



O'ZBEKISTON RESPUBLIKASI  
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI  
TERMIZ MUHANDISLIK- TEXNOLOGIYA INSTITUTI  
O'ZBEK TILI VA ADABIYOTI KAFEDRASI



SAKBAYEVA VITALIYA VLADIMIROVNA

# TECHNICAL ENGLISH FOR ENGINEERING STUDENTS

(60730800-Yo'l muhandisligi (sohalar va faoliyat turlari bo'yicha),  
61040300- Yo'l harakatini tashkil etish, 61040100- Transport logistikasi  
(avtomobil transporti), 607125500 -Transport vositalari  
muhandisligi,60710700- Texnologik jarayonlar va ishlab chiqarishni  
avtomatlashtirish va boshqarish, 60720700- Texnologik mashinalar va  
jihozlar (Tarmoqlar bo'yicha) ta'lim yonalishlari birinchi kurs talabalari  
uchun xorijiy (ingliz) tili fanidan **o'quv qo'llanma**)

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**Ushbu o‘quv qo‘llanma O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2024 yil 7-maydagi 149-sonli buyrug‘iga asosan nashrga tavsiya etilgan.**

**V.V.Sakbayeva**

“Technical English for Engineering students”

(“Muhandislik - texnologiya talabalari uchun Ingliz tili”).

O‘quv qo‘llanma: texnika oliy ta‘lim muassasalarning talabalari va mustaqil o‘rganuvchilari uchun

2024. **116-bet**

Ushbu o‘quv qo‘llanma o‘quv dasturida ko‘zda tutilgan, zamonaviy pedagogik texnologiyalar asosida yoritilgan "Xorijiy til" (ingliz tili) fanidan maxsus mavzular to‘plamidir. Qo‘llanmada tilga oid bo‘lmagan universitetlar talabalariga xorijiy tilni, bu holda ingliz tilini erkin muloqot darajasida o‘zlashtirishga yordam beradigan materiallar, shuningdek, mavzu materialini samarali o‘zlashtirish va mustahkamlashga qaratilgan mashqlar va grammatik materiallar, mustaqil o‘qish uchun mutaxassislik bo‘yicha, shuningdek, boshqa aktual mavzular bo‘yicha matnlar mavjud. Qo‘llanmaning muhim elementi matnlarga topshiriqlar, tinglash mashqlari, dars lug‘atlari, anketalar, shuningdek talabalarining chet tilini bilish uchun og‘zaki, yozma va nutq salohiyatini rivojlantirish bo‘yicha vazifalardir. Ushbu qo‘llanmada aqliy hujum, Insert, Klaster, munozara, debatlar, hamkorlikdagi tadqiqotlar va boshqalar kabi innovatsion texnologiyalar qo‘llanilgan.

Kitob ona tilida ta‘lim oladigan talabalar uchun mo‘ljallangan.

**Tuzuvchi: V.V.Sakbayeva** - Termiz muhandislik-texnologiya instituti O‘zbek tili va adabiyoti kafedrasi mudiri

**Taqrizchilar: N.E.Madalov**- Filologiya fanlari bo‘yicha falsafa doktori (Termiz davlat universiteti Ingliz tili va adabiyoti kafedrasi katta o‘qituvchisi)

**O‘.N.Sultonova** - Pedagogika fanlar doktori, professor o‘qituvchisi (Termiz muhandislik-texnologiya instituti).

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## KIRISH

Mamlakatimizda ta'lim tizimining modernizatsiya qilinishi, uni tarkibiy jihatdan qayta qurish, ta'lim, fan, texnika va texnologiyaning jahon miqyosidagi zamonaviy yutuqlarini inobatga olgan holda, o'qitish materiallarini yangilab borishni ko'zda tutadi. Bugungi kunda XXI asr globallashtirish jarayonida axborot – kommunikatsiya va internet asri jahon maydonida va dunyo bozorida tobora kuchayib borayotgan raqobatni ko'rishimiz mumkin. Bunday sharoitda inson kapitaliga yo'naltirilayotgan investitsiyalarning o'sishini hozirgi zamonda demokratik taraqqiyot, modernizatsiya va yangilanish borasida belgilangan maqsadlarga erishishda eng muhim qadriyat va hal qiluvchi kuch bo'lgan bilimli va intellektual rivojlangan avlodni tarbiyalash vazifasini doimo o'zining asosiy ustuvor yo'nalishlari qatoriga qo'yadigan davlatgina o'zini namoyon eta olishi mumkin.

Ushbu o'quv qo'llanma "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi O'zbekiston Respublikasi Prezidentining 2019 yil 8 oktabrdagi № 5847-sonli Farmonida, hamda "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi O'zbekiston Respublikasi Prezidentining, 2021 yil 19 maydagi PQ-5117-sonli qarorida keltirilgan muhim talablar inobatga olingan.

O'quv qo'llanmada Yo'l harakatini tashkil etish, Transport logistikasi, Transport vositalari muhandisligi, Texnologik jarayonlar va ishlab chiqarishni avtomatlashtirish va boshqarish, Texnologik mashinalar va jihozlar (Tarmoqlar bo'yicha) ta'lim yonalishlari birinchi kurs talabalarining xorijiy (ingliz) tili fanidan til ko'nikmalarini rivojlantirish bilan birga mazko'r fan kuyidagi ijtimoiy va kognitiv ko'nikmalarni rivojlantirishni maqsad kiladi:

- **xamkorlik:** talabalarga maqsadga erishish uchun birgalikda xarakat qilishni, jumladan, qo'shma loyixalar, uzaro takriz berish, guruxlarda ishlash orqali;
- **tadqiqotchilik:** mustaqil ravishda kerakli ma'lumotlarni va materiallarni izlash, shu jumladan, internet tarmog'i orqali kerakli ma'lumotlarni topish va saralash.

- **tanqidiy fikrlash:** qaror kabo'l qilish uchun mustaqil ravishda vaziyatni va muammoni taxlil qilish va baxolash;
- **muammoni xal etish:** qiyin va murakkab masalalarga yechim topish
- **ijodkorlik:** biror narsani yaratish uchun tasavvurdan foydalanish yoki asl g'oyalarni qo'llash (rolli uyinlar, posterlar, filmlar);
- **ta'lim olish ko'nikmalari:** ta'lim olishning turli metodlaridan xabardor bo'lish va til o'rganishning samarali strategiyalarini tanlash;
- **xilma-xillikni qo'llab-kuvvatlash va kadrlash:** auditoriya va auditoriyadan tashqaridagi reallikni tushunish, shu jumladan madaniyatlararo muloqot, ta'lim olishning chegaralangan imkoniyatlar va tusiqlar kabilardan xabardor bo'lish;
- **muloqot qilish ko'nikmalari:** muloqotni yanada samarali qilish va suhbatdoshlaringizni faol tinglash kobiliyatini oshirish;
- **ingliz tilini global til sifatida o'rganish:** ingliz tilini misoli sifatida muhimligini anglash.

# WARM UP!

DID YOU  
KNOW?



Some facts about  
English



## English

*is an official language in 83 countries, and is widely spoken in 55 other countries.*

### Interesting facts about English

- More English words begin with the letter "S" than any other letter of the alphabet.
- "I" is the oldest word in the English language.
- Approximately one new word is added to the English language every two hours.
- The dictionary grows by about 4,000 words a year.
- The most common letter in English is "e".
- The most common vowel in English is "e", followed by "a".
- The most common consonant in English is "r", followed by "t".
- Every syllable in English must have a vowel (sound). Not all syllables have consonants.
- The following sentence contains all 26 letters of the alphabet: "The quick brown fox jumps over the lazy dog."

Exercise 1. Match the words with their definitions.

|                 |  |
|-----------------|--|
| 1. foreign      | a. necessary or of great value   |
| 2. difficult    | b. to experience something that involves a change  |
| 3. language     | c. an intention or aim; a reason for doing something or for allowing something to happen                       |
| 4. important    | d. to learn about a subject, especially in an educational course or by reading books                           |
| 5. research     | e. not easy to deal with or understand   |
| 6. undergo      | f. to get better, or to make something better  |
| 7. purpose      | g. a period of time spent receiving or completing training at a job as a part of becoming qualified to do it   |
| 8. study        | h. Situated outside the one's own country  |
| 9. improve      | i. skill in, understanding of, or information about something, which a person gets by experience or study      |
| 10. internship  | j. a system of communication used by people living in a particular country                                     |
| 12. participate | k. the process of getting knowledge or skill from doing, seeing, or feeling things                             |
| 13. experience  | l. the cause of an event or situation, or something suggested as an explanation                                |
| 14. reason      | m. a detailed study of a subject, especially in order to discover new information or reach a new understanding |
| 15. knowledge   | n. to take part in or become involved in an activity   |

Exercise 2. Read the text about English and try to understand the main idea.

# Introduction

to



Before starting learning English, we should know what do we need English for.

English is thought to be one of the most important languages in the world. There are many reasons why English is so important. One of the reasons is that English is spoken as the first language in many countries. There are 104 countries where English is spoken as the first language.

Even in countries where English is not the native language, people use it for business and tourism. English is used for these purposes in most countries. English is considered the business language. English is the official language of the United Nations. English is also the official language of airlines and airports. All airline pilots that fly to other countries must be able to speak English.

Knowledge of English will help you to keep up with the times, will give you the opportunity to conduct research in the field you are interested in, read foreign literature, write scientific articles, participate in international projects and competitions, improve your professional qualifications and undertake internships abroad, as well as follow the technological progress.

There are different kinds of English like British English, Canadian English and American English. These are not separate languages. They are dialects. A dialect is the way people in a particular place speak their



native language. In one place, people might have a name they like to use for something that is not used in another place. It is important to remember that any form of English that you learn is good. There are no better versions of English. There are only different ones.

Exercise 3. Answer the following questions according to the text.



Exercise 4. Read the following sentences. Are they TRUE or FALSE? Write T or F.

1. English is thought to be one of the most important languages in the world T
2. English is considered the business language. \_\_\_\_\_
3. All airline pilots that fly to other countries must be able to speak German. \_\_\_\_\_
4. English doesn't have any dialects. \_\_\_\_\_
5. People can't have a name they like to use for something. \_\_\_\_\_
6. People use English for tourism and travelling. \_\_\_\_\_
7. If you know English you are able to conduct research abroad. \_\_\_\_\_
8. There are many versions and dialects of English. \_\_\_\_\_
9. Knowledge of English gives you an opportunity to keep up with the technological progress. \_\_\_\_\_
10. Russian is the official language of the United Nations. \_\_\_\_\_
11. Experience is the process of getting knowledge or skill from doing, seeing, or feeling things. \_\_\_\_\_
12. Research is a detailed study of something. \_\_\_\_\_
13. Language is a tool of communication. \_\_\_\_\_
14. People don't need to know any foreign language. \_\_\_\_\_
15. Knowledge of English is an opportunity to participate in international projects and competitions. \_\_\_\_\_

**English alphabet  
with transcription**

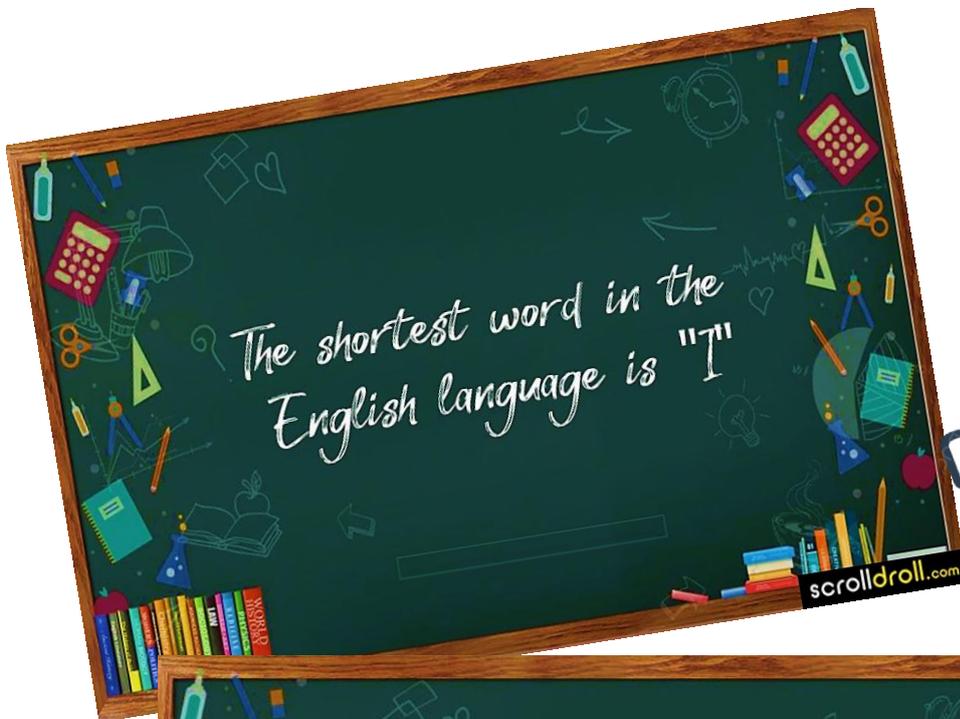


|                   |                       |
|-------------------|-----------------------|
| <b>A a</b> [eɪ]   | <b>N n</b> [en]       |
| <b>B b</b> [bi:]  | <b>O o</b> [ou]       |
| <b>C c</b> [si:]  | <b>P p</b> [pi:]      |
| <b>D d</b> [di:]  | <b>Q q</b> [kju:]     |
| <b>E e</b> [i:]   | <b>R r</b> [ɑ:]       |
| <b>F f</b> [ef]   | <b>S s</b> [es]       |
| <b>G g</b> [dʒi:] | <b>T t</b> [ti:]      |
| <b>H h</b> [eitʃ] | <b>U u</b> [ju:]      |
| <b>I i</b> [aɪ]   | <b>V v</b> [vi:]      |
| <b>J j</b> [dʒeɪ] | <b>W w</b> [ˈdʌblju:] |
| <b>K k</b> [keɪ]  | <b>X x</b> [eks]      |
| <b>L l</b> [el]   | <b>Y y</b> [waɪ]      |
| <b>M m</b> [em]   | <b>Z z</b> [zed]      |

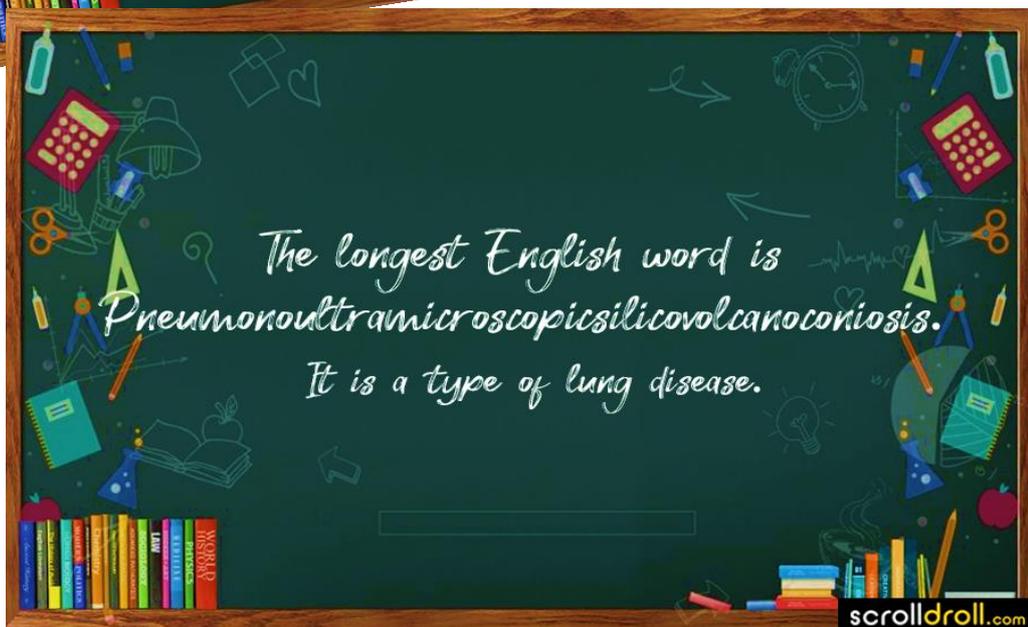


Exercise 5. Put the following words in alphabetical order:

English, foreign, native, speak, abroad, language, improve, vocabulary, business, youth, people, important, country, reasons, official, airlines, development, general, journeys, help, without, knowledge, qualifications, undergo, modern, remember, technical, visual



**DID YOU KNOW?** 



**Exercise 6. Do the following test about how you learn English and discuss the answers with your partner.**

# The Way I Learn English



(adapted from Luke Prodromov, *Mixed Ability Classes*. MEP, 1992)



**1. What do you do when you find an unknown word in a text?**

- a. ask the teacher
- b. use my dictionary
- c. guess it if I can
- d. ask the person next to me

**2. How do you note down new vocabulary?**

- a. I write it in my textbook
- b. I add it to a list in my notebook with a translation
- c. I write it down in a group with similar words
- d. I write it down with an example to show its meaning



**3. Which of the following do you find easiest?**

- a. listening
- b. speaking
- c. reading
- d. writing



**4. When you listen or read, do you**

- a. try to understand everything?
- b. just try to answer the questions in the book?
- c. try to get the general idea first?
- d. use the context to get a better idea of what the text is about?

**5. How do you like to learn grammar?**

- a. by learning the rules first and then practicing with examples
- b. by doing exercises first and then working out the rules
- c. by using the language to communicate
- d. by comparing English with my own language



**6. How do you like to work in class?**

- a. in pairs and groups
- b. repeating what the teacher says
- c. on my own
- d. talking to the teacher

**7. Out of class, do you do any of the following?**

- a. read English books and magazines
- b. listen to songs in English
- c. speak to people of other nationalities in English
- d. write to friends in English (email, IM programs, social networking websites etc.)



**8. When do you think the mother tongue should be used in class?**

- a. never
- b. to explain difficult words
- c. to explain the grammar
- d. when the teacher is giving instructions

**9. When you make a mistake, do you**

- a. feel embarrassed?
- b. want the teacher to correct you every time?
- c. try to correct yourself?
- d. try to learn from the mistake?

**10. How do you feel about tests?**

- a. they are very important
- b. they are not necessary
- c. they are a useful way of knowing if I have made progress
- d. they make me work harder



## SESSION 2. MEETING AND GREETING

# WARM UP!

**H**ow do people greet each other in different countries? A kiss, a hug, a handshake, a bow: there are many ways of greeting people. It depends on country, nationality, culture, gender, relations between people and many other things. Look at the picture and try to find which area do the following greetings belong to? Share ideas with your partner.



**Exercise 1. Work with your partner. Look at the following expressions and try to guess are they formal or informal. Divide phrases into two groups.**

Could everyone briefly introduce themselves?

Hi! Hey!

What's new?

Hello!

How are you?

What's going on?

Long time no see!

It's nice to meet you!

Please join me in welcoming...

What's up!

Good morning!  
Good afternoon!  
Good evening!

It's a pleasure to meet you!

Howdy!

Thank you all for coming

Greetings and salutations!

How are things?

I appreciate everyone for being here

Look! What the cat dragged in!



Exercise 2. Your friend is going to abroad. Help him make a list of phrases the English people use when introducing people. Give these questions to your groupmates and try to find out the information about them.

1. What is your name (first name)?
2. What is your surname (second)?
3. What is your full name?
4. What is your patronymic (middle name)?
5. How old are you?
6. Where were you born?
7. When were you born?
8. Where are you from?
9. What is your nationality?
10. What is your telephone number?
11. What is your address?
12. Are you married or single?
13. What are your future plans?
14. What is your hobby?
15. What do you want to be?



Exercise 3. Read the following paragraphs and match the headings with the paragraphs

|   |   |  |
|---|---|--|
| <p>1. Good morning,<br/>Good afternoon,<br/>Good evening</p>  | <p>2. How have you<br/>been?</p>                  | <p>5. How do you do?</p>                           |
| <p>3. It's nice to meet you/<br/>It's pleased to meet you</p> | <p>4. How it is going?<br/>How are you doing?</p> | <p>6. Hey, Hey man, Hi</p>                         |
| <p>9. What's up/What's new?</p>                               | <p>8. How is your day<br/>going?</p>              | <p>7. Good/Nice to see<br/>you</p>                 |
|   |   | <p>10. How is everything? /<br/>How are things</p> |

**f) These are formal ways of saying “HELLO”, which change depending on the time of the day**

**c) This greeting question is only asked by people who have already met. If someone asks you this question, they want to know if you have been well since the**

**e) This greeting is VERY formal, and quite uncommon and old-fashioned now, but it may still be used by some older people. The proper response is “I’m doing well”**

**b) These questions mean “how are you?” not just right now, but how you’ve been all day. You would use these greetings later in the day and with someone you see regularly.**

**h) These are some other informal ways of asking “how are you?” which are typically used to casually greet someone you have met before. Most people answer with “nothing” or “not much.”**

**i) These can be used to casually greet someone and ask how the person is doing, but most often these sentences are used to greet someone you already know. To these, you can answer “good” or “not bad.”**

a) These greetings are formal and polite. If you say this to someone when you meet him or her for the first time, it will make you seem *courteous* (politely). Remember to only

d) You can use these greetings to greet someone instead of “hello.” Both are particularly popular among younger people. While “...” is appropriate to use in any casual situation, “...” is for people who have already met. If you say “...” to a stranger, it might be confusing for that person because he or she will try to remember when you

**g) These are casual ways of asking “how are you?” If you’re trying to be particularly polite, stick with “how are you?” but otherwise, you can use these expressions to greet almost anyone**

**j) These casual greetings are used with friends, co-workers or family members that you haven’t seen in a while. It’s common for close friends to hug when they greet each other, particularly if they haven’t seen each other in some time**

# GRAMMAR

dreamstime



# PRONOUNS

| PERSON                | SUBJECT PERSONAL PRONOUNS | OBJECT PERSONAL PRONOUNS | POSSESSIVE PRONOUNS | POSSESSIVE ADJECTIVES |
|-----------------------|---------------------------|--------------------------|---------------------|-----------------------|
| 1ST SINGULAR          | I                         | ME                       | MINE                | MY                    |
| 2ND SINGULAR          | YOU                       | YOU                      | YOURS               | YOUR                  |
| 3RD SINGULAR (MALE)   | HE                        | HIM                      | HIS                 | HIS                   |
| 3RD SINGULAR (FEMALE) | SHE                       | HER                      | HERS                | HER                   |
| 3RD SINGULAR (THING)  | IT                        | IT                       | ITS                 | ITS                   |
| 1ST PLURAL            | WE                        | US                       | OURS                | OUR                   |
| 2ND PLURAL            | YOU                       | YOU                      | YOURS               | YOUR                  |
| 3RD PLURAL            | THEY                      | THEM                     | THEIRS              | THEIR                 |

**Exercise 4. Fill in the blanks using “HE, SHE, IT, WE, THEY”:**

- |                    |                    |                |
|--------------------|--------------------|----------------|
| cat and horse..... | Mary.....          | Tom .....      |
| Jack and I .....   | books .....        | sister .....   |
| You and Dave ..... | plane .....        | sunshine ..... |
| cheese .....       | cactus .....       | parents .....  |
| Pamela .....       | news .....         | scissors ..... |
| geese .....        | flowers .....      | piano .....    |
| school .....       | daughter .....     | milk .....     |
| children .....     | sugar .....        | feet .....     |
| bicycle .....      | Ann and Kate ..... | tennis .....   |
| son .....          | mice .....         | sky .....      |

|                  |                      |                        |
|------------------|----------------------|------------------------|
| shop .....       | buses .....          | papers .....           |
| Mr. Green .....  | brother-in-law ..... | picture .....          |
| friendship ..... | dolphin .....        | The Riggs family ..... |

**Exercise 5. Choose the correct pronoun in the brackets.**

1. (He, him) ... works at a plant. 2. I often see ... (he, him) in this street. 3. ... (We, Us) don't know about it. 4. Please, explain ... (we, us) this rule once more. 5. ... (She, Her) likes Italian food. 6. Show ... (they, them) the road to the National Bank. 7. ... (I, Me) study at the institute. 8. Please, give ... (I, me) your pen for a minute.

**Exercise 6. Replace the underlined nouns with personal pronouns.**

1. Give me the book, please. 2. My father likes football. 3. The book is on the table. 4. I met Karim in the street yesterday. 5. Alice came to Tom last week. 6. Please, meet Bob at the station. 7. My friends congratulated me on my birthday. 8. I bought these flowers for my girl-friend.

**Exercise 7. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:**

1. This is Kamila. .... car is very fast.
2. Madina and I are in the garden. .... books are in the classroom.
3. Are you a driver? Where is ..... car?
4. I am a driver? This is ..... school.
5. She is my friend. .... name is Anvar.
6. These are Mr. and Mrs. Brown. That's ..... house.
7. Look at that cat. .... eyes are green.
8. Your friend and you are sad today. What's ..... problem?
9. That's Mr. Green. He is driving ..... car.
10. Ali's and Can's bags are heavy. .... bags are full.
11. Ali and Mirkhan are listening to pop music. .... mother is cooking in the kitchen.
12. The dog is eating a bone. .... teeth are very sharp.
13. Are you and your sister ready? ..... friend is waiting for you in the car.

14. A: What's ..... job?  
B: I'm a mechanic.
15. Madonna is a famous singer. .... new records are great.
16. Robert has got a dog. .... name is Bingo.
17. We have got a new house in İzmir. .... new house is very large.
18. The boys are riding ..... bicycles in the garden.
19. Yulduz is going to school. .... school is very far.
20. Sue and Mary are wearing ear-rings. .... ear-rings are silver.

 Name: \_\_\_\_\_

## Pronouns



Underline or circle the pronouns in each sentence.

1. The ducks are so cute. They walk across the road every day.
2. Tim bought a new car. He got a good deal.
3. Sarah and Steve got a new cat. They are so happy.
4. Amber's baseball team won. They are the best in the state.
5. His shoes were very wet. They were left out in the rain.
6. Tom doesn't eat pizza. He only likes hamburgers.
7. Josie completed her homework. She is a great student.

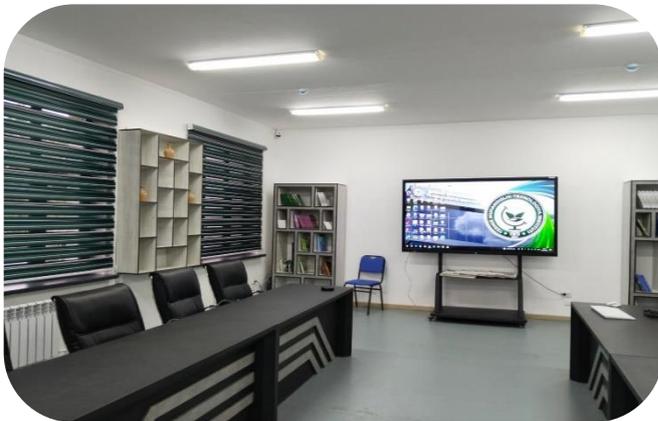
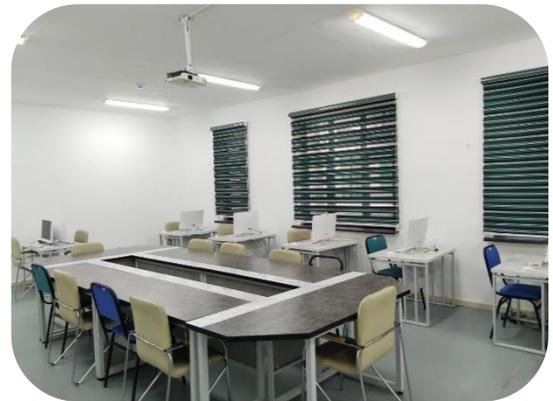
Worksheet 2

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## SESSION 3. OUR INSTITUTE

# WARM UP!

Look at these pictures. Discuss with a partner. How do you think, what are these rooms used for? Try to describe them.



Exercise 1. Match the words with their definitions.

|                 |   |
|-----------------|---|
| 1.do a degree   | a) a place where you can read and borrow books                              |
| 2.course        | b) a student doing a first degree   |
| 3.term          | c) a number of classes on a subject, e.g. an English course                 |
| 4.library       | d) study at university for three or four years                              |
| 5.undergraduate | e) a period of study, usually about fifteen weeks                           |
| 6.do research   | f) money for teaching   |
| 7.graduate      | g) the students who do a second degree (MSc, PhD)                           |
| 8.tuition fees  | h) study a subject in great detail for a long time to learn new information |
| 9.loan          | i) a student who completed his first degree                                 |
| 10.postgraduate | j) money you borrow from a bank   |

Exercise 2. Put the sentences in the correct order.

- I did a degree course
- I passed with good grades
- I got a Master's
- I did a postgraduate course
- I did my final exams at school
- I became an undergraduate
- I got a place at university
- I got a degree in business studies

**Exercise 3. Read the text and answer the following questions.**

**Termez Institute of Engineering and Technology**



Termez branch of Tashkent State Technical University named after Islam Karimov was established on the basis of the Decree of the President of the Republic of Uzbekistan dated June 29, 2017 "On measures to organize the activities of Termez branch of Tashkent State Technical University named after Islam Karimov". By the decree of the President of the Republic of Uzbekistan dated December 3, 2021 "On measures to organize the activities of the Termez Institute of engineering and technology" PD №-30, the branch was transformed into the Termez Institute of engineering and technology.

The institute trains bachelors in full-time, part-time and second forms of higher education, masters in Master's specialties, scientific pedagogical personnel in basic doctoral specialties.

Currently, the institute has 4 faculties, 14 departments with 5,808 bachelors in 27 fields of study, 75 undergraduates in 5 specialties, and 4 doctoral students 2 independent researchers are conducting scientific research in 2 specialties.

The institute operates 1 multidisciplinary technical school, 1 academic Lyceum, 1 training ground, driving course, robotics and Career Centers. The driving course has the privilege of obtaining a license that gives students the right to drive cars and tractors at reduced prices. A garden has been built on 10 hectares of land and the professors and teachers of the institute are conducting scientific research.

Educational laboratories of automobile industry, electric power, ecology and environmental protection, resistance of materials, physics, chemistry, biology, construction materials, as well as blacksmithing and sewing workshops have been established for use in the educational process.

The institute has established a Career Center for regular contacts of graduate students with employer enterprises. In the academic year 2021/2022, 371 graduates in 8 areas of education who graduated from Termez Institute of Engineering and Technology are engaged in various sectors of the economy and 83.8 percent of graduates are employed.

The institute provides the necessary conditions for students to live in the residential area of the Institute, and there is a hotel for professors and teachers, as well as foreign specialists, so that they can come from the base and leading universities of the country to conduct training.

**Today at the Faculty of Energy and Mining** competitive specialist-personnel are being trained to meet the requirements of the time in the educational fields of Electrical Power Engineering, Electrical Engineering, Electrical Mechanics and Electrical Technologies, Automation and Control of Technological Processes and Production, Surveying Work, Mining Work, Mining Electrical Mechanics, Oil and Gas Work, Geology of Mineral Deposits, Prospecting and intelligence, Geodesy, Cartography and Cadastral field.

Master's degrees in electrical engineering are being prepared at the faculty.

**At the Faculty of Industrial Technologies**, bachelors are currently

being trained in the fields of Chemical Technology, Food Technology, Construction of Light Industrial Products, Preliminary Processing of Natural Fiber, Ecology and Environmental Protection, Life Safety.

At the faculty, masters are trained in the following 3 fields: Chemical Technology, Technology and equipment of light industrial products, Environmental protection.

**At the Faculty of mechanics**, today bachelors in the specialties of Ground transport systems and their operation, Vehicle engineering, Transport logistics, Technological machines and equipment, Metrology, Standardization and Product Quality Management, Road Traffic Organization educational areas, Masters in the specialty of ground vehicles and systems are being prepared.

**The Faculty of construction** prepares today bachelors in the fields of Architecture, Construction of Buildings and Structures, Production of Building Materials, Products and Structures, Road Engineering, Water Management and Reclamation, Hydropower Facilities in Irrigation Systems, Use of Hydrotechnical Facilities and Pumping Stations, Exploitation of Transport Facilities, Highways and Aerodromes.

- 1) **When was Termez branch of Tashkent State Technical University named after Islam Karimov established?**
- 2) **When was Termez Institute of Engineering and Technology established?**
- 3) **How many faculties and departments has the Institute?**
- 4) **What faculties are they?**
- 5) **What specialists are trained at the Faculty of Energy and Mining?**
- 6) **What specialists are trained at the Faculty of mechanics?**
- 7) **What specialists are trained at the Faculty of construction?**
- 8) **What specialists are trained at the Faculty of Industrial Technologies?**
- 9) **Why The institute has established a Career Center?**
- 10) **What does the Institute operate?**

**Exercise 4. Match the events from the students' life with the pictures:**



g)

1. Sport competitions
2. "Chaghaniyan" theater group
3. Dress exhibition
4. Social protection of students
5. "Rector's Cup" awarding ceremony for the kurash competition
6. Zakovat Club competitions
7. National clothes festival
8. Pilaf exhibition

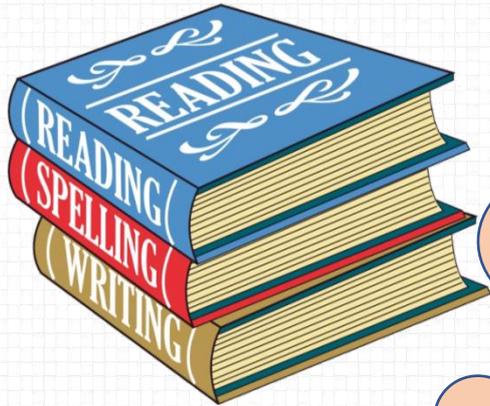
Have you participated in such kind of events? Tell about your impressions

**Exercise 5. For questions 1-10 choose best definition to describe each person.**

|           |           |         |
|-----------|-----------|---------|
| groupmate | examiner  | learner |
| principal | pupil     | coach   |
| lecturer  | professor | tutor   |

- 1) Someone who drives but has not yet passed a driving test
- 2) Someone who writes the question papers of an examination
- 3) Someone who trains a sports team
- 4) Someone who teaches at university
- 5) Someone who has a bachelor degree
- 6) The head of a school
- 7) Someone who studies in primary or secondary school
- 8) The most important teacher in a university department
- 9) Someone who teaches one student or a very small class
- 10) Someone in the same group of yourself

Exercise 6. For questions 1-15 choose a verb from the box to complete each sentence. Make sure you write a verb in its appropriate tense.



cheat copy memorize  
course fortunately  
revise library  
concentrate divide pass  
punish degree underline  
term graduate

- 1) If you  twenty seven by nine, the answer is three.
- 2) Our teachers used to  us by making us standing behind after the sessions.
- 3) The teachers saw Akmal trying to  in the test
- 4) Try to  the most important rules.
- 5) Sogdiana tried her best to  the end of the year examinations.
- 6) It is difficult to  attention in a noisy room.
- 7) Your mind is wondering. You must  more.
- 8) It's a good idea to  important parts of the book in red.
- 9) Your work is the same as Alisher's. Did you  his work?
- 10) Did he get his exam results. Yes,  he passed.
- 11) I want to do a  in road engineering.
- 12) A  lasts about 15 weeks.
- 13) A  has a degree.
- 14) You can find many books on your specialty in the Institute .
- 15) Sogdiana did an English  very successfully.

SESSION 4. LISTEN, READ AND WRITE/CLASSROOM LANGUAGE

WARM UP!

Look at the following classroom language phrases? Which of them do you know? Write down the words in bold.

# Classroom language



Look at the board.  
**Write** on the board.  
Dictate a sentence.

Copy the word.  
Take notes.  
Correct the mistake

Say your name.  
**Spell** your name.

Take out a piece of Paper.  
Pass a test.  
Hand in your test.

Introduce yourself.  
Come here, please.

How do you **spell** 'friend' ?

Open your books to page ten.  
Share a book.

Raise your hand.  
**Participate** in class.  
Ask for help.

Be quiet, please.  
**Work** on your own.

Stand up, please.  
Sit down, please.

Repeat after me.

Ask a question.  
Answer a question.

Work in pairs.  
Ask your partner.

Look at the picture.  
Draw a picture.

Erase the board, please.

Read the dialogue.  
**Listen** and repeat.  
**Listen** to the CD.

Put away your books.  
Clear off your desk.  
Leave the room.

Pick up the pen.  
Put down the pen.

What's this in English ?

Label the picture.  
**Unscramble** the words.  
Put the sentences in order.

Match the items.  
**Underline** the word.  
**Cross out** the word.  
Circle the word

Fill in the blank.  
**Choose** the correct answer.  
Circle the answer.



Exercise 1. Write down new expressions and learn them by heart.  
 Make 17 sentences using new words and expressions



## Listen, Read, Write

### Words in Context

People learn languages in different ways. Some students like to listen to the language. Others like to write lists of words. Others like to read a lot or talk with a group and discuss their ideas. What about you? How do you learn languages best?



- 1 raise your hand
- 2 hand in your paper
- 3 collect the paperd
- 4 copy the sentence
- 5 exchange papers
- 6 write your name

- 7 read
- 8 look up a ward  
(in the dictionary)
- 9 close your book
- 10 open your book
- 11 discuss your ideas

- 12 listen
- 13 spell your name
- 14 take a break
- 15 sit down
- 16 go to the board
- 17 erase the board

- |                           |   |
|---------------------------|---|
| 1. academic language      | a) solve problems                       |
| 2. starting at university | b) begin studying at university         |
| 3. manage anxieties       | c) have problems                        |
| 4. meeting deadlines      | d) cope with worries                    |
| 5. adjust university life | e) solve difficulties                   |
| 6. sort out problems      | f) get used to university life          |
| 7. handling challenges    | g) managing to submit something on time |
| 8. have concerns          | <b>h) formal language</b>               |
| 9. build up               | i) accept, tolerate                     |
| 10. go about              | j) eventually arrive/happen             |
| 11. carry out             | k) survive without                      |
| 12. end up                | l) follow orders/instructions           |
| 13. get on with           | m) increase                             |
| 14. put up with           | n) do                                   |
| 15. get up to             | o) start and continue in the right way  |
| 16. do without            | p) make progress                        |





**Exercise 4. Read the text, study the information about the learning styles and try to do the TRUE/FALSE questions**

### **LEARNING STYLES**

Every student has a strategy they use to remember information more efficiently while studying. Some of them take notes; some make diagrams; some prefer to listen to lectures, etc. Since no learning style fits all students, scientists have conducted research in order to understand the way students learn new information best.

Let's look at the different types of learning they have distinguished.

**What Are the Main Four Types of Learning in Education?**

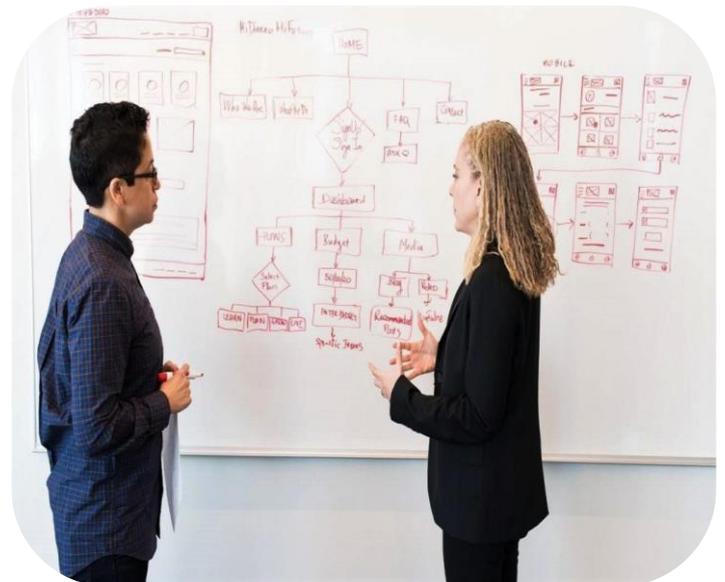
One of the popular theories, to this day, is the **VAR**K model. This model identifies four types of learners: visual, auditory, kinesthetic, and reading/writing.

Most people are a combination of these four styles, but more times than not, they have a predominant style of learning. Each of these styles has a complementary way of teaching. Now, let's see the characteristics each of these styles

entails and how best to make use of them.

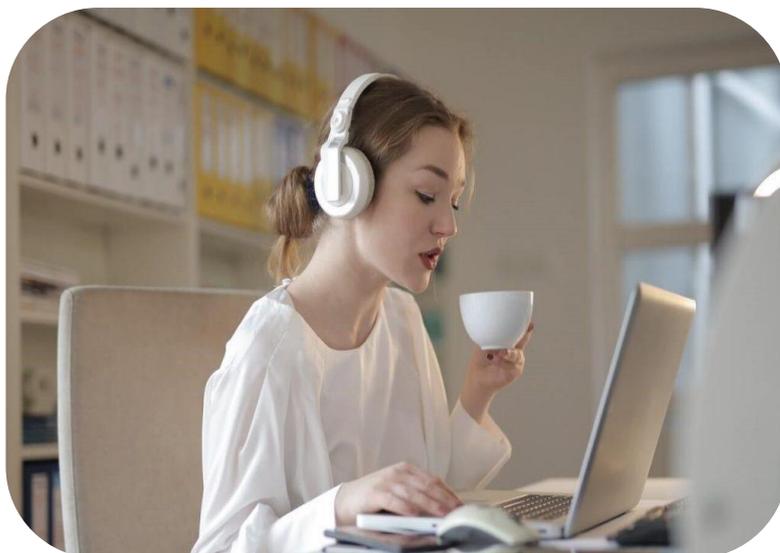
**Visual learning style** Visual learners are individuals who prefer to take in their information visually—be that with maps, graphs, diagrams, charts, and others. However, they don't necessarily respond well to photos or videos, rather needing their information using different visual aids such as patterns and shapes.

The best way to present to visual learners is by showing them the relationship between different ideas visually. For instance, when explaining a scientific process, it can be done by using a flow chart.



### **Auditory learning style**

**Auditory learners** are individuals who learn better when they take in information in auditory form when it is heard or spoken. They are prone to sorting their ideas after speaking, rather than



thinking ideas through before. Since, to them, saying things out loud helps them understand the concept.

Auditory learners learn best when information is presented to them via strategies that involve talking, such as lectures and group discussions. They can benefit from repeating back the lessons, having recordings of the lectures, group activities that require classmates explaining ideas, etc.

### **Kinesthetic learning style**

**Kinesthetic learners** are individuals who prefer to learn by doing. They enjoy a hands-on experience. They are usually more in touch with reality and more connected to it, which is why they require using tactile experience to



understand something better. The best way to present new information to a kinesthetic learner is through personal experience, practice, examples, or simulations. For instance, they can remember an experiment by recreating it themselves.

## Reading/Writing

Reading/writing learners consume information best when it's in words, whether that's by writing it down or reading it. To them, text is more powerful than any kind of visual or auditory representation of an idea. These individuals usually perform very well on written assignments.



There are different ways to get a reading/writing learner to engage and understand a certain lesson. For instance, it would be best to have them describe charts and diagrams by written statements, take written quizzes on the topics, or give them written assignments.

(adapted from <https://bau.edu/blog/types-of-learning-styles/>)

1. Every student has his/her own way they use to remember information more efficiently while studying [redacted]
2. Visual learners are prone to sorting their ideas after speaking, rather than thinking ideas through before. [redacted]
3. The best way to present to visual learners is by showing them the relationship between different ideas visually. [redacted]
4. The best way to present new information to a reading/writing learner is through personal experience, practice, or simulations. [redacted]
5. It would be best to have visual learners describe charts and diagrams by written statements, take written quizzes on the topics [redacted]
6. Kinesthetic learners are usually more in touch with reality and more connected to it, which is why they require using tactile experience to understand something better. [redacted]

**Exercise 6. Try do the quiz given below to know what learner you are.**

by ANN K. DOLIN



When it comes to learning, everyone uses three senses: hearing, seeing and doing—But for most of us, one sense is stronger than the rest, and identifying which is dominant (and tailoring studying to it) can be key to acing school. Don't know your teen's style? Have them take this quiz to find out!



|  |  |   |
|--|--|---|
| <p><b>To memorize information (like a locker combination), you:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Practice on the lock over and over again.</li> <li><input type="radio"/> 2. Recite the numbers out loud.</li> <li><input type="radio"/> 3. Visualize the numbers in your head or write them down.</li> </ul>     | <p><b>When you get a new gadget that needs to be assembled, you:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Just start putting it together.</li> <li><input type="radio"/> 2. Ask someone to read you the directions while you assemble.</li> <li><input type="radio"/> 3. Read all the steps before starting.</li> </ul> | <p><b>When you are able to choose a project and present it to your class, you'd rather:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Make a working replica.</li> <li><input type="radio"/> 2. Give a presentation.</li> <li><input type="radio"/> 3. Create a poster.</li> </ul>  |
| <p><b>When you want to learn song lyrics, you:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Dance and play air guitar to the beat.</li> <li><input type="radio"/> 2. Sing along to the radio.</li> <li><input type="radio"/> 3. Download the lyrics and read them.</li> </ul>   | <p><b>If you work on a project with others, you would rather:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Build a model.</li> <li><input type="radio"/> 2. Brainstorm ideas as a group.</li> <li><input type="radio"/> 3. Draw graphs or draft out the presentation.</li> </ul>  | <p><b>When you are distracted, you most often find yourself:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Fidgeting or playing with your pencil.</li> <li><input type="radio"/> 2. Listening to or starting up conversations.</li> <li><input type="radio"/> 3. Doodling in your notebook.</li> </ul>  |
| <p><b>When you study, you like to:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Walk around the house while reviewing your notes.</li> <li><input type="radio"/> 2. Discuss the material with a teacher, parent or friend.</li> <li><input type="radio"/> 3. Read or rewrite your notes quietly and independently.</li> </ul> | <p><b>You tend to like classes that include:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Hands-on experiments.</li> <li><input type="radio"/> 2. Lots of lectures.</li> <li><input type="radio"/> 3. Reading assignments.</li> </ul>   | <p><b>When you try to solve a challenging problem, you:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Make a model or walk through all the steps in your mind.</li> <li><input type="radio"/> 2. Ask a few friends or talk to teacher for advice.</li> <li><input type="radio"/> 3. Make a list of the steps and check them off as you go.</li> </ul> |
| <p><b>Before taking a trip somewhere new, you:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Practice taking the route ahead of time.</li> <li><input type="radio"/> 2. Ask someone to give you directions.</li> <li><input type="radio"/> 3. Look at a map.</li> </ul>  | <p><b>When studying a play in English class, you prefer to:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Act it out.</li> <li><input type="radio"/> 2. Listen to the play read by others.</li> <li><input type="radio"/> 3. Read the play silently to yourself.</li> </ul>  | <p><b>Tally up how many 1s, 2s and 3s you have and turn the page to find out which kind of learner you are.</b></p>   |

<https://www.pinterest.com/pin/128845239316101184/>

Check your answers here



<https://www.pinterest.com/pin/328551735328921745/>

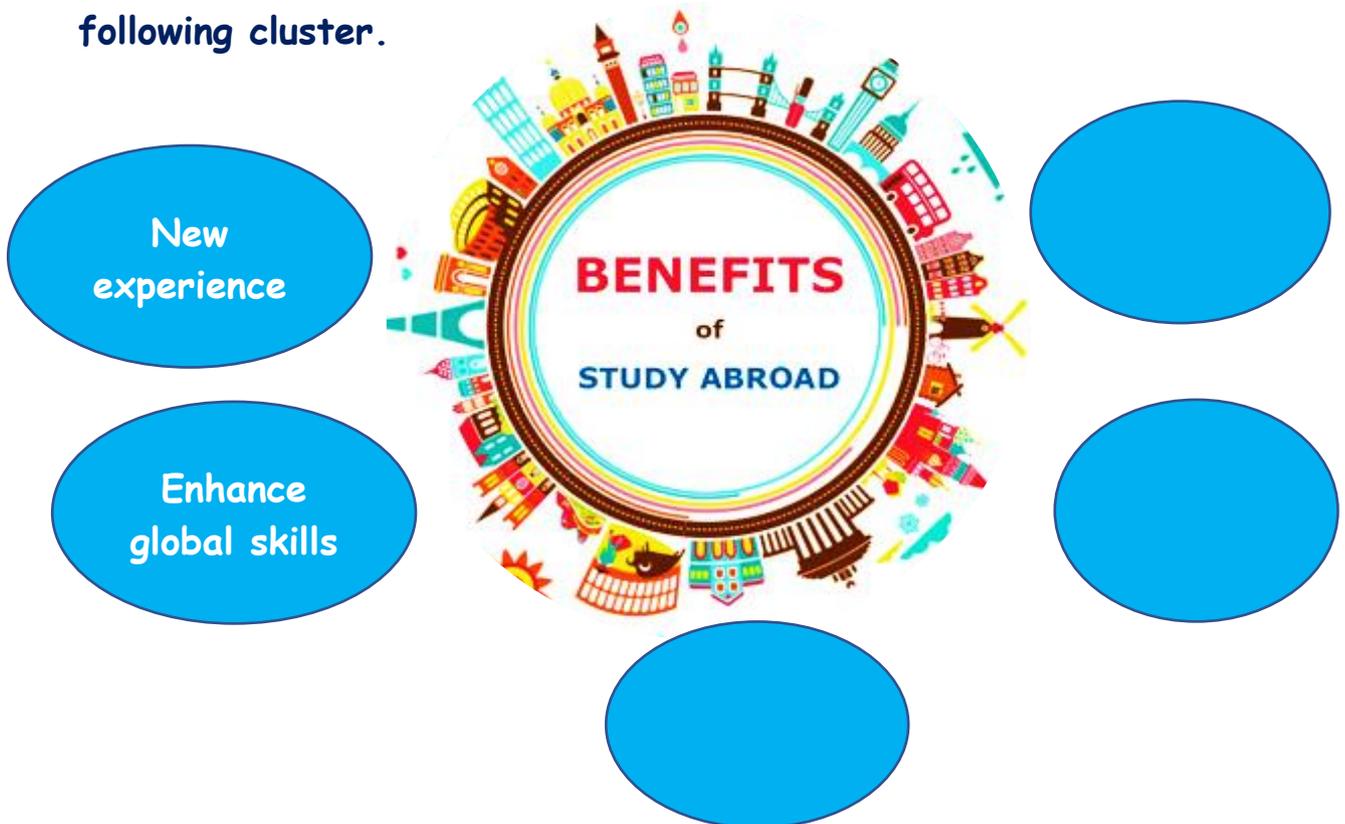
**Exercise 7. Choose the correct option**

1. I studied very hard but I  my exam. I'm so sad.  
a) lost    b) succeeded    c) failed    d) came last
2. He didn't  in gaining custody.  
a) accomplish    b) succeeded    c) succeed    d) accomplished
3. They  high scores on their math tests.  
a) achieved    b) came first    c) failed    d) overcame
4. If you want to succeed, you will need to  many obstacles.  
a) accomplish    b) manage    c) progress    d) overcome
5. The team  in the last minute.  
a) failed    b) lost    c) suffered    d) came first
6. Are you making any  in your project?  
a) beat    b) achieve    c) succeed    d) progress
7. They were  for the first time in years.  
a) failed    b) lost    c) beaten    d) overcame
8. It took me long but finally I  to pass my first Certificate Exam.  
a) succeeded    b) managed    c) manage    d) succeed
9. Oh no, he's twisted his ankle, that's why he's   
a) coming last    b) overcoming    c) achieving    d) progressing
10. My sister's been  since she knew she'll have to take the test again.  
a) loosing    b) suffering    c) failing    d) accomplishing

## SESSION 5. STUDY ABROAD

# WARM UP!

What do you think about study abroad? What advantages does education abroad have. Share your ideas with a partner. Fill in the following cluster.



Exercise 1. Match the Scholarships with their definitions.

|                        |  |
|------------------------|--|
| 1.Merit-based          | a) These are scholarships for applicants who initially qualify based on factors such as gender, race, religion, family and medical history, or many other student-specific factors |
| 2.Student-specific     | b) These scholarships are often given on the basis of academic and personal achievement, but qualifications will vary based on the particular scholarship.                         |
| 3.Destination-specific | c) These awards are based on a student's academic, artistic, athletic or other abilities, and also extracurricular activities and community service.                               |

|  |   |
|--|---|
| <b>4.Program-specific</b>                            | These scholarships are awarded to students with exceptional talent & artistic abilities and demonstrate a dedication to their craft.  |
| <b>5.Subject-specific</b>                            | e) These prestigious awards cover not only the cost of tuition but also other essential expenses such as food, housing, and transportation  |
| <b>6.Full-ride</b>                                   | f) These scholarships are awarded by study abroad programs or institutions to students based on their particular major or field of study.   |
| <b>7.Need-based</b>                                  | d) These are scholarships awarded by a country to students planning to pursue a study abroad program in that particular country.  |
| <b>8.International scholarships</b>                  | These scholarships are granted to students who have actively contributed to their society through volunteer work, service projects, or leadership roles.  |
| <b>9.Creative &amp; Performing Arts Scholarships</b> | These scholarships are intended for students studying abroad or students from one country pursuing education in another and they encourage cultural exchange and educational cooperation by providing financial assistance. |
| <b>10.Community Service Scholarships</b>             | These scholarships are designed to support students who demonstrate significant financial need and take into account factors such as family income, assets, and expenses to determine eligibility.                          |



Exercise 2. Match the following steps of getting a Scholarship with their names.

1. Search for a scholarship 2. Applying for a scholarship 3. Prepare yourself mentally. 4. Consider timelines/deadlines 5. Decide the program of study.



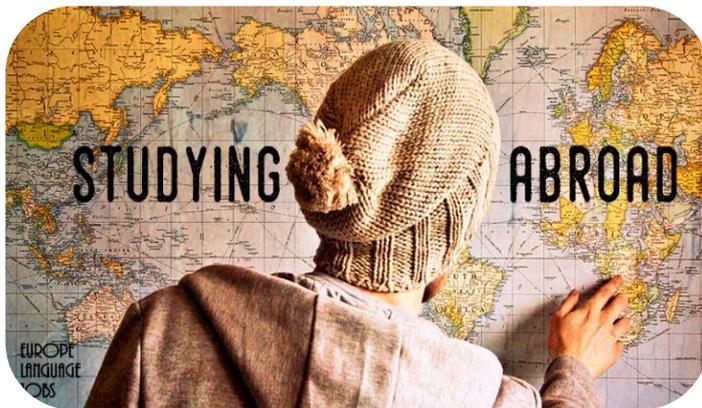
Watch this video and check your answers. Write down the explanations of these steps and retell.

<https://www.youtube.com/watch?v=n8B2ojyddBA>

Exercise 3. Read the following text about studying abroad and fill in the gaps with the words given below.



If you have always dreamed of travelling the world but would rather not give up on your education, then why not combine the two? Record numbers of people are now  abroad, gaining once-in-a-lifetime travel experience



far-flung places and improving their job prospects in the . You can choose to spend a week away, or a summer, or even a year. You can go China. Or Italy. Or you can keep things simple by

studying in an English-speaking country like Canada Or Australia. Quite literally, there is a whole world of options to choose from.

Just a couple of decades ago, the  for studying abroad were few and far between. Today the  is positively crowded; so much so that it is difficult to know were to start. On the upside, this means you are very much

the master of your own destiny. So, if you are serious about studying abroad (as opposed to just travelling for fun), it's time to get planning. Where would you like to go? Is there a specific country, course or university that appeals to you? How does your "study abroad" plan fit with your [redacted] goals? Could you be happy in a foreign country, far from your friends and the usual home comforts? More importantly, if you are already studying, will your home university or college credit you for the things that you learn abroad?

Study abroad [redacted] allow students to spend a semester, year or two at another university. The idea is for students to become part of a culture that is different from their own and learn about other cultures, ways of living and languages, make [redacted] with people, helps you develop an [redacted] of local customs, norms and values. It also [redacted] your horizons and opens new doors.

Studying abroad provides a lot of benefits. Some of the benefits include: learning new things, meeting people from other [redacted], developing an [redacted] for different cultures and customs, and obtaining an international perspective. Other advantages of studying abroad are the follows: studying abroad improve language skills, experience a different style of teaching, adds weight to resume, build a better network, learn about new cultures, develops [redacted], provides a wider [redacted] more career [redacted] and others.

Studying abroad is a great way to learn a new culture and expand your knowledge of the world. However, there are some disadvantages to travelling abroad for studying. One disadvantage is that you may have trouble with a language [redacted]. Studying abroad can also be [redacted]. Apart from the cost of the actual education you receive, there are additional expenses to think about- from flights and [redacted] to food, sightseeing and [redacted]. You should make sure you consider these [redacted] before leaving for your country of choice. Other challenges of studying abroad are as follows: culture shock and language barriers, alone and without friends or family, expensive,

unforeseen  can cut short of your studies, examination deadlines and others.

Despite all the challenges, studying abroad is a great way to enhance your college or school experience. It can also help you in the future because of the professional and personal skills you will learn. Going abroad can be an excellent way to sharpen  and language skills, but  of the language you're speaking, interacting with people from other cultures will help you communicate more clearly and effectively! By taking on the  of navigating life in another country, you will be able a better problem solver, having put these skills to the test many times while abroad. And  this is a big one. There's no doubt that taking on an education abroad experience makes you feel like you can handle anything else that comes your way!

**Exercise 4. Read the text again. Answer the following TRUE/FALSE questions.**

1. Studying abroad is a good opportunity to travel. \_\_\_\_\_
2. You can't choose a period to spend on learning. \_\_\_\_\_
3. Nowadays, the options available for studying abroad make student's lives difficult. \_\_\_\_\_
4. In the past only few people took the chance to study abroad. \_\_\_\_\_
5. The main purpose of this article is to discuss the advantages and disadvantages of studying abroad. \_\_\_\_\_
6. Going abroad is the worst way to sharpen communication and language skills. \_\_\_\_\_
7. Taking on an education abroad experience makes you feel self-confident. \_\_\_\_\_
8. Studying abroad is an excellent way to learn a new culture and expand your knowledge of the world. \_\_\_\_\_
9. You will deal with such challenges of studying abroad as follows: culture shock and language barriers, miss your friends and family. \_\_\_\_\_
10. By taking on the challenges of navigating life in another country, you will be able a better problem solver. \_\_\_\_\_

## SESSION 6. CHOOSING A CAREER.

# WARM UP!

Look at these pictures. What do you think about choosing a career? Was it difficult for you to choose your future job. Who or What helped you to make a decision in choosing your profession? Discuss your answers with a partner.



Exercise 1. Examine yourself. Read the following questions. Divide them into three groups and try to answer.

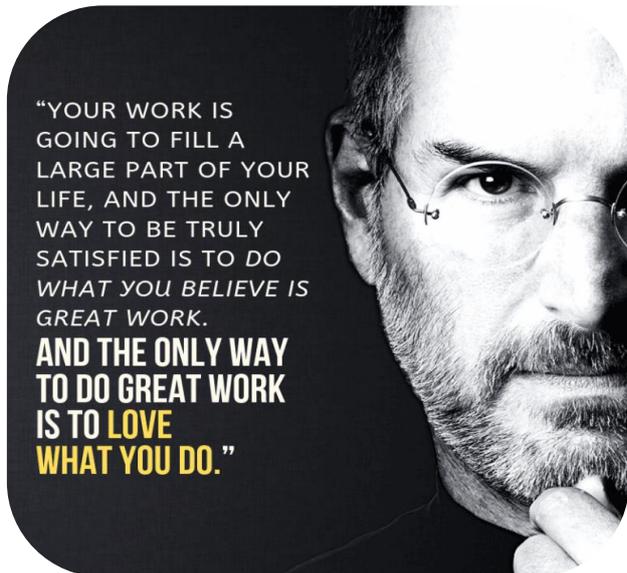
Interest-based questions

Value-based questions

Trait-based questions

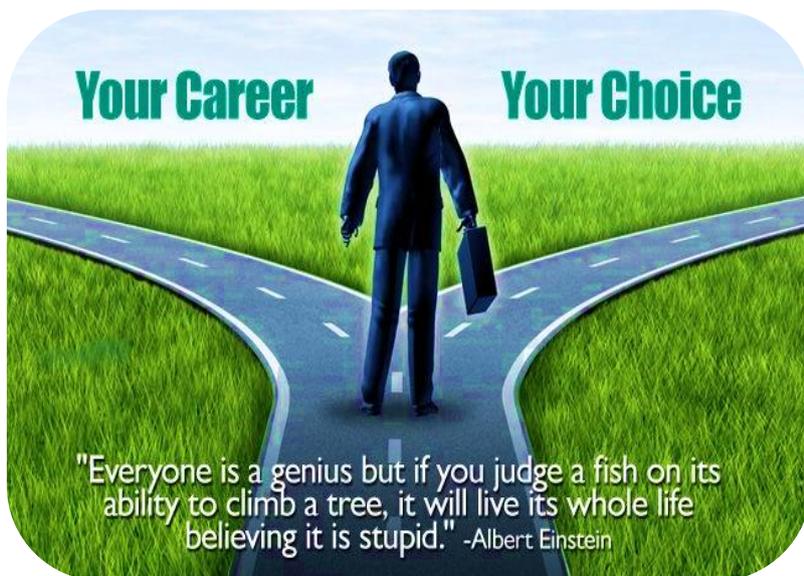
1. What do you enjoy learning about?
2. What does success mean to you?
3. What is most important in your life?
4. How do you like to spend your time?
5. What are your priorities in life?
6. Which of your strengths do you enjoy the most?

**Exercise 2. Read the following quotes about choosing a career and success. How do you understand them? Share your ideas with a group.**



*Success means having the courage, the determination and the will to become the person you believe you were meant to be.*

*George Sheehan*



“It’s your road, and yours alone, others may walk it with you, but no one can walk it for you.”

*Jalaluddin Rumi*

**Exercise 3. Read the paragraphs and put them into the right order.**



a) Sometimes young people choose a career they are interested in, they enter a university and after some time they understand that this occupation is not for them, they get poor marks and have to

leave the university.

b) There are a lot of interesting things in the world, so it is difficult to make the right choice. In the childhood I wanted to be a doctor, then I wanted to become a fireman. But now I have to think about my future career seriously.

c) I have always been bad at these subjects and I want my profession to be connected with information technology and technics.

d) Choosing a career is one of the most important decisions one needs to make.



e) I think that young people should ask themselves: What I am interested in? What do I want to become? When they find the answer, they will have goal to achieve. And then they should do everything to achieve this goal. If you are interested in some subject and you want your profession to be connected with this subject, you should start studying it very seriously. The same is with other subjects. My father wants me to follow in his steps and become a businessman. But I am not interested in business or economics.

f) But some young people still do not know which career to choose even after they finish school or college, so they have to waste time deciding, or go to find a

job. For men it is harder because they may be taken to the Army, that's why a lot of them enter any institute or university. Just not to become soldiers.

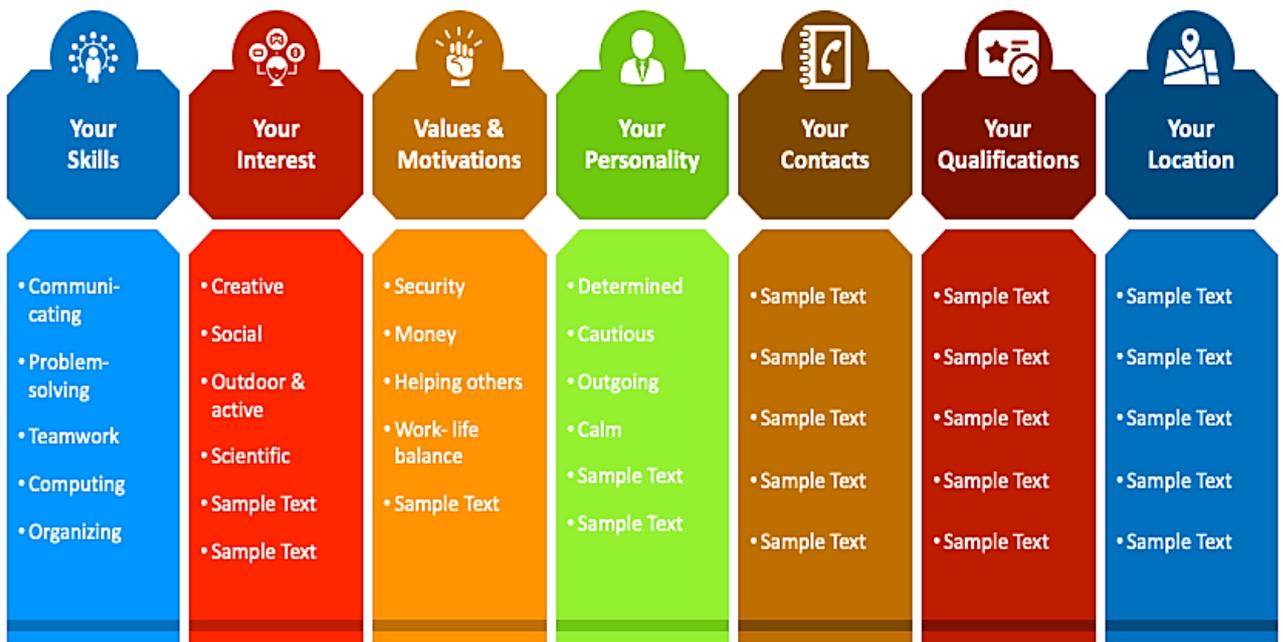
g) However, it is very difficult to enter a university. If you do not have enough money and if you are not a genius, you will never enter a good university or an institute. I have some friends who were in this situation and they had to choose a career not to their interests and liking.

h) My mother says that I should choose my future occupation myself. But I am still not sure what to choose. Of course, there are a lot of special books about different professions. In addition, a lot of universities and institutes have open house days, so I can go there and choose a good place for my future studies.

i) The problem of choosing a career is very widespread among young people and they should think about it seriously before making any decisions.

## HOW TO CHOOSE THE RIGHT CAREER

What Factors Go Into Choosing a Career?



Continue the list of each factor with your own examples



Exercise 4. Now read the full text again and answer the following questions:



1. What did you want to be in your childhood?

2. What are your parents? Would you like to follow in their footsteps?

3. Why is choosing a career a difficult

matter?

4. Do your friends know about their future profession?

5. Why young people should think about choosing a career seriously before making any decisions?

6. Why it is difficult to enter a university?

7. Why sometimes young people have to leave the university they have chosen to study at?

8. What would you start with if you were to choose a job?

9. Who can give you advice on what career to choose?

10. How can you choose a career? Who or what has been an influence on you in choosing your future career? Give advice.

Exercise 5. Watch the video and write down how the verb to work is used with different prepositions. Write down the examples.

<https://www.myenglishpages.com/english/vocabulary-exercise-jobs.php>

WHERE DO YOU WORK?



I WORK AT...



I WORK IN...



I WORK FOR...



I WORK WITH...

**Exercise 6. Match the following words with their definitions.**

|                          |   |
|--------------------------|---|
| 1. to be responsible for | a) the person who is in charge of an organization or a department and who tells others what to do                                   |
| 2. self-employed         | b) a person who you work with, especially someone with a similar job or a level of responsibility                                   |
| 3. to own something      | c) someone who is paid to work for someone else   |
| 4. to hire               | d) an extra amount of money given to someone as a reward for work or as encouragement   |
| 5. employee              | e) an increase in the amount of money you earn for doing your job   |
| 6. employer              | f) to have control and authority over something or someone and the duty of taking care of it, him, her                              |
| 7. co-worker             | g) not working for an employer but finding work for yourself or having your own business  |
| 8. supervisor            | h) a person, company, or organization that pays people to work for them   |
| 9. boss                  | i) to employ someone or pay someone to do a particular job  |
| 10. salary               | a) to have something that legally belongs to you  |
| 11. pay raise            | k) a person who makes sure that the work is done correctly and according to the rules   |
| 12. promotion            | l) a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month |
| 13. bonus                | m) to leave your job or stop working because of old age or ill health   |
| 14. fire                 | n) to no longer have a job at the present time, but expect or be likely to get another one  |

|                       |   |
|-----------------------|---|
| 15.lay somebody off   | o) people who do not have a job that provides money   |
| 16.retire             | p) the possibility of being successful, especially at work  |
| 17.unemployed         | q) to give up a job or position by telling your employer that you are leaving   |
| 18.prospects          | r) to remove someone from their job, either because they have done something wrong or badly, or as way of saving the cost of employing them |
| 19.to be between jobs | s) the act of raising someone to a higher or more important position or rank  |
| 20.resign             | t) to stop employing someone, usually because there is no work for them to do   |

Watch the video again and check if you have done the task correctly & do the quiz given in the video.

Exercise 7. Do the Word Search & have a fun.  
Try to find these words



Duties, part-time, reference,  
Salary, internship, education,  
diploma, resume, counselor,  
university, degree, transfer,  
application, employer,  
cover letter, employee,  
full time, job search,  
character, tendency, graduate,  
determination, options, college  
success, interview



X I C T Y Z U C O U N S E L O R P W L E C W Q  
 P W K R Q P Z T E N D E N C Y Z G F G U W Y J  
 I E B M N Q E R W U D I P L O M A S V G P S A  
 H X C I W B I D E E N E X C B W W S C E A A A  
 S Y R O D B N R U S M I T H L Y X E X M R L P  
 N O S M V D T R O C U P V E D L N C D I T A P  
 R P M M D E E E E C A M L E R E P C J T T R L  
 E T H Q U C R T M F H T E O R M V U I L I Y I  
 T I C B T M V L R P E A I X Y S I S F L M B C  
 N O R B I B I H E A L R R O H E I N H U E I A  
 I N A L E X E H B T N O E A N S E T A F P R T  
 C S E Y S V W V G O T S Y N C D D E Y T V R I  
 R N S L P F T T F F I E F E C T C E A L I Q O  
 W N B N K Y D S U K Q U R E R E E J E B K O N  
 B I O E G E L L O C X R O L R J X R X O S U N  
 C Q J K W Z C E T A U D A R G D E G R E E Q H

<https://www.cool2bkids.com/career-word-search/>



## SESSION 7. JOB INTERVIEW.

# WARM UP!

Read the following information about how to dress for a job interview. Do you agree or disagree with it? What can you add to

## How to Dress For a Job Interview



No Matter How Much Times Have Changed,  
Dressing Up For an Interview Will  
Always be Recommended!

**The Strongest Weapon You Take With You Into a Job Interview is Your Confidence!**

**For Women**

- We Suggest Simple Colours When Choosing Your Outfit
- It is Always Safe to Wear a White Blouse and a Blazer
- Keep All Accessories and Jewelry to a Minimum
- We Suggest a Pair of Closed Toe Shoes, Skirt or dress with Nylons or Trousers
- If Using Make Up, Avoid Overdoing it and Keep it Natural

**And Wearing the Right Clothes Will Help You Find it!**

**For Men**

- We Suggest the Colours Grey, Charcoal, or Navy For Suits
- Your Shirt Should Be Simple And Classic, White is Always a Safe Bet
- If You Wear a Tie, Please Keep it As Plain As Possible
- Clean Shiny Shoes Show You Have an Eye For Details
- If Not Wearing a Suit, We Recommend a Shirt, Blazer, Pants and a Nice Pair of Shoes



♀

♂

### Tips on How To Prepare

Be Aware That Classic Dress is Always Better Than Trendy For Job Interviews

Decide On What to Wear the Night Before

If Unsure On How Formal to Dress, Bring a Blazer and Put It On If You Need

20% Of Those Who Show Up For a Job Interview Fail to Dress Appropriately

30<sup>sec.</sup> Is the Time It Takes to Make a First Impression And Your Clothes Will Count

Be Smart When Choosing Outfits, Keep it Simple Rather Than Too Fashionable

75% Of Managers Think Dress Sense Makes a Huge Impact on the Hiring Decision



<https://www.market-inspector.co.uk/blog/2016/07/how-to-dress-for-a-job-interview>

**Exercise 1.** Now you are going to take a job interview. Choose one of your group mates & ask him/ her the following questions:

1. Tell me about yourself.
2. Why did you leave your last job?
3. What can you offer us that others cannot?
4. What are your strengths? Best skills?
5. What is your major weakness?
6. What are your career goals? Future plans?
7. Why should I hire you?
8. What are your hobbies?
9. What salary are you expecting?
10. What things are the most important for you in a work situation?



**Exercise 2.** Watch the video about how to answer the questions given during the job interview and write down useful expressions. Make a dialogue with your partner using these expressions. Try to remember them.

<https://www.youtube.com/watch?v=pic6A4Xwe-k&t=18s>

You can find the information about how to answer the most common interview questions as:

1. Tell me about yourself.
2. Why do you want to work for us?
3. How do you handle pressure & stress?
4. What is your greatest strength?
5. What is your greatest weakness?
6. Why should we hire you?

**Exercise 3. Read the article below about different types of people who work in offices. Put the headings to the paragraphs**



- a). The trainee   b). The Food fanatic   c).The workaholic   d). The boss  
 e) Disgruntled guy   f) The office flirt   g) The Brown Noser   h) Gossip

### Office Stereotypes.

Whether you love them or hate them, work just wouldn't be the same without them. Here is a description of some of the most common office types.

Is there in your office?

1. \_\_\_\_\_ This person is always very keen to appear to be your "Friend". They often ask you about your weekend and your family. But the next minute they are asking you whether you have written the urgent report. They often have the annoying habit of making jokes-very bad jokes- which you have to laugh at. But the worst thing is that their moods change so quickly. When there is a crisis in the office, the happy, joking "friend" disappears and is replaced by a bossy bully.

2. \_\_\_\_\_ For most people, the office is a place where you work from nine to five. But for this person, the office is their home. In fact they spend much less time at home than they do at their desk. If they have to take a holiday, they always make sure they have their cell phone and laptop with them so they can send and receive e-mails. And they make more business calls than when they are at work.

3. \_\_\_\_\_ He or she is usually the youngest person in the office, but also the person with the most energy and enthusiasm. They are probably just finished school or college and are getting some work experience before they start university. No task is too boring for them and no job is too repetitive. They just love making coffee and really don't mind doing all that last-minute photocopying.

4. \_\_\_\_\_ is always full of valuable information since she is usually pals with the managers. It is a good idea to be nice to this person. Not only can you learn inside information from her, it is best stay on her good side. Get on her bad side, and she is going to spill her guts to the boss about any little mistake you have made since the day you walked through the door. Just remember, be nice to this person, but never become friends. If she finds out information about your private life, she is definitely telling the boss about it.

5. \_\_\_\_\_ This person spends more time chatting with their colleagues than working. They find work boring and they always trying to make life in the office a little more interesting. They have always got a smile and a compliment for visitors-especially if they are young and good-looking. They spend very little time at their desks and are usually be found by the photocopier or the coffee machine, trying to get a date for the next office party.

6. \_\_\_\_\_ The day begins with a conversation about what he had for breakfast. Within an hour or two, the discussion about lunch starts. It is a never-ending food discussion! As if the food discussions are not enough, this person enjoys eating food throughout the day. He or she can often be seen shuffling through the work fridge.

7. \_\_\_\_\_ This person hates everything and everyone. It doesn't matter if it is the most rewarding, wonderful company on the planet; there is still going to be at least one person who loathes every second of being at work. Furthermore, this person can sometimes make you a little nervous.

8. \_\_\_\_\_ This person wants to share whatever information she has learnt with you. She or he also wants to dig and find out if you have any good information she or he could spread. This person seems harmless until you tell her/him something pretty basic about your life, but he/she exaggerates it and tells everyone at the whole office. Within no time, your story about hearing from a former co-worker turns into a story about how you are about to quit your job to work to your old company. Be nice to this person, but always keep a guard up!

Exercise 4. Match the types a-h in exercise 3 to the activities 1-15.

Which office type...

1. has a habit of making terrible jokes?
2. does the most work and spends the most time in the office?
3. spends the least time at their desk?
4. is always very enthusiastic?
5. is friendly one minute and angry the next?
6. takes fewer days' holidays than anyone else?
7. usually makes the coffee for everyone else?
8. thinks that chatting is more interesting than working?



9. knows information about everything and everyone & usually friends with the manager.

10. is always full of energy and enthusiasm.

11. can embellish any information he/she hears and spread it to the whole office.

12. is always angry and annoyed.

13. can't think about anything, but food

14. has a compliment for visitors-especially if they are young and good-looking girls.

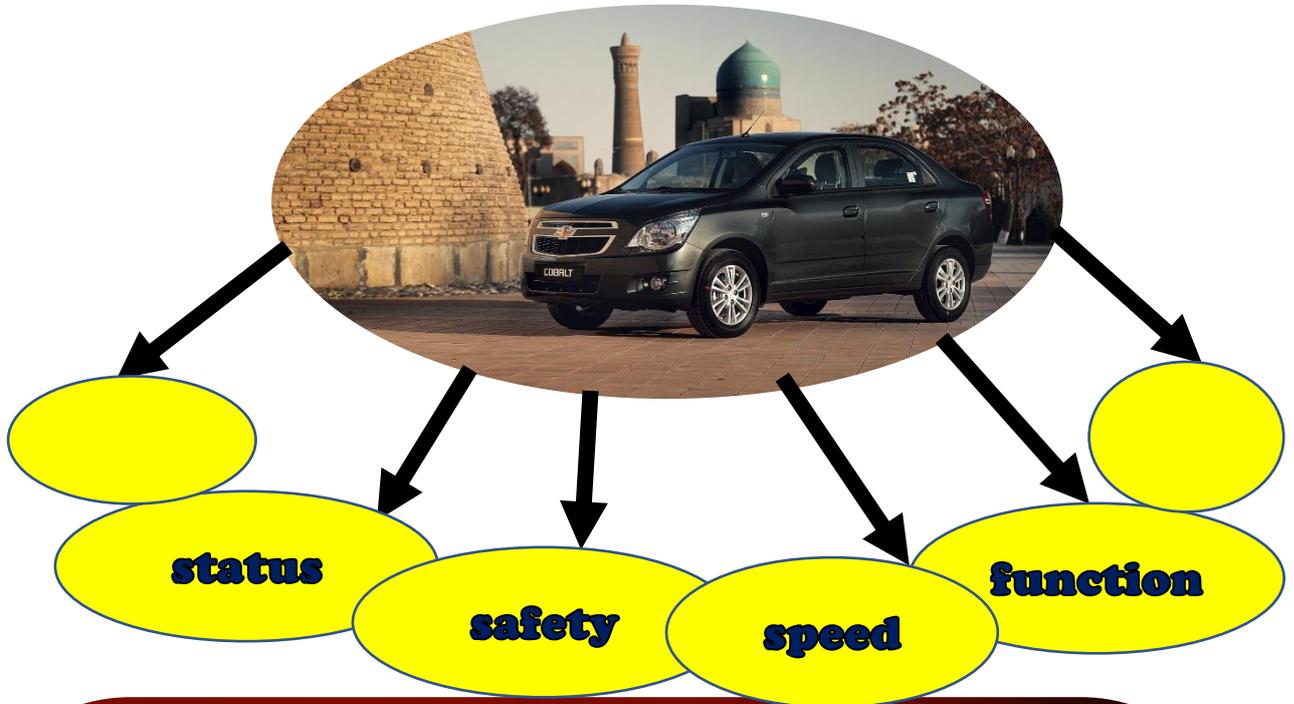
15. seems harmless until you tell her/him something pretty basic about your life.



## SESSION 8. INTRODUCTION TO THE CAR

### WARM UP!

What words do you think of when you see a car? Complete the diagram below. Write as many words as possible.



Exercise 1. Here are some of factors people consider when buying a car. Match the factors (1-7) with the definitions(a-g)

- |                      |  |
|----------------------|--|
| 1. price             | a) a written promise by company to repair or replace a product that breaks within a fixed period of time |
| 2. resale value      | b) how much petrol or diesel the car uses  |
| 3. size              | c) when customers always buy their cars from the same manufacturer                                       |
| 4. interior features | d) the amount of money you pay when you buy a car  |
| 5. fuel consumption  | e) the money needed to do a particular thing, or the way of getting the money:                           |
| 6. performance       | f) how big the car is  |
| 7. brand loyalty     | g) items inside the car  |
| 8. warranty          | i) the amount of money you get when you sell your car  |
| 9. insurance         | j) an agreement in which you pay a company money and they pay your costs if you have an accident.        |
| 10. financing        | h) the car's capacity to go fast and accelerate  |

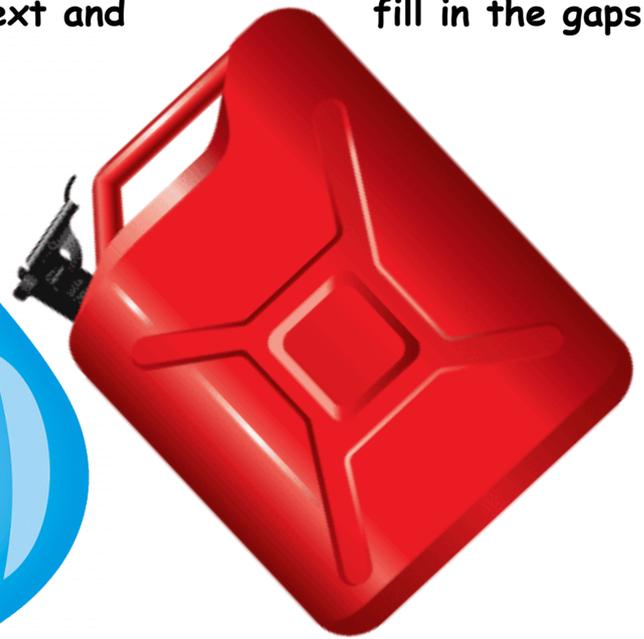


Exercise 2. The questionnaire below is a part of a survey to find out which factors are important to people when they buy a car. Work with a partner to complete the questionnaire.

| Car buying attitudes                                       |               | Rank the factors like this:<br>1. very important<br>2. important<br>3. not important |
|--|---------------|--|
| How important are the following factors when buying a car? |               |  |
| Factors involved in buying a car                           | Your rankings | Partner's ranking  |
| Price  |               |  |
| Resale value   |               |  |
| Design   |               |  |
| Colour   |               |  |
| Size   |               |  |
| Interior features  |               |  |
| Engine   |               |  |
| Fuel consumption   |               |  |
| Handling   |               |  |
| Brand name   |               |  |
| Brand loyalty  |               |  |
| Advertising  |               |  |

Exercise 3. Read the following text and with the following words.

fill in the gaps



## 10 things to look for when buying a used car

Buying a used car could save you money, but it also might come with some surprises. So, what should you look for when buying one. Here's 10 ways to avoid ending up with a lemon.

### Super: 1 Test drive

First, go for a test drive. Make sure the 1) \_\_\_\_\_ shifts smoothly by driving on different roads and speeds. Listen for any unusual engine or

2) \_\_\_\_\_ noises and check the car's electronics.

### Super: 2 Leak test

Next, 3) \_\_\_\_\_ the car and let it idle for 30 seconds. Then, pull it forward and see if anything leaked. Spot something, it might need repairing.

### Super: 3 Aesthetics

Alright, it's time to take a good look inside and out for signs of a previous accident or any red flags like rust or 4) \_\_\_\_\_ which could be signs of water damage.

### Super: 4 Consumer reviews

Now, browse the internet for consumer reviews of make and 5) \_\_\_\_\_.

### **Super: 5 Price comparison**

Also, compare 6) \_\_\_\_\_ from several sources to get a ball park figure of the car's market 7) \_\_\_\_\_ to avoid over paying.

### **Super: 6 Mechanic inspection**

Another helpful tip is getting an 8) \_\_\_\_\_ before you buy.

### **Super: 7 Certified pre-owned**

You might want to consider getting a certified pre-own car too. Basically, it adds an extra level of quality 9) \_\_\_\_\_ because the dealer checks all major systems, reconditions the car and even offers a 10) \_\_\_\_\_.

### **Super: 8 Check Vehicle Identification Number**

And, you can use an online vin 11) \_\_\_\_\_ chart to confirm if the car 12) \_\_\_\_\_ number matches what's inside title and records. It can reveal a lot about the car to like if it needs repair due to a safety recall.

### **Super: 9 Vehicle history report**

You can even avoid hidden hiccups vehicle history report. This can help you see title problems, 13) \_\_\_\_\_ history, service points, and previous accident. If it had an accident, then ask for 14) \_\_\_\_\_ of the repairs, make sure they were done professionally.

### **Super: 10 Avoid buyer's remorse**

Finally, buying a used car is a big deal but when you take your time 15) \_\_\_\_\_ your sure to find one that's right for you.

Exercise 4. Watch the video and check the answers.

<https://www.allstate.com/resources/car-insurance/what-to-look-for-buying-used-car>

Exercise 5. Work with a partner to label the types of car.

convertible      coupe      estate(car)      hatchback  
pick up      saloon      sports car  
limousine      SUV

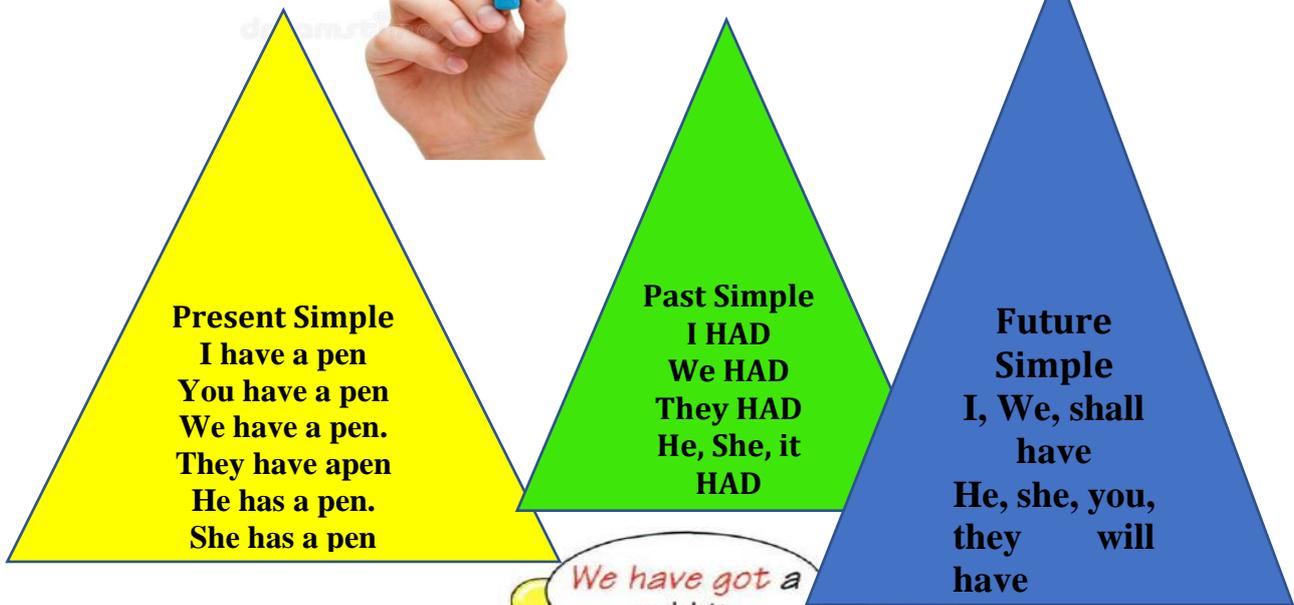


*coupe*



# GRAMMAR

# TO HAVE



## Exercise 6. Write the correct form.

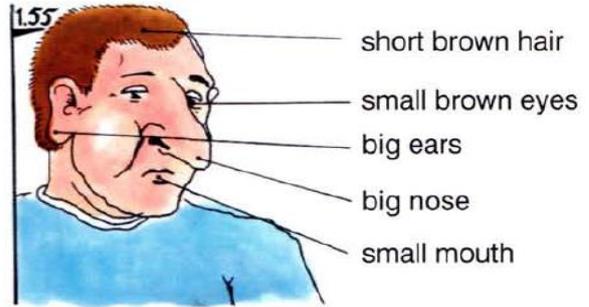
- |   |   |
|---|---|
| 1. I .... <i>have got</i> ..... a book.   | I .... <i>'ve got</i> ..... a book.       |
| 2. Mary ..... a red dress.                | Mary .....a red dress.                    |
| 3. They ..... a dog.                      | They ..... a dog.                         |
| 4. It .....big ears.                      | It ..... big ears.                        |
| 5. Pam .... <i>has got</i> ..... a watch. | Pam .... <i>hasn't got</i> ..... a watch. |
| 6. We ..... a telephone.                  | We ..... a telephone.                     |
| 7. Jane ..... a banana.                   | Jane ..... a banana.                      |
| 8. You ..... a hat.                       | You ..... a hat.                          |

## Exercise 7. Write what these people have.

Jill is tall and thin.



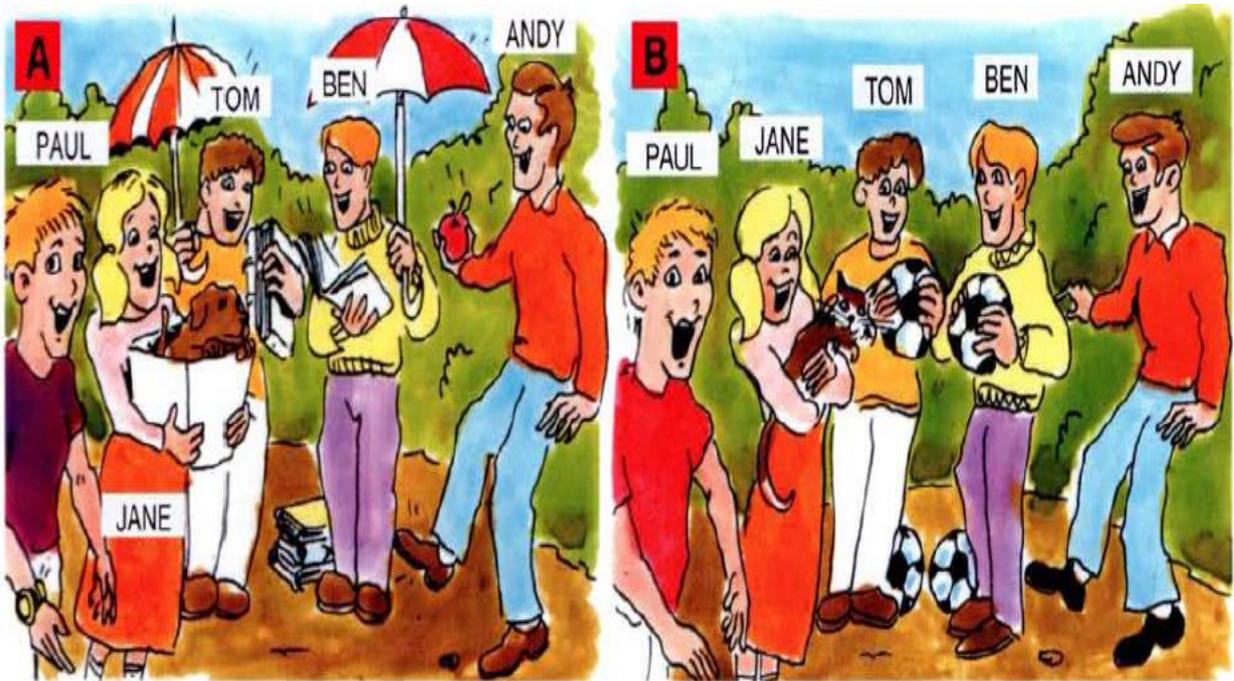
Tom is short and fat.



Jill ...is tall and thin. She has got long blonde hair. She has got big blue eyes. ....

Tom .....

**Exercise 8 Look at the picture. Find the differences and write them.**



1. Paula has got a T-shirt. He hasn't got a watch. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

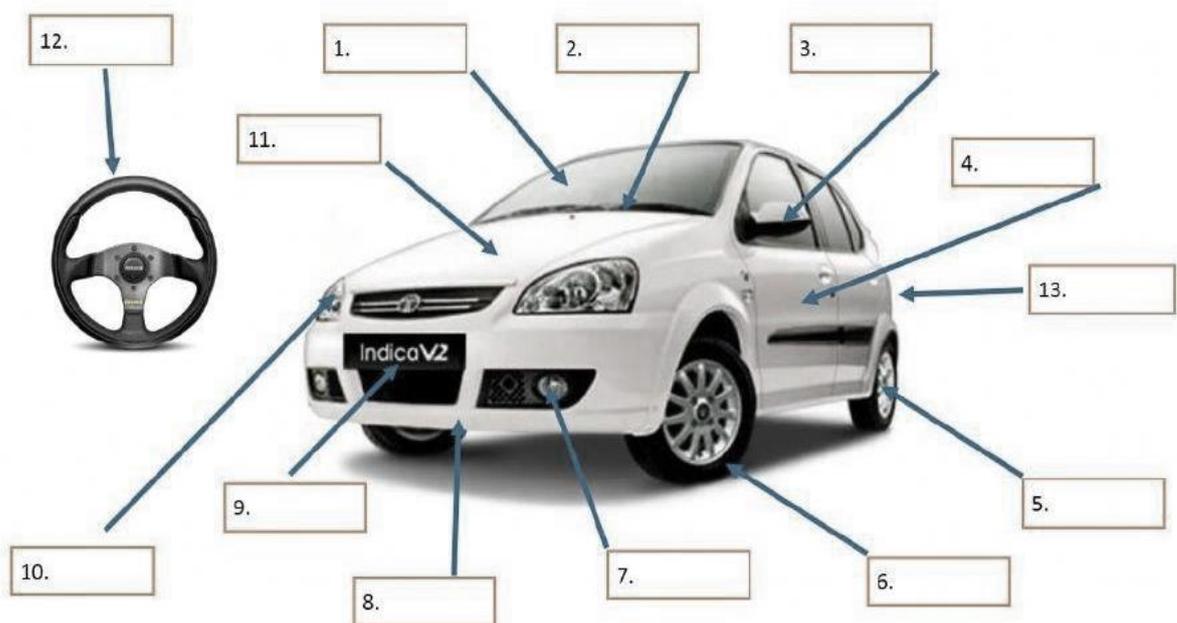
## SESSION 9. THE EXTERIOR.

# WARM UP!

It is important for car makers that customers can easily identify the front and the rear of their cars. How many of the brands below do you know?



Exercise 1. Label the parts of the car. There are some extra words

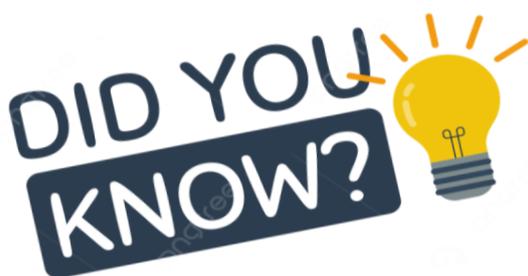


Bonnet/ front bumper/ head light/ indicator/ petrol cap or flap/ roof/ still /sunroof /tyre /wheel arch/steering wheel/ wheel trim/ logo windscreen/ windscreen wiper/ wing/ door handle/aerial/badge/number plate/wing mirror/rear light/side window/exhaust pipe/boot/door/ rear window



Exercise 2. Complete the sentences with the words from Exercise 1.

1. You open the \_\_\_\_\_ to look at the engine.
2. Can you put my suitcases in the \_\_\_\_\_, please?
3. When it starts raining, you need to switch on the windscreen \_\_\_\_\_.
4. "What model is that?" "I don't know. I can't see the \_\_\_\_\_ from here.
5. Open the \_\_\_\_\_ to let some sun and fresh air into the car.
6. Drivers use \_\_\_\_\_ when they want to turn right or left.
7. All models featured safety glass, hydraulic brakes, electric windscreen wipers and \_\_\_\_\_ locks.
8. It is important to inflate the \_\_\_\_\_ to the correct pressure for better fuel consumption.
9. I wish all drivers would use their \_\_\_\_\_ when they want to turn right or left.
10. Don't forget to retract the \_\_\_\_\_ before using the car wash.



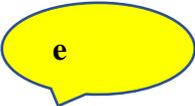
| British English | American English |
|-----------------|------------------|
| bonnet          | hood             |
| boot            | trunk            |
| indicator       | turn signal      |
| number plate    | license plate    |
| petrol cap/flap | gas tank lid     |
| tyre            | tire             |
| windscreen      | windshield       |
| wing            | fender           |

Exercise 3. Watch the video and try to remember as many words as possible.

<https://www.youtube.com/watch?v=359cpTqgrfw>

Exercise 4. Put these steps for changing a tyre in the right order. Start like this : the first step is to put the vehicle into gear or park (e). Then you... Discuss your answers with your partner.

- a) Remove the old tyre from under the vehicle and lower the vehicle.
- b) Take the spare tyre out of the boot and make sure it is good condition.
- c) Check again to make sure the wheel nuts are tight.
- d) Remove the tyre and put it under the vehicle, next to the jack.
- e) Put the vehicle into gear (manual transmission) or park (automatic)
- f) Use a jack to raise the vehicle
- g) Fit the spare tyre and tighten the wheel nuts.
- h) Find two rocks or large pieces of wood and put them in front of and behind the opposite wheel.
- i) Loosen the wheel nuts slightly
- j) Loosen the wheel nuts more and remove them.

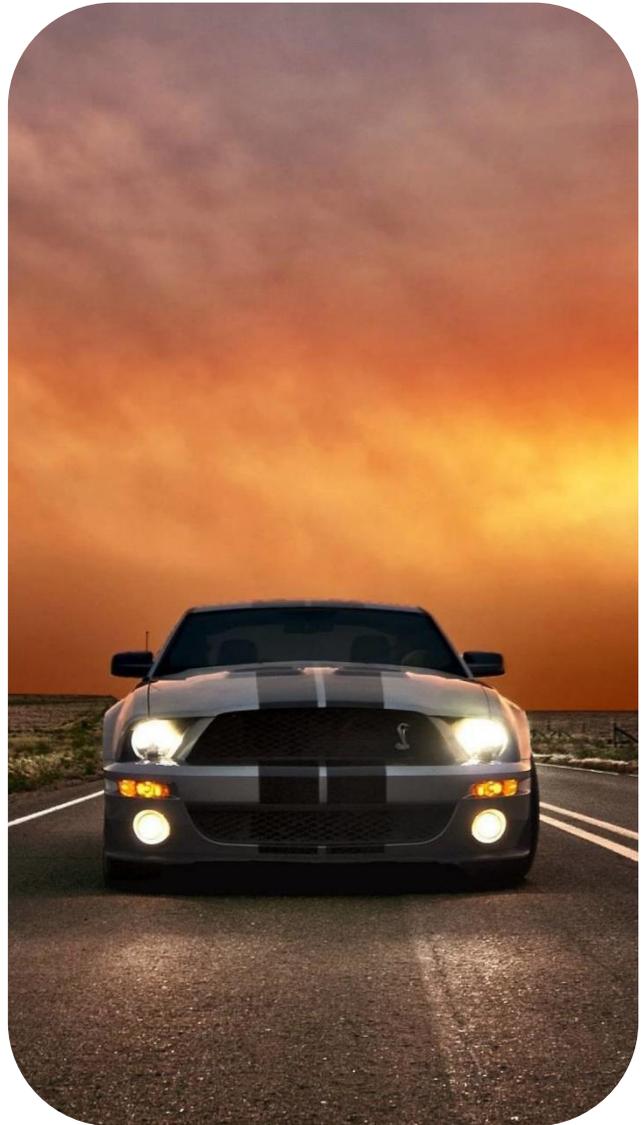
- |    |   |     |   |
|----|---|-----|---|
| 1. |  | 2.  |  |
| 3. |  | 4.  |  |
| 5. |  | 6.  |  |
| 7. |  | 8.  |  |
| 9. |  | 10. |  |



**Exercise 5. Watch the video about electric cars and answer the following questions. Discuss your answers with your partner.**

**<https://www.youtube.com/watch?v=5yY8kmLugvk&t=81s>**

1. When was the first electric vehicle created?
2. What kind was the first electric vehicle?
3. When electric-powered taxis filled the streets of London?
4. Who and when invented the 1<sup>st</sup> prototype of electric car?
5. When and who invented the first lead acid battery?
6. In 1910 Henry Ford began .....?
7. What is the main difference between electric and fossil-fueled cars?
8. What are the specifications of electric cars?
9. How many charging levels does it have?
10. What is the first level?
11. How much is its average operating cost?
12. What is the most expensive component of the car?
13. What are the advantages of electric cars?
14. What are the petroleum-driven engines?
15. How much the average operating cost of an electric car?



## SESSION 10. THE INTERIOR.

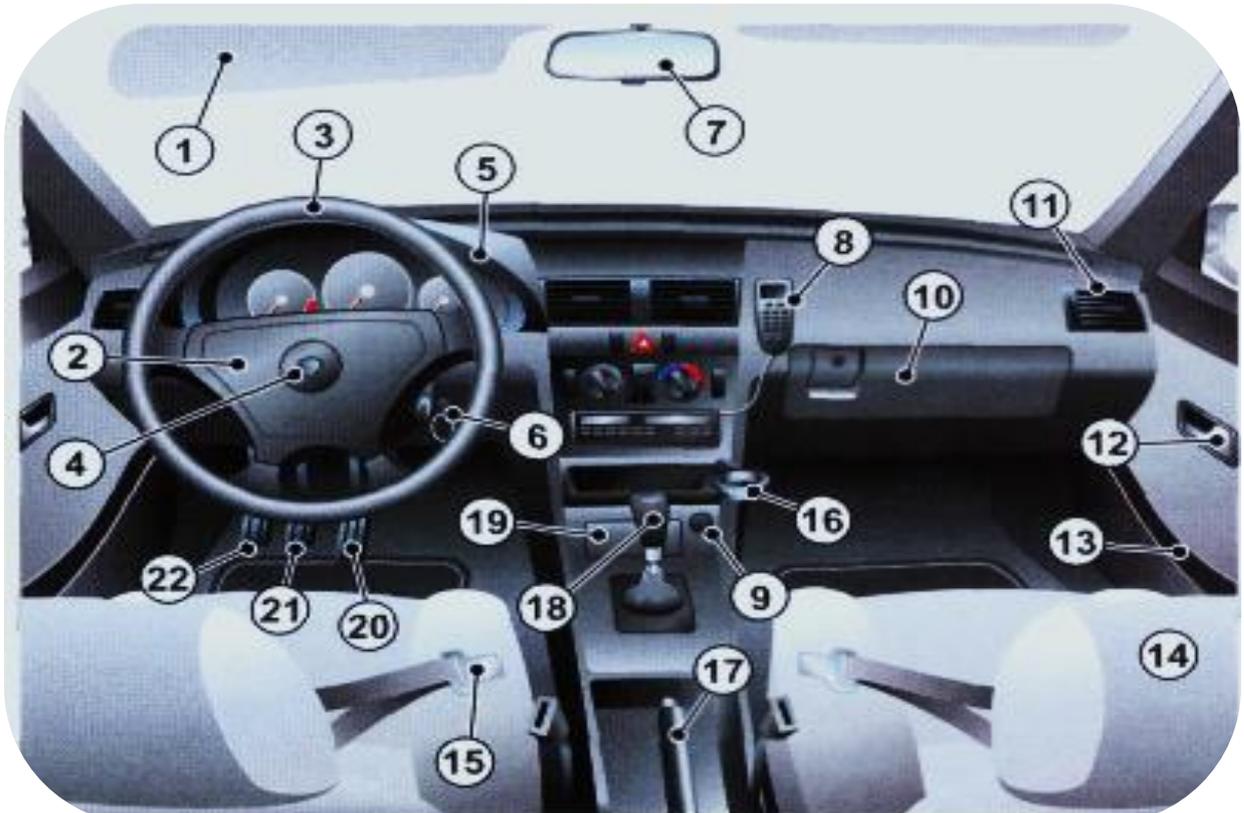
### WARM UP!

Find someone in your class who:

- has a car with GPS navigation system
- likes to have a lot of switches and gadgets in the car
- always buys a car with air conditioning
- has soft toys and cushions in the car
- needs plenty of legroom
- is a telematics user
- likes a sporty steering wheel
- doesn't allow smoking in his/her car
- likes overtaking when driving
- likes fast driving



Exercise 1. Try to label the parts of a car interior.



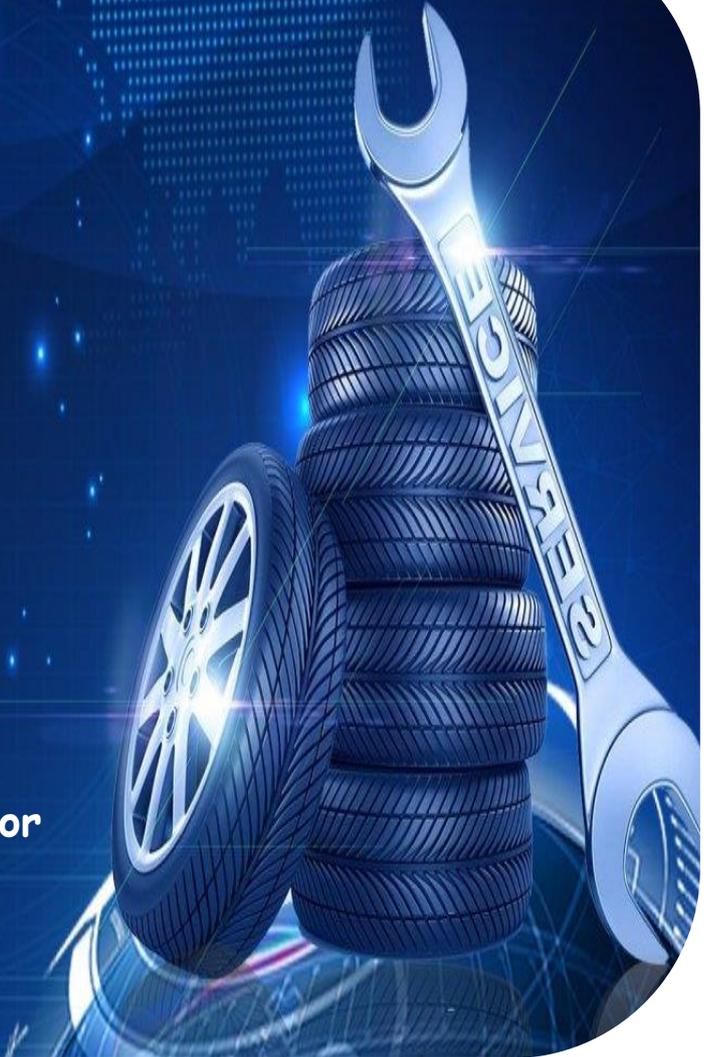


sun visor steering wheel seat belt  
 rear-view mirror ignition horn hands-free  
 handbrake glove compartment gearstick door  
 tray door handle dashboard cup holder  
 clutch pedal cigarette lighter  
 car seat(headrest) brake pedal ashtray airbag  
 airvent accelerator telephone

|    |    |
|----|----|
| 1  | 12 |
| 2  | 13 |
| 3  | 14 |
| 4  | 15 |
| 5  | 16 |
| 6  | 17 |
| 7  | 18 |
| 8  | 19 |
| 9  | 20 |
| 10 | 21 |
| 11 | 22 |

**Exercise 2. Fill in the gaps with the following words:**

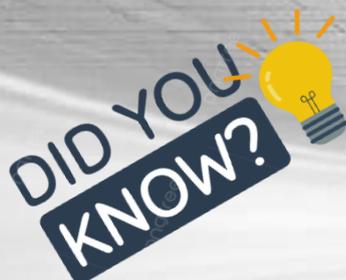
- a) driving seat
- b) steering wheel
- c) seat belt
- d) gear stick
- e) brake
- f) dashboard
- g) headrest
- h) handbrake
- i) clutch
- j) fuel gauge
- k) accelerator
- l) ignition
- m) rear-view-mirror
- n) passenger seat
- o) speedometer



**What do you know about cars?**

1. Put your schoolbag into the \_\_\_\_\_.
2. Look into the \_\_\_\_\_ when you want to see what is behind you.
3. You can put your bike on the \_\_\_\_\_.
4. You use \_\_\_\_\_ to remove water or snow from the windscreen.
5. This is the machine which makes the car move-\_\_\_\_\_.
6. Switch the \_\_\_\_\_ on when it's getting dark.
7. This is the front part of a car which covers the engine- \_\_\_\_\_.
8. This is a long metal stick on the car that receives radio signals \_\_\_\_\_.
9. This is fixed to the front and back of a car to reduce the effect if it hits something.

10. This is a pipe at the back of a car through which waste gas escapes from the machine-\_\_\_\_\_.
11. When one of the\_\_\_\_\_ is flat you have to change it. You have a spare one in the boot.
12. This is the window in front of the car\_\_\_\_\_.
13. There are four of them in the car \_\_\_\_\_.
14. This is the part of the outside of a car that covers the top of the wheels\_\_\_\_\_.
15. This is a bright light on a car that helps drivers to see in the fog \_\_\_\_\_.
16. This is an official sign on the front and back of a motor vehicle, with numbers and letters on it that show who it belongs to\_\_\_\_\_.
17. This is a part of a roof of a car that can be opened \_\_\_\_\_.
18. These are the lights on a car that show in which direction it is turning.
19. This is a light at the back of a car that warns other drivers that the vehicle is going backwards \_\_\_\_\_.
20. This is the object in the car or other vehicle that makes a loud warning noise when you press it \_\_\_\_\_.



UzDaewooAuto was a joint venture founded in 1992 between the Uzbek state owned UzAvtosanoat and the South Korean headquartered, American owned GM Korea. The company began production of vehicles on 19 July 1996, at the new assembly plant located in Asaka. UzDaewooAuto produced cars under Daewoo brand from 1996 to 2008. GM Uzbekistan is successor of UzDaewooAuto since 2008. GM Uzbekistan began production on November 2008. The 1<sup>st</sup> assembled car on this day was a Chevrolet Lacetti.

**Exercise 3. Match the numbers with the names of the instruments.**



- Voltmeter
- speedometer
- rev counter
- fuel gauge
- engine oil temperature gauge
- driver information system
- hazard warnings /indicator lights
- coolant temperature gauge



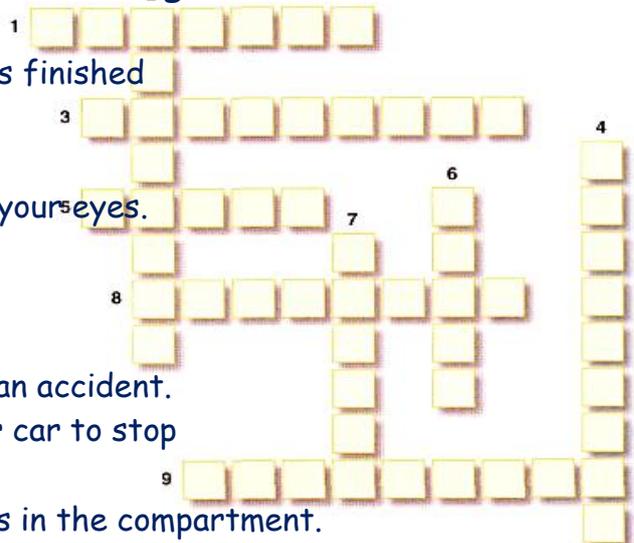
**Exercise 5. Complete the crossword using the words from the unit.**

**ACROSS**

1. You put your cigarette here when it is finished
3. The instruments are on this.
5. This is the middle pedal in a car.
8. This stops the sun from shining into your eyes.  
(two words)
9. You use this to change gear.

**DOWN**

2. This protects your head and neck in an accident.
4. You operate this when you park your car to stop it from moving.
6. You can put your maps and documents in the compartment.
7. You look in the rear-view-..... to check the traffic behind you



## Exercise 4. Read the article and try to answer the following questions

1. What Instruments are fighting for space on the Instrument panel?
2. What are the problems the designers deal with?
3. Why the touchscreen needs to be located high on the dashboard?
4. What do some engineers see as a way to get rid of many manual controls?
5. Why it is needed to be an optimal balance between visual displays and voice instructions?

**N**avigation aids, telematics equipment, audio system features, and the standard instruments are all fighting for space on the instrument panel (IP). This creates a challenge for interior designers and engineers who need to keep the IP simple so that the driver is not distracted by too many buttons and instruments. Customers also equate a spacious interior with luxury – another reason why the IP shouldn't look overcrowded.

Designers deal with the problem in various ways. They reduce the size of 'space-eaters' such as heating and cooling systems, or even remove them completely from the IP by putting them under the seat or in the boot. They also put many functions, such as station pre-set buttons for audio systems,



on touch screens. Touch screens save space on the IP but there is still the danger of overcrowding the screen, which could distract the driver and thus cause an accident. Another problem is the position: the touch screen needs to be located high on the dashboard so that the driver can use it easily while driving.

But if it is too high it can be hard to read because of reflections and the sun 'washing out' the screen.

Some engineers see voice recognition as a way to get rid of many manual controls and to simplify the IP. But voice recognition can also be overused. There needs to be an optimal balance between visual displays and voice instructions, so that the driver can deal safely with all the information he or she receives.

## SESSION 11. MATERIALS

# WARM UP!

What materials do you know? Work with your partner. Try to do the following task together and share your answer with your group.

- aluminium
- brass
- bronze
- carbon fibre
- cardboard
- clay
- concrete
- copper
- cotton
- denim
- felt
- fur
- glass
- gold
- iron
- leather
- marble
- paper
- plastic
- porcelain
- rubber
- sand
- silk
- silver
- steel
- stone
- straw
- wax
- wood
- wool

# MATERIALS

Match the objects below to the materials they are made of.

• ball • bench • box • bridge • brooch • bucket • bucket hat •  
 • candle • cannon • carpet • castle • ceiling lamp • cup • flip flops •  
 • helmet • ladder • medal • mug • nail • panama hat • plane • pocket watch  
 • saucepan • tank top • tie • tombstone • tuba • wall • wallet • wire •

Exercise 1. Watch the video and find out what is made from the following materials and what are the distinguishing features of these materials

[https://www.youtube.com/watch?v=JCKSMsbpn1Y&list=PLc49QN9D5TiNBt77\\_8WzSKVLssWkzit-](https://www.youtube.com/watch?v=JCKSMsbpn1Y&list=PLc49QN9D5TiNBt77_8WzSKVLssWkzit-)



- 1) Stone is very strong and durable.
- 2) Fabric is \_\_\_\_\_
- 3) Rubber is \_\_\_\_\_
- 4) Metal is \_\_\_\_\_
- 5) Glass is \_\_\_\_\_
- 6) Wood is \_\_\_\_\_
- 7) Plastic is \_\_\_\_\_

Exercise 2. What car parts are made of what material. Divide the following words into groups. One word can be used more than once. Work with a partner to do this task.

ALUMINIUM 😊 FOAM 😊 GLASS 😊 LEATHER 😊 MAGNESIUM  
 PLASTIC 😊 RUBBER 😊 SHEET 😊 METAL 😊 STEEL 😊  
 TEXTILE 😊 WOOD 😊



Exercise 3. Complete the sentences about materials and their properties with words from the box.

heat-resistant, natural, rigid, elastic, shatterproof, light, corrosion-resistant, durable, flammable, malleable, bumpers



1. Wood is very often used in interiors because it looks \_\_\_\_\_ and warm.
2. Aluminium and magnesium are important for car makers because they are \_\_\_\_\_ and therefore good for weight-saving.
3. Safety regulations require that the foam used in car seats shouldn't be \_\_\_\_\_

- \_\_\_\_\_.
4. Rubber should be able to withstand great temperature differences while staying \_\_\_\_\_. In other words, it shouldn't become brittle.
  5. Windscreens are made of a special \_\_\_\_\_ glass to protect drivers in accidents.
  6. Fabrics used in cars need to be \_\_\_\_\_ and look old too quickly.
  7. Steel is used for load-bearing parts because it is \_\_\_\_\_.
  8. Ceramic, which is \_\_\_\_\_, is used in the catalytic converter because of the very high temperatures.
  9. Sheet metal is used for large car parts because it is \_\_\_\_\_ and dent-resistant.
  10. Aluminum is ideal for \_\_\_\_\_ and other body parts.

**Exercise 4. Read this article and answer the questions**

**Aluminum- the car maker's metal of the year.**

With the launch of the A2, Audi AG introduced the first vehicle in the world to have a volume-built all-aluminum body. In 1996, series production of the A8 began. The A8 is the first luxury limousine made of aluminum, and the Audi plant in Neckarsulm produces 20,000 vehicles a year. The A8 combines high strength with low weight. At only 1,690 kilos, the A8 3.2 is the lightest car in the luxury class. The third-generation Audi Space Frame now has the fewer components than its predecessors, which makes it easier to build the car in large quantities.



Other car makers are also starting to take aluminum seriously. As engine sizes have increased, cars have become more top-heavy. Using aluminium for the bonnet and front wings help to get a better weight distribution between

front and rear axles. Another advantage of aluminum is that it is cheaper to recycle than steel. Thus, will be an important consideration in the future when the EU introduces tougher recycling regulations.

But there are drawbacks to using aluminum. Replacing steel with aluminum



is expensive; an aluminum body costs twice as much as a steel one. Not only are aluminum production processes expensive, they are also difficult to implement. Because aluminum is more brittle and tears more easily than steel, it can only be formed when it is an

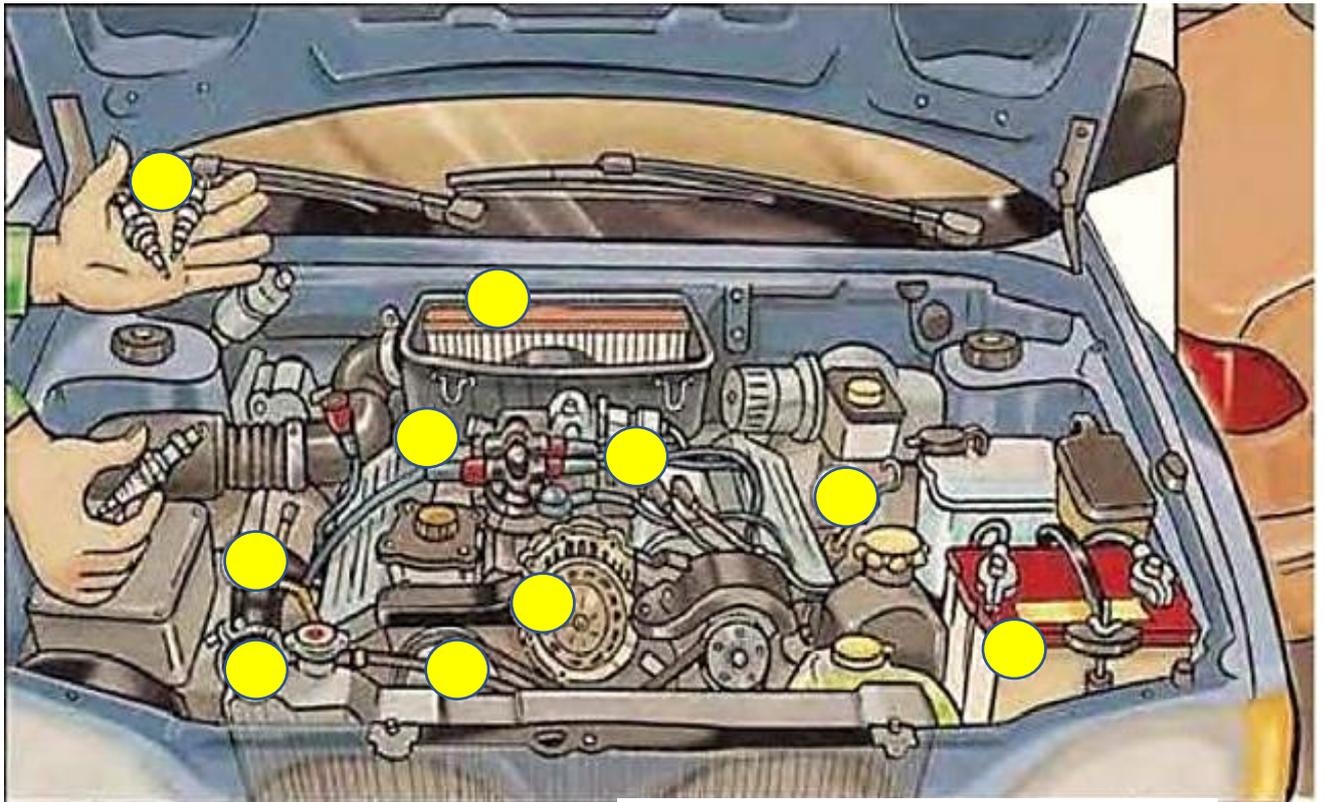
unhardened state. Furthermore, the aluminum used for the outer parts of the car, such as the wings and the doors, needs to be thicker than steel because it doesn't have the same stiffness. The dent-resistance of aluminum is also less than that of steel.

On the plus side, aluminum doesn't rust like steel, and in car crashes it has a higher energy absorption rate, which increases the car's active safety.

- 1) What is A8?
- 2) When series production of the A8 began?
- 3) What does A8 model combine?
- 4) Why car maker starting to use aluminum in car production?
- 5) What is the advantage of the aluminum?
- 6) What are the drawbacks of using aluminum?
- 7) At what condition aluminum can be formed?
- 8) Aluminum is used for production ..... parts of the car?
- 9) Why is using aluminum increases car's safety?
- 10) What kind of car materials do you think will be used in the future?



Exercise 2. Label the pictures with their names.



- a) radiator hose
- b) alternator
- c) air filter
- d) battery
- e) dipstick
- f) engine
- g) fan belt
- h) fuel injection system
- i) radiator
- j) spark plugs



**DID YOU KNOW?** 

## funny car ACRONYMS

- Mazda = Made After Zero Design Analysis
- Subaru = Screwed Up Beyond All Repair Usually
- Nissan = Need I Say Something About Nothing
- Ford = First On Rust and Deterioration
- Honda = Had One Never Did Again
- Jeep = Just Eats Every Penny
- Fiat = Fix It Again, Tony
- BMW = Big Money Wasted



### Exercise 3. Read & translate the text about a car mechanic.

#### A Car Mechanic.

An auto mechanic (automotive technician in most of North America, Car mechanic in British English & motor mechanic in Australian English) is a mechanic with a variety of automobile makes or either in a specific area or in a specific make of automobile. In repairing cars, their main role is to diagnose the problem accurately and quickly.

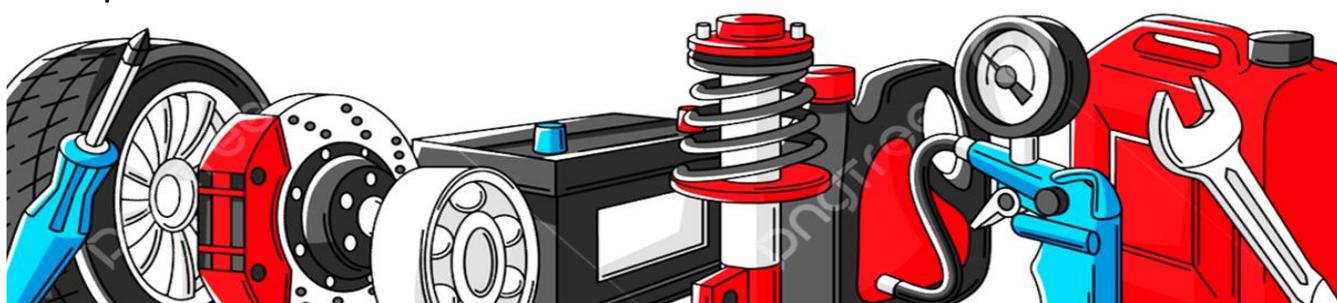
They often have to quote prices for their customers before commencing work or after partial disassembly for inspection. Their job may involve the repair of a specific part or the replacement of one or more assemblies.

Basic vehicle maintenance is a fundamental part of a mechanic's work in modern industrialized countries while on others they are only consulted when a vehicle is already showing signs of malfunction. Preventative maintenance is also fundamental part of a mechanic's job, but this is not possible in the case of vehicles that are not regularly maintained by a mechanic. One misunderstood aspect of preventative maintenance is scheduled replacement of various parts, which occurs before failure to avoid far more expensive damage. Because this means that parts are replaced before the problem is observed, many vehicles owners will not understand why the expense is necessary.

With the rapid advancement in technology, the mechanic's job has evolved

from purely mechanical, to include electronic technology. Because vehicles today possess complex computer and electronic systems, mechanics need to have a broader base of knowledge than in the past.

Due to the increasingly labyrinthine nature of the technology that is now incorporated into automobiles, most automobile dealerships and independent workshops now provide sophisticated diagnostic computers to each technician, without which they would be unable to diagnose or repair a vehicle.



**Exercise 4. Read the text and say if the statement are TRUE or FALSE. Correct the false sentences.**

- b) A car mechanic has the same name everywhere. \_\_\_\_\_
- c) He always performs the same task. \_\_\_\_\_
- d) One of his/her tasks is to diagnose the problem. \_\_\_\_\_
- e) Car mechanics have to inform the client of the price of repair. \_\_\_\_\_
- f) Basic vehicles maintenance is done by other professionals. \_\_\_\_\_
- g) Sometimes they have to replace some parts of the car. \_\_\_\_\_
- h) The mechanic's job has remained the same for many decades. \_\_\_\_\_
- i) Thanks to computers, mechanics only need to know a lot about cars.
- j) Computers are being used to help the mechanic to diagnose the problem with the car. \_\_\_\_\_

**Exercise 5. Complete the sentences with one of the following words.**

**Bonnet / headlight/ tire/ fog lamp /windscreen wiper/ boot  
/ number plate / steering wheel/ bumper**

- 1) As it was raining a lot we had to turn on the \_\_\_\_\_
- 2) We arrived late because we had a flat \_\_\_\_\_
- 3) Put your luggage inside the \_\_\_\_\_
- 4) I think you should switch on the \_\_\_\_\_ because we can't see the road.  
It's too foggy
- 5) When the car mechanic arrived, he had to open the \_\_\_\_\_ to find out why the car engine wasn't functioning.
- 6) The police officer introduced the \_\_\_\_\_ of the car in the computer to find out who was the owner.
- 7) When I saw the other car coming in my direction, I turned \_\_\_\_\_ to the right to avoid the crash.
- 8) If it is dark, you have to switch on the \_\_\_\_\_
- 9) When I was backing into a parking space today, I ended up hitting the \_\_\_\_\_ of another car.

**Exercise 6. Do the following word search and learn new words by heart**

**CAR PARTS VOCABULARY - WORD SEARCH GAME**

Here is a nice word search game worksheet. Find the given words in the word search puzzle below. There are eight possible directions: horizontally, vertically, or diagonally.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C | L | U | T | C | H | C | O | L | P | L | V | D | G | W | D |
| I | P | V | V | J | P | P | J | E | I | B | F | E | M | N | I |
| S | L | W | H | E | E | L | D | I | Z | X | A | X | G | R | A |
| T | L | G | N | Q | P | A | Y | A | B | R | A | K | R | W | B |
| W | N | P | Q | G | L | K | K | Z | G | V | I | S | N | W | A |
| A | H | I | G | N | I | T | I | O | N | P | I | S | T | O | N |
| K | I | E | M | A | O | T | C | E | M | F | Y | E | C | R | Y |
| D | X | R | A | X | G | I | H | M | T | Q | P | I | Z | H | S |
| O | A | T | B | T | U | C | O | K | B | V | B | O | Y | P | Z |
| S | F | S | K | A | E | H | O | V | G | S | N | D | I | T | S |
| H | H | I | H | Q | G | R | D | T | S | E | A | T | D | U | E |
| B | O | I | L | B | T | I | R | E | X | E | T | A | N | N | F |
| W | Y | R | F | T | O | D | O | R | D | U | M | R | G | W | F |
| R | A | D | N | T | E | A | L | P | A | T | O | I | M | A | W |
| W | T | H | G | C | E | R | R | W | H | O | N | K | M | K | U |
| R | A | D | I | A | T | O | R | D | F | E | S | N | J | E | W |

AIRBAG, CLUTCH, DASHBOARD, ENGINE, FILTER, PEDAL, GEAR,  
HEATER, HOOD, HORN, IGNITION, SEAT, RADIATOR, WHEEL, TIRE,  
SHIFT, PISTON, SUNROOF

**Exercise 7. Work in small groups of 5. Do a short presentation according to the theme. Show what new vocabulary have you learnt. Present to the whole group.**

## SESSION 13. TECHNICAL SPECIFICATIONS OF A CAR.

### WARM UP!

Match the pictures with the words below



petrol    battery    a Bentley    pollution  
an Aston Martin    a Rolls Royce    electric car    a Mini

Exercise 1. Watch the video and answer the questions given below.

<https://learnenglishteens.britishcouncil.org/study-break/video-series/word-street/classic-british-car>

1. What makes a 1914 Rolls Royce Silver Ghost Alpine Eagle, known at the time as probably the finest motor car in the world so special?
2. Who are the famous British car manufacturers?
3. The first cars they made were for.....
4. What car was built in 1959 and soon became an icon?
5. What are the advantages of buying an electric car?
6. What car can you advice for those who like something a little faster?
7. What cars will be the classic cars in the future?
8. Describe the Citroen Evie. What are the specifications of the car?

**Exercise 2. Complete the sentences using the words given in the box.**

- a) running costs   b) top speed   c) front suspension   d) body strength  
e) boot capacity   f) start-stop automatic   g) light-weight materials  
h) disk brakes   i) new design   j) chassis length  
k) fuel consumption



1. The  has been stiffened to produce more precise steering at high speeds.
2. We have also increased the size of the  for a shorter braking distance.
3. I also noticed that the press release says there is improved .
4. Firstly, we have enhanced the Cd value with a .
5. We have also reduced the kerb weight of the car by over 50 kilos by using .
6. We have introduced a  so that the engine cuts out if you stand still for more than three seconds and starts again when you take your foot off the brake.
7. This has a positive effect on the  of this car and, of course, on the resale value.
8. We have also increased the  to make the car more practical for families and sports people.



### Exercise 3. Match the expressions with their definitions

- 1.kerb weight
- 2.boot capacity
- 3.disk brakes
4. width
- 5.resale value
- 6.drivetrain
- 7.Cd value
- 8.horsepower
- 9.urban consumption
- 10.headroom
- 11.hip room
- 12.braking distance



- 13.front suspension
14. running costs
15. wheelbase

- a) A measure of the car's wind resistance, or drag coefficient.
- b) The amount you spend on petrol, tax, maintenance, etc.
- c) The volume of the boot
- d) How much fuel you need driving around town
- e) The distance from vehicle's roof to the seat
- f) Brake system which uses a caliper and rotor, or disc, to stop or slow a vehicle
- g) How much you can expect to get if you sell the car after three years
- h) The connection of the axles by springs and dampers to the car body which prevents occupants from feeling road shocks.
- i) The distance between putting your foot down on the brake and the car stopping.
- j) The distance from the car's lowest point to its tallest point.
- k) How much the car weighs when there are no passengers in it and with half a tank of fuel.
- l) Measures the energy output (hp)
- m) The system that transfers power from the engine to the wheels
- n) It defines the car's widest point without its mirrors.
- o) The distance between the center of the front and rear wheels

## COMPARISON OF ADJECTIVES



| Positive  | Comparative  | Superlative   |                                       |
|---|--|---|---------------------------------------|
| <br><b>big</b> | <br><b>bigger</b> | <br><b>biggest</b> | (Note: Put THE before a superlative)  |
| <b>One syllable</b>   | <b>clear</b>   | <b>-er</b><br><b>clearer</b>  | <b>-est</b><br><b>clearest</b>        |
|   | <b>dark</b>  | <b>darker</b>   | <b>darkest</b>                        |
| <b>One syllable ending with -e</b>  | <b>wise</b>  | <b>-r</b><br><b>wiser</b>   | <b>-st</b><br><b>wisest</b>           |
|   | <b>simple</b>  | <b>simpler</b>  | <b>simplest</b>                       |
| <b>Adjectives ending with one vowel and one consonant</b>                                       | <b>thin</b>  | <b>-er</b><br><b>thinner</b>  | <b>-est</b><br><b>thinnest</b>        |
|   | <b>fat</b>   | <b>fatter</b>   | <b>fattest</b>                        |
| <b>Two syllables ending in -y</b>   | <b>busy</b>  | <b>-er</b><br><b>busier</b>   | <b>-est</b><br><b>busiest</b>         |
|   | <b>merry</b>   | <b>merrier</b>  | <b>merriest</b>                       |
| <b>Three or more syllables</b>  | <b>creative</b>  | <b>more +</b><br><b>more creative</b>   | <b>most +</b><br><b>most creative</b> |
|   | <b>popular</b>   | <b>more popular</b>   | <b>most popular</b>                   |
| <b>Irregular Adjectives</b>   | <b>good</b>  | <b>better</b>   | <b>best</b>                           |
|   | <b>bad</b>   | <b>worse</b>  | <b>worst</b>                          |
|   | <b>little</b>  | <b>less</b>   | <b>least</b>                          |
|   | <b>much</b>  | <b>more</b>   | <b>most</b>                           |

**Exercise 4. Complete the sentences with the correct form of adjectives from the box.**



1. These leather seats are the [ ] seats I've ever sat in!
2. The Audi TT has a top speed of 250 mph. It is much [ ] than a Fiat Panda.
3. A car engine with twelve cylinders is [ ] than one with six cylinders.
4. All new cars now have airbags as standard so they are [ ] than cars were years ago.
5. The Lamborghini Diablo is one of the [ ] cars in the world.
6. A diesel engine is still [ ] than a petrol engine, even though they are much quieter than they used to be.
7. Volvos have the reputation of being some of the [ ] cars on the market.
8. Rolls-Royce makes some of the [ ] cars in the world.
9. The interior of a Bentley is [ ] and luxurious than a BMW 7-series.
10. The Porsche Cayenne weights two and a half tones. It is [ ] than the BMW X5.

**Exercise 5. Read the following text and answer the questions.**

If you were buying a car in 1899, you would've had three major options to choose from. You could buy a steam-powered car. Typically relying on gas-powered boilers, these could drive as far as you wanted-provided you also wanted to lug around extra water to refuel and didn't mind waiting 30 minutes for your engine to heat up.



Alternatively, you could buy a car powered by gasoline. However, the internal combustion engines in these models required dangerous hand-cranking to start and emitted loud noises and foul-smelling exhaust while driving.

So, your best bet was probably option number three: a battery-powered electric-vehicle. These cars were quick to start, clean and quiet to run, and if you lived somewhere with access to electricity, easy to refuel overnight.



If this seems like an easy choice, you're not alone. In cities with early electric systems, battery-powered cars were a popular and reliable alternative to their occasionally explosive competitors. But electric vehicles had one major problem-batteries. Early car batteries were

expensive and inefficient. And at over twice the price of a gas-powered car, many couldn't afford these luxury items.

At the same time, oil discoveries lowered the price of gasoline, and new advances made internal combustion engines more appealing.

Electric starters removed the need for hand-cracking, mufflers made engines quieter and rubber engine mounts reduced vibration.

In 1908, Ford released the Model T; a cheap, high-quality, gas-powered car that captured the public imagination. By 1915, the percentage of electric cars on the road had plummeted.

For the next 55 years, internal combustion engines ruled the roads. Aside from some special-purpose vehicles, electric cars were nowhere to be found.



Since then, electric vehicles have vastly improved in cost, performance, efficiency, and availability. They can accelerate much faster than gas-powered sports cars, and while some models still have a high upfront cost, they reliably save their drivers money in the long run.



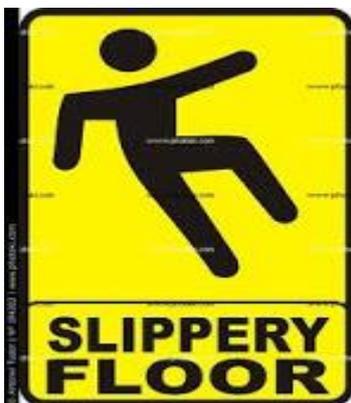
As governments around the world focus on slowing climate change, electric vehicles are now expected to replace gas-powered ones altogether. Soon, electric cars will reclaim their place on the road, putting gasoline in our rearview.

1. Give a description to a steam-powered car.
2. What models of cars required dangerous hand-cranking to start and emitted loud noises?
3. What models of cars were quick to start, clean and quiet to run?
4. What models of cars were popular in cities with early electric systems?
5. What major problem had electric vehicles & why?
6. What is Model T?
7. What are the advantages of electric cars?
8. What cars will be reclaimed by the electric cars and why?

## SESSION 14. WAYS OF EXPRESSING WARNINGS.

### WARM UP!

Look at different signs and say what do they mean and express them by sentences using Uzbek/English language



**Exercise 1. Complete these warnings with words from the box below.**

**how    care    safe    beware    too steady    does    watch**  
**don't    be    look**

1. \_\_\_\_\_ careful with the shower – the water gets really hot.
2. Take \_\_\_\_\_ crossing the main road.
3. Easy \_\_\_\_\_ it! If we drop this they'll be furious!
4. Mind \_\_\_\_\_ you go – the roads might be icy.
5. \_\_\_\_\_ out! There's a car coming!
6. \_\_\_\_\_ of the dog.
7. \_\_\_\_\_ out – the mug's on the edge of the table!
8. \_\_\_\_\_! Are you sure you can carry that by yourself?
9. Mind you \_\_\_\_\_ slip on the bathroom floor – I've just washed it.
10. You can't be \_\_\_\_\_ careful – you never know who's listening to you.
11. Keep your wallet in an inside pocket – better \_\_\_\_\_ than sorry.



**Exercise 2. Answer the questions using the expressions in the box**

**Take care.    Be careful.    Mind how you go.    Beware.    Better safe than sorry.**  
**Watch out!    Look out!    Easy does it!    You can't be too careful.    Steady!**

1. Which two of these expressions are used especially to warn someone to be careful when they leave to go somewhere?
2. Which three of these expressions are ways of warning someone to be careful and not to take risks?
3. Which two of these expressions are used especially to warn someone that they are in immediate danger?
4. Which two of these expressions are used especially to warn someone to do something carefully and gently, especially when they are moving something large or heavy?
5. Which of these expressions is used especially on signs and notices?

### Exercise 3. Read, match and underline

Read the text about safety signs. Write these four headings in the correct places and underline the words of hazards. Say why they are hazardous.

- a) Green and white squares or rectangles
- b) Black and yellow triangles
- c) Red and white circles
- d) Blue and white circles

#### Safety signs: colours and shapes

Safety signs are very important because the oil and gas industry has many hazards. (Hazards = possible dangers like electricity, chemicals, hot things, gas, machines, noise, falling objects, and slippery surfaces). There are four main kinds of safety sign:

1 \_\_\_\_\_

These signs warn us about hazards. The signs give warnings like Danger! Overhead crane or High voltage.

2 \_\_\_\_\_

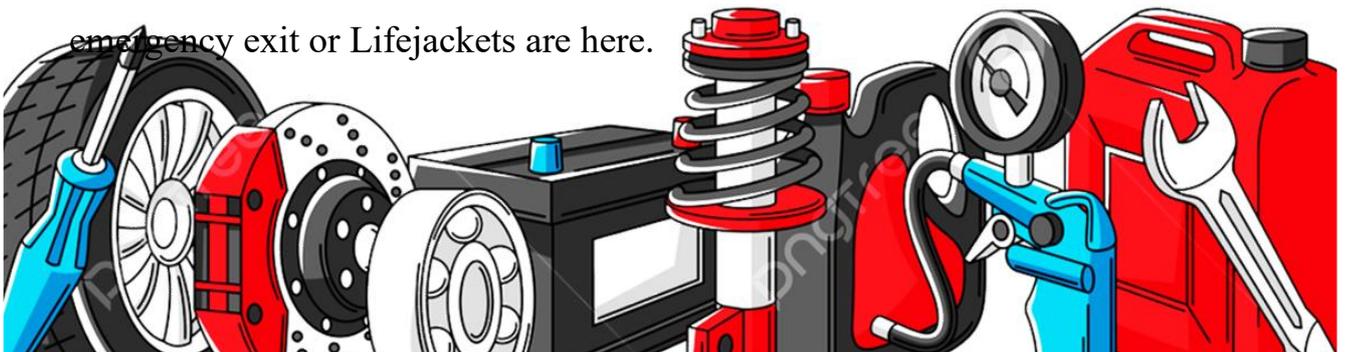
These signs usually have a red band across them. They tell us we must not do things. For example Do not smoke here or Do not switch off this machine.

3 \_\_\_\_\_

These signs tell us 'You must wear or do the thing in the picture'. For example Wear goggles or Read the instructions before you use the machine.

4 \_\_\_\_\_

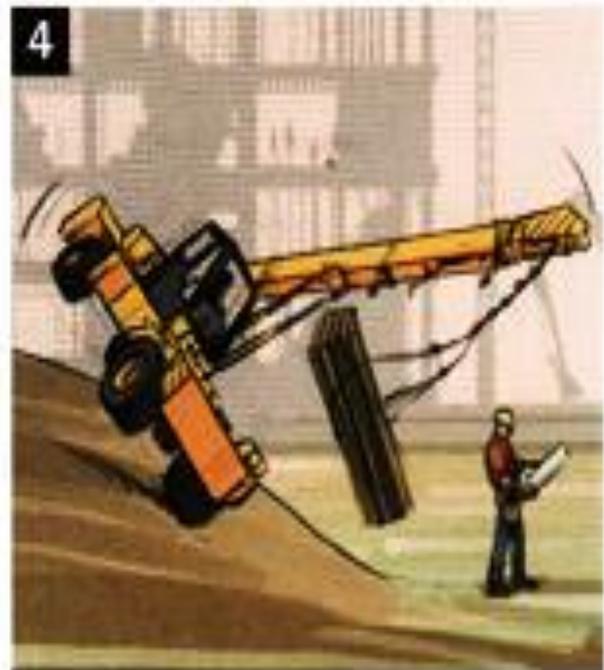
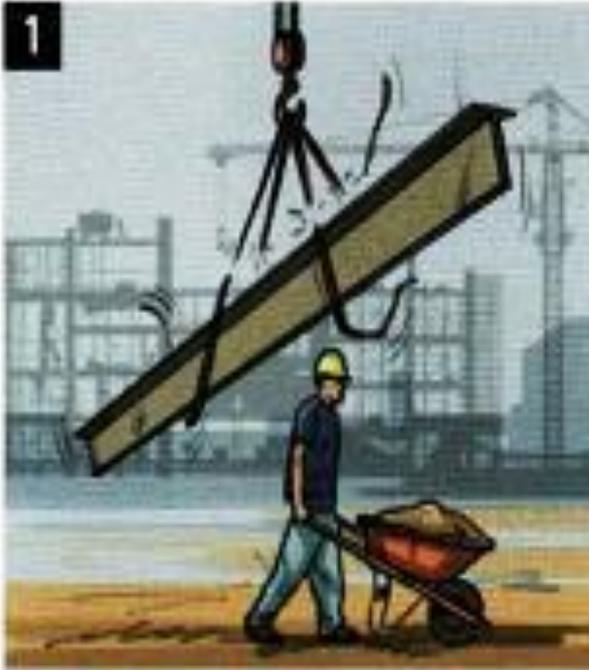
These signs give information about safety. For example, they tell us This way to the emergency exit or Lifejackets are here.



**Exercise 4. Listen, complete and warn. [ A toolbox talk].**

**1. What is happening in the four pictures?**

Listen and complete the missing words then compare to a supervisor talking to trainees about safety. Which hazards in given pictures to their hands do they talk about? And repeat the warnings using the pictures.



**S=supervisor, T1=trainee 1, T2=trainee 2, T3=trainee 3, T4=trainee 4**

**S:** OK. Listen everybody. Today's toolbox talk is about working with cranes. You know cranes can be dangerous. So tell me: what hazards are there?

**T1:** The load can fall on you.

**S:** Right. So what's the safety rule?

**T1:** \_\_\_\_\_ under the load.

**S:** Right. Never stand under a load. And \_\_\_\_\_ a hard hat at all times. Another hazard?

**T2:** Loads can swing left and right.

**S:** Yeah. So what do you do? Do you put your hand on it - try to stop it swinging?

**T2:** No. You \_\_\_\_\_ do that. It's very dangerous. You must \_\_\_\_\_ try to stop a swinging load.

**S:** Good. What else can go wrong?

**T2:** You can \_\_\_\_\_ your fingers!

**S:** That's right! \_\_\_\_\_ where you put your hands. You don't want your fingers going up with the load!

**T3:** Right! Yeah! Ugh!

**T4:** Excuse me. Can I ask a question?

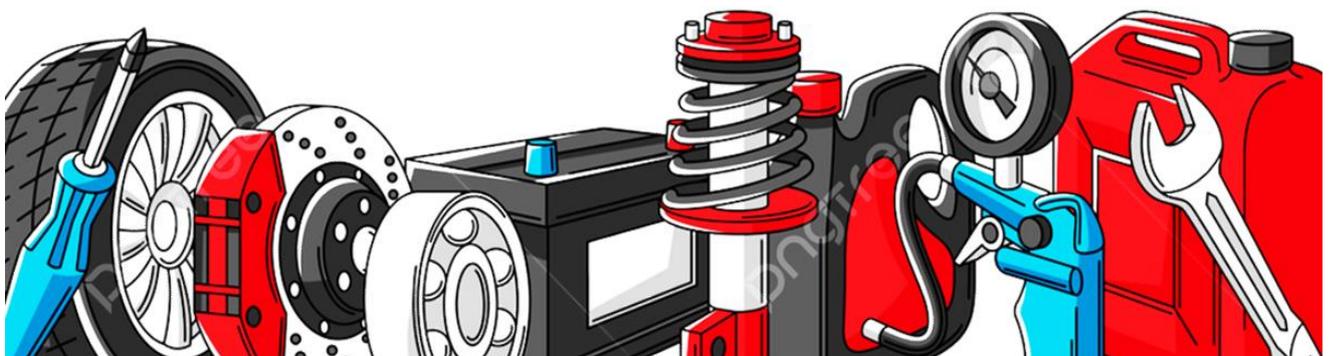
**S:** Sure. Go ahead.

**T4:** What can I do in an emergency? I mean, how can I tell the operator to \_\_\_\_\_ lifting?

**S:** Good question: the crane operator can't hear you, so how can you stop him? One answer is hand Signals. You know the emergency stop signal- both arms out, left and right. The other answer is radio. One man must always have radio contact with the crane operator.

**T4:** OK.

**S:** Any other questions? No? Right. Let's go.



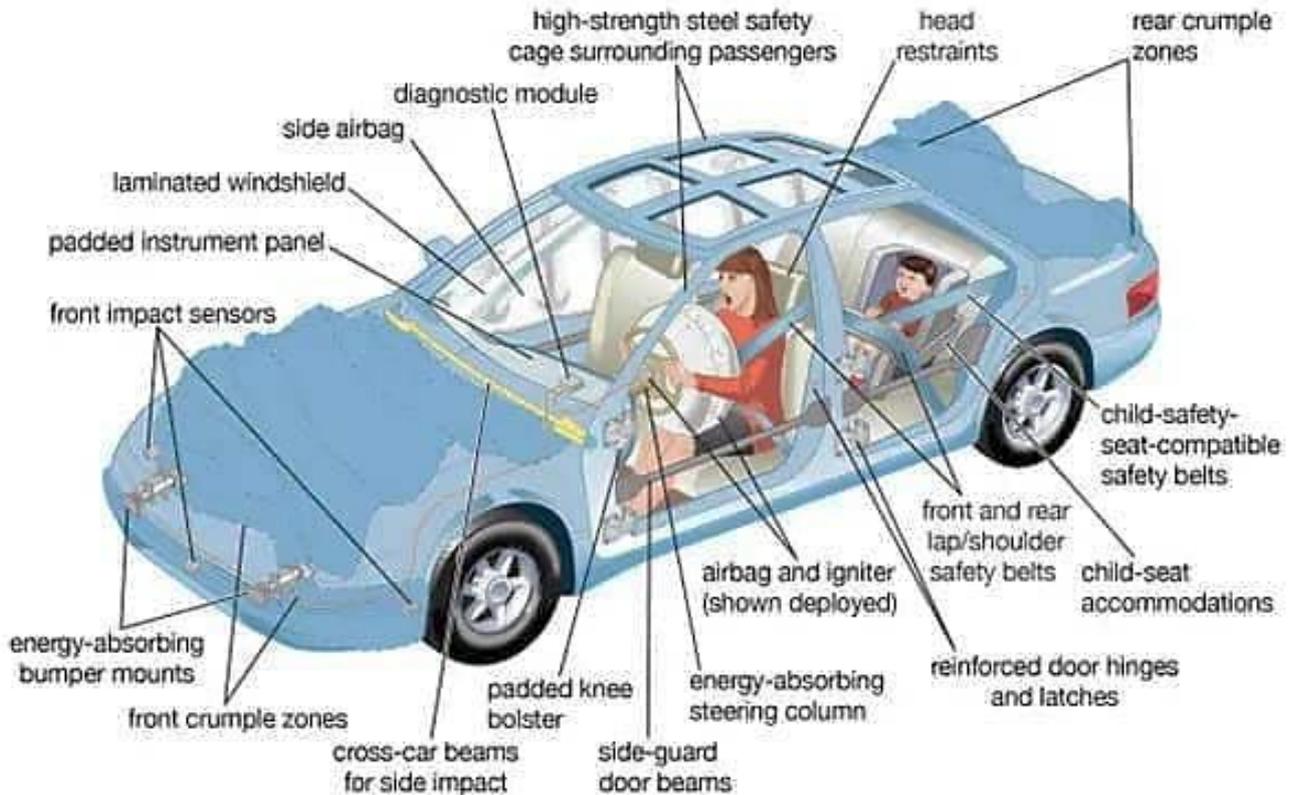
**Exercise 6. Warn the men.**[Uzbek/American Warnings. T worksheet]

| <p style="text-align: center;"><b>POSTER WORKSHEET</b></p> <p style="text-align: center;"><b>group Uzbekistan</b></p> <p style="text-align: center;"><b>What warnings could you give to the people in these situations?</b></p> <p>(1. write Uzbek warnings through word by word translation in English’.</p> <p>2. write American English variants as we learned’)</p>  | <p style="text-align: center;"><b>POSTER WORKSHEET</b></p> <p style="text-align: center;"><b>group America</b></p> <p style="text-align: center;"><b>What warnings could you give to the people in these situations?</b></p> <p>(1.write Uzbek warnings through word by word translation in English’.</p> <p>2. write American English variants as we learned’)</p>  |
|--|--|
| <p>1. You see a boy crossing the road. A car is coming down the street, and not slowing down.</p> <p>2. Your parents have been visiting you and are now setting off on the long drive home.</p> <p>3. Your partner isn’t sure whether to bother putting their laptop in the hotel room safe before you go out in the evening.</p> <p>4. You’re having your flat redecorated, and the workers are moving a big, heavy desk that belonged to your grandfather. You’re worried that they aren’t being careful enough.</p> <p>5. Your friend is rude to an older person</p> <p>6. Your friend has a habit of smoking a lot from day to day</p> <p>7. Your brother is driving without a license how would you say something intimidating/warning against him:</p> | <p>1. You see someone holding an ice cream which is melting and dripping onto their clothes.</p> <p>2. You’re sitting at a pavement cafe. A man sitting at the next table has hung his jacket over the back of his chair, with his wallet protruding from one of the pockets.</p> <p>3. It’s early morning, after an overnight frost. You’re partner is setting out to walk to the shops.</p> <p>4. You see someone walking along the pavement. Next to them is a huge puddle in the road. A car is approaching at high speed, near the kerb.</p> <p>5. Children are playing near the well, what do you say to them?</p> <p>6. What kind of advice/warning/rethinking words would you say to your sister who is about to drop out?</p> <p>7. When your friend is driving fast, what warning do you say to him in life?</p> |

## SESSION 15. SAFETY

### WARM UP!

Look at these vehicle safety features. Which of them do you know? What functions do they perform? Share your ideas with a partner.



<https://www.serramazdaakron.com/5-latest-vehicle-safety-features-youll-be-thankful-for/>

**Exercise 1. Match the pictures with their names.**

**Electronic stability control, A windscreen wiper, An airbag, A seat belt, A child safety seat, Lane assist, Adaptive cruise control, Seat belt reminders, Head restraints (headrests), A backup camera**





[Yellow bar]



[Yellow bar]



[Yellow bar]



[Yellow bar]



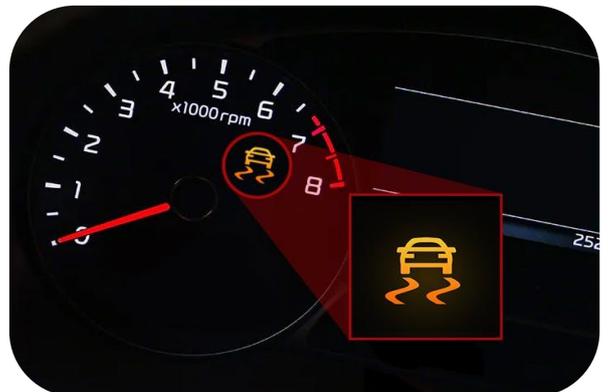
[Yellow bar]



[Yellow bar]



[Yellow bar]



[Yellow bar]

**Exercise 2. Now find the definition to each picture.**

**[REDACTED]** computerized technology that improves a vehicle's stability by detecting and reducing loss of reaction.

**[REDACTED]** mechanism designed to warn the driver when the vehicle begins to move out of its lane on freeways and arteria roads.

**[REDACTED]** is a type of advanced driver-assistance system for road vehicles that automatically adjust the vehicles speed to maintain a safe distance from vehicles ahead

**[REDACTED]** is a video camera that is produced specifically for the purpose of being attached to the rear of a vehicle to aid in backing up and to reduce the rear blind spot. The rear blind spot has been described as a "killing zone" because of the accidents it contributes to.

**[REDACTED]** a vehicle safety device designed to secure the driver or passenger of a vehicle against harmful movement that may result during a collision or a sudden stop.

**[REDACTED]** are intelligent, visual and audible devices that detect whether seat belts are in use in various positions and give out increasingly urgent warning signals until the belts are used.

**[REDACTED]** is a vehicle occupant-resistant system using a bag designed to inflate extremely quickly, then quickly deflate during a collision.

**[REDACTED]** a seat designed specifically to protect children from injury or death during vehicle collision.

**[REDACTED]** are an automotive safety feature, attached or integrated into the top of each seat to limit the rearward movement of the adult occupant's head.

**[REDACTED]** is a device used to remove rain, snow, ice, washer fluid, water, or debris from a vehicle's front window.

### Exercise 3. Watch the video about car safety & fill in the gaps.

<https://www.youtube.com/watch?v=yVsd3XCzEt8&t=20s>

#### Car Safety.

Welcome to our discussion on safety features for cars. Cars are huge part of our lives and having the right [redacted] can make all the difference when it comes to protecting ourselves and our loved ones on the road.

In this discussion we will explore 10 essential safety features that every car should have and we encourage you to join sharing your own [redacted] and insights.

There are many [redacted] safety features that every car should have to ensure the safety of its occupants. Here are 10 safety features you should look for when buying a car.

Modern cars are [redacted] with front and side [redacted] that deploy in case of a collision. Airbags help to reduce the risk of serious injury during an accident.

[redacted] (ABS) prevents wheels from locking up during sudden braking allowing the driver to maintain steering control and avoid a potential collision.

[redacted] (ESC)- this feature helps prevent skidding and loss of control by applying brakes to individual wheels and reducing engine power.

[redacted] (BSM) allows the driver when there's a vehicle in their blind spot reducing the risk of a collision during lane changes.

[redacted] helps the driver to see what's behind them reducing the risk of backing into objects or people.



**[REDACTED]** (LDW) alerts the driver when the vehicle begins to drift out of its lane reducing the risk of collision.



Adaptive **[REDACTED]** adjust their beam patterns according to the vehicle speed and steering angle providing better visibility and reducing the risk of accidents during night driving.

**[REDACTED]** (TPMS) alerts the driver when the tire pressure drops below a certain level reducing the risk of a blowout or a loss of control.

**[REDACTED]** (AEB) uses sensors to detect potential collision and applies brakes automatically to prevent or mitigate the impact.

**[REDACTED]** (FCW) alerts the driver when the vehicle or obstacle too quickly reducing the risk of a collision.

Remember, when it comes staying safe driving on the road it's essential to **[REDACTED]** safe driving practices and to choose a car with the right safety features.

**Exercise 4.** Now read the full text and answer the following questions.

1. Why it is important to pay attention to the car safety features?
2. Count the all safety features you have learnt from the text.
3. Which of them do you think are more important and which of them are less important? Why?
4. If you have a car, which of these safety features does your car have?
5. What other car safety features do you know?

**Exercise 5.** Work in small groups of 5. Prepare a presentation about car safety features and present it to the whole group.

# Glossary

| ENGLISH        | UZBEK  | RUSSIAN                |
|----------------|--|------------------------|
| equivalents    | Ekvivalent, teng qiymatli  | Эквивалент             |
| signboards     | Korxonona, muassasaning nomi yozilgan va kiraverishga osib qo'yilgan lavha | Вывеска, дорожный знак |
| inevitable     | Qochib qutulib bo'lmaydigan, o'zgartirib bo'lmaydigan, muqarrar            | Неизбежный, неизменный |
| tonal nature   | Tonal tabiat   | Тональная природа      |
| constructed    | Qurilgan, ishlab chiqilgan   | Построенный,           |
| rationaly      | Maqsadga muvofiq, mantiqiy   | созданный              |
| foreseeable    | Kutilayotgan, oldindan ko'riladigan  | Разумно,               |
| homemaker      | Uy bekasi  | рационально            |
| absorbed       | Sho'ng'ib ketgan, berilib ketgan   | Домохозяйка            |
| particular     | Ma'lum, o'ziga xos   | Поглощённый            |
| intrinsic      | Ichki, negizdagi, o'ziga xos   | Особенный,             |
| interrupted    | Xalal berilgan, to'sqinlik qilingan  | частный                |
| increasing     | Ko'payayotgan, ortayotgan, o'sayotgan                                      | Внутренний,            |
| confusing      | Tushunish qiyin bo'lgan  | действительный         |
| illuminated    | Yoritilgan   | Прерванный             |
| prediction     | Oldindan bashorat qilish   | Возрастающий           |
| precise        | Ravshan, aniq, tushunarli  | Запутывающий           |
| interrupt      | Xalal bermoq, to'sqinlik qilmoq  | Освещённый             |
| duration       | Davom etish muddati  | Предсказание           |
| vehicular      | Tashishga xizmat qiladigan   | Точный                 |
| distinct       | Aniq, yaqqol   | Мешать                 |
| antiquity      | Qadim zamon  | Продолжительность      |
| lingua franca  | Umumiy til   | Перевозочный           |
| aubergine      | Baqlajan, potinjon   | Особый, ясный          |
| interpretation | Izohlash, sharhlash, talqin  | Старина, древний       |
| consequences   | Oqibatlar, natijalar   | мир                    |
|                |  | Общий язык             |
|                |  | Баклажан               |
|                |  | Толкование, объяснение |
|                |  | Последствия            |

|                       |  |   |
|-----------------------|--|---|
| threat                | Po'pisa, tahdid, xavf, xatar           | Угроза                                  |
| treat                 | Muomala qilmoq, munosabatda bo'lmoq    | Обращаться                              |
| infringe copyright    | Mualliflik huquqini buzmoq             | Нарушать авторское право                |
| immune tolerance      | Immunitetga chidamlilik                | Иммунная толерантность                  |
| intellectual property | Intellectual mulk                      | Интеллектуальная собственность          |
| updating software     | Dasturiy ta'minotni yangilash          | Обновление программного обеспечения     |
| prevention            | Oldini olish                           | Предупреждение                          |
| ideological pressure  | Mafkuraviy bosim                       | Идеологическое давление                 |
| traffic               | Transport                              | Транспорт, движение                     |
| spammer               | Elektron pochtdan xabar yuboruvch      | Рассылающий сообщения электронной почты |
| malicious             | Zararli                                | Злобный, злонамеренный                  |
| confidential          | Maxfiy                                 | Секретный                               |
| critical              | Tanqidiy                               | Критический                             |
| suspicious            | Shubhali, shubha tug'diradigan         | Подозрительный                          |
| extreme               | Keskin                                 | Чрезвычайный, крайний                   |
| artificial            | Sun'iy, yasama                         | Искусственный                           |
| rapidly               | Tez                                    | Быстро                                  |
| spiritually           | Ma'naviy, aqliy, ruhiy                 | Духовно                                 |
| alien ideology        | Begona mafkura, yot g'oya              | Чужая идеология                         |
| to admit              | Tan olmoq                              | Признавать                              |
| to affect             | Salbiy ta'sir ko'rsatmoq               | Воздействовать                          |
| behavior              | Xulq-odat, fe'l atvor                  | Поведение, поступки                     |
| assault               | Tajovuz qilish                         | Атаковать, нападать                     |
| to penetrate          | Kirmoq, o'tmoq, teshib o'tmoq          | Входить, проходить                      |
| to snoop              | Yashirincha qaramoq, mo'ralab kuzatmoq | сквозь                                  |
| file swapping         | Fayllarni almashtirish                 | Шпионить, совать нос в чужие дела       |
| to persuade           | Ko'ndirmoq                             | Обмен файлами                           |
| stumble               | Qoqilmoq, adashib ketmoq               | убеждать                                |
| route                 | Yo'nalish                              | Спотыкаться, запинаться                 |
|                       |  | Путь, маршрут, направление              |
|                       |  | Несомненно                              |

|   |   |   |
|---|---|---|
| undoubtedly<br>upon<br>assert<br>comparatively<br>to lend<br>reference<br>encourage<br><br>selective<br><br>acquired<br>arouse<br>curiosity<br>to increase<br>circumstances<br>familiarizing<br>tremendous<br>concealment<br>bias<br>furthermore<br>to refer<br>familiarize<br>evaluative skills<br>demand<br>surely<br>comprehension<br>properly<br><br>comprise<br>achieved<br>confrontation<br>implementing<br>to require<br>whereby<br>to emphasize<br>sophistication<br>relevant<br>diligence<br>failure<br><br>reluctance | Shubhasiz, aniq<br>Ustida<br>Aniq va qat'iy gapirmoq<br>Qiyoslaganda, nisbatan<br><br>Qarzga bermoq<br>1)havola 2)tavsiyanoma<br>Ruhlantirmoq,<br>rag'batlantirmoq<br>Maxsus, ma'lum<br>sohaga/kishilarga oid<br>Ega bo'lgan<br>Uyg'otmoq<br>O'rganishga bo'lgan<br>qiziqish<br>O'smoq, ko'paymoq<br>Moddiy ahvol<br>Tanishtirish, tanishish<br>G'oyat katta, ulkan<br>Yashitish, berkitish<br>Xato fikr, noto'g'ri<br>tushuncha<br>Bundan tashqari<br>Murojaat qilish, eslatmoq<br>Tanishtirmoq, ko'rsatmoq<br>Baholovchi mahorat<br>Talab, so'rov<br>Shubhasiz, shaksiz, aniq<br>Tushunish, anglash<br>Yaxshilab, qunt bilan,<br>to'g'ri<br>Ichiga olmoq<br>Erishilgan<br>Qarshi kurashish<br>Bajarish, ta'minlash<br><br>Talab qilmoq<br>Vositasida, nimadir<br>asosida<br>Urg'u bermoq<br>ta'kidlamoq<br>Nafislik, noziklik,<br>ilg'orlik<br>Ahamiyatga ega bo'lgan | На, в, во, по, после<br>Утверждать, заявлять<br>Сравнительно, относительно<br>Одалживать, давать в долг<br>Ссылка, упоминание<br>Ободрять, поощрять,<br>поддерживать<br>Выбирающий, отбирающий<br>Приобретённый<br>Пробуждать, будить<br>Любопытство<br><br>Возрастание, рост<br>Обстоятельства, условия<br>Познакомить, ознакомить<br>Огромный, громадный<br>Соккрытие, скрывание<br>Систематическая ошибка<br>выборки<br>Кроме того, к тому же<br>Обращаться, упоминать<br>Познакомить, ознакомить<br>Оценочные навыки<br>Конечно, несомненно<br>Понимание, разумение<br>Правильно, как следует,<br>пристойно<br>Содержать, включать<br>Достигнутый<br>Противостояние<br>Осуществляющий,<br>выполняющий<br>Требовать<br>Посредством чего, чем<br><br>Придавать особое значение<br>Утонченность,<br>изоощренность<br>Необходимый<br>Усердие, старание<br>Неудача, неуспех, провал<br>Нежелание неохота |
|---|---|---|

|   |   |   |
|---|---|---|
|   | Qunt, g'ayrat<br>Muvaffaqiyatsizlik,<br>barbod bo'lish<br>Xohlamaslik, istamaslik                                     |   |
| loyalty<br>chain<br>to guess<br>inappropriate | Sodiqlik, sadoqat<br>1)zanjir 2)zanjirlamoq<br>Topmoq, payqamoq<br>Yaroqsiz, noloyiq                                  | Верность, преданность<br>Цепь, скреплять цепью<br>Угадать<br>Непригодный,<br>неподходящий |
| database<br>interact<br>custom-built          | Ma'lumotlar bazasi<br>O'zaro ta'sir qilmoq<br>Maxsus buyurtma asosida<br>tayyorlangan/qurilgan<br>Xato, virus, texnik | База данных<br>Взаимодействовать<br>Изготовленный/построенный<br>по особому заказу        |
| a bug   | kamchilik<br>Urishmoq, qo'rqitmoq   | Ошибка, вирус, технический<br>дефект  |
| bullying<br>addiction                         | 1)mayil, havas 2)zararli<br>odat<br>Munosabat   | Запугивание, запугивающий<br>Пагубная привычка,<br>склонность                             |
| attitude<br>chap                              | 1)O'spirin,<br>yigitcha2)yoriq, darz<br>Tahdid solmoq, do'q<br>qilmoq   | Отношение<br>1)парень 2) трещина,<br>ссадина  |
| threaten                                      | 1)ta'qib qilish 2)o'yib<br>naqsh tushirmoq  | Угрожать, грозить   |
| chase   | Urmoq, kaltaklamoq  | 1)Преследовать 2) нарезать<br>резьбу гребенкой  |
| beat<br>consequently<br>staff                 | Shunday qilib<br>Xodim, ishchi xodim<br>1)ko'pik 2)ko'pirmoq  | Ударить, избивать<br>Следовательно<br>Кадры, служебный персонал                           |
| bubble<br>appropriate                         | Mos, muvofiq, munosib   | 1)пузырь 2) пузыриться<br>Соответствующий,<br>подходящий, присущий                        |
| to rely                                       | Suyanmoq, tayanmoq,<br>ishonmoq   | Полагаться, надеяться,<br>доверяться  |
| ahead<br>to prevent                           | Oldindan, oldinga<br>Oldini olmoq, saqlab<br>qolmoq<br>Havaskor   | Впереди, вперед<br>Помешать,<br>воспрепятствовать   |
| amateur<br>adhere                             | Yopishmoq, yopishib<br>turmoq<br>Yolg'izlik, yolg'iz  | Любитель<br>Прилипать, приклеиваться  |
| privacy<br>netiquette                         | yashash<br>Setdagi odob-axloq<br>qoidalari  | Уединение, секретность<br>Сетевой этикет  |
| properly<br>permission                        | Yaxshilab, qunt bilan,rost<br>Izn, ruxsat, ijozat   | Как следует, прилично,<br>правильно   |

|  |   |  |
|--|---|--|
| a jail<br>reverse<br>deal<br>mumbling<br>regard<br><br>lodging<br><br>catering<br><br>facility<br><br>enquire<br>faithfully<br>confirm<br>issue<br><br>available<br>attachment                                   | Qamoq, qamoqxona<br>1)teskari tomoni<br>2)teskarilik, egrilik<br>Tarqatmoq, taqsimlamoq<br>Javrash, ming'illash<br>1)hurmat, e'tibor<br>2)qaramoq, hisoblamoq<br>Turar joy, vaqtinchalik<br>uy- joy<br>Oziq-ovqat yetkazib<br>berish<br>Qulaylik, imtiyoz,<br>yengillik<br>So'ramoq, surishtirmoq<br>Vijdonan, halollik bilan<br>Tasdiqlamoq, tasdiqlash<br>1)muammo, masala<br>2)nashr, bosma, son<br>Yaroqli, foydali, mavjud<br>Yaqinlik tuyg'usi,<br>bog'lanib qolish | Разрешение, позволение,<br>допуск<br>Тюрьма<br>1)обратная сторона<br>2)противоположный<br>Распределять<br>Бормотание<br>1)внимание, уважение<br>2)рассматривать, считать<br>Жильё, временное жилище<br>Обслуживание питанием<br><br>Средство, возможность,<br>легкость<br>Спрашивать, спросить<br>Верно, честно<br>Подтверждать, утверждать<br>1)проблема, вопрос<br>2)издание, выпуск<br>Доступный, пригодный<br>Привязанность,<br>приспособление |
| to identify<br>to comprehend<br>cooperative thinking<br>to explicit<br>to acquire<br>to fulfill<br>to be aware<br>anxiety<br>feature<br>responsible<br>to defeat<br>notion<br>copy with<br>multisensory learning | 1)tanimoq, tanib olmoq<br>2)birbiriga tenglashtirmoq<br>Tushunmoq, anglamoq<br>Birgalikda o'ylash<br>Ochiq, oydin, ravon,<br>ro'yi-rost, oshkora<br>Orttirmoq, qozonmoq<br>1)Bajarmoq, ro'yobga<br>chiqarmoq 2)tugatmoq<br>Xabardor/ogoh bo'lmoq<br>Tashvish, xavotir<br>Xususiyat, o'ziga xos<br>belgi<br>Mas'ul, javobgar<br>Mag'lubiyat<br>Tushuncha<br>Bilan nusxalash<br>Multisensorli o'rganish   | 1)опознавать, узнавать<br>2)определять<br>принадлежность<br>Постигать, понимать<br>Совместное размышление<br>Явный, ясный, точный,<br>определенный<br>Приобретать, получать<br>1)выполнять, исполнять<br>2)завершать<br>Знать, сознавать<br>Беспокойство, тревога<br>Особенность, признак,<br>деталь<br>Ответственный<br>Поражение, разгром<br>Понятие<br>Копия с<br>Мультисенсорное обучение  |
| habit<br>common<br>buddy<br>cram   | Odat, ko'nikma<br>1)odatiy 2)umumiy<br>3)oddiy<br>Oshna, og'ayni' jo'ra   | Привычка, обыкновение<br>Общий, общественный,<br>обычный<br>Приятель, дружище  |

|               |                           |                            |
|---------------|---------------------------|----------------------------|
| clarification | Tiqishtirmoq, to'ldirmoq  | Переполнять, впихивать     |
| assignment    | 1)aniq qilish 2)tozalash  | 1)пояснение 2) очищение    |
| overwhelming  | Tayinlash, topshirish     | Назначение, поручение      |
| to try out    | Behisob, beadad           | Непреодолимый,             |
| gap           | Sinab ko'rmoq             | потрясающий                |
| resistance    | 1)uzilish, farq, oraliq   | Испытывать                 |
| flash card    | 2)tirqish, teshik         | 1)разрыв, разница, пропуск |
| interrupt     | Qarshilik, qarshi chiqish | 2)отверстие                |
| review        |                           | Соппротивление             |
| hallowed      | 1)bo'lib qo'yumoq         | Кодирующая карта           |
| clutter       | 2)xalaqit bermoq          | Прерывать, мешать          |
| dimension     | Ko'zdan kechirish         | Рассмотрение               |
| equation      | Yoritilgan                | Освященный                 |
| jam-packed    | Tartibsizlik              | Беспорядок                 |
| akin          | 1)o'lcham, kattalik 2)    | Измерение, величина        |
| considered    | nuqtai nazar, jihat       |                            |
| expression    | To'ldirilgan              | Набивать                   |
| prism         | Qarindoshlikka oid        | Родственнкй                |
| confirmed     | Ko'rib chiqilgan,         | Продуманнкй, считающийся   |
| windowless    | hisoblangan               | Выражение                  |
| applied       | Ifoda, ibora              | Призма                     |
| grader        | Prizma                    | Подтвержденный,            |
| courtyard     | Uzoq davom etadigan,      | убежденный                 |
| vary          | qat'iy ishongan           | Безоконный                 |
| distracting   | Derazasiz                 | Приложенный                |
| hand-on       | Amaliy                    | Сортировщик                |
| to evaluate   | O'quvchi                  | Двор при доме              |
| outcome       | Hovli                     | Изменять, менять, меняться |
| define        | O'zgartirmoq, o'zgarmoq'  | Отвлечение                 |
|               | farq qilmoq               | Практический               |
| reward        | Chalg'itmoq               | Оценивать                  |
| effort        | Amaliy                    | Результат, последствие     |
| dozen         | Baholamoq, hisoblamoq     | Определять, давать         |
| requiring     | Natija, oqibat, samara    | определение                |
|               | 1)ta'riflamoq, tushunmoq  | Награда                    |
|               | 2)aniqlamoq, topmoq       | Усилие, напряжение         |
|               | Mukofot                   | Дюжина                     |
|               | Harakat qilish, urinish   | Требующий                  |
|               | Dujina(o'n ikki dona)     |                            |
|               | Talab qilish, buyurish    |                            |

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| consumption<br>tremendous<br>frustration<br>affluence<br>enable<br>poverty<br>extraordinary<br>accomplish<br>preferably<br>oyster<br>curiosity<br>desire<br>to tend<br>to conceive<br>to respite<br>stomach ulcer<br>tension<br>depression<br>to trace<br>to ascribe<br>research<br>daring ideas<br>sage<br>dissociated<br>encountered | Iste'mol qilish<br>1)qo'rqinchli 2) ulkan<br>Barbod bo'lish, umidsizlik<br>Mo'llik, seroblik<br>Imkoniyat bermoq<br>Kambag'allik<br>G'ayrioddiy<br>Bajarmoq<br>Afzal, ortiq<br>Chig'anoq<br>Qiziquvchanlik<br>Xohish, istak, orzu<br>Odatlanib qolmoq<br>Fikr yuritmoq<br>1)dam olish 2)kechiktirish<br>Oshqozon yarasi<br>1)kuchlanish 2)keskinlik<br>1)ma'yuslik, umidsizlik<br>Iziga tushmoq<br>Nisbat bermoq<br>Tadqiqot, o'rganish<br>Dadil fikrlar<br>Donishmand<br>Ajratilgan, uzilgan<br>Uchrashmoq,<br>to'qnashmoq | Потребление, расход<br>1)ужасный 2) огромный<br>Срыв, крушение,<br>расстройство<br>Богатство, обилие<br>Давать возможность<br>Бедность, нищета<br>Необычный<br>Выполнять<br>Предпочтительно, лучше<br>Устрица<br>Любопытство<br>Желание, мечта<br>Иметь тенденцию<br>Задумывать<br>1)передышка 2) отложение<br>Язва желудка<br>1)напряжение 2)неловкость<br>Депрессия, уныние<br>Прослеживать<br>Приписывать<br>Изучение, изыскание<br>Смелые мысли<br>Мудрец<br>Разложенный<br>Столкнутый |
| conscious<br><br>deeds<br>involvement<br>obligation<br>to harm<br>enclosure<br><br>consciousness<br>to retrieve<br>to prevail<br><br>tribe<br>shelter<br>inspired<br><br>a fuss  | Anglaydigan, sezadigan<br><br>1)jasorat 2)harakat qilish<br>Ishtirok etish<br>Majburiyat, burch, vazifa<br>Zarar yetkazmoq<br>1)atrofi o'rab olingan<br>narsa 2)devor, to'siq<br>Tushunish, anglash<br>O'ziga qaytarib olmoq<br>1)hukmronlik qilmoq 2)<br>g'alaba qozonmoq 3) afzal<br>bo'lmoq<br>Urug', qabila<br>Boshpana, uy-joy<br>Ilhomlantirmoq,<br>jonlantirmoq<br>1)asabiy bo'lmoq<br>2)bezovta bo'lmoq   | Сознательный, понимающий<br>1)подвиг 2)дело<br>Участие, запутанность<br>Обязанность, долг<br>Причинять вред<br>1)огороженное место 2)<br>ограда<br>Сознание, понимание<br>Вернуть себе<br>1)господствовать<br>2)одержать победу 3)иметь<br>место<br>Племя<br>Кров, приют<br>Вдохновленный<br><br>1)нервное состояние<br>2)волноваться<br>Отхлынуть   |

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| rush back<br>to claim<br>tuna                              | Orqaga shoshilmoq<br>Talab qilmoq<br>Tunets(okunlar oilasiga mansub, yirik yirtqich baliq) | Требовать<br>Тунец (рыба)  |
| admiration<br>overwhelmed<br>stranded                      | Zavq-shavq<br>To'ldirilgan<br>Qirg'oqqa chiqarib tashlangan                                | Восхищение<br>Ошеломленный<br>Выброшенный на берег                                       |
| to compile<br>wholeheartedly<br>enlighten                  | Tuzmoq<br>Chin yurakdan<br>Yoritmoq, yoritib ko'rmoq<br>Qismoq                             | Составлять<br>От всего сердца<br>Просветить, просвещать                                  |
| squeezing<br>to ponder<br>flashback<br>suspense<br>insight | Puxta o'ylamoq<br>Esdalik, xotira<br>Noma'lum<br>Zakovat, farosat                          | Сжатие, выжимание<br>Обдумывать<br>Воспоминание<br>Неопределенность<br>Способность       |
| consistent<br>focus<br>stay focused                        | Barqaror, o'zgarmas<br>E'tibor/diqqat markazi<br>Markazida qolish                          | Постоянный, стойкий<br>Центр, средоточие<br>Оставаться<br>сосредоточенным                |
| to keep track  | Hisobni olib bormoq,<br>kuzatmoq   | Отслеживать  |
| to do list   | Ro'yxat qilmoq   | Сделать список   |
| customer   | Xaridor, iste'molchi   | Покупатель, клиент   |
| to incline<br>short term                                   | Egmoq, engashtirmoq<br>1)Qisqa atama<br>2)Qisqa semester                                   | Наклонять, склонять<br>Краткий срок,<br>короткий срок                                    |
| potential<br>challenger<br>obstacle<br>competition         | Imkoniyat, kuch-quvvat<br>Da'vat etuvchi, undovchi<br>To'siq, g'ov, Qarshilik<br>Musobaqa  | Потенциал, напряжение<br>Оспаривающий, претендент<br>Препятствие, барьер<br>Соревнование |
| take calculated risk                                       | Hisoblangan xavfni<br>olmoq  | Принять расчетный риск   |
| to generate  | Quvvat/issiqlik ishlab<br>chiqarmoq  | Генерировать   |
| to get organized   | Tashkil qilish   | Быть организованным  |
| to sacrifice<br>to establish<br>qualified                  | Qurbonlik qilmoq<br>Tashkil qilmoq<br>Malakaga ega bo'lgan                                 | Пожертвовать<br>Установить<br>Квалифицированный  |
| itinerary  | Marshrut, yo'l   | Маршрут, путь  |
| preferable   | Afzal, ma'qul  | Предпочтительный   |

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| cash desk<br>service management  | Kassa<br>Xizmat ko'rsatish<br>boshqaruvi   | Касса<br>Руководство по<br>техническому<br>обслуживанию   |
| purpose<br>conduct   | Maqsad,ahd<br>Rahbarlik qilmoq,<br>boshqarmoq  | Цель, намерение<br>Поведение, руководство   |
| to measure<br>lead to reducing<br>to integrate<br>to comprise<br>capability<br>uphold honor                      | O'lchamoq<br>Pasayishiga olib kelmoq<br>Integratsiya qilish<br>Tashkil qilmoq<br>Qobiliyat<br>Sharafni himoya qilish   | Измерять, мерить<br>Привести к снижению<br>Интегрировать, объединять<br>Включать, содержать<br>Способность<br>Отстаивать честь  |
| rarely<br>voucher<br>extracurricular<br>advancement<br>stream<br>entrepreneurship<br>revenue<br>rivalry          | Kamdan kam hollarda<br>Vaucher<br>Darsdan tashqari<br>Olg'a siljish<br>Oqim<br>Tadbirkorlik<br>Daromad<br>Raqobat  | Редко<br>Ваучер<br>Внеаудиторный<br>Продвижение<br>Поток<br>Предпринимательство<br>Доход<br>Соперничество   |
| submit<br><br>implementation<br><br>to complain<br>request<br>to concern<br>postpone                             | Ko'rish uchun taqdim<br>qilmoq<br>Amalga oshirish,joriy<br>etish<br>Shikoyat qilish<br>Iltimos, talab<br>Aloqador bo'lmoq<br>Keyinga qoldirmoq                                   | Представлять, подавать<br><br>Осуществление, выполнение<br><br>Жаловаться<br>Просьба, требование<br>Коснуться, касаться<br>Откладывать  |
| sufficient<br><br>welfare  | Yetarli, yetadigan<br><br>Xayriya, ijtimoiy yordam   | Достаточный<br><br>Благосостояние<br>благотворительность  |
| personal<br>digest<br><br>investigate<br><br>to scrutinize<br>assurance<br>compensation<br>to reassign<br>tenant | Shaxsiy, maxsus, xos<br>Ma'lumotnoma, qisqa<br>izoh<br>1)tekshirmoq 2)o'rganib<br>chiqmoq<br>Puxta tekshirmoq<br>1)kafolat 2)o'ziga<br>ishonch<br>Mukofotlash<br>Qayta tayinlash | Личный<br>Сборник, краткое изложение<br>1)исследовать 2)изучать<br><br>Внимательно рассмотреть<br>1)гарантия 2)уверение<br>Вознаграждение<br>Переназначить<br>Арендатор<br>Обследовать, наблюдать |

|  |   |   |
|--|---|---|
| <p>survey</p> <p>hiring</p> <p>threaten</p> <p>announce</p> <p>prospering</p> <p>strictly</p> <p>misdeeds</p> <p>human approach</p> <p>implemented</p> <p>enthusiastic</p>   | <p>Ijarador, ijrachi</p> <p>So'roq qilish, ko'rib chiqish</p> <p>Yollamoq</p> <p>Qo'rqitmoq, do'q qilmoq</p> <p>Xabar qilmoq</p> <p>Muvaffaqiyat qozonmoq</p> <p>Qat'iyatlik bilan</p> <p>Jinoyat, yovuzlik</p> <p>Insoniy yaqinlashish</p> <p>1)bajarmoq 2)qurol</p> <p>Zavqli, quvonchli</p>  | <p>Наём, прокат</p> <p>Угрожать, грозить</p> <p>Объявлять</p> <p>Процветать</p> <p>Строго</p> <p>Преступление</p> <p>Человеческое приближение</p> <p>1)выполнять 2)орудие</p> <p>Восторженный</p>   |
| <p>to overuse</p> <p>non-essential</p> <p>expenses</p> <p>financial disaster</p> <p>put one's</p> <p>judicious</p> <p>solution</p> <p>suggestion</p> <p>arrangement</p> <p>satisfactorily</p> <p>raising</p> <p>frequency</p> <p>broadly</p> <p>enterprise goals</p> <p>fame</p> <p>prosperous</p> <p>imperative voice</p> <p>salutary remarks</p> <p>bullet</p> <p>participate</p> <p>concise</p> <p>attendance</p> | <p>Suiste'mol qilish</p> <p>Muhim bo'lmagan narsa</p> <p>Xarajat, chiqim</p> <p>Moliyaviy falokat</p> <p>Bittasini qo'ymoq</p> <p>Mulohazali</p> <p>1)hal etish 2)eritma</p> <p>Taklif, maslahat</p> <p>Tartibga keltirish</p> <p>Qoniqarli</p> <p>Ko'tarmoq</p> <p>Tezlik, takrorlanish</p> <p>Keng, ochiq</p> <p>Korxonona maqsadlari</p> <p>Shon-sharaf, mashhur bo'lmoq</p> <p>Rivojlangan</p> <p>Buyruq ovozi</p> <p>Tabrik so'zlari</p> <p>O'q</p> <p>Qatnashmoq</p> <p>Qisqa, lo'nda</p> <p>Qatnashish</p> | <p>Злоупотребление</p> <p>Нечто непервостепенной важности</p> <p>Расходы, затраты</p> <p>Финансовая катастрофа</p> <p>Приложить одну</p> <p>Рассудительный</p> <p>1)решение 2)раствор</p> <p>Предложение, совет</p> <p>Приведение в порядок</p> <p>Удовлетворительно</p> <p>Повышающийся</p> <p>Частота, повторение</p> <p>Широко, открыто</p> <p>Корпоративные цели</p> <p>Слава, известность</p> <p>Развитый</p> <p>Повелительный голос</p> <p>Приветственные замечания</p> <p>Пуля</p> <p>Участвовать</p> <p>Краткий, чёткий</p> <p>посещаемость</p> |
| <p>to avoid</p> <p>to risk</p> <p>in-born skill</p> <p>liability risk</p> <p>to acknowledge</p> <p>deliberate</p> <p>ignorance</p> <p>to substitute</p> <p>harbour</p>   | <p>O'zini chetga olmoq</p> <p>Tavakkal, qaltis</p> <p>Tug'ma mahorat</p> <p>Javobgarlik mahorati</p> <p>Tan olmoq</p> <p>Qasddan</p> <p>Savodsizlik</p> <p>O'rnini bosuvchi</p> <p>Port</p>   | <p>Сторониться</p> <p>Рисковать</p> <p>Врожденный навык</p> <p>Риск ответственности</p> <p>Признавать</p> <p>Умышленный</p> <p>Невежество, неведение</p> <p>Заместитель, замена</p> <p>Порт, убежище</p>  |

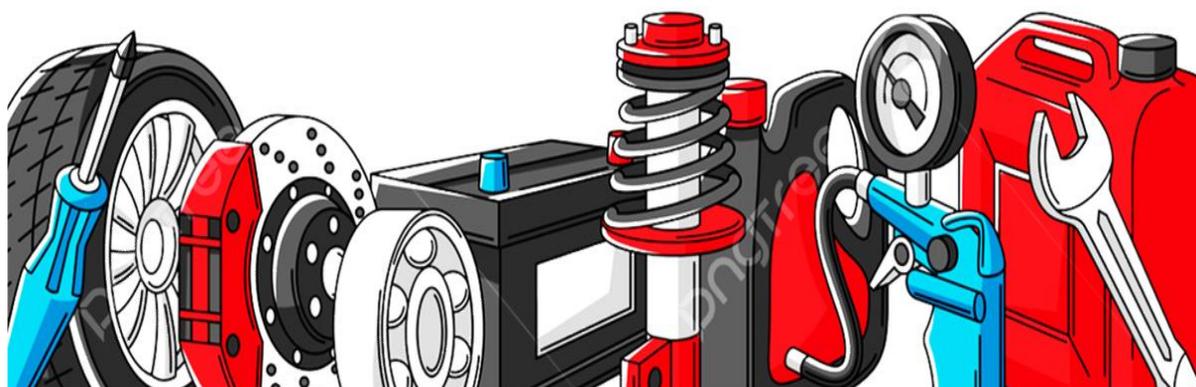
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|--|---|---|
| <p>a leap forwards<br/>to hold on tight to the wheel<br/>rolling the dice<br/>to reach<br/>to look back<br/>shot<br/>the rigging<br/>weigh up<br/>benefit<br/>the ups and downs<br/>evasive<br/>batten down the hatches<br/>give up<br/>catchy</p>   | <p>Oldinga sakrash<br/>G'ildirakni mahkam ushlar<br/>Oshiqni dumalatmoq<br/>Yetib bormoq<br/>Orqaga qaramoq<br/>O'q uzish<br/>Muttahamlik<br/>Ko'tarmoq<br/>1)foйда 2)nafaqa<br/>Ko'tarilishlar<br/>Og'uvchan, noaniq<br/>Lyuklani pastga tushirmoq<br/>Tashlamoq(odatni)<br/>Yoqimli, jozibali</p>   | <p>Скакать вперед<br/>Крепко держаться за руль<br/>Бросать кости<br/>Достигнуть<br/>Оглянуться назад<br/>Выстрел<br/>Такелаж, снаряжение<br/>Поднимать<br/>1)выгода 2)пенсия<br/>Превратности судьбы<br/>Уклончивый<br/>Задраивать люки<br/>Отказаться<br/>привлекательный</p>  |
| <p>deadline<br/>inventories<br/>treatment<br/>changeovers<br/>elevator mechanic<br/>to consider<br/>to become victim<br/>to fill<br/>preserve<br/>goal-oriented<br/>beside<br/>accomplish<br/>guard<br/>wisdom<br/>challenge<br/>purpose<br/>surrounding<br/>harsh tapping<br/>to injure<br/>stroke<br/>to abuse<br/>surround<br/>screaming<br/>salary<br/>to march<br/>to impress</p> | <p>So'nggi muddat<br/>Mol-mulk ro'yxati<br/>1)munosabat 2)muolaja<br/>Almashtirish<br/>Yuk ko'targich<br/>Ko'rib chiqmoq<br/>Qurbon bo'lmoq<br/>To'ldirmoq, bajarmoq<br/>Saqlamoq<br/>Maqsadga yo'naltirigan<br/>Yonida, oldida, yaqinida<br/>Bajarmoq<br/>Soqchi, qorovul<br/>Donolik, aqllilik<br/>Da'vat qilish<br/>Maqsad, niyat, orzu<br/>Atrof, tevarak<br/>Qattiq urish<br/>Zarar yetkazmoq<br/>Urish, turtish<br/>Haqorat qilish<br/>O'rab turmoq<br/>Qattiq baqirish, qichqirish<br/>Maosh, ish haqi, oylik<br/>Yurish<br/>Taassurot qoldirmoq</p> | <p>Предельный срок<br/>Список запасов<br/>1)обращение 2) лечение<br/>Изменение<br/>Грузоподъемник<br/>Рассматривать<br/>Становиться жертвой<br/>Наполнить, восполнять<br/>Сохранять<br/>Целенаправленный<br/>Рядом, возле, близ<br/>Выполнять<br/>Стража, караул<br/>Мудрость<br/>Требовать<br/>Цель, намерение, успех<br/>Соседний, окрестный<br/>Сильно ударить<br/>Повредить<br/>Удар, ход<br/>Оскорбление<br/>Окружать<br/>Кричащий, уморительный<br/>Ход<br/>Производить впечатление</p> |

|                          |   |   |
|--------------------------|---|---|
| to extend<br>opportunity | Cho'zmoq, uzatmoq<br>Qulay fursat (Imkoniyat,<br>payt, sharoit) | Расширять, продолжать<br>Возможность, удобный<br>случай |
| target                   | Mo'ljal, nishon   | Цель, план  |
| workforce                | Ishchi kuch   | Трудовые ресурсы  |
| to participate           | Qatnashmoq  | Участвовать   |
| mentoring                | Murabbiylik   | Наставник   |
| acquisition              | O'zlashtirish   | Овладение   |
| ladder                   | Narvon, pog'ona   | Лестница, трап  |
| enhanced                 | Ko'paytirmoq  | Расширенный   |
| to encourage             | Rag'batlamoq  | Ободрять, поощрять                                      |
| beforehand               | Oldindan  | Заранее   |
| reflective supervision   | Aks ettiruvchi kuzatuv  | Отражающее наблюдение                                   |
| awkward                  | Qo'pol  | Неуклюжий   |
| to strengthen            | Kuchaytirmoq  | Усиливать   |
| to be complacent         | Mamnun bo'lmoq  | Быть довольным  |
| over – arching goal      | Maqsadni haddan<br>tashqari oshirib yuborish                    | Цель образующий свод или<br>арку                        |
| pinpoint skills          | Aniq mahoratlar   | Точные навыки   |
| stroke their ego         | Ularning<br>o'zligini(xudbinligini)<br>urish                    | Ударить их эго  |
| by osmosis               | Osmos orqali  | Осмосом   |
| to devour                | Yamlamay yutmoq   | Пожирать  |
| niche                    | Ma'qul keladigan  | Подходящее место  |
| neglect                  | mansab<br>Nazarga ilmaslik                                      | пренебрегать  |
| speculation              | O'ylash, mulohaza qilish  | Размышление, обдумывание                                |
| to have craving          | Orzu qilish   | Мечтать   |
| pile                     | 1)to'da 2)tashlamoq   | 1)куча 2)навалить                                       |
| outbreak                 | To'satdan boshlanish  | Начало, вспышка   |
| heap                     | 1)to'da, uyum<br>2)to'plamoq, yuklamoq                          | 1)куча, масса 2) нагружать,<br>навалить                 |
| utensil                  | 1)idish-tovoq 2)ashyo,  | Посуда, принадлежность                                  |
| vast                     | narsa   | Обширный, огромный                                      |
| nurture                  | Keng, bepoyon, katta,   | Воспитание, обучение                                    |
| tissue                   | ko'p  | Ткань, сплетение  |
| implement                | Parvarish qilmoq,   | Выполнять, осуществлять                                 |
| contemplation            | o'qitmoq  | Рассмотрение, размышление                               |
| pancreatic               | Unvonli, unvon olgan  | Поджелудочный   |
| immense                  | Bajarmoq, ta'minlamoq   | Огромный, громадный                                     |
| microfluidic             | Eslash, o'ylash   | Микрофлюидная   |
| breakthrough             | Oshqozon osti bezi  | Прорыв, достижение                                      |
| seam                     | Ulkan, cheksiz, bepoyon   | Покров  |
| ultimately               | Mikroflorali  | В конце концов  |

|  |   |   |
|--|---|---|
| <p> bulkiness<br/> eventually<br/> adhesive<br/> stitching<br/> typewriters<br/> to eliminate<br/> substance<br/> consequences<br/> equipment<br/> injection<br/> destined<br/> concrete<br/> fibers<br/> cuff </p>  | <p> Yuksalish, rivojlanish<br/> Qatlam, qavat<br/> Oqibatda, axir, oxiri<br/> Kenglik<br/> Axir, vaqti kelib<br/> Yopishqoq, shirali<br/> Choklash, tikish<br/> Yozuv mashinasi<br/> Bartaraf qilmoq<br/> 1)modda 2) ma'no,<br/> mazmun<br/> Oqibat, xulosa, yakun<br/> Jihozlash, jihoz, qurol<br/> Ukol<br/> Atalganlik<br/> Aniq, Ravshan<br/> Tolalar<br/> 1)yeng qaytarmasi 2)qo'l<br/> bilan sekin urmoq </p> | <p> Громоздкость, пухлость<br/> В конце концов<br/> Липкий, вязкий, сцепной<br/> Брошюровка, сшивание<br/> Пишущая машинка<br/> Устранять, исключать<br/> Вещество, сущность, суть<br/> Вывод, следствие, результат<br/> Оборудование, оснащение<br/> Укол<br/> Назначенный<br/> Конкретный<br/> Волокна, нити<br/> 1)манжета 2) слегка ударять<br/> рукой </p> |
| <p> to wander<br/> delight<br/> fervour<br/> to bless<br/> obstacle<br/> to boost<br/> linger<br/> uplifting<br/> to assure<br/> alignment<br/> marvelous<br/> tenacity<br/> to empower<br/> to be enlightened<br/> perseverance<br/> hesitate<br/> to persuade </p> | <p> Kezmoq, tentiramoq<br/> Xursand qilmoq<br/> Jo'shqinlik, g'ayrat<br/> Oq yo'l tilamoq<br/> To'siq, g'ov, xalal<br/> Reklama qilmoq,<br/> qo'llamoq<br/> Qolib ketmoq, uzoq<br/> bo'lmoq<br/> Dalda beradigan<br/> Ishontirmoq<br/> Tizim, kelishuv<br/> Ajoyib<br/> Chidamlilik<br/> Vakolat bermoq<br/> Ma'rifatli bo'lmoq<br/> Qat'iyatlik<br/> Ikkilanmoq<br/> Ishontirmoq </p>                              | <p> Бродить<br/> Обрадовать<br/> Усердие, горячность<br/> Благословлять<br/> Помеха, препятствие<br/> Рекламирование, поддержка<br/> Задерживаться<br/> Духовный подъем<br/> Уверять, убеждать<br/> Настройка, совпадение<br/> Чудесный<br/> Упорство, стойкость<br/> Уполномочить<br/> Просвещаться<br/> Настойчивость<br/> Задумываться<br/> Убеждать </p>    |

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**Muharrir: S. T. Xashimov**  
**Musahhih: H. Zakirova**  
**Sahifalovchi: A. Hidoyatov**  
**Dizayner: A. Abdiahodov**

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