

**MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

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Communicative Lexics of English

**(Teaching Methodological Package for the students of 5111400 Philology and
teaching languages Baccalaureate specialty)**

GULISTAN – 2013

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ANNOTATION

**ЎМКнинг 01. 02. 2013 йил ўтказилган 1-
йиғилиш баённомаси билан
тасдиқланиб, чоп этишга тавсия
қилинган**

Аннотация

Ушбу ўқув-услубий мажмуа замонавий педагогик технологиялар асосида, олий таълим муассасалари филология факультетлари чет тиллар (мутахассислик) кафедрасининг 1-босқич Комуникатив лексика фани ўқув дастури асосида тайёрланган. Қуйида тақдим этилаётган ўқув-услубий мажмуа фаннинг мақсади ва вазифалари, фанни ўзлаштиришга қўйиладиган талаблар асосида ишлаб чиқилган.

Масъул мухаррир: Филология фанлари номзоди, дотцент. Х. Тожиев

Такризчи: Инглиз тили ва адабиёти кафедраси мудири Х. И. Ўразбаев

АННОТАЦИЯ

Учебно-методическое пособие по дисциплине «Коммуникативная лексика» предназначено для преподавания одноименного курса студентам факультетов и отделений английского языка педагогических вузов. Основная цель УМК – ознакомление студентов с общими положениями Коммуникативное лексика как науки, с различными теориями и школами, с общими правилами английского языка, теоретическими методами исследования, общепринятыми положениями в современной английского языка.

Редактор: Кандидат филологических наук доцент Х. Таджиев

Оппонент: Заведующий кафедры Английского языка и литературы

ANNOTATON

The present manual in Communicative Lexics of English is worked out for students of Foreign Language Faculties who are being trained to become teachers of English. The training of highly skilled teachers of English comprises the study and mastery the theoretical and practical problems oral and written speech on English. The aims of the practical course are predominantly the following: The students must master the norms of educational skills of the English language

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AUTHORS

Нормаматова Дилфуза Турдикуловна

1997 йил Хўжанд давлат университетининг Филология факультети Инглиз тили йўналишини тамомлаган. Маълумоти олий, 1997 – 2008 йилларда Сирдарё вилояти Гулистон шаҳридаги 16- ўрта мактабда ўқитувчи, 2008 йилдан буён Гулистон давлат университетининг Филология Факультети Инглиз тили ва адабиёти йўналишида ўқитувчи лавозимида фаолият юритиб келади. Республика миқёсида илмий мақолалар, халқаро миқёсида бир неча тезислар муаллифи. 1 босқич талабалари учун Инглиз тили фанидан Диктантлар тўплами, 1 ва 2 босқич талабалари учун Амалий фонетика фанидан Услубий кўрсатма, Комуникатив лексикафандан Тестлар тўплами, Академик лицей ўқувчилари учун лицей ўқитувчилари билан ҳамкорликда Инглиз тили фанидан Амалий услубий кўрсатмалар муаллифи.

RECOMMENDATIONS AND SUGGESTIONS

The course of Communicative Lexics is considered to be the one of the English course for the second and third-year students of the English language departments of Philology faculties.

The main aim of the course is to develop the spoken language on the basis of oral and writing skills, reading techniques, pronunciation rules and lexical enrichment of the students' vocabulary.

The textbook consists of 4 parts:

- Basic course;
- Exercises on text interpretation;

- Grammar and phonetic exercises;
- Methodical advice.

Every lesson of the basic course consists of vocabulary and exercises – descriptive story and dialogue. New words are placed just after the rules. Before the exercises there are some grammatical rules students have to know to understand the text more deeply. Explanatory notes given to the proper names used in the texts of the lesson make it easy for students to follow the specific idea of the text.

One of the most effective and useful sides of the textbook is the existence of the tasks which make students to use their critical thinking while discussing and analysing the new texts. These exercises develop students' creativity in using English in different situations.

There are also some exercises aimed to develop and to fix in the mind all new words and word combinations. To enlarge vocabulary of the students is one of the most important targets of the basic course. That's why there are some additional phrases and idioms taken from the "Functions of English" by L. Jones.

Exercises on text interpretation have a possibility to be done with the use of dictionaries. Many lessons of this part of the textbook are to be learnt by students themselves. Commentaries given at the end of such lessons give complete instructions for the students in what way the lesson and new information have to be acquired.

The third part of the textbook deals with the grammar exercises. It consists of the material specially gathered to reinforce students' knowledge of the grammar rules given in each lesson of the textbook. Grammar rules are given in the form of tables. Every exercise has a model – an explanatory example how the given task should be done.

The course of methodical advice where rules of conducting lessons are combined with the tasks on the development of the spoken language skills. The basic rules of the English writings are also given in this course.

REGULATORY DOCUMENTS

Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Н И З О М

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.)

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- I. Умумий қоидалар
- II. Назорат турлари ва уни амалга ошириш тартиби
- Баҳолаш тартиби ва мезонлари
- IV. Назорат турларини ўтказиш муддати
- V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби
- VI. Яқуний қоидалар

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.

II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.

- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:
- – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда *оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум*, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Оралиқ назорат

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони *(бир семестрда мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо)* ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Яқуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Яқуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда *факультет Илмий кенгаши қарори асосида кўпи билан фанлардан яқуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо)* ўтказилиши мумкин.
 - 7. Оралиқ назоратни ўтказиш жараёни кафедра мудирининг томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни *ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади* ҳамда оралиқ назорат *қайта* ўтказилади.
8. Олий таълим муассасаси раҳбарининг буйруғи билан *ички назорат ва мониторинг бўлими раҳбарлигида* тузилган комиссия иштирокида яқуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, яқуний назорат натижалари *бекор қилинади* ҳамда яқуний назорат *қайта* ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг *рейтинг тизими асосида* талабанинг ҳар бир фан бўйича *ўзлаштириш даражаси баллар* орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги *ўзлаштириш кўрсаткичи 100 баллик* тизимда *бутун сонлар* билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- *яқуний назоратга – балл;*
- *жорий ва оралиқ назоратларга –балл* (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтрасига алоҳида қайд қилинадиган *курс иши* (лойиҳаси, ҳисоб-график ишлари), *малакавий амалиёт*, фан (фанлараро) бўйича *яқуний давлат аттестацияси, битирув малакавий иши* ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:

- а) учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим:
- *хулоса ва қарор қабул қилиш;*
- *ижодий фикрлай олиш;*
- *мустақил мушоҳада юрита олиш;*
- *олган билимларини амалда қўллай олиш;*
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- б) учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим:
- *мустақил мушоҳада юрита олиш;*
- *олган билимларини амалда қўллай олиш;*
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- в) учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим:
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- г) куйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- *аниқ тасаввурга эга бўлмаслик;*
- *билмаслик.*
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича *аниқ мезонлар* ишлаб чиқилиб, кафедра мудирини томонидан *тасдиқланади* ва талабаларга эълон қилинади.
- 16. *Намунавий мезонларга мувофиқ* мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан *яқуний назорат учун баҳолаш мезонлари* ишлаб чиқилиб, олий таълим муассасаси *Илмий-услубий кенгаши томонидан тасдиқланади* ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича *мустақил иши* жорий, оралиқ ва яқуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги куйидагича аниқланади:

Rf =

- бу ерда:
 - V– семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
 - –фан бўйича ўзлаштириш даражаси (балларда).
 - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг *саралаш балл* ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар яқуний назоратга *киритилмайди.*
 - *Жорий ва оралиқ* назорат турлари бўйича *55 ва ундан юқори бални* тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва *ушбу фан бўйича* яқуний назоратга *кирмаслигига* йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган *умумий бали* ҳар бир назорат туридан белгиланган коидаларга мувофиқ *тўплаган баллари йигиндисига* тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва яқуний назорат турлари календарь тематик режага мувофиқ *деканат* томонидан тузилган *рейтинг назорат жадваллари* асосида ўтказилади. Яқуний назорат семестрнинг охири мобайнида ўтказилади.
- 22. Талаба фан бўйича *курс лойиҳаси (иши)ни* ушбу фан бўйича тўплаган баллари *умумлаштирилишига қадар* топшириши шарт.

- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириши** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **яқуний назоратгача** бўлган муддат берилади.
- **Касаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва яқуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва яқуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр туганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий** ўқув юклама соатлари, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** қўйилади.
- Талабанинг саралаш балидан **наст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма иш** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Яқуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдирди.
- 30. Талабанинг рейтинги унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинги** барча фанлардан тўпланган рейтинг баллари **йиғиндиси** орқали аниқланади.
- 31. Талабалар умумий рейтинги ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йиғиндиси** олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириши кўрсаткичи ҳисобга олинади**.
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.

- 34. Жорий, оралиқ ва якуний назорат натижалари *кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида* мунтазам равишда муҳокама этиб борилади ва тегишли *қарорлар* қабул қилинади.

VI. Якуний қондалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг ҳолислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим
вазирлиги**

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида
Низом**

Гулистон-2013 йил

Гулистон давлат университетида талабалар мустақил

ишларини ташкил этиш, назорат қилиш ва баҳолаш

тартиби тўғрисида Низом

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, кўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

II. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;

- ўқув машғулотида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;
- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;
- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;
- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

IV. Фанлардан ўқув машғулоти бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотида мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширгандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консультациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудирининг томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги _____ -сонли буйруғи билан қайта тасдиқланган.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ



**Талабаларнинг фанлардан қолдирган
дарсларини қайта ўзлаштириши тўғрисида**

НИЗОМ

Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида

НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртлирида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритишида бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талабалари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутади.

II. Фанлардан қолдирилган дарсларнинг қайта

ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журнаliga “й” ёки

“нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. "Ўқитувчи журнали" ва "Гуруҳ журнали"даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш "Ўқитувчи журнали" ва "Гуруҳ журнали"да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкломаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирамаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини

ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халақит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги __ -сонли буйруғи билан қайта тасдиқланган.

WORKING SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ТАСДИҚЛАЙМАН”
ГулДУ ректори

_____ А.Эминов

“ _____ ” _____ 2013 й

КОММУНИКАТИВ ЛЕКСИКА

Фани бўйича

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	110 000 - Педагогика
Таълим йўналиши:	5111400 - Хорижий тил ва адабиёти (тиллар бўйича)

ИШЧИ ЎҚУВ ДАСТУРИ

Умумий ўқув соати – 259

Шу жумладан:

Амалий машғулотлари – 148

Мустақил таълим соати - 111

ГУЛИСТОН – 2013

Фаннинг ишчи ўқув дастури ўқув намунавий ўқув дастури ва ўқув режасига мувофиқ тайёрланди.

Тузувчилар: Нормаматова Д.Т – “Инглиз тили ва адабиёти” кафедраси ўқитувчиси _____ (имзо)

Тақризчилар: Тожиев Х – “Инглиз тили ва адабиёти” кафедраси доценти _____ (имзо)

Кулиди О. В. – “Инглиз тили ва адабиёти” кафедраси катта ўқитувчиси _____ (имзо)

Кафедра мудири:

Ўразбаев Х. И.

Коммуникатив лексика фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2013 йил “___” _____ даги “___” - сонли мажлисида тасдиқланди.

Келишилди:

Ўқув ишлари бўйича ректор муовини

Н. Р. Баракаев

Кириш

Олий таълимнинг Давлат таълим стандартига кўра “Педагогика” таълим соҳасида ўқитиладиган “Тил аспекти амалиёти” фани дастури хорижий тилни ўрганишда зарур бўладиган амалий грамматика ва амалий лексика амалиёти тушунчаларини ўз ичига олади.

Фаннинг мақсад ва вазифалари

Тил аспекти амалиёти фани 1 та модулдан ташкил топган ва талабаларга 1-4 семестрлар давомида ўқитилади. Ушбу фан талабаларга луғат бойлигини оширишга, ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини фарқлаш ва ишлата билиш кўникмаларини ривожлантиришга, луғат бойлигини бойитиб боришнинг мақбул усулларидан фойдалана олишни ургатади. Шунингдек Амалий грамматика модули оркали ўрганилаётган тил грамматикасини мулоқотда тўғри қўллашни, мулоқот жараёнида грамматик формаларни тўғри қўллай олиш кўникмаларини шакллантиришга ва талабаларнинг тил моделлари ва структуралари ҳақидаги билимларини оширишга ёрдам беради.

Фан бўйича талабанинг малакасига қўйиладиган талаблар

1- курс сўнггида талабалар:

- ўзларига таниш бўлган мавзу контекстида сўз маъносини англаш (воқеалар баёни, ҳис-ҳаяжон, мақсад, истак, хоҳиш ва ҳ.к.);
- таниш, иш ва кундалик ҳаётга тааллуқли бўлган мавзуларда (оила, сеvimли машғулот, иш, саёҳат ва ҳ.к.) сўз ва ибораларни тўғри қўллай олиш;
- ўрганилаётган чет тилидаги сўзлар талаффузи хусусиятларини (интонация, урғу ва ҳ.к.) фарқлаш;
- шахсий хусусият ва имкониятларидан келиб чиқиб луғат бойлигини оширишнинг мутаносиб усулларини танлаш;
- луғат бойлигини ошириш учун манбалар (луғатлар, регистерлар, сўз кўрсаткичлари ва бошқалар) дан фойдаланиш кўникма ва малакаларга эга бўладилар.
- грамматик структуралар (содда, мураккаб ва қўшма гаплар ва ҳ.к.) ни мулоқотда қўллаш;
- структураларни фарқлай олиш, уларни оғзаки ва ёзма нутқда тўғри ишлатиш;

- ўрганилаётган тил грамматикаси модел ва структураларининг ўзига хос хусусиятларини ажрата олиш ва уларни ўзлаштириш учун ўз она тили тизими билан таққослаш;
- мулоқотда грамматик хатоларга йўл қўймаслик;
- мустақил равишда ўрганилаётган тил грамматикасига оид ўқув адабиётларидан унумли фойдалана олишлари лозим.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Модул 1 Амалий лексика

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

Кутилаётган натижалар

Талабалар:

- 1-курсда муҳокама этилган мавзуларга тегишли актив ва пассив лексикани ўзлаштирадилар;
- маълум мавзулар бўйича мулоқот олиб бориш учун етарли даражада луғат бойлигига эга бўладилар.
- мулоқот мазмунли ва жарангдор чиқиши учун грамматик формаларни тўғри қўллай олишлари;
- грамматика бўйича мустақил тил ўрганиш стратегияларини эгаллайдилар.

7	амалий	Idioms and fixed expressions Make, do, have, take Give, keep, break, catch, see	<i>Traditions and holidays, customs of Uzbekistan and the UK</i>	2
8	амалий	Get: uses and expressions Go: uses and expressions	<i>Talk to the</i>	2
9	амалий	Opinions, agreeing and disagreeing	<i>Lonely</i>	2
10	амалий	Apologies, excuses and thanks Requests, invitations and suggestions	<i>Situations</i>	2
11	амалий	Specific situations and special occasions	<i>Eating places,</i>	2
12	амалий	Parts of speech (special problems)	<i>Grammar exercises</i>	2
13	амалий	Uncountable nouns and plural nouns	<i>Vocabulary exercises</i>	2
14	амалий	Verbs + -ing form or infinitive	<i>Injures, hospital treatment, wounds</i>	2
15	амалий	Verb patterns Adjectives	<i>Proverbs</i>	2
16	амалий	Prepositions: place	<i>Vocabulary exercises</i>	2
17	амалий	Adverbs: frequency and degree	<i>Twenty ways of saving money</i>	2
18	амалий	Time and sequence	<i>Vocabulary exercises</i>	2
19	амалий	Addition and contrast	<i>Situations.</i>	2
20	амалий	Similarities, differences and conditions	<i>Situations.</i>	2
21	амалий	Reason, purpose and result	<i>The prisoner</i>	2
22	амалий	<i>The world around us</i> The physical world	<i>What do you know around the world</i>	2
23	амалий	Weather	<i>Weather forecast</i>	2
24	амалий	Using the land	<i>Escape to the past</i>	2
25	амалий	Animals and insects	<i>Love for sale</i>	2
26	амалий	Countries, nationalities and language	<i>Every country has it's customs</i>	2
27	Амалий	Describing people's appearance	<i>Vocabulary</i>	2

			<i>exercises</i>	
28	амалий	Describing character	<i>Different people</i>	2
28	амалий	Human feelings and actions	<i>Feelings and emotions</i>	2
29	амалий	Family and friends	<i>Family, marriage, divorce</i>	2
30	амалий	Ages and stages	<i>Vocabulary exercises</i>	2
31	амалий	<i>Daily life</i> Daily routines	<i>Love and other problems</i>	2
32	амалий	Homes and buildings	<i>Discussion</i>	2
33	амалий	Around the home	<i>Vocabulary exercises</i>	2
34	амалий	Everyday problems	<i>At the doctor's</i>	2
35	амалий	Money	<i>Vocabulary exercises</i>	2
36	амалий	Health: illness and disease	<i>Vocabulary exercises</i>	2
37	амалий	Clothes	<i>Shopping for clothes</i>	2
38	амалий	Review lesson Reflection	<i>Revision</i>	2

2-семестр

Т/р	Машғулот турлари	Мавзу номи	Текст ва машқ турлари	Ажратилган соат
1	3	4	5	6
1	амалий	Shops and shopping	<i>Shopping</i>	2
2	амалий	Food Cooking and restaurants	<i>Chocolate addict</i> <i>Uzbek food</i>	2
3	амалий	Town and country	<i>Vocabulary exercises</i>	2

4	амалий	Transport	<i>Situations</i>	2
5	амалий	Work: duties, conditions and pay	<i>Vocabulary exercises</i>	2
6	амалий	Jobs The career ladder	<i>There is no business like show business</i>	2
7	амалий	the office and in the factory	<i>Vocabulary exercises</i>	2
8	амалий	Businesses and the economy	<i>Vocabulary exercises</i>	2
9	амалий	Things people play	<i>Sport games</i>	2
10	амалий	Sport I: games, people, and places	<i>Healthy life</i>	2
11	амалий	Leisure and entertainment	<i>Discussion lesson</i>	2
12	амалий	Cinema and theatre	<i>Entertainment</i>	2
13	амалий	Communication and technology	<i>Using the telephone</i>	2
14	амалий	Newspapers	<i>Vocabulary exercises</i>	2
15	амалий	On the phone	<i>Vocabulary exercises</i>	2
16	амалий	Computers	<i>Vocabulary exercises</i>	2
17	амалий	Education: school	<i>Vocabulary exercises</i>	2
18	амалий	Law and order	<i>Discussion lesson</i>	2
19	амалий	Crime prevention	<i>Vocabulary exercises</i>	2
20	амалий	Politics	<i>Discussion lesson</i>	2
21	амалий	War and peace	<i>Vocabulary exercises</i>	2
22	амалий	Pollution and the environment	<i>Vocabulary</i>	2

			<i>exercises</i>	
23	амалий	<i>Tourism</i> Air travel Hotels	A sightseeing holiday	2
24	амалий	A sightseeing holiday	<i>Vocabulary exercises</i>	2
25	амалий	Distance, size and dimension	<i>Vocabulary exercises</i>	2
26	амалий	Partitives	<i>Revision</i>	2
27	амалий	Notional concepts	<i>Vocabulary exercises</i>	2
28	амалий	Computers and Internet Role-Play	<i>Vocabulary exercises</i>	2
29	амалий	Debate	James Bond	2
30	амалий	The senses	<i>Discussion lesson</i>	2
31	амалий	Notices and warnings	<i>Vocabulary exercises</i>	2
32	амалий	Varieties of English	<i>Homonyms and homographs</i>	2
33	амалий	Abbreviations and Acronyms	<i>TV and soap opera</i>	2
34	амалий	Vague language	<i>Vocabulary exercises</i>	2
35	амалий	Formal and informal English	<i>Vocabulary exercises</i>	2
36	амалий	Review lesson Reflection	Review	2
Якуний назорат				

2. The meaning of the study materials

The first term

2.1 Introduction to the course: Course syllabus, assessment specs (2 hour)

English Vocabulary in Use (pre-intermediate and intermediate) has been written to help learners at this level to improve their English. It has been designed for students who are studying on their own, but it can also be used by a teacher in the classroom with groups of students.

The book has 100 two-page units. The left-hand page explains new words and expressions (most units contain approximately 25 new words or phrases), and the right-hand page gives you a chance to check

your understanding through a series of exercises which practise the new vocabulary.
[A1.9-21; A2.6-8; <http://wwwstudens.ru>].

2.2 Prefixes. Noun suffixes. Adjective suffixes (2 hour)

Verb prefixes: un- and dis-

These prefixes have two meanings: they can have a negative meaning (as above), but they can also mean 'the opposite of an action' or 'to reverse an action'. This meaning is used with certain verbs.

[A1.22-26; A2.12-14; <http://wwwstudens.ru>]

2.3 Zero affixation. Compound nouns (2 hour)

Many words in English can function as a noun and verb, or noun and adjective, or verb and adjective, with no change in form. The meaning is not always the same, but this unit looks at examples where the words do have the same meaning. [A1.27-28; A2.16-18; <http://wwwstudens.ru>].

2.4 Compound adjectives. Collocation (word partners) (2 hour) A compound adjective is formed from two different words, and occasionally three. They are usually written with a hyphen (e.g. good-looking, well-known), and the stress is usually the same on both parts of the compound.

If you want to use a word naturally, you need to learn the other words that often go with it (word partners). These can be very different from language to language. [A1.18-19; A2.16-45; <http://wwwstudens.ru>].

2.5 Verb or adjective + preposition. Preposition + noun (2 hour)

There are many expressions formed by a preposition + noun, and sometimes a preposition is used with a particular meaning in a number of expressions, so they are very common.

[A.29-32; A2.16-19; <http://wwwlearnenglish.org>].

2.6 Phrasal verbs: form and meaning. Phrasal verbs: grammar and style (2 hour)

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition. Some phrasal verbs can be used equally in written or spoken English. Sometimes this is because there is no other easy way to express the meaning of the phrasal verb. [A1.32-34; A2.18-20; <http://wwwstudens.ru>].

2.7 Idioms and fixed expressions. Make, do, have, take. Give, keep, break, catch, see(2 hour)

An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words. Many of the phrasal verbs in Units 16 and 17 were idiomatic. Here are some more common idioms. [A1.35-36; A2.20-22; <http://wwwstudens.ru>].

2.8 Get: uses and expressions. Go: uses and expressions (2 hour)

Get is an informal word, so it is more common in spoken English than written English. It has many meanings. Here are some of the basic ones. Go usually expresses a movement away from the position the speaker is in now; come expresses a movement towards the speaker. Imagine you are at school. The time is 9.30 [A1.37-39; A2.20-24; <http://wwwstudens.ru>].

2.9 Opinions, agreeing and disagreeing (2 hour)

What do you think of his new book? How do you feel about working with the others? What are your feelings (*pi*) about the change in the timetable? What's your honest opinion of that painting? [A1.34-35; A2.26-30; <http://www.ziyonet.uz>].

2.10 Apologies, excuses and thanks. Requests, invitations and suggestions (2 hour)

We often agree by continuing with the same opinion or adding to it. [A1.48-52; A2.26-30; <http://www.ziyonet.uz>].

2.11 Specific situations and special occasions (2 hour)

We use different expressions to introduce a request - it depends who we are talking to, and the 'size' of the request ('big' or 'small'). These are some of the most common (the 'small' requests first), with suitable positive and negative replies. [A1.54-56; A2.30-32; <http://www.ziyonet.uz>].

2.12 Specific situations and special occasions (special problems) (2 hour)

For formal situations, when you say goodbye to someone you have just met for the first time. If you plan to see someone you know later the same day. When you know you will see them again, but have no specific plans to meet them. When you say goodbye to someone late at night [A1.57-60;

A2.26-30; <http://www.ziyonet.uz>].

2.13 Uncountable nouns and plural nouns (2 hour)

These uncountable nouns are often countable in other languages. Look at them carefully. He refused to give me more information about the hotel. She gave me lots of advice about the best dictionary to buy. Countable nouns are usually shown with a (C) after them; uncountable nouns have (U) after them; and some nouns can be countable with one meaning and uncountable in another. [A1.61-63; A2.46-48; <http://www.ziyonet.uz>].

2.14 Verbs + -ing form or infinitive (2 hour)

Some verbs can be followed by an -ing form or infinitive, but the meaning is very similar, e.g. love, like, hate, and prefer. But with some verbs there is a difference in meaning: There are two common verbs followed by an object + infinitive without 'to'. They are: make someone do something, and let someone do something. [A1.64-67; A2.26-28; <http://www.ziyonet.uz>].

2.15 Verb patterns. Adjectives (2 hour)

He insisted on paying for the hotel. (*Note*: use the -ing form of the verb after a preposition) They blamed the driver for the accident. (= they said he was responsible / it was his fault) He complained (to the manager) about the bad service. (= he said he was not satisfied) [A.68-70; A3.16-19; <http://www.learnenglish.org>].

2.16 Prepositions: place (2 hour)

There is a large group of adjectives which can have an -ing or -ed ending. The -ing ending is used on adjectives which describe a person or thing or situation; the -ed ending is on adjectives which describe the effect this person, thing or situation has on us. [A.72-74; A3.26-29; <http://www.learnenglish.org>].

2.17 Adverbs: frequency and degree (2 hour)

Rather is more *formal* than the other words and often describes a negative situation: We had rather bad weather. The food was rather expensive. For a positive situation, rather often indicates that something is better than we expected: Her cooking is rather good actually. (I didn't expect that, so it was a very nice surprise. Incredibly, pretty and a bit are *informal* and mostly used in spoken English; a bit is mostly used before negative adjectives (not positive ones) or adjectives with a negative prefix. [A.76-78; A3.25-28 <http://www.learnenglish.org>].

2.18 Time and sequence (2 hour)

Note: The meaning is the same, but as soon as suggests it is more *immediate*. Note also that both items can be followed by the present tense or the present perfect (but not *will*). If one action happens soon after the other, we often use afterwards in place of after (that): First of all we met the others for a meal, and afterwards we went to the disco. If you want to say that something happened after a lot of time and/or a lot of problems, you can use eventually or in the end. We took several wrong turnings and the traffic was awful, but eventually we got there. [A.79-80; A4.16-19; <http://www.learnenglish.org>].

2.19 Addition and contrast (2 hour)

When you add a second piece of information in a sentence to support the first piece of information, you often use **and**, e.g. The food is excellent **and** very good value. When you put this information in two sentences, these link words and phrases are common: [A1.85-84; A4.115-120; <http://www.homeenglish.com>].

2.20 Similarities, differences and conditions (2 hour)

We want to compare the prices of all the televisions before we decide which one to buy. They made a comparison **of** average salaries in different parts of the country. Our new flat is very big compared **with/to** our old one. (= if you compare it with the other) If you compare this one **with** the others, I'm sure you'll see a difference. [A1.86-88; A2.115-120; <http://www.homeenglish.com>].

2.21 Reason, purpose and result (2 hour)

Note: With **as** or **since**, the reason (in this example 'feeling tired') is often known to the listener or reader, so it is less important. It is also common to put **as/since** at the beginning of the sentence: 'As/since I was feeling tired, I went home early'. In spoken English, many native speakers would use **so** after the reason: I was feeling a bit tired, so I went home early, [A1.65-66; A2.115-120; <http://www.homeenglish.com>].

2.22 The world around us. The physical world (2 hour)

Note: **So** is the most common, and usually links ideas in a single sentence. **As a result** and **consequently** are more formal, and usually connect ideas in two separate sentences (as in the examples). Therefore (also more formal), can be used in a single sentence (as in the example), but may also connect two sentences. [A1.90-91; A2.52-60; <http://www.homeenglish.com>].

2.23 Weather (2 hour)

A spell (= period) of very hot weather often ends with a thunderstorm. First it becomes very humid (= hot and wet), then you get thunder and lightning, and finally, very heavy rain (= it pours with rain). Afterwards, it is usually cooler and it feels fresher. [A.90-92; A3.16-19; <http://www.learnenglish.org>].

2.24 Using the land (2 hour)

When we walk, our feet are on the ground (= the general word for the surface of the earth). For the top part of the ground where grass and flowers grow, we use the word **soil**. There were no seats in the park, so we had to sit on the ground. [A.29-32; A2.16-19; <http://www.learnenglish.org>].

2.25 Animals and insects (2 hour)

Many people keep pets (= domestic animals that live with people) in Britain. The most common are dogs and cats, but children in particular sometimes keep mice (singular = a mouse) and rabbits. [A.29-32; A2.16-19; <http://www.learnenglish.org>].

2.26 Countries, nationalities and language (2 hour)

With both groups you can also use the word 'people': British people, German people, etc. When you talk about one person from these countries, you need to add **woman/man/ person** to the group on the right: a Brazilian **but** a Japanese person; a German **but** a Swiss person, etc. [A.85-84; A2.26-29; <http://www.learnenglish.org>].

2.27 Describing character (2 hour)

Most people breathe about 12-15 times a minute. People smile when they're happy, or to be polite; they laugh when people say something funny; they may cry when they're sad; [A.88-89; A2.36-38-19; <http://www.learnenglish.org>].

2.28 Human feelings and actions (2 hour)

Many positive words describing character have clear opposites with a negative meaning. warm and friendly cold and unfriendly kind unkind nice, pleasant horrible, unpleasant generous (= happy to give/share) mean (= never gives to others) [A.90-93; A4.36-39; <http://www.learnenglish.org>].

2.29 Family and friends (2 hour)

Society changes and so do families. In some places, people may decide to live together but do not get married. They are not husband and wife, but call each other their partner. There are also many families in some parts of the world where the child or children live(s) with just their mother or father; these are sometimes called single-parent families. [A.94-95; A2.46-49; <http://www.learnenglish.org>].

2.30 Ages and stages (2 hour)

Note: For boys, the period between 14-17 approximately (slightly younger for girls) is called adolescence, i.e. you are an adolescent. In law you are an adult at the age of 18, but many people think of you as an adult when you leave school. [A.96-97; A3.46-47; <http://www.learnenglish.org>].

2.31 Daily life. Daily routines (2 hour)

During the week I usually wjlkjyuo at 6.30 a.m. I sometimes lie in bed for five minutes but then I have to get up (= get out of bed and get dressed). Most evenings, I go to bed at about 11.30 p.m. I'm usually very tired, so I go to sleep / fall asleep very quickly. Occasionally though, I can't get to sleep (= succeed in sleeping). [A.97-98; A3.56-99; <http://www.learnenglish.org>].

2.32 Homes and buildings (2 hour)

The rooms on the ground floor are quite dark (Φ light) because they don't get (= receive) very much sun. They are also quite noisy (Φ quiet) because they are near the roads and the traffic. The other negative thing is that the rooms are draughty (= cold air comes into the room through the windows and under the doors because they don't fit very well). [A.100-102; A2.66-69; <http://www.learnenglish.org>]

2.33 Around the home (2 hour)

Some people also have a study (= room with a desk where you work), a utility room (= a room usually next to the kitchen, where you have a washing machine), a spare room (= a room you don't use every day. Often this is a room that guests can use), and possibly a playroom for small children.

2.34 Everyday problems(2 hour) [A.108; A2.71; <http://www.learnenglish.org>].

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions: [A.110; A3.74-75; <http://www.learnenglish.org>].

2.35 Money(2 hour)

I can't afford (= don't have enough money) to go on holiday this year. How much is that watch worth? (= What is the value of that watch?) It's worth about £50. (= the value is £50) [A.114; A2.76-79; <http://www.learnenglish.org>].

2.36 health: Illness and disease(2 hour)

We only use ache with the following: I've got toothache (U), a stomach-ache, backache (U), earache (U) and a headache. For other parts of the body we use pain, e.g. I woke up in the night with a terrible pain in my chest. *Verbs*: You can use ache for some things, e.g. my back aches; but hurt is more common to describe real pain, and it can be used with or without a direct object: [A.116; A2.80; <http://www.learnenglish.org>].

2.37 Clothes (2 hour) [A.115; A2.89; <http://www.learnenglish.org>].

Note: Notice the different word order with the verbs put on, take off, hang up, and try on. If you want to know the rule about this, turn to Unit 17 Phrasal verbs: grammar and style.

2.38 Review (2 hour)

2.1 Shops and shopping(2 hour)

shop assistant: person who works in a shop; also called sales assistant shop window: the window at the front of the shop shopping centre: a place with many shops, outside or indoors window shopping: [A.118; A2.89; <http://www.learnenglish.org>].

2.2 Food Cooking and restaurants (2 hour)

tasty: has lots of taste: a positive word; Φ tasteless: a negative word bland: without a strong taste; neutral in flavour, e.g. boiled rice sweet: lots of sugar; Φ bitter salty: lots of salt hot/spicy: lots of spice, e.g. curry fresh: recently produced, e.g. fresh bread; recently picked, e.g. fresh fruit tender: easy to cut; [A.120; A3.89; <http://www.learnenglish.org>].

2.3 Town and country (2 hour)

Taxis (AmEng = cab) use the road; pedestrians use the pavement (AmEng = sidewalk). The speed limit on motorways in Great Britain is 70 mph (120 kph). Most petrol stations (AmEng = gas station) in Great Britain are self-service. Get in the car and remember to fasten your seat belt. [A.123; A2.90; <http://www.learnenglish.org>].

2.4 Transport (2 hour)

Sometimes buses are not very punctual (= they don't arrive at the correct time). Where I live buses should run (= come) every ten minutes, but sometimes I wait at the bus stop for half an hour with a long queue (AmEng = line) of people, and then three buses come together, and they're all full up (= full of people, and no more people can get on). On other occasions the bus is early and I miss it (= I don't catch it. NOT ~~I lost the bus~~). [A.125; A2.92; <http://www.learnenglish.org>].

2.5 Work: duties, conditions and pay (2 hour)

When people ask you to explain your work/job, they may want to know your main responsibilities (= your duties / what you have to do), or something about your daily routine (= what you do every day/week). They can ask like this: What does that (i.e. your job) involve? [A.125; A5.89; <http://www.learnenglish.org>].

2.6 Jobs. The career ladder (2 hour)

When Paul left school he applied for (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a trainee (= a very junior person in a company). He didn't earn very much but they gave him a lot of training (= organised help and advice with learning the job), and sent him on training courses. [A.128; A2.100; <http://www.learnenglish.org>]

2.7 The office and in the factory(2 hour)

This is where products are manufactured (= made). Modern factories have fewer workers than in the past - this is because of automation (= machines do most of the work), and most factories use an assembly line (= an arrangement in which each worker makes a part of the product and then passes it on to the next person or machine). [A1.130; A2.102; <http://wwwstudens.ru>].

2.8 Businesses and the economy (2 hour)

Most businesses need to borrow money to finance (= pay for) investments (= things they need to buy in order to help the company, e.g. machines). The money they borrow from the bank is called a loan, and on this loan they have to pay interest, e.g. if you borrow £1,000 and the interest rate is 10%, then you have to pay back £1,000, plus £100 in interest. [A1.129 A2.118; <http://wwwstudens.ru>].

2.9 Things people play (2 hour)

Note: People join clubs (= become members of clubs) where they can play cards and chess. [A1.130-39; A2.120; <http://wwwstudens.ru>].

2.10 Sport I(2 hour)

In English you normally play a game but do a lot of / a bit of sport:

In the winter I do quite a lot of skiing; in the summer I play tennis and cricket. [A1.134; A3.20-24; <http://wwwstudens.ru>].

2.11 Leisure and entertainment (2 hour)

Classical music: e.g. Beethoven's piano concertos, Schubert's symphonies. Beethoven and Schubert are both composers (= people who write classical music) and most of their music is played by an orchestra (= large group of musicians including violins, cellos, etc.) which is led by a conductor, e.g. Georg Solti or Loren Maazel, as leader. [A1.140; A2.30-34; <http://wwwstudens.ru>].

2.12 Music and the theatre(2 hour)

At the theatre you can see plays, e.g. *Hamlet* by Shakespeare, or musicals, e.g. *Phantom of the Opera* by Andrew Lloyd Webber. In a play the cast (= the total number of actors) is usually quite small, but musicals often have a very large cast[A143 A4 76 <http://wwwmanythings.org>]

2.13 Communication and technology (2 hour)

At the moment there are five 'terrestrial' channels (or stations) on TV (BBC 1, BBC 2, ITV, Channel 4, and Channel 5). If you pay extra, you can have a satellite dish and receive satellite TV; or pay to have cable TV - there are many channels available. [A1 146; A2 56 <http://wwwmanythings.org>]

2.14 Newspapers (2 hour)

In Britain, most newspapers are daily (= they come out / are published every day); a few only come out on Sundays. Magazines are usually weekly (= they come out every week), or monthly (= published every month). [A1 150 <http://wwwmanythings.org>]

2.15 On the phone (2 hour)

A reverse charge call (AmEng = collect call). This is when the person you ring agrees to pay for the phone call. If you make a reverse charge call, you must go through the operator. If you have someone's name and address, you can call Directory Enquiries to get their phone number. [A1 156 <http://wwwmanythings.org>]

2.16 Computers (2 hour)

More and more people are becoming computer-literate (= have experience of working with computers and know how to use them) as many programs and machines are so user-friendly (= easy to use). You can now connect your computer to computers all over the world using the Internet (= a system that allows computers to connect using telephone lines). [A 1 158 <http://wwwbestreferat.ru>]

2.17 Education: school (2 hour)

As you can see, the pupils have five lessons every day, and altogether they do (= study) eleven subjects a week plus Physical Education (PE). [A1 159 <http://wwwbestreferat.ru>]

2.18 Law and order (2 hour)

They do a number of things. When someone commits a crime (= breaks the law and does something wrong / illegal / against the law) the police must investigate (= try to find out what happened / who is responsible). If they find the person responsible for the crime, they arrest them (= take them to the police station). [A1 160 A2 132 <http://wwwhomenglish.com>]

2.19 Crime prevention (2 hour)

What can governments do to fight crime (= take action to stop crime)? These things happen in some countries, although many people may think they are not a good idea. [A1 162 A2 59 <http://wwwhomenglish.com>]

2.20 Politics (2 hour)

Monarchy: a state ruled by a king or queen. There are also countries that have a monarchy, but the monarch is not the ruler, e.g. The United Kingdom. Republic: a state governed by representatives (= men or women chosen by the people) and a president, e.g. USA or France. [A1 167; A102 <http://wwwhomenglish.com>]

2.21 War and peace (2 hour)

The area around the city of Y is now the main war zone (= the area where the fighting is happening). Country B has asked for help from its allies (= countries who are friends with country B). For the civilians who are still alive (Φ dead), the situation gets worse. As winter approaches, food supplies run out (= they are almost gone/finished) and there is no electricity. [A168;A4 67 <http://wwwhomenglish.com>]

2.22 Pollution and the environment (2 hour)

People are more worried about the environment (= the air, water, and land around us) as a result of the harmful (= dangerous/damaging) effects of human activity. [A174 A4 130]

2.23 A sightseeing holiday (2 hour)

Hotels in Britain are graded with stars from one-star to five-star (five-star hotels are the best and most expensive). You can also stay in a Bed &C Breakfast (B&B) (also called Guest Houses) where you pay for a bedroom, possibly an ensuite (= room with private bathroom) and breakfast. [A1 176 A2 145]

<http://wwwstudents.ru>]

2.24 Distance, size and dimension (2 hour)

Note: We can use big or large to describe size in English, but not great. For English speaking people, great (*infml*) = fantastic. But we can use great before big to say that something is very big, e.g. I saw a great big dog in the park. If you want to ask about size in clothes, you say: What size are you? *or* What size (shoes) do you take? If you don't know, then you need someone to measure you. [A1 180; A3 140 <http://wwwstudents.ru>]

2.25 Partitive (2 hour)

There are many different words used to describe a particular quantity of something. Usually the word is joined to the noun it describes with 'of. [A1 184; A2 136 <http://wwwstudents.ru>]

2.26 Debate(2 hour)

When people go on holiday they stay in various places (= a number of different places): some go to hotels; others rent an apartment (a 'holiday' flat) or villa (= a house by the sea or in the countryside; often in the Mediterranean / southern Europe); some prefer sleeping in a tent at a campsite. [A4 78 <http://wwwstudents.ru>]

2.27 The senses (2 hour)

See is the ability to use your eyes (the verb is not normally used in the progressive); look (at) often means to look carefully / pay attention to something that is not moving; and watch often means to pay attention to something that is moving: [A1 189 <http://wwwstudents.ru>]

2.28 Notices and warnings

A word processor is a computer used to prepare documents or letters, or the software that is used for this purpose. Many people use their computers for word processing, e.g. writing letters and reports. A lot of business people use spreadsheets (= a program used to enter and arrange numbers and financial information) and databases (= programs which allow you to store, look at or change a large amount of information quickly and easily).[A1 184 A4 78 <http://wwwlearnenglish.org>]

2.29 Proverbs. Words and gender (2 hour)

People in Britain and America understand each other perfectly most of the time, but there are differences in grammar, vocabulary, spelling and pronunciation. With vocabulary, the same word may have a different meaning, e.g. British chips are American french fries; and American chips are British crisps. Sometimes there are completely different words for the same thing: a lorry in British English is called a truck in American English.).[A5 145 <http://wwwlearnenglish.org>]

2.30 The senses(2 hour)

See is the ability to use your eyes (the verb is not normally used in the progressive);

look (at) often means to look carefully / pay attention to something that is not moving; and

watch often means to pay attention to something that is moving: [A1 192 A3 80 <http://wwwstudents.ru>]

2.31 Varieties of English (2 hour)

We generally use stuff *{infml}* to refer to uncountable nouns (or a group of countable nouns) when it is not necessary to be precise and give the exact name. Often the listener knows what the speaker is talking about.

[A1 195 <http://wwwstudents.ru>]

2.32 Abbreviations and Acronyms (2 hour)

People in Britain and America understand each other perfectly most of the time, but there are differences in grammar, vocabulary, spelling and pronunciation. [A1 198 <http://wwwstudents.ru>]

2.33 Vague language (2 hour)

People in Britain and America understand each other perfectly most of the time, but there are differences in grammar, vocabulary, spelling and pronunciation. [A1 200 <http://wwwstudents.ru>]

2.34 Formal and informal English (2 hour)

Most English that you learn can be used in a wide range of situations. But you will also hear or see language that is formal or informal, and sometimes very formal or very informal. You need to be more careful with this language because it may not be suitable in certain situations. (They are marked *fml* and *infml* throughout the book. [A1 201 <http://wwwstudents.ru>]

2.35 Review lesson. Reflection (2 hour)

2.36 Review (2 hour)

1. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, ва яқуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами биринчи семестрда 57 ва иккинчи семестрда 54 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

Биринчи семестрда

- амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
- луғовий машқлар бажариш – 20 соат.
- матнлар устида ишлаш - 17 соат

Иккинчи семестрда

- амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
- луғовий машқлар бажариш – 20 соат.
- матнлар устида ишлаш - 14 соат

Амалий машғулотларда назарий билимлар мавзуга оид машқлар ечиш орқали мустаҳкамланади. Коммуникатив лексика фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзуни мустақил ўрганиши ва амалий машқлар бажариш орқали мустаҳкамлаши зарур.

Мустақил иш вазифаларини бажариш жараёнида талабалар мустақил ҳолда асосий дарслик, интернет материаллари ва услубий қўлланмалардан фойдаланиб, тайёргарлик кўришлари лозим.

Қолдирилган дарсларни топшириш учун талаба дарс материалини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

1 семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
Тақлид сўзлар мавзусига оид машқлар	Оғзаки ва ёзма машқлар бажариш	1 ҳафта	5
Миллатлар ва мамлакатлар мавзусига оид луғовий машқлар	Оғзаки ва ёзма машқлар бажариш	2 ҳафта	5
Об-ҳаво	Оғзаки ва ёзма машқлар бажариш	3 ҳафта	4
Кишилар характерининг тасвири	Оғзаки ва ёзма машқлар бажариш	4-ҳафта	4
Муносабатлар	Оғзаки ва ёзма машқлар бажариш	5-ҳафта	4
Глобал муоммолар	Оғзаки ва ёзма машқлар бажариш	6-ҳафта	5
Озиқ - овқатлар	Оғзаки ва ёзма машқлар бажариш	7-ҳафта	4
Театр ва санъат	Оғзаки ва ёзма машқлар бажариш	8 - ҳафта	4
Соғлиқ ва тибийёт	Оғзаки ва ёзма машқлар	9-ҳафта	5

	бажариш		
Интернет материаллари билан ишлаш	Олинган материалларни тўлиқ изоҳлаш ва таҳлил қилиш	10,11-ҳафталар	5
Тарихий шаҳарлар	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	13-14 ҳафталар	6
Севимли асар	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	15-16	6
			57

2 семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
Кишилар кўринишлари тасвири	Оғзаки ва ёзма машқлар бажариш	1 ҳафта	4
Сезгилар фаолияти	Оғзаки ва ёзма машқлар бажариш	2 ҳафта	4
Телефон	Оғзаки ва ёзма машқлар бажариш	3 ҳафта	4
Байрамлар	Оғзаки ва ёзма машқлар бажариш	4-ҳафта	4
Телевидение	Оғзаки ва ёзма машқлар бажариш	5-ҳафта	4
Мултимедиа воситалари	Оғзаки ва ёзма машқлар бажариш	6-ҳафта	5
Тест материаллари билан ишлаш	Тест материаллари билан ишлаш	7-ҳафта	4

Матбуот материаллари	Оғзаки ва ёзма машқлар бажариш	8 - ҳафта	4
Таълим турлари	Оғзаки ва ёзма машқлар бажариш	9-ҳафта	4
Интернет материаллари билан ишлаш	Олинган материалларни тўлиқ изоҳлаш ва таҳлил қилиш	10,11-ҳафталар	5
Инглиз тилининг расмий ва норасмий қўлланилиши	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	13-14 ҳафталар	6
Давлат рамзлари	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	15-16	6
			54

Кузги семестр

			сентябр				октябр				ноябр				декабр		январ			
			2-7	9-14	16-21	23-28	30-5	7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21		23-28
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		17
1	ЖН	Амалий		4	4	4	2	4	2	4	2	4	2	4	4	2	4	3	50	50
		М.Т			2		2	2		2		2	2	2	2	2	2		20	20
3	ЯН – 30%																	30	30	30
Жами			24				30				16				30	100	100			
Жами ГП бўйича			24				54				70				30	100	100			

Эслатма: 1 семестрда ўқитиладиган “Коммуникатив лексика” фанининг ўқув ҳажми 76 соатни ташкил этиб ўқув йилининг 1 семестрида ўтилади кузги семестр ўқув ҳажми 76 соатни ташкил этади фан коэффициенти эса 0,76 бўлади. Фан бўйича

ўзлаштиришни аниқлашда талаба тўплаган бали 0,76 га кўпайтирилади ва бутунгача яхлитлаб олинади.

БАҲОРГИ СЕМЕСТР

			Февраль		Март			Апрель				Май		Июнь					
			18 - 23	25 - 2	4 - 9	11 - 16	18 - 23	25 - 30	1 - 6	8 - 13	15 - 20	22 - 27	29 - 4	6 - 11	13 - 18	20 - 25	27 - 1		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	ЖН 40%	Амалий		4	4	4	2	4	2	4	2	4	6	4	4	2	4		50
					2		2	2		2		2	2	2	2	2	2		20
3	ЯН – 30%																	30	30
Жами			24						30						16		30	100	
Жами ГП бўйича			24						54						70		30	100	

Эслатма: 2 семестрда ўқитиладиган “Коммуникатив лексика” фанининг ўқув ҳажми 72 соатни ташкил этиб ўқув йилининг 2 семестрида ўтилади баҳорги семестр ўқув ҳажми 72 соатни ташкил этади фан коэффиценти эса 0,72 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,72 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Талабалар билимини баҳолаш турлари ва мезонлари

Assessment profile

Semester 1

Continuous Assessment 70 point

Activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.); **10 point**

Text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) **10 point**

Vocabulary notebooks (use of different vocabulary

Organizing /building strategies) **10 point**

Participation **10 point**

Test 1 (both knowledge and strategy based: see specifications) **30 point**

Final assessment

Final Test (both knowledge and strategy based: see specifications) 30 point

Semester 2

Continuous Assessment 70 point

Activities for using vocabulary in context (gap fill, role-play for

using certain vocabulary, etc.); **10 point**

Text-based tasks for guessing meaning of vocabulary from context (word-formation, matching, etc.) and from co-text (e.g. syntactical clues) **10 point**

Vocabulary notebooks (use of different vocabulary

Organizing /building strategies) **10 point**

Participation **10 point**

Test 1 (both knowledge and strategy based: see specifications) **30 point**

Final assessment 30 point

Final Test (both knowledge and strategy based: see specifications)

Фойдаланиладиган адабиётлар

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TECHNOLOGY OF EDUCATION
КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №1

STEPS	Activity	TIME
1	Lesson 1: Introduction to the course: Course syllabus, assessment aspects Identified aims of the lesson: 1. to acquaint the students with the background of the subject 2. to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases The form of the lesson: working in groups and separate Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts. The course of the lesson: Why was this book written?	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25

4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 1: Introduction to the course: Course syllabus, assessment aspects

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	1. to acquaint the students with the background of the theme 2. To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ ТЕХНОЛОГИК ХАРИТА №2

STEPS	Activity	TIME
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1	LESSON 2. Prefixes. Noun Suffixes Identified aims of the lesson: 1.to acquaint the students with new words and new information on linguistics 2.to teach the students use these new words in written and oral tasks 3. to teach them use these new words and word-suffixes while speaking The form of the lesson: working in groups and separately Equipment: word-cards, book, desk, distributing materials etc. Methods & methodology: using method of explanation, practical exercises, method of composition	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 2: Prefixes Noun suffixes

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns
<i>Aim of the lesson (Маиғулот мақсади):</i>	to acquaint the students with the background of the theme To enlarge the student's educational skills

<p><i>Pedagogical tasks (Педагогик вазифалар):</i></p> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<p><i>Methods of education (Таълим усуллари)</i></p>	Visual Slide (Power Point materials) presentation
<p><i>Form of education (Таълим шакли)</i></p>	Practical
<p><i>Educational aids (Таълим воситалари)</i></p>	"English Vocabulary in use", Handouts
<p><i>Place of education (Таълим бериш шароити)</i></p>	Teaching room

КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ

ТЕХНОЛОГИК ХАРИТА №3

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 3 ZERO AFFIXATION COMPOUND NOUNS</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p style="text-align: center;">to acquaint the students with new words and word-combinations</p> <p style="text-align: center;">to teach the students use these new words and word-combinations in written tasks</p> <p style="text-align: center;">to teach them use these new words and word-combination while speaking</p> <p style="text-align: center;">The main notions: With-ish: British Irish Flemish Danish Turkish Spanish</p> <p style="text-align: center;">With -(i)an: Canadian Brazilian American Russian Australian</p> <p style="text-align: center;">With-ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese</p> <p style="text-align: center;">With-i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi</p> <p style="text-align: center;">With -ic: Icelandic Arabic</p>	15

	<p>The form of the lesson: working in groups and separately</p> <p>Equipment: word-cards, book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition</p>	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 3: ZERO AFFIXATION COMPOUND NOUNS

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p>to acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English literature
<i>Methods of education (Таълим</i>	Visual Slide (Power Point materials) presentation

<i>ушуллари)</i>	
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №4**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 4. COMPOUND ADJECTIVE</p> <p style="text-align: center;">Identified aims of the lesson:</p> <ol style="list-style-type: none"> 1. to acquaint the students with the background of the subject 2. to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases 3. to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition <p>The main notions: chilly , becomes sleet , severe blizzards , snowdrifts , settling, melts</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

**Educational technology of the lesson
Lesson 4: COMPOUND ADJECTIVE**

<i>Time (Ажратилган соат): 2</i>	<i>Number of students (Талабалар сони):</i>
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hours	
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>)	-to discuss the key concepts under the given theme -to explain the essence of the themes:
<i>Aim of the lesson (Маиғулот мақсади):</i>	-to enlarge students' lexicon with new words having a certain thematic direction. -to teach students compare, change and drop some thematic words and terms in their speech.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the character of the people by the psychology
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №5**

STEPS	Activity	TIME
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1	<p style="text-align: center;">VERB OR ADJECTIVE +PREPOSITION.</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to develop the skill of picking out thematic words and word-combinations from the text</p> <p>to teach the students translate the text professionally taking into consideration special terms and expressions</p> <p>to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: intelligent, bright, clever, smart, shrewd, able, gifted, talented, brainy (colloquial), stupid, foolish, half-witted, simple, silly, brainless, daft, dum-dum (the last four are predominantly colloquial words)</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: word-cards, book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 5: VERB OR ADJECTIVE +PREPOSITION.

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session машигулот тuzилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ul style="list-style-type: none"> - Attitudes towards other people - Enjoying others' company

<i>Aim of the lesson (Маишзулот мақсади):</i>	to acquaint the students with the background of the theme. To enlarge the student's educational skills.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to explain the weather forecast
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №6**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 6 PHRASAL VERBS: FORM AND MEANING</p> <p style="text-align: center;">Identified aims of the lesson: to develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: friendship: best friend good friend acquaintance, work: close colleague workmate, love, romance: lover steady boy girlfriend , marriage: wife husband partner ex-</p> <p style="text-align: center;">The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing</p>	15

	materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson
Lesson 6: PHRASAL VERBS: FORM AND MEANING

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning
<i>Aim of the lesson (Маиғулот мақсади):</i>	-to acquaint the students with the background of the theme -To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to awareness with the different relations among the people
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №7**

STEPS	Activity	TIME
1	<p>LESSON 7 IDIOMS AND FIXED EXPRESSIONS</p> <p>Identified aims of the lesson:</p> <p>to develop the skill of picking out thematic words and word-combinations from the text</p> <p>to teach the students translate the text professionally taking into consideration special terms and expressions</p> <p>to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: major accidents[e.g. a plane crash], floods [too much rain], drought [no rain], famine [no food], epidemics [diseases affecting, large numbers of people]</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

**Educational technology of the lesson
Lesson 7: IDIOMS AND FIXED EXPRESSIONS**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes: Words for people involved in disasters, tragedies</p> <p>Which diseases are we talking about</p>

<i>Aim of the lesson (Машигулот мақсади):</i>	-to acquaint the students with the background of the theme -To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the global problems
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №8**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 8 GET: USES AND EXPRESSIONS</p> <p style="text-align: center;">Identified aims of the lesson: to develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: scenery, buildings, furniture on the stage or in a studio, clothes the actors wear on stage, all the actors in it, the way the director had organised the performance, and (6) note these typical collocations; means 'got very enthusiastic comments'</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method</p>	15

	of explanation, practical exercises, handouts.	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson
Lesson 8: GET: USES AND EXPRESSION

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning
<i>Aim of the lesson (Маиғулот мақсади):</i>	to acquaint the students with the background of the theme To enlarge the student's educational skills To teach students compare, change and drop some thematic words and terms in their speech
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the meaning of the theme

by the modern technologies	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №9**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 9 OPINIONS, AGREEING AND DISAGREEING</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to develop the skill of picking out thematic words and word-combinations from the text</p> <p>to teach the students translate the text professionally taking into consideration special terms and expressions</p> <p>to enlarge students’ vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: vegetables: cabbage cauliflower broccoli spinach cucumber currettes (Am. Eng: zucchini) aborigines (Am. Eng: egg plants) leeks. meat: venison liver kidneys veal. fish: cod hake plaice whiting mackerel herring sardine trout salmon' sermon. seafood:</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5

5	Evaluation	5
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Educational technology of the lesson

Lesson 9: OPINIONS, AGREEING AND DISAGREEING

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Using various types of diagrams - General appearance, presentation and quality
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student’s educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i>	<i>Ўқув фаолияти натижалари:</i>
<ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student’s outlook by the modern technologies 	<ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of cooking the food
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №10**

STEPS	Activity	TIME
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1	<p>Apologies, excuses and thanks requests, invitations and suggestions</p> <p>Identified aims of the lesson: to develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p> <p>The main notions: Vandalism: pointless destruction of other people's property</p> <p>Overcrowding: too many people live in too small a place</p> <p>Pollution: the air and the water are no longer as pure as they were</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 10: Apologies, excuses and thanks requests, invitations and suggestions

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session (Машигулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -The description of towns -list of facilities in towns
<i>Aim of the lesson (Машигулот мақсади):</i>	<ul style="list-style-type: none"> -To acquaint the students with the background of the theme -To enlarge the student's educational skills -To teach the students translate the text professionally taking into consideration special terms and expressions

<p><i>Pedagogical tasks (Педагогик вазифалар):</i></p> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to describe the towns • Be able to have information about the new theme
<p><i>Methods of education (Таълим усуллари)</i></p>	<p>Visual Slide (Power Point materials) presentation</p>
<p><i>Form of education (Таълим шакли)</i></p>	<p>Practical</p>
<p><i>Educational aids (Таълим воситалари)</i></p>	<p>“English Vocabulary in use”, Handouts</p>
<p><i>Place of education (Таълим бериш шароити)</i></p>	<p>Teaching room</p>

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №11**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 11 SPECIFIC SITUATIONS AND SPECIAL OCCASIONS</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p style="text-align: center;">to acquaint the students with the background of the subject</p> <p style="text-align: center;">to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases</p> <p style="text-align: center;">to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: rash, bruise, lump, spots, indigestion, a black eye</p> <p style="text-align: center;">The form of the lesson: working in groups and separately</p> <p style="text-align: center;">Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p style="text-align: center;">Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and	30

	presentation materials	
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 11: SPECIFIC SITUATIONS AND SPECIAL OCCASIONS

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main notions on the theme • Be able to explain the points in English
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №12**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 12 PARTS OF SPEECH</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p style="text-align: center;">to acquaint the students with the background of the subject</p> <p style="text-align: center;">to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases</p> <p style="text-align: center;">to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: wings, fuselage, steward, air traffic departure lounge, supersonic aircraft joystick controller hangar, runway passenger train, sleeping-car, engine-driver, waiting-room, freight train, local buffet, restaurant-ticket collector</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 12: PARTS OF SPEECH

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маишулот тузилиши)</i>	<p style="text-align: center;">-to discuss the key concepts under the given theme</p> <p style="text-align: center;">-to explain the essence of the themes: Routine the way Guidelines the cities</p>

<i>Aim of the lesson (Маишгулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main notions Be able to analyze the influence of the travel in human activity
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №13**

STEPS	Activity	TIME
1	<p>LESSON : 13 Uncountable nouns and plural nouns</p> <p>Identified aims of the lesson: to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking</p> <p>The main notions: information technology: bioclimatology: geopolitics: cryogenics: astrophysics:</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15

2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson
Lesson 13: Uncountable nouns and plural nouns

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning - some of the modern inventions which we are now becoming quite used to
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the inventions, science and technology
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №14**

STEPS	Activity	TIME
1	<p>LESSON 14 VERBS + ING FORM OR INFINITIVE</p> <p>Identified aims of the lesson: to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking</p> <p>The main notions: Radio and television, Newspapers and publishing, supplement, magazine</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 14: VERBS + ING FORM OR INFINITIVE

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -information technology -cybernetics -bioclimatology
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with new words and word-combinations To acquaint the students with the background of the theme

	To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development press. Be able to analyze the influence of this historic period on the main tendencies of development of mass media
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №15**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 15 VERB PATTERNS. ADJECTIVES</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p style="text-align: center;">to acquaint the students with new words and word-combinations</p> <p style="text-align: center;">to teach the students use these new words and word-combinations in written tasks</p> <p style="text-align: center;">to teach them use these new words and word-combination while speakin</p> <p style="text-align: center;">The main notions: monarchy: a state ruled by a king or queen</p> <p style="text-align: center;">democracy: government of, by and for the people</p> <p style="text-align: center;">dictatorship: system of government run by a dictator</p> <p style="text-align: center;">politician: someone for whom politics is a career</p> <p style="text-align: center;">The form of the lesson: working in groups and separately</p> <p style="text-align: center;">Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p style="text-align: center;">Methods & methodology: working with a book, method</p>	15

	of explanation, practical exercises, handouts.	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson
Lesson 15: VERB PATTERNS. ADJECTIVES

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш)</i>	Teaching room

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**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №16**

STEPS	Activity	TIME
1	LESSON 16 PREPOSITIONS: PLACE Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition The main notions: guilt, exchange, effect, trust, promote, look. The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

**Educational technology of the lesson
Lesson 16: PREPOSITIONS: PLACE**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session машиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words

<i>Aim of the lesson (Маишзулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English idioms
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №17**

STEPS	Activity	TIME
1	<p style="text-align: center;">LESSON 17 ADVERBS: FREQUENCY AND DEGREE</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Tips for dealing with idioms The words do not tell us what it means, but the context usually helps.</p> <p style="text-align: center;">The form of the lesson: working in groups and separately</p> <p style="text-align: center;">Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p style="text-align: center;">Methods & methodology: working with a book, method</p>	15

	of explanation, practical exercises, handouts.	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson
Lesson 17: ADVERBS: FREQUENCY AND DEGREE

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main point of the theme • Be able to analyze the expressions
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим</i>	Practical

<i>шакли)</i>	
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №18**

STEPS	Activity	TIME
1	<p style="text-align: center;">Time and sequence</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 18: Time and sequence

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маишулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning

	-Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маишгулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №19**

STEPS	Activity	TIME
1	<p style="text-align: center;">Addition and contrast</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15

2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 18: **Addition and contrast**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКSIKA ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №20**

STEPS	Activity	TIME
1	<p style="text-align: center;">Similarities – differences, conditions</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 20: Similarities – differences, conditions

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p style="text-align: center;">To acquaint the students with the background of the theme</p> <p style="text-align: center;">To enlarge the student's educational skills</p>

<p><i>Pedagogical tasks (Педагогик вазифалар):</i></p> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<p><i>Methods of education (Таълим усуллари)</i></p>	Visual Slide (Power Point materials) presentation
<p><i>Form of education (Таълим шакли)</i></p>	Practical
<p><i>Educational aids (Таълим воситалари)</i></p>	“English Vocabulary in use”, Handouts
<p><i>Place of education (Таълим бериш шароити)</i></p>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №21**

STEPS	Activity	TIME
1	<p>Reason, result and purpose Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5

5	Evaluation	5
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Educational technology of the lesson

Lesson 21: Reason, result and purpose

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ ТЕХНОЛОГИК ХАРИТА №22

STEPS	Activity	TIME
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1	The world around us Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 22: The world around us

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme

<ul style="list-style-type: none"> To enlarge the student's outlook by the modern technologies 	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №23**

STEPS	Activity	TIME
1	<p style="text-align: center;">Weather</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 23: **Weather**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №24**

STEPS	Activity	TIME
1	<p style="text-align: center;">Using the land</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their</p>	15

	<p>opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 24: Using the land

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим</i>	Practical

<i>шакли)</i>	
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №25**

STEPS	Activity	TIME
1	<p style="text-align: center;">Animals ans insects</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 25: Animals ans insects

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning

	<ul style="list-style-type: none"> -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маишгулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p>Ўқув фаолияти натижалари:</p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №26**

STEPS	Activity	TIME
1	<p style="text-align: center;">Countries, nationalities and language</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15

2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 26: Countries, nationalities and language

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКSIKA ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №27**

STEPS	Activity	TIME
1	<p style="text-align: center;">Describing people appearance Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 27: Describing people appearance

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p style="text-align: center;">To acquaint the students with the background of the theme</p> <p style="text-align: center;">To enlarge the student's educational skills</p>

<p><i>Pedagogical tasks (Педагогик вазифалар):</i></p> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<p><i>Methods of education (Таълим усуллари)</i></p>	Visual Slide (Power Point materials) presentation
<p><i>Form of education (Таълим шакли)</i></p>	Practical
<p><i>Educational aids (Таълим воситалари)</i></p>	"English Vocabulary in use", Handouts
<p><i>Place of education (Таълим бериш шароити)</i></p>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №28**

STEPS	Activity	TIME
1	<p style="text-align: center;">Describing character</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5

5	Evaluation	5
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Educational technology of the lesson

Lesson 28: Describing character

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ ТЕХНОЛОГИК ХАРИТА №29

STEPS	Activity	TIME
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1	Human feeling and actions Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 29: **Human feeling and actions**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme

<ul style="list-style-type: none"> To enlarge the student's outlook by the modern technologies 	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №30**

STEPS	Activity	TIME
1	<p style="text-align: center;">Family and friends</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 30: Family and friends

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №31**

STEPS	Activity	TIME
1	<p style="text-align: center;">Ages and stages</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their</p>	15

	<p>opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 31: Ages and stages

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим</i>	Practical

<i>шакли)</i>	
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №32**

STEPS	Activity	TIME
1	<p style="text-align: center;">Daily life</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 32: Daily life

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning

	<ul style="list-style-type: none"> -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маишгулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p>Ўқув фаолияти натижалари:</p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №33**

STEPS	Activity	TIME
1	<p style="text-align: center;">Homes and buildings</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15

2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 33: Homes and buildings

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКSIKA ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №34**

STEPS	Activity	TIME
1	<p style="text-align: center;">Around the home</p> <p style="text-align: center;">Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p style="text-align: center;">The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 34: Around the home

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маишулот тuzилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маишулот мақсади):</i>	<p style="text-align: center;">To acquaint the students with the background of the theme</p> <p style="text-align: center;">To enlarge the student's educational skills</p>

<p><i>Pedagogical tasks (Педагогик вазифалар):</i></p> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<p><i>Methods of education (Таълим усуллари)</i></p>	Visual Slide (Power Point materials) presentation
<p><i>Form of education (Таълим шакли)</i></p>	Practical
<p><i>Educational aids (Таълим воситалари)</i></p>	"English Vocabulary in use", Handouts
<p><i>Place of education (Таълим бериш шароити)</i></p>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №35**

STEPS	Activity	TIME
1	<p style="text-align: center;">Everday problems</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5

5	Evaluation	5
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Educational technology of the lesson

Lesson 35: Everyday problems

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тuzилиши</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ ТЕХНОЛОГИЯСИ ТЕХНОЛОГИК ХАРИТА №36

STEPS	Activity	TIME
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1	Money Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 36: Money

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme

<ul style="list-style-type: none"> To enlarge the student's outlook by the modern technologies 	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №37**

STEPS	Activity	TIME
1	<p style="text-align: center;">Health: illness and disease</p> <p style="text-align: center;">Identified aims of the lesson:</p> <p>to acquaint the students with the background of the subject to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions The form of the lesson: working in groups and separately Equipment: dictionary, text-book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	15
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 37: **Health: illness and disease**

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	To acquaint the students with the background of the theme To enlarge the student's educational skills
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the English words To enlarge the student's outlook by the modern technologies 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	"English Vocabulary in use", Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

**КОММУНИКАТИВ ЛЕКСИКА ФАНИНГ ЎҚИТИШ
ТЕХНОЛОГИЯСИ
ТЕХНОЛОГИК ХАРИТА №38**

STEPS	Activity	TIME
1	Clothes Identified aims of the lesson: to acquaint the students with the background of the subject to teach the students how to use the book, paying special	15

	<p>attention to stylistic devices and stock-phrases to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition</p> <p>The main notions: Conversation-building expressions</p> <p>The form of the lesson: working in groups and separately</p> <p>Equipment: dictionary, text-book, desk, distributing materials etc.</p> <p>Methods & methodology: working with a book, method of explanation, practical exercises, handouts.</p>	
2	To follow up the exercises, handouts and presentation materials	30
3	Self-independent work: Learning and writing exercises	25
4	Home assignment	5
5	Evaluation	5

Educational technology of the lesson

Lesson 38: Clothes

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони):</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Practical (visual type)
<i>Structure of session маиғулот тузилиши)</i>	<ul style="list-style-type: none"> -to discuss the key concepts under the given theme -to explain the essence of the themes: <ul style="list-style-type: none"> -Organizing words by meaning -Using various types of diagrams -Words relating to nouns -Short, monosyllabic informal words
<i>Aim of the lesson (Маиғулот мақсади):</i>	<p>To acquaint the students with the background of the theme</p> <p>To enlarge the student's educational skills</p>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the development of the English words • To enlarge the student's outlook by the modern technologies 	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of the theme
<i>Methods of education (Таълим</i>	Visual Slide (Power Point materials) presentation

<i>усуллари)</i>	
<i>Form of education (Таълим шакли)</i>	Practical
<i>Educational aids (Таълим воситалари)</i>	“English Vocabulary in use”, Handouts
<i>Place of education (Таълим бериш шароити)</i>	Teaching room

COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

Lesson 1. Introduction to the course: Course syllabus, assessment aspects
Matrices can also clarify collocations.

Introduction

Who is this book for?

English Vocabulary in Use (pre-intermediate and intermediate) has been written to help learners at this level to improve their English. It has been designed for students who are studying on their own, but it can also be used by a teacher in the classroom with groups of students.

How is the book organized?

The book has 100 two-page units. The left-hand page explains new words and expressions (most units contain approximately 25 new words or phrases), and the right-hand page gives you a chance to check your understanding through a series of exercises which practise the new vocabulary. In a very limited number of units e.g. Units 18 and 71, the right-hand page also includes a few new words and phrases which are not explained on the left-hand page.

There is an answer key at the back of the book. This not only gives *correct* answers to exercises with 'right' or 'wrong' solutions, but also *possible answers* and *sample answers* for exercises which do not have 'right' or 'wrong' solutions.

There is also an index at the back of the book. This lists all the new words and phrases introduced in the book and refers you to the unit or units where these words appear. The index also includes a phonemic transcription for many of the words, and on page 247 you are given special help with the pronunciation of approximately 200 words which present particular problems for many learners of English.

The left-hand page

This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles; and then within each section, new words are explained using a number of different techniques:

- A short definition. The definition follows directly after the word, or comes at the end of the phrase or sentence; it is in brackets and introduced by the symbol =.

e.g. unemployed (= without a job); feel like (- want or desire *infml*)

The abbreviations *fml* or *infml* tell you if a word is either 'formal' or 'informal'.

- A short explanation. This will be a complete sentence which often includes the new word, e.g. effective. (If something is effective, it works well and produces good results.)
- A synonym or opposite, e.g. terrific (= fantastic); dirty (^ clean)
- In a situation. Some words are difficult to define and it is easier to see their meaning when they are put in context. The following is from a text about a motoring accident.
e.g. 'The driver of the Mercedes was OK, but the other driver was badly injured, and both cars were badly damaged.'
- A picture or diagram. This seems the obvious way to explain a large number of concrete nouns and verbs.

Exercises

1 Think about these questions. On the opposite page you will find some answers. Do you agree with them?

- 1 Is it better to plan regular self-study, or is it better just to study when you think you've got some free time?
- 2 Do you think you should work through the units in the same order as they appear in the book?
- 3 Do you think it's a good idea to write down new words in a notebook while you are studying a unit?
- 4 Is it necessary to revise vocabulary?
- 5 Is it better to revise vocabulary occasionally for long periods of time, or is it better to revise regularly for short periods of time?

I.2 Finding your way round the book.

Turn to the Topic units in the Contents on pages 1-3. Take a blank piece of paper and cover the right-hand side of the page giving the examples. Now read down the list of unit titles. For each one, try to write down your own examples - one or two for each unit. Are there any unit titles you don't understand? Are there any units where you can't think of examples? If so, turn to that unit and find out what it is about.

You could use similar titles in your own vocabulary notebook. (See Unit 2)

1.3 True or False} If the sentence is false, rewrite it to make it true. Write your answers in pencil.

- 1 In this book, new words are often shown in bold print.
- 2 Definitions/explanations of new words are often in brackets after the word.
- 3 A routine means doing certain things in a different way each time.
- 4 If you maintain something at a level, it means you keep it at the same level.
- 5 If something, e.g. a way of learning, is effective, it doesn't work very well.
- 6 At least 50 people means a maximum of 50 people.
- 7 If you write something then rub it out, you remove it from the page.
- 8 If you do something silently, you do it without making a noise.
- 9 Revision means studying something for the first time.
- 10 If you have a goal or target, you have something you want to be able to do or achieve by a particular point in the future.

Now check your answers on the opposite page and look at any wrong answers carefully. Then rub out your answers and come back to this exercise again tomorrow or within the next two or three days. Find out how much you can remember.

Lesson 2. Prefixes, Noun and adjective suffixes

Verb prefixes: un- and dis-

These prefixes have two meanings: they can have a negative meaning (as above), but they can also mean 'the opposite of an action' or 'to reverse an action'. This meaning is used with certain verbs.

I locked the door when I left, but I lost the key, so I couldn't unlock it when I got back. I had to pack my suitcase (= put everything in it) very quickly, so when I unpacked (= took

Verb + suffix

Many nouns are formed in this way.

<i>Verb</i>	<i>Suffix</i>	<i>Noun</i>
improve (= get better)	-ment	improvement
manage (e.g. a shop or business)	-ment	management
elect (= choose somebody by voting)	-ion	election
discuss (= talk about something seriously)	-ion	discussion
inform (= tell someone something)	-ation	information
organise	-ation	organisation
jog (= running to keep fit or for pleasure)	-ing	jogging
spell (e.g. S-P-E-L-L)	-ing	spelling

Note: Sometimes there is a spelling change. The most common is the omission of the final 'e' before the suffix -ion or -ation: translate/translation; organise/organisation

B Adjective + suffix

Nouns are also formed by adding a suffix to an adjective. Two suffixes often added to adjectives to form nouns are -ness and -ity.

<i>Adjective</i>	<i>Suffix</i>	<i>Noun</i>
weak (Φ strong)	-ness	weakness
happy	-ness	happiness
dark (e.g. at night, when you can't see)	-ness	darkness
stupid (Φ intelligent, clever)	-ity	stupidity
punctual (= always arrives at the right time)	-ity	punctuality
similar (= almost the same; Φ different)	-ity	similarity

Fill the gaps with suitable adjectives from the opposite page.

- 1 You must be very when you drive in wet weather.
- 2 It was so this morning that I couldn't see more than twenty metres in front of me.
- 3 Everyone in my country has heard of her; she's very
- 4 The people in the tourist information office were very and answered all our questions without any problems.
- 5 This is a very road; there were at least three serious accidents on it last year.
- 6 It was very when I hit my leg against the corner of the table.
- 7 This bag is very because I can use it for work or when I go on holiday.
- 8 We've never had any problems with our TV in ten years; it's been very
- 9 The factory is in the middle of the part of the city, surrounded by other factories.
- 10 I made some coffee but it was horrible. In fact, my sister said it was
- 11 I'm afraid my working hours are very ; I have to start at exactly the same time every day and finish at the same time every day.
- 12 It seems terrible to me that there are so many people living in a city with thousands of empty houses.

9.3 How many of these words can form opposites with the suffix -less?

painful wonderful useful careful beautiful
tactful awful thoughtful

Can you think of words which mean the opposite of the other words (the ones without -less)?

9.4 From the adjectives on this page and the opposite page, choose three which could describe each of these people or things. (You can use the same adjective more than once.)

- 1 the weather
- 2 someone who is a very bad driver

- 3 Wolfgang Amadous Mozart
- 4 a large city
- 5 Albert Einstein
- 6 a new car
- 7 a speech
- 8 yourself

Lesson 3. Zero affixation
Compound nouns

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

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

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

Examples: brother-in-law ...mother-ifHaiv...

table tennis *J?B\&.|e^*

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

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

Lesson 4 Compound adjectives

Collocation (word partners)

2 Match the sentence beginnings on the left with the endings on the right.

- | | |
|---------------------------|-------------------------------|
| 1 He suffers | a at me, but it missed. |
| 2 She wasn't aware | b for a job in Australia. |
| 3 He threw the book | c from a rare illness. |
| 4 She complained | d to the man across the lake. |
| 5 She said it was similar | e for the mistake. |
| 6 She applied | f at his choice. |
| 7 She shouted | g of clothes. |
| 8 He said it depends | h to the one she has. |
| 9 The suitcase was full | i of working at weekends. |
| 10 She's tired | i of her mistakes. |
| 11 She apologised | к on me. |

12 I was very surprised 1 about the bad service.

3 **Complete these sentences in a way that is logical and grammatically correct. If possible, compare your answers with someone who has also done this exercise.**

- 1 My steak was overcooked, so I complained
- 2 When I was a child I sometimes wore clothes that belonged
- 3 I want to help poor people, so I have decided to apply
- 4 I work quite hard but I'm not very good
- 5 In the summer a lot of people suffer
- 6 I've always been interested.....
- 7 I'm very keen
- 8 A lot of people are afraid
- 9 People in my country are very different
- 10 When I went to, I was very surprised.....

4 **A good dictionary will tell you if a verb or adjective is usually followed by a special preposition. Sometimes the preposition is shown after the verb or adjective; sometimes it is illustrated in the example sentences. Use a dictionary to find the preposition that often follows these words.**

fond (adj) concentrate (v) responsible (adj) rely (v)

Lesson 5 Verb or adjective + preposition Preposition + noun

1. **Complete these sentences in a logical way.**

- 1 I'm not very good at making up
- 2 Could you lie down
- 3 She asked me to turn on
- 4 Two men tried to break into
- 5 We have asked an engineer to come and sort out
- 6 Are you going to stay in
- 7 Why did you leave out
- 8 I'm afraid we broke down
- 9 Can you get by
- 10 I grew up

2 **Is it possible to separate the two parts of the phrasal verb in the sentences below? Look at the examples first, and use a dictionary to check your answers. (You can also check your answers in the answer key.)**

Examples: I forgot to get off the bus. NO (get the bus off X)

Why did he take off his trousers? YES (take his trousers off S)

- 1 She decided to carry on working.
- 2 He had to put out the fire.
- 3 Could you turn on the radio?
- 4 I had to lie down for a few minutes.
- 5 Could you go to the shop for me? We've just run out of coffee.
- 6 I think she made up that story.
- 7 I can't get by on the money my parents give me.
- 8 Children grow up very quickly these days.
- 9 I turned off the light when I went to bed.
- 10 Can we leave out this question?

Lesson 6 Phrasal verbs: form and meaning Phrasal verbs: grammar and style

1. **Make these texts more informal by changing some of the verbs to phrasal verbs with the same meaning. (There are three in each text.)**

- 1 The cost of living is increasing all the time and I find it quite difficult to manage on my salary. But I think I can probably continue for a few months.

- 2 She told us to enter, but then we had to remove our shoes and I had to extinguish my cigarette.
 - 3 The teacher told the class to invent a story to go with the picture in their books, and then continue with exercise 4. She said they could all omit exercise 5.
- 2 There are many phrasal verbs in other units. Can you find:
- 1 three phrasal verbs in Unit 21 on page 46?
 - 2 three phrasal verbs in Unit 47 on page 98?
 - 3 three phrasal verbs in Unit 48 on page 100?
 - 4 three phrasal verbs in Unit 56 on page 116?
 - 5 three phrasal verbs in Unit 62 on page 128?
 - 6 three phrasal verbs in Unit 75 on page 154?

Lesson 7 Idioms and fixed expressions

Make, do, have, take Give, keep, break, catch, see

1. It can be difficult to guess the meaning of an idiom, especially if you do not have the full context. Look at these examples (they are not presented on the opposite page).
- 1 I feel like a drink.
 - 2 They've gone for good.
 - 3 I'm tied-up all afternoon.
 - 4 She was pulling my leg when she said that.
 - 5 I can probably make do with a smaller flat.
- Here is a fuller context for each of the above idioms. Can you guess the meaning now?
- 1 **A:** Are you hungry?
B: No, but I feel like a drink.
 - 2 **A:** Do you think they'll ever come back to England? **B:** No, they've gone for good.
 - 3 **A:** Do you have a lot of clients to see? **B:** Yes, I'm tied-up all afternoon.
 - 4 **A:** Did she tell you there were no bathrooms in the hotel? **B:** Yes. I think she was pulling my leg when she said that.
 - 5 **A:** Do you really need a large flat?
B: Well, it's nice to have a big place, but I can probably make do with a smaller flat.
- 2 Replace the underlined words in each dialogue with a suitable idiomatic expression from the opposite page. (But try to answer the questions before looking at the opposite page.) Can you think of similar expressions in your own language?
- 1 **A:** Is Rebecca here?
Yes, wait a minute. I'll get her.
 - 2 **A:** Does it take long to get there?
I know a quick way.
 - 3 **A:** Could I borrow this for a minute?
B: Yes, take it.
 - 4 **A:** Sorry I can't come on Thursday.
B: That's OK. Don't worry.
 - 5 **A:** What's the matter? **B:**
B: Nothing. Why?
 - 6 **A:** Look after my things for a minute? **B:** No,
B: Yeah, sure.
 - 7 **A:** Do we have to go now?
B: Yes, hurry up. otherwise we'll be late.
 - 8 **A:** You'll have to decide soon.
B: Yes I know, but it's very difficult.
- 3 Complete the expressions in these sentences.
- 1 It wasn't a very successful holiday. For a the beach was a long way from our hotel; then to make worse, the car broke down on the third day and we had to walk to the beach, the rest of the time.
 - 2 We take it in to look after the dog.
 - 3 She asked me about the times of the trains but I couldn't tell her off-
 - 4 I don't enjoy parties where you just stand around and make talk with lots of people you don't know.
 - 5 We can probably make with a three-roomed flat for the moment, but in the long we will have to think about moving into a bigger place.

Lesson 8 Get: uses and expressions Go: uses and expressions

1 Complete the dialogue with suitable forms of these verbs: come, go, bring, take. (There are two verbs that can be used in one of the answers.)

A: What time are you (?! to Jim's party this evening?

B: I'm not sure because Christopher is (?) here first, and then we'll together.

A: Right. Do you know what's happening about the music?

B: Yeah. I'm going to Ne some CDs, and Sue is (?) her guitar. I'll probably leave quite early though, so do you think you could .<<>>..... my CDs back here tomorrow?

A: Yeah sure. What time.

B: Well, I want to (?) to the shops in the morning. Could you (?) before ten?

A: No problem.

2 Replace the underlined words and expressions. The meaning must stay the same.

1 It's hard to say exactly but I think the lorry was going about 60 kph.

2 Some people aren't interested in scuba diving but I've always wanted to have a go.

3 Come on John, it's your go.

4 Hi Sue. How's it going?

5 Excuse me. Does this road go to the bus station?

6 **A:** How's it going?

B: Not bad. We've nearly finished the first exercise.

3 Complete these sentences with an -ing noun (e.g. riding), or for a + noun (e.g. for a walk).

1 I went..... this morning and bought some books and clothes.

2 We didn't have much food in the house so we decided to go out

3 Why don't we go in that nice new bar near the square?

4 I wanted to go because I had never been to Venice before, but the others wanted to hire a car and go in the countryside.

5 The pool was at the end of the road , so we decided to go

Lesson 9 Opinions agreeing and disagreeing

Complete these sentences with a suitable word. Use a dictionary to help you.

1 You can wear a hearing aid if you go

2 If business doesn't improve they could go.....

3 You can dye (= change the colour of) your hair if you start going

4 And you can wear a wig if you go

5 If she sees the dog destroying her flowers, she'll go

3. **Look back at the different meanings of go (as verb and noun) on the opposite page. Translate these meanings into your own language. How many meanings use the word for go in your language? How many are expressed with a different word or in a different way? Compare with someone who speaks the same language if possible.**

4. **Now look up go in a good English dictionary. You will find many meanings (including phrasal verbs and idioms), but just concentrate on two or three that you think may be useful to you. Try to learn them. Write down the meanings with example sentences in your notebook. Write a translation as well if you want.**

What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

1 You get on a bus at the same time as another person and he/she almost falls over.

2 You arrange to meet some friends in the centre of town but you are twenty minutes late.

3 You are pushing your car into a side road and a stranger offers to help you.

- 4 A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.
- 5 Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?
- 6 A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?
- 7 You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.
- 8 Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.

Lesson 10. Apologies, excuses and thanks Requests, invitations and suggestions

1. Complete these dialogues with a suitable word or phrase.

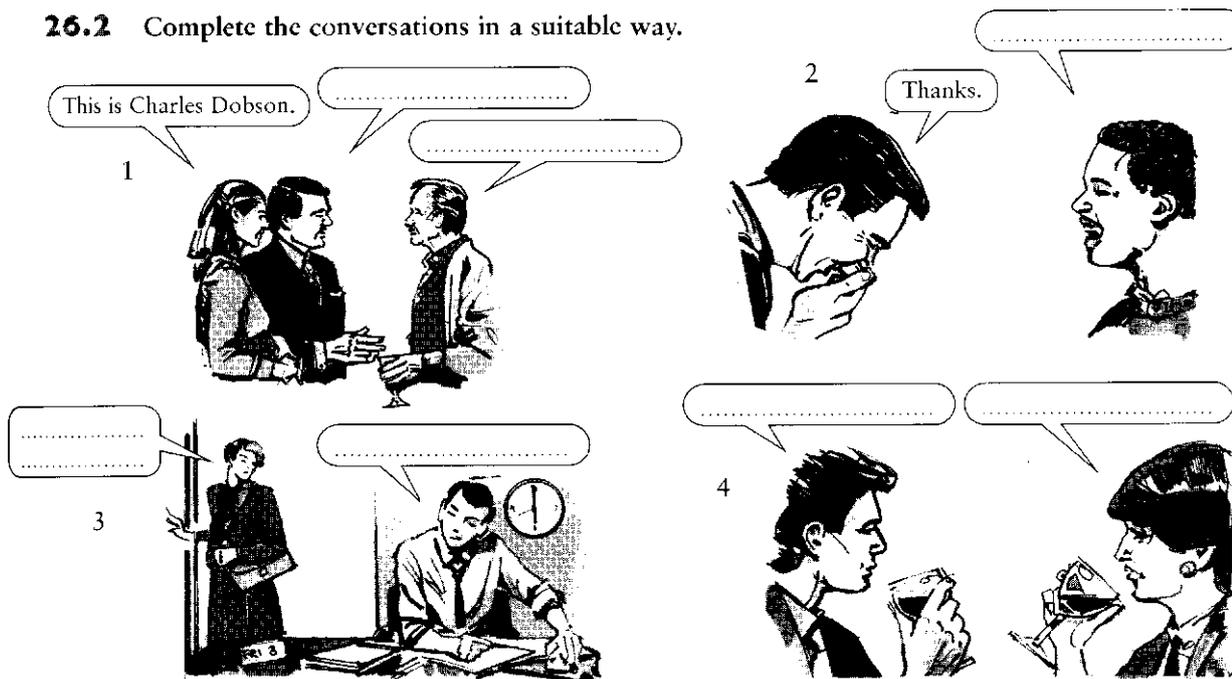
- 1 **A:** Could you open that window? It's very hot in here.
B: Yeah,
- 2 **A:** Clive and Sally are here at the moment and we were if you'd like to come over and join us for a meal this evening?
B: Yes, I'd
- 3 **A:** What we do this evening?
B: I don't know really. Any ideas?
A: Why go to the cinema? We haven't been for ages.
B: Yeah, that's a
- 4 **A:** OK. Where we go on Saturday?
B: going to the beach if the weather is good?
A: Yeah. Or we try that new sports centre just outside town.
B: Mmm. I think I'd go to the beach.
A: Yeah OK, if you
- 5 **A:** What you like to do this weekend?
B: I don't You decide.
- 2 Here are eight requests, invitations or suggestions. Respond to each one as fast as you can with a suitable reply. If possible, do this activity with someone else: one of you asks the questions, the other answers.
 - 1 Could I borrow a pen for a minute?
 - 2 Do you think you could post a letter for me?
 - 3 I was wondering if you've got a suitcase you could lend me?
 - 4 Would you like to go out this evening?
 - 5 I've got some tickets for a concert of classical music and I was wondering if you'd like to go with me?
 - 6 How about going to a football match at the weekend?
 - 7 Why don't we meet this afternoon and practise our English for an hour?
 - 8 We could invite some other people from our English class to meet us as well.
- 3 There will be many situations when you make requests, invitations and suggestions in your own language, and respond to the requests, invitations and suggestions of others. Try using English expressions in place of your first language. If your friends don't understand, you can teach them a bit of English.

Lesson 11. Specific situations and special occasions

- 1 What message could you say on the phone or write in a card to these people?
 - 1 A friend. Next week is 25 December.
 - 2 A friend who is 21 tomorrow.
 - 3 A friend on January 1st or soon after.
 - 4 A very good friend who has just passed some important exams.
 - 5 A friend who is going to take his driving test in three days' time.

6 A friend you know you are going to meet in the next few days/weeks.

26.2 Complete the conversations in a suitable way.



3 What could you say in these situations?

- 1 You are in a meeting. Someone enters the room and says you have an important telephone call. What do you say as you leave?
- 2 Someone says something to you but you didn't hear all of it. What do you say?
- 3 You met a new business client for the first time fifteen minutes ago, and now you are leaving. What do you say?
- 4 You are in a crowded bus. It is your stop and you want to get off. What do you say to other passengers as you move past them?
- 5 You are staying with some English friends. What do you say to them when you leave the room in the evening to go to bed?
- 6 You are in the street. A woman walks past you and at the same time something falls out of her bag. She has her back to you. What do you say?
- 7 A friend tells you they have just won a competition.
- 8 Another friend is going for a job interview this afternoon.

Lesson 12. Parts of speech (special problems)

I Correct the mistakes in these sentences.

- 1 I need some informations.
- 2 We had a lovely weather.
- 3 The furnitures are very old.
- 4 I'm looking for a new jeans.
- 5 Your hairs are getting very long.
- 6 Do you have a scissors?
- 7 We had a lot of homeworks yesterday.
- 8 Do you think she's making a progress with her English?
- 9 These trousers is too small.
- 10 She gave me some good advices.

2 Are these nouns countable, uncountable, or countable with one meaning and uncountable with another? Use a dictionary to help you. If they can be countable and uncountable,

write
sentence examples to show the difference.

butter	cup	housework	insurance
spaghetti	coffee	grape	money
television	coin	work	travel

3 Complete these dialogues using a suitable plural noun or uncountable noun from the opposite page. Make sure the form of each word is correct. Look at the example first.

Example: **A:** It's too hot for jeans.

B: You need ...**a** pair of. shotfc.

1 **A** I have to cut this paper into three pieces.

:

B You need

:

2 **A** I can't see because the sun is in my eyes.

:

B You need

:

3 **A** I don't know what to do when I leave school.

:

B You need

:

4 **A** My room looks so empty.

:

B You need

:

5 **A** I want to find out how much I weigh.

:

B You need

:

6 **A** I can't play my music loud because my mother always

: complains.

B You need

:

7 **A** I'm starting to feel cold in bed.

:

B You need

:

8 **A** My teacher said my English wasn't getting any better.

:

B You need

:

Lesson 13. Uncountable nouns and plural nouns

1 Complete the dialogue with suitable forms of these verbs: *come, go, bring, take*. (There are two verbs that can be used in one of the answers.)

A: What time are you .(?! to Jim's party this evening?

B: I'm not sure because Christopher is (?) here first, and then we'll together.

A: Right. Do you know what's happening about the music?

B: Yeah. I'm going to № some CDs, and Sue is (?) her guitar. I'll

probably leave quite early though, so do you think you could .<<>>. my CDs back here tomorrow?

A: Yeah sure. What time.

B: Well, I want to (?)..... to the shops in the morning. Could you (?)..... before ten?

A: No problem.

2 Replace the underlined words and expressions. The meaning must stay the same.

7 It's hard to say exactly but I think the lorry was going about 60 kph.

8 Some people aren't interested in scuba diving but I've always wanted to have a go.

9 Come on John, it's your go.

10 Hi Sue. How's it going?

11 Excuse me. Does this road go to the bus station?

12 A: How's it going?

B: Not bad. We've nearly finished the first exercise.

3 Complete these sentences with an -ing noun (e.g. riding), or for a + noun (e.g. for a walk).

5 I went this morning and bought some books and clothes.

6 We didn't have much food in the house so we decided to go out.....

7 Why don't we go..... in that nice new bar near the square?

8 I wanted to go because I had never been to Venice before, but the others wanted to hire a car and go in the countryside.

6 The pool was at the end of the road , so we decided to go

Lesson 14. Verbs + -ing form or infinitive

Cross out the incorrect answers.

1 We decided to work / working during our holiday.

2 She promised to help / helping us.

3 I don't feel like to go / going for a walk at the moment.

4 He forgot to take / taking the cake out of the oven.

5 Do you really hate to drive / driving when it's wet?

6 I can't imagine to eat / eating pasta every day of the week.

7 Most of the time she prefers to work / working on her own.

8 I don't remember to go / going to the zoo when we stayed in Madrid.

9 He hopes to finish / finishing his thesis by the end of the month.

10 I don't mind to help / helping you if I'm not busy.

2 Complete part c) of each number in a suitable way.

1 Most people want:

a) to be rich b) to get married c)

2 A lot of people can't stand:

a) getting wet b) getting up early c)

3 Most people enjoy:

a) going to parties b) lying on a beach c)

4 On hot days most people don't feel like:

a) working b) eating big meals c)

5 Most people expect

a) to be happy b) to find a job they will like c)

6 A lot of people don't mind:

a) washing-up b) ironing c)

7 Some parents make their teenage children:

a) wear certain clothes b) do housework c)

8 Other parents let their teenage children:

a) wear what they like b) stay out all night c)

Now think about each of the above statements. Are they true, and are they (or were they) true of you? If possible, compare and discuss your answers with someone else.

3 Read the story and answer the questions below.

When Julie was 17, her father said she could go on holiday with two school friends. He also said that he would lend her the money for a hotel, but she must pay for the air fare and her entertainment. Julie was delighted and said she would bring him back a wonderful present and pay him back in six months. But first they had to decide where to go. They looked at lots of brochures and finally agreed on a two-week holiday in the south of France. They had a great time, but unfortunately Julie spent all her money and forgot to buy a present for her father.

- | | | |
|---|---|-----------------|
| 1 | What did Julie's father let her do when she was 17? | He let |
| 2 | And what did he offer to do? | He offered |
| 3 | But what did he refuse to do? | He refused ... |
| 4 | In return what did Julie promise? | She promised |
| 5 | What did the three girls decide? | They decided |

Lesson 15. Verb patterns. Adjectives

1. Correct the mistakes in these sentences. (Most are the result of translating from the first language.)

- 1 She said me the film was terrible.
- 2 He told it's not possible.
- 3 Can you explain me what to do?
- 4 She suggested us to go to an Italian restaurant.
- 5 Can we discuss about my report?
- 6 I want that he leaves.
- 7 I need to confirm me the booking.
- 8 I apologised my mistake.
- 9 She advised me buy a dictionary.
- 10 She insisted to pay.

2 What is the missing verb in each of these sentences? (There may be more than one answer.)

- 1 I didn't understand how the photocopier worked but she kindly me.
- 2 She wasn't satisfied with her course, so she went to see the Principal to
- 3 It was a terrible thing to say to him, but she refused to
- 4 He knew it was dangerous but he didn't me.
- 5 I didn't want to go at first but she me.
- 6 She advised them to stay here but they on going.
- 7 I booked the room by phone but they asked me to it in writing.
- 8 I don't think it was my fault but they still me.
- 9 She didn't know the way but I how to get there.
- 10 They watched the film together and then they it in small groups.

3 Complete these sentences in a logical way.

- 1 Some of us were getting hungry so I suggested
 - 2 They were making a lot of noise next door and I told
 - 3 She went to that new Italian restaurant and said
 - 4 We read the book for homework and discussed
 - 5 The streets are quite dangerous at night so I insisted
 - 6 It was only a few minutes to the beach , but I still couldn't persuade
 - 7 She wasn't feeling very well and the teacher advised
 - 8 The whole team played badly but most of the newspapers have blamed.....
 - 9 The water there can make you ill and I warned
- 10 If you don't understand the instructions, someone will explain

Lesson 16. Prepositions: place

Fill the gaps with *at, on or in*.

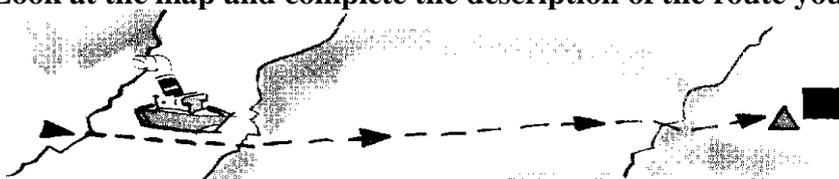
- 1 I put the books..... the table.
- 2 The butter is the fridge.
- 3 We saw them..... the bus stop.

- 4 I met her..... a party.
- 5 She works Barcelona.
- 6 The dictionary is my desk.
- 7 I sat the bed and wrote the letter.
- 8 I left my books school.
- 9 There was still a lot of snow the ground when I arrived.
- 10 He lives..... a very nice area.

2 **Answer the questions using the opposite preposition.**

- 1 Was he standing in front of the picture?
No,.....
- 2 Is it up the hill to his house?
No,.....
- 3 Did you climb over the fence?
No,.....
- 4 Did you see her get into the car?
No,.....
- 5 Did you fly below the clouds?
No,.....
- 6 Does she live in the flat above you?
No,.....

3 **Look at the map and complete the description of the route you took on the first day.**



We took the boat i.¹) ... the channel, then we drove (?) ... France and (?).....
Switzerland, where we spent the first night <5) a small town
quite <Я..... Lucerne.

1 brother often us Sunday visits on my



The next morning we walked .(?).. a river which ran (?) two mountains. We had
lunch (?) a small restaurant and then walked (?)... the lake and !■}?) .. the small
town of Stans, before going back.

Lesson 17 Adverbs: frequency and degree

1. me ever phones she hardly
 2. have leg my broken never I
 3. visit saw I hardly his him during
 5. get occasionally I early up
 6. always she Monday on early is work for a
- 2 Replace the underlined adverb with a different adverb that has the same meaning.
- 1 She seldom goes to conferences now.
 - 2 I can barely remember the first house we lived in.
 - 3 There were almost fifty people there, you know.
 - 4 I thought it was a bit disappointing, didn't you?

- 5 I'm afraid I'm extremely busy next week.
- 3 Respond to these sentences using 'rather' to show surprise. (You can also add 'actually' at the end of the sentence.)
- 1 **A:** Was it a boring evening?
B: No, it.....
 - 2 **A:** Were the children very noisy?
B: No, they
 - 3 **A:** I've heard it's a very dirty town. Is that true? **B:**
No, it.....
 - 4 **A:** Was the weather awful?
B: No, it.....
- 4 Change the underlined adverbs to make the first two sentences slightly more positive, and the last three sentences slightly less negative.
- 1 I thought they were very good.
 - 2 He's been getting quite good marks in his exams.
 - 3 John said the flat was very small.
 - 4 They said it was fairly boring.
 - 5 The clothes were very expensive.
- 5 Put a frequency adverb into each of these sentences to make a true sentence about yourself. Make sure you put the adverb in the correct place. Compare your answers with someone else if possible.
- 1 I buy clothes I don't like.
 - 2 I clean my shoes.
 - 3 I remember my dreams.
 - 4 I give money to people in the street if they ask me for money.
 - 5 I speak to strangers on buses and trains.
 - 6 I'm rude to people who are rude to me.
- Now think about each of your answers to the above sentences. Do you think they are:
a) very typical? b) fairly typical? c) slightly unusual? d) extremely unusual?
If you compared your answers with someone else, how would you describe their answers?

Lesson 18. Time and sequence

- 1 Cross out the incorrect answers. Sometimes both answers are correct.
- 1 I'll give them your message as soon as I get / will get there.
 - 2 Maria cleaned the kitchen as/while I did the bathroom.
 - 3 We must go to that gallery before leave/leaving.
 - 4 I had a lot of problems at the shop but eventually/finally they agreed to give me a refund.
 - 5 The phone rang while / just as I was leaving the house.
 - 6 The letter arrived while/as we were getting ready.
- 2 Complete these sentences in a suitable way.
- 1 We had a game of squash and afterwards
 - 2 I'll meet you as soon as
 - 3 I must remember to lock the back door before
 - 4 I think I dropped the letter as
 - 5 I looked up half of the words in my dictionary while
 - 6 We had to wait for hours but eventually
 - 7 My car is too big for you to drive. And besides,

8 I saw him break the window just as

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

1 A: Why do you want to stay in this evening when we could go to Karl's party?

B: Well, for one thing because my ex-boyfriend will be there and I really don't want to see him

2 2A: What did you do?

3 B: First of all we spent a few days in Paris. After that we took the train down to Marseilles and stayed with friends.....

4 3A: Why can't we send one of our staff to the conference?

B: Well, to start with, I don't think that the company should send anyone to the

Lesson 19. Addition and contrast

1 Cross out the incorrect answers. Both answers may be correct.

1 Although / in spite of we left late, we still got there in time.

2 It was a fantastic evening although / in spite of the terrible food.

3 We have decided to go in spite of / despite the cost of the tickets.

4 They enjoyed the course even though / whereas it was very difficult.

5 I love the sea furthermore/whereas most of my friends prefer the mountains.

6 We found a lovely villa near the lake that we can rent. In addition / Moreover it has its own swimming pool, and we have free use of a car provided by the owners.

7 We both told John the car was too expensive. However / On the other hand, he still decided to buy it.

8 Most people we met tried to help us. They were very friendly too / as well.

9 During the week the town centre is very busy. At the weekend on the other hand / whereas, it is very quiet and almost empty.

10 My uncle is the owner of the factory opposite. He also/however runs the restaurant next door and the car hire company down the road.

2 Combine parts from each column to form five short texts.

A	B	C
He went to school today	even though	the pay isn't very good.
He always did his best at school	in spite of	he's the most experienced.
He's got the right qualifications.	However	the help I gave him.
He didn't pass the exam	whereas	he didn't feel very well.
He decided to take the job.	What's more	most of his schoolfriends were very lazy.

3 Fill the gaps with a suitable link word or phrase.

1 taking a map, they still got lost.

2 It took me two hours to do it..... the others finished in less than an hour.

3 The hotel has a very good reputation, it is one of the cheapest in the area.

4 She managed to get there..... she had a broken ankle.

5 It's not the best dictionary you can buy;, it's better than nothing.

Lesson 20. Similarities, differences and conditions

Read the information, then complete the sentences using the words/phrases from A and B.

MICHEL ...	PHILIPPE ...	PAUL ...
is 21 and lives with his parents.	is 22 and lives alone. He is	is 18 and lives with his
He has worked in a shop. He is shy, hard-working and very good	at university. He is clever	parents. He is a trainee
of	in a bank, but one day	but lazy, and spends most
at sport. He would like to become the manager of a sports	his time at parties. He has no	would like to be the
plans for the future.	manager. He is a very	

shop.

good footballer.

- 1 Michel and Paul are very
- 2 Philippe is quite..... the other two.
- 3 Paul and Michel have
- 4 Paul and Philippe have almost nothing
- 5 Paul and Michel both.....
- 6 Neither of them

7 Rewrite these sentences. You must start with the words you are given and use the words in brackets. The meaning must stay the same. Look at the example first.

Example: He's like the others.

- 1 Martin is quite unlike his brother.
Martin is very (different)
- 2 When you see the houses, you realise that the flats are very good value.
The flats are very good value (compare)
- 3 In her class, Carla was the only one who didn't pass the exam.
Everyone (except)
- 4 The two boys have completely different interests.
The two boys have (common)
- 5 You don't have to wear a tie except for Saturday(s).
You don't have to wear a tie (apart)

Lesson 21. Reason, purpose and result

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

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

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

Example: He couldn't play because he had an injured shoulder, *fe-covldnf flay be-oat/Se- of hk injvre-d shovldor*.

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

Lesson 22. *The world around us* The physical world

Complete these sentences, as in the example.

Example: The Nile is .. *. *rtiyor*.

- 1 The Atlantic is
- 2 The Alps are
- 3 Greece is
- 4 The Sahara is
- 5 The Amazon is

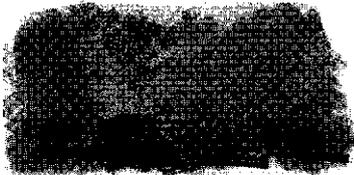
- 6 The Mediterranean is
- 7 The Bahamas is
- 8 Africa is
- 9 Crete and Corsica are.....
- 10 Everest is the highest in the world.
- 11 Michigan and Eyrie are two of the Great.....
- 12 The 'Great Bear' is a group of

2 **Fill the gaps in the text with *the* if necessary.**

My journey took me across..... Atlantic Ocean from Europe to
 South America.
 I travelled through Amazon rainforest and down through the interior of Brazil as
 far as Iguacu Falls. From there I headed north again, through Bolivia, round
 Like
 Titikaka and up to Cuzco. Then I crossed Andes and finally arrived in Lima.
 For the last
 part of the journey I flew to.....Jamaica in West Indies.

Lesson 23. Weather

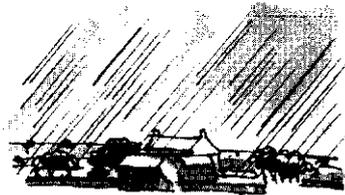
1 Identify the weather conditions in these pictures.



1



2



2 True or false} If a sentence is /и/се, write a true sentence about the weather conditions in the sentence.

- 1 It often pours with rain in the desert.
- 2 It gets quite chilly in the desert in the evening.
- 3 Thunder makes a noise.
- 4 Lightning can kill people.
- 5 A shower is a gentle breeze.
- 6 A spell of hot weather may end in a thunderstorm.
- 7 If it is humid, the air will be very dry.
- 8 Below zero, water turns to ice.
- 9 Heavy rain means that it is pouring with rain. 10
 When it's foggy you need sunglasses.

Lesson 24. Using the land

1. **Are these statements true or false} If false, correct them.**

- 1 Plants need roots.
- 2 Soil is the top part of the ground.
- 3 Drought is a long period of rain.
- 4 If you extract something, you remove it.
- 5 The harvest is the period when we plant the crops.
- 6 Iron is used to make silver.

Complete these sentences with the correct 'general' word. Look at the example first.

Example: Apples, oranges and bananas are all types of *frvt*.....

- 1 Potatoes, beans and carrots are types of
- 2 Silver, tin and copper are types of
- 3 Milk, butter and cheese are all products.
- 4 is the general word for wheat, maize, barley, etc.
- 5 We use the word as a general word for plants which are grown to be eaten.

Answer these questions about your own country.

- 1 Which of these are the most important to your economy: agriculture, mining or fishing?
- 2 Are any precious (= valuable e.g. gold or silver) metals found in your country?
- 3 What are some of the main crops grown in your country?

Lesson 25. Animals and insects

Start each sentence with a suitable creature from the opposite page.

- 1 can fly at a great height.
- 2 can swim very long distances.
- 3 can understand lots of human commands.
- 4 can run very fast.
- 5 can travel through the desert for long distances without water.
- 6 can be 30 metres in length.
- 7 can eat fruit from tall trees.
- 8 change their skin several times a year.
- 9 can pick things up with their trunk.
- 10 provide us with wool.

Complete the sentences with a suitable word.

- 1 They've got lots of pets: two dogs, four cats, and a
- 2 Their farm animals include cows, sheep and
- 3 The children love to see the 'big cats' at the zoo such as lions, tigers and
- 4 I hate most insects, but particularly mosquitoes and
- 5 We saw some really large animals at the Safari Park: elephants, giraffes and

Can you match these creatures with their maximum speeds?

	lion	spider	elephant	64 kph	0.05 kph	80 kph
	rabbit	pig	snail	56 kph	40 kph	18 kph
shark	golden eagle			270 kph	1.88 kph	

Lesson 26. Countries, nationalities and language

Answer these questions without looking at the opposite page.

- 1 Write down three countries where the first language is English.
- 2 What language is spoken in Brazil?
- 3 What are people from Holland called?
- 4 Write down three languages spoken in Switzerland.
- 5 What language is spoken in Saudi Arabia?

- 6 What nationality are people from Sweden?
- 7 What language is spoken in Mexico?
- 8 What are people from Egypt called?
- 9 What is the first language in Israel?
- 10 Where do people speak Mandarin?

2. **Eg:** I've worked a lot with the firm...

I've spent a lot of time with the firm.

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

Lesson 27. Describing people's appearance

Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions.

What.....?
 How?
 How much.....?

Now answer these questions.

- 1 How tall are you?
- 2 How would you describe your build?
- 3 How much do you weigh?
- 4 What kind of hair have you got?
- 5 What colour is it?
- 6 Would you like it to be different? If so, what would you like?
- 7 Do you think you have any special features?
- 8 Are there any special features you would like to have?
- 9 Do you like beards?
- 10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

Lesson 28. Describing character

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

- 1 He never bought me a drink all the time we were together.
- 2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
- 3 He often promises to do things but half the time he forgets.
- 4 She's always here on time.
- 5 I don't think he's done any work since he's been here.

- 6 She finds it difficult to meet people and talk to strangers.
- 7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- 8 One of the great things about her is that she is so(aware on what other people think or feel. ^_____
- 9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.

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

Example: kind *kindness*

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

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

Lesson 29. Human feelings and actions

Answer these questions. If possible, ask someone else the same questions.

- 1 Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?
- 2 Do you ever feel frightened in a car (as a passenger) because you are going very fast?
- 3 Do you get angry when other people want you to do things that you don't want to do?
- 4 If you made a stupid mistake in English, would you feel embarrassed?
- 5 Is there any one thing that you are very proud of?
- 6 Are there any common situations where you sometimes feel embarrassed?

Replace the underlined words with a single verb that has the same meaning.

- 1 She stopped working and looked quickly at the clock.
- 2 As we were in the library, he spoke very quietly in my ear.
- 3 We walked casually along the beach and then stopped for a drink.
- 4 He made us all walk quickly up the hill.
- 5 The man kept looking at Susan, but she didn't seem to notice.

Pride has different meanings, but the most common is the feeling of satisfaction you have because you (or people you are connected with) have done something well.

He was very proud when his wife became the first President of the organisation.

- Jealousy is a feeling of anger and unhappiness you may have if (a) someone you love shows a lot of interest in others, or (b) if someone has something you want / don't have.
 - a) My boyfriend gets very jealous when I talk to other boys.
 - b) He's jealous of his brother because his brother is more intelligent and makes more money.
- A common adjective is upset, which means unhappy, sad, and even angry, because something unpleasant has happened, e.g. He was very upset when we didn't invite him.

Lesson 30. Family and friends

Family background (= family history)

My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) inherited a large house and garden (= received this house and garden from my grandfather when he died). They carried on the

business together until my mother met my father. They got married, moved to England, and I was born two years later. They didn't have any more children, so I am an only child.

C Family names

When you are born, your family gives you a first name, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your family name (also called your surname) is the one that all the family share e.g. Smith, Brown, Jones, and O'Neill are common surnames in Britain. Some parents give their children a middle name (like a first name), but you do not usually say this name. Your full name is all the names you have, e.g. Sarah Jane Smith.

D Changing times

Society changes and so do families. In some places, people may decide to live together but do not get married. They are not husband and wife, but call each other their partner. There are also many families in some parts of the world where the child or children live(s) with just their mother or father; these are sometimes called single-parent families.

E Friends

We can use a number of adjectives before friend:

an old friend (= someone you have known for a long time) a
close friend (= a good friend; someone you like and trust) your
best friend (= the one friend you feel closest to)

We use the word colleagues to describe the people we work with.

Answer these questions about yourself and your country.

- 1 What's your first name?
- 2 What's your surname?
- 3 Is that a common name in your country?
- 4 Do you have a middle name?
- 5 Are you an only child?
- 6 Who is your oldest friend?
- 7 Do you work? If so, how many of your work colleagues are also your friends?
- 8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
- 9 Are single-parent families becoming more common in your country?
- 10 In your country, do more and more people live together without getting married?

Lesson 31. Ages and stages

What stage of life are these people at?

- 1 Paul isn't 2 yet, so he's still a
- 2 Albert was a bus driver for 40 years but stopped work two years ago, so he is now
- 3 Susan is 25, so she is in her
- 4 Caroline is 50 this year so she is now in her
- 5 Ron is 33 and his wife is 32, so they are both in
- 6 Joan is 75 this year, so she is quite
- 7 Jason was born six weeks ago, so he's a
- 8 Leyla is 13 this year, so she'll soon be a
- 9 Ravi is 18 this year, so legally he becomes
- 10 15 is often a difficult age for boys going through

3 Find the logical ending for each of the sentence beginnings on the left and construct Rebecca's life.

- | | |
|-----------------------|--------------------------------------|
| 1 Rebecca was born | a was a boy at her secondary school. |
| 2 She grew up | b in her early thirties. |
| 3 Her first boyfriend | c on a farm with lots of animals. |

- 1 Do you live in a house or flat?
- 2 If you live in a flat, what floor is it on?
- 3 If you live in a house, do you have a garden?
- 4 Does the house/flat belong to you (or your family), or do you rent it?
- 5 Do you have your own garage or personal parking space?
- 6 Would you describe your house/flat as dark or light?
- 7 Is it noisy or quiet?
- 8 Do you have central heating?

Lesson 34. Around the home

Complete the descriptions. (There may be more than one possible answer.)

- 1 The bedroom, that's where you ...Sleep-
- 2 The kitchen, that's where you do the.....
- 3 The bathroom, that's where you have a..... and.....
- 4 The lounge, that's where you and
- 5 The dining room, that's where you
- 6 A spare room, that's often where
- 7 A study, that's usually where you
- 8 A utility room, that's often where

You are in the kitchen. Where would you put these things?

- 1 milk
- 2 meat that you are going to cook
- 3 dirty clothes
- 4 dirty cups and saucers
- 5 clean cups and saucers
- 6 biscuits and a packet of spaghetti

Complete these sentences with the correct adverb or preposition.

- 1 He put the plates the cupboard.
- 2 I took the ham..... of the fridge, made myself a couple of sandwiches, and then I put the rest of the ham in the fridge.
- 3 I usually sit the sofa and my husband sits an armchair.
- 4 I was bored, so I turned..... the television.
- 5 You normally cook it the oven for about forty minutes.
- 6 I took the butter of the fridge and put it..... the table.

Imagine you have just moved into a new flat, and for the first six months you can only have six of the following. Which would you choose?

sofa carpets dishwasher TV cooker curtains fridge desk hi-fi
 bed dining table washing machine kettle saucepans food mixer
 armchair

Write down:

- 1 three things in the lounge and kitchen you can turn on/off.
- 2 three things in the kitchen you can wash.
- 3 three things in the lounge and kitchen you can sit on.
4. two things you can use to boil water

Lesson 35. Everyday problems

There's something wrong with ...

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions:

There's something wrong with the TV. (= there is a problem with it) The light's not working. (= not functioning / there is no light) The shower's not

working properly. (= it is functioning but not very well) The telephone is out of order. (= not in use / not functioning)

Note: The phrase out of order is often used when a public machine or piece of equipment isn't working, e.g. public telephone, public toilet, drinks machine at a station, etc.

Answer these questions using *often I occasionally I hardly ever I never.*

How often do you:

drop things?	break things?	burn things?
spill things?	lose things?	forget things?
trip over things?	leave things behind?	run out of things?

What sort of things do you drop, burn, run out of, etc.?

Out and about

After Paul went out, things got worse. He left home with a ten-pound note in his pocket, and walked to the bus stop. Unfortunately he was a bit late and the bus was a bit early, so he missed the bus. While he waited for the next one, he got out his walkman, but the batteries had run out (= the batteries were finished). When the bus arrived, he got on and put his hand in his pocket - no ten-pound note (he had lost his money). The driver told him to get off. He didn't want to be late for school, so he started running. Moments later, he saw a dog, but not its lead - and tripped over the lead.

Lesson 36. Money

- 1 My car was five years old, so I..... it and a new one.
- 2 I was very sad when I..... my watch in the street. It was a present from my wife and it..... her a lot of money. Fortunately, somebody..... it the next day and took it to a Police Station.
- 3 I..... over £2,000 for my computer, but it isn't worth very much now.
- 4 My father me £50 last week but I most of it on a ticket for a concert on Friday.
- 5 Last week somebody..... £1m in a game on television. It was incredibly exciting.
- 6 I'm afraid I my money on those CDs because I never play them.

What can you say in these situations? Complete the sentences but do not use the underlined

words and phrases.

Example: You want to tell a friend that a restaurant wasn't cheap.

- 1 You want to know the value of your friend's gold ring.
How much is.....?
- 2 A friend wants to go to an expensive restaurant but you don't have enough money. I'm afraid I
- 3 You want to borrow some money from a friend.
Could you
- 4 You want to know how much a friend paid for her dictionary.
How much

How quickly can you answer these questions? Write down answers to all of them in one minute, then go back and check. If possible, ask someone else the same questions.

- 1 Is the currency in America called the dollar?
- 2 Is a five-pound note worth less than a fifty-pence piece?
- 3 If you lend something to someone, do they borrow it?
- 4 If you waste money, do you use it well?
- 5 Is 'sterling' a currency?
- 6 If you 'can't afford' something, do you have enough money for it?

- 7 Does 'cost of living' mean the same as 'standard of living'?
- 8 If someone tells you a hotel is reasonable, is it very expensive?

Write down the approximate price of six things in your country, e.g. a daily newspaper, a short bus journey, a cup of coffee in a bar/cafe, a ticket for the cinema, a takeaway hamburger, a pair of jeans, etc. Do you think the price is expensive, reasonable, cheap?

Compare your answers with someone from the same town, and if possible, someone from a different country.

Lesson 37. Health: illness and disease

Fill the gaps with a suitable word.

- 1 I hit my hand on the desk and it really
- 2 They say she died of a heart
- 3 She had some apples that weren't ready to eat and now she's got stomachache-.....
- 4 I've got this terrible in my neck from sleeping in the wrong position.
- 5 He died of cancer even though he never smoked a cigarette in his life.
- 6 I went to the doctor, and she gave me a for some tablets.
- 7 Pollution makes her worse and it's difficult for her to breathe.
- 8 There are different forms of hepatitis; one is a more serious than the other.
- 9 I hurt when I fell off that chair.
- 10 My back from sitting at that computer all day.

Complete these conversations in a suitable way.

- 1 **A:** ... bleeding quite a bit, so I had to put a plaster on it before I could finish. **B:** How did you do it, anyway?
A: Oh, I was.....
- 2 **A:** ... the next day the eye was really swollen and he had bruises down both his arms.
B: My goodness. What did he tell his parents?
A: More or less the truth. He said
- 3 **A:** ... tried to get up again but I couldn't move. It was incredibly painful, but fortunately there were a few pedestrians around to help me.
B: That's lucky. But what were you doing?
A:
- 4 **A:** ... my face was cut and he had a terrible bruise on his head. **B:** Sounds very unpleasant. How did it happen exactly?
A:

Answer these questions about yourself. If possible, ask another person the same questions.

- 1 Have you ever broken your arm or leg?
- 2 Have you ever needed stitches ?
- 3 Have you ever had concussion?
- 4 Have you ever been unconscious?
- 5 Have you ever had a blood test?
- 6 Have you ever been in an ambulance?

Lesson 38. Clothes

Fill the gaps with suitable words. (More than one answer may be possible in some cases.)

- 1 She decided to wear a and a instead of a dress.
- 2 I tried on a ; the jacket was fine but the were too short.

- 3 It was hot in the office, so I took off my jacket and , and rolled up the sleeves of my
- 4 I wanted to buy the jacket, but unfortunately the one I tried on wasn't big and they didn't have it in a bigger
- 5 I also wanted a new jumper, but unfortunately the medium size was big and the small size wasn't big

Write down

- 1 five things usually worn by women only; and five things worn by men and women.
- 2 a list of clothes you like and don't like wearing.
- 3 five more items of clothing you have at home in your wardrobe / chest of drawers.

VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

Variant 1

1. Give definition for the words and phrases.

- 1) saucepan
- 2) gloves
- 3) ache
- 4) purchase
- 5) thumb
- 6) blouse
- 7) get on
- 8) soft drink
- 9) a strong accent
- 10) thoughtless

2. What is Parts of Speech?

3. Complete the verbs in these sentences and translated the sentences.

- 1) I'm sorry, I mis.... her message completely.
- 2) We un..... as soon as we got to the hotel, then went out for a walk.
- 3) She was here a minute ago, but then she dis... I'm afraid I don't know where she is now.
- 4) We normally have similar opinions but I dis... with him totally on the subject of drugs.
- 5) My homework was so bad that I'll have to re... it.
- 6) Apparently her alarm clock didn't ring and she over... ..
- 7) She finally managed to un... the door and we were able to go inside.
- 8) I dis....the film, but the others enjoyed it.
- 9) I don't think I'll pass the exam, but I can always re... it in September.
- 10) The post office shuts for lunch but it should re... at 2.00 p.m.

Variant 2

1. Give definition for the words.

- 1) pond
- 2) chaos
- 3) dreadful
- 4) decision
- 5) soft drink
- 6) homesick
- 7) collocation
- 8) weight
- 9) hyphen
- 10) razor

2. What is verb+suffix?

3. Fill the gaps with suitable adjectives and translated the sentences.

- 1) You must be very..... when you drive in wet weather.
- 2) It was so this morning that I couldn't see more than twenty metres in front of me.
- 3) Everyone in my country has heard of her; she's very... ..
- 4) The people in the tourist information office were very...and answered all our questions without any problems.
- 5) This is a very road; there were at least three serious accidents on it last year.
- 6) It was very..... when I hit my leg against the corner of the table.
- 7) This bag is very because I can use it for work or when I go on holiday.
- 8) We've never had any problems with our TV in ten years; it's been very... ..
- 9) The factory is in the middle of the..... part of the city, surrounded by other factories.
- 10) I made some coffee but it was horrible. In fact, my sister said it was... .

Variant 3

1. Give definition for the words and phrases.

- 1) create
- 2) stupid
- 3) hesitate
- 4) a strong accent
- 5) jog
- 6) aisle
- 7) wrist
- 8) calf
- 9) calm
- 10) row

2. What is zero affixation?

3. Complete these sentences with suitable compound nouns.

- 1) I'm late because there was a terrible..... in the centre of town.
- 2) Humphrey Bogart was a famous in the forties and fifties.
- 3) My..... didn't ring this morning and I didn't wake up until 9.30.

- 4) When I got to the surgery, I had to sit in the for forty minutes before I could see the dentist.
- 5) Mary really wanted to see the film but she couldn't find a for the children, so she had to stay at home.
- 6) When I'm driving I always wear if it's very bright and sunny.
- 7) You have to pay on your salary in Britain; the amount depends on how much you earn.
- 8) I often have the same problem: I park the car next to a...and then I discover that I don't have the right money.
- 9) In some countries you have to have a..... box in your car for minor injuries and illnesses.
- 10) My brother loves....., but I prefer true stories about the present or the past.

Variant 4

1. Give definition for the words and phrases.

- 1) push
- 2) hesitate
- 3) fame
- 4) rely
- 5) fame
- 6) hole punch
- 7) plug
- 8) prefix
- 9) improvement
- 10) punctual

2. What is Compound nouns?

3. Complete the compound adjectives in these sentences.

- 1) They were both wearing short-... shirts.
- 2) We stayed in a five- hotel.
- 3) There is a shop in London which sells things for left-..... people.
- 4) He's just bought a brand- car.
- 5) The airport is about ten miles south- of the city centre.
- 6) One little girl was very badly-... she kept shouting during lunch and then threw food all over the floor.
- 7) She's just got a....-time job she works three hours a day on Mondays, Wednesdays and Fridays.
- 8) It was a very badly-... article: I noticed several punctuation mistakes and lots of spelling mistakes.
- 9) They're very well- , so they can afford to go to expensive restaurants.
- 10) It's a twenty-.....walk to the house, but it takes much less than that in the car.

Variant 5

1. Give definition for the words and phrases.

- 1) brand
- 2) soft drink
- 3) hard work
- 4) rubbish
- 5) improve

- 6) horrible
- 7) took off
- 8) run out
- 9) pick up
- 10) fame

2. What is Collocation (word partners)?

3. Find a suitable adjective, verb or adverb and translate the sentences.

- 1) I'm sorry I'm late, but.... I the bus and had to wait ages for another one.
- 2) He everyone the same joke, and nobody laughed.
- 3) We had lots of snow in the night and I had a problem... the car this morning.
- 4) Michael is the owner, but his brother John...the company, and he has about 50 employees working for him.
- 5) I think they want to get married and...a family.
- 6) That's the third mistake she's...today.
- 7) It's..... important that we finish this work by the end of the week.
- 8) If this rain continues, I think he's unlikely to come.
- 9) I don't drink....coffee at night because it keeps me awake.
- 10) Really..... my family when I stayed in Australia on my own last year.

Variant 6

1. Give definition for the words and phrases.

- 1) heavy rain
- 2) a strong accent
- 3) catch the bus
- 4) rely
- 5) honest
- 6) convention
- 7) improve
- 8) coin
- 9) insist
- 10) obtain

2. What is idiom?

3. Complete these sentences with the correct preposition and translated the sentences.

- | | |
|--------------------------------|------------------------------------|
| 1) I saw it TV. | 11) I went the afternoon. |
| 2) They came car. | 12) He came foot. |
| 3) They are all strike. | 13) The clothes are made hand. |
| 4) He is here business. | 14) She broke it accident. |
| 5) I did it my own. ...15 | 15) He did it..... purpose. |
| 6) It was written..... Goethe. | 16) I'll see you ... a moment. |
| 7) We went a walk. | 17) I'm very busy.... the moment. |
| 8) I read it..... a magazine. | 18) It's very quiet.... night. |
| 9) He's holiday this week. | 19) We met chance. |
| 10) She took it mistake. | 20) She's..... least 25 years old. |

Variant 7

1. Give definition for the words and phrases.

- 1) fetch
- 2) plug
- 3) queue
- 4) dry weather
- 5) socket
- 6) guess
- 7) science fiction
- 8) improvement
- 9) reassure
- 10) terrorist

2. Write about: Get:uses&expressions.

3. Replace the underlined words with a suitable prepositional phrase and translated the sentences. Look at the example first.

Example: The meeting was planned for 11 a.m. and we got here at 11 a.m. *on time*

- 1) I wrote the reports without any help from anyone else.
- 2) Did you get to the cinema before the film started?
- 3) Thousands of people are without jobs in my town.
- 4) She's making a phone call.
- 5) I saw the advertisement when I was watching TV last night.
- 6) He opened her letter because he thought it was addressed to him.
- 7) It was a very long journey but finally we got there.
- 8) He gets killed in the last scene of the film.
- 9) I'm afraid I'm very busy right now.
- 10) I saw her yesterday but I didn't plan to see her.

Variant 8

1. Give definition for the words and phrases.

- 1) weigh
- 2) manage
- 3) refuse
- 4) intend
- 5) promotion
- 6) permit
- 7) confirmed
- 8) get off
- 9) suggest
- 10) expect

2. Write about: Apologies, excuses, and thanks

3. Correct the mistakes in these sentences and translated the sentences.

- 1) I need some informations.
- 2) We had a lovely weather.

- 3) The furnitures are very old.
- 4) I'm looking for a new jeans.
- 5) Your hairs are getting very long.
- 6) Do you have a scissors?
- 7) We had a lot of homeworks yesterday.
- 8) Do you think she's making a progress with her English?
- 9) These trousers is too small.
- 10) She gave me some good advices.

Variant 9

1. Give definition for the words and phrases.

- 1) pardon
- 2) unfortunately
- 3) accept
- 4) reason
- 5) aid
- 6) dye
- 7) lead
- 8) alarm clock
- 9) get divorced
- 10) informal

2. Write about :Requests, invitations and suggestions.

3. Cross out the incorrect answers and translated the sentences.

- 1) We decided to work / working during our holiday.
- 2) She promised to help / helbng us.
- 3) I don't feel like to go / going for a walk at the moment.
- 4) He forgot to take / taking the cake out of the oven.
- 5) Do you really hate to drive / driving when it's wet?
- 6) I can't imagine to eat / eating pasta every day of the week.
- 7) Most of the time she prefers to work / working on her own.
- 8) I don't remember to go / going to the zoo when we stayed in Madrid.
- 9) He hopes to finish / finishing his thesis by the end of the month.
- 10) I don't mind to help / helping you if I'm not busy.

Variant 10

1. Give definition for the words and phrases.

- 1) teenage
- 2) washing-up
- 3) ironing
- 4) below
- 5) certain
- 6) proposed
- 7) confirmed
- 8) deny
- 9) fetch
- 10) run out

2. Write about Noun suffixes.

3. Fill the gaps to complete the phrasal verb in each sentence and translated the sentences.

- 1) We went round the school and...up all the rubbish.
- 2) I don't think they ever out how the man escaped.
- 3) This milk smells horrible; I think it has...off.
- 4)Do you think they'll..... through the exam next week?
- 5)They had a bad relationship at first, but she...on very well with him now.
- 6) The price has..... up three times this year.
- 7) I agreed to after my sister's cat when she goes to France.
- 8) We can..... on until the teacher tells us to stop.
- 9) Why didn't your alarm clock off this morning?
- 10)I'm afraid this photocopier has..... out of paper, but you can use the other one in my office.

Variant 11

1.Give definition for the words and phrases.

- 1) put out
- 2) recover
- 3) look up
- 4) carry on
- 5) get through
- 6) formal
- 7) borrow
- 8) probably
- 9) decision
- 10) definitely

2.What is Phrasal verb?

3.Replace the underlined word(s) with a suitable word or expression and translated the sentences. Example: I want to eat something. I'm hungry.

- 1) Let's drink something.
- 2) I'm going to prepare lunch tomorrow.
- 3) I'll clean the house at the weekend.
- 4) I ate a pizza in the restaurant.
- 5) I want a drink.
- 6) I usually buy my food on Saturday morning.
- 7) They both want to become rich.
- 8) When are they going to decide?
- 9) I think she enjoyed herself last night.
- 10)She is definitely improving.How many driving lessons has she had now?

Variant 12

1.Give definition for the words and phrases.

- 1) saucepan
- 2) gloves
- 3) ache
- 4) purchase
- 5) thumb
- 6) blouse
- 7) get on
- 8) soft drink

- 9) a strong accent
- 10) thoughtless

2.What is Parts of Speech?

3. Complete the verbs in these sentences and translated the sentences.

- 1) I'm sorry, I mis.... her message completely.
- 2) We un..... as soon as we got to the hotel, then went out for a walk.
- 3) She was here a minute ago, but then she dis...I'm afraid I don't know where she is now.
- 4) We normally have similar opinions but I dis... with him totally on the subject of drugs.
- 5) My homework was so bad that I'll have to re... it.
- 6) Apparently her alarm clock didn't ring and she over... ..
- 7) She finally managed to un... the door and we were able to go inside.
- 8) I dis....the film, but the others enjoyed it.
- 9) I don't think I'll pass the exam, but I can always re... it in September.
- 10) The post office shuts for lunch but it should re... at 2.00 p.m.

Variant 13

1.Give definition for the words.

- 1) pond
- 2) chaos
- 3) dreadful
- 4) decision
- 5) soft drink
- 6) homesick
- 7) collocation
- 8) weight
- 9) hyphen
- 10) razor

2. What is verb+suffix?

3. Fill the gaps with suitable adjectives and translated the sentences.

- 1) You must be very..... when you drive in wet weather.
- 2) It was so this morning that I couldn't see more than twenty metres in front of me.
- 3) Everyone in my country has heard of her; she's very... ..
- 4) The people in the tourist information office were very...and answered all our questions without any problems.
- 5) This is a very road; there were at least three serious accidents on it last year.
- 6) It was very..... when I hit my leg against the corner of the table.
- 7) This bag is very because I can use it for work or when I go on holiday.
- 8) We've never had any problems with our TV in ten years; it's been very... ..
- 9) The factory is in the middle of the..... part of the city, surrounded by other factories.
- 10) I made some coffee but it was horrible. In fact, my sister said it was... .

Variant 14

1. Give definition for the words and phrases.

- 1) create
- 2) stupid
- 3) hesitate
- 4) a strong accent
- 5) jog
- 6) aisle
- 7) wrist
- 8) calf
- 9) calm
- 10) row

2. What is zero affixation?

3. Complete these sentences with suitable compound nouns.

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

Variant 15

1. Give definition for the words and phrases.

- 1) push
- 2) hesitate
- 3) fame
- 4) rely
- 5) fame
- 6) hole punch
- 7) plug
- 8) prefix
- 9) improvement
- 10) punctual

2. What is Compound nouns?

3. Complete the compound adjectives in these sentences.

- 1) They were both wearing short-... shirts.
- 2) We stayed in a five- hotel.

- 3) There is a shop in London which sells things for left-..... people.
- 4) He's just bought a brand- car.
- 5) The airport is about ten miles south- of the city centre.
- 6) One little girl was very badly-... she kept shouting during lunch and then threw food all over the floor.
- 7) She's just got a....-time job she works three hours a day on Mondays, Wednesdays and Fridays.
- 8) It was a very badly-... article: I noticed several punctuation mistakes and lots of spelling mistakes.
- 9) They're very well- , so they can afford to go to expensive restaurants.
- 10) It's a twenty-.....walk to the house, but it takes much less than that in the car.

The final control work for the 1st course.

Variant 16

1. Give definition for the words and phrases.

- 1) brand
- 2) soft drink
- 3) hard work
- 4) rubbish
- 5) improve
- 6) horrible
- 7) took off
- 8) run out
- 9) pick up
- 10) fame

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- 7) It's..... important that we finish this work by the end of the week.
- 8) If this rain continues, I think he's unlikely to come.
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Variant 17

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- 1) heavy rain
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- 3) catch the bus
- 4) rely
- 5) honest

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- 7) improve
- 8) coin
- 9) insis
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- 3) queue
- 4) dry weather
- 5) socket
- 6) guess
- 7) science fiction
- 8) improvement
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- 10) terrorist

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The final control work for the 1st course.

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Variant 20

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- 9) He hopes to finish / finishing his thesis by the end of the month.
- 10) I don't mind to help / helping you if I'm not busy.

TEST QUESTIONS

Find close context with the usage of Speech Patterns. I feel just despair of her treatment.
I feel nothing but despair of her treatment
I feel slight cheer of her treatment
I feel to be put at stake of her treatment
I feel to have been encouraged of her treatment
Complete the sentences. You shouldn't scold your son presence of others. You must have a word with him ...
in private
when you are free
when he has been complained
when he refuses you
Change the sentence. They had away of supporting each other when they got into
They were on the point of supporting each other when they got into dilemma.
They had never complete awareness dilemma of supporting each other
They made an effort not be disappointed
They got into the habit of supporting each other when they got into dilemma.
Change the sentences. I hope, everything will be O.K
I hope everything will look up.
I hope everything will be slowed.
I hope everything will be cheer lees
I hope everything will come about.
Complete the sentences. When you are in London – our teacher, he'll be pleased to see you.
look up
treat to a grand dinner
utter your gratitude
inform of your promotion
Find the suitable content. Don't get accustomed to humiliate others
Don't get accustomed to look down on others
Don't set accustomed to shift the blame on to others
Don't give way to annoyance
Don't show your initiative in objecting
Complete the sentences. It's annoying that they ... make fun of them.
needn't
should
were to
ought to have
Use. Non-finite forms of the verbs. When he used to be a young boy he could never make others ... his advice but he ... himself was easily made.
follow, to obey
to support, to follow
to settle, to insult
to approve, to disapprove
Find the meaning of "To plump for something"
to ignore something
to deny something.
to choose something.

to reduce something.
The US Court System divides into:
federal Court System, State Court System
federal Court System, State Supreme Courts
State Court System, the US district Courts
the US Civil Courts, Federal Criminal Courts
Paraphrase the sentence. Come back without any harm
Come back with a good deal of wealth
Come back safe and sound
Have a trust in promotion
Be ready to rattle off
What does “a borderline case” mean?
extreme state of something or somebody
strange similarity
steady condition
having a regular touch with a thing
Paraphrase the sentence He was displeased with his friend and refused to talk to him.
to offer smb to a hearty talk
to go back on the word of one’s own
to send to Coventry
to look round for own ideas
Complete the sentence. I think this chocolate stain will...
come off
come up
go through
come up to
Find the correct explanation of “to have a grudge against smb.”
to have a yielding thoughts towards smb.
to express well grounded ideas to smb.
to have an evil thoughts against smb.
to keep reassurance to smb.
Find the logically correct order.
arson, mugging, swindling, perjury
fraud, tripos, viva, house breaking
justice, fair deal, pretence, futility
bail, subpoena, magpie, smart aleck
Find the similar sentence In meaning He was unwilling to accompany us but he changed his mind.
He was in two minds
He stood on his ground
He was reluctant
He was impertinent to
What is the distaff side?
the circle of employees
the female branch in a family as opposed to the male branch
a group of leading examinees
a group of attorneys who support significantly female branch
What does it mean? To go down the drain All my efforts went down the drain
all my efforts fairly succeeded
all my efforts were come off
all my encouragement was stimulated
all my efforts completely failed
Choose the right word. She moved her face uncontrollably when she saw an ugly faced man.
to shove
to become fussy
to become sulky
to twitch
Find the suitable Modal Verb to the context Why _____ we help them when we are obviously insulted?
to be to

ought to
should
could
Change the sentence. Though he knew the situation was complicated he threw himself in to perplex.
Though he knew the situation was complicated he himself required a guilt complex.
Though he knew the situation was complicated he put his life at stake.
Though he knew the situation was complicated, he had a way of being annoyed.
Though he knew the situation was complicated he put trust in the attorney.
Change the sentence. It's your own duty to settle the matter.
it's your own displeasure.
It's your own look out.
It's your cheerful period.
It's your smart decision.
What does "to suit someone down to the ground" mean?
the thing that is fit to someone.
the strict objection to smb.
the initial odd coincidence of smth.
to reduce someone to frustration.
Translate the sentences into Uzbek. It's quite job!
Бу яхши иш
Тўлиқ бажарилган иш
Тўлиқ бажарилмаган иш
Бу жуда қийин иш
Could you put us in the picture about
Сиз бизни бу иш юзасидан бохабар қилсангиз
Бизга расми кўрсатинг
Бизга ишни кўрсатинг
Бизга расми кўрсатинг
Translate the sentences into Uzbek. Sample
мисол,
Бир хиллик
намуна
ўхшаш
take samples
намуна олмоқ
намуна бермоқ
мисолларни ечмоқ
намуна бермоқ
up-to-date
замонавий
эрталабки
бугун
бугунги кун
borrow (smth from smb)
кимдандир ниманидир қарзга олиб турмоқ,
қарзга бериб турмоқ
диккатсизлик
кимгадир ниманидир қарзга олиб турмоқ,
attend (to)
бирор жойга қатнашмоқ
бирор жойга қатамоқ
бирор жойга қабул қилинмоқ
бирор нарса билан банд бўлмоқ
proposed site
қуриштиш учун мулжалланган майдон
қуриштиш учун мулжалланган жой
маҳсулотларни ёйиш учун мўлжалланган майдон
маҳсулотларни қуриштиш учун мўлжалланган майдон
run of f a copy

нуса олмок
нуса тайёрламок
нуса юбормок
нуса бермок
desired size
хохланган улчам
режалаштирилган ўлчам
режадаги ўлчам
хохлаган улчам
pick up a phone
телефон гушагини кутармок
телефон рақамини термок
гўшакни қўймоқ
телефон гушагини бермок
fix (smth.)
пайвандламок
уламок
уюштирмак
пайванд
give smb. a lift in one's car
машинада бирор кимни бирор жойга олиб бормок
машинага буюртма бермок
машинага юкларни юкламок
машинага бирор кимни ўтказмок
The farmer and his wife....a long time over what she should wish for.
Talked
Talks
Is talking
Are talking
Have you been to the opera?
Ever.
Never.
since
Yet.
Have you ever been to the opera?
Siz hech operada bo'lganmisiz?
Siz Operaga borganmisiz?
Siz Operaga bo'ldingizmi?
Siz hech operaga borganmisiz?
Len's buying his wife a present...
Because its her birthday soon.
Because she is going to a party to night.
Because she is going to a party
Because their wedding day soon.
The baby is crying....
Because nobody fed him this morning.
Because he is hungry.
Because he has hungry.
Because he doesn't earn much money at the moment.
Jane is washing her hair....
Because day's dry and the weather's hot.
Because it's her birthday soon.
Because she is going to a party to night.
Because she has got exams next week.
We usually....to Spain on holiday, but this year we...to Florida.
Go/are going.
Went/were going.
Have gone/go.
Have go/go.

I'm tired...
I'd like to go to bed.
I'd like to be on a beach in Florida.
I'd like a sand
I'd like a sandwich.
I'm thirsty.....
I'd like a cold beer.
I'd like to have swim.
I'd like to have shower
I'd like to be on a beach in Florida.
While I was speaking on the phone. She was having dinner.
Men telefonda gaplashayotganimda u tushlik qilayotgandi.
Men telefonda gaplashishim davomida u tushlik qildi.
Men telefonda gaplashishim davomida u tushlik qilib bo'ldi
Men telefonda gaplashar ekanman u ham tushlik qildi.
Amir Temur is the great military leader and great personality
Amir Temur buyuk harbiy sarkarda va buyuk shaxs.
Amir Temur buyuk inson va harbiy odam bo'lgan
Amir Temur buyuk inson va harbiy odam
Amir Temur buyuk harbiy odam bo'lgan
When Amir Temur's troops occupied the city of Shiraz he gave orders to find the poet Khafiz and bring him to the palace.
Amir temur qo'shini Sheroz shahrini ishg'ol qilgach u shoir Hofizni topib saroyga olib kelishni buyurdi.
Amir Temur Sheroz shahrini olgach Hofizni saroyga olib kelishni buyurdi.
Amir Temur Hofizni saroyga olib kelishni buyurdi.
Amir Temur qo'shini Sheroz shahrini ishg'ol qilgach Hofizni topib saroyga olib kelishga buyruq oldi.
Our world is gold trunk full of snakes and scorpions.
Bizning dunyomiz bu ilon va chayonlarga to'la oltin quti demakdir.
Dunyo ilon va chayonlar bilan to'ldirilgan oltin chamadon.
Dunyo ilon bilan to'ldirilgan oltin chamadon.
Bu dunyo ilon va chayonlar solingan oltin qutiga o'xshaydi.
Arabshakh's words prove that this his life did reduce his soul to aches.
Arabshohning so'zlari shuni isbotlayaptiki uning hayoti uning ruhini ko'kka sovurgan.
Arabshohning so'zlaridan ko'rinyaptiki uning hayoti ruhini kulga aylantirgan.
Arabshohning so'zidan ko'rinyaptiki uning hayoti ruhini kulga aylantirgan
Arabshohning so'zlaridan uning hayoti va ruhi kulga aylanganini bilish mumkin.
This type is being made especially for the students who are interested in Afro-American music
Bu tur asosan Afro-Amerika musiqaga qiziquvchi talabalar uchun mo'ljallangan
Bu Amerikanacha musiqaga qiziquvchi talabalarning musiqasi
Bu Afri-Amerikanacha musiqaga qiziquvchi talabalarning musiqasi
Bu turga Arfi-Amerika musiqasidan xabardorlar qiziqadi
We are all set
Biz hammamiz tayyormiz
Biz hammamiz turdik
Biz hammamiz o'rnatdik
Biz hammamiz keldik
The boys...the chairs and the tables from the centre of the room
Scrape
Jerk
Shove
Twitch
His ..are accepted as the necessary compliment to his merit
Fault
Blame
Guilt
Faults
My father is very calm person but my mother is just the oppositye
Mening otam yuvosh odam lekin onam uning teskarisi
Otam juda tinch odam lekin onam uning aksi

Otam juda jiddiy odam lekin onam uning aksi
Otam onamdan farqli yuvosh odam
He spoke in his usual assured tones
U o'ziniong doimiy ovozida gapirdi
U o'zining odatiy ovozida gapirdi
U o'zining ovozida gapirdi
U o'ziga ishonch bilan gapirdi
This is one of the world's best fishing grounds
Bu dunyodagi eng yaxshi baliq ovlash joyi
Bu dunyodagi baliq ovlash joylarining eng zo'ri
Bu baliq ovlaydigan eng yaxshi joy
Bu baliq ovlaydigan eng yaxshi ko'l
I'll phone him first thing in the morning
Tongda birinchi qiladigan ishim unga telefon qilish
Unga telefon qilish tongda qiladigan birinchi navbatdagi ishim
Unga telefon qilish tushda qiladigan birinchi navbatdagi ishim
Birinchi navbatda tongda unga telefon qilishim kerak
We yielded to their arguments
Biz ularning tortishuviga yon berdik
Biz ularga yon berdik
Biz unga yon berdik
Tortishuvda ularga yon berdik
Find out the synonym of the underlined word The clerk had an excellent testimonial from former employers.
reference
admittance
approval
admission
He is Russian to the backbone.
completely
Really
Nice
absolutely
Find the right saying of the sentence. The boy took some pains to make his mother buy him a puppy.
The boy tried very hard to make his mother to
The boy pleased his mother to buy him a puppy.
The boy tried very hard to make his mother to look
The boy persuaded his mother to buy him to puppy.
Dorian took the note up and and carefully
Read
Red
Reded
Readed
wolf
tiger
Is the whale a fish or a mammal?
mammal
fish
reptile
animal
A tree's Go along way underground.
roots
twigs
trunk
branches
The horse is limping. It must have hurt its
hoof
tale
mane

tail
Do up your..... or you will fall over.
laces
belt
heel
sleeves
The blue dress..... her properly now she is lost some weight.
fits
suits
matches
fixes
That blue dress the girl with the blonde hair.
Suits
matches
fits
goes on
Yesterday John was supposed to take a from London to Paris.
flight
arrived
returned
came
A treasurer must account for every penny that he spends.
explain
evaluate
classify
concentrate
Bonnet
type of sport
type of boat
part of boat
a type of hat
I must get my black shoes repaired. One Is broken.
heel
pair
soles
pair
People with ugly knees should not wear.....
shorts
pants
jeans
slippers
I need some new underwear. I am going to buy three new..... today
pairs of pants
pajamas
tights
slippers
I have got a hole in my tights. I will have to get a new
pair of tights
another tights
new ones
other
I have..... my keys just now
lost
lose
find
mislaid
He is proud of his son who is an active and athletic youth
agile
awkward

inept
smart
During the ten years he worked in Germany, he accumulated a fortune.
made
concentrated
expanded
raised
The human ear admits, only a very limited range of frequencies.
lets in
confesses
gives off
accepts
Which bird symbolizes peace?
dove
eagle
peacock
parrot
Most fruit trees..... in spring.
blossom
to ripe
fell down their leaves
dry
If we pick up those....., we can use them to start the fire.
twigs
leaf
petals
sticks
Jim's as blind as a
bat
snail
worm
spy
Most crops in the UK are in the autumn.
harvested
planted
sold
sell
When I....to London, I...to find lodgings
moved/have
will move/will have
move/will have
moved/would have
Fill the gaps with an appropriate flute- from noun. (To a child) Come on! Get your.....on! It's time to go to bed
pajamas
acoustics
proceeds
jodhpurs
Fill the gaps with an appropriate plural-from noun. Thehave forbidden the import of all foreign....
authorities/goods
jodhpurs/goods
goods/things
authorities/things
Her grandmother lives inhome
a
-
the
An

GENERAL CONTROL QUESTIONS ON THE SUBJECT

Lesson 1

Who is this book for?
How is the book organized?
What do I need to record?
What dictionaries do I need?
What information does a dictionary give me?

Lesson 2

What does dreadful mean?
How do you pronounce lose? (Is it the same as 'choose' or 'chose'?)
What part of speech is choose?
What part of speech is homesick?

Lesson 3

Homework and chaos are both nouns, but what type of noun are they?
What adjectives are often used before chaos? (Give two.)
What two prepositions are often used after choose?
Write down a sentence example of choose used with a preposition.

Lesson 4

Choose is a verb, but what is the noun with the same meaning?
Advice is a noun, but what is the verb with the same meaning?
What adjective is formed from chaos?
What is the opposite of dirty?

Lesson 5

What is the difference between homework and housework?
What is the opposite of lose a game?
What is the opposite of lose weight?
What is the missing w

Lesson 6

What part of speech are these words?
Change each one into an adverb.
Can you write down a synonym for at least three of the words?
Which prefix do you need to form the opposite of each word? (three different ones)
Which word has the main stress on the second syllable?

Lesson 7

What does X mean?
How do you pronounce it?
How do you spell 'bicycle'?
How do you use 'anyway' in a sentence?

Lesson 8

What do you rub off the board?
What do you put in a tape recorder?
What do you put on an OHP?
What do you keep in a file?
What do you put in a briefcase?

Lesson 9

What do you use a dictionary for?
What do you use a rubber for?
What do you use a photocopier for?

Lesson 10

Write a synonym for *get* in each of these sentences.

Where can I get something to eat round here?
I'm just going to get some paper from the office. I'll be back in a minute.
What time did they get here last night?
He got very angry when I told him what you did with his CDs.

Lesson 11

Could I borrow a pen for a minute?
Do you think you could post a letter for me?
I was wondering if you've got a suitcase you could lend me?
Would you like to go out this evening?

Lesson 12

I've got some tickets for a concert of classical music and I was wondering if you'd like to go with me?
How about going to a football match at the weekend?
Why don't we meet this afternoon and practise our English for an hour?
We could invite some other people from our English class to meet us as well.

Lesson 13

You are in a meeting. Someone enters the room and says you have an important telephone call. What do you say as you leave?
Someone says something to you but you didn't hear all of it. What do you say?
You met a new business client for the first time fifteen minutes ago, and now you are leaving. What do you say?
You are in a crowded bus. It is your stop and you want to get off. What do you say to other passengers as you move past them?

Lesson 14

You are staying with some English friends. What do you say to them when you leave the room in the evening to go to bed?
You are in the street. A woman walks past you and at the same time something falls out of her bag. She has her back to you. What do you say?
A friend tells you they have just won a competition.
Another friend is going for a job interview this afternoon.

Lesson 15

What did Julie's father let her do when she was 17?	He let
And what did he offer to do?	He offered
But what did he refuse to do?	He refused ...
In return what did Julie promise?	She promised
What did the three girls decide?	They decided

Lesson 16

Replace the underlined adverb with a different adverb that has the same meaning.

She seldom goes to conferences now.
I can barely remember the first house we lived in.
There were almost fifty people there, you know.
I thought it was a bit disappointing, didn't you?

Lesson 17

Change the underlined adverbs to make the first two sentences slightly more positive, and the last three sentences slightly less negative.

I thought they were very good.
He's been getting quite good marks in his exams.
John said the flat was very small.
They said it was fairly boring.
The clothes were very expensive.

Lesson 18

Complete these sentences in a suitable way.

We had a game of squash and afterwards
I'll meet you as soon as
I must remember to lock the back door before
I think I dropped the letter as
I looked up half of the words in my dictionary while

Lesson 19

Cross out the incorrect answers. Both answers may be correct.

Although / in spite of we left late, we still got there in time.
It was a fantastic evening although / in spite of the terrible food.
We have decided to go in spite of / despite the cost of the tickets.
They enjoyed the course even though / whereas it was very difficult.

Lesson 20

Fill the gaps with the correct link word or phrase from E opposite.

You must write these words down..... you may forget them.
I've made extra food for the party..... more people come than we expect.
I can meet you for dinner on Friday evening I have to work late at the office.
We agreed to buy my daughter a dog she takes it for a walk every day.

Lesson 21

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

I didn't phone you. It was very late.
I turned up the radio in the lounge. I could hear it in the kitchen.
The restaurant was full. We went to the bar next door.
I stayed at home. I was expecting a phone call.

Lesson 22

It lifted a car about ten feet off the ground, and then we saw it disappear down the street.
It was about two metres deep and we watched as most of our furniture just floated away.
The grass turned yellow and most of the crops died.
The walls began to move visibly, and large cracks opened up in the ground.

Lesson 23

Answer these questions about your own country.

Which of these are the most important to your economy: agriculture, mining or fishing?
Are any precious (= valuable e.g. gold or silver) metals found in your country?
What are some of the main crops grown in your country?

Lesson 24

Start each sentence with a suitable creature from the opposite page.

..... can fly at a great height.

.....can swim very long distances.
.....can understand lots of human commands.
..... can run very fast.
..... can travel through the desert for long distances without water.

Lesson 25

Write down three countries where the first language is English.
What language is spoken in Brazil?
What are people from Holland called?
Write down three languages spoken in Switzerland.
What language is spoken in Saudi Arabia?

Lesson 26

What nationality are people from Sweden?
What language is spoken in Mexico?
What are people from Egypt called?
What is the first language in Israel?
Where do people speak Mandarin?

Lesson 27

How would you describe your build?
How much do you weigh?
What kind of hair have you got?
What colour is it?
Would you like it to be different? If so, what would you like?

Lesson 28

How would you describe the person in each of these descriptions?
He never bought me a drink all the time we were together.
I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
He often promises to do things but half the time he forgets.
She's always here on time.

Lesson 29

Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?
Do you ever feel frightened in a car (as a passenger) because you are going very fast?
Do you get angry when other people want you to do things that you don't want to do?
If you made a stupid mistake in English, would you feel embarrassed?

Lesson 30

Do you work? If so, how many of your work colleagues are also your friends?
Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
Are single-parent families becoming more common in your country?
In your country, do more and more people live together without getting married?

Lesson 31

Find the logical ending for each of the sentence beginnings on the left and construct Rebecca's life.

- | | | |
|--------------------------|---|------------------------------------|
| 1 Rebecca was born | a | was a boy at her secondary school. |
| 2 She grew up | b | in her early thirties. |
| 3 Her first boyfriend | c | on a farm with lots of animals. |
| 4 She went out with him | d | when she was in her late twenties. |
| 5 She went to university | e | in a small local hospital in 1972. |

- | | | |
|----------------------|---|---|
| 6 She fell in love | f | for six months. |
| 7 They got married | g | just after the baby was born. |
| 8 She had a baby | h | with another student doing
medicine. |
| 9 Her father retired | i | when she left school. |

Lesson 32

Did you go out last night?
I think I'm going to stay in this evening.
I overslept this morning.
I couldn't get to sleep last night.
Do you want to come round this evening?

Lesson 33

Do you live in a house or flat?
If you live in a flat, what floor is it on?
If you live in a house, do you have a garden?
Does the house/flat belong to you (or your family), or do you rent it?

Lesson 34

Do you have your own garage or personal parking space?
Would you describe your house/flat as dark or light?
Is it noisy or quiet?
Do you have central heating?

Lesson 35

Have you got a mirror above the washbasin in the bathroom?
Have you got a towel rail on the same wall as the washbasin?
Is the toilet next to the bath/shower?
Have you got a wardrobe and chest of drawers in your bedroom?

Lesson 36

How did you break that glass?
Why can't we watch TV?
How did you cut your knee like that?
I'm cold. What's wrong with the central heating?
What happened to the money I gave you?

Lesson 37

Is the currency in America called the dollar?
Is a five-pound note worth less than a fifty-pence piece?
If you lend something to someone, do they borrow it?
If you waste money, do you use it well?
Is 'sterling' a currency?
If you 'can't afford' something, do you have enough money for it?
Does 'cost of living' mean the same as 'standard of living'?
If someone tells you a hotel is reasonable, is it very expensive?

Lesson 38

A shop where you can buy fashionable clothes.
A place with many shops, either outside or indoors.
A person who works in a shop.
The place where you can try on clothes in a shop.
The place where you pay for things in a shop.

GLOSSARY

- abase** *v.* To lower in position, estimation, or the like; degrade.
- abbess** *n.* The lady superior of a nunnery.
- abbey** *n.* The group of buildings which collectively form the dwelling-place of a society of monks or nuns.
- abbot** *n.* The superior of a community of monks.
- abdicate** *v.* To give up (royal power or the like).
- abdomen** *n.* In mammals, the visceral cavity between the diaphragm and the pelvic floor; the belly.
- abdominal** *n.* Of, pertaining to, or situated on the abdomen.
- abduction** *n.* A carrying away of a person against his will, or illegally.
- abed** *adv.* In bed; on a bed.
- aberration** *n.* Deviation from a right, customary, or prescribed course.
- abet** *v.* To aid, promote, or encourage the commission of (an offense).
- abeyance** *n.* A state of suspension or temporary inaction.
- abhorrence** *n.* The act of detesting extremely.
- abhorrent** *adj.* Very repugnant; hateful.
- abidance** *n.* An abiding.
- abject** *adj.* Sunk to a low condition.
- abjure** *v.* To recant, renounce, repudiate under oath.
- able-bodied** *adj.* Competent for physical service.
- ablution** *n.* A washing or cleansing, especially of the body.
- abnegate** *v.* To renounce (a right or privilege).
- abnormal** *adj.* Not conformed to the ordinary rule or standard.
- abominable** *adj.* Very hateful.
- abominate** *v.* To hate violently.
- abomination** *n.* A very detestable act or practice.
- aboriginal** *adj.* Primitive; unsophisticated.
- aborigines** *n.* The original of earliest known inhabitants of a country.
- aboveboard** *adv. & adj.* Without concealment, fraud, or trickery.
- abrade** *v.* To wear away the surface or some part of by friction.
- abrasion** *n.* That which is rubbed off.
- abridge** *v.* To make shorter in words, keeping the essential features, leaving out minor particles.
- abridgment** *n.* A condensed form as of a book or play.
- abrogate** *v.* To abolish, repeal.
- abrupt** *adj.* Beginning, ending, or changing suddenly or with a break.
- abscess** *n.* A Collection of pus in a cavity formed within some tissue of the body.
- abscission** *n.* The act of cutting off, as in a surgical operation.
- abscond** *v.* To depart suddenly and secretly, as for the purpose of escaping arrest.
- absence** *n.* The fact of not being present or available.
- absent-minded** *adj.* Lacking in attention to immediate surroundings or business.
- absolution** *n.* Forgiveness, or passing over of offenses.
- absolve** *v.* To free from sin or its penalties.
- absorb** *v.* To drink in or suck up, as a sponge absorbs water.
- absorption** *n.* The act or process of absorbing.
- abstain** *v.* To keep oneself back (from doing or using something).
- abstemious** *adj.* Characterized by self denial or abstinence, as in the use of drink, food.
- abstinence** *n.* Self denial.

abstruse *adj.* Dealing with matters difficult to be understood.
absurd *adj.* Inconsistent with reason or common sense.
abundant *adj.* Plentiful.
abusive *adj.* Employing harsh words or ill treatment.
abut *v.* To touch at the end or boundary line.
abyss *n.* Bottomless gulf.
academic *adj.* Of or pertaining to an academy, college, or university.
academician *n.* A member of an academy of literature, art, or science.
academy *n.* Any institution where the higher branches of learning are taught.
accede *v.* To agree.
accelerate *v.* To move faster.
accept *v.* To take when offered.
access *n.* A way of approach or entrance; passage.
accessible *adj.* Approachable.
accession *n.* Induction or elevation, as to dignity, office, or government.
accessory *n.* A person or thing that aids the principal agent.
acclaim *v.* To utter with a shout.
accommodate *v.* To furnish something as a kindness or favor.
badger *v.* To pester.
baffle *v.* To foil or frustrate.
bailiff *n.* An officer of court having custody of prisoners under arraignment.
baize *n.* A single-colored napped woolen fabric used for table-covers, curtains, etc.
bale *n.* A large package prepared for transportation or storage.
baleful *adj.* Malignant.
ballad *n.* Any popular narrative poem, often with epic subject and usually in lyric form.
balsam *n.* A medical preparation, aromatic and oily, used for healing.
banal *adj.* Commonplace.
barcarole *n.* A boat-song of Venetian gondoliers.
barograph *n.* An instrument that registers graphically and continuously the atmospheric pressure.
barometer *n.* An instrument for indicating the atmospheric pressure per unit of surface.
barring *prep.* Apart from.
baritone *adj.* Having a register higher than bass and lower than tenor.
bask *v.* To make warm by genial heat.
bass *adj.* Low in tone or compass.
baste *v.* To cover with melted fat, gravy, while cooking.
baton *n.* An official staff borne either as a weapon or as an emblem of authority or privilege.
battalion *n.* A body of infantry composed of two or more companies, forming a part of a regiment.
batten *n.* A narrow strip of wood.
batter *n.* A thick liquid mixture of two or more materials beaten together, to be used in cookery.
bauble *n.* A trinket.
bawl *v.* To proclaim by outcry.
beatify *v.* To make supremely happy.
beatitude *n.* Any state of great happiness.
beau *n.* An escort or lover.
becalm *v.* To make quiet.
beck *v.* To give a signal to, by nod or gesture.
bedaub *v.* To smear over, as with something oily or sticky.
bedeck *v.* To cover with ornament.
bedlam *n.* Madhouse.
befog *v.* To confuse.

befriend *v.* To be a friend to, especially when in need.
beget *v.* To produce by sexual generation.
begrudge *v.* To envy one of the possession of.
belate *v.* To delay past the proper hour.
belay *v.* To make fast, as a rope, by winding round a cleat.
belie *v.* To misrepresent.
believe *v.* To accept as true on the testimony or authority of others.
belittle *v.* To disparage.
belle *n.* A woman who is a center of attraction because of her beauty, accomplishments, etc.
bellicose *adj.* Warlike.
belligerent *adj.* Manifesting a warlike spirit.
bemoan *v.* To lament
benediction *n.* a solemn invocation of the divine blessing.
benefactor *n.* A doer of kindly and charitable acts.
benefice *n.* A church office endowed with funds or property for the maintenance of divine service.
beneficent *adj.* Characterized by charity and kindness.
beneficial *adj.* Helpful.
beneficiary *n.* One who is lawfully entitled to the profits and proceeds of an estate or property.
benefit *n.* Helpful result.
benevolence *n.* Any act of kindness or well-doing.
benevolent *adj.* Loving others and actively desirous of their well-being.
benign *adj.* Good and kind of heart.
benignant *adj.* Benevolent in feeling, character, or aspect.
benignity *n.* Kindness of feeling, disposition, or manner.
benison *n.* Blessing.
bequeath *v.* To give by will.
bereave *v.* To make desolate with loneliness and grief.
berth *n.* A bunk or bed in a vessel, sleeping-car, etc.
besech *v.* To implore.
beset *v.* To attack on all sides.
besmear *v.* To smear over, as with any oily or sticky substance.
bestial *adj.* Animal.
bestrew *v.* To sprinkle or cover with things strewn.
bestride *v.* To get or sit upon astride, as a horse.
bethink *v.* To remind oneself.
betide *v.* To happen to or befall.
betimes *adv.* In good season or time.
betroth *v.* To engage to marry.
betrothal *n.* Engagement to marry.
bevel *n.* Any inclination of two surfaces other than 90 degrees.
bewilder *v.* To confuse the perceptions or judgment of.
bibliomania *n.* The passion for collecting books.
bibliography *n.* A list of the words of an author, or the literature bearing on a particular subject.
bibliophile *n.* One who loves books.
bibulous *adj.* Fond of drinking.
bide *v.* To await.
biennial *n.* A plant that produces leaves and roots the first year and flowers and fruit the second.
bier *n.* A horizontal framework with two handles at each end for carrying a corpse to the grave.
bigamist *n.* One who has two spouses at the same time.
bigamy *n.* The crime of marrying any other person while having a legal spouse living.
bight *n.* A slightly receding bay between headlands, formed by a long curve of a coast-line.

bilateral *adj.* Two-sided.

bilingual *adj.* Speaking two languages.

biograph *n.* A bibliographical sketch or notice

cartilage *n.* An elastic animal tissue of firm consistence.

cartridge *n.* A charge for a firearm, or for blasting.

caste *n.* The division of society on artificial grounds.

castigate *v.* To punish.

casual *adj.* Accidental, by chance.

casualty *n.* A fatal or serious accident or disaster.

cataclysm *n.* Any overwhelming flood of water.

cataract *n.* Opacity of the lens of the eye resulting in complete or partial blindness.

catastrophe *n.* Any great and sudden misfortune or calamity.

cathode *n.* The negative pole or electrode of a galvanic battery.

Catholicism *n.* The system, doctrine, and practice of the Roman Catholic Church.

catholicity *n.* Universal prevalence or acceptance.

cat-o'-nine-tails *n.* An instrument consisting of nine pieces of cord, formerly used for flogging in the army and navy.

caucus *n.* A private meeting of members of a political party to select candidates.

causal *adj.* Indicating or expressing a cause.

caustic *adj.* Sarcastic and severe.

cauterize *v.* To burn or sear as with a heated iron.

cede *v.* To pass title to.

editor *n.* An official examiner of manuscripts empowered to prohibit their publication.

ensorious *adj.* Judging severely or harshly.

census *n.* An official numbering of the people of a country or district.

centenary *adj.* Pertaining to a hundred years or a period of a hundred years.

centiliter *n.* A hundredth of a liter.

centimeter *n.* A length of one hundredth of a meter.

centurion *n.* A captain of a company of one hundred infantry in the ancient Roman army.

cereal *adj.* Pertaining to edible grain or farinaceous seeds.

ceremonial *adj.* Characterized by outward form or ceremony.

ceremonious *adj.* Observant of ritual.

cessation *n.* Discontinuance, as of action or motion.

cession *n.* Surrender, as of possessions or rights.

chagrin *n.* Keen vexation, annoyance, or mortification, as at one's failures or errors.

chameleon *adj.* Changeable in appearance.

chancery *n.* A court of equity, as distinguished from a common-law court.

chaos *n.* Any condition of which the elements or parts are in utter disorder and confusion.

characteristic *n.* A distinctive feature.

characterize *v.* To describe by distinctive marks or peculiarities.

charlatan *n.* A quack.

chasm *n.* A yawning hollow, as in the earth's surface.

chasten *v.* To purify by affliction.

chastise *v.* To subject to punitive measures.

chastity *n.* Sexual or moral purity.

chateau *n.* A castle or manor-house.

chattel *n.* Any article of personal property.

Darwinism *n.* The doctrine that natural selection has been the prime cause of evolution of higher forms.

dastard *n.* A base coward.

datum *n.* A premise, starting-point, or given fact.

dauntless *adj.* Fearless.

day-man *n.* A day-laborer.

dead-heat *n.* A race in which two or more competitors come out even, and there is no winner.

dearth *n.* Scarcity, as of something customary, essential, or desirable.

death's-head *n.* A human skull as a symbol of death.

debase *v.* To lower in character or virtue.

debatable *adj.* Subject to contention or dispute.

debonair *adj.* Having gentle or courteous bearing or manner.

debut *n.* A first appearance in society or on the stage.

decagon *n.* A figure with ten sides and ten angles.

decagram *n.* A weight of 10 grams.

decaliter *n.* A liquid and dry measure of 10 liters.

decalogue *n.* The ten commandments.

Decameron *n.* A volume consisting of ten parts or books.

decameter *n.* A length of ten meters.

decamp *v.* To leave suddenly or unexpectedly.

decapitate *v.* To behead.

decapod *adj.* Ten-footed or ten-armed.

decasyllable *n.* A line of ten syllables.

deceit *n.* Falsehood.

deceitful *adj.* Fraudulent.

deceive *v.* To mislead by or as by falsehood.

decency *n.* Moral fitness.

decent *adj.* Characterized by propriety of conduct, speech, manners, or dress.

deciduous *adj.* Falling off at maturity as petals after flowering, fruit when ripe, etc.

decimal *adj.* Founded on the number 10.

decimate *v.* To destroy a measurable or large proportion of.

decipher *v.* To find out the true words or meaning of, as something hardly legible.

decisive *ad.* Conclusive.

declamation *n.* A speech recited or intended for recitation from memory in public.

declamatory *adj.* A full and formal style of utterance.

declarative *adj.* Containing a formal, positive, or explicit statement or affirmation.

declension *n.* The change of endings in nouns and *adj.* to express their different relations of gender.

decorate *v.* To embellish.

decorous *adj.* Suitable for the occasion or circumstances.

decoy *n.* Anything that allures, or is intended to allure into danger or temptation.

decrepit *adj.* Enfeebled, as by old age or some chronic infirmity.

dedication *n.* The voluntary consecration or relinquishment of something to an end or cause.

deduce *v.* To derive or draw as a conclusion by reasoning from given premises or principles.

deface *v.* To mar or disfigure the face or external surface of.

defalcate *v.* To cut off or take away, as a part of something.

defamation *n.* Malicious and groundless injury done to the reputation or good name of another.

defame *v.* To slander.

default *n.* The neglect or omission of a legal requirement.

defendant *n.* A person against whom a suit is brought.

defensible *adj.* Capable of being maintained or justified.

defensive *adj.* Carried on in resistance to aggression.

defer *v.* To delay or put off to some other time.

deference *n.* Respectful submission or yielding, as to another's opinion, wishes, or judgment.

defiant *adj.* Characterized by bold or insolent opposition.

deficiency *n.* Lack or insufficiency.

deficient *adj.* Not having an adequate or proper supply or amount.

definite *adj.* Having an exact signification or positive meaning.

deflect *v.* To cause to turn aside or downward.

deforest *v.* To clear of forests.

deform *v.* To disfigure.

deformity *n.* A disfigurement.

defraud *v.* To deprive of something dishonestly.

defray *v.* To make payment for.

degeneracy *n.* A becoming worse.

degenerate *v.* To become worse or inferior.

degradation *n.* Diminution, as of strength or magnitude.

degrade *v.* To take away honors or position from.

dehydrate *v.* To deprive of water.

deify *v.* To regard or worship as a god.

deign *v.* To deem worthy of notice or account.

deist *n.* One who believes in God, but denies supernatural revelation.

deity *n.* A god, goddess, or divine person.

deject *v.* To dishearten.

dejection *n.* Melancholy.

delectable *adj.* Delightful to the taste or to the senses.

delectation *n.* Delight.

deleterious *adj.* Hurtful, morally or physically.

delicacy *n.* That which is agreeable to a fine taste.

delineate *v.* To represent by sketch or diagram.

deliquesce *v.* To dissolve gradually and become liquid by absorption of moisture from the air.

delirious *adj.* Raving.

delude *v.* To mislead the mind or judgment of.

deluge *v.* To overwhelm with a flood of water.

delusion *n.* Mistaken conviction, especially when more or less enduring.

demagnetize *v.* To deprive (a magnet) of magnetism.

demagogue *n.* An unprincipled politician.

demeanor *n.* Deportment.

demented *adj.* Insane.

demerit *n.* A mark for failure or bad conduct.

emaciate *v.* To waste away in flesh.

emanate *v.* To flow forth or proceed, as from some source.

emancipate *v.* To release from bondage.

embargo *n.* Authoritative stoppage of foreign commerce or of any special trade.

embark *v.* To make a beginning in some occupation or scheme.

embarrass *v.* To render flustered or agitated.

embellish *v.* To make beautiful or elegant by adding attractive or ornamental features.

embezzle *v.* To misappropriate secretly.

emblazon *v.* To set forth publicly or in glowing terms.

emblem *n.* A symbol.

embody *v.* To express, formulate, or exemplify in a concrete, compact or visible form.

embolden *v.* To give courage to.

embolism *n.* An obstruction or plugging up of an artery or other blood-vessel.

embroil *v.* To involve in dissension or strife.

emerge *v.* To come into view or into existence.

emergence *n.* A coming into view.

emergent *adj.* Coming into view.

emeritus *adj.* Retired from active service but retained to an honorary position.

emigrant *n.* One who moves from one place to settle in another.

emigrate *v.* To go from one country, state, or region for the purpose of settling or residing in another.

eminence *n.* An elevated position with respect to rank, place, character, condition, etc.

eminent *adj.* High in station, merit, or esteem.

emit *v.* To send or give out.

emphasis *n.* Any special impressiveness added to an utterance or act, or stress laid upon some word.

emphasize *v.* To articulate or enunciate with special impressiveness upon a word, or a group of words.

emphatic *adj.* Spoken with any special impressiveness laid upon an act, word, or set of words.

employee *n.* One who works for wages or a salary.

employer *n.* One who uses or engages the services of other persons for pay.

emporium *n.* A bazaar or shop.

empower *v.* To delegate authority to.

emulate *v.* To imitate with intent to equal or surpass.

enact *v.* To make into law, as by legislative act.

enamor *v.* To inspire with ardent love.

encamp *v.* To pitch tents for a resting-place.

encomium *n.* A formal or discriminating expression of praise.

encompass *v.* To encircle.

encore *n.* The call for a repetition, as of some part of a play or performance.

encourage *v.* To inspire with courage, hope, or strength of mind.

encroach *v.* To invade partially or insidiously and appropriate the possessions of another.

encumber *v.* To impede with obstacles.

encyclical *adj.* Intended for general circulation.

encyclopedia *n.* A work containing information on subjects, or exhaustive of one subject.

endanger *v.* To expose to peril.

endear *v.* To cause to be loved.

endemic *adj.* Peculiar to some specified country or people.

endue *v.* To endow with some quality, gift, or grace, usually spiritual.

endurable *adj.* Tolerable.

endurance *n.* The ability to suffer pain, distress, hardship, or stress of any kind without succumbing.

energetic *adj.* Working vigorously.

enervate *v.* To render ineffective or inoperative.

enfeeble *v.* To debilitate.

enfranchise *v.* To endow with a privilege, especially with the right to vote.

engender *v.* To produce.

engrave *v.* To cut or carve in or upon some surface.

engross *v.* To occupy completely.

enhance *v.* To intensify.

enigma *n.* A riddle.

enjoin *v.* To command.

enkindle *v.* To set on fire.

enlighten *v.* To cause to see clearly.

enlist *v.* To enter voluntarily the military service by formal enrollment.

enmity *n.* Hatred.

ennoble *v.* To dignify.

enormity *n.* Immensity.

enormous *adj.* Gigantic.

enrage *v.* To infuriate.

ferocious *adj.* Of a wild, fierce, and savage nature.

ferocity *n.* Savageness.
fervent *adj.* Ardent in feeling.
fervid *adj.* Intense.
fervor *n.* Ardor or intensity of feeling.
festal *adj.* Joyous.
festive *adj.* Merry.
fete *n.* A festival or feast.
fetus *n.* The young in the womb or in the egg.
feudal *adj.* Pertaining to the relation of lord and vassal.
feudalism *n.* The feudal system.
fez *n.* A brimless felt cap in the shape of a truncated cone, usually red with a black tassel.
fiasco *n.* A complete or humiliating failure.
fickle *adj.* Unduly changeable in feeling, judgment, or purpose.
fictitious *adj.* Created or formed by the imagination.
fideliy *n.* Loyalty.
fiducial *adj.* Indicative of faith or trust.
fief *n.* A landed estate held under feudal tenure.
filibuster *n.* One who attempts to obstruct legislation.
finale *n.* Concluding performance.
finality *n.* The state or quality of being final or complete.
finally *adv.* At last.
financial *adj.* Monetary.
financier *n.* One skilled in or occupied with financial affairs or operations.
finery *n.* That which is used to decorate the person or dress.
finesse *n.* Subtle contrivance used to gain a point.
finite *adj.* Limited.
fiscal *adj.* Pertaining to the treasury or public finances of a government.
fishmonger *n.* One who sells fish.
fissure *n.* A crack or crack-like depression.
fitful *adj.* Spasmodic.
fixture *n.* One who or that which is expected to remain permanently in its position.
flag-officer *n.* The captain of a flag-ship.
flagrant *adj.* Openly scandalous.
flamboyant *adj.* Characterized by extravagance and in general by want of good taste.
flatulence *n.* Accumulation of gas in the stomach and bowels.
flection *n.* The act of bending.
fledgling *n.* A young bird.
flexible *adj.* Pliable.
generality *n.* The principal portion.
generalize *v.* To draw general inferences.
generally *adv.* Ordinarily.
generate *v.* To produce or cause to be.
generic *adj.* Noting a genus or kind; opposed to specific.
generosity *n.* A disposition to give liberally or to bestow favors heartily.
genesis *n.* Creation.
geniality *n.* Warmth and kindness of disposition.
genital *adj.* Of or pertaining to the animal reproductive organs.
genitive *adj.* Indicating source, origin, possession, or the like.
genteel *adj.* Well-bred or refined.
gentile *adj.* Belonging to a people not Jewish.
geology *n.* The department of natural science that treats of the constitution and structure of the earth.

germane *adj.* Relevant.

germinate *v.* To begin to develop into an embryo or higher form.

gestation *n.* Pregnancy.

gesticulate *v.* To make gestures or motions, as in speaking, or in place of speech.

gesture *n.* A movement or action of the hands or face, expressive of some idea or emotion.

ghastly *adj.* Hideous.

gibe *v.* To utter taunts or reproaches.

giddy *adj.* Affected with a whirling or swimming sensation in the head.

gigantic *adj.* Tremendous.

giver *n.* One who gives, in any sense.

glacial *adj.* Icy, or icily cold.

glacier *n.* A field or stream of ice.

gladden *v.* To make joyous.

glazier *n.* One who cuts and fits panes of glass, as for windows.

glimmer *n.* A faint, wavering, unsteady light

hazard *n.* Risk.

head first *adv.* Precipitately, as in diving.

head foremost *adv.* Precipitately, as in diving.

heartrending *adj.* Very depressing.

heathenish *adj.* Irreligious.

heedless *adj.* Thoughtless.

heifer *n.* A young cow.

heinous *adj.* Odiously sinful.

hemorrhage *n.* Discharge of blood from a ruptured or wounded blood-vessel.

hemorrhoids *n.* pl. Tumors composed of enlarged and thickened blood-vessels, at the lower end of the rectum.

henchman *n.* A servile assistant and subordinate.

henpeck *v.* To worry or harass by ill temper and petty annoyances.

heptagon *n.* A figure having seven sides and seven angles.

heptarchy *n.* A group of seven governments.

herbaceous *adj.* Having the character of a herb.

herbarium *n.* A collection of dried plants scientifically arranged for study.

herbivorous *adj.* Feeding on herbs or other vegetable matter, as animals.

hereditary *adj.* Passing naturally from parent to child.

heredity *n.* Transmission of physical or mental qualities, diseases, etc., from parent to offspring.

heresy *n.* An opinion or doctrine subversive of settled beliefs or accepted principles.

heretic *n.* One who holds opinions contrary to the recognized standards or tenets of any philosophy.

heritage *n.* Birthright.

hernia *n.* Protrusion of any internal organ in whole or in part from its normal position.

hesitancy *n.* A pausing to consider.

hesitant *adj.* Vacillating.

hesitation *n.* Vacillation.

heterodox *adj.* At variance with any commonly accepted doctrine or opinion.

heterogeneity *n.* Unlikeness of constituent parts.

heterogeneous *adj.* Consisting of dissimilar elements or ingredients of different kinds.

heteromorphic *adj.* Deviating from the normal form or standard type.

hexangular *adj.* Having six angles.

hexapod *adj.* Having six feet.

hexagon *n.* A figure with six angles.

hiatus *n.* A break or vacancy where something necessary to supply the connection is wanting.

hibernal *adj.* Pertaining to winter.

Hibernian *adj.* Pertaining to Ireland, or its people.
hideous *adj.* Appalling.
hilarious *adj.* Boisterously merry.
hillock *n.* A small hill or mound.
hinder *v.* To obstruct.
hindmost *adj.* Farthest from the front.
illogical *adj.* Contrary to the rules of sound thought.
illuminant *n.* That which may be used to produce light.
illuminate *v.* To supply with light.
illumine *v.* To make bright or dear.
illusion *n.* An unreal image presented to the senses.
illusiv *adj.* Deceptive.
illusory *adj.* Deceiving or tending to deceive, as by false appearance.
imaginable *adj.* That can be imagined or conceived in the mind.
imaginary *adj.* Fancied.
imbibe *v.* To drink or take in.
imbroglio *n.* A misunderstanding attended by ill feeling, perplexity, or strife.
imbrue *v.* To wet or moisten.
imitation *n.* That which is made as a likeness or copy.
imitator *n.* One who makes in imitation.
immaculate *adj.* Without spot or blemish.
immaterial *adj.* Of no essential consequence.
immature *adj.* Not full-grown.
immeasurable *adj.* Indefinitely extensive.
immense *adj.* Very great in degree, extent, size, or quantity.
immerse *v.* To plunge or dip entirely under water or other fluid.
immersion *n.* The act of plunging or dipping entirely under water or another fluid.
immigrant *n.* A foreigner who enters a country to settle there.
immigrate *v.* To come into a country or region from a former habitat.
imminence *n.* Impending evil or danger.
imminent *adj.* Dangerous and dose at hand.
immiscible *adj.* Separating, as oil and water.
immoral *adj.* Habitually engaged In licentious or lewd practices.
immortalize *v.* To cause to last or to be known or remembered throughout a great or Indefinite length of time.
immovable *adj.* Steadfast.
legionary *n.* A member of an ancient Roman legion or of the modem French Legion of Honor.
legislate *v.* To make or enact a law or laws.
legislative *adj.* That makes or enacts laws.
legislator *n.* A lawgiver.
legitimacy *n.* Accordance with law.
legitimate *adj.* Having the sanction of law or established custom.
leisure *n.* Spare time.
leniency *n.* Forbearance.
lenient *adj.* Not harsh.
leonine *adj.* Like a lion.
lethargy *n.* Prolonged sluggishness of body or mind.
levee *n.* An embankment beside a river or stream or an ami of the sea, to prevent overflow.
lever *n.* That which exerts, or through which one may exert great power.
leviathan *n.* Any large animal, as a whale.
levity *n.* Frivolity.
levy *v.* To impose and collect by force or threat of force.

lewd *adj.* Characterized by lust or lasciviousness.
lexicographer *n.* One who makes dictionaries.
lexicography *n.* The making of dictionaries.
lexicon *n.* A dictionary.
liable *adj.* Justly or legally responsible.
libel *n.* Defamation.
liberalism *n.* Opposition to conservatism.
liberate *v.* To set free or release from bondage.
licentious *adj.* Wanton.
licit *adj.* Lawful.
liege *adj.* Sovereign.
lien *n.* A legal claim or hold on property, as security for a debt or charge.
lieu *n.* Stead.
lifelike *adj.* Realistic.
parlor *n.* A room for reception of callers or entertainment of guests.
parody *v.* To render ludicrous by imitating the language of.
paronymous *adj.* Derived from the same root or primitive word.
paroxysm *n.* A sudden outburst of any kind of activity.
parricide *n.* The murder of a parent.
parse *v.* To describe, as a sentence, by separating it into its elements and describing each word.
parsimonious *adj.* Unduly sparing in the use or expenditure of money.
partible *adj.* Separable.
participant *n.* One having a share or part.
participate *v.* To receive or have a part or share of.
partition *n.* That which separates anything into distinct parts.
partisan *adj.* Characterized by or exhibiting undue or unreasoning devotion to a party.
passible *adj.* Capable of feeling of suffering.
passive *adj.* Unresponsive.
pastoral *adj.* Having the spirit or sentiment of rural life.
paternal *adj.* Fatherly.
paternity *n.*
quackery *n.* Charlatanry
quadrant *v.* To divide into quarters.
quadruple *v.* To multiply by four.
qualification *n.* A requisite for an employment, position, right, or privilege.
qualify *v.* To endow or furnish with requisite ability, character, knowledge, skill, or possessions.
qualm *n.* A fit of nausea.
quandary *n.* A puzzling predicament.
quantity *n.* Magnitude.
quarantine *n.* The enforced isolation of any person or place infected with contagious disease.
quarrelsome *adj.* Irascible.
quarter *n.* One of four equal parts into which anything is or may be divided.
quarterly *adj.* Occurring or made at intervals of three months.
quartet *n.* A composition for four voices or four instruments.
quarto *n.* An eight-page newspaper of any size.
quay *n.* A wharf or artificial landing-place on the shore of a harbor or projecting into it.
querulous *adj.* Habitually complaining.
recreant *n.* A cowardly or faithless person.
recreate *v.* To refresh after labor.
recrudescence *n.* The state of becoming raw or sore again.
recrudescence *adj.* Becoming raw or sore again.
recruit *v.* To enlist men for military or naval service.

rectify *v.* To correct.
rectitude *n.* The quality of being upright in principles and conduct.
recuperate *v.* To recover.
recur *v.* To happen again or repeatedly, especially at regular intervals.
recure *v.* To cure again.
recurrent *adj.* Returning from time to time, especially at regular or stated intervals.
redemption *n.* The recovery of what is mortgaged or pledged, by paying the debt.
redolent *adj.* Smelling sweet and agreeable.
redolence *n.* Smelling sweet and agreeable.
redoubtable *adj.* Formidable.
redound *n.* Rebound.
redress *v.* To set right, as a wrong by compensation or the punishment of the wrong-doer.
reducible *adj.* That may be reduced.
redundance *n.* Excess.
redundant *adj.* Constituting an excess.
reestablish *v.* To restore.
scintilla *n.* The faintest ray.
scintillate *v.* To emit or send forth sparks or little flashes of light.
scope *n.* A range of action or view.
scoundrel *n.* A man without principle.
scribble *n.* Hasty, careless writing.
scribe *n.* One who writes or is skilled in writing.
script *n.* Writing or handwriting of the ordinary cursive form.
Scriptural *adj.* Pertaining to, contained in, or warranted by the Holy Scriptures.
scruple *n.* Doubt or uncertainty regarding a question of moral right or duty.
scrupulous *adj.* Cautious in action for fear of doing wrong.
scurrilous *adj.* Grossly indecent or vulgar.
scuttle *v.* To sink (a ship) by making holes in the bottom.
scythe *n.* A long curved blade for mowing, reaping, etc.
seance *n.* A meeting of spirituals for consulting spirits.
sear *v.* To bum on the surface.
sebaceous *adj.* Pertaining to or appearing like fat.
transitory *adj.* Existing for a short time only.
translate *v.* To give the sense or equivalent of in another language or dialect.
translator *n.* An interpreter.
translucence *n.* The property or state of allowing the passage of light.
translucent *adj.* Allowing the passage of light.
transmissible *adj.* That may be sent through or across.
transmission *n.* The act of sending through or across.
transmit *v.* To send through or across.
transmute *v.* To change in nature, substance, or form.
transparent *adj.* Easy to see through or understand.
transpire *v.* To come to pass.
unfavorable *adj.* Adverse.
ungainly *adj.* Clumsy.
unguent *n.* Any ointment or lubricant for local application.
unicellular *adj.* Consisting of a single cell.
univalence *n.* Monovalency.
unify *v.* To cause to be one.
unique *adj.* Being the only one of its kind.
unison *n.* A condition of perfect agreement and accord.
unisonant *adj.* Being in a condition of perfect agreement and accord.

Unitarian *adj.* Pertaining to a religious body that rejects the doctrine of the Trinity.

unlawful *adj.* Illegal.

unlimited *adj.* Unconstrained.

unnatural *adj.* Artificial.

unnecessary *adj.* Not essential under the circumstances.

unsettle *v.* To put into confusion.

unsophisticated *adj.* Showing inexperience.

venial *adj.* That may be pardoned or forgiven, a forgivable sin.

venison *n.* The flesh of deer.

venom *n.* The poisonous fluid that certain animals secrete.

venous *adj.* Of, pertaining to, or contained or carried in a vein or veins.

veracious *adj.* Habitually disposed to speak the truth.

veracity *n.* Truthfulness.

verbatim *adv.* Word for word.

verbiage *n.* Use of many words without necessity.

verbose *adj.* Wordy.

verdant *adj.* Green with vegetation.

verification *n.* The act of proving to be true, exact, or accurate.

verify *v.* To prove to be true, exact, or accurate.

verily *adv.* In truth.

verity *n.* Truth.

vermin *n.* A noxious or troublesome animal.

vernacular *n.* The language of one's country.

wearisome *adj.* Fatiguing.

wee *adj.* Very small.

well-bred *adj.* Of good ancestry.

well-doer *n.* A performer of moral and social duties.

well-to-do *adj.* In prosperous circumstances.

whereabouts *n.* The place in or near which a person or thing is.

whereupon *adv.* After which.

wherever *adv.* In or at whatever place.

wherewith *n.* The necessary means or resources.

whet *v.* To make more keen or eager.

whimsical *adj.* Capricious.

whine *v.* To utter with complaining tone.

wholly *adv.* Completely.

wield *v.* To use, control, or manage, as a weapon, or instrument, especially with full command.

wile *n.* An act or a means of cunning deception.

winsome *adj.* Attractive.

wintry *adj.* Lacking warmth of manner.

wiry *adj.* Thin, but tough and sinewy.

witchcraft *n.* Sorcery.

witless *adj.* Foolish, indiscreet, or silly.

witling *n.* A person who has little understanding.

witticism *n.* A witty, brilliant, or original saying or sentiment.

wittingly *adv.* With knowledge and by design.

wizen *v.* To become or cause to become withered or dry.

wizen-faced *adj.* Having a shriveled face.

working-man *n.* One who earns his bread by manual labor.

workmanlike *adj.* Like or befitting a skilled workman.

workmanship *n.* The art or skill of a workman.

wrangle *v.* To maintain by noisy argument or dispute.

wreak *v.* To inflict, as a revenge or punishment.
wrest *v.* To pull or force away by or as by violent twisting or wringing.
wretchedness *n.* Extreme misery or unhappiness.
writhe *v.* To twist the body, face, or limbs or as in pain or distress.
writing *n.* The act or art of tracing or inscribing on a surface letters or ideographs.
wry *adj.* Deviating from that which is proper or right.
yearling *n.* A young animal past its first year and not yet two years old.
zealot *n.* One who espouses a cause or pursues an object in an immoderately partisan manner.
Zeitgeist *n.* The intellectual and moral tendencies that characterize any age or epoch.
zenith *n.* The culminating-point of prosperity, influence, or greatness.
zephyr *n.* Any soft, gentle wind.
zodiac *n.* An imaginary belt encircling the heavens within which are the larger planets.

THEMES FOR INDEPENDENT STUDY

2. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами биринчи семестрда 57 ва иккинчи семестрда 54 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

Биринчи семестрда

- амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
- луғовий машқлар бажариш – 20 соат.
- матнлар устида ишлаш - 17 соат

Иккинчи семестрда

- амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
- луғовий машқлар бажариш – 20 соат.
- матнлар устида ишлаш - 14 соат

Амалий машғулотларда назарий билимлар мавзуга оид машқлар ечиш орқали мустаҳкамланади. Коммуникатив лексика фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзуни мустақил ўрганиши ва амалий машқлар бажариш орқали мустаҳкамлаши зарур.

Мустақил иш вазифаларини бажариш жараёнида талабалар мустақил ҳолда асосий дарслик, интернет материаллари ва услубий қўлланмалардан фойдаланиб, тайёргарлик кўришлари лозим.

Қолдирилган дарсларни топшириш учун талаба дарс материалини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

1 семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
мавзусига оид машқлар	Оғзаки ва ёзма машқлар бажариш	1 Ҳафта	5
Мамлакатлар мавзусига оид луғовий машқлар	Оғзаки ва ёзма машқлар бажариш	2 Ҳафта	5
Об-ҳаво	Оғзаки ва ёзма машқлар бажариш	3 Ҳафта	4
Кишилар характерининг тасвири	Оғзаки ва ёзма машқлар бажариш	4-Ҳафта	4
Муносабатлар	Оғзаки ва ёзма машқлар бажариш	5-Ҳафта	4
Глобал муоммолар	Оғзаки ва ёзма машқлар бажариш	6-Ҳафта	5
Озиқ - овқатлар	Оғзаки ва ёзма машқлар бажариш	7-Ҳафта	4
Театр ва санъат	Оғзаки ва ёзма машқлар бажариш	8 - Ҳафта	4
Соғлиқ ва тиббиёт	Оғзаки ва ёзма машқлар бажариш	9-Ҳафта	5
Интернет материаллари билан ишлаш	Олинган материалларни тўлиқ изоҳлаш ва таҳлил қилиш	10,11-Ҳафталар	5
Тарихий шаҳарлар	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	13-14 Ҳафталар	6
Севимли асар	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	15-16	6

2 семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
Кишилар кўринишлари тасвири	Оғзаки ва ёзма машқлар бажариш	1 ҳафта	4
Сезгилар фаолияти	Оғзаки ва ёзма машқлар бажариш	2 ҳафта	4
Телефон	Оғзаки ва ёзма машқлар бажариш	3 ҳафта	4
Байрамлар	Оғзаки ва ёзма машқлар бажариш	4-ҳафта	4
Телевидение	Оғзаки ва ёзма машқлар бажариш	5-ҳафта	4
Мултимедиа воситалари	Оғзаки ва ёзма машқлар бажариш	6-ҳафта	5
Тест материаллари билан ишлаш	Тест материаллари билан ишлаш	7-ҳафта	4
Матбуот материаллари	Оғзаки ва ёзма машқлар бажариш	8 - ҳафта	4
Таълим турлари	Оғзаки ва ёзма машқлар бажариш	9-ҳафта	4
Интернет материаллари билан ишлаш	Олинган материалларни тўлиқ изоҳлаш ва таҳлил қилиш	10,11-ҳафталар	5
Инглиз тилининг расмий ва норасмий қўлланилиши	Дастурида ўтилган мавзулардан фойдаланиб тақдимот тайёрлаш	13-14 ҳафталар	6
Давлат рамзлари	Дастурида ўтилган	15-16	6

	мавзулардан фойдаланиб тақдимот тайёрлаш		
			54

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BASIC ABSTRACT

Lesson1

Theme: Introduction to the course

Why was this book written?

It was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study. To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself.

What should you do when you come across new words?

When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you. Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

Lesson 2

Theme: Prefixes. Noun suffixes

Verb prefixes: un- and dis-These prefixes have two meanings: they can have a negative meaning (as above), but they can also mean 'the opposite of an action' or 'to reverse an action'. This meaning is used with certain verbs.

I locked the door when I left, but I lost the key, so I couldn't unlock it when I got back. I had to pack my suitcase (= put everything in it) very quickly, so when I unpacked (= took everything out) at the hotel, most of my clothes looked terrible. The plane appeared in the sky, then suddenly disappeared behind a cloud. In the morning you get dressed (= put on your clothes); when you go to bed you get undressed (= take off your clothes).

Lesson 3

Theme: Noun suffixes

With many languages you can look at a word and know (more or less) how to pronounce it. With English this is not true: it is often very difficult to know the pronunciation from looking at a word. For example cough (pronounced like 'off') enough (like 'stuff') through (like 'too') and dough (like 'so') The only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation. Dictionaries use them, and there is a table of phonetic symbols

Lesson 4

Theme: Compound adjectives. Collocation (word partners)

The suffix -ful often means 'full of + the meaning of the adjective: careful, you are full of care; if you are helpful you are full of help. Other examples are: painful (= hurts a lot), useful, and thoughtful (= someone who is thoughtful is kind and always thinks about others; a thoughtful action shows care for others) The suffix -less means 'without' + the meaning of the adjective: if you are careless, you do something 'without care'. Other examples are: painless, useless (= has no use or function) thoughtless, jobless and homeless (= with nowhere to live)

Lesson 5

Theme: Verb or adjective + preposition. Preposition + noun

-able /əbl/ This suffix (also -ible in some words) is used to form many adjectives from nouns or verbs: enjoyable, comfortable, knowledgeable (= knows a lot), suitable (= right/correct for a particular situation). Quite often, -able (and -ible) has the meaning 'can be done'. For example, something that is washable 'can be washed'. Other examples include: drinkable, comprehensible (= can be comprehended or understood), reliable (= can be relied on or trusted, e.g. a car or other machine that never goes wrong or breaks down). Words ending -able quite often express the opposite meaning by adding the prefix un-: undrinkable, unreliable, unbreakable (= cannot be broken), unsuitable, uncomfortable. Words ending -ible add the prefix

Lesson 6

Theme: Phrasal verbs: form and meaning

A phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition.

The price of petrol may go **up** (= increase) again next week.

He fell over (= fell to the ground) when he was running for the bus.

She's promised to find out (= learn/discover) the name of that new hotel.

Who is going to look after (= take care of) the children when she goes into hospital?

If you don't understand the meaning, you can look it **up** (= find the meaning in a book - in this case a dictionary). He doesn't get on with (= have a good relationship with) his parents, (verb + adv + prep)

Lesson 7

Theme: Idioms and fixed expressions

What is an idiom? An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words. Many of the phrasal verbs in Units 16 and 17 were idiomatic. Here are some more common idioms. The teacher told us to get a move on. (= hurry; be quick) My wife and I take it in turns to cook. (= I cook one day, she cooks the next, etc.) I don't know the answer off-hand. (= without looking it up or asking someone) It's not far. We can take a short cut (= a quick way) through the park. I'm not very good at small talk. (= social talk; not about serious things) I'm sorry I can't make it (= come) on Friday.

Lesson 8

Theme: Using idioms

Idioms are important but they can be difficult to use correctly. With many idioms, if you make just a small mistake, it can sound strange, funny, or badly wrong. For example: get a move; a small talk; put an eye on, off-hands, etc. Idioms often have special features: they may be informal or funny or ironic; they may only be used by certain people (e.g. young children, or teenagers, or elderly people); they may only appear in limited contexts; they have special grammar. For these reasons, you can often 'learn' the meaning of an idiom but then use it incorrectly. For example: After her husband died she was down in the dumps. (This idiom means 'sad and depressed' but is completely wrong here: the situation is too serious and the idiom is too informal.)

Lesson 9

Theme: Opinions, agreeing

Asking someone for their opinion What do you think of his new book? How do you feel about working with the others? What are your feelings (*pi*) about the change in the timetable? What's your honest opinion of that painting?

Giving your opinion I think Charles had the best idea. I don't think he knew very much about the subject. Personally, I think his first book is terrible. In my opinion we should sell the old car and buy a new one. As far as XriL concerned the whole evening was a waste of time.

Lesson 10

Theme: Apologies, excuses and thanks

If the situation is quite important we usually add an explanation or excuse after the apology. An excuse is the reason for the apology, which may or may not be true. (If it is not true, it should still be a reason that people will believe.) Here are some common excuses: I'm sorry I'm late but I was delayed/held up at the airport. I'm sorry I'm late, but my train was cancelled. (= the train was timetabled but did not run) *Note:* To be/get delayed or be/get held up (*infml*) both mean to be late because of a problem that is out of your control.

Lesson 11

Theme: Specific situations

Note: In formal situations (especially in writing), we often use apologise and apology: I must apologise for (being late). I would like to apologise for (the delay. Unfortunately, ...) Please accept our apologies for the mistakes in your order. We tried to ...

Lesson 12

Theme: Parts of speech

For formal situations, when you say goodbye to someone you have just met for the first time. If you plan to see someone you know later the same day. When you know you will see them again,

but have no specific plans to meet them. When you say goodbye to someone late at night, or if you (or they) are going to bed. The statement and reply when you say goodbye to a colleague/friend at work, school or college on Friday afternoon.

Lesson 13

Theme: Uncountable nouns and plural nouns

These uncountable nouns are often countable in other languages. Look at them carefully. He refused to give me more information about the hotel. She gave me lots of advice about the best dictionary to buy. We are going to sell all the furniture. (= tables, chairs, armchairs, desks, etc.) My knowledge of German is very limited. You need a lot of equipment for camping (e.g. tent, sleeping bag, things for cooking, etc.) She is making good progress in her English. (= her English is improving / getting better) We had fabulous weather in Italy. The teacher gave us a lot of homework last night.

Lesson 14

Theme: Verbs + -ing form or infinitive

Some verbs are followed by an -ing form if the next word is a verb:

enjoy finish imagine
(don't) mind can't stand (= hate) feel like (= want/desire *informal*) give up (= stop doing something for the last time) avoid (If you avoid something, you keep away from it; if you avoid someone, you stay away from them. You do these things by intention.) admit (If you admit something, you agree it is true, and usually it is something bad.) deny (= the opposite of admit; in other words, you say something isn't true) Look at these sentences to help you with the meaning of the more difficult verbs.

Lesson 15

Theme: Verb patterns

Verb + (object) + preposition He insisted on paying for the hotel. (*Note*: use the -ing form of the verb after a preposition) They blamed the driver for the accident. (= they said he was responsible / it was his fault) He complained (to the manager) about the bad service. (= he said he was not satisfied) The manager apologised (to the customer) for the bad service. (= the manager said sorry)

Lesson 16

Theme: Prepositions: place

There is a large group of adjectives which can have an -ing or -ed ending. The -ing ending is used on adjectives which describe a person or thing or situation; the -ed ending is on adjectives which describe the effect this person, thing or situation has on us. It was such a boring party; I was bored, and so was everyone else. I didn't think the film was very frightening, but my younger brother was frightened by it. I think the students are depressed largely because the weather is so depressing.

Lesson 17

Theme: Adverbs: frequency and degree

Rather is more *formal* than the other words and often describes a negative situation: We had rather bad weather. The food was rather expensive. For a positive situation, rather often indicates that something is better than we expected: Her cooking is rather good actually. (I didn't expect that, so it was a very nice surprise. Incredibly, pretty and a bit are *informal* and mostly used in spoken English; a bit is mostly used before negative adjectives (not positive ones) or adjectives with a negative prefix.

The food was pretty good. (= nearly 'very' good) That Ferrari is incredibly expensive. The hotel was a bit disappointing, actually. I thought she looked a bit unhappy.

Lesson 18

Theme: Time and sequence

The meaning is the same, but as soon as suggests it is more *immediate*. Note also that both items can be followed by the present tense or the present perfect (but not *will*). Pat wrote some letters while I cooked the dinner, (two actions in the same period of time) The accident happened while I was on my way to work. (Here there is a longer action 'on my way to work' and a shorter action 'the accident'. We can also use when or as here.) I saw him (just) as I came out of the office. (For two very short actions we use as (not while), and we often use just as to emphasise that these two short actions happened at exactly the same moment

Lesson 19

Theme: Addition and contrast

When you add a second piece of information in a sentence to support the first piece of information, you often use **and**, e.g. The food is excellent **and** very good value. When you put this information in two sentences, these link words and phrases are common:

The food is usually very good. Furthermore, it is one of the cheapest restaurants in town. The set menu is £10, which is excellent value. **In addition**, you get a free glass of wine. The restaurant has a reputation for excellent food. It's **also** very good value. The food is excellent in that restaurant. It's very good value **as well** (or **too**). You get very good food in that place. **What's more**, it's excellent value.

Lesson 20

Theme: Similarities, differences

These are ways of saying that two or more things are similar, or have something the same. Peter is **similar to** (= **like**) his brother in many ways. Peter and his brother are very similar. Peter and his brother are quite **alike**. Maria and Rebecca **both** passed their exams. (= Maria passed and Rebecca passed) But **neither** wants to go to university. (= Maria doesn't want to go and Rebecca doesn't want to go either) The two boys **have a lot in common**. (= they have many things e.g. hobbies, interests, beliefs, that are the same or very similar) See also section B.

Lesson 21

Theme: Reason, purpose and result

Note: With as or since, the reason (in this example 'feeling tired') is often known to the listener or reader, so it is less important. It is also common to put as/since at the beginning of the sentence: 'As/since I was feeling tired, I went home early'. In spoken English, many native speakers would use so after the reason: I was feeling a bit tired, so I went home early, We can also use because of, but with a different construction. Compare: We always go there because the weather is absolutely wonderful, (because + noun + verb) We always go there because of the wonderful weather, (because of + (adjective) + noun)

Lesson 22

Theme: *The world around us*

Due to and owing to have the same meaning as because of, but they are more formal, and are often used in sentences which explain the reason for a problem: The plane was late due to bad weather, (due to is often used after the verb 'to be') Due to / Owing to the power cut last night, I missed the late film on TV.

Lesson 23

Theme: Weather

Note: When it rains for a short period of time, we call it a shower, e.g. We had several showers yesterday afternoon.

When it is raining a lot we often say it's pouring or it's pouring with rain. This phrase is much more common than 'it's raining cats and dogs', which many students seem to learn.

Lesson 24

Theme: Using the land

When we walk, our feet are on the ground (= the general word for the surface of the earth). For the top part of the ground where grass and flowers grow, we use the word soil. There were no

seats in the park, so we had to sit on the ground. The ground is very hard because it hasn't rained for weeks. Plants don't grow very well here because the soil is too dry.

Lesson 25

Theme: Animals and insects

Pets and farm animals Many people keep pets (= domestic animals that live with people) in Britain. The most common are dogs and cats, but children in particular sometimes keep mice (singular = a mouse) and rabbits.

Lesson 26

Theme: Countries, nationalities and language

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

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

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

Lesson 27

Theme: Describing people's appearance

Positive: **beautiful** is generally used to describe women; **handsome** is used to describe men; **good-looking** is used for both; **pretty** is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'. *Negative:* **ugly** is the most negative word to describe someone; **plain** is more polite.

Lesson 28

Theme: Describing character

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

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

Lesson 29

Theme: Human feelings and actions

Pride has different meanings, but the most common is the feeling of satisfaction you have because you (or people you are connected with) have done something well. He was very proud when his wife became the first President of the organisation.

Jealousy is a feeling of anger and unhappiness you may have if (a) someone you love shows a lot of interest in others, or (b) if someone has something you want / don't have.

- My boyfriend gets very jealous when I talk to other boys.
- He's jealous of his brother because his brother is more intelligent and makes more money.

Lesson 30

Theme: Family and friends

When you are born, your family gives you a first name, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your family name (also called your surname) is the one that all the family share e.g. Smith, Brown, Jones, and O'Neill are common surnames in Britain. Some parents give their children a middle name (like a first name), but you do not usually say this name. Your full name is all the names you have, e.g. Sarah Jane Smith.

Lesson 31

Theme: Ages and stages

Society changes and so do families. In some places, people may decide to live together but do not get married. They are not husband and wife, but call each other their partner. There are also many families in some parts of the world where the child or children live(s) with just their mother or father; these are sometimes called single-parent families.

Lesson 32

Theme: Daily life

During the week I usually wjlkjyuo at 6.30 a.m. I sometimes lie in bed for five minutes but then I have to get up (= get out of bed and get dressed). Most evenings, I go to bed at about 11.30 p.m. I'm usually very tired, so I go to sleep / fall asleep very quickly. Occasionally though, I can't get to sleep (= succeed in sleeping). When that happens, I sometimes manage to fall asleep about 3 a.m., then I oversleep (= sleep too long) in the morning. If I have a late night (= go to bed very late; Φ an early night), I try to have ajiap (= a short sleep, e.g. 20-25 minutes) in the afternoon. The weekends are different. On Saturday and Sunday I have a lie-in. (= stay in bed until later)

Lesson 33

Theme: Homes and buildings

The rooms on the ground floor are quite dark (Φ light) because they don't get (= receive) very much sun. They are also quite noisy (Φ quiet) because they are near the roads and the traffic. The other negative thing is that the rooms are draughty (= cold air comes into the room through the windows and under the doors because they don't fit very well). This means it is expensive to heat the rooms (= to keep the rooms warm). Fortunately I have a very good central heating system. In other ways, it is also very nice: it's in good condition (: in a good state/doesn't need to be repaired; Φ in bad condition), and the rooms are huge/enormous (= very, very big; Φ tiny / very, very small)

Lesson 34

Theme: Around the home

My room is very clean and tidy (= everything in order), but my brother is very untidy; he leaves his clothes all over the floor and never makes his bed. What's worse, he doesn't clean his room very often, so most of the time it is quite dirty.

I do the washing-up every evening after dinner, and I normally do the washing and ironing at the weekend when I have a bit more free time. I also Hoover the carpets and polish the dining room table once a week.

Lesson 35

Theme: Everyday problems

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions: There's something wrong with the TV. (= there is a problem with it) The light's not working. (= not functioning / there is no light) The shower's not working properly. (= it is functioning but not very well) The telephone is out of order. (= not in use / not functioning) *Note:* The phrase out of order is often used when a public machine or piece of equipment isn't working, e.g. public telephone, public toilet, drinks machine at a station, etc.

Lesson 36

Theme: Money

Write down the approximate price of six things in your country, e.g. a daily newspaper, a short bus journey, a cup of coffee in bar/cafe, a ticket for the cinema, a takeaway hamburger, a pair of jeans, etc. Do you think the price is expensive, reasonable, cheap?

Compare your answers with someone from the same town, and if possible, someone from a different country.

Lesson 37

Theme: Health: illness and disease

Nouns: We only use ache with the following: I've got toothache (U), a stomach-ache, backache (U), earache (U) and a headache. For other parts of the body we use pain, e.g. I woke up in the night with a terrible pain in my chest.

Verbs: You can use ache for some things, e.g. my back aches; but hurt is more common to describe real pain, and it can be used with or without a direct object:

Lesson 38
Theme: Clothes

Use this text to guess the meaning of the key words.

I got up at 7.30, had a shower, got dressed, and had breakfast. It was a cold morning so I put on my overcoat and left home about 8.20. When I got to work I took off my coat and hung it up behind the door. It was hot in the office, so I took my jacket off as well. During my lunchbreak I had a look round the shops. I saw a nice jacket in one shop and tried it on, but it didn't fit me - it was too small and they didn't have a bigger size.

Note: Notice the different word order with the verbs put on, take off, hang up, and try on. If you want to know the rule about this, turn to Unit 17 Phrasal verbs: grammar and style.

**TEACHING MATERIALS (LECTURES, METHODOLOGICAL
PACKAGES)**

LESSON 1

Identified aims of the lesson:

1. to acquaint the students with the background of the subject
2. to teach the students how to use the book, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the passages, to share their opinion about the information, its meaning, ideas and composition
4. **The main notions:** Try to learn new words not in isolation but in phrases. What should you do when you come across new words? What does knowing a new word mean? Words relating to noun. Words relating to verb. Words relating to the construction of words

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, handouts.

The course of the lesson:

Why was this book written?

It was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study. To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group. In the text below mark the words you'd like to be able to use. English vocabulary has remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside kingly (from Anglo-Saxon) we find royal (from French) and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. You probably marked many words that you would like to be able to

use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know: - , -

- a) what words it is usually associated with
- b) whether it has any particular grammatical characteristics
- c) how it is pronounced

Try to learn new words not in isolation but in phrases.

Write down adjectives together with nouns they are often associated with and vice versa.

e.g. royal family; rich vocabulary.

Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.

Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.

Write down words with their prepositions, e.g. at a high level; thanks to your help.

Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural. Make a note of any special pronunciation problems with the words you're learning.

Home work: Learn all the rules of how to use the course book.

Lesson 2

Identified aims of the lesson:

1. to acquaint the students with new words and new information on linguistics
2. to teach the students use these new words in written and oral tasks
3. to teach them use these new words and word-combination while speaking

The main notions: sharp sound, long sound, sound in a word , sound like their meaning

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: using method of explanation, practical exercises, method of composition

The course of the lesson:

Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals make, e.g. cows moo and cats mew or meow. If the vowel sound in a word is short, an onomatopoeic word usually signifies a short, sharp sound. If it is long- (indicated in the International Phonetic Alphabet by, :), then the word usually signifies a longer, slower sound. Compare pip /PIP/ which is a short sound with peep /pi:p/ which is a long sound. Particular combinations of letters have particular sound associations in English. **gr-** at the beginning of a word can suggest something unpleasant or miserable, e.g. groan [make a deep sound forced out by pain or despair], grumble [complain in a bad tempered way], grumpy [bad-tempered],

grunt [make a low, rough sound like pigs do, or people expressing disagreement or boredom], growl [make a low, threatening sound].

Text-referring words

Text-referring words are ones that pick up their content from the surrounding text. This sentence in isolation does not mean much: We decided to look at the problem again and try to find a solution. What problem? We need to refer to some other sentence or to the context to find out. Problem and solution help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else. Here are some examples.

Problem-solution words

Text-referring words are often associated with common patterns in text, such as the - 'problem-solution' type of text. Note the words in bold connected with problems and solutions here and try to learn them as a family. The situation in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The problem is now beginning to affect our national economies. Unless a new approach is found to controlling the number of cars, we will never find a solution to the dilemma. In this dialogue, two politicians are arguing on the radio. Note how the words in bold refer to parts of the argument.

Lesson 3

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: With-ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With-ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With-i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. The USA, The United Kingdom / UK, The Commonwealth. Some countries may be referred to with or without 'the' (the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.

Adjectives referring to countries and languages

With-ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With-ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With-i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

Some, adjectives are worth learning separately e.g. Swiss, Thai, Greek, Dutch, Cypriot.

Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

Home task

Exercises

Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by **-(i)an** adjectives.

Lesson 4

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: chilly , frosts , sleet , blizzards, snowdrifts, settling, thaw ,melts

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again. (1) cold, but not very (2) thin white coat of ice on everything (3) rain and snow mixed (4) dirty, brownish, half-snow, half-water (5) staying as a white covering (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) change from hard, frozen state to normal (9) change from solid to liquid under heat

Warm,hot weather

close **Iklusl**

What kinds of weather do you think caused the following to happen? Write a sentence

which could go before each of these.

- 1 We had to sit in the shade every afternoon.
- 2 The sweat was pouring out of us.
- 3 I can hardly breathe; I wish it would rain to cool us down.
- 4 Cars were skidding out of control.
- 5 Even the postman had to use a boat to get around.
- 6 They had to close the airport; the snow was a metre deep.
- 7 We were able to sit in the garden in the middle of winter.
- 8 The earth became rock-hard and a lot of plants died.
- 9 It blew the newspaper clean out of my hands.
- 10 A row of big trees had been uprooted like matchsticks.
- 11 I could hardly see my hand in front of my face.

What types of weather are bad and good for doing these things?

Home task

Example: Skiing bad: mild weather which makes the snow melt;. good: cold, clear days

Lesson 5

Identified aims of the lesson:

1. to develop the skill of picking out new words and thematic words
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: intelligent, bright, clever, smart ,shrewd, able ,gifted ,talented ,brainy(colloquial), stupid, foolish, half-witted, simple, silly, brainless, daft, dum dum (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive, cunning crafty sly

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy(colloquial) stupid foolish half-witted simple silly brainless daft dum dum (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic
Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted introverted
Calm or not calm with regard to attitude to life: relaxed tense
Practical, not dreamy in approach to life: sensible down-to-earth
Feeling things very intensely: sensitive

Attitudes towards other people

Enjoying others' company: sociable gregarious
Disagreeing with others: quarrelsome argumentative
Taking pleasure in others' pain: cruel sadistic
Relaxed in attitude to self and others: easy-going even-tempered
Not polite to others: impolite rude ill-mannered discourteous
Telling the truth to others: honest trustworthy reliable sincere
Unhappy if others have what one does not have oneself: jealous envious
One person's meat is another person's poison
Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the word; in the left-hand column except that they have negative rather than positive connotations.

determined - obstinate stubborn pig-headed - miserly mean tight-fisted self-assured - self-important arrogant full of oneself (colloquial) assertive - aggressive bossy (colloquial) original - peculiar weird eccentric odd frank direct lope - blunt abrupt brusque curt

broad-minded - unprincipled permissive

inquiring - inquisitive nosy (colloquial)

generous - extravagant

innocent - naive

ambitious - pushy (colloquial)

What questions like those in 34.4 could you ask to try to find out whether a person is the following:

1 thrifty 3 sensible 5 even-tempered 7 obstinate

2 blunt 4 intelligent 6 original

Can you complete each of these word forks?

.....

1 self- 2- tempered 3 -minded

Home task

Write a sentence to illustrate the meanings of each of your words.

Choose five or six adjectives from the opposite page which you think best describe either

your own or a friend's character. How do you or your friend demonstrate these characteristics? *Example: sociable - I am sociable because I love being with other people.*

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the exercises
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: friendship: best friend good friend acquaintance, work: close colleague workmate, love, romance: lover steady boy girlfriend , marriage: wife husband partner ex-

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

Types of relationships

Here is a scale showing closeness and distance in relationships in different contexts. CLOSER *w* MORE DISTANT

friendship: best friend good friend acquaintance

work: close colleague workmate

love romance: lover steady boy girlfriend ex-

marriage: wife husband partner ex- ;:

ex- can be used with or without (informally) another word: She's my ex. (girlfriend, etc.) Mate is a colloquial word for a good friend. It can also be used in compounds to describe a person you share something with, e.g. classmate, shipmate, workmate, flat mate. Workmate is usual in non-professional contexts; colleague is more common among professional people.

Fiance/ee can still be used for someone you are engaged to, but a lot of people feel it is dated nowadays. You will sometimes see husband-/wife-to-be in journalistic style. English has no universally accepted word for 'person I live with but am not married to', but is probably the commonest.

Phrases and idioms for relationships

Jo and I get on well with each other. [have a good relationship]

Adrian and Liz don't see eye to eye. [often argue/disagree]

I've fallen out with my parents again. [had arguments]

Tony and Jane have broken up / split up. [ended their relationship]

Children should respect their elders. [adults/parents, etc.]

Let's try and make it up. [be friends again after a row] -

She's my junior I I'm her senior I I'm senior to her, so she does what she's told. [refers to

position/length of service at work]

Exercises

Use words with the suffix *-mate* to resay or rewrite these sentences.

- 1 This is Jack. He and I share a flat.
- 2 My grandad still writes to his old friends he was at sea with.
- 3 We were in the same class together in 1978, weren't we?
- 4 She's not really a friend, she's just someone I work with.

Lesson 7

Identified aims of the lesson:

1. to acquaint the students with the background of the theme
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the specific passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: major accidents[e.g. a plane crash], floods [too much rain], drought [no rain], famine [no food], epidemics [diseases affecting, large numbers of people]

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Disasters, tragedies

earthquakes explosions [the earth moves/trembles] , [e.g. a, bomb] hurricanes / tornadoes / typhoons [violent winds/storms] gvaoslceas npooeurs [fhrootm r oac km aonudn tain] war / civil war

Verbs connected with these words

major accidents

[e.g. a plane crash]

floods [too much rain]

drought [no rain]

famine [no food]

epidemics [diseases affecting

large numbers of people]

A volcano has erupted in Indonesia. Hundreds are feared dead. The flu epidemic spread rapidly throughout the country. Millions are starving as a result of the famine. A big earthquake shook the city at noon today. The area is suffering its worst drought for many years. Civil war has broken out in the north of the country. A tornado swept through the islands yesterday. *Remember:* injure [people], damage [things]: 200 people were injured and dozens of buildings were damaged in the hurricane.

Words for people involved in disasters, tragedies

The explosion resulted in 300 casualties. [dead and injured people]
The real victims of the civil war are the children left without parents. [those who suffer
the results of the disaster]
There were only three survivors. All the other passengers died instantly. [people who
live through a disaster]
Thousands of refugees have crossed the border looking for food and shelter.
During the battle, the dead and wounded were flown out in helicopters. [wounded:
injured in a battle by a weapon]

Home task

Exercises

What type of disaster from the list at A opposite are these sentences about? Why?

Example: The lava flow destroyed three villages. *volcano; lava is the hot rocks and metal*

1 The earth is cracked and vegetation has withered.

2 The tremor struck at **3.35** p.m. local time.

3 People had boarded up shops and houses during the day before, and stayed indoors.

4 Shelling and mortar fire could be heard all over the town.

5 Witnesses said they saw a fire-ball fall out of the sky.

6 People were-stranded in the upper floors and sometimes on the roofs of their homes,
unable to move about.

Lesson 8

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: scenery, buildings, furniture on the stage or in a studio, clothes the actors wear on stage, all the actors in it, the way the director had organised the performance, and (6) note these typical collocations; means 'got very enthusiastic comments'

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Things which generally come under the heading of 'the arts'

We often also include architecture and ceramics within the arts. The arts (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network] She's a great art lover. [loves painting and sculpture] Shakespeare was skilled in the art of poetry. [creative ability] Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say modern ballet. Remember: a novel is a long story, e.g. 200-300 pages; a short prose fiction, e.g. 10 pages, is a short story.

Use of the definite article

When we refer to a performing art in general, we can leave out the article. Are you interested in (the) **cinema/ballet/opera/theatre**?

Would you like to come to the **cinema/ballet/opera/theatre** with us next week. [particular performance]

Describing a performance

We went to see a new production of Hamlet last night. The sets (1) were incredibly realistic and the costumes (2) were wonderful. It was a good cast (3) and I thought the direction (4) was excellent. Anthony O'Donnell gave a marvellous performance (5). It got rave reviews (6) in the papers today.

(1) scenery, buildings, furniture on the stage or in a studio

(2) clothes the actors wear on stage

(3) all the actors in it

(4) the way the director had organised the performance

(5) and (6) note these typical collocations; (6) means 'got very enthusiastic comments'

Words connected with events in the arts

There's an exhibition (Am. Eng.: exhibit) of paintings by Manet on in London.

They're going to publish a new edition of the worksof ~ervantesn ext year. The Opera Society are doing a performance of Don Giovanni.

Our local cinema's showing Bergman's Persona next week. Note: What's on at the cinemaltheatre, etc. next week?

Exercises

Which branch of the arts do you think these people are talking about?

Example: 'It was a strong cast but the play itself is weak.' Theatre

1 'It's called Peace. It stands in the main square.'

2 'Animation doesn't have to be just Disney, you know.'

3 'It was just pure movement, with very exciting rhythms.'

4 'It doesn't have to rhyme to be good.'

5 'Oils to me don't have the delicacy of water-colours.'

6 'Her design for the new shopping centre won an award.'

7 'I read them and imagine what they'd be like on stage.'

8 'The first chapter was boring but it got better later.'

9 'I was falling asleep by the second act.'

Lesson 9

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: vegetables: cabbage cauliflower broccoli spinach cucumber courgettes (Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks. meat: venison liver kidneys veal. fish: cod hake plaice whiting mackerel herring sardine trout salmon' sermon. seafood: prawns shrimps crab lobster crayfish squid cockles mussels oysters

herbs: parsley rosemary thyme chives oregano tarragon sage

spices: curry cinnamon ginger nutmeg

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

vegetables: cabbage cauliflower broccoli spinach cucumber courgettes

(Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks

meat: venison liver kidneys veal

fish:cod hake plaice whiting mackerel herring sardine trout salmon'sremanl

seafood: prawns shrimps crab lobster crayfish squid cockles mussels oysters

herbs: parsley rosemary thyme chives oregano tarragon sage

spices: curry cinnamon ginger nutmeg

Flavours and tastes - adjectives and some opposites (#)

sweet + bitter (sharp/unpleasant] sour [e.g. unripe fruit]

hot, spicy [e.g. curry] + mild bland [rather negative]

salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar]

savoury [pleasant, slightly salty or with herbs]

tasty [has a good tasteflavour] z tasteless [no flavour at all]

General appearance, presentation and quality

These chips are terribly greasy. (too much oil/fat]

This meat is over-cooked/overdone / under-cooked/underdone.

British cooking can be very stodgy. [heavy, hard to digest]

Mm, this chicken's done to a turn. [just perfect, not overdone]

These pistachio nuts are terribly more-ish. [informal; you want to eat more] boil

Ways of cooking food - verbs

boil bake roast grill
Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the oven] These lamb chops would be nice barbecued. [done over hot coals, usually outdoors] Have you seasoned the stew? [added herbs/spices/salt/pepper]

Courses and dishes - a typical menu

Exercises

To learn long lists of words, it is sometimes helpful to divide them up into groups. Try

dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow

underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's.

There are some words not given opposite.

aubergine, leek, cucumber, spinach, carrot, potato, cauliflower, green/red, pepper, courgette, sweetcorn, lettuce, onion, rice, pea, cabbage, garlic, radish, bean, shallot, turnip, asparagus, beetroot, celery,

Use the taste and flavour words opposite to describe the following.

1 Indian curry 5 a cup of tea with five spoonfuls of sugar

2 pizza 6 strong black coffee with no sugar

3 sea water 7 factory-made white bread

4 an unripe apple

Sort these dishes out under the headings starters, main courses or desserts.

Chicken, casserole, coffee, gateau, fresh, fruit, salad, sorbet, Irish stew, paté and toast prawn, cocktail, rump, steak, chocolate, fudge, cake, grilled, trout, shrimps in garlic.

Home task

What might you say to the person/people with you in a restaurant if ...

1 your chips had too much oil/fat on them?

2 your dish had obviously been cooked too much/too long?

3 your piece of meat was absolutely perfectly cooked?

4 your dish seemed to have no flavour at all?

How do you like the following foods prepared? Use words from D opposite and look up

others if necessary. What do you like to put on the foods from the list in the box?

a leg of chicken, eggs, potatoes, cheese, sausages, a fillet of cod, prawns, mushrooms, salt, pepper, vinegar, mustard, brown sauce, ketchup, salad-dressing, oil, mayonnaise, lemon juice

1 Which are fish and which are usually called seafood?

prawns, sardines, squid, oysters, mackerel, mussels, hake, crab

plaice, trout, lobster, cod, sole, whiting

2 What do we call the meat of these animals?

calf deer sheep (two names) pig (three names)

3 Which of these fruit grow in your country/region? Are there others not listed here?

peach plum grapefruit grape nectarine star-fruit blackcurrant
raspberry melon lime kiwi-fruit mango

Lesson 10

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the exercises
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

Look at this description of Cork, one of Ireland's main towns. Underline any words or phrases that might be useful for describing your own or any other town. York city is the major metropolis of the south; indeed with a population of about

135,000 it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with most places within walking distance of the centre. (The buses tend to be overcrowded and the one-way traffic system is fiendishly complicated.) In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne's Church, built on the site of a church destroyed when the city was besieged by the Duke of Marlborough. Back across the River Lee lies the city's cathedral, an imposing 19th century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the atmosphere of a real working market will appreciate their charm. The Crawford Art Gallery is well worth a visit.

It regularly mounts adventurous exhibitions by contemporary artists. The fashionable residential districts of Cork city overlook the harbour. There are other residential areas on the outskirts. Towns can be convenient places to live in because they have many facilities.

Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports centre golf course tennis courts football pitch skating rink

Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco

Transport: bus service taxi rank car hire agency car park parking meters

Other: health centre law courts registry office citizens' advice bureau

job centre bottle bank department store chemist's estate agent

garden centre police station Town or City Hall suburbs housing estate

industrial estate pedestrian precinct

Towns also have their own special problems. Here are some to be found in London now.

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic

that travel is very slow or even comes to a standstill. This is particularly stressful for

commuters, people who travel to work in the town

Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

Here are some useful adjectives for describing towns.

Picturesque, historic spacious, elegant, magnificent, atmospheric, quaint, lively, hectic, deserted (e.g. at night) bustling crowded, packed, filthy, run-down, shabby

Home task

Exercises

Check that you understand the text about Cork by answering the following questions.

1 Where is Cork?

2 Where is the shopping and business centre of Cork?

3 What is Cork's traffic system like?

4 What is special about the site of St Anne's Church?

5 In what style is the architecture of Cork Cathedral?

6 Can you buy souvenirs at the markets?

7 Is the Crawford Gallery worth visiting and why?

8 Where do Cork people live?

Lesson 11

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written and oral tasks
3. to teach them use these new words and word-combination while speaking

The main notions: rash, bruise, lump, spots, indigestion, a black eye

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

What are your symptoms?

rash bruise lump spots a black eye

I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhea / painful joints / blisters / sunburn. I feel sick / dizzy / breathless / shivery / faint / particularly bad at night. I am depressed / constipated / tired all the time. I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

What do doctors do?

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.

What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round. You've broken your wrist and sprained / dislocated your ankle. You're pregnant / a hypochondriac.

He died of lung cancer / a heart attack / a brain hemorrhage / AIDS.

What does the doctor prescribe?

- a) Take one three times a day after meals.
- b) Take a teaspoonful last thing at night.
- c) Rub a little on before going to bed each night.
- d) We'll get the nurse to put a bandage on.
- e) You'll need to have some injections before you go.

- f) I'll ask the surgeon when he can fit you in for an operation.
- g) You'll have to have your leg put in plaster.
- h) I think you should have total bed rest for a week.

What might the doctor ask you?

What would you say if the doctor asked you the following questions?
 Do you have health insurance? Have you ever had any operations?
 Are you taking any medication? Are you allergic to anything?

Exercise 1

Match the diseases with their symptoms.

- 1 flu, swollen, glands in front of ear, earache or pain on eating
- 2 pneumonia, burning pain in abdomen, pain or nausea after eating
- 3 rheumatism rash starting on body, slightly raised temperature
- 4 chickenpox dry cough, high fever, chest pain, rapid breathing
- 5 mumps headache, aching muscles, fever, cough, sneezing
- 6 an ulcer swollen, painful joints, stiffness, limited movement

What does the doctor or nurse use the following things for?

Example: stethoscope *For listening to a patient's chest.*

- 1 thermometer 2 scales 3 tape measure 4 scalpel

Look at statements (a) to (g) in D opposite. Which do you think the doctor said to each of the following patients?

- 1 Anne with bad sunburn. 5 Liz with a bad cough.
- 2 Jo who's broken her leg. 6 Sam who needs his appendix out.
- 3 John who's off to the Tropics. 7 Rose suffering from exhaustion.
- 4 Paul with flu. 8 Alf who's sprained his wrist.

Home task

Complete the following table.

Lesson 12

Identified aims of the lesson:

- 1. to acquaint the students with new words and word-combinations
- 2. to teach the students use these new words in written and oral tasks
- 3. to teach them use these new words and word-combination while speaking

The main notions: wings, fuselage, steward, air traffic departure lounge, supersonic aircraft joystick controller hangar, runway passenger train, sleeping-car, engine-driver, waiting-room, freight train, local buffet, restaurant- ticket collector, ticket office, train, express car, compartment guard, porter signal-box

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Look at the table of some basic travel vocabulary. Highlight any of the words that you are

not sure about and look them up in your dictionary.

transport *different kinds* *parts of vehicle* *people working*
associated

type *of vehicle* *with it*
facilities

road_____sports car, estate boot, engine, gears, driver, mechanic, petrol station,
car, bus, coach, steering-wheel, chauffeur, bus- garage, tram, van, lorry brakes,
tyros conductor service station rail_____ passenger train, sleeping-car,
engine-driver, waiting-room, freight train, local buffet, restaurant- ticket collector,
ticket office,

train, express car, compartment guard, porter signal-box

sea _____ yacht, rowing-boat, engine-room, deck, captain, skipper,
port, buoy, quay, fishing-boat, liner, bridge, gangplank, purser, docker, customs
shed,

ferry, trawler companionway steward(ess) light-house, docks air_____
aeroplane, jet, cockpit, nose, tail, pilot, ground staff, duty-free shop, helicopter,
wings, fuselage, steward, air traffic departure lounge, supersonic aircraft joystick
controller hangar, runway

Words at sea

Traditionally sailors use different words at sea - a bedroom is a cabin, a bed is a bunk, the kitchen on a ship is a galley, right is starboard and left is port and the group of people who work on the ship is called the crew. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as 'she' rather than 'it'.

Some international road signs

There's a hump There's going to be a There may be cattle There's a cycle bridge
ahead. steep hill downwards. on the road ahead. route ahead.

Some words connected with travel

Last week he flew to New York. It was an early-morning flight. The plane was to take off at 6 a.m. and land at 7 a.m. local time. He was stranded at the airport overnight. The plane was delayed by fog. Air passengers often suffer such delays. Trains always run on time here. You have to change trains at Crewe. We are sailing on the QE2. It sets sail at noon. It will dock in New York at 6 p.m. and we shall disembark as soon as we can.

The ship was wrecked. The passengers were marooned on a desert island. Our car does 10 km to the litre. It goes quite fast. We can usually overtake other cars. The car swerved into the middle of the road to avoid the cyclist. He backed the car into the drive and parked in front of the house.

Home task

Here are some more words which could have been included in the table in A opposite.

Where would they fit into the table?

bonnet balloon deck-chair guard's van

mast petrol pump bus driver anchor

glider oar rudder left luggage lockers

check-in desk control tower canoe dual carriageway

Lesson 13

Identified aims of the lesson:

4. to acquaint the students with new words and word-combinations
5. to teach the students use these new words and word-combinations in written tasks
6. to teach them use these new words and word-combination while speaking

The main notions: **molecular biology:** information technology: bioclimatology: geopolitics: cryogenics: astrophysics:

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

You are probably familiar with the traditional branches of science e.g. chemistry, physics, botany and zoology.

But what about these newer fields? genetic engineering: the study of the artificial manipulation of the make-up of living things **molecular biology:** the study of the structure and function of the organic molecules associated with living organisms **cybernetics:** the study of the way information is moved and controlled by the brain or by machinery

information technology: the study of technology related to the transfer of information (computers, digital electronics, telecommunications) **bioclimatology:** the study of climate as it affects humans **geopolitics:** study of the way geographical factors help to explain the basis of the power of nation states nuclear engineering: the study of the way nuclear power can be made useful **cryogenics:** the study of physical systems at temperatures less than **183° C**

astrophysics: the application of physical laws and theories to stars and galaxies

Here are some of the modern inventions which we are now becoming quite used to. The verbs in the sentences below are all useful in scientific contexts.

He experimented with a number of different materials before finding the right one.
The technician pressed a button and lights started flashing. When she pulled a lever, the wheel began to rotate.

The zoologist dissected the animal.

When they were combined, the two chemicals reacted violently with each other.

James Watt invented the steam engine and Alexander Fleming, another Scot, discovered penicillin.

After switching on the computer, insert a floppy disc into the disc drive. You must patent your invention as quickly as possible.

Exercises

Complete the following list with the name of the specialists in the particular fields.

science scientist

- chemistry
- physics
- zoology
- genetics
- information technology
- cybernetics
- civil engineering

Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- 1 video recorder a kind of sophisticated typewriter using a computer
- 2 photocopier a machine which records and plays back sound
- 3 fax machine a machine which records and plays back sound and pictures
- 4 tape recorder a camera which records moving pictures and sound
- 5 modem a machine for chopping up, slicing, mashing, blending etc.
- 6 camcorder a machine which makes copies of documents
- 7 robot a machine which makes copies of documents and sends them down telephone lines to another place
- 8 word-processor a machine which acts like a person
- 9 food-processor a piece of equipment allowing you to send information from one computer down telephone lines to another computer

Home task

Write descriptions like those in exercise for the following objects.

What are the nouns connected with the following verbs?

1 discover 3 rotate 5 patent 7 dissect 9 combine
2 invent 4 conclude 6 analyse 8 experiment

Lesson 14

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: Radio and television, Newspapers and publishing, supplement, magazine

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

The term the mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the mass media and about publishing in general.

Radio and television

Types of TV programmes: documentaries news broadcasts current affairs programmes soap operas quizzes sitcoms drama chat shows detective stories sports programmes weather forecasts music programmes game shows variety shows commercials

A serial is a story that continues from one programme or episode to the next. **A series** is about the same characters or has the same format each week but each programme is complete in itself satellite dish

Newspapers and publishing

Parts of the newspaper: headlines news reports the editorial feature articles, e.g. about fashion or social trends horoscope cartoons crossword small ads business news sports reports scandal the letters page **A popular or tabloid newspaper** focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. **A tabloid** usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

A journal is the name usually given to an academic magazine. **A colour supplement** is a magazine which comes out once a week (often on Sundays) as an addition to a newspaper.

A comic is a magazine, usually for children or teenagers, with lots of picture stories and/or cartoons.

Make sure you know the verbs in these sentences.

The BBC World Service broadcasts throughout the world.

I can receive / pick up broadcasts from Moscow on my radio.

They're showing a good film on TV tonight.

This book was published by CUP but it was printed in Hong Kong.

The film was shot / made on location in Spain.

They cut / censored the film before showing it on TV.

This article / programme has been badly edited.

See Unit 92 for the language of newspaper headlines.

English Vocabulary

Exercises

What sort of W programmes do you think these would be?

1 Murder at the Match 4 The \$10,000 Question

2 The Amazing Underwater World 5 Last Week in Parliament

3 World Cup Special 6 Hamlet from Stratford

Give the name of one programme you know in your country of each type listed in B.

Write definitions explaining what jobs each of these people involved in the media do

Example: A make-up artist makes up the faces of people who are to appear on TV.

1 a foreign correspondent 6 a bookseller

2 a sub-editor 7 a publisher

3 a continuity person 8 a columnist

4 an editor 9 a camera operator

5 a librarian 10 a critic

Fill in the gaps in the sentences below with the most appropriate word from the opposite

page.

1 He doesn't even get up from the sofa to change channels; he just presses the on the
.....

2 You can hear BBC news all over the world.

3 A short wave or a VHF radio can many interesting stations.

4 Although our was expensive, we've taken some priceless film of our children.

5 Children often prefer looking at to reading books.

Choose any newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.

1 The main story today is about
 2 The editorla1 is about

3 There are readers' letters on page and they deal with the following topics:

4 The most interesting feature is about

5 There is some scandal on page , a crossword on page
 , a cartoon on
 page and some small ads on page

6 The most interest.i ng .b usiness story is about
 and the largest sports art~clels about

7 The most striking photograph shows

8 There are advertisements for

 and

9 An article about on page made me feel

Look at the TV page of an English language paper and or listen to the News on the BBC World Service. Make a note of any other useful vocabulary on this theme.

Lesson 15

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change an drop some thematic words and terms in their speech

The main notions: republic: a state governed by representatives and, usually, a president

monarchy: a state ruled by a king or queen

democracy: government of, by and for the people

dictatorship: system of government run by a dictator

independence: freedom from outside control; self-governing

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Look at the definitions below taken from a dictionary of politics. Make sure you understand not only the words listed but the words used in the definitions too.

Types of government

republic: a state governed by representatives and, usually, a president

monarchy: a state ruled by a king or queen

democracy: government of, by and for the people

dictatorship: system of government run by a dictator

independence: freedom from outside control; self-governing

The British

The United Kingdom

The Republic of Ireland

People and bodies involved in politics

Member of Parliament (MP): a representative of the people in Parliament

politician: someone for whom politics is a career

statesman/woman: someone who uses an important political position wisely and well

Prime Minister: the head of government or leading minister in many countries

chamber: hall used by a group of legislators; many countries have two chambers

cabinet: a committee of the most important ministers in the government

President and Vice-president: the head of state in many modern states

Mayor: head of a town or city council

ambassador: top diplomat representing his/her country abroad

embassy: the building where an ambassador and his/her staff are based

ministry: a department of state headed by a minister.

Elections

constituency: a political area whose inhabitants are represented by one MP

candidate: someone who stands in an election

policy: the programme of action of a particular party or government

majority: the number of votes by which a person wins an election

referendum: a direct vote by the population on some important public issue

by(e)-election: an election in one constituency in contrast to a General Election

marginal seat: a parliamentary seat held by a very small majority of votes

the opposition: members of parliament who do not belong to the party in power

stand/run for Parliament: to be a candidate in an election

vote: to choose in a formal way, e.g. by marking a ballot paper

elect: to choose someone or something by voting

You will find words dealing with types of political belief in Unit 67.

Exercises

Choose the correct word from the choices offered.

- 1 India gained republic/independence/democracy from the UK in 1948.
 - 2 Our MP's just died and so we'll soon need to have a vote/referendurn/bye-election.
 - 3 She's run in sit walking for Parliament in the next election.
 - 4 His father was voted/stood/elected MP for Cambridge City.
 - 5 What is your country's economic politics/policy/politician?
 - 6 Do you think Bush deserved to be referred to as a politician/statesman/President?
- Look at this text about politics in the UK. Fill in the missing words.
 Parliament in the UK consists of two (1) he House of Commons and the House of Lords. In the House of Commons there are 650 (2), each representing one (3). The ruling party in the Commons is the one which gains a (4) of seats. The main figure in that party is called the (5). The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general (6) at any time within that period.

Make some more words based on those you studied opposite.

abstract noun	person noun	verb	adjective
revolution	revolutionary		revolutionise
revolutionary			
representation			
..			
election			
..			
dictatorship			
..			
presidency			
..			

Home task

Try this political quiz.

- 1 Name three monarchies.
- 2 Which is the oldest parliament in the world?
- 3 Name the President and the Vice-president of the USA.
- 4 Who is the Mayor of the place where you live?
- 5 What politicians represent you in local and national government?
- 6 What are the main political parties in the country where you now are?

7 What are the main political issues in that country and what are the policies of the different parties on those issues?

8 What do these political abbreviations stand for - MP, PM, UN, EU, NATO, OPEC?

Lesson 16

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: Tips for dealing with idioms

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Idioms are fixed expressions with meanings that are usually not clear or obvious. The individual words often give you no help in deciding the meaning. The expression to feel under the weather, which means 'to feel unwell' is a typical idiom. The words do not tell us what it means, but the context usually helps.

Tips for dealing with idioms

Think of idioms as being just like single words; always record the whole phrase in your

notebook, along with information on grammar and collocation. *This tin-opener has seen better days.* [it is rather old and broken down; usually of things, always perfect tense form]

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic. As with any informal 'commenting' single word, be careful how you use them. Never use them just to sound 'fluent' or 'good at English'. In a formal situation with a person you do not know, don't say,

'How do you do, Mrs Watson. Do take the weight off your feet.' [sit down]. Instead say 'Do sit down' or 'Have a seat'.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them. Here are some possible types of grouping.

Grammatical get the wrong end of the stick [misunderstand]

pull a fast one [trick deceive somebody] I verb + object

poke your nose in(to) [interfere]

be over the moon [extremely happy elated]

feel down in the dumps [depressed low] I verb + preposition phrase

be in the red [have a negative bank balance]

By meaning e.g. idioms describing people's character intellect

He's as daft as a brush. [very stupid silly] He takes the biscuit. [is the extreme 1 the worst of all]

You're a pain in the neck. [a nuisance 1 difficult person]

By verb or other key word e.g. idioms with make I don't see why you have to make a meal out of everything.

[exaggerate the importance of everything] I think we should make a move. It's gone ten o'clock. [go leave]

Most politicians are on the make. I don't trust any of them. [wanting money power for oneself]

Grammar of idioms

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others. For instance, barking up the wrong tree [be mistaken] is always used in continuous, not simple form, e.g. I think you're barking up the wrong tree. A good dictionary may help but it is best to observe the grammar in real examples.

Note how Units 76-91 group idioms in different ways.

Home task

Exercises

Complete the idioms in these sentences with one of the key words given, as in the example. If

you are not sure, try looking up the key word in a good dictionary.

clanger shot ocean plate block handle pie

1 All the promises these politicians make! It's just *pie*. in the sky. (big promises that will never materialise)

2 The small amount of money donated is just a drop in the compared with the vast sum we need. (tiny contribution compared with what is needed)

3 You really dropped a when you criticised the Americans last night; that man opposite you was from New York! (said something inappropriate/embarrassing)

4 I can't do that job as well; I've got enough on my as it is. (have more than enough work)

5 When I told her she just flew off the and shouted at me. (lost her temper)

6 His father was a gambler too. He's a real chip off the old (just

like one's parents|grandparents)

7 I wasn't really sure; I guessed it; it was just a in the %ark. (a wild guess)

Use a good general dictionary or a dictionary of idioms to see if it can help you decide which

version of these sentences is in the normal grammatical form for the idiom concerned, as in

the example. Check the meaning too, if you are not sure.

Lesson 17

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: Conversation-building expressions

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Everyday spoken language is full of fixed expressions that are not necessarily difficult to understand (their meaning may be quite 'transparent') but which have a fixed form which does not change. These have to be learnt as whole expressions. These expressions are often hard to find in dictionaries, so listen out for them.

Conversation-building expressions

These are some common expressions that help to modify or organise what we are saying. There are many more expressions like these. (See also Unit 100.)

expression

As I was saying, I haven't seen her for years.

As you say, we'll have to get there early to get a seat.

Talking of skiing, whatever happened to Bill Jakes?

If you ask me, she's heading for trouble.

That reminds me, I haven't rung George yet.

Come to think of it, did he give me his number after all? I think he may have forgotten.

meaning/function

takes the conversation back to an earlier point repeats and confirms something someone has already said starting a new topic but linking it to the present one if you want my opinion (even if no-one has asked for it) something in the conversation reminds you of something important something in the conversation makes you realise there may be a problem query about something

Key words

Some everyday expressions can be grouped around key words. This and that, for example, occur in several expressions:

This is it. [this is We talked about this and that, an important point] \ 'or th is, that and the other. [various unimportant matters]

That's it. [that's the / ' So, that's that, then. [that last thing, we've finished] is agreed, settled, finalised]

Common expressions for modifying statements

If the worst comes to the worst, we'll have to cancel the holiday. [if the situation gets very bad If all else fails, we could fax them. [if nothing else succeeds] What with one thing and another, I haven't had time to reply to her letter. [because of a lot of different circumstances] When it comes to restaurants, this town's not that good. [in the matter of restaurants] As far as I'm concerned, we can eat at any time. [as far as it affects me / from my point of view] As luck would have it, she was out when we called. [as a result of bad luck]

Exercises

Complete the fixed expressions in these sentences, as far as possible without looking at the left-hand page.

1 Come , I don't remember giving her the key. I'd better ring her and check, just in case.

2 If you , the economy's going to get much worse before it gets any better.

3 holidays, have you got any plans for next year?

4 A: It's going to be expensive.

B: Yes, it'll be fun, and a great opportunity, but, as , it will be expensive.

5 That , I have a message for you from Sid.

6 As , before the postwoman interrupted us, we plan to extend the house next spring.

Which of the expressions with *thidthat* opposite would be most suitable for the second parts of these mini-dialogues?

1 A: What were you and Lindsay talking about?

B: Oh,

2 A: How many more?

B: No more, actually,

3 A: The most important thing is that nobody's happy.

B: Yes, well,

4 A: Okay, I'll take our decisions to the committee.

B: Right, so, then. Thanks.

See if you can complete this network of everyday expressions with *now*, as with the *thidthat*

network opposite. Use a dictionary if necessary.

.....

[occasionally][attract attention because you're going to say something]
[immediately; also used to emphasise your point]

Home task

Use the expressions with *now* to rewrite these sentences.

1 Do you want me to do it straight away, or can it wait?

2 So, everybody, listen carefully. I have news for you.

3 I bump into her in town occasionally, but not that often.

Which expressions contain the following key words?

1 comes 2 luck 3 fails 4 worst 5 far 6 thing

Follow-up: Make a list of common expressions like the ones in this unit in your language.

How do you say them in English!