishlari uchun o’quv fan dasturi, ishchi dastur, ta’lim texnologiyalari, ko’rgazmali taqdimot slaydlari va tarqatma materiallar, test savollari,davlat ta’lim standartlari va boshqalar jamlangan.

Mazkur o’quv-uslubiy majmuada hozirggi zamon “Til aspektlari amaliyoti” fanining dolzarb masalalari: talabalarga nutq mavzulari doirasida o’rganilgan til materiali (leksika, grammatika, talaffuz) asosida nutq faoliyati yuritish (gapirish, tinglab tushunish, o’qish, tarjima, yozuv)ni o’rgatish; talabalarni tili o’rganilayotgan mamlakatlar va vatanimizga oid mamlakatshunoslik, madaniyatshunoslik ijtimoiy-siyosiy xarakterdagi foydali ma’lumotlar bilan qurollantirish; ingliz tilida reseptiv (tinglab tushunish va o’qib tushunish) va reproduktiv (gapirish va fikrni yozma bayon etish) tarzida o’zgalar nutqini tushuna olish va o’z fikrini bayon eta olish malakasini singdirish; talabalardan fan dasturida berilgan amaliy mashg’ulotlarni o’rganishlari hamda mavzularni chuqurlashtirilgan holda o’rganilishi ko’zda tutilgan.

Mazkur o’quv-uslubiy majmua oliy o’quv yurtlari talabalari uchun tavsiya etiladi. Shu bilan birga o’quv-uslubiy majmuadan o’qituvchilar, ilmiy xodimlar, aspirant va tadqiqotchilar, respublikamizda mamlakatlararo muloqot va mamlakatshunoslik sohasida olib borilayotgan ilmiy tadqiqotlarga qiziquvchilar foydalanishlari mumkin.

Taqrizchi: **Ingliz tili leksikasi kafedrasi o’qituvchisi Z.D.Erdanov**

№17 Mualliflar haqida ma’lumot

МАЪЛУМОТНОМА

Очилова Нафиса Усмановна

2014 йил 27 январдан:

Навоий давлат педагогика институти Хорижий тиллар факультети Инглиз тили лексикаси кафедраси ўқитувчиси

Туғилган йили:
11.12.1984 й

Туғилган жойи:
Навоий вилояти, Навоий шаҳри

Миллати:
ўзбек

Партиявийлиги:
йук

Маълумоти:
олий

Тамомлаган:
2005 йил, .Навоий давлат педагогика институти (кундузги бўлим)
2007 йил, Бухоро давлат университети(кундузги бўлим)

Маълумоти бўйича мутахассислиги: инглиз тили ва адабиёти ўқитувчиси

Илмий даражаси:
йўқ

Илмий унвони:
йўқ

Қайси чет тилларини билади:
рус тили, инглиз тили

Давлат мукофотлари билан тақдирланганми (қанақа):
йўқ

Халқ депутатлари, республика, вилоят, шаҳар ва туман Кенгаши депутатими ёки бошқа сайланадиган органларнинг аъзосими (тўлиқ кўрсатилиши лозим):
йўқ

МЕҲНАТ ФАОЛИЯТИ

2001-2005 йй.- Навоий давлат педагогика институти талабаси

2005-2005 йй.- Навоий шаҳридаги 17-сонли ўрта мактабнинг инглиз тили фани ўқитувчиси

2005-2007йй.- Бухоро давлат университети магистри

2005-2007йй.- Навоий шаҳридаги 23-сонли ўрта мактабнинг инглиз тили фани ўқитувчиси

2007-2011йй.- Навоий кончилик коллежи инглиз тили фани ўқитувчиси

2011-2014йй.- Навоий кончилик коллежи инглиз тили фани катта ўқитувчиси

2014- ҳ.в Навоий давлат педагогика институти инглиз тили фани ўқитувчиси

Очилова Нафиса Усмановнанинг яқин қариндошлари ҳақида

МАЪЛУМОТ

Қариндош-лиги	Фамилияси, исми ва отасининг исми	Туғилган йили ва жойи	Иш жойи ва лавозими	Турар жойи
Отаси	Очилов Усман Хакимович	1954 йил, Бухоро вилояти Шофиркон тумани	Пенсияда	Навоий шаҳри М.Торобий кўчаси 129-уй 3-хонадон
Онаси	Қаршиева Зумрад Нарзиевна	1955 йил, Бухоро вилояти Шофиркон тумани	Пенсияда	Навоий шаҳри М.Торобий кўчаси 129-уй 3-хонадон
Опаси	Очилова Юлдуз Усмановна	1978 йил, Навоий вилояти Навоий шаҳри	Навоий кончилик коллежи технология бўлими мудири	Навоий шаҳри Меъморлар кўчаси 39-уй 141-хонадон
Опаси	Очилова Феруза Усманавна	1979 йил, Навоий вилояти Навоий шаҳри	3-сон оилавий поликлиника ҳамшираси	
Синглиси	Очилова Мадина Усмановна	1990 йил, Навоий вилояти Навоий шаҳри	Навоий давлат педагогика институти талабаси	Навоий шаҳри М.Торобий кўчаси 129-уй 3-хонадон
Турмуш ўртоғи	Тўхтаев Дилшод Шамсиддинович	1984 йил, Навоий вилояти Навоий шаҳри	Фуқаролик жамияти шаклланишини мониторингқилиш мустақил институти Навоий вилояти ҳудудий бўлинмаси катта мутахассиси	Навоий шаҳри Ғалаба шоҳ кўчаси 159-уй 11-хонадон
Қизи	Шамсидинова Нодирабегим Дилшод қизи	2009 йил, Навоий вилояти Навоий шаҳри	№26-МТМ тарбияланувчиси	Навоий шаҳри Ғалаба шоҳ кўчаси 159-уй 11-хонадон
Қизи	Шамсидинова Севинч Дилшод қизи	2013 йил, Навоий вилояти Навоий шаҳри	Уй тарбиясида	Навоий шаҳри Ғалаба шоҳ кўчаси 159-уй 11-хонадон
Қайнотаси	Тўхтаев Шамсиддин Олимович	1956 йил, Смарканд вилояти Оқтош шаҳри	Пенсияда	Зарафшон шаҳри 3-кичик ноҳия 29-уй 24-хонадон
Қайнонаси	Расулова Райхон Саматовна	1958 йил, Навоий вилояти Навоий шаҳри	Пенсияда	Зарафшон шаҳри 3-кичик ноҳия 29-уй 24-хонадон

Маълумотнома тўлдирилган сана ***27.01.2014 йил***

№18 Foydali maslahatlar

1. Learning a language, like learning to type or play the piano, is a question of developing a quick reflex.
2. A language reflex comes from the mouth not from the brain. The student must learn to speak and understand without thinking. A pianist does not have time to think where to put his fingers.
3. Quick reflex can only be developed by mechanical repetition. If the student repeats everything many times he will finish his studies much more quickly. He must do a complete revision of the material every now and then.
4. It is not important for the student to understand a question the I-st time he hears it or to understand exactly what he himself is saying. Everything must be repeated a great number of times until he is able to understand it without difficulty. The teacher should revise each lesson about 4 or 7 times.
5. Learning a language at the initial stages is not an intellectual activity. The student must not worry if he finds it difficult to learn. It does not mean he lacks intelligence.
6. **Ear, mouth, eye, hand**

   A student should learn a new language as he learnt his own one, when he was a child. First he **hears the** word, after that he **pronounces** it, then he **reads** it and finally he **writes** it. He must write after he has begun to think in English.
7. Speaking a language is a mechanical action. When a person speaks he does not think about **how** he is speaking, only about **what** he is saying.
8. There are more than half-million words in English. It is important to remember 1000 the most common words like "come, go, black, white, quickly, slowly", words that are used hundreds of times every day and to use these words quickly without thinking. They form the basis of the language. If you open any book at any page you will see that 90% of the page consists of these 1000 words.
9. If the student masters a vocabulary of 2000 words he either wants to stop studying or he becomes impatient to use what he knows. If he stops at this point he will not speak comfortably. One of the great enemies of leaning is impatience. If the student is patient he is a success.
10. A language is normally spoken at 230 words a minute. Many teachers teach at about only 100 words a minute.
11. Student must copy the meaning of the words into his own vocabulary and learn them. It will speed up his learning a language.

№19 NORMATIV HUJJATLAR

Ў З Б Е К И С Т О Н Д А В Л А Т С Т А Н Д А Р Т И

Ўзбекистон узлуксиз таълимининг
Давлат таълим стандартлари

Олий таълимнинг Давлат таълим стандарти

5111400 – Хорижий тил ва адабиёти (инглиз тили) таълим йўналиши бўйича бакалаврларнинг тайёргарлик даражаси ва зарурий билимлар мазмунига қўйиладиган

ТАЛАБЛАР

5 *5111400 – Хорижий тил ва адабиёти (инглиз тили)* таълим йўналиши бўйича бакалавр компетентлигига қўйиладиган талаблар

5.1 ***5111400 – Хорижий тил ва адабиёти (инглиз тили)*** таълим йўналиши бўйича битирувчи қуйидаги **умумий малакавий компетенцияларга** эга бўлиши лозим:

а) умумий малакавий компетенциялар:

- интеллектуал, маданий, ахлоқий, жисмоний ва касбий ўз-ўзини ривожлантириш ва такомиллаштириш йўналишига кўра ва амалга ошира олиш;
- тарихий мерос ва маданий анъаналарга ҳурмат билан муносабатда бўлиш, ижтимоий ва маданий тафовутларни бағри кенглик билан қабул қила олиш;
- тарихий жараённинг ҳаракатлантирувчи кучлари ва қонуниятларини; тарихда зўравонликнинг роли, инсоннинг тарихий жараёндаги, жамиятнинг сиёсий тузилишидаги ўрнини тушуна билиш;
- дунёқараш, ижтимоий ва шахсий аҳамиятга эга бўлган фалсафий муаммоларни тушуниш ва уларнинг таҳлил қилиш;
- ўз фаолиятида меъёрий-ҳуқуқий ҳужжатлардан фойдалана билиш;
- ахлоқий ва ҳуқуқий меъёр ҳамда мажбуриятларни ҳисобга олгани ҳолда мақсадга эришиш йўлида қатъиятни намоён қилиш;
- оғзаки ва ёзма ҳамда фикрлаш маданиятига асосли, аниқ баён қилиш қобилиятини эгаллаш;
- тўпланган тажрибани танқидий қайта англаш, зарур ҳолларда ўз касбий фаолият тури ва характерини ўзгартира олиш;
- ҳаётий фаолият хавфсизлиги шароитларини умумий баҳолай олиш, ишлаб чиқариш ходимлари ва аҳолини тасодифий ҳалокат, табиий офатлардан ва замонавий қурол воситаларини қўллаш оқибатларидан ҳимоя қилиш, уларнинг асоратларини бартараф қилиш бўйича чора-тадбирларни қўллай олиш;
- инсоннинг бошқа инсонга, жамиятга, атроф-муҳитга муносабатини белгиловчи ҳуқуқий ва маънавий мезонларни билиши, касб фаолиятида уларни ҳисобга ола билиши;
- замонавий ахборотлашган жамиятда ахборотнинг моҳияти ва аҳамиятини тушуниш бу жараёнда юзага келадиган таҳдид ва хавфларни англай олиш, ахборот хавфсизлиги бўйича асосий талабларга риоя қилиш, жумладан давлат сирини сақлаш;

- ахборотни олиш, сақлаш, қайта ишлашнинг асосий метод, усул ва воситаларини эгаллаш, ахборотни бошқариш воситаси сифатида компьютер билан ишлаш кўникмаларига эга бўлиш;

- глобал компьютер тармоқларида ахборот билан ишлаш қобилиятига эга бўлиш;

- ишлаб чиқариш ходимлари ва аҳолини тасодифий ҳалокат, табиий офатлардан ҳимоя қилишнинг асосий методларини эгаллаш;

- жисмоний тарбия ва саломатликни мустаҳкамлашнинг мустақил, методик жиҳатдан тўғри воситаларини эгаллаш, тўлақонли ижтимоий ва касбий фаолиятни таъминлаш учун жисмоний тайёргарликнинг зарур даражасига эришишга тайёр бўлиш.

б) касбий компетенциялар, жумладан:

коммуникатив компетенция (лаёқат) шакллантирилади, яъни: тил материалини танлаш, методик ташкил қилиш, ундан мулоқот вазиятида фойдаланиш; тил аспектларини нутқий фаолият (матн)да ўзлаштириш; оғзаки (тинглаб тушуниш ва гапириш) ва ёзма (ўқиш ва ёзув) нутқий хусусиятларни фарқлай олиш; гапиришда монолог ва диалог юрита олиш ва бошқаларга уларни ўргата олиш; нутқнинг ушбу икки шаклида тайёрланган ва тайёрланмаган оғзаки нутқни эгаллаш ва ўргата олиш; ўқиш турлари (танишув, ўрганув, кузатув ўқиш)ни эгаллаш ва уларни ўргата олиш; аслиятдаги (аутентик) ва тузилган (ясама) матнни ўқиб ахборот олиш кабиларни ***билиши керак;***

- коммуникатив лаёқат қуйидагилардан ташкил топади: лингвистик (тил билими), дискурсив (нутқий билим, кўникма ва малака), ижтимоий-маданий (social and cultural knowledge) ва стратегик (компенсатор-нутқий вазиятни ҳис этиш) билимлар;

- ***лингвистик билим*** тилнинг фаолият сифатида қўлланилиш қоидаларини билиш, яъни уни система мақомида ўзлаштириш орқали ўрганилаётган тил ҳақидаги билимларга эга бўлиш, шу билан бирга, унинг лексик, грамматик, фонетик ҳодисаларини яхлит тарзда эгаллаш ва нутқий объект (ўқиш ва тинглаш матнлари)ни идрок этиб тушуниш ва нутқий ҳосила (гапириш ва ёзув)ни эркин ярата олиш кабиларни тақозо этади;

- ***дискурсив билим***да талаба тил ва нутқ материалини фарқлай олиш, яъни тил билими, нутқий кўникма ва малакани ўзлаштириш назарда тутилади. Билим, кўникма ва малакадан ҳам коммуникатив, ҳам профессионал фаолиятда фойдалана олиш талаб этилади. Нутқий вазиятда тил воситаларини эркин қўллаш, тасвирлаш, ҳикоя қилиш, мулоҳаза юритиш, ўз фикрини баён қилиш (монолог), ўзгалар нутқини идрок этиб тушуниш, чет тилдаги матн мазмунини мукаммал пайқай олиш каби кўникмаларга эга бўлиши керак;

- ***ижтимоий-маданий соҳага оид билим*** коммуникатив ва профессионал фаолиятни юрита олиш билимлари ва малакаларини эгаллаш орқали миллий маданий хослик, жумладан, маданиятлараро мулоқот ҳодисаларини, вербал (сўз ёрдамида) ва новербал (имо-ишора, ҳатти-ҳаракат орқали) фикр алмашиш муомаласини билиш кабилардан ташкил топади;

- ***стратегик лаёқат***га эга бўлиш туфайли талаба турли коммуникатив вазифаларни ҳал қилиш чоғида мақбул усулларни билиши керак. Жумладан, мулоқот вазиятига қараб, уни давом этиш, ташаббус кўрсатиш, тўхтатиш, вазиятга муносиб ҳатти-ҳаракат ёки имо-ишоралар ёрдамида маънодор ва ўринли ҳаракатлар қилиш, вазиятдаги ўз ролини билиш кабиларни ўз ичига олади;

- ***профессионал-адаптив*** (касбий-мослашув) ***лаёқатга*** зикр этилган лингвистик, дискурсив, ижтимоий-маданий билимларни ўзлаштириш орқали эришилади.

– ***метод ва технологияларни ўқув жараёнига татбиқ этиш бўйича:*** анъанавий ва ноанъанавий методлар, илғор таълим технологияларни фан ва мавзуларни ўргатиш вақтида танлай олиш, ўз фанида метод ва технологияларни ижодий қўллай олиш, фактларни таҳлил қилиш, умумлаштириш, шу асосда хулоса чиқара олиш;

– ***илмий-методик ишларни амалга ошириш бўйича:*** ҳар бир мавзунинг илмий-назарий, илмий-методик, психологик хусусиятларини ёрита олиш, ўқитишнинг илмий асосларини таҳлил қилиб бориш, методик бирлашмаларда умумий ўрта таълим мактаблари, ўрта махсус, касб-ҳунар таълими мазмунида фаннинг ўрнини белгилай олиши

ва унинг илмий муаммолари бўйича педагогик ўқишларда лекциялар ўқиш, умумий ўрта таълим мактаблари, академик лицей ва касб-ҳунар коллежларида дифференциал таълимни йўлга қўя олиш, ўқув жараёни билан боғлиқ барча ҳужжатларни юрита олиш;

– ***маънавий-маърифий ишлар бўйича:*** ҳар бир ўқувчининг руҳий, аҳлоқий ҳолатини билиш, якка тартибда ўқувчилар билан ва гуруҳ билан ишлай олиш, маънавий-маърифий ишларни режалаштира олиш, уни ташкил этиш методикасини эгаллаш, ўқувчилар онгига миллий истиқлол ғоясини сингдириш, диний экстремизмга қарши иммунитетни юзага келтириш метод ва технологияларини билиш;

– ***ўқув жараёнини ташкил этиш ва бошқариш бўйича:*** дарс типларини билиш ва уларни мақсадга мувофиқ ташкил этиш, ўқув режа ва фан дастури, тематик режани тайёрлай олиш, таълим муассасаси методик бирлашмаси ишини режалаштириш ва раҳбарлик қила олиш, дарс жадвалининг тузилиш тамойилларини билиш, таълим муассасасига раҳбарлик қилишни **билиш керак.**

Касбий маҳорат бўйича ўз билими ва кўникмасини эгаллаган лавозимида мустақил фаолият кўрсатиш талабларига ва касбий лаёқат талабларига **жавоб бериши керак.**

5.2 Таълим дастурлари бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

Инглиз тили ўқитиш методикаси

Бакалавр:

– чет тилни ўқитиш методикаси педагогик фан сифатида;

– чет тил ўқитиш методикасини филологик ва бошқа фанлар билан алоқаси;

– чет тили ўқитиш методикасининг ривожланиш босқичлари;

– Ўзбекистон ва хорижий мамлакатларда чет тил ўқитиш методикасининг ривожланиши ***тўғрисида тасаввурга эга бўлиш;***

– умумий ўрта таълим тизимида чет тил ўқитиш мазмуни;

– ўрта махсус ва касб-ҳунар таълимида чет тил ўқитиш мазмуни;

– чет тил ўқитиш принциплари;

– чет тил ўқитиш методлари, технологиялари ва воситалари;

– чет тил машғулотлари турлари;

– машқларнинг турлари;

– машқ бажариш изчиллиги;

– чет тилда нутқ фаолияти турларини ўргатиш;

– фонетика, лексика, грамматика ва талаффузни ўргатиш методикаси;

– чет тиллар бўйича дарсдан ташқари ишларни ташкил этишни ***билиши кўникма ҳосил қилиши ваамалда фойдалана олиши;***

– чет тил дарсларини ташкил этиш;

– ўқувчилар билан индивидуал ва гуруҳда ишлай олиш;

– мустақил ишларни ташкил этиш;

– чет тил бўйича ўқувчилар билимини баҳолай олиш;

– йиллик, чорак режалари, план-конспект тузиш ***кўникмаларига эга бўлиши лозим***.

Тил тайёргарлик курси

Бакалавр:

– филология ва унинг фанлар тизимидаги ўрни;

– умумий филология ва инглиз филологиясининг тараққиёти;

– тилнинг жамият тараққиётидаги аҳамияти;

– таржима ва унинг халқаро муносабатлардаги аҳамияти;

– мамлакатшуносликнинг инглиз тили мутахассиси маънавий дунёсини бойитишдаги ўрни;

– адабиётнинг инсон маънавий такомилидаги аҳамияти;

– инглиззабон мамлакатлардаги адабий жараён;

– миллий адабиётнинг жаҳон адабиётини бойитишдаги ўрни ***тўғрисида тасаввурга эга бўлиши;***

– тилнинг структура элементлари ва системаси;

– тил ва ёзувнинг пайдо бўлиши;

– тилни ўрганиш методлари;

– жаҳон тилларининг таснифи;

– тилшунослик, роман-герман тилшунослиги тарихи;

– тил ва нутқ, тил ва тафаккур, тил ва ахборот муносабатлари;

– она тилининг фонетик, график, лексик ва грамматик структураси;

– инглиз ва она тилини қиёсий ўрганиш методлари;

– инглиз ва она тилининг ўхшаш ва фарқли хусусиятлари;

– тил типологияси;

– адабиётшунсликнинг асосий соҳалари ва объектлари;

– адабиёт – сўз санъати;

– адабиётда мазмун, шакл ва ғоя;

– адабиётда образ;

– бадиий асар концепцияси;

– бадиий тур ва жанрлар;

– адабиётда ижодий услублар;

– инглиз адабиётининг тарихий тараққиёти;

– рицарлик адабиёти;

– уйғониш давридаги Англия адабиёти;

– Англияда маърифатпарварлик адабиёти;

– Инглиз романтизми;

– Шотландия тарихий романлари;

– Америка романтизм адабиёти;

– XIX аср танқидий реализм адабиёти;

– реализм, неоромантизм, декадентлик адабиёти;

– АҚШ аболиционизм адабиёти;

– янги даврда адабиётнинг ривожланиш тенденциялари;

– инглиз адабиётининг хусусиятлари, адиблари ва адабиётнинг ривожланиш тенденциялари;

– таржима турлари;

– таржиманинг умумлингвистик назариялари;

– таржимага қўйиладиган талаблар;

– лексик, грамматик бирлик ва матн таржимаси;

– жанрлар бўйича таржималарга қўйиладиган талаблар;

– бадиий таржиманинг ўзига хос хусусиятлари;

– тили ўрганилаётган мамлакат тарихи;

– инглиззабон мамлакатлар адабиёти, тарихи, маданияти ва санъати;

– инглиззабон мамлакатларнинг табиий шароити, географияси, иқтисоди, сиёсатини ***билиши, кўникма ҳосил қилиши ва амалда қўллай олиши;***

– тилшуносликнинг асосий тушунчаларини амалда қўллаш;

– инглиз ва она тилини ўзаро қиёслай олиш;

– адабиёт назариясининг асосий тушунчаларини билиш;

– инглиз ва ўзбек/рус адабиётини филологик таҳлил қилиш;

– тили ўрганилаётган мамлакатлар ва Ўзбекистон тарихи, маданияти, географиясини қиёсий ўрганиш ***кўникмаларига эга бўлиши лозим***.

Инглиз тили курси

Бакалавр:

– инглиз тилининг ҳинд-европа тил оиласига мансублиги;

– инглиз тилининг халқаро муносабатлардаги ўрни;

– инглиззабон ва бошқа мамлакатларда инглиз тилининг ўрганилиши;

– инглиз тилининг тарихий тараққиёти;

– инглиз тили бўйича тилшунослик фанлари ва уларнинг ўзаро алоқаси ***тўғрисида тасаввурга эга бўлиши;***

– инглиз тилидаги нутқ фаолияти турлари;

– инглиз тилини ўрганиш манбалари;

– инглиз тилининг талаффуз нормалари, лексикаси ва сўзларнинг грамматик алоқалари;

– инглиз тили товуш тизими;

– инглиз тилида сўзнинг фонетик структураси;

– фонетик ва фонематик транскрипция;

– инглиз тили товушлари артикуляцияси ва акустикаси;

– унли ва ундош товушларнинг таснифи ва талаффуз хусусиятлари;

– инглиз тилида урғу ва интонация;

– инглиз тили грамматик қурилишининг ўзига хос хусусиятлари;

– инглиз тилидаги грамматик шакллар ва категориялар;

– сўз туркумлари;

– гапда сўзларнинг боғланиши;

– инглиз тилида содда, қўшма, кўчирма гапларни қўллаш механизмлари;

– инглиз тилидаги тиниш белгилари;

– инглиз тили тарихини даврлаштириш;

– герман тиллари ва ёзувлари;

– герман тилларининг фонетик хусусиятлари;

– қадимги, ўрта ва янги давр инглиз тилининг лексик, фонетик ва грамматик хусусиятлари;

– инглиз тили этимологияси;

– инглиз тилидаги лексиканинг қўлланиш имкониятлари;

– турғун сўз бирикмаларининг стилистик қўлланиши;

– морфологик ва синтактик стилистик имкониятлар;

– инглиз тилининг функционал услубларини ***билиши, қуникма ҳосил қилиши ва амалда қўллай олиши;***

– инглиз тилида талаффуз қилиш;

– инглиз тилида нутқ фаолияти турларини ўзлаштириш;

– инглиз тилининг стилистик имкониятларини фойдаланиш бўйича ***кўникмаларига эга бўлиши лозим***.

5.2.4 Ихтисослик фанлари блоки бўйича талаблар

Бакалавр:

– ихтисосликка мос таълим соҳасининг асосий илмий-методик муаммолари ва ривожининг истиқболини ҳамда уларнинг турдош соҳалар билан ўзаро алоқасини тушуниши;

– ихтисосликнинг муайян соҳаси билан боғлиқ бўлган асосий объектларни, ҳодиса ва жараёнларни билиши, уларни илмий-тадқиқ қилиш усулларидан фойдалана билиши;

– ўрганилаётган фан, метод ва технологияларга қўйиладиган илмий-методик талабларни таърифлаб беришни уддалаши, уларни амалга оширишнинг мавжуд илмий-методик воситаларини билиши керак.

Бакалавр ихтисослигига қўйиладиган муайян талаблар ихтисослик ўқув фанлари блокидаги ўқув фанларининг мазмуни бўйича олий таълим муассасаси томонидан ўзгартирилиши мумкин.

6 Таълим дастурининг мазмуни ва компонентлари

6.1. ***5111400 – Хорижий тил ва адабиёти (инглиз тили)*** таълим йўналиши бўйича бакалаврларни тайёрлаш таълим дастури таълимнинг кундузги шакли бўйича 4 йил ўқишга мўлжалланган бўлиб, қуйидаги вақт тақсимотига эга:

Назарий, амалий ўқитиш, шу жумладан: Жорий ва Якуний аттестациялар	136 ҳафта
Малакавий амалиётлар	15 ҳафта
Битирув малакавий иши	4 ҳафта
Жорий ва Якуний давлат аттестациялари	17 ҳафта
Таътиллар	32 ҳафта
Жами	**204 ҳафта**

6.2 Талаба ҳафталик ўқув юкламасининг максимал ҳажми 54 соат, шундан аудиториядаги ўқув юкламаси – 30 соатгача, қолган соатлар ҳажми мустақил таълим учун ажратилади.

6.3 Жорий ва якуний аттестацияларни ҳисобга олган ҳолда таълим дастурининг умумий ҳажми 4 йиллик ўқув даври учун 9288 соатни ташкил этади.

6.4 Таълим дастурини ўзлаштиришда бир қатор масалалар ёки интеграллаштирилган курслар муаммолари бўйича талабаларнинг мустақил таълими кўзда тутилади.

6.*5 5111400 – Хорижий тил ва адабиёти (инглиз тили)* таълим йўналиши бўйича таълим дастурининг зарурий мазмуни

Инглиз тили курси

6.5.3.12 Инглиз тили амалий курси (Оғзаки ва ёзма нутқи. Инглиз тили амалий фонетикаси. Инглиз тили амалий грамматикаси)

Инглиз тили оғзаки ва ёзма нутқи: Лексика қуйидаги нутқий мавзулар доирасида ўрганилади:

Танишиш. Саломлашиш. Ўзини таништириш. Суҳбатдошининг кимлигини сўраш. Ҳол-аҳвол-сўраш. Илтимос қилиш. Кечирим сўраш. Хайрлашиш.Миннатдорчилик билдириш. Мамнунлик, ҳайратланиш, рад этишни ифодалаш.

Оила. Оила аъзолари (таркиби). Қариндошлик муносабатлари. Оила аъзолари ёшлари. Таржимаи ҳол. Касб-кор. Меҳнат фаолияти. Инсон қиёфаси ва ички кечинмалари.

Яшаш шароити. Хонадон (ҳовли, хоналар, дала ҳовлиси). Ижара(ижарага қўйиш /уй олиш). Талабалар уйи.

Иш куни. Кундалик юмушлар. Талабанинг кун тартиби. Нонушта. Тушлик. Кечки овқатланиш. Машғулотлар. Дарсга тайёргарлик.

Овқатланиш. Миллий таомлар. Ичимликлар. Ошхона(хонадонда ва умумий овқатланиш муассасалари). Овқатланиш тарзи .

Хордиқ чиқариш. Дам олиш турлари. Маданий хордиқ (театр, кино, стадион, концерт, дискотека, музей, кутубхона, боғларга бориш). Сайр қилиш. Саёҳат. Бўш вақтлардаги машғулотлар (спорт, мутолаа , суҳбат, хобби ва б.).

Вақт. Соат. Ҳафта кунлари. Ойлар. Сана. Йил фасллари.

Мустақил Ўзбекистон. Миллий рамзлар: тамғаси, байроғи, мадҳияси. Мустақиллик куни. Конституция. Давлат тизими.

Меҳмондорчилик /мезбонлик. Меҳмонга таклиф қилиш. Меҳмон бўлиш. Мезбонлик қилиш. Дастурхон атрофида ўзини тутиш.

Байрам ва тантаналар. Миллий байрамлар (Ўзбекистон ва инглиззабон мамлакатларда байрамлар). Тантанали маросимлар (юбилей, туғилган кун, тўй-томошалар, учрашувлар ва ҳ.к.). Йиғилишлар ўтказиш.

Ёшлар ҳаёти. Қизиқишлар. Дўстлик. Ҳурмат. Севги. Келажак ҳақида ўйлар (Истиқбол режалари). Катталарга ва ногиронларга муносабат. Ўзаро муносабат. Эркак ва аёл муносабати. Авлод/аждодлар муносабати (ворислик). Баркамол авлод орзуси.

Кийим-бош. Миллий кийимлар. Замонавий кийиниш. Либослар кўриги (танлови). Кийим дўконлари.

Шаҳар ва қишлоқ. Диққатга сазовор жойлар. Ўзига хос удумлар. Транспорт ва коммуникация. Маиший хизмат. Кўнгил очар манзиллар. Таълим муассасалари. Корхона ва ташкилотлар.

Буюк алломалар. Турли соҳада ном қолдирган шахслар. Ҳозирги замон атоқли кишилари.

Тил ўрганиш. Тил билишнинг аҳамияти. Кўп тиллилик хосияти. Ўзга тилларни ўрганишга қизиқиш. Чет тилларни пухта эгаллаш. Таълимнинг техник воситалари. Чет тил таълимига оид меъёрий ҳужжатлар.

Инглиззабон мамлакатлар. Мухтасар тарихи. Географик шароити. Аҳолиси. Менталитет. Диққатга сазовор хусусиятлари, жойлари, анъаналари. Илм-фан, техника ва технология, адабиёт, санъат, маданият, саноати, қишлоқ хўжалиги, иқтисодиёти, сиёсий тузуми, табиий бойликлари.

Таълим тизими. Университет, институт, лицей, коллеж, мактаб, боғча. Касб танлаш. Кадрлар тайёрлаш миллий дастури. Замонавий информацион ва педагогик технологиялар. Илмий тадқиқот ишлари.

Инглиззабон мамлакатларга бориш. Боришга тайёргарлик кўриш, виза тизими. Жўнаш режалари, етиб бориш, жойлашиш. Транспорт воситалари. Университетда таҳсил олиш. Ҳаёт тарзига мослашиш. Почта, банк, савдо тизими. Ёдгорликлар. Реалийлар. Кундалик турмуш тарзи. Оммавий ахборот воситалари (газета, журнал, радио, телевизион). Интернет, эълонлар ва рекламалар.

Табиат. Табиий шароит. Иқлим. Об-ҳаво. Табиат қучоғида дам олиш. Табиат муҳофазаси. Оромгоҳлар ва сайргоҳлар.

Ўқитувчи. Замонавий ўқитувчи фаолиятига қўйиладиган талаблар. Инглиз тили ўқитувчисини тайёрлаш. Машҳур педагоглар. Устоз-шогирд тизими.

Медицина. Инсон саломатлиги. Тиббий хизмат. Дорихона. Тез ёрдам кўрсатиш.

Спорт. Спорт турлари. Оммавий спорт. Спорт мусобақалари. Олимпиадалар. Чемпионатлар. Машҳур спортсменлар.

Дин. Динлар (христиан, ислом, буддизм ва б.). Расм-русм. Қадриятлар (миллий, маҳаллий, минтақавий, умумбашарий).

Инглиз тили амалий фонетикаси:

инглиз тили товуш қурилиши ҳақида тушунча. Товуш ва ҳарф муносабати. Сўзнинг товуш ва ҳарфий таркиби. Фонологик бирикмалар, фонетик транскрипция ҳақида тушунча ва интонациянинг график тасвирлаш усуллари. Инглиз тилининг талаффуз нормалари. Нутқ аппарати ва товушларнинг ҳосил бўлишида унинг функциялари. Унли ва ундош товушларнинг ҳосил бўлиш хусусиятлари ва уларнинг таснифи. Инглиз тили унлилари – монофтонглари, дифтонглари ва ундошларнинг артикуляцияси. Нутқ оқимида унлилар ва ундошларнинг ўрнига ҳамда бирикувига кўра ўзгариши. Инглиз тилида бўғинга ажратишнинг хусусиятлари. Сўз урғуси. Интонация. Гапнинг интонацион-синтагматик жиҳатдан бўлиниши. Ритмик гуруҳ. Жумла урғуси ҳақида тушунча. Гапнинг коммуникатив турлари (дарак, ундов, сўроқ ва буйруқ)нинг интонацион қурилиши.

Инглиз тили амалий грамматикаси: Инглиз тили грамматик қурилиш (синтактик ва аналитик) турлари ҳақида умумий тушунча. Инглиз тили аналитик қурилишидаги тилдир. Инглиз тили грамматик қурилишининг ўзига хос белгилари.

морфология: инглиз тили сўз туркумларининг умумий тизими. Асосий ва ёрдамчи сўз туркумлари. Сўз туркумларига ажратиш принциплари. Грамматик (морфологик) категория ҳақида тушунча. Отнинг лексик-грамматик категориялари. Артикл тизими ва унинг асосий функциялари. Феълнинг грамматик категориялари. Шахс формалар. Феълнинг шахсда, сонда, замонда нисбат даражада тусланиши. Феъл майллари. Фелнинг ноаниқ шакллари (инфинитив, герундий, сифатдош). Модал феъллар. Сифатининг лексикграмматик турлари, даражалари, отлашуви. Соннинг тур ва даражалари. Олмош даражалари. Модал сўз, юкламалар, предлоглар. Уларнинг таснифи. Боғловчилар. Ундалмалар. Сўзларнинг синтактик боғланиши.

синтаксис: Сўзларнинг синтактик боғланиши. Гапларнинг коммуникатив турлари. Содда гап. Бош ва иккинчи даражали гап бўлаклари. Бир составли гап. Эллиптик гап. Боғланган қўшма гап. Эргашган қўшма гап. Эргашган қўшма гапларда феъл замонларининг нисбий қўлланилиш. Матнда содда, қўшма ва мураккаб қўшма гаплар. Тиниш белгилари. Тиниш белгиларнинг гапдаги семантик функциялари билан алоқаси. Инглиз тилида тиниш белгиларининг хусусиятлари.

6.5.3.13 Инглиз тилини ўқитишнинг замонавий технологиялари:

Умумий ўрта таълим мактаблари, академик лицейлар ва касб-ҳунар коллежларида инглиз тили таълимини такомиллаштиришнинг долзарб муаммолари. Инглиз тили ўқитувчиси инновацион фаолиятининг ўзига хос хусусиятлари. Инглиз тили таълими жараёнида академик лицейлар ва касб-ҳунар коллежлари ўқувчиларининг билиш фаолиятларини фаоллаштириш ва таълим самарадорлигини оширишга имкон берадиган технологиялар гуруҳи.

Инглиз тилини ўқитишда ҳамкорликда ўқитиш технологияси. Инглиз тили ўқитишда дидактик - ўйинли технологиялар. Инглиз тили таълимида анъанавий таълим технологиялари. Инглиз тили таълимида янги ахборот технологияларидан фойдаланиш. Инглиз тили таълимида мультимедия технологияларидан фойдаланиш.

9 Эслатма

9.1 Олий таълим муассасасига:

- ушбу стандартда назарда тутилган минимал мазмунни таъминлаган ҳолда талабанинг ҳафталик максимал юкламасини оширмасдан ўқув материалини ўзлаштиришга ажратилган соатлар ҳажмини ўқув фанлари блоклари учун 5% оралиғида, блокга кирувчи ўқув фанлари учун 10% оралиғида ўзгартириш;
- ўқув фанлари мазмунига, техника ва технологияларнинг ютуқларини ҳисобга олган ҳолда ўзгартиришлар киритиш ҳуқуқи берилади;
- Битирув малакавий иш мавзуси олий таълим муассасаси ректори томонидан расмийлаштирилади.

9.2 Курс ишлари муайян ўқув фаолиятининг бир тури сифатида қаралади ва ушбу ўқув фанини ўзлаштириш учун ажратилган соатлар доирасида бажарилади.

9.3 Давлат таълим стандартини билиш профессор-ўқитувчилар таркибини танлов асосида саралаш шартларидан бири ҳисобланади.

№20 BAHOLASH MEZONLARI

Baholash tartibi va mezonlari

Fan bo'yicha talabaning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda butun sonlar bilan baholanadi.

Ushbu 100 ball nazorat turlari bo'yicha quyidagicha taqsimlanadi:

yakuniy nazoratga – 30 ball;

joriy va oraliq nazoratlarga – 70 ball (fanning xususiyatidan kelib chiqqan holda 70 ball kafedra tomonidan joriy va oraliq nazoratlarga taqsimlanadi).

Talabaning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi namunaviy mezonlar tavsiya etiladi:

a) 86-100 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:

xulosa va qaror qabul qilish;

ijodiy fikrlay olish;

mustaqil mushohada yurita olish;

olgan bilimlarini amalda qo'llay olish;

mohiyatini tushunish;

bilish, aytib berish;

tasavvurga ega bo'lish.

Bulardan tashqari talabalarga mavzular yuzasidan talabalar va o'qituvchi tomonidan beriladigan qo'shimcha savollarga javob bera oladigan bo'lishi maqsadga muvofiqdir.

b) 71-85 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:

mustaqil mushohada yurita olish;

olgan bilimlarini amalda qo'llay olish;

mohiyatini tushunish;

bilish, aytib berish;

tasavvurga ega bo'lish.

v) 55-70 ball uchun talabaning bilim darajasi quyidagilarga javob berishi lozim:

mohiyatini tushunish;

bilish, aytib berish;

tasavvurga ega bo'lish.

g) quyidagi hollarda talabaning bilim darajasi 0-54 ball bilan baholanishi mumkin:

aniq tasavvurga ega bo'lmaslik;

bilmaslik.

Nazorat turlarini o'tkazish muddati

Oraliq va yakuniy nazorat turlari kalendar tematik rejaga muvofiq dekanat tomonidan tuzilgan reyting nazorat jadvallari asosida o'tkaziladi. Yakuniy nazorat semestrning ohirgi 2 haftasi mobaynida o'tkaziladi.

Joriy va oraliq nazoratlarda saralash ballidan kam ball to'plagan va uzrli sabablarga ko'ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat

turigacha, so’nggi joriy va oraliq nazoratlar uchun yakuniy nazoratgacha bo’lgan muddat beriladi.

Kasalligi sababli darslarga qatnashmagan hamda belgilangan muddatlarda joriy, oraliq va yakuniy nazoratlarni topshira olmagan talabalarga fakultet dekani farmoyishi asosida, o’qishni boshlaganidan so’ng ikki hafta muddatda topshirishga ruhsat beriladi.

Akademik qarzdor talabalarga semestr tugaganidan keyin qayta o’zlashtirish uchun bir oy muddat beriladi. Shu muddat davomida fanni o’zlashtira olmagan talaba, fakultet dekani tavsiyasiga ko’ra belgilangan tartibda rektorning buyrug’i bilan talabalar safidan chetlashtiriladi.

Talaba nazorat natijalaridan norozi bo’lsa, fan bo’yicha nazorat turi natijalari e`lon qilingan vaqtdan boshlab bir kun mobaynida fakultet dekaniga ariza bilan murojaat etishi mumkin. Bunday holda fakultet dekanining taqdimnomasiga ko’ra rektor buyrug’i bilan 3 (uch) a`zodan kam bo’lmagan tarkibda apellyatsiya komissiyasi tashkil etiladi.

V. Reyting natijalarini qayd qilish va tahlil etish tartibi

Talabaning fan bo’yicha nazorat turlarida to’plagan ballari semestr yakunida reyting qaydnomasiga butun sonlar bilan qayd qilinadi. Reyting daftarchasining “O’quv rejasida ajratilgan soat” ustuniga semestr uchun fanga ajratilgan umumiy o’quv yuklama soatlari, “Fandan olingan baho” ustuniga esa 100 ballik tizimdagi o’zlashtirishi qo’yiladi.
Talabaning saralash balidan past bo’lgan o’zlashtirishi reyting daftarchasiga qayd etilmaydi.

Har bir fan bo’yicha o’tkaziladigan nazorat turlarining natijalari guruh va professor-o’qituvchi jurnallari hamda qaydnomada qayd etiladi va shu kunning o’zida (nazorat turi yozma ish shaklida o’tkazilgan bo’lsa, 2 (ikki) kun muddat ichida) talabalar e`tiboriga etkaziladi.

Yakuniy nazorat natijalariga ko’ra fan o’qituvchisi talabalarning fan bo’yicha reytingini aniqlaydi, hamda reyting daftarcha va qaydnomaning tegishli qismini to’ldiradi.

1-ilova

“Til aspektlari amaliyoti” fanidan 2013-2014 o’quv yili uchun

REYTING JADVALI

(bakalavriat bo’yicha)

Jami soatlar-152 s: amaliy mashg’ulot- 152 s

Жорий назорат- 40 балл
ЖБ 1 ва ЖБ 3: Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари (портфолио, кундалик, проектлар, интервью ва роли ўйинлар) (Модул 1- **Vocabulary**);
ЖБ 2 ва ЖБ 4:Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари(Модул2-**Grammar in context**);
Оралиқ назорат- 30 балл
Матнга асосланган вазифалардан иборат турли методлардан фойдаланиб тузилган тест (матнларга асосланган машқлар: матнни тўлдириш,хатоларни аниқлаш ва ҳ.к.) (Модул 1-**Vocabulary**)
матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган грамматик тестлар (Модул 2-**Grammar in context**)
Якуний назорат- 30 балл
Модул 1 ва 2 учун матнга асосланган турли тест методларидан фойдаланиб тузилган тест.

	Reyting nazorat turlari va ularning soni	Reyting me'yorlari			
		Birligi uchun		Semester uchun	
		min	max	min	max
	Joriy baholash 40%=40 ball				
	Joriy nazorat #1 (Vocabulary)	5.5	10		
	Joriy nazorat #3 (Vocabulary)	5.5	10		
	Joriy nazorat #2 (Grammar in context)	5.5	10		
	Joriy nazorat #4 (Grammar in context)	5.5	10		
	Jami joriy ballar			22	40
	Oraliq nazorat 30 %=30 ball				
	Oraliq nazorat #1 (Vocabulary)	3.5	7		
	Oraliq nazorat #3 (Vocabulary)	4.5	8		
	Oraliq nazorat #2 (grammar in context)	3.5	7		
	Oraliq nazorat #4 (Grammar in context)	4.5	8		
	Jami oraliq ballar	-	-	16	30
	Yakuniy nazorat 30%=30 ball				
	Yakuniy nazorat	16	30	16	30